

The Mediating effect of Study Habits on the Relationship Between Self-Esteem and Academic Performance

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Abstract— This study aimed to determine the mediating effect of study habits on the relationship between self-esteem and academic performance of selected junior high schools in Davao del Sur. Moreover, this study employed descriptive-correlation quantitative non-experimental design because it aimed to assess the relationship between self-esteem and academic performance, self-esteem and study habits, and study habits and academic performance. Apart from this, this study also used testing of mediation in which the connections of three variables were investigated such as study habits, self-esteem and academic performance. The mediating variable exposed the connection and relationship between the independent and dependent variables. A modified questionnaire was utilized as instrument of study. This questionnaire was adopted from 3 sources and was made up of 3 parts. Self-Esteem was taken from State Self-Esteem Scale by Heatherton and Polivy (1991); academic performance was taken from the Influence of Study Habits and Demographic Variables on Academic Performance by Rugendo (2014); and study habits were adopted from Study Habits Inventory, Chilca Alva (2017). After a thorough analysis, results revealed that the level of self-esteem according to appearance self-esteem, social, and performance self-esteem is high. On the other hand, the level of academic performance in terms of time management, learner-to-learner interaction, reading skills, note-taking skills and academic performance is also high. Finally, the level of study habits is high. There is a significant relationship between self-esteem and academic performance. Also, a significant correlation was found between self-esteem and study habits. Lastly, study habits have a significant relationship to academic performance. These findings supported the theoretical framework of this study. Finally, study habits were found to partially mediate the significant relationship between self-esteem and academic performance

Index Terms— *study habits, self-esteem, academic performance, Philippines*

1 INTRODUCTION

Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. It measures student performance through countless academic subjects. Teachers and educators typically measure academic success using classroom performance, advancement rites and marks from standardized tests. However, many factors affect low academic performance such as poor study habits, self-esteem, demographic factors, parental involvement, teacher motivating factor and commitment (Burman, & Som, 2019; Fernandes et al., 2019; Filade, et al., 2019).

On the other hand, self-esteem is one amongst the powerful influences which affect student's academic success. In fact, high self-esteem can result in high academic achievement. Self-esteem is named as a person's judgments of aptitude concerning one's dignity, this idea arises when children equate their self-evaluation with authentic routine on an assortment of tasks. Moreover, this contrast between the perceived self and also the

ideal self is critical especially during adolescence because teenagers meet diversified challenges of their own age. Hence, development of self-esteem is considered together with foremost important developmental processes of adolescence (Coelho et al., 2020; Jidrehe et al., 2018; Wagner et al., 2018).

Nonetheless, study habits affect the educational performance of scholars. Only study habit was significantly correlated with academic achievement. Furthermore, self-esteem had no direct significant effect on academic performance but study habits influenced the tutorial achievement. Study habit is a capability that expedites students' learning. It is the knowledge propensities to which students engage in studying, and their way of studying whether methodical, well-organized, or ineffective. Every student possesses a study habit that may be either proper or good or bad. (Beattie et al., 2019; Metzger et al., 2018; Noronha et al., 2018; Waheed et al., 2020).

This above mentioned concepts encouraged the researcher to conduct a study on the mediating effect of study habits on the

relationship between self-esteem and academic performance of students in public schools of Davao del Sur Division. The realization of this study will boost student's academic performance in relation to study habits and self-esteem, closely associated with schools' current study habits approaches.

OBJECTIVES OF THE STUDY

This study aims to look into the mediating effect of study habits on the relationship between self-esteem and students' academic performance. Specifically, at achieving the following objectives:

1. To describe the extent of self-esteem in terms of:
 - 1.1 time management;
 - 1.2 learner to learner interaction;
 - 1.3 reading skills;
 - 1.4 note-taking skills; and
 - 1.5 academic performances.

HYPOTHESIS

The following null hypotheses were tested at 0.05 level of significance.

Ho1. There is no significant relationship between self-esteem and academic performance; self-esteem and study habits; and study habits and academic performance.

Ho2. Study habits have no mediating effect on the relationship between self-esteem and academic performance.

REVIEW OF RELATED LITERATURE

This section presents various literatures and studies from different authors that have a significant bearing on this study. The readers will get to understand the variables in this study through the literature presented. The variables in this study are Self-Esteem, Academic Performance and Study Habits.

Self-Esteem is taken from State Self-Esteem Scale by Heatherton and Polivy (1991) with indicators as performance self-esteem, social self-esteem and appearance self-esteem. Academic Performance is adopted from Influence of Study Habits and Demographic Variables on Academic Performance by Rugendo (2014) with indicators such as time management; learner to learner interaction; reading skills; note-taking skills; and academic performances. Study Habits, based on Study Habits Inventory (Alva and Manuel 2017) with no indicators.

Self-Esteem

Self-esteem is a feeling of self-competence and self-worth. Students who generally feel confident show better performance and those who demonstrate less confidence show low performance. Positive high self-esteem develops positive relationship. Students who feel inadequate cannot participate in the learning activities more actively because they are hesitant and dejected. This lowered self-esteem does not allow them to excel in life (Cokley et al., 20018; Harris, & Orth, 2020; Lau et al.,

2018).

Essentially, self-esteem helps the students to obtain the dreams of existence whatever. It develops character coping skills, self belief and emotions of worthiness. Students with self-esteem set better dreams in life and attempt to obtain these with determination, dedication and steadfastness. Such students no longer lose even in the face of failures, they in no way quit the notion to gain the aim and obtain it ultimately. Whether self-esteem is excessive or low, it's far motivated with the aid of using the numerous elements (Mirzaei-Alavijeh et al., 2018; Vicente et al., 2018; Yücens, & Üzer, 2018).

In impact, students with low self-esteem normally lose wish and self-belief amidst failures, grievance and rejection. Such students are afflicted by tension or melancholy, ensueing withdrawal from efforts to obtain their aims. Students with low self-esteem now no longer continually appear lively or diligent sufficient to apply numerous techniques or answers for difficult tasks but students with high self-esteem take challenges that could also bring rewards. (Effiom, & Bassey, 2018; Garcia et al., 2019; Mwakanyamale et al., 2018).

In essence, self-esteem is one of the important catalysts of training to permit newcomers to attain the best potential of improvement in all spheres of existence. It is a critical element of personality, a determinant of conduct and leads the people to act according with their very own view of themselves. It is likewise related to personal pleasure and powerful functioning. Sufficient self-esteem is the important thing to achievement and academic performance within the area of training. Hence, self-esteem is definitely correlated with educational consequences (Barutçu Yıldırım, & Demir, 2020; Hirata, & Kamakura, 2018; Kayani et al., 2018).

In reality, self-esteem is a multifaceted concept that underwrites the individuality of human beings. It has been substantially recounted that self-esteem impacts many elements of existence which include academic performance. It may also depend on sex, age and different defining roles. Among students, self-esteem varies in performance self-esteem, social self-esteem and appearance self-esteem (Kircaburun et al., 2019; Xiang et al., 2019; Topçu, & Leana-Taşçılar, 2018).

Performance Self-Esteem is the primary indicator of self-esteem. It refers to one's feeling of trendy competence. It consists of high level capacity of school performance, self-regulatory capacities, self-belief, efficacy, and agency. (Cvenceket al., 2018; Minev et al., 2018; Tus, 2020).

The unobtrusive connections between self-esteem and school execution does not demonstrate that high confidence prompts better performance. High confidence is the after effect of good

school execution. Endeavors to enhance students' self-belief may also in a few instances be counterproductive. Nonetheless, overall performance self-esteem upholds accomplishment improvement, even though bodily look and social self-belief count on a minor component (Busalim et al., 2020; Hewitt, 2020; Ugwuanyi et al., 2020).

Besides, performance self-esteem is a character's conviction approximately whether or not the character is insightful and output-oriented. To display that self-belief is itself significant, people's ideals of themselves have large consequences, paying little heed to the essential truths. There might be blessings in accepting that one is clever, whether or not one actually is insightful (Abdulghani et al., 2020; Gustafsson et al., 2018; Orsini et al., 2018).

While performance self-esteem is predicated upon singular accomplishment and the other way around, better perception improves the opportunity for meaningful accomplishment. In any case, examination of the impacts of confidence is helped by a few variables since many individuals with high confidence overstate their victories and great attributes. High self belief is also a heterogeneous class along narcissistic, guarded and boastful humans (Blom et al., 2018; Gulati et al., 2019; Ugwuanyi, Okeke, & Asomugha, 2020).

Social Self-Esteem is the second indicator of self-esteem. Social esteem is the self-belief in one's very own social worth. It sits on the crossing factor of on-line media, connections and certainty, and the way public opinion affects persons. These had been the most important influences that must be aligned with one's wonderful outlook on self and approximately their organization of friends. It is how precise one feels and the social realm has a significance affect, whether or not it's social media or one's closest circle of friends (Hyseni Duraku, & Hoxha, 2018; Jang, & Kim, 2018; Li et al., 2018).

Additionally, social self-esteem has something to do with socializing with neighbors, relatives, and other youth. These had been the folks who motivated one's social worth. Knowing one's traits and limitations can protect one from the terrible results of on-line assessments. Kinships and one's own circle of relatives assist people to address social media which could harm one's social regard (Asakereh, & Yousofi, 2018; Gurney, 2018; Weisskirch, 2018).

Similarly, social self-esteem binds with others to help one's self. Useful analysis, acclaim, authentic communicative and comfort from those people can enhance social regard, distinct from the constant message that web-primarily based totally media seems to deliver. This definitely proves that self-idea is likewise closely motivated with the aid of using the method of social comparison (Carnevali, 2020; Krause, 2018; Weisskirch, 2018).

In fact, social esteem implies believe in one's very own social worth. It is the way wherein public opinion affects how one

feels about oneself. The feeling of social worth from such infinite fields, and of web based social media simply affords more outlets of impact and examination. Although, social esteem is restrained basically to character connections together with one's companions, neighbors, relatives, teachers and once in a while possibly even people on TV or in magazines motivated one's social really well worth (Effiom, & Bassey, 2018; Harris, & Orth, 2020; Webster et al., 2020).

On the other hand, appearance self-esteem is the last indicator of self-esteem. Self-concept of appearance continues to be the most powerful predictor of self-esteem. In fact, appearance, beauty, and splendor are genuinely lacking within the academic curriculum despite the fact that appearance self-esteem is critical for students' wellbeing. However, an excessive amount of emphasis is given on how one looks in preference to how one acts or socializes (Barbot, 2020; Masa'Deh et al., 2021; Steinsbekk et al., 2021).

Since one's appearance is the fundamental element others see, this could make clear the importance of one's self-noticed searches for self belief. To some degree, those consequences confirm that looks are the principle indicator of self-belief. According to Aristotle, the body has been viewed as second rate compared to the brain and must be humanized through mental forces. Everything bodily is taken into consideration as passing, even though the mind simply could make something beyond someone's presence (Ahmadpanah et al., 2019; Lee, Oh, & Kim, 2019; Steinsbekk et al., 2019).

In a similar vein, when an individual's looks were profoundly esteemed without help from anyone else or others, this may likewise hugely affect how they feel and consider themselves with a changed appearance. Appearance self-esteem assumes a crucial component amongst young adults. It is common for young adults with performing arts jobs, and younger women's self-belief is in all likelihood better motivated with the aid of beauty aids to improve their appearance. (Kwon, & Heo, 2019; Minev et al., 2018; Yu & Jung, 2018).

In a meta-research of gender distinction in look self-belief, younger guys rate better than younger women. Keeping in mind that younger kids' self-belief grows, younger woman's, self-belief diminishes over time. Successful younger women honestly conflict to coordinate accomplishment into their lady-like intellectual self-portrait on account that low muscle-to-fat ratio look is taken into consideration. Notwithstanding, frame-associated problems are tended cautiously with the aid of effort among males and females (Agirnaslıgı et al., 2019; Casale, 2020; Dale, Vanderloo et al., 2019).

Indeed, examinations confirmed that younger women are certain to have a terrible self-notion than younger guys. Other than people's very own insights, and others' influence on their self-notion is also significant. Individuals are propelled to set up a respectable reference to others; all matters taken into consideration; a few are nervous over how people view of their real

form. A character's uneasiness approximately how others check their real photograph is characterized as real pleasant tension, social look anxiousness carries genuine social uneasiness, and is an final results of one's very very own unfavorable photograph frame and look (Barzoki et al., 2018; Lee et al., 2019; Zheng et al., 2020).

Finally, self-esteem is feeling good about one's self. It is used to explain someone's universal feeling of self-confidence or non-public value. In different words, how much one appreciates and likes oneself. People with excessive self-esteem experience acceptance; they are happy with what they do; and accept themselves (Ahadzadeh et al., 2018; Ball, & Elsner, 2019; Zemestani et al., 2019).

Academic performance refers to the standard grades acquired in school. It is one of the critical measures of schooling. In fact, pupil performances are affected because of social, psychological, economic, environmental and personal elements. These elements strongly affect the pupil's educational overall performance, however those elements range from person to person and unit to unit (Bir, 2019; Boahene et al., 2019; Macías, Guale, & Arévalo, 2019).

In fact, academic performance is measured both thru grade point average (GPA) or the preceding year's outcomes. Many researchers mentioned that various factors have an effect on academic performance. Academic performance is seen by inner and outside study room elements (Broaddus et al., 2019; Bugbee et al., 2019; Magulod Jr, 2019; Cao et al., 2018).

Generally, academic performance in the academe consists of students' competence, class schedules, class size, textbooks, class check outcomes, testing centers, homework, class surroundings, path material, teacher's role, and technology used and test procedures. External study room elements consist of extracurricular activities, relatives, issues, work, monetary, social and other issues. However, the undertaking is a way to expand techniques to cope with those elements which can be suitable to unique contexts and pupil cohorts (Datta et al., 2019; Ishihara et al., 2018; Kader et al., 2020).

Moreover, academic performance relies on elements which include testing centers, gender and age differences. Academic performance is likewise measured by students' communicative competencies. If the students have robust communicative competencies, it will increase their academic performance. Class surroundings and the centers which include the library and laboratory additionally affect academic performance (Abdullah, & Osman, 2020; Dubuc et al., 2020; El Hangouche et al., 2018).

Furthermore, academic performance is likewise measured by family variables which include one's relatives' monetary condition, parents instructional attainment, and income. Academic performance is connected with parents' education. The educational attainment of the parents appreciably has an effect on their children's academic performance. Therefore, academic

performance is influenced by parent's stage of schooling (Gallego-Gómez et al., 2020; Gatsheni, & Katambwa, 2018; Kapur, 2018).

Similarly, academic performance based totally on pupil grades is a key factor in building an academic institution's image. The demanding situations of reading academic performance lie within side the time period itself. Often called as school performance, academic performance or school performance. In fact, academic performance applies to college populations, while school performance applies to lower level populations (Doleck, & Lajoie, 2018; González et al., 2020; Goroshit, & Hen, 2019).

From a humanistic approach, academic performance is the result of a pupil's efforts at scholastic institutions, that is generally expressed thru instructional grades. It is the extent of information tested in a place or difficulty in comparison towards the popular that is usually measured with the aid of using the pupil's common grade. Students' academic accomplishments and activities, perceptions of their coping techniques and tremendous attributions, and family traits have been associated with their academic performance in most colleges, (Huang et al., 2020; Li et al., 2019; Tejones, 2020).

In fact, academic performance will also be expressed as a quantitative and qualitative score; if intelligible and binding, a grade will mirror the extent of mastery with the aid of using the teacher-pupil relationship. The students face a whole lot of issues in developing positive examination attitudes to enhance academic performance. Parental involvement facilitates a pupil to enhance his examination attitudes and examine conduct and is without doubt proportional to academic performance. The students who're well guided by their parents have performed well in their exams (Liou, & Rotheram-Fuller, 2019; Maria & Awan, 2019; Martinez et al., 2020).

Additionally, academic performance is measured with the aid of using grades, the outcomes of coaching, and others. Academic performance relies upon the pupil's best; however, the teacher's planning, coaching and assessing, and score instructional mastering and academic performance are also important. School performance dimension has been the item of ongoing criticism (Addo, 2018; Guinocoret al., 2020; Masa'Deh et al., 2021).

Accordingly, academic performance is certainly encouraged with the aid of using many variables which can be connected, which makes it difficult to explore. However, academic performance includes high-level competencies, personality, motivation, aptitudes, interests, examination conduct, self-esteem, or the teacher-pupil relationship. Discrepancies among a pupil's academic performance and the predicted academic performance are called differing overall performance. Unsatisfactory academic performance is one which is underneath the predicted academic performance (Chipana, 2018; Mbibo, 2020; Monier et al., 2020).

Similarly, academic performance is used as a popular test and

is one of the top signs to assess schooling. The hypothetical outcomes specify the quantity to which one has carried out the favored desires within the educational environment. It is used to measure the achievements of students, teachers, or institutions. It is a hallmark of the program's effectiveness (Owan et al., 2018; Qi et al., 2020; Stajković et al., 2018).

Likewise, academic performance covers an extensive variety of instructional outcomes. All academic performance standards constitute a student's high-level capacity, which include scholastic score, manners, and co-curricular ratings. A not unusual criterion for academic performance is overall performance on examinations, tests or grades. This overall performance or grade is usually used to decide how well one is capable of assimilating, retaining, recalling, and speaking about information that has been learned (Saputra et al., 2020; Hellas et al., 2018; Xie et al., 2020).

In fact, academic performance has come to be a phenomenon or hobby due to the fact, that students' brilliant grades are usually predicted. Over the years, psychologists, researchers, teachers, directors have attempted to show the noncognitive elements that affect students' academic performance which include the self-esteem of the student's and their examination conduct, to name a few. The elements that affect academic performance may be classified into 3 types: high-level, emotional, and environmental (Felisoni, & Godoi, 2018; Habes et al., 2018; Migueis et al., 2018).

Additionally, academic performance is the extent of education gained in college. It additionally refers back to the excellence in all instructional areas. It paves the manner for manipulation of associated variables for best outcomes in colleges. In spite of the data that colleges impart uniform study room commands to all college students, extensive variety of distinction is discovered within their academic performance (Helal et al., 2018; Martin-Sardesai, & Guthrie, 2018; Mitra et al., 2020).

Academic performance has lengthily been identified as one of the critical desires of education. Research carried into the educational performance phenomenon has convincingly tested that it depends on a variety of factors (Giunchiglia et al., 2018; Han, 2019; Miguéis et al., 2018).

Broadly speaking, the elements that affect academic performance may be classified into 3 types: high-level, emotional, and environmental. Of those kinds of elements, emotional elements, in particular tension and environmental elements like self-idea and stages of aspiration, basically determine one's instructional achievement. In fact, examination fulfillment, as measured with the aid of using grade point average (GPA), became definitely correlated with academic performance checks, and those variables remain diagnosed as predictors of instructional fulfillment (Gibbs et al., 2019; Helal et al., 2018; Xu et al., 2019).

Several researches additionally advise that high grades are higher predictors of fulfillment than standardized tests. More

current researches have tested academic performance, retention, and pupil engagement independently as measures of instructional fulfillment. In fact, adults with better academic performance had better performance than students with low instructional achievement. Time management, learner to learner interaction, analyzing competencies, note-taking competencies and educational performance have an effect on pupil's academic performance (Fernandes et al., 2019; Whelan et al., 2020; Yao et al., 2019).

Finally, academic performance is essential due to the fact that humans will want better quality of schooling to address the technologically stressful occupations of the future. Academically successful young people have better self-esteem, have lesser degrees of despair and anxiety, are socially inclined, and are much less probable to abuse alcohol and engage in substance abuse. Positive self-esteem and self-confidence are crucial elements in relation to educational success (Giunchiglia et al., 2018; Helal et al., 2018; Martin-Sardesai, & Guthrie, 2018).

Time Management. This is the first indicator of academic performance. Time management behaviors may be labeled into three fundamental groups: time making plans, time attitudes, and time-wasting. Simply put, there are sizeable variations in the respondents' time control behaviors. Meanwhile, all of the time control behaviors had been observed to have an effect on students' academic performance, with time making plans being the biggest predictor (Farruggia et al., 2018; MacCann et al., 2020; Razali et al., 2018).

Similarly, time management has been observed to have an effect on pupil's academic performance. It may be applicable to both instructional or non-instructional abilities. Academic abilities pertain to applicable talent units that a pupil can also additionally have, inclusive of improving important inquiry and academic frameworks via teaching, feedback, and access to good resources. On the other hand, nonacademic elements that effect students' probabilities of achievement are similarly important, specifically time management. Good time management abilities buffer impact on strain and are a crucial indicator of better academic performance and decrease pressure and tension in good education (Adams, & Blair, 2019; Arunkumar & Surya Prakash, 2018; Cirillo, 2018).

In fact, time management calls for the usage of analysis, making plans, and making packages as in the control of different resources. It is essential to make a correct time table and set goals, objectives, and priorities. It isn't always sufficient simply to understand the way to use time; one has to use time management principles. It is essential to understand what issues are confronted and the motives for the issues to use time control effectively (Agadzhanova, 2019; Budu et al., 2019; Celik, Eser, & Nalcacigil, 2020).

Learner to Learner Interaction. There are three forms of learner interplay: learner-content material, learner-teacher, and learner-learner. Learner-content material interplay is vital to the academic process—the general information of the learner

adjustments and private creation of know-how via the means of interacting with the subject matter. Learner teacher is extensively taken into consideration via the ways and means of educators and college students alike because it stimulates hobbies and motivation, organizes pupil mastering applications, counsels supports, and encourages every learner. Finally, learner-learner takes place in new students percentage statistics with their friends and obtain feedback. Learner to learner interplay reveals its cost in the regions of utility and evaluation (Rebensky, Chaparro, & Carroll, 2020; Sato, 2020; Abdullah & Osman, 2020).

Additionally, learner to learner interaction is an essential part of any lecture room experience. In a lecture room setting, this interplay occurs naturally, as students pay attention to everyone's comments, ask everyone questions, and construct rapport thru common contact. Teachers also can foster pupil-to-pupil interplay in a web setting; however, it can require constructing formal and casual interplay possibilities in the route design. Designing for an excessive stage of pupil-to-pupil interplay is so important (Oyarzun et al., 2018; Payant, McDonough, Uludag, & Lindberg, 2019; Rios et al., 2018).

Reading Skills. This is the third indicator of academic performance. High degree of reading skills may be attributed to the truth that reading is an interactive system which includes inferring, understanding, producing accurate sounds and comprehension. The powerful use of those talents in reading surroundings permits the reader to recognize the textual content. The fulfillment of the reading system is decided with the aid of using variables which includes reading attitude, reading purpose, reading the textual content, textual structure, vocabulary expertise; comprehension is decided with the aid of using the interplay of the reader with the textual content (Alhadabi & Karpinski, 2020; Alnjadat et al.; Camarata et al., 2018; Metruk, 2018; Sampa et al., 2018).

In truth, good readers are most usually strategic readers. They use some comprehension techniques or are aware plans or approaches which are below the ability of a poor reader, who makes selections approximately, which techniques to apply and how to apply them to get the most from textual content. Sometimes good readers engage with the textual content by asking themselves questions on its content material and reflecting on its thoughts. They are adept at the use of their expertise to expect approximately what would possibly occur subsequently and to recognize principles as they come upon them (Ameyaw, & Anto, 2018; Hossain et al., 2019; Indriyana, & Kuswandono, 2019).

Moreover, good readers are selective as they study. They are in all likelihood focusing on in their interest on the components of the textual content which are maximum carefully tied to their reading goals. They might also additionally determine to bypass a few components of a textual content due to the fact they already recognize the content material or due to the fact they do no longer assume the components are essential to what they

want or need to examine from the textual content. After reading numerous pages, they will determine to bypass reading a section or sections because they are familiar with it. (Beach et al., 2018; Rios et al., 2018; Stanley et al., 2018).

Furthermore, good readers frequently make inferences. They might also additionally draw on their past expertise or search for clues in the textual content to arrive at insights that the writer has not furnished directly. Some exact readers can also create intellectual images, or visualize a placing, event, or person to assist them recognize a passage in a textual content. In truth, good readers display their comprehension as they study (Siegelman et al., 2020; Tawfik et al., 2018; Torppa et al., 2020; Villesseche et al., 2019).

During reading, poor readers might also additionally have issues interpreting and reading the phrases in their texts accurately. In addition, a few poor readers study too slowly, or lack fluency. As an end result of their slow, reading, they frequently no longer realize much of what they study, and the effort they must deliver to identifying the phrases hinders them from mastery of the textual content's message (Łockiewicz, & Jaskulka, 2019; Salmerón et al., 2018; Shastina et al., 2019).

In fact, poor readers no longer study strategically. Nor do they have meta cognitive focus to develop, select, and practice techniques to improve their textual content comprehension. Typical poor readers hardly ever put together what they need. They frequently start to study with out placing goals. All too frequently, poor readers lack enough skills to identify the subject of a textual content. They might also additionally have problems connecting the thoughts of a textual content. They frequently aren't acquainted with the vocabulary they come upon, and have problems figuring out phrase meanings (Howorth, Rooks-Ellis et al., 2019; Keezhatta, & Omar, 2019; Kim et al., 2020).

Further, even if poor readers, have previous knowledge they regularly aren't capable of using it to assist them to recognize what they study. Some poor readers are also ignorant of textual content organization. After reading, poor readers generally do now no longer consider or mirror upon what they have got study. They hardly ever are looking for out extra data on the topic. The cumulative impact of those problems is that poor readers frequently lose self-belief in their potential to study because reading is tough for them, poor readers can't and do not study widely.

As a result, they uncover much less textual content than good readers and have less exercise reading (Gao et al., 2020; Keezhatta & Omar, 2019; Snowling et al., 2018; Villesseche et al., 2018). Hence, some of the good readers are as clever as their friends. However, people with problems in reading can't enhance their reading talents as lots as their friends and can't carry out well; thereby, affecting their educational performance (Guzmán et al., 2020; Louzeiro, 2018; Mencucci et al., 2018).

Note Taking Skills. This is the fourth indicator of academic performance. This is about comprehending a writing report or a lecture and recording data via writing. Note-taking enables students to encode, and their notes are used as materials for assessment. People take notes to prepare for examinations, put together a technical talk, and report the minutes of meetings. All note-taking includes recording records accrued from one or many sources (Morehead et al., 2019; Nor et al., 2020; Pevery, & Wolf, 2019).

Accordingly, note-taking is identified as an important activity that improves learning. Notes are vital for recalling what has been heard or seen. Note-taking enables learning. It calls for students to become aware of crucial material, which they then transcribe into their personal notes. This will increase the processing of the material. Having notes for assessment is a useful resource for students (Almaagbh, 2020; Boyle, & Joyce, 2019; Chen et al., 2019).

Academic Performance. Academic performance has been identified as one of the crucial tests of an institution. However, students placed in an equal set of educational conditions vary widely in their scholastic success. Research performed to show the academic performance proves that the educational performance is made out of many elements, both external and internal (Aldiere et al., 2018; D'Alessio et al., 2019; Maquiling, 2019).

Finally, academic performance represents a person's high-level capacity, consisting of educational rating, manners, and co-curricular interest ratings. A not uncommon place criterion for academic performance is assessments or grades. This academic performance is used to decide how well one is capable of assimilating, retaining, recalling, and speaking about one's knowledge. Academic performance is the size of pupil success throughout diverse educational subjects. In fact, it is a complicated procedure this is encouraged by means of numerous elements, consisting of examining habits (Kates et al., 2018; Saqib, & Rehman, 2018; Singh et al., 2019).

Study Habits

Study habits are abilities that facilitate students' learning. It is one of the most important topics in instructional research. It is the knowledge of inclinations to which college students have interaction in everyday acts of learning. This refers to how students plan their personal educational activities outside of lecture hours for getting to know a specific issue or topic. Study dependancy is an aggregate of study and approach ability which could increase motivation (Capuno et al., 2019; Digal, & Walag, 2019; Magulod Jr, 2019).

Every student has a study habit that might be either proper or good study habit or improper or bad study habits to obtain good grades. It may be assessed via inventories, reports, examinations, score scales. In reality, people differ in their study habits. Effective study habits calls for students' correct appraisal of their know-how, study time and cognitive resources. This

shows that students' achievements rely upon invisible elements including motivation, educational self-idea, educational self-efficacy, and academic performance expectancy (Jameel et al., 2020; Marzulina et al., 2019; Sheshadri et al., 2019).

Additionally, good study habits impact student's improvement as learners. When faced with a test, a person has to decide whether to use their ideals or personal theories or to use their know how of precise duties. Study habits is one of the elements which have an effect on academic achievement. Students with good study habit will genuinely achieve greater than others who do not do so. Therefore, good study habits fosters higher educational performance (Garcia & Subia, 2019; Memis & Kandemir, 2019; Zhou & Wang, 2020)

Likewise, study habits are well-planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing. Therefore, a study habit dependancy may be interpreted as a deliberate application of issue count mastery. Students aim to collect know-how and habits in new situations, studying ideas, making judgments, growing new ideas, and first-rate abilities. Students who have good study habits succeed in all aspects of life not just academically. (Ahmed, Hossain & Rana, 2018; Ilieva, & Farah, 2019; Leton et al., 2020).

Also, study habits allow a student to be successful academically. Everyone has exceptional good study habits. All frequently, students do poorly due to the fact they lack good study habits. In many cases, students do no longer understand in which to begin. Those students who may be successful, usually study alone and follow a study technique that they've labored out and that includes appropriate procedures. Good study habits relaxation at the attitudes in the direction of paintings and experience of responsibilities (Arilesere, & Nwalo, 2020).

In reality, study habits are innate in human nature because of the potential to discover ways to remedy troubles of a given type which may evolved with enough exercise of duties of a comparable nature. However, study habits ranges from student to student. Some behavior are taken into consideration to be more appropriate than others from the view of educational performance. However, a few students are pressured to study due to the desire of good grades (Ahmed et al., 2018; Bibi et al., 2020; Cross, 2019).

In addition, study habits require a motive and what one learns because study relies largely upon the degree to which one succeeds in reaching that goal or motive. Forming bad or good study habits in social and academic contexts is greater than others. In reality, most achievers have a higher study orientation and study mindset than the low achievers. The students face troubles in developing positive study attitudes and good study habits. Parental guidance is likewise observed to enhance study attitudes and good study habits (Alkhamees et al., 2020; Lokhande, 2019; Trockels et al., 2019).

Further, study habits is one component of the gaining

knowledge of method that makes use of the two-component decision-making method as conduct using the automatic reflexive system. Students generally now no longer dedicate enough time to their research and rarely have a right study habits. But students having good study habits acquire better than the students having bad study habits. Academic fulfillment is important to more significance, and for the student's academic performance, instructors and parents attempt in the direction of it (Aguirre et al., 2020; Bentil et al., 2020; Rofikul, 2020).

At present, study habits are hampered by students' indiscipline, insufficient motivation, loss of statistics, coupled with instructors' nonchalant mindset to classes, and students' bad self-idea which have frequently led to students' inconsistent bad educational performances. Educational establishments thrive on growing suitable study habits amongst students. The complete teaching-gaining knowledge of method is directed at overall performance in the educational subject and the field of co-curricular activities. Students, instructors, and parents attempt in the direction of it (Cross et al., 2019; Gupta, 2020; Saleem et al., 2020).

Although goods study habits leads to better school performance, student's can in no way achieve the equal degree of academic performance. This has posed trouble before than all the ones worried with schooling and teaching. Developing study habits in schools is a must. Even if the students realize to apply good study habit policies, the teachers need to be well acquainted with the functioning of study rules to give guidance in study practices (Rodríguez, & Maya, 2019; Shi et al., 2019; Sobrepaña-Calucag, 2020).

In reality, study habits yield nice outcomes. However, instructors who emphasize lengthy hours of study at produce a low result. The non-cognitive elements like study habit, skill and study motivation account for incremental variance in educational performance, past standardized assessments and former grades. Many students fail now due to the fact that they no longer have good study habits. Students who have issues in university no longer have adequate study habits that have an effect on their educational overall performance (Boro & Acharya, 2019; Kumari, 2020; Kwakye, 2020).

Nevertheless, a few students no longer have good study habits and attitudes. Among the cited disparaging study habits had been disorganized time control, loss of making plans and attention to their research, poor skills in reading, useless test-taking techniques, and failure to tell their instructors about their problems, and ask for their assistance. Teacher elements including school room control and field additionally have an effect on students' suitable good study habits (Lau, 2020; Liswaniso & Mubanga, 2019; Sharma, 2020).

However, study habits need a committed scheduled and uninterrupted time to use oneself to the mission of gaining knowledge of. Without it, one no longer develops and turns into self-restricting in lifestyles. Pupils' academic performances

vary as excessive, common, and low. The factor of reference is the common rating of organizations or a preferred norm; however, study habits vary from individual to individual. To increase appropriate study habits, there may be a need to have an exceptional set of parameters that considers persons' capabilities (Alkazemi, 2019; Dawn, 2020; Suner et al., 2019).

Similarly, study habits also are tormented by reading habit, an important component of making a literate society. It shapes individuals' personalities and allows them inquiry methods, and makes new ideas. However, the trends within the mass media had persevered to steer activities in reading books, magazines and journals, amongst others. Everyday reading activities wherein students have interaction impact their studying skills (AlJabe et al., 2020; Tran et al., 2020; Trung et al., 2020).

In reality, good study habits and reading habits are connected to higher academic performance. There is a connection among good practices of reading and the academic performance of students generally. Study behavior informs someone how much is learned, how one desires to go, and what one's desire to earn. Though women and men vary substantially in their study habits and academic performance, what's essential is that they're happy with the final results in their lessons (Beattie et al., 2019; Heiman & Olenik-Shemesh, 2019; Magulod, Jr., 2019).

Additionally, study habits have an effect on student's lifestyles in particular conducting lifestyles. Socio-economic elements like age, intercourse, parent's academic historical past, supply of income, and monetary reputation aren't taken into consideration. A study of students belonging to organizations discovered that social circle of relatives, and family doesn't have any large effect on student's academic performance and study habits. (Hassan et al., 2018; Marzulina et al., 2019; Metsger et al., 2018).

In reality, study habits also are stimulated with the aid of parents no matter their socio-monetary status. Parents send their youngsters to high school to learn. From their teachers, youngsters are exposed to diverse reviews which impact their conduct. Such is visible in their intellectual reasoning, bodily growth, manipulative competencies and improvement of values and hobby. This trade can be smooth or tough relying on the home and teacher environment. Students who examine magazines at durations discover ways to relax, cool their brains, keep away from intellectual fatigue, and lead them to discipline lifestyles (Khan, & Rashid, S2018; Pugatch & Wilson, 2018; Tus, 2020).

Correlation between Measures

Education in the Philippines represents the ever-changing facets of life, augmenting the current educational system through the implementation of the K to 12 curriculums. Thus, a study's primary purpose was to determine the students' self-esteem and study habits, and academic performance. The null hypothesis at .05 alpha level of significance was tested to determine the

impact of self-esteem, and study habits on the students' academic performance. The computed multiple regression analysis results revealed that self-concept, self-esteem, and self-efficacy do not significantly affect senior high school students' academic performance. There is no significant relationship between self-esteem and academic performance (Asakereh, & Yousofi, 2018; Jirdehi et al., 2018; Tus, 2020).

A study about the effect of self-esteem and study habits on the academic performance of students was conducted. The results showed a significant relationship between self-esteem and academic performance but study habits did not significantly influence academic performance. Therefore, there is a moderately significant correlation between self-esteem and academic performance (Ahmed et al., 2018; Alzahrani et al., 2018; Babu et al., 2019).

A research conducted was descriptive observational, multivariate or cross-sectional factorial in nature. The study population consisted of 196 students enrolled in a Basic Mathematics 1 class at the School of Engineering of Universidad Tecnológica del Perú (Technical University of Peru, UTP). Results showed that self-esteem does not significantly impact academic performance, but study habits influence academic performance ($p = .000$). Hence students are expected to enhance academic performance as they refine study techniques (Alva, & Manuel, 2017; Hyseni Duraku, & Hoxha, 2018; Tus, 2020).

In another study, significant differences were found between the successful and unsuccessful seventh grade students' self-esteem and academic performance. They also found that students with low levels of academic performance attribute less importance to school-related areas and reveal less favorable attitudes towards school. Therefore, self-esteem and academic performance are not interrelated (Arsandaux et al., 2020; Garcia, & Subia, 2019; Khodabandeh et al., 2018).

A further study was intended to establish whether self-esteem correlates with academic performance among university students. A significant positive correlation was found between self-esteem and academic performance. Self-esteem is mediated by intelligence to influence academic achievement. However, very few studies have been conducted to examine the direct effect of self-esteem while controlling other variables. Some studies suggested self-esteem does not significantly influence academic performance (Hewitt, 2020; Santos Rego et al., 2018; Zhang et al., 2018).

Studies have also suggested gender differences in self-esteem. It was found out that boys have higher self-esteem than girls. Therefore, the higher the self-esteem level, the higher the academic performance (Audu et al., 2016; Arshad et al., 2015; Diseth et al., 2014). Positively high self-esteem among students leads to academic performance and improved social relationships because self-esteem is a highly deciding factor in the overall developmental process of a child. This factor can potentially harm or help a student in their social life. For example, students with low self-esteem may have a complicated relationship with

peers or teachers. Even such students create problems for parents at home (Chilca Alva, 2017; Cvencek et al., 2018; Noronha et al., 2018).

Another study was conducted with the purpose to see the Relationship between Self-Esteem and Academic Performance of secondary school students. A sample consisted of 400 secondary school students of 9th class studying in government and private schools of Jammu District were taken as respondents. *The collected data was analyzed with the help of Pearson product-moment correlation (r).* The study results showed a positive and significant correlation between males' self-esteem and their academic performance. In contrast, a positive and significant correlation was found between females' negative self-esteem and academic performance. Therefore, self-esteem leads to better academic performance (Asakereh, & Yousofi, 2018; Bhagat, 2016; Zhang et al., 2018).

One study explored the relationship between self-esteem and academic performance for young adolescents within two Western cultural contexts: the United States and England. Quantitative and qualitative data from 86 North American and 86 British adolescents were utilized to examine the links between self-esteem and academic performance from the beginning to the end of their academic year during their 11th–12th year of age. Results revealed that self-esteem does not influence the academic performance of students (Chung et al., 2020; Giofrè et al., 2017; Jirdihe et al., 2018).

Research into the connection between self-esteem and academic performance found them to be positively correlated. Majority of students enrolled in the 10th cycle of the Professional Academic School of Primary Education and Learning Problems in the second term of 2012 registered average to high self-esteem (71% of the students), which positively influenced their academic performance; good and excellent (Kasagga, 2021; Noronha et al., 2018; Omweno, 2020).

A study on the relationship between student's self-esteem and academic performance was conducted in Kenya Sub-County Kisii County Kenya. The specific objective of the study was to investigate the effects of self-esteem on academics' performance, establish the effects of age on one's self-esteem and academic performance, the effect of gender on self-esteem, and the teacher's academic performance on student's self-esteem performance. Results revealed that self-esteem is critical in academic matters (Duru, & Balkis, 2017; Fallahi et al., 2020; Omweno, 2020).

Similarly, a study was conducted on the effect of sexual self-esteem on academic performance among the students of Makerere University. The study aimed at establishing whether sexual self-esteem and academic performance are significantly related. Based on the results, a conclusion was drawn that there is no significant relationship between the variables. The hypothesis which stated that sexual self-esteem and academic performance are significantly and positively related was rejected.

Hence, despite students' low and high levels of sexual self-esteem, they will still perform well as they carry on with their education (Cvencek et al., 2018; Kasagga, 2021; Mohsen, 2017).

Likewise, a study was conducted to assess university students' self-esteem and academic performance after several behavioral and educational problems. A total number of 80 students, 40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. The scores of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data. It was found that there was a significant relationship between self-esteem and academic performance (Arshad et al., 2015).

Further, a study between self-esteem and academic performance was conducted among Black high school and college students. The results indicated that an internal attributional style for adverse events was negatively associated with self-esteem. A stable attributional style for negative events was negatively associated with academic performance while an internal attributional style for positive events was negatively associated with academic performance. It was concluded that self-esteem and academic performance has no connection (Belgrave et al., 2020; Topçu, & Leana-Taşçılar, 2018; Wang et al., 2021).

Similarly, a dependency relationship and a close and direct association occurred between a student's self-esteem and academic performance. In addition, 60% of students have low self-esteem. More confident students have high academic performance in contrast to those who lack confidence in themselves, who achieved less. Therefore, there is a significant relationship between self-esteem and academic performance relationship (Bonsaksen et al., 2017; Hosseini, et al., 2016; Yang et al., 2019).

The relationship between Self-Esteem and Academic Achievement of Grade Six Pupils in Private Schools in Jerusalem District was examined. However, the multiple linear regression analysis results found no significant connection between university students' self-esteem and academic performance, as the linearity assumption was not fulfilled and the calculated regression model coefficient was not significant. The results of this study indicated a positive relationship between self-esteem and academic engagement and social interaction, and revealed a weak correlation between self-esteem and academic performance (Effiom, & Basse, 2018; Kalouti, 2012; Tus, 2020).

In fact, self-esteem and academic performance are interrelated factors. Depending upon the success or failure and one's reaction to every significant situation in life, self-esteem grows stronger or gets considerably weakened. Increases and decreases in self-esteem generally bring strong emotional reactions. In essence, self-esteem affects the thinking process, emotions, desires, values and goals in a person, developed when the acceptance of others and their personal and group contributions are recognized and applauded, especially in a multi-culturally diverse world. Self-esteem can be increased by praise

and be built when the rewards in the form of praise are given for real achievement. Therefore, self-esteem is a motivating factor for better academic performance (Gonzales, et al., 2018; Kayani et al., 2018; Stajković, et al., 2018).

Another study which highlights the relationship between self-esteem and academic performance was conducted among the pre-university students. The results demonstrated that there is a significant positive relationship between self-esteem and academic performance. In addition, there was a significant difference between self-esteem and academic performance when analyzed according to gender. Thus, the findings suggest that high self-esteem is an important factor and predictor of academic performance of students (Aryana, 2010; Asakereh, & Yousofi, 2018; Giofrè et al., 2017).

The effect of self-esteem on student achievement was examined in this meta-analysis study. A total of 150 studies were collected during the literature review, out of which 46 were included in the meta-analysis. The 46 research studies were compiled to obtain a sample size of 27419 subjects. The results of the random effect model showed that self-esteem has a medium-level positive effect on student academic performance (Hyseni Duraku, & Hoxha, 2018; Mohsen, 2017; Orsini et al., 2018).

Another study investigated the role of self-esteem and study habits on academic achievement as there were contradictions about the role of both factors on academic performance. The Rosenberg Self-esteem Scale (Rosenberg, 1979) and the Study Habits Questionnaire (Thomas, Omotoke, & Ademola, 2016) along with personal information forms were administered among a multistage sample of 128 students of the University of Chittagong in Bangladesh. Students' honors final year results were considered as their academic achievement. The results of Pearson's product moment correlations showed that both self-esteem and study habits were positively correlated with academic achievement (Ahmed et al., 2018; Hyseni Duraku, & Hoxha, 2018; Zhang et al., 2018).

A cross-sectional descriptive study was conducted to establish the relationship that exists between the levels of self-esteem, study habits and academic performance students. Results from the Rosenberg Self-Esteem Scale (1965), the Study Habits Questionnaire (2001) and their general point average (GPA) were manually organized and collated. The Pearson Product Moment correlation and the Fisher's exact test of correlation were used to measure the relationship between the variables. Results revealed a weak positive relationship between self-esteem and study habits of the respondents (Alva, & Manuel, 2017; Bonsaksen et al., 2017; Sandu et al., 2021).

Many cognitive and non-cognitive constructs account for the academic performance of students. A prior knowledge proposes that the ability to form an identity and awareness of oneself and the pattern of behavior adopted by a student in the pursuit of learning are significant vehicles in the educative process. Hence, this researcher conducted a cross-sectional descriptive

study where he attempted to establish the relationship that exists between the levels of self-esteem, study habits and academic performance of college students. Results from the Rosenberg Self-Esteem Scale (1965), the Study Habits Questionnaire (2001) and their general point average (GPA) were manually organized and collated. The Pearson Product Moment correlation and Fisher's exact correlation test measured the variables' relationship. Results revealed that there exists a weak positive relationship between self-esteem and study habits of the respondents (Eşkisü et al., 2017; Estrella, 2015; Yıldırım et al., 2017).

Still another study assessed the association of test anxiety and academic performance with study skills, coping mechanisms, self-concept, self-esteem, and psychological distress among university and high school students. A series of validated measures were administered to 284 Kosovar students, most of whom were in college. Being in college and social support resulted as protective factors for test anxiety. Better study skills, self-concept, and psychological distress were indicative of higher test anxiety. Higher levels of self-esteem were associated with higher student success but not with study habits (Andreassen et al., 2017; Gurney, 2018; Hyseni Duraku, & Hoxha, 2018).

In a study conducted in the 10th year of General Basic Education at Provincia de Bolivar High School on the relationship between self-esteem and study habits, results found that self-esteem and study habits of the students are dependent on one another. In other words, self-esteem and study habits impact on students' performance (Andreassen et al., 2017; Chilca, 2017; Orth et al., 2017).

Similarly, self-esteem and study habits were found to have an impact on students' performance. Data were collected from 10 government and 10 private schools in Rawalpindi. Out of 1100 hundred responses 600 hundred responses were included in this study. The study shows both factors influence students' performance but self-esteem does not influence study habits (Duraku & Hoxha, 2018; Chilca Alva & Manuel, 2017; Younes et al., 2017).

Moreover, a study of the students enrolled in the 2nd year of Agronomy at Hermilio Valdizan University in Huanuca (UNHEVAL) found that self-esteem influences study habits. Self-esteem is identified as another predictor that contributes to academic performance along with study habits. Therefore, self-esteem and study habits are connected to each other (Ahmed et al., 2018; Arshadet et al., 2015; Blachnio et al., 2016).

The relationship between study habits, self-esteem and academic performance was explored in another study among 887 volunteer students from secondary schools in both boys and girls. Results showed that there exists a weak positive relationship between self-esteem and study habits. This arises when students equate their self-evaluation with an authentic routine on an assortment of tasks. (Ahmed et al., 2018; Estrella, 2015;

Shloim et al., 2015).

Another study found that no significant relationship exists between the levels of self-esteem and study habits. Ordinal Logistic regression revealed that none of the independent variables or the moderating variable significantly explains the variability in the academic performance (Doodman et al., 2017; Weisskirch, 2018; Yang et al., 2019). Other variables cited by different authors as influencing study habits are self-esteem, which accounts for many academic successes and failures. Therefore, both self-esteem levels influence academic performance (Ahmed et al., 2018; Cvencek et al., 2018; Duraku & Hoxha, 2018).

Research into the connection between self-esteem and study habits revealed a positive correlation, as most students enrolled in the 10th cycle of the Professional Academic School of Primary Education and Learning Problems. It was found out that self-esteem and study habits impact their professional growth. Therefore, there is a significant relationship between self-esteem and study habits (Hosseini, et al., 2016; Mustafa et al., 2015; Qusar, 2018).

A dependency relationship as well as a close and direct association, occurs between a student's self-esteem and study habits. Studying approaches and self-esteem can have an important role in the academic performance of university students. Thus, it may be possible to promote the academic performance of students by improving their self-esteem and developing good study habits (Ayoadi, 2018; Abdolhoussein et al., 2015; Chang et al., 2018).

This research is an examination of the correlation between the self-esteem of students and study habits. This research was completed using the University of Central Missouri Library and online databases to gather articles. The research showed that there is a positive correlation between self-esteem and study habits (Mirzaei-Alavijeh et al., 2017; Yücens, & Üzer, 2018; Weisskirch, 2018).

Using the survey method, a study examined the relationship between study habits and self-esteem of higher secondary school students in Thiruvavur District. The findings indicated a positive relationship between self-esteem and study habits (Hosseini, et al., 2016; Qusar, 2018; Raguraman & Suthakar, 2017).

This study was performed to determine if there is a relationship between personality type, test anxiety, self-esteem and study habits. Results revealed that extraverts who have a higher self-esteem, and study habits would have better success with academic performance than those who are introverts. Therefore, self-esteem significantly influences extrovert students' academic performance than introvert students (Duraku & Hoxha, 2018; Sako, 2017; Estrella, 2015).

This study identified the self-esteem and study habits among

higher secondary school students in selected private schools of the Udipi district. The results revealed an existing correlation between self-esteem and study habits (Abdolhusein et al., 2015; Hosseini, et al., 2016; Sako, 2017).

In fact, self-esteem and study habits are important academic constructs in education. Students with high self-esteem and good study habits participate enthusiastically in the learning process and perform better in the examination as compared to those students who have low self-esteem and poor study habits. Therefore, there is a significant relationship between self-esteem and study habits (Chilca and Alva, 2017; Estrella, 2015; Kim, & Koh, 2018).

Further, the student's self-esteem and study habits are correlated. In fact, the rate of academic achievements of students with a high level of self-esteem and good study habits was found to be highly significant. Students with high level of self-esteem have good study habits. Moreover, a significant relationship was found between self-esteem study habits in earning worthy ratings. Everybody differs in their study habits, some study in a peaceful environment; in contrast, others study listening to music, some study as they are forced to do so by their parents and others to build up their careers. Self-esteem enables the student to adjust to whatever situations (Kumari & Chamundeswari, 2015; Lök et al., 2018; Pugatch, & Wilson, 2018).

Self-esteem is the belief in one's abilities and uniqueness. Similarly the study habits of a student vary from person to person. In this study, an attempt has been made to find a relationship between self-concept and study habits with academic achievement in mathematics and the interactional effect of self-esteem and study habits on academic achievement in mathematics. Results revealed a significant positive correlation between self-esteem and study habits (Bailey et al., 2018; Cvencek et al., 2018; Kumar, & Paswan, 2020).

The identification of self-esteem and anxiety levels experienced by the students of the Technological Educational Institute (TEI) of Athens and the investigation of the potential correlations of these two parameters to each other and other demographic variables was looked into. According to the research results, the female students of the sample displayed statistically significantly lower self-esteem than male students which adversely affect study habits (Cho, & Kim, 2021; Hassan et al., 2020; Ntensia, et al., 2017).

Lastly, self-esteem and study habits may influence the development of cognitive and affective traits. Self-esteem allows anyone to be competent and worthy in life. Therefore, the two variables are interdependent with each other (Ayoadi, 2018; Vimalakshan et al., 2019; Yang et al., 2019).

Study habits are considered the most significant predictor of academic performance. The effect of study habits on the academic performance of secondary schools students in English

language was explored at Kermanshah University, Iran. The study's findings revealed that good study habits bring about improvement in the students' academic performance. In other words, study habits foster better academic performance of students. Therefore, there was a direct and significant relationship between study habits and academic performance (Ahmed *et al.*, 2018; Duckworth et al., 2019; Jafari et al., 2019; Greene et al., 2019).

Moreover, a study comprised of 120 children of Grades 9 and 10 drawn purposively from 10 private schools of Hyderabad was conducted. The factors affecting academic performance in terms of age and gender differences of school children were evaluated. The results showed boys and girls differed significantly in their study habits. Therefore, there is a significant difference between study habits and academic performance when analyzed according to the gender of students (Ahmed *et al.*, 2018; Ayoadi, 2018; Marques et al., 2018).

Furthermore, a study of underperformance in relation to study habits and attitudes was examined. A sample of 1000 elementary grade students was taken from X composite schools of South District, Delhi. The results found that study habits lead to better results, improving the students' academic performance, and thus their potentialities are maximally utilized. Therefore, there is a significant relationship between study habits and academic performance (Bal-Taştan et al., 2018; Reardon, 2018; Vizeshfar, & Torabizadeh, 2018).

A study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children from government senior secondary school of Himachal Pradesh was also done. The results revealed that boys had poorer study habits than girls. Good study habits correspond to an increase in academic performance while a decrease in good study habits leads to low academic achievement (Bücker, et al., 2018; Chilca, 2017; Duraku & Hoxha, 2018).

In addition, a study sought to determine the relationship between study habits and students' academic performance. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School in India. Results of this study revealed a positive relationship of 0.66 between study habits and academic performance. The results implied that the study habits need a significant attention if one wants to improve performance. (Boonk et al., 2018; Maiyo, & Siahi, 2015; Sisk et al., 2018).

Further, a study revealed that academic performance in licensure examinations was quite low. A significant relationship between study habits and academic performance was clearly shown in this study. Further analysis revealed that the participants' study habits (work methods and time management) correlated with their licensure examination success. In contrast study attitudes (i.e., attitudes toward teachers and educational

acceptance) were not significantly related to success in licensure examination. Therefore, there is a significant positive relationship between study habits and academic performance (Kim, & Seo, 2018; Marzulina et al., 2019).

This connotes that students who had good study habits are likely to pass the licensure examination. The present study was consistent with earlier studies' findings, which reported a significant correlation between study habits and academic performance. The students' unfavorable study habits and attitudes may have contributed to their low academic performance (Mendezabal, 2013; Khurshid et al., 2012; Rana & Kausar, 2011; Nuthana & Yenagi, 2009).

Likewise, a study revealed that many students fail not because they lack ability but because they do not have adequate study habits. Students who have difficulty in college frequently do not have adequate study habits. Findings revealed a highly significant relation among various variables of study habits and academic performance (Estrella, 2015; Ergene, 2011; Friedman & Mandel, 2011).

Successful academic performance is based upon the type of study habits. Therefore, it depends on the individual to decide why he or she wants to study, either to gain new ideas or to find out the relationship between two different things. What one learns as a result of study depends on the degree at which one succeeds in achieving that aim or purpose. Therefore, there is a significant relationship between study habits and academic performance (Mirzaei-Alavijeh *et al.*, 2017; Bashir & Mattoo, 2012; Nuthana & Yenagi, 2009).

In fact, study habits play a major role in the improvement of a student's academic performance. Deep-rooted study habits are behind sound academic performance. A literature review on the relationship between study habits and academic performance reveals that students established a significant and positive relationship between levels of study habits and academic performance levels (Qusar, 2018; Sánchez, 2016, Sánchez Briseño, 2016).

Similarly, the study found that the students' study habits and academic performance of the 10th year of General Basic Education at Provincia de Bolívar High School are dependent on one another. In other words, study habits impact academic performance (Rabaiet *et al.*, 2017; Raguraman & Suthakar, 2017; Rana & Kausar, 2011).

Also, the study habits of 52% of the students enrolled in the 2nd year of Agronomy at Hermilio Valdizan University in Huánuco (UNHEVAL) were found far from appropriate, their academic performance being low. Study habits play a major role in the improvement of a student's academic performance. This supports the established influence of study habits on academic performance (Sako, 2017; Cepeda, 2013; Mendoza, 2011).

A literature review on the relationship between study habits

and academic performance reveals that scholars established a significant and positive relationship between levels of study habits and academic performance levels. Therefore, there is a positive correlation between the two variables (Raguraman, & Suthakar, 2017; Sánchez, 2016, Mendezabal, 2013).

Other authors have found significant relationship between the levels of study habits and academic performance. However, there are significant differences in self-esteem among secondary school students having good and bad study habits. Ordinal Logistic regression revealed that none of the independent variables or the moderating variable significantly explains the variability in the academic performance of the respondent (Estrella, 2015; Siahi & Maiyo, 2014; Tyagi & Kumar, 2014).

However, a study found no significant interaction between study habits and academic performance in terms of sex among secondary school students, with self-esteem as the dependent variable. Study habits are behaviors that an individual adopts to learn and achieve competence. Creating good study habits is essential for school success (Vicente et al., 2018; Raguraman & Suthakar, 2017; Sánchez Briseño, 2016).

In fact, study habits in relation to academic performance revealed that students with effective note-taking skills perform significantly better than those who do not. In like manner, a positive relationship between one's study habits and academic performance was reported. In other words, study habits have a positive relationship between study behavior and academic performance (Drago et al., 2018; de Boer et al., 2018; Habes et al., 2018).

In general, having high self-esteem has many rewards especially for those who are still students. High self-esteem enables them to be psychosomatically blissful and vigorous. It makes them feel good about themselves, cope effectively with challenges and negative feedback, and live in a social world where they believe that people value and respect them even if there are also negative consequences associated with extremely high self-esteem. However, students with low self-esteem see the world negatively and are depressed, shy, lonely, aloof and often aversive. Thus, students' self-esteem affects their motivation to perform better (Ahmed et al., 2018; de Greeff et al., 2018; Singh et al., 2019).

A study was conducted by Numan, and Hasan (2017) to investigate the effect of study habits on test anxiety and the academic performance of undergraduate students. A purposive sample comprised of 180 undergraduate students (84 boys and 96 girls) was drawn from a public university. Multivariate analysis of variance indicated that study habits have a significant effect on test anxiety and academic achievement. The findings revealed that students having effective study habits perform better academically than students having ineffective study habits. In fact, correlation analysis indicated a significant positive relationship between study habits and academic performance. These findings highlighted the need to improve undergraduate students'

study habits to overcome test anxiety and improve their academic achievement (Hawi et al., 2018; May & Elder, 2018).

Another study, in the status of study habits and their relationship with academic performance in Kermanshah-Iran. The status of study habits in 81.3% of the students was at a moderate level. There was a direct and significant relationship between study habits and academic performance. Therefore, study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students (Jafari et al., 2019; Lei et al., 2018; Trockels et al., 2019).

Concerns raised about the poor academic performance of pupils in the Akuapem south district, initiated the need to investigate the relationship between five study habit indicators and academic performance of junior high school pupils in the district. Findings revealed that all indicators of study habits such as time management, reading and concentration, note-taking, assignment and homework and preparing for examination are correlates of respondent's academic performance. The study concluded that good study habits are essential ingredients for better academic performance (Ahmed et al., 2018; Ajai John et al., 2020; Kwakye et al., 2020; Uche, 2020).

Finally, a study examined the learning style preferences, study habits, and academic performance of students enrolled in applied science courses of one campus of a public higher education institution in the Philippines. The study revealed that study habits affect academic performance (Ahmed et al., 2019; Magulod Jr, 2019; Sharma et al., 2018; Shukla et al., 2020).

Research conducted was descriptive observational, multivariate or cross-sectional factorial in nature. The study population consisted of 196 students enrolled in a Basic Mathematics 1 class at the School of Engineering of Universidad Tecnológica del Perú (Technical University of Peru, UTP). Results show that self-esteem does not significantly impact academic performance, but study habits do influence academic performance. Hence students are expected to enhance academic performance as they refine study techniques (Alva, & Manuel, 2017; Hyseni Duraku, & Hoxha, 2018; Tus, 2020).

Significant differences were found between the successful and unsuccessful seventh grade students' self-esteem and academic performance. They also found that students with low levels of academic performance attribute less importance to school-related areas and reveal less favorable attitudes towards school. Therefore, self-esteem and academic performance are not inter-related (Arsandaux et al., 2020; Garcia, & Subia, 2019; Khodabandeh et al., 2018).

This study was intended to establish whether self-esteem correlates with academic performance among university students. A positive significant correlation was found between self-esteem and academic performance. Self-esteem mediated by intelligence was to found influence the academic achievement. However, very few studies have been conducted to examine the

direct effect of self-esteem while controlling other variables. Some studies suggested self-esteem does not significantly influence academic performance (Hewitt, 2020; Santos Rego et al., 2018; Zhang et al., 2018).

Studies also suggested gender differences in self-esteem. It was found out that boys have higher self-esteem than girls. Therefore, the higher the self-esteem level, the higher the academic performance (Audu et al., 2016; Arshad et al., 2015; Diseth et al., 2014).

Studies also suggested gender differences in self-esteem. It was found out that boys have higher self-esteem than girls. Therefore, the higher the self-esteem level, the higher the academic performance (Audu et al., 2016; Arshad et al., 2015; Diseth et al., 2014). A positively high self-esteem among students leads to academic performance and social success because self-esteem is a highly deciding factor in the overall developmental process of a child. This factor can potentially harm or help a student in his/her social life. For example, students with low self-esteem may have complicated relationship with peers or teachers. Even such students create problems for parents at home (Chilca Alva, 2017; Cvencek et al., 2018; Noronha et al., 2018).

The study finds the relationship between self-esteem and academic performance for young adolescents within two Western cultural contexts: the United States and England. Quantitative and qualitative data from 86 North American and 86 British adolescents were utilized to examine the links between self-esteem and academic performance from the beginning to the end of their academic year during their 11th-12th year of age. Results revealed that self-esteem does not influence academic performance of students (Chung et al., 2020; Giofrè et al., 2017; Jirdihe et al., 2018).

Research into the connection between self-esteem and academic performance found these to be positively correlated. Majority of students enrolled in the 10th cycle of the Professional Academic School of Primary Education and Learning Problems in the second term of 2012 registered average to high self-esteem (71% of the students), which positively influenced their academic performance; good and excellent (Kasagga, 2021; Noronha et al., 2018; Omweno, 2020).

A study on the relationship between student's self-esteem and academic performance was conducted in Kenya Sub-County Kisii County Kenya. The study sought to investigate the effects of self-esteem on academics' performance and establish the effects of age on one self-esteem and academic performance the effect of gender on self-esteem and academic performance of the teacher on student's self-esteem performance. Results revealed that self-esteem is critical in academic matters (Duru, & Balkis, 2017; Fallahi et al., 2020; Omweno, 2020).

Similarly, a study was conducted on the effect of sexual self-esteem on academic performance among the students of Mak-

erere University. The study aimed at establishing whether sexual self-esteem and academic performance are significantly related. Basing on our study, a conclusion was drawn that there is no significant relationship between the variables. The hypothesis which stated that sexual self-esteem and academic performance are significantly and positively related was rejected. Hence, despite the low and high levels of sexual self-esteem among students, they will still perform well as they carry on with their education (Cvencek et al., 2018; Kasagga, 2021; Mohsen, 2017).

Further, a study between self-esteem and academic performance among Black high school and college students was conducted, results indicated that an internal attributional style for negative events was negatively associated with self-esteem. A stable attributional style for negative events was negatively associated with academic performance. An internal attributional style for positive events was negatively associated with academic performance. It was concluded that self-esteem and academic performance has no connection (Belgrave et al., 2020; Topçu, & Leana-Taşçılar, 2018; Wang et al., 2021).

Similarly, a dependency relationship, as well as a close and direct association, occurs between a student's self-esteem and academic performance. In addition, 60% of students have low self-esteem. Students who are more confident have high academic performance in contrast to those who lack confidence in themselves who achieve less. Therefore, there is a significant relationship between self-esteem and academic performance relationship (Bonsaksen et al., 2017; Hosseini, et al., 2016; Yang et al., 2019).

The relationship between self-esteem and academic achievement of grade six pupils in private schools in Jerusalem District was examined. However, the results of the multiple linear regression analysis found no significant connection between university students' self-esteem and academic performance, as the linearity assumption was not fulfilled and the calculated regression model coefficient was not significant. The results of this study indicated positive relationship between self-esteem and academic engagement and social interaction, while they revealed weak correlation between self-esteem and academic performance (Effiom, & Basse, 2018; Kalouti, 2012; Tus, 2020).

In fact, self-esteem and academic performance are interrelated factors. Depending upon the success or failure and one's reaction to every significant situation in life, self-esteem grows stronger or gets considerably weakened increases and decreases in self-esteem generally bring strong emotional reactions. In essence, self-esteem affects the thinking process, emotions, desires, values and goals in a person, developed when the acceptance of others and their personal and group contributions are recognized and applauded, especially in a multi-culturally diverse world. Self-esteem can be increased by praise and be built when the rewards in the form of praise are given for real achievement. Therefore, self-esteem is a motivating factor for better academic performance (Gonzales, et al., 2018; Kayani et al., 2018; Stajković, et al., 2018).

Another study highlighted the relationship between self-esteem and academic performance in the pre-university students. The results demonstrated that there is a significant positive relationship between self-esteem and academic performance. In addition, there was a significant difference between self-esteem and academic performance when analyzed according to gender. Thus, the findings suggest that high self-esteem is an important factor and predictor of academic performance of students (Aryana, 2010; Asakereh, & Yousofi, 2018; Giofrè et al., 2017).

The effect of self-esteem on student achievement was examined in this meta-analysis study. A total of 150 studies were collected during the literature review, out of which 46 were included in the meta-analysis. The 46 research studies were compiled to obtain a sample size of 27419 subjects. The results of the random effect model showed that self-esteem has a medium-level positive effect on student academic performance (Hyseni Duraku, & Hoxha, 2018; Mohsen, 2017; Orsini et al., 2018).

The present study investigated the role of self-esteem and study habit on academic achievement as there were contradictions about the role of both these factors on academic performance. The Rosenberg Self-esteem Scale (Rosenberg, 1979) and the Study Habits Questionnaire (Thomas, Omotoke, & Ademola, 2016) along with personal information form were administered on a multistage sample of 128 students of University of Chittagong in Bangladesh. Students' honors final year results were considered as their academic achievement. The results of Pearson's product moment correlations showed that both self-esteem and study habit were positively correlated with academic achievement (Ahmed et al., 2018; Hyseni Duraku, & Hoxha, 2018; Zhang et al., 2018).

A cross-sectional descriptive study was conducted to establish the relationship that exists between the levels of self-esteem, study habits and academic performance of college students. Results from the Rosenberg Self-Esteem Scale (1965), the Study Habits Questionnaire (2001) and their general point average (GPA) were manually organized and collated. The Pearson Product Moment correlation and the Fisher's exact test of correlation were used to measure the relationship between the variables. Results revealed a weak positive relationship between self-esteem and study habits of the respondents (Alva, & Manuel, 2017; Bonsaksen et al., 2017; Sandu et al., 2021).

There are many cognitive and non-cognitive constructs that account for the academic performance of college students. A priori knowledge proposes that the ability to form an identity and awareness of oneself and the pattern of behavior adopted by a student in the pursuit of learning are significant vehicles in the educative process. Hence, this researcher conducted a cross-sectional descriptive study where he attempted to establish the relationship that exists between the levels of self-esteem, study habits and academic performance of college students. Results from the Rosenberg Self-Esteem Scale (1965), the Study Habits

Questionnaire (2001) and their general point average (GPA) were manually organized and collated. The Pearson Product Moment correlation and the Fisher's exact test of correlation were used to measure the relationship between the variables. Results revealed that there exists a weak positive relationship between self-esteem and study habits of the respondents (Eşkisü et al., 2017; Estrella, 2015; Yıldırım et al., 2017).

The purpose of this article is to assess the association of test anxiety and academic performance with study skills, coping mechanism, self-concept, self-esteem, and psychological distress among university and high school students. A series of validated measures were administered to 284 Kosovar students, most of whom were in college. Being in college and social support come out as protective factors for test anxiety. Better study skills, self-concept, and psychological distress were indicative of higher test anxiety. Higher levels of self-esteem were associated with higher student success but not with study habits (Andreassen et al., 2017; Gurney, 2018; Hyseni Duraku, & Hoxha, 2018).

In a study conducted among 10th year students of General Basic Education at Provincia de Bolivar High School on the relationship between self-esteem and study habits, self-esteem and study habits of the students were dependent on one another. In other words, self-esteem and study habits impact on students' performance (Andreassen et al., 2017; Chilca, 2017; Orth et al., 2017).

Similarly, self-esteem and study habits were found to have impact on students' performance. Data collected from 10 government and 10 private schools in Rawalpindi; Out of 1100, 600 hundred responses were included inducted in this study. The study shows both factors influence students' performance but self-esteem does not influence study habits (Duraku & Hoxha, 2018; Chilca Alva & Manuel, 2017; Younes et al., 2017).

Moreover, a study of the students enrolled in 2nd year of Agronomy at Hermilio Valdizan University in Huanuca (UNHEVAL) finds that the self-esteem influence study habits. Self-esteem is identified as another predictor that contributes to academic performance along with study habits. Therefore, self-esteem and study habits are connected to each other (Ahmed et al., 2018; Arshadet al., 2015; Blachnio et al., 2016).

The relationship among study habits, self-esteem and academic performance was explored among 887 volunteer students from secondary schools both boys and girls. Results showed that there exists a weak positive relationship between self-esteem and study habits. This arises when students equate their self-evaluation with authentic routine on an assortment of tasks. (Ahmed et al., 2018; Estrella, 2015; Shloim et al., 2015).

Another study found no significant relationship exists between the levels of self-esteem and study habits. Ordinal Logistic regression revealed that none of the independent variables or the moderating variable significantly explains the variability in the academic performance (Doodman et al., 2017; Weisskirch, 2018;

Yang et al., 2019).

One of the variables cited by different authors as influencing study habits is self-esteem, which accounts for many academic successes and failures. Therefore, both self-esteem levels influence academic performance (Ahmed et al., 2018; Cvencek et al., 2018; Duraku & Hoxha, 2018).

Research into the connection between self-esteem and study habits revealed a positive correlation, as the majority of students enrolled in the 10th grade of the Professional Academic School of Primary Education and Learning Problems showed that self-esteem and study habits impact their professional growth. Therefore, there is a significant relationship between self-esteem and study habits. (Hosseini, et al., 2016; Mustafa et al., 2015; Qusar, 2018).

A dependency relationship as well as a close and direct association, occurs between a student's self-esteem and study habits. Studying approaches and self-esteem can have an important role in the academic performance of university students. Thus, it may be possible to promote the performance of students by improving their self-esteem and developing good study habits (Ayoadi, 2018; Abdolhussein et al., 2015; Chang et al., 2018).

This research is an examination of the correlation between the self-esteem of students and study habits. This research was completed using the University of Central Missouri library and online databases to gather articles. The research showed that there is a positive correlation between self-esteem and study habits (Mirzaei-Alavijeh et al., 2017; Yücens, & Üzer, 2018; Weisskirch, 2018).

A study examined her relationship between study habits and self-esteem of higher secondary school students in Thiruvallur District using the survey method. The findings indicated a positive relationship between self-esteem and study habits (Hosseini, et al., 2016; Qusar, 2018; Raguraman & Suthakar, 2017).

This study was performed to determine if there is a relationship between personality type, test anxiety, self-esteem and study habits. Results revealed that extraverts who have higher self-esteem, and good study habits have better success with academic performance than those who are introverts. Therefore, self-esteem significantly influences the academic performance of extrovert students than introvert students (Duraku & Hoxha, 2018; Sako, 2017; Estrella, 2015).

This study identified the self-esteem and study habits among higher secondary school students in selected private schools of Udipi district. The results revealed an existing correlation between self-esteem and study habits (Abdolhussein et al., 2015; Hosseini, et al., 2016; Sako, 2017).

In fact, self-esteem and study habits are an important academic construct in education. Students with high self-esteem and good

study habits participate enthusiastically in the learning process and perform better in examination as compared to those students who have low self-esteem and poor study habits. Therefore, there is a significant relationship between self-esteem and study habits (Chilca and Alva, 2017; Estrella, 2015; Kim, & Koh, 2018).

Further, the student's self-esteem and study habits are correlated. In fact, the rate of academic achievements of students with high self-esteem and good study habits was found to be highly significant. Students with high level of self-esteem have good study habits. Moreover, a significant relationship was found between self-esteem study habits in earning worthy ratings. Everybody differs in their study habits, some study in a peaceful environment while others study listening to music, some study as they are forced to do so by their parents and others to build up their careers. Self-esteem enables the student to adjust to whatever situations Kumari & Chamundeswari, 2015; Lök et al., 2018; Pugatch, & Wilson, 2018).

Self-esteem is the belief of one's abilities and uniqueness. Similarly, study habits of a student vary from person to person. In this study an attempt has been made to find a relationship between self-concept and study habits with academic achievement in mathematics and also to find the interactional effect of self-esteem and study habits on academic achievement in mathematics. Results revealed a positive significant correlation between self-esteem and study habits (Bailey et al., 2018; Cvencek et al., 2018; Kumar, & Paswan, 2020).

This study examined the relationship between Study Habits and Self-Esteem of Higher Secondary School Students in Thiruvallur District among 300 Students randomly selected from various Higher Secondary Schools in Thiruvallur District. The research instruments used for data collection were study habits inventory developed by Dr. Rao (1974) and Self-esteem inventory developed by Ken Williams tested at 0.05 and 0.01 level of significance. The findings indicated that there is a positive relationship between study habits and self-esteem of Higher Secondary School Students (Chilca and Alva, 2017; Vidhya, 2021; Yücens, & Üzer, 2018).

The identification of self-esteem and anxiety levels experienced by the students of the Technological Educational Institute (TEI) of Athens, as well as the investigation of the potential correlations of these two parameters to each other and to other demographic variables. According to the research results, the female students of the sample displayed statistically significantly lower self-esteem than male students which adversely affect study habits (Cho, & Kim, 2021; Hassan et al., 2020; Ntensia, et al., 2017).

Study habits is considered as the most significant predictor of academic performance. The effect of study habits on the academic performance of secondary schools' students in English language was explored at Kermanshah University, Iran. The

study habit inventory was taken. The findings of the study revealed that good study habits bring about improvement in the students' academic performance. In other words, study habits foster better academic performance of students. Therefore, there was a direct and significant relationship between study habits and academic performance (Ahmed et al., 2018; Duckworth et al., 2019; Jafari et al., 2019; Greene et al., 2019).

Moreover, a study comprised of 120 children of Grades 9 and 10, drawn purposively from 10 private schools of Hyderabad was conducted. The factors affecting academic performance in terms of age and gender differences of school children were evaluated. The results showed boys and girls differed significantly in their study habits. Therefore, there is a significant difference between study habits and academic performance when analyzed according to gender of students (Ahmed et al., 2018; Ayoadi, 2018; Marques et al., 2018).

Furthermore, a study of underperformance in relation to study habits and attitudes was examined. A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. The results found that study habits lead to better results, improving the academic performance of the students and thus their potentialities are maximally utilized. Therefore, there is a significant relationship between study habits and academic performance (Bal-Taştan et al., 2018; Reardon, 2018; Vizeshfar, & Torabizadeh, 2018).

Additionally, a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children was done in a government senior secondary school of Himachal Pradesh. The results revealed that boys had poorer in study habits than girls. Good study habits correspond to an increase in academic performance while a decrease of good study habits leads to low academic achievement. (Bücker, et al., 2018; Chilca, 2017; Duraku & Hoxha, 2018).

In addition, a study sought to determine the relationship between study habits and academic performance of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School in India. Results of this study revealed a positive relationship of 0.66 between study habits and academic performance. The results implied that the study habits need a significant attention if one wants to improve performance. (Boonk et al., 2018; Maiyo, & Siahi, 2015; Sisk et al., 2018).

Further, a study revealed that academic performance in licensure examinations was quite low. A significant relationship between study habits and academic performance was clearly shown in this study. Further analysis revealed that study habits (work methods and time management) of the participants were correlated with their success in licensure examination while study attitudes (i.e., attitudes toward teachers and educational acceptance) were not significantly related to success in licen-

sure examination. Therefore, there is a positive significant relationship between study habits and academic performance (Kim, & Seo, 2018; Marzulina et al., 2019).

This connotes that student who had favorable study habits are likely to pass the licensure examination. The present study was consistent with the findings of earlier studies which reported significant correlation between study habits and academic performance. The unfavorable study habits and attitudes of the students may have contributed to their low academic (Mendezabal, 2013; Khurshid et al., 2012; Rana & Kausar, 2011; Nuthana & Yenagi, 2009).

Likewise, a study revealed that many students fail not because they lack ability but because they do not have adequate study habits. Students who have difficulty in college do not have adequate study habits. Findings revealed a highly significant relation among various variables of study habits and academic performance (Estrella, 2015; Ergene, 2011; Friedman & Mandel, 2011).

Successful academic performance is based upon the type of study habits. It therefore depends on individuals to decide why he or she wants to study, either to gain new ideas or to find out relationships between two different things. What one learns as a result of study depends on the degree at which one succeeds in achieving that aim or purpose. Therefore, there is a significant relationship between study habits and academic performance (Mirzaei-Alavijeh et al., 2017; Bashir & Mattoo, 2012; Nuthana & Yenagi, 2009).

In fact, study habits play a major role in the improvement of a student's academic performance. Deep-rooted study habits are behind sound academic performance. A review of literature on the relationship between study habits and academic performance reveals that scholars established a significant and positive relationship between levels of study habits and academic performance levels (Qusar, 2018; Sánchez, 2016, Sánchez Briseño, 2016).

Similarly, a study found that the study habits and academic performance of the students of the 10th year of General Basic Education at Provincia de Bolívar High School are dependent on one another. In other words, study habits impact academic performance (Rabiaet al., 2017; Raguraman & Suthakar, 2017; Rana & Kausar, 2011).

Also, the study habits of 52% of the students enrolled in the 2nd year of Agronomy at Hermilio Valdizan University in Huánuco (UNHEVAL) was found far from appropriate, their academic performance being low. Study habits play a major role in the improvement of a student's academic performance. This supports the established influence of study habits on academic performance (Sako, 2017; Cepeda, 2013; Mendoza, 2011).

A review of literature on the relationship between study habits and academic performance reveals that scholars established a

significant and positive relationship between levels of study habits and academic performance levels. Therefore, there is a positive correlation between the two variables (Raguraman, & Suthakar, 2017; Sánchez, 2016, Mendezabal, 2013).

There is no significant relationship that exists between the levels of study habits and academic performance. However, there are significant differences in self-esteem among secondary school students having high and low study habits. Ordinal Logistic regression revealed that none of the independent variables or the moderating variable significantly explains the variability in the academic performance of the respondent (Estrella, 2015; Siahhi & Maiyo, 2014; Tyagi & Kumar, 2014).

However, a study found no significant interaction between study habits and academic performance in terms of sex among secondary school students with self-esteem as the dependent variable. Study habits are behaviors that an individual adopts to learn and achieve competence. Creating good study habits is essential for success in schools (Vicente et al., 2018; Raguraman & Suthakar, 2017; Sánchez Briseño, 2016).

In fact, study habits in relation to academic performance revealed that students with effective note-taking perform significantly better than those who do not. In like manner, a positive relationship between one's study habits and academic performance was reported. In other words, study habits have a positive relationship between study behavior and academic performance (Drago et al., 2018; de Boer et al., 2018; Habes et al., 2018).

A study was conducted by Numan and Hasan (2017) to investigate the effect of study habits on test anxiety and academic performance of undergraduate students. A purposive sample comprised of 180 undergraduate students (84 boys and 96 girls) was drawn from a public university. Multivariate analysis of variance indicated that study habits have a significant effect on test anxiety and academic achievement. The findings revealed that students having effective study habits perform better academically than students having ineffective study habits. In fact, correlation analysis indicated significant positive relationship between study habits and academic performance. These findings highlighted the need to improve study habits of undergraduate students in order to overcome test anxiety and improve their academic achievement. (Hawi et al., 2018; May & Elder, 2018).

Another study, was investigated the status of study habits and its relationship with academic performance in Kermanshah-Iran. The reputes of study habits at conduct in 81.3% of the student's changed at a slight degree. There was a direct and significant relationship between study habits and academic performance. Therefore, study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. (Jafari et al., 2019; Lei et al., 2018; Trockels et al., 2019).

Concerns raised approximately the poor academic performance

of students within the Akuapem South District, initiated to analyze the connection among 5 study habit indicators and educational performance of junior high school students within the district. Findings discovered that all indicators of study habits which includes time management, studying and concentration, note-taking, undertaking and homework and making ready for examination are correlates of respondent's academic performance. The study concluded that good study habits are important elements for higher academic performance (Ahmed et al., 2018; Ajai John et al., 2020; Kwakye et al., 2020; Uche, 2020).

Finally, a study examined the learning style preferences, study habits and level of academic performance of students enrolled in applied science courses of one campus of a public higher education institution in the Philippines. Results of the study revealed that study habits affect academic performance (Ahmed et al., 2019; Magulod Jr, 2019; Sharma et al., 2018; Shukla et al., 2020).

Conceptual Framework

The conceptual framework of the study is shown in Figure 1. Self-Esteem by State Self-Esteem Scale, Heatherton and Polivy (1991) with indicators such as: performance self-esteem, when subjects were in a positive or a neutral mood were engaged in an impression formation task; social self-esteem when the role of state self-esteem in positive mood effects on a person impression: When does a positive mood led to a favorable view of others; and appearance self-esteem; when the subjects exhibited mood congruent effects on impression ratings in the self-referent but not in the other-referent mood induction condition.

Academic Performance is adapted from Influence of Study Habits and Demographic Variables on Academic Performance by Rugendo (2014) with indicators such as time management; learner to learner interaction; reading skills; note-taking skills; and academic performances. Time management refers to how one manages his/her time in studying lessons; learner to learner interaction refers to communication with groups in studying; reading skills refer to how one reads with comprehension and understanding; note-taking skills refer to how one writes down important points of what is read; academic performances refer to the overall performances in school resulting to better or poorer grade.

Study Habits is taken from the Study Habits Inventory by Chilca Alva (2017) with no indicators. It refers to how one studies; does homework; prepares for exams; follows classes; and what accompanies one's study.

Independent Variable

Dependent

Variable

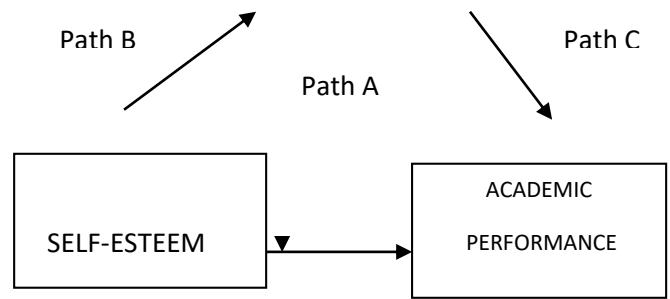
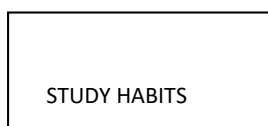


Figure 1. Conceptual Framework Showing the Variables of the Study

Significance of the Study

This study is beneficial to the school administrations and teachers because its output will provide insights on how to improve academic performance by developing student's self-esteem and study habits. It would also highlight student self-esteem as an important factor in determining gains in academic performance, even after accounting for prior student learning and family background characteristics. In fact, students will benefit more on this study because of its emphasis is on the importance of self-esteem and study habits to perform better in school. Also, future researchers can use this study as their reference.

Also, future researchers can use the study's results at as their reference. Apart from this, if instructional failure is to be forestalled and requirements improved, junior-stage faculties should supply massive characteristics and stimulating scholastic conditions. Students ought now no longer to be failed at school but be advised and handled by to educators with whom they can have a fulfilling learning experience. In this way, the teachers and guardians can use this research to improve student abilities.

Definition of Terms

The following terms are defined operationally:

Self-Esteem. As used in this study, this term refers to how students feel and think about themselves in terms of *performance, social and appearance self-esteem.*

Academic Performance. As used in this study, this term refers to students' achievement in school, which is affected by factors such as time management, learner-to-learner interaction; reading skills; note-taking skills, and academic performances.

Study Habits. As used in this study, this term refers to the students' manner of studying lessons either proper or improper to achieve better academic performance in terms of doing homework, preparing for exams, following classes

and moments of study.

2 METHOD

This section presents the research design, research locale, the population and sample, the research instrument used, the process of collecting the data, statistical tools and ethical considerations.

Research Design

This study employed quantitative non-experimental design using the correlational technique because as it aims to evaluate courting among self-esteem and academic performance, self-esteem and study habits, and study habits and academic performance. According to Creswell (2012), descriptive studies offer an image of the phenomena being examined, while correlational studies uncovers correlations among variables and permits for *the prediction of future events from present knowledge*. Descriptive-correlational layout determines the extent of a relationship between two or more variables using statistical data and relationships between and among a number of facts are sought and interpreted (Goertzen, 2017).

This look at extensively utilized checking out of intervention wherein the connections of three variables are investigated. In this look at, those variables are the study habits, self-esteem and academic performance. Moreover, this approach surveys the development among the interpreter and the most important variables, the connection among the predictor and the mediator variable, and the connection among the mediator and the criterion variables (Baron and Kenny, 1986). In fact, the mediating variable suggests how the impartial and structured variables are linked. The mediator variable's mediation is designed as an intervention version that produces the effect withinside the final results variable instead of the other manner around.

Research Locale

The geographical location of this study is shown in Figure 1. The study was conducted in selected junior high schools in the Division of Davao del Sur. The following schools are JHS 1, JHS 2, JHS 3 and JHS 4. These schools are all within the province of Davao del Sur. Davao del Sur is a province within the Philippines in the Davao Region, Mindanao. Its capital and biggest metropolis is Digos.

Davao del Sur comprises 9 municipalities and 1 component city, all encompassed by a single judicial region. The province is bordered by Davao City to the north, Davao Occidental to the south and Cotabato, Sultan Kudarat, South Cotabato and Sarangani to the west. To the east lies the Davao Gulf. Davao del Sur is made up of Padada Valley, an agricultural vicinity south of the metropolis of Santa Cruz, that has lured many migrants, majority of whom came here from the Visayas and Ilocos areas to settle completely within the vicinity.

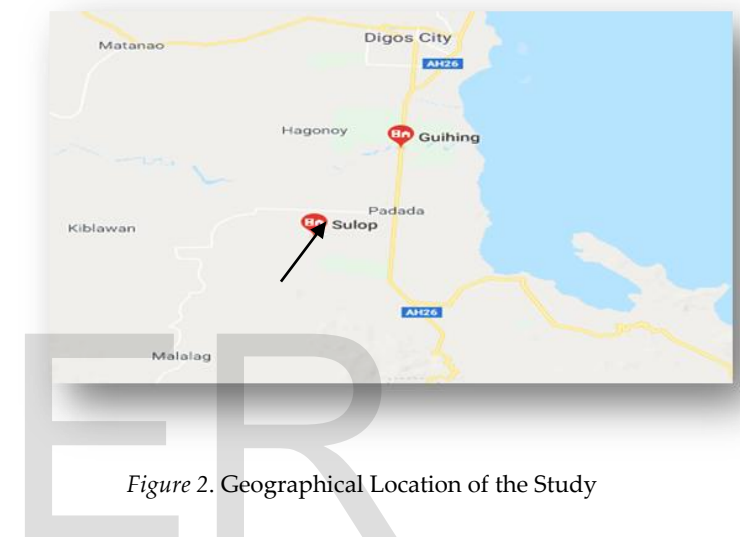


Figure 2. Geographical Location of the Study

Population and Sample

The respondents of the study were the students of selected public junior high schools in Davao del Sur who are officially enrolled for the School Year 2020-2021 in the schools JHS 1, JHS 2, JHS 3 and JHS 4 in Davao del Sur. Only Grade 9 and 10 students were included as respondents. Students in the senior high school and lower years than the specified grade level were not included in the study. Sampling procedure happened within the month of September 2020, pilot testing was done in October 2020 and the actual conduct of the study was done in December 2020 after securing the approval of the Division of Davao del Sur personnel. The participants of this study were drawn using universal sampling procedure (Fricker, 2016). The researcher selected 420 respondents enrolled in the junior high schools in Davao del Sur because they could provide the needed data.

In addition, a signed informed consent/assent form was obtained from the respondents before the launching of the study. This contained information about their awareness to decide if they want to be part of the study, and also their freedom to stop their participation at any point of the study without incurring any liability on their part. Lastly, parental consent was also obtained since these respondents were still minors, so their participation in the study needed approval from their parents.

Research Instrument

A modified survey questionnaire was used in this study. It was adapted from 3 sources and consisted of 3 parts. Part I, Self-Esteem was taken from State Self-Esteem Scale by Heatherton and Polivy (1991); Part II, Academic Performance was taken from the Influence of Study Habits and Demographic Variables on Academic Performance by Rugendo (2014); and Part III, Study Habits was adapted from Study Habits Inventory, Chilca Alva (2017). These foregoing questionnaires were revised to ensure the accuracy and validity of the gathered data.

In addition, a 5-point Likert scale was used to answer the survey questionnaire with the corresponding criteria and interpretation for in every variable. For self-esteem, the following was utilized:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Strongly Agree	This means that items on self-esteem is always observed
3.40 - 4.19	Agree	This means that items on self-esteem is observed
2.40 - 3.39	Undecided	This means that items on self-esteem is sometimes observed
1.80 - 2.59	Disagree	This means that items self-esteem is less observed
1.00 - 1.79	Strongly Disagree	This means that items on self-esteem is not observed

For academic performance, the following considerations was followed.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Strongly Agree	This means that items on academic performance is always observed
3.40 - 4.19	Agree	This means that items on academic performance is observed
2.40 - 3.39	Undecided	This means that items on academic performance is sometimes observed
1.80 - 2.59	Disagree	This means that items on academic performance is seldom observed
1.00 - 1.79	Strongly Disagree	This means that items on academic performance is not observed

In terms of study habits of the students, the following measure was followed:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Strongly Agree	This means that items on study habits is always observed
3.40 - 4.19	Agree	This means that items on study habits is observed
2.40 - 3.39	Undecided	This means that items on study habits is sometimes observed
1.80 - 2.59	Disagree	This means that items on study habits is seldom observed
1.00 - 1.79	Strongly Disagree	This means that items on study habits is not observed

Data Collection

The following steps were undertaken in gathering the data for the study. First, a request letter was sent to the Schools Division Superintendent of Davao del Sur, asking permission to conduct the study covering the following schools, JHS 1, JHS 2, JHS 3 and JHS 4. After obtaining a permit, an endorsement letter from the Schools Division Office was sought and forwarded to the respective principals of the target schools as an ethical standard for the school heads to finally permit the actual launching of the study. The first phase of the data collection was the assessment of the extent of self-esteem, academic performance and study habits through a modified standardized survey questionnaire. Then, this was followed by the actual conduct the study following health safety protocols due to the pandemic coronavirus. Hand washing or disinfecting hands with alcohol, checking the participants' temperature, wearing of masks and face shield were strictly implemented. As for the survey questionnaires, these were placed in a plastic envelope. The researcher disinfected the outside part of the plastic envelope with alcohol. Then this was immediately stored in a place where it cannot be easily reached nor touched by random people. Because temperature and humidity may have an influence on the spread off the corona virus, the survey questionnaires were given to the participants after five days. The mentioned protocols were still implemented. Participants returned the questionnaires in the envelopes and placed them in the box provided outside the designated classroom. Upon placing the questionnaires in the box, they also followed social distancing. Finally, data was subjected to statistical treatment, analysis

and interpretation.

Statistical Tools

For more comprehensive interpretation and analysis of the data, the following statistical treatments were utilized.

Mean. This was used to describe the extent of the student's self-esteem, academic performance and study habits.

Pearson r. This was used to determine the significant relationship between self-esteem and academic performance; self-esteem and study habits; and study habits and academic performance.

Path Analysis. This was used to determine the mediating effect of study habits on the relationship between self-esteem and academic performance.

Ethical Consideration

The following ethical considerations were followed: The researcher secured an approval from the University of Mindanao Ethics and Research Committee (UMERC). Request letters were also sent to Department of Education, Division of Davao del Sur and the school heads of the target schools requesting permission to conduct the study.

Voluntary Participation. Before conducting the survey, the researcher informed the respondents about the purpose of the study and asked them if they were eager to join. Only those present during the administration of the survey questionnaire with informed consent can participate. The respondents were given the right to decide whether to participate or not to participate in the study. In other words, respondents are informed of their voluntary participation. Thus, they are free to withdraw the participation anytime.

Privacy and Confidentiality. The researcher informed the respondents that information about respondent's participation will be kept confidential until deemed necessary. When the results of the research are published or discussed in conferences, the information would be anonymous.

Informed Consent Process. Participants were likewise informed about the objectives of the study aside from the need for the respondents' informed consent prior to the conduct of the study. Apart from this, an assent form was also secured by the researcher from the parents since the respondents were minors. Respondents were assured of the confidentiality of the information and that the full responsibility of the researcher of the custody of the survey questionnaires until deemed necessary.

Recruitment. The researcher made sure that the recruitment of the participants was voluntary. None of the respondents were forced to join this study.

Risks. This includes discomfort, burden, or inconvenience a respondent may experience due to the research procedures. The researcher clearly explained the potential harm or injury associated with the research and that it was up to the respondents whether to participate in the study or not.

Benefits. The benefits of this study for the participants were in terms of physical, direct, social and others. The physical benefits included lesser risks from the potential contamination of Covid-19 due to observing strict wearing of face masks and face shields during the actual conduct of the study. Direct benefits of this study include awareness on the importance of study habits on academic performance apart from self-esteem. The social benefit of the study was that the respondents were able to interact with the researcher, especially in terms of knowing why the study needed to be conducted. Finally, this study was beneficial to the Department of Education and Commission on Higher Education since the output would provide awareness to all the stakeholders involved (researcher, participants, beneficiaries – institutions, and future researchers).

Plagiarism. The researcher did not copy-paste the texts verbatim from the source paper; but, rephrased and paraphrased these using own words.

Fabrication. It is the intentional distortion of study outcomes by making up data, such as that reported in a journal article. In this study, the researcher saw to it that claims about results need to be made on complete data sets.

Falsification. The use of deceptive procedures places a distinctive burden of responsibility on researchers. In this study, the researcher also provided the appropriate additional safeguards to protect the rights and welfare of participants.

Conflict of Interest. The results of this were neither influenced by the bias of the researcher nor misrepresentation of circumstances in which professional judgments or actions regarding a primary interest, may be at risk of being disproportionately prejudiced by a secondary interest, such as economic gain or professional development.

Deceit. The researcher made sure that there was no deception as to why the study needed to be undertaken. Findings of the study were supported with studies in the existing literature.

Permission from Organization/Location. Before conducting the study, the researcher obtained permission from the Dean of the UM Professional Schools (UMPS), from the Department of Education – Davao del Sur, from the school heads of the target schools and from the respondents.

Authorship. All authors used as sources of this study were properly cited and listed on the reference section and properly acknowledged.

3 Result

This chapter presents the results of the data collected based on the objectives of the study. This includes the level of self-esteem in terms of performance self-esteem, social self-esteem, and appearance self-esteem; the level of academic performance in

terms of time management, learner to learner interaction, reading skills, note taking skills and academic performance; the level of study habits; and the correlation between and among the variables of this study.

Level of Self-Esteem

Table 1 shows the level of self-esteem in terms of performance self-esteem, social self-esteem and appearance self-esteem. With an overall mean of 4.04 and a standard deviation of 0.40 which is interpreted as high. Therefore, self-esteem in terms of performance, social and appearance self-esteem is often practiced.

Consequently, among the indicators of self-esteem, the indicator which has the highest mean is appearance self-esteem. It has a computed standard deviation of 0.67 and a mean of 4.23 which is described as very high. This implies that respondent's appearance self-esteem is always observed. It is then followed by social self-esteem with a standard deviation of 0.57 and a mean of 4.03 or high. This result means that respondent's social self-esteem is often observed. Finally, performance self-esteem has the lowest mean which is 3.87 with a standard deviation of 0.67 but still it is described as high. This indicates that performance self-esteem is often observed by the respondents. Therefore, the level of self-esteem in terms of appearance self-esteem is very high while social and performance self-esteem is high.

Table 1.

Level of Self-Esteem

Indicators	SD	Mean	Description
Performance Self-Esteem	0.67	3.87	High
Social Self-Esteem	0.57	4.03	High
Appearance Self-Esteem	0.39	4.23	Very High
Overall	0.405	4.04	High

Level of Academic Performance

Table 2 shows the level of academic performance in terms of time management, learner to learner interaction, reading skills, note taking skills and academic performance. With an overall mean of 4.09 and a computed standard deviation of 0.20 described as high; therefore, the level of academic performance is high.

In particular, data shows that note-taking skills has the highest mean which is 4.17 and a standard deviation of 0.33 or high. This result indicates that respondent's note-taking skills is often observed. It is then followed by time management with a mean of 4.10 and a computed standard deviation of 0.46 which is also described as high. This means that time management is often observed by the respondents. Moreover, learner to learner interaction has a mean of 4.08 and a standard deviation of 0.36 which is likewise described as high. This data shows that learner to learner interaction is often observed by the respondents. Furthermore, academic performance has a mean of 4.07 and a standard deviation of 0.44 which means high. This finding reveals that academic performance of the respondents is often observed. Finally, reading skills has a mean of 4.03 and standard deviation of 0.25 which is again described as high. This denotes that reading skills is often observed by the respondents. Therefore, the level of academic performance in terms of time management, learner to learner interaction, reading skills, note-taking skills and academic performance is high.

Table 2

Level of Academic Performance

Indicators	SD	Mean	Description
Time Management	0.46	4.10	High
Learner to Learner Interaction	0.36	4.08	High
Reading Skills	0.25	4.03	High
Note-Taking Skills	0.33	4.17	High
Academic Performance	0.44	4.07	High
Overall	0.205	4.09	High

The level of study habits is high. With an overall mean of 4.10 and an obtained standard deviation of 0.88; therefore, the level of study habits is high. As shown, not eating food to eat while I study has a mean of 4.50 and a computed standard deviation of 0.77 or very high. Moreover, starting to play, or talking with friends when bored has a mean of 4.29 and a standard deviation of 0.783 or very high. Furthermore, reading what must be studied by highlighting the most important points and family talk, watch TV or listen to music has a mean of 4.28 each and a standard deviation of 0.696 and 0.763 respectively or high. Similarly, underlining the words whose meaning are not known and trusting in good fortune and only study those subjects that

the teacher supposed to ask has a mean of 4.24 and standard deviation of 0.759 each. Likewise, having a need of tranquility and silence has a mean of 4.22 and a computed standard deviation of 0.803 or very high. Reading each part once and repeat several times until can be say it by heart, when there is oral exam, begin reviewing notes only once in the classroom already, starting to study with the most difficult subject and then proceed to the easiest when having two or more exams the same day, and having no social disruptions, parties, walks, appointments, etc. have a mean of 4.20 each and have a computed standard deviation of 0.649, 0.744, 0.781, and 0.666 respectively.

On the other hand, the following items on study habits have high level ratings. Being more attentive to the jokes of my classmates than to the class and not starting to think and daydream when cannot understand an issue has a mean of 4.18 and a computed standard deviation of 0.756 and 0.778 each. Not trusting a partner to "blow" some answers at the time of the test has a mean of 4.17 and a standard deviation of 0.89. Reading the question, found in the book, read everything and then answer as understood, trying to take notes of everything the teacher says, and raising hand and ask for its meaning when the teacher uses some words, not known has a mean of 4.16 each and a resulting standard deviation of 0.79, 0.68, and 0.80 respectively. Returning to the underlined points in order to clarify them, ordering notes immediately after a class, not getting bored and not stopping everything when cannot take note of what the teacher says, and having no interruptions by parents asking for a favor have a mean score of 4.15 and an obtained standard deviation of 0.74, 0.83, and 0.87 each.

Meanwhile, returning to the underlined points in order to clarify them, and not thinking of sleeping during class or maybe leaving class has an individual mean of 4.14 and a computed standard deviation of 0.68 and 0.854 each or high. Moreover, waiting until the exam date has been fixed before starting to study has the same mean with studying on the same day of the exam which is 4.13 and a standard deviation of 0.80 and 0.82 or high. Furthermore, sitting for exams without revising the whole topic, preparing a plagiarism tool just in case forgetting a subject, and imaginations or fantasies do not distract during classes have a mean score of 4.12 and a standard deviation of 0.88 or high. Studying at least two hours every day has a mean of 4.11 and obtained a standard deviation of 0.87 or high. Similarly, immediately searching the dictionary for the meaning of the words not known, starting with the most difficult and then move on to the easiest one, and when have several jobs and revising just before the exam which has a mean of 4.10 and a standard deviation of 0.87, and 0.89 respectively or high.

Accordingly, writing what has been understood own words, and getting tired quickly and start doing other things has a mean of 4.09 and standard deviation of 0.81. Likewise, asking

questions and say what has been learned in own words, during the exam I am not getting the topics confused and forgetting what I have studied, and having no interruptions by visits, friends, that take long has a mean of 4.08 0.80. Being distracted by what is done on the way out in the class has a mean of 4.07 and a standard deviation of 0.82 or high. When reading the question, look in the book and write the answer almost as the book says has a mean of 4.05 and a standard deviation of 0.75 or high.

In a similar vein, trying to memorize what has been studied, and just giving a general read to everything studied has a mean of 4.03 and a standard deviation of 0.73 which is interpreted as high. Trying to relate the topic studied with other topics already studied has a mean of 3.99 and a standard deviation of 0.84 or high. Getting angry or very angry and giving up when cannot solve a job has a mean of 3.95 and a standard deviation of 1.04 or high. Reviewing what have been studied after 4 to 8 hours has a mean of 3.92 and a standard deviation of 0.85. Leaving completion of homework until the last moment, because of not conclude them within the set time has a mean of 3.90 and a standard deviation of 0.97 or high. Move on to another when getting tired in starting to solve a problem has a mean of 3.89 and a standard deviation of 0.97 or high.

Nevertheless, attaching more importance to the order and presentation of the work than to the understanding of the subject has a mean of 3.85 and a computed standard deviation of 0.89 which means high. Writing as they are in the book without finding out their meaning of the words that cannot be understand has a mean of 3.80 and a standard deviation of 0.99 or high. Asking for help from parents or other people and let them handle all or most of the work has a mean of 3.79 and a standard deviation of 0.98 or high. Studying only for exams has a mean of 3.74 and a standard deviation of 1.15 or high. Finally, completing work at university when lacking time at home by asking my friends has a mean of 3.73 and a standard deviation of 0.96 which means high.

Table 3

Level of Study Habits

Items	SD	Mean	D.E.
Reading what I must study by highlighting the most important points	0.69	4.28	Very High
Underlining the words whose meaning I do not know.	0.74	4.24	Very High
Returning to the underlined points in order to clarify them.	0.68	4.14	High
Returning to the underlined points in order to clarify them.	0.74	4.15	High
Immediately searching the dictionary for the meaning of the words I do not know.	0.89	4.10	High

				Asking myself questions and say what I have learned in my own words.	0.80	4.08	High
				Writing in my own words what I have understood.	0.81	4.09	High
Only taking notes of the most important things	0.67	4.20	Very High	Reading each part once and repeat several times until I can say it by heart.	0.65	4.20	Very High
Ordering my notes immediately after a class.	0.873	4.15	High	Trying to memorize what I study	0.65	4.03	High
Raising my hand and ask for its meaning when the teacher uses some words I do not know.	0.80	4.16	High	Reviewing what I have studied after 4 to 8 hours.	0.85	3.92	High
Being more attentive to the jokes of my classmates than to the class.	0.76	4.18	High	Just giving a general read to everything I have to study.	0.73	4.03	High
Getting tired quickly and start doing other things.	0.83	4.09	High	Trying to relate the topic I am studying with other topics already studied.	0.84	3.99	High
Starting to play, or talking with my friends when I get bored.	0.78	4.29	Very High	Studying only for exams.	1.15	3.74	High
Not getting bored and not stopping everything when I cannot take note of what the teacher says.	0.87	4.15	High	Reading the question, I look in the book and write the answer almost as the book says.	0.75	4.05	High
Not starting to think and daydream when I do not understand as issue.	0.78	4.18	High	Reading the question, I look in the book, I read everything and then I answer as I understood.	0.79	4.16	High
My imaginations or fantasies are not distracting me during classes.	0.79	4.12	High	Writing as they are in the book without finding out their meaning of the words that I do not understand	0.99	3.80	High
During class I am not being distracted by what I am going to do on the way out.	0.82	4.07	High	Attaching more importance to the order and presentation of the work than to the understanding of the subject.	0.89	3.85	High
During class I am not thinking of sleeping or maybe leaving class.	0.85	4.14	High	In my house, having lack time to finish with my work, I complete them at university by asking my friends.	0.96	3.73	High
Not needing music, be it from the radio or other means.	0.84	4.18	High	Asking for help from my parents or other people and let them handle all or most of the work.	0.98	3.79	High
Not needing the TV on.	0.80	4.14	High	Leaving completion of my homework until the last moment, for which reason I do not conclude them within the set time.	0.97	3.90	High
Having a need of tranquility and silence.	0.80	4.22	Very High	Starting to solve a job; I get tired and I move on to another.	0.97	3.89	High
Not needing food to eat while I study.	0.77	4.30	Very High	Getting angry or very angry and giving up when I cannot solve a job	1.04	3.95	High
Your family talk, watch TV or listen to music	0.76	4.28	Very High	Starting with the most difficult and then I move on to the easiest one when I have several jobs	0.88	4.10	High
Having no interruptions by parents asking for a favor	0.77	4.15	High	Studying at least two hours every day.	0.87	4.11	High
Having no interruptions by visits, friends, that take long.	0.80	4.08	High	Waiting until the exam date has been fixed before I start studying	0.80	4.13	High
Having no social disruptions, parties, walks, appointments, etc.	0.80	4.20	Very High	When there is oral exam, only once in the classroom do I begin to review notes.	0.74	4.20	Very High
Overall	0.39	4.10	High	Studying on the same day of the exam.	0.82	4.13	High
				Revising just before the exam.	0.88	4.10	High
				Preparing a plagiarism tool just in case I forget a subject.	0.88	4.12	High
				Not trusting my partner to "blow" me some answers at the time of the test.	0.89	4.17	High
				Trusting in my good fortune so I only study those subjects that I suppose the teacher will ask.	0.76	4.24	Very High
				Starting to study for the most difficult subject and then proceed to the easiest when I have two or more exam the same day	0.78	4.20	Very High
				Sitting for my exams without having revised the whole topic.	0.90	4.12	High
				During the exam I am not getting the topics confused and forgetting what I have studied.	0.78	4.08	High
				Trying to take notes of everything the teacher says	0.68	4.16	High

Significance on the Relationship between Self-Esteem and Academic Performance

The test of correlation between self-esteem and academic performance is shown in Table 4. The data revealed an

overall computed r-value of .208 with p-value less than 0.05. The confidence level set for this study was p value of 0.05 level of significance, therefore the overall result depicted a significant relationship between the variables. Hence, the result also rejected the hypothesis of no significant relationship between self-esteem and academic performance.

Furthermore, the data reveals that performance self-esteem was positively correlated with the following indicators of academic performance like time management, learner to learner interaction and academic performance except reading skills and note taking skills. This is confirmed by the overall r-value of -.253 and p-value of less than 0.05

Likewise, data further revealed that social self-esteem is positively correlated with the indicators of academic performance such as learner-to-learner interaction, and academic performance but no significant relationship in terms of time management, reading skills and note-taking skills. As shown in the overall r value of -.181 and p-value of 0.000 lower than 0.05 level of significance.

Finally, no significant correlation is found between appearance self-esteem and academic performance in terms of time management, learner-to-learner interaction, reading skills, note-taking skills, and academic performances. This is manifested in the overall r value of .052 and higher p-value than 0.05 level of significance.

Table 4
Significance on the Relationship between Levels of Self-Esteem and Academic Performance

Self-Esteem	Academic Performance					Overall
	Time Management	Learner to learner Interaction	Reading Skills	Note-Taking Skills	Academic Performances	
Performance Self-Esteem	-.121* (0.016)	-.174* (0.000)	.015 (0.767)	-.009 (0.850)	-.327* (0.000)	-.253* (0.000)
Social Self-Esteem		-.156* (0.080)	.013 (0.794)	.054 (0.278)	-.256* (0.000)	-.181* (0.000)
Appearance Self-Esteem	.061 (0.226)	0.054 (0.282)	.054 (0.282)	.034 (0.501)	.019 (0.702)	.052 (0.300)
Overall	-.088 (0.079)	.032 (0.523)	.032 (0.523)	.032 (0.529)	-.295* (0.000)	.208* (0.000)

Significance on the Relationship between Self-Esteem and Study Habits

The test of correlation between self-esteem and study habits is shown in Table 5. The data revealed an overall computed r-value of -.174 with p-value less than 0.05. The confidence level set for this study was p value of 0.05 level of significance, therefore, the overall result illustrated a significant relationship between the variables. Thus, the result also rejected the hypothesis of no significant relationship between self-esteem and study habits.

Accordingly, a tight scrutiny of the information further reveals that performance self-esteem was positively correlated with study habits. This is especially true as shown on its overall r-value of -.156* and p-value of less than 0.05 level of significance. Moreover, a close assessment was done on the correlation between social self-esteem and study habits. As shown on its overall r-value of -.187* and p-value of lower than .05 level of significance. Therefore, there is a significant relationship between social self-esteem and study habits. However, appearance self-esteem is found to have no significant correlation with study habits. The computed overall r-value is .001 and p-value higher than 0.05 level of significance. Therefore, there is no significant relationship between appearance self-esteem and study habits. The findings reveal that there is indeed a significant relationship between social self-esteem in terms of performance, reading skills, note-taking skills, and academic performances, but no significance in terms of time management and study habits.

Table 5
Significance on the Relationship between Levels of Self-Esteem and Study Habits

Self-Esteem	Study Habits	Decision
Performance Self-Esteem	-.156*	Reject Ho

	(0.002)	
Social Self-Esteem	-.187*	Reject Ho
	(0.000)	
Appearance Self-Esteem	.001	Accept Ho
	(0.983)	
Overall	-.174*	Reject Ho
	(0.000)	

*Significant at 0.05 significance level

Mediating Effect of Study Habits on the Relationship between Self-Esteem and Academic Performance

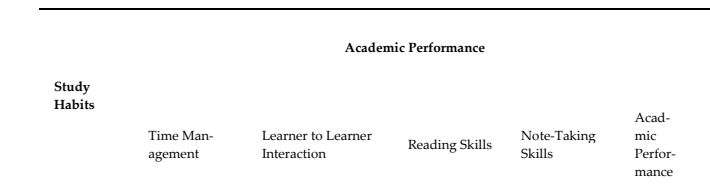
As shown in the path, self-esteem as the causal variable significantly correlated with the outcome variable which is academic performance. This is apparent in the computed unstandardized estimate of -.065 and standardized value of -.128, specification error of .022 and critical ratio -2.900 which yield to a p-value of .004 which is totally lower than 0.05 level of significance. Meanwhile, when self-esteem is correlated with the mediating variable which is study habits, self-esteem is treated as the criterion variable while study habits is treated as the outcome variable. Result shows that the unstandardized value is -.168 while the standardized value is -.174; specification error value is .048 while the p-value and critical ratio is -3.530, therefore, there is a significant relationship between the causal variable and mediator variable. Furthermore, when study habits (mediator variable) is tested if it affects academic performance which is the outcome variable; result shows unstandardized value of -.241 and standardized value of .461. In addition, the specification error value is .048, the critical ratio is 10.462 and an obtained p-value of ***, therefore, there is a significant correlation between study habits and academic performance. Finally, the results are consistent with the hypothesis showing that study habits mediate the relationship between self-esteem and academic performance; however, only a partial mediation is specified.

.004 which is totally lower than 0.05 level of significance. Meanwhile, when self-esteem is correlated with the mediating variable which is study habits, self-esteem is treated as the criterion variable while study habits is treated as the outcome variable. Result shows that the unstandardized value is -.168 while the standardized value is -.174; specification error value is .048 while the p-value and critical ratio is -3.530, therefore, there is a significant relationship between the causal variable and mediator variable. Furthermore, when study habits (mediator variable) is tested if it affects academic performance which is the outcome variable; result shows unstandardized value of -.241 and standardized value of .461. In addition, the specification error value is .048, the critical ratio is 10.462 and an obtained p-value of ***, therefore, there is a significant correlation between study habits and academic performance. Finally, the results are consistent with the hypothesis showing that study habits mediate the relationship between self-esteem and academic performance; however, only a partial mediation is specified.

Table 7
Mediating Effect: Path Analysis (Partial Mediation)

PATH	ESTIMATES		SE	C.R.	P	Significance @ 0.05
	Un-standardized	Standardized				
SE → AP	-.065	-.128	.022	-2.900	.004	Sig.
SE → SH	-.168	-.174	.048	-3.530	.000	Sig.
SH → AP	.241	.461	.023	10.462	.000	Sig.

Table 6 Significance on the Relationship between Levels of Study Habits and Academic Performance



Mediating Effect of Study Habits on the Relationship between Self-Esteem and Academic Performance

As shown in the path, self-esteem as the causal variable significantly correlated with the outcome variable which is academic performance. This is apparent in the computed unstandardized estimate of -.065 and standardized value of -.128, specification error of .022 and critical ratio -2.900 which yield to a p-value of .004 which is totally lower than 0.05 level of significance. Meanwhile, when self-esteem is correlated with the mediating variable which is study habits, self-esteem is treated as the criterion variable while study habits is treated as the outcome variable. Result shows that the unstandardized value is -.168 while the standardized value is -.174; specification error value is .048 while the p-value and critical ratio is -3.530, therefore, there is a significant relationship between the causal variable and mediator variable. Furthermore, when study habits (mediator variable) is tested if it affects academic performance which is the outcome variable; result shows unstandardized value of -.241 and standardized value of .461. In addition, the specification error value is .048, the critical ratio is 10.462 and an obtained p-value of ***, therefore, there is a significant correlation between study habits and academic performance. Finally, the results are consistent with the hypothesis showing that study habits mediate the relationship between self-esteem and academic performance; however, only a partial mediation is specified.

Meanwhile Figure 3 shows the mediating effect of study habits on the relationship between self-esteem and academic performance. Since there are significant relationships between path X (self-esteem) and path Y (academic performance); path X (self-esteem) and path M (study habits); and path M (study habits) and path Y (academic performance), so, the mediation is supported since the effect of M (path b) remains significant after controlling for X (path a), then, the finding supports partial mediation. As shown, the effect of

self-esteem on academic performance controlling study habits is not zero but $-.06$, which means that there is only a partial mediation. Therefore, study habits have a mediating effect on the relationship between self-esteem and academic performance.

X = SELF-ESTEEM (SE)

Y = ACADEMIC PERFORMANCE (AP)

M = STUDY HABITS

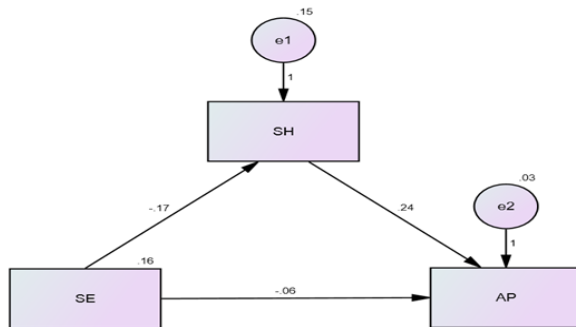


Figure 3. Partial Mediation of Study Habits on the Relationship Between Self Esteem and Academic Performance

4 DISCUSSION

This chapter presents the discussions of the results of the data gathered on the level of self-esteem in terms of performance self-esteem, social self-esteem, and appearance self-esteem; academic performance in terms of time management, learner-learner interaction, reading skills, note-taking skills and academic performance; and study habits. Likewise presented are the conclusions and recommendations of this study.

Level of Self-Esteem

Results showed that the mean score rating for appearance self-esteem is very high while social self-esteem and performance self-esteem are high. It means that overall level of self-esteem is high. This result is consistent with the findings of Alva, & Manuel (2017) which states that students with high self-esteem partake actively in the learning process, are more self-assured, dynamic and enthused towards learning and achieve better in examination than students who have low self-esteem who do not expose their skills to take part in the learning process actively (Hosseini et al., 2016; Janati et al., 2012).

In addition, Koruk (2017) found that students with low self-esteem do not participate actively in the teaching and learning process. They stay quiet, impassive and have a withdrawal attitude towards learning activities. Students with poor self-esteem do not want others to know their imperfections. The very reason why they do not show much interest

in the activities which may bring them fame and name in the class (Moksnes & Espnes, 2013; McKay, & Fanning, 2016).

According to the American Psychological Association as cited by Vanbuskirk (2021), having high self-esteem is key to positive mental health and well-being. High self-esteem matters because it helps one develops coping skills, handles difficulty, and put the negative into perspective. Higher self-esteem enables one to better able to cope with stress, anxiety, and pressure, whether from school, work, home, or peers.

In fact, the high-level performance self-esteem is attributed to the feeling of being as smart as others, feeling frustrated or rattled about one's performance, feeling confident that one understands things, feeling confident about one's abilities, having trouble understanding things read, feeling confident to understand things and feeling that one had less scholastic ability right now than others. This agrees with the premise of Ugwuanyi et al (2020) which states that while performance self-esteem depends on individual achievement and vice versa, the frame of reference may increase or decrease performance self-esteem. Higher intelligence increases the likelihood for high achievement, which influences performance self-esteem in turn. However, appraisal of the effects of self-esteem is complicated by several factors because many people with high self-esteem exaggerate their successes and good traits. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited

Individuals.

However, this is contrary to the findings of Bajaj, Robins, and Pande (2016) which stated that the modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost students' self-esteem have not been shown to improve academic performance and may sometimes be counterproductive. However, performance self-esteem supports achievement development, whereas physical/appearance and social self-esteem play a minor role (Bajaj et al., 2016; Hiçdurmaz et al., 2017; Reitzel et al., 2016).

Similarly, the level of social self-esteem is high which means feeling self-conscious; feeling worried about whether regarded as a success or failure; being worried about looking foolish; feeling concerned about the impression made; being worried about what other people think and being inferior to others at this moment; and feeling displeased with oneself. This negative feeling of social self-esteem is similar to the findings of Gruenewald, Kemeny, Aziz and Fahey (2004) which states that feelings of shame usually occur because of

a situation where the social self is devalued, such as a socially evaluated poor performance. A poor performance leads to higher responses of psychological states that indicate a threat to the social self namely a decrease in social self-esteem and an increase in shame.

But this result is actually different from Andreassen et al (2017) who emphasized that social self-esteem is the self-assurance in one's own social worth. It sits at the intersection of social media, relationships and confidence and the manner social lives affect the feeling about selves. These were the positive or negative influences that must be in check as long as one felt good about self and confident in his/her social circle (Koruklu, 2015; Li et al., 2018; Yang, 2016).

On the other hand, the level of appearance self-esteem is very high. This denotes that feeling satisfied with the way the body looks right now, feeling good about oneself, and feeling that others respect and admire an individual is very high. On the other hand, feeling unattractive, being pleased with one's appearance right now, and being dissatisfied with weight are high among the respondents. This finding is consistent with the findings of Baudson, Weber, & Freund (2016) which revealed that self-concept of appearance is still by far the strongest predictor of self-esteem. This is contrary to the conclusions of Lu, Hong, Yu, Ling, Tian, Yu, & Chang (2015)'s study which states that appearance, beauty, and attractiveness is clearly missing in the academic curriculum even if appearance self-esteem is important for students' wellbeing (Steinsbekk, Wichstrøm, Stenseng, Nesi, Hygen, & Skalická, 2021).

Since one's appearance is the first thing others perceive, this may explain the importance of one's self-perceived looks for overall self-esteem. In part, these results confirm that physical appearance is still the most important predictor of self-esteem. However, according to Aristotle, the body has been considered inferior to the mind and had to be civilized through mental powers. All things physical are considered fleeting, whereas the mind only is able to create something beyond an individual's worldly existence (Farhan, & Khan, 2015; Lee, Oh, & Kim, 2019; Lee, & Kim, 2015).

Therefore, self-esteem is important because it heavily influences people's choices and decisions. In other words, self-esteem serves as a motivational function by making it more or less likely that people will take care of themselves and explore their full potential.

Level of Academic Performance

Results indicated a high level of academic performance in terms of time management, learner to learner interaction, reading skills, note taking skills and academic performance. This is in congruent with the study of Sadiku, G. (2019)

which states that students with higher academic performance had higher satisfaction than students with low academic performance. As a matter of fact, some evidence points out time management, learner to learner interaction, reading skills, note taking skills and academic performance affect student's academic performance.

On the other hand, Wu, and Xin (2019) averred that student with poor academic performance have five significant characteristics: low enthusiasm for learning, lack of motivation for learning, lack of interest in learning, weak willingness to learn, and poor learning mentality. In other words, the main reasons for the poor academic performance of students are: the absence of grand aspirations and explicit objectives, the presence of psychological false impressions and free feelings, the twisting of life esteems, the deformities of character and capacity, and so forth; the target reasons come from numerous viewpoints like the family, school and social climate.

As reflected, note-taking skills has the highest mean followed by time management, learner to learner interaction, academic performance, and reading skills. In fact, results showed a high level of academic performance in terms of time management. This means that the level of academic performance in terms of time management is high especially in terms of always planning ahead of studies, keeping on studying until done for the day, being able to do homework and assignments in time and keeping studies complete at home, doing work in advance, having a study time that is short to concentrate and spending a maximum time in studies spending a lot of time in library for study purpose. However, some respondents also felt difficulty in sparing time for studies at home, studying every day failing to understand the subject matter for a long time, being overburdened with my homework; appearing in examination without sufficient preparation, studying daily at a definite place and time, being always delayed in sending my assignment; thinking of not getting proper in my studies, getting less time for studies spending much of time worrying over future. This result is consistent with the findings of Razali, Rusiman, Gan, & Arbin (2018) which states that time management behaviors can be classified into three main groups which are time planning, time attitudes and time wasting. In other words, there are significant differences in the respondents' time management behaviors. Meanwhile, all the time management behaviors were found to affect highly the academic performance of students with time planning is the most significant predictor.

Additionally, Adams, & Blair (2019) affirmed that a number of factors affect student performance. It could either be academic or non-academic skills. Academic skills pertain to pertinent skill sets that a student may have such as enhancing critical thinking and educational frameworks through

teaching, feedback, and access to high quality resources. On the other hand, nonacademic factors that impact students' chances of attaining success are equally important especially, time management. Good time management skills have been identified as having a buffering effect on stress and are a key indication of higher performance and lower stress and anxiety in higher education.

In fact, time management requires the utilization of analysis, planning and making programs as in the management of other resources. It is necessary to make an accurate schedule and set goals, objectives and priorities. It is not enough just to know how to use time in order to understand and apply the time management principles. It is necessary to know what problems will you be faced and to know the reasons of the problems in order to apply time management effectively. Beside technological tools that are not used correctly and not fit for purpose; being a perfectionist, being uncertain of targets, cannot to say no, low self-esteem or extremely self-confidence, working in an untidy environment may cause loss of time.

Meanwhile, the level of academic performance in terms of learner-to-learner interaction is likewise high. As revealed, the staff is at extra-mural center generally assisting in group discussion, thinking that distance mode is not suitable for me, feeling lonesome in my distance education and generally, having the extra-mural center that is located at inconvenient places, studying each unit of the syllables with my group members consulting my group members about study related problems, generally, I being fully involved in group discussion, doing most of my studies with the help of my classmates, and feeling that ground discussion is starved of necessary facilities and equipment. Moreover, thinking that group discussion sessions generally hopeless and generally, having extra-mural center that is located at inconvenient places, receiving much help from my group member, group discussion is helping to remove isolation in studies. Extra-mural center is failing to provide the university climate group discussion, group discussion is helping to remove isolation in studies, and believing the group discussion is the avenue for gossiping. This conforms the findings of Rebensky, Chaparro, & Carroll, 2020 which states that learner to learner interaction is essential in the educational process. It is comprised of learner-content, learner-instructor, and learner-learner interactions. By interacting with the subject matter, the overall understanding of the learner changes and personal construction of knowledge is enabled. Learner instructor, is widely considered as essential by educators and students alike since it stimulates interest and motivation; organizes application of student learning; and counsels, supports, and encourages each learner. Finally, learner-learner occurs when learners share information with their peers and receive feedback. Learner to learner interaction finds its

value in the areas of application and evaluation (Kyei-Blankson et al., 2019; Parker, 2020; Wang, et al., 2018).

In fact, Oyarzun et al (2018) found that learner to learner interaction is a vital part of any classroom experience. In a classroom setting, this interaction happens naturally, as students listen to each other's comments, ask each other questions, and build rapport through frequent contact. Teachers can also foster student-to-student interaction in an online setting, but it may require building formal and informal interaction opportunities in the course design. Designing for a high level of student-to-student interaction is so important (Han, 2019; Parker, 2020; Tawfik et al., 2018).

Similarly, the level of academic performance in terms of reading skills is high. This is apparent in items of stressing learning with proper understanding of definitions and understanding the main points of a chapter during its first reading, consulting the dictionary to find the meaning of the words. Having study strategies for reading the text book, using knowledge of one subject in other areas and not showing enthusiasm in reading interesting subject, and believing that supplementary materials are supplied to encourage further. This high level of reading skills agrees with the findings of Amin (2019) and Zaripova (2020) which states that reading is an interactive process consisting of inferring, knowing correct sounds and comprehension. The effective use of these skills in a reading environment enables the reader to comprehend the text. The success of the reading process is determined by variables such as reading attitude, reading purpose, prior knowledge about the text, textual structure, vocabulary knowledge; comprehension is determined by the interaction of the reader with the text.

On the contrary, the reason in which students are unable to study completely because of feeling tired in starting to study, believing that the language used in lecture series is quite comprehensive, thinking useless things while reading, and being puzzled at what should be read is due to poor reading skills. During reading, poor readers may have difficulty decoding, and so have difficulty reading the words of their texts accurately. In addition, some poor readers read too slowly, or lack fluency. As a result of their slow, labored reading, they often do not comprehend much of what they read, and the attention they have to give to figuring out the words keeps them from understanding the text's message (Gao et al., 2018; Lockiewicz, & Jaskulska, 2019; Stanley et al., 2018).

Likewise, the level of academic performance in terms of note-taking skills is high. However, the level of note-taking after reading the subject matter, writing down the main points, carefully taking down notes pertaining to each sub-

ject, taking notes that are highlighted distinctly while reading, paying attention in studies while writing the answer in the examination is very high. In contrast, the level of note-taking in terms of noting down such subject matter which proves useful after words, preparing notes from the book in my own words, noting down new words in order to improve my vocabulary, having no problem with writing assignment, memorizing the chapter not understood, and lecturers affecting the writing of assignment is high. This result is consistent with the findings of Salame, and Thompson (2020) and Joyce, & Boyle, (2020) which states that strategic note-taking is beneficial to students in that it provides a certain way a student can learn, and it can help a student perform better in courses. Taking strategic notes is seen as an important skill that is needed in a college setting. Strategic note-taking involves active listening, processing information, and writing. A student's strategic and extensive note-taking can yield a higher performance and achievement. Proper note-taking is a skill that many students lack (Oefinger, & Peverly, 2020).

This is also supported by As' ari (2018) and Arshavskaya (2020) who affirmed that note-taking improved learning and increased understanding. When students actively listen and write down important information, it allows them to cognitively process it, which in turn allows them to better understand the information that they are learning. This is an excellent skill to have, as some students will just write and not cognitively process the information that they are writing. That being said, although note-taking is effective, students lack the strategic skills needed to benefit them from note-taking in content-heavy classes.

Finally, the level of academic performance in terms of academic performances is high. This is in terms of being very worried about the examination, attempting an assignment helps in getting good grades, and being confident of getting a good grade in my examination is very high. On the other hand, giving more importance to my studies than any other work, planning the answer to the examination sequentially, the assignment is not being returned before the examinations, remarks made by the lecturers on the assignments are not being educative, burning midnight oil during examination, thinking could perform better in regular class, and grading of assignment is not being done properly. This is consistent with the findings of Ayala, & Manzano (2018) which states that academic performance is the outcome of students' effort in examinations. The academic performance of students reflects on their ability to demonstrate the knowledge they have learnt in tests, quizzes, presentations and final examination. The importance of students' performance is not only evident to the students but also to the schools as it is a measure the success of their education process. In other words, academic performance can be esti-

mated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment (Ajibade et al., 2018; Ismail et al., 2018; Kapur, 2018).

However, Miguéis et al (2018) found that if the students perform well in their examination, then they will graduate on time. By getting the graduation on time they still have a lot of time to further their study for the next stage. That is why the students need to perform well in their study. However, graduation of students is delayed or extended due to poor academic performance. A student might be tired and bored to study because they feel their study period are too long. So, a person who study well or show interest in their study and can make it on time they will have more time to find the job (Aldieri et al., 2018; Helal et al., 2018)

Level of Study Habits

The level of study habits in terms of not needing food to eat while studying; starting to play, or talking with friends when getting bored is very high. Similarly, reading what to study by highlighting the most important points and family talk, watch TV or listen to music underlining the words whose meaning is not known and trusting in good fortune to study those subjects suppose the teacher will ask is also very high. Likewise, having a need of tranquility and silence; reading each part once and repeat several times until I can say it is very high. When there is oral exam, only once in the classroom beginning to review notes, starting to study for the most difficult subject and then proceed to the easiest when having two or more exams the same day, and having no social disruptions, parties, walks, appointments is very high.

This result confirms the findings of Sheshadri et al (2019) and Hassan et al (2018) who states that to be an effective student is to learn how to study keener. This turns out to be increasingly more evident as you advance in your schooling. An hour or two of contemplating a day is generally adequate to endure secondary school with acceptable evaluations, however when school shows up, there aren't sufficient hours in the day to get all your concentrating in the event that you don't have a clue how to examine more intelligently. While a few students can float through school with negligible exertion, this is the special case. Majority of successful students develop an effective study habit.

Additionally, Azzopardi, & Camilleri (2018) and Capunoet al (2019) found that efficient study habits can strengthen writing. Study habits equip students with high level of analytical skills, the capacity for critical reasoning, self-reflection and conceptual grasp and ability to learn autonomously and exercise flexibility of mind. Study habits are actually improving because of the advent and wide use of the Internet, hypertext, and multimedia resources. The exponential

growth digital information, which changes the way students perceive study and in how printed materials are used to facilitate study. Students print material from the Internet in order to study and read later on.

On the other hand, the following items on study habits have high ratings. Being more attentive to the jokes of my classmates than to the class and not starting to think and day-dream when cannot understand as issue is high. Moreover, not trusting partner to blow some answers at the time of the test, reading the question, looking in the book, reading everything and then answer as understood is high. Moreover, trying to take notes of everything the teacher says, and raising hand and ask for its meaning when the teacher uses some unknown words is high. Also, returning to the underlined points in order to clarify them, ordering notes immediately after a class, not getting bored and not stopping everything when cannot take note of what the teacher says, and having no interruptions by parents asking for a favor is high. According to Goud (2018) and Ilieva, & Farah (2019), good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs.

Meanwhile, returning to the underlined points in order to clarify them, and during class not thinking of sleeping or maybe leaving class is high. Waiting until the exam date has been fixed before studying is also high. Studying on the same day of the exam, and sitting for exams without having revising the whole topic are high. Preparing a plagiarism tool just in case forget a subject and imaginations or fantasies are not distracting during classes is high. Studying at least two hours every day, immediately searching the dictionary for the meaning of the words not known, starting with the most difficult and then move on to the easiest one when have several jobs and revising just before the exam have a high mean score ratings.

This is contrary to the findings of Najar, & Sultan (2018) in which some students can study for hours but retain very little. Developing good time management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision, a clearly articulated picture of the future they intend to create for themselves is very important and contributes to students' success in school. This will promote a passion for

what they wish to do which leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Accordingly, writing in own words what have been understood, and getting tired quickly and start doing other things is high. Asking oneself questions and saying what have learned in my own words is high. During the exam not getting the topics confused and forgetting what have been studied, and having no interruptions by visits, friends that take long, has a high level. Being distracted during class, reading the question, look in the book and write the answer almost as the book says is high.

This is similar to the findings of Sikorova et al (2019) and Thakre, & Shet (2020) that students with good study habits are actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete. Instead of procrastinating, work on a long-term assignment daily, instead of studying the night before, study a little each night. Review what is learned in class every day at home, before starting homework. Also, a good tip is to review what you did in class the previous day at the beginning of class when you have a few minutes before the teacher starts talking. By learning the ways that you learn the best, you will be successful in your studies.

In a similar vein, trying to memorize what has been studied, and just giving a general read to everything studied are high. Trying to relate the topic being studied with other topics already studied, getting angry or very angry and giving up when cannot solve a job, and reviewing what have been studied after 4 to 8 hours is high. Leaving completion of homework until the last moment, for which reason do not conclude them within the set time, starting to solve a job, getting tired and move on to another has a high level. This is contrary to the findings of Jafari et al (2019), in which procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find working more efficiently and experiencing lesser stress in the process. Having an effective study habit creates a more efficient academic environment. Planning study schedule in advance and faithfully sticking to it saves time. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time

Nevertheless, attaching more importance to the order and presentation of the work than to the understanding of the

subject has a high level. Writing as they are in the book without finding out their meaning of the words that cannot be understood, asking for help from my parents or other people and let them handle all or most of the work, and studying only for exams in the house is high. Lacking time to finish with work, and completing them at school by asking friends also have a high level.

This agrees to the findings of Imran et al (2019) and Garcia, & Subia (2019) that negative or non-productive study habits which are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, they tend to hamper academic progress and performance of the users. Due to the peculiarity and uniqueness of individual student, what may be considered as bad study habits to student.

Similarly, Tus 2020 found that bad study habits generally range from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. Bad reading habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramming, etc.

In essence, good study habits improve the academic performance of students. In other words, study habits produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for you as a student (Ramos, 2018; Silverrajo, & Hassan, 2018; Tossavainen et al., 2020).

Significance on the Relationship between Self-Esteem and Academic Performance

The significant relationship between self-esteem in terms of performance self-esteem, social self-esteem and appearance self-esteem and academic performance in terms of learner-to-learner interaction, reading skills, note-taking skills and academic performance is significant. This confirms the proposition which states that self-esteem and academic performance are interrelated factors (d'Mello, Monteiro, & Pento, 2017; Ahmad, Zeb, Ullah, & Ali 2013)

In fact, performance self-esteem is significantly related with academic performance in terms of time management, learner to learner interaction, and academic performance but showed no significant relationship towards reading skills and note-taking skills. Moreover, social self-esteem is positively correlated with academic performance especially in terms of learner-to-learner interaction, and academic performance but not significant in terms of time management, reading skills and note-taking skills. With an overall computed p-value of 0.000 which is significantly lower than 0.05 level of significance; therefore, there is a significant relationship between social self-esteem and academic performance.

No significant correlation is found between appearance self-esteem and academic performance in terms of time management, learner-to-learner interaction, reading skills, note-taking skills, and academic performance because the computed p-value is higher than 0.05 level of significance. Therefore, there is a significant relationship between the indicators of self-esteem and academic performance.

Significance on the Relationship between Self-Esteem and Study Habits

The significant relationship between level of self-esteem and study habits shows that performance self-esteem is significantly correlated with study habits. Therefore, there is a significant relationship between performance self-esteem and study habits. Moreover, social self-esteem reveals a significant correlation with study habits. Therefore, there is a significant relationship between social self-esteem and study habits. However, appearance self-esteem is found to have no significant correlation with study habits since the computed p-value of 0.983 is very much higher than 0.05 level of significance, therefore, the hypothesis is accepted. Hence, there is no significant relationship between appearance self-esteem and study habits. With an overall computed p-value of 0.000, therefore, there is a significant relationship between self-esteem and study habits. This affirmed the premise of Ahmed, Hossaine and Rana (2018) which states that self-esteem was significantly correlated with study habits. This is also supported by Qusar (2018) confirmed this finding with his premise that there are significant differences in self-esteem among secondary school students having high and low study habits.

Significance on Relationship between Study Habits and Academic Performance

For the significant relationship between study habits and academic performance, results revealed that study habits is significantly correlated with time management, learner to learner interaction and academic performance but no correlation was found between study habits and reading skills and note-taking skills. With an overall computed p-value of 0.000 which is very much lower than 0.05 level of significance; therefore, there is a significant relationship between study habits and academic performance. This is consistent with the proposition of Looyeh, Fazelpour, Masoule, Chehrzad and Leili (2017) which is also affirmed by Rabia, Mubarak, Tallat and Nasir (2017) that there is a significant correlation between study habits and academic performance.

Mediating Effect of Study Habits on the Relationship between Self-Esteem and Academic Performance

The mediating effect of study habits on the relationship between self-esteem and academic performance using path analysis partial mediation shows that self-esteem as the causal variable significantly correlated with the outcome variable which is academic performance. Meanwhile, when self-esteem is correlated with the mediating variable which is study habits, self-esteem is treated as the criterion variable while study habits is

treated as the outcome variable. Therefore, there is a significant relationship between the causal variable and mediator variable. When a set of study habits is tested if it affects academic performance which is the outcome variable; result shows that there is a significant correlation between study habits and academic performance.

Finally, the results are consistent with the hypothesis showing that study habits mediate the relationship between self-esteem and academic performance; however, only a partial mediation is specified. Since the effect of self-esteem on academic performance controlling for study habits is not zero, therefore, there is only a partial mediation.

This finding supported the main problem or general objective although study habits was found to just partially mediate the relationship between self-esteem and academic performance.

Conclusion

Based on the findings of the study, it can be concluded that the level of self-esteem in terms of appearance self-esteem, social, and performance self-esteem is high. On the other hand, the level of academic performance in terms of time management, learner-to-learner interaction, reading skills, note-taking skills and academic performance is also high. Thus, the level of study habits is high.

In fact, there is a significant relationship between self-esteem and academic performance. These findings supported Bandura (1997) s Social cognitive theory (SCT) which is founded on demonstrating, result assumptions, self-efficacy, objective setting, and self-regulation. Self-esteem is a vital individual variable of Bandura's Social Cognitive Theory (SCT). In fact, self-esteem is found as a positive indicator of performance in various subjects.

This result confirms the proposition of Acuña (2013) which states that self-esteem and academic performance are positively correlated. High self-esteem influenced their academic performance (good and excellent). This is also supported by the proposition of Nicho's research (2013) which states that there is a close association between self-esteem and academic performance.

Also, a significant correlation was also found between self-esteem and study habits. This confirmed the premise of Ahmed, Hossaine and Rana (2018) in which self-esteem was significantly correlated with study habits. However, Qusar (2018) found that there are significant differences in self-esteem among secondary school students having high and low study habits.

Lastly, study habits have a significant relationship to academic performance. This confirms the intention of Cepeda (2013) which states that study habits and academic performance of students are dependent on one another. Likewise, Bashir & Mattoo (2012) claim that study habits impact academic performance.

Finally, study habits were found to partially mediate the significant relationship between self-esteem and academic performance.

Recommendations

Based on the findings of the study, the school administrators and teachers may craft intervention programs on how to improve student's academic performance by developing self-esteem and study habits.

Additionally, students may focus more on performance self-esteem rather than on appearance self-esteem and social self-esteem. In fact, students ought to concentrate on enhancing their reading skills, learner to learner interaction, time management note-taking skills to improve their academic performance.

Finally, future researchers may also use this study as their reference since the findings will be added to a new body of knowledge in the existing literature.

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