

# Relationship Between Behavior and Academic Performance: Basis for an Intervention

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**Abstract**—Students have varying preferences for study locations. Academic accomplishment, however, is not always an absolute indication of a student's intelligence. Instead, involvement, parental investment, school quality, and student engagement can all have an impact on academic performance. Student behavior also has a significant impact on academic attainment because it can impair his or her ability to learn as well as the learning environment for other students. There are numerous behavioral characteristics that can have an impact on the learning environment for all learners. The respondents employed basic random sampling to ensure that all two hundred twenty (220) students had an equal probability of being chosen as responders. The researchers received a one hundred percent (100%) response rate. The information was retrieved and evaluated for tabulation and interpretation. According to the two hundred twenty (220) respondents, academic performance has an impact on behavior in terms of attendance, habits, time management, and test examinations. There are various methods for encouraging, motivating, and inspiring students. According to the experts, all college university schools should create better peer groups that might be encouraging in the university and have an affirmative influence on their academic behavior and performance.

**Indexed Terms**—Academic Performance, Behavior, Relationship, Students

## I. INTRODUCTION

One of the most significant predictors in the lives of students is their academic achievement. It is the outcome of education and it foretells the extent to which the students, teachers and educational institutions have attained their educational goals. According to Aarepattamannil & Freeman (2008), academic is important because it promotes success.

The various factors that influence academic achievement are parent factors, peer factors, school factors, obtaining optimal academic achievement, student's academic or learning behavior such as time management, study habit and attitudes are equally important factors in ascertaining the academic achievement of students.

Furthermore, student performance, choices and persistence, his/her effort in learning and how he/she relates to the people that make up the school community. Study skills are often determined by the student's learning behaviours which affects their learning characteristics or pattern. Learning behavior is the mental readiness of the students to learn which is shown by their resourcefulness, creative thinking and imaginative activities, love for their learning, high interest for reading and writing and also having better psychological adjustment in class and school (Saxena, 2012). It also depends upon the emotional and social climate of the home and school. Good school make a contribution to develop such climate of learning.

An article written by Thomson (2014) entitled "How can behavior affect academics of student's" speaks about how a student's behavior can affect his/her ability to learn as well as other student's learning environment. Factors such as teacher involvement, parental investment, school quality and student's academic behavior plays major role in academic achievement. It is explained that students having disruptive behavior such as bullying other students, talking during lectures or by requiring the teacher to interrupt lessons to discipline them can have a negative effect on entire classroom.

Valentin, et al (2017) study entitled "Academic performance and behavioral patterns" reveled that academic performance is influence by personality traits such as conscientiousness and self-esteem; class attendance showed the strongest correlation with

academic performance, and, social network structure such as Facebook activity had a negative relation to academic performance but limited to activities such as posting a status update or uploading a picture.

The above connotation was supported by Olufemioladebinu, et.al (2018), as concluded in their study that students' academic performance was affected by their personal condition, study habits, home related factors, school factors and lecture factors as well as parental background, home-related issues adequacy and functionalities of school facilities, reading habits of the students influences their academic performances.

On the other hand, knowledge on the different learning style preferences and learning behaviors of students lead to more effective learning experiences. In fact, Alavi and Tokumbo (2017) concluded that having a background of the learning styles and behavior of students can enhance their learning and at the same time help students strengthen self-actualization. Teevan, Michael and Schlesselman (2011) also emphasize that knowledge of the learning styles can help facilitate teachers to employ suitable teaching strategies and methods to nurture students' academic performance. This will also provide both teachers and students positive feedback on their strengths and weaknesses in the teaching and learning scenario.

Thus, every school setting particularly in higher education institutions, academic performance of students is an indicator of a quality learning experience and students' behavioral characteristics should be understood. The interplay of behavioral characteristics and academic performance among selected students enrolled in the health allied courses at Urdaneta City University prompted the researcher to investigate the relationship existing among these variables, in which will serve as basis for the development of student's behavior intervention plan.

## II. METHODOLOGY

The researcher used the descriptive method of research. The purpose of descriptive study is to observe, describe and document aspects of a situation as it naturally occurs (Polit and Beck, 2004). Further, it describes with emphasis what actually exist such as

current conditions, practices, situations or any phenomena (Calderon and Gonzales, 1993). This is the most appropriate in this study because it presents the fact about the behavioral characteristics of selected students in terms of study habits, time management, attitude towards instruction, test anxiety, and attitude towards examinations.

The subjects of the study are the selected students enrolled for the 1st Semester of the Academic Year 2022-2023 of the Urdaneta City University. The researchers used the simple random sampling to allow all units of the population have an equal chance of being selected, and the sample size is two hundred twenty (220) which was computed using Slovin's formula. The questionnaire was used as the main tool to elicit information. It was formulated from the ideas obtained by the researchers from the literature and studies which serve as well as the basis of formulating the problem.

The data collected were tabulated into a contingency table and treated with proper statistical measures. For problem numbers 1 and 2, frequency and percentage were used to determine the profile of the respondents as to sex, age, civil status, student classification, number of units enrolled, parents' occupation, and monthly family income and the level of the respondent's academic performance. For problem number 3, weighted mean was used on the behavioral characteristics on study habits, time management, attitude towards instruction, test anxiety, and attitude towards examinations. A five-point Likert Scale was used in the analysis. For problem number 4, on the significant difference in the respondents' behavioral characteristic across profile variables, t-test and One-Way ANOVA was used. For problem number 5, the Pearson-r formula was used on the significant relationship between the respondents' behavioral characteristics and their academic performance.

## III. RESULTS AND DISCUSSION

### *A. Respondents' Profile*

The profile of the respondents includes sex, age, and, civil status, parents' occupation, monthly family income, students' classification, number of units enrolled, and general weighted average for the 2nd semester of academic year 2021-2022.

1) Sex

It could be seen in the table that majority, 168 (84%) are females, while 52 (26%), hence, respondents are dominated by female. Nevertheless, study of Prosen (2022) entitled “Nursing students’ perception of gender-defined roles in nursing: a qualitative descriptive study” revealed that gender differences between male and female nursing students are not as large as one might expect, but these differences become more obvious in how a long-term effect on the professionalization of nursing, as male and female nurses are confined to a gender reserved positions within a profession. Thus, developing appropriate intervention in either educational and clinical settings or in public sector such as promoting nursing as a gender-neutral profession was proposed.

2) Age

As observed in the table, the respondents were conquered by 93.6 % (206) 19-24 years old This was followed by 13 or 5.9 % 25-40 years old, and only 10 or .5 % 40-59 years old. These findings show that most of the respondents are young adults. Havighurst (1972) described the developmental tasks of achieving autonomy- young adults includes trying to establish oneself as an independent person with a life of one’s own; establishing identity more firmly establishing likes, dislikes preferences and philosophies; and, developing emotional stability- becoming more stable emotionally which is considered a sign of maturing.

3) Civil Status

The table also shows that the respondents were dominated by 55 or 75% who were married and the minorities were the ten or 25% who were single.

4) Parents’ Occupation

The parents’ occupation, respondents father are dominated by non-professional with 55% or 162, while 59 or 45% are professional. Correspondingly 160 or 70% of respondents mother are non-professionals and 60 or 30% are non-professional. Hence, respondents are engaged in a paid occupation that does not require advanced education or training. According to Bean-Mellinger (2018), nonprofessional is a career that an individual can start with little training or education, often these are entry-level positions that offers on-the-job training and allow professionals to develop skills to advance their career.

Non-professional jobs is typically learned on the job, as an assistant or an apprentice, or in a short training or certificate program.

5) Monthly Family Income

The respondents were composed of 73 or 33.2 % who earned less than 10,957 Php followed by 70 or 31.8% who earned 10,958 to 21,194 Php, 43 or 19.5% who earned 21,195 to 43,828 Php and only 1 or .5% monthly earned at least 219,141 & up. As indicated in the study of Ta-asan (2022) that the Philippine Institute for Development Studies (2022) social classes are the following income brackets: poor if less than 10,957 monthly income; Low-income but not poor: Php 10,958 to 21,194 monthly income; lower middle: 21,195 to 43,828 monthly income; Middle: P43, 829 to 76,669 monthly income; Upper middle: P76,670 to P131,484 monthly income; Upper middle but not rich: P131,485 to P219,140 monthly income; and, Rich: at least P219,141 and up monthly income. Hence, most respondents have income brackets of “poor” and “low income but not poor”.

Table I. Profile of the Respondents

n=220

Demographic	Category	Frequency (f)	Percentage (%)
Sex	Male	52	26
	Female	168	84
Age	19-24 years old	206	93.6
	25-40 years old	13	5.9
	40-59 years old	1	0.5
Civil Status	Single	215	97.7
	Married	5	2.3
Parents’ Occupation			
Fathers’	Professional	59	45
	Non-Professional	161	55
Mothers’	Professional	60	30
	Non-Professional	160	70
Monthly Family Income			
	Less than 10,957 Php	73	33.2
	10,958 to 21,194 Php	70	31.8
	21, 195 to 43,828 Php	43	19.5
	43,829 to 76,669 Php	19	8.6
	76, 670 to 131,484 Php	9	4.1
	131,485 to 219,140 Php	5	2.3
	219,141 & above	1	0.5

6) Student Classification

Most of respondent are regular students with 215 or 97.7 percent, hence, they are students who enrolled the full academic load specified in the curriculum of his/her course.

7) Number of Units Enrolled

Furthermore, student respondents concurred that they enrolled 15-17 units with 119 or 54 percent, followed by 29 or 13 percent enrolled 18-20 units. The student

shall enroll the subject load approved in the curriculum of the program he/she is enrolled in. No student may be permitted to carry a study load more than the prescribed units in his/her course (UCU Student Manual, 2018).

8) General Weighted Average

Continually, 113 or 51.4 percent of students earned general weighted average of 86-90, followed by 83 or 37.7 percent 80-85 and only 1 or 0.5 percent obtained 97-100.

Table II. Behavioral Characteristics of the Respondents in terms of Academic Load

Category	Frequency (f)	Percentage (%)
Students' Classification		
Regular	215	97.7
Irregular	2	1
Working Student	3	1.3
# of Units Enrolled		
15-17 units	119	54
18-20 units	29	13
21-23 units	22	10
24-26 units	12	5.6
27-29 units	38	17.4
General Weighted Average (GWA)		
75-79	2	0.9
80-85	83	37.7
86-90	113	51.4
91-96	21	9.5
97-100	1	0.5
Total	220	100

B. Behavioral Characteristics of the Respondents

The behavioral characteristics of the respondents was discussed on the succeeding table 3 to 7 which are measured in terms of study habits, time management, attitude towards instructions, test anxiety, and attitude towards examinations.

Table 3 shows the behavioral characteristics of the respondents in terms of study habits. It is observed that respondents provide an average weighted mean of 3.98 or "Agree" indicated as good behavior. Furthermore, indicator "While I am studying, I make use of mnemonic devices." rated highest with a marking of 4.36." followed by "I put the main ideas/information/formulas into a sheet that can be quickly reviewed many times; this makes it easier to retain the key concepts that will be on the test" with 4.15; while "I review course material with my classmates while studying for examinations." least among indicators with 3.66 or "Agree". However, it is notable that all indicators are describe as "Agree" which means respondents are behaviorally upstanding in terms of their study habits. According to Rabia et.al (2017) study habit significantly contributes in the

development of knowledge and perceptual capacities, it tells a person how to learn and its connection to academic achievement.

Table III. Behavioral Characteristics of the Respondents in terms of Study Habits

Indicator	WM	DE
1. While I am studying, I regularly try to find out what questions the instructors may ask and how they may ask examination questions.	3.99	A
2. I plan well in advance for the best way of handling a study subject.	3.87	A
3. I review course material with my classmates while studying for examinations.	3.66	A
4. I test my knowledge before taking an examination by means of mock examinations, tests, and asking questions.	3.99	A
5. While studying, I regularly summarize the course material in my own words.	3.99	A
6. While I am studying, I make use of mnemonic devices.	3.86	A
7. While studying, I highlight the important information for easy access.	4.36	A
8. While studying, have everything from books to notes to working tools handy.	3.92	A
9. I put the main ideas/information/formulas into a sheet that can be quickly reviewed many times; this makes it easier to retain the key concepts that will be on the test.	4.15	A
10. I go over any material from practice tests, homework's, sample problems, review material, the textbook, and class notes.	4.00	A
<b>Average Weighted Mean</b>	<b>3.98</b>	<b>A</b>

Legend:  
 Numerical Scale: 4.50 - 5.00 (Strongly Agree (AS)), 3.50 - 4.49 (Agree (A)), 2.50 - 3.49 (Neutral (N)), 1.50- 2.49 (Disagree (DA)), 1.00- 1.49 (Strongly Disagree (SDA))  
 Descriptive Equivalent (DE)

Continually with respect to the behavioral characteristic in terms of time management, as shown on table 4, respondents "Agreed" with an average weighted mean of 3.63; and almost all indicators are illustrated as "Agree" except for indicators "I find it very easy to combine my study and co-curricular activities" with 3.44; and "I do not usually end up "cramming" for examination" with 3.35 both with a descriptive equivalent of "Neutral", though at time they are fair-minded with time management but in overall they acknowledge the importance of time management. Adams (2019), expressed that time management has a greater connection with the academic performance and lower levels of anxiety to students, and time management behavior achieved better grades in the program. However, time management behavior was not significantly different across gender, age, entry qualification, and time already spent in the program.

Table IV. Behavioral Characteristics of the Respondents in terms of Time Management

Indicator	WM	DE
1. I find it very easy to combine my study and co-curricular activities.	3.44	N
2. I find it very easy to study frequently and promptly.	3.51	A
3. I do not usually end up ‘‘cramming’’ for examinations.	3.35	N
4. I always start preparing well in advance for an examination.	3.68	A
5. I manage to budget the hours I need to study each week.	3.63	A
6. I begin working on semester long projects early in the semester.	3.51	A
7. I begin to study with the most difficult assignment first.	3.73	A
8. I set specific goals for my study period.	3.96	A
9. During my vacant periods, I usually review or read my notes.	3.53	A
10. I prioritize my tasks and then schedule each one at the most appropriate time.	3.96	A
<b>Average Weighted Mean</b>	<b>3.63</b>	<b>A</b>

Likewise, when it comes to their behavioral characteristics in terms of attitude towards instructions as indicated in table 5, respondents provided an average weighted mean 3.87 or ‘‘Agree’’; also, they responded all indicators as ‘‘Agree’’, hence, they acknowledge the importance of attitude towards instruction to achieve the best. However, the highest rated indicator ‘‘I get interested in the courses taught in the nursing profession’’ with 4.25; followed by ‘‘I always do my best to understand the course material taught’’, and the least ‘‘I usually consult my instructor for consultation purposes’’, it true that if interested, they are fully engaged, focused and self-driven. Gellang (2019), describes that attitude is a mindset that affects how a person thinks and acts. It influences a person performance positively or negatively. Students attitude is based on how teachers explain lessons, if teacher teaches well students enjoys and are encourage to listen. Students actively involves and actively engage with topics and are responsible if motivated. This was supported by Jimenez (2022), statement that active learning by assigning students lecture materials and presentations have a positive effect on student’s motivation and academic performance.

Table V. Behavioral Characteristics of the Respondents in terms of Attitude towards Instructions

Indicator	WM	DE
1. I get interested in the courses taught in the nursing profession.	4.25	A
2. I can easily understand course material taught.	3.82	A
3. I am able to manage the academic course load so far.	3.82	A
4. I always do my best to understand the course material taught.	4.17	A
5. I am enjoying the classes offered in the nursing course.	4.09	A
6. I always ask clarifications to my instructors when things is unclear.	3.83	A
7. I always read books and articles related to the subject matter taught.	3.70	A
8. I usually consult the course syllabus for reference purposes.	3.64	A
9. I usually seek books that are similar to the subject matter taught.	3.77	A
10. I usually consult my instructor for consultation purposes.	3.53	A
<b>Average Weighted Mean</b>	<b>3.87</b>	<b>A</b>

On the other hand, table 6 displayed the behavioral characteristics in terms of test anxiety, respondents are one in saying that they ‘‘Neutral’’ with an average weighted mean of 3.38. This implies that they are uncertain in terms of test anxiety. The highest weighted mean of 3.81 was obtained by ‘‘I wish that examinations did not bother me so much’’ which means they hope examination will not cause tension. Students with high level of test anxiety obtain lower score compared with students with less anxiety. (Jamali, 2015). Moreover, it is observed that respondents provided a descriptive equivalent in almost all indicators as ‘‘Neutral’’, they are not completely confident or sure with their acts or reactions regarding test anxiety, these are forms that changes the physical and mental such as nervousness, anxiety, restlessness and insomnia, that occurs when individuals face taking exam (Guilin, 2021).

Table VI. Behavioral Characteristics of the Respondents in terms of Test Anxiety

Indicator	WM	DE
1. Thoughts of doing poorly in academics do not interfere with my performance on examinations.	3.27	N
2. During examinations, I do not frequently experience ‘‘mental block’’ that I forget facts I really know.	3.10	N
3. During examinations, I do not find myself thinking of things unrelated to the actual study material.	3.42	N
4. I do not usually get very depressed after taking an examination.	3.35	N
5. I wish that examinations did not bother me so much.	3.81	A
6. Even when I am well prepared for a test, I do not feel very anxious about it.	3.34	N
7. During examinations, I do not perspire a great deal.	3.30	N
8. During examinations, I am not frequently so tense that my stomach gets upset.	3.37	N
9. I do not usually feel my heart beating very fast during an exam.	3.29	N
10. I can easily cope with the examination tension.	3.55	A
<b>Average Weighted Mean</b>	<b>3.38</b>	<b>N</b>

As reflected on table 7, indicator ‘‘I eliminate possible answers that I know it is wrong’’ garnered the highest weighted mean of 4.45 described as ‘‘Agree’’ while ‘‘I have to come up with the answer in my head before looking at the possible answers, this way the choices given on the test won't throw me off or trick me.’’ gathered the lowest weighted mean of 3.86 described as ‘‘Agree’’. Moreover, respondents ‘‘Agreed’’ with their behavioral characteristics in terms of attitude towards examination as they provided an average weighted mean of 3.96. Critical thinking is effective in learning, it is thinking about one’s thinking while thinking in order to make thinking better and it also entails self-improvement (Paul, 2022).

Table VII. Behavioral Characteristics of the Respondents in terms of Attitude towards Examination

Indicator	WM	DE
1. I read over the whole exam before beginning to write anything.	3.44	N
2. I answer the easy questions first.	3.87	A
3. I answer the question that has the highest value points first.	3.64	A
4. I have to come up with the answer in my head before looking at the possible answers, this way the choices given on the test won't throw me off or trick me.	3.86	A
5. I eliminate possible answers that I know it is wrong.	4.45	A
6. I don't change my first answer, unless I miss-read the question.	3.90	A
7. I read through each statement carefully.	4.20	A
8. I try not to leave a blank on my paper unanswered.	4.03	A
9. I answer the questions legibly so that the teacher understands my answer.	4.18	A
10. I usually find keywords before answering the test.	4.21	A
<b>Average Weighted Mean</b>	<b>3.96</b>	<b>A</b>

In conclusion, behavioral characteristics in this study is associated with the responses made by the respondents within specific learning situations. As recorded in table 8, summary of the behavioral characteristics of the respondents; when it comes to their study habits, respondent reacted as “Agree” with an average weighted mean of 3.98; meaning they accept that their actions on reading, performing assignment tasks, taking notes, joining in a study group which they regularly perform to accomplish a task are effective.

Their concurrence is similar to their responses with time management (3.63); attitude towards instructions and attitude towards examinations; except for test anxiety in which they acted as “Neutral” with an average weighted mean of 3.38. Hence when it comes to test anxiety, they compose themselves to a level of neutrality an absence of decided views. However, in general they recognize the importance of behavioral characteristics as they issued “Agree” with an overall average weighted mean of 3.69. Individuals’ behavioral characteristic such as their preferences towards risk, time, competition and non-cognitive traits like confidence, perseverance significantly influence on decision made by individual (Maitra, 2022).

Table VIII. Summary of the Behavioral Characteristics of the Respondents

Indicator	AWM	DE
1. Study Habits	3.98	A
2. Time Management	3.63	A
3. Attitude towards Instructions	3.87	A
4. Test Anxiety	3.38	N
5. Attitude towards Examination	3.96	A
<b>Overall Average Weighted Mean</b>	<b>3.69</b>	<b>A</b>

Legend  
 Numerical Scale Descriptive Equivalent (DE)  
 4.50 – 5.00 Strongly Agree (AS)  
 3.50 – 4.49 Agree (A)  
 2.50 – 3.49 Neutral (N)  
 1.50- 2.49 Disagree (DA)  
 1.00- 1.49 Strongly Disagree (SDA)

C. Significant Difference in the Respondents’ Behavioral Characteristics if grouped in terms of their profile variables

The table presents the ANOVA results on the significant differences in the respondents’ behavioral characteristics if group in terms of their selected attributes, showed no significant values on the sex .051; parents occupation of father .714 & mother .521; monthly family income .747; student classification .962; number of units enrolled .156; General weighted Average for the 2nd Semester of Academic year 2021-2022 .6093; hence Null hypotheses was rejected; except for age and civil status bot with .000 level of significance. However, in summary, “null hypothesis” is rejected. This is because as noted most of the attributes showed no significance.

Table IX. ANOVA Results on the Significant Difference

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
<b>Sex</b>					
Between Groups	21.226	100	.212	1.367	.051
Within Groups	18.483	119	.155		
Total	39.708	219			
<b>Age</b>					
Between Groups	9.927	100	.099	1.953	.000
Within Groups	6.050	119	.051		
Total	15.977	219			
<b>Civil Status</b>					
Between Groups	3.053	100	.031	1.982	.000
Within Groups	1.833	119	.051		
Total	4.886	219			
<b>Parent's Occupation</b>					
<b>Father</b>					
Between Groups	17.717	100	.177	.896	.714
Within Groups	23.533	119	.198		
Total	41.250	219			
<b>Mother</b>					
Between Groups	18.945	100	.189	.989	.521
Within Groups	22.800	119	.192		
Total	41.745	219			
<b>Monthly Family Income</b>					
Between Groups	153.248	100	1.532	.879	.747
Within Groups	207.498	119	1.744		
Total	360.745	219			
<b>Student's Classification</b>					
Between Groups	6.545	100	.065	.708	.962
Within Group	11.000	119	.092		
Total	17.545	219			
<b>Number of Units enrolled</b>					
Between Groups	278.261	100	2.783	1.213	.156
Within Groups	272.917	119	2.293		
Total	551.177	219			
<b>General weighted Average for the 2<sup>nd</sup> Semester of Academic year 2021-22</b>					
Between Groups	43.463	100	.435	.906	.693
Within Groups	57.064	119	.480		
Total	100.527	219			

Legend:  
 \*= denotes significance

Continually, table 10 showed the Pearson-r Value on Significant Relationship between the respondents’ behavioral characteristics if group in terms of their selected attributes. It is observed that almost all profiles showed no relationship, except for age and civil status .640; sex and monthly income .186; parents occupation father and parents occupation mother .434;

parents occupation father and monthly family income .369; parents occupation mother and sex .191; parents' occupation and monthly family income .369; monthly family income and sex .186; monthly family income and parents' occupation mother .369 and father .389; student classification and sex .198; number of units enrolled and parents' occupation father .148; however as general it is observed that the hypotheses of no relationship was accepted as shown majority showed no significant relationship.

Table X. Pearson-r Value on Significant Relationship

Profile Variable	Age	Sex	Civil Status	Parents Occupation Mother	Father	Monthly Family Income	General Weighted Average
<b>Age</b>							
Pearson Correlation							
Sig.(2-tailed)	1	-.018	.640**	-.123	-.127	.004	-.019
N	220	220	220	220	220	220	220
<b>Sex</b>							
Pearson Correlation							
Sig.(2-tailed)	-.018	1	.085	.191**	.099	-.186**	.053
N	220	220	220	220	220	220	220
<b>Civil Status</b>							
Pearson Correlation							
Sig.(2-tailed)	.640**	.085	1	-.051	-.053	-.005	-.027
N	220	220	220	220	220	220	220
<b>Parents Occupation</b>							
<b>Father</b>							
Pearson Correlation							
Sig.(2-tailed)	-.127	.099	-.053	.434**	1	-.389**	.054
N	220	220	220	220	220	220	220
<b>Mother</b>							
Pearson Correlation							
Sig.(2-tailed)	-.123	.191**	-.051	1	.434**	-.369**	-.028
N	220	220	220	220	220	220	220
<b>Monthly Family Income</b>							
Pearson Correlation							
Sig.(2-tailed)	.004	-.186**	-.005	-.369**	-.389**	1	.101
N	220	220	220	220	220	220	220
<b>Student's Classification</b>							
Pearson Correlation							
Sig.(2-tailed)	.198**	-.062	-.025	-.017	.019	-.056	-.076
N	220	220	220	220	220	220	220
<b>Number of Units Enrolled</b>							
Pearson Correlation							
Sig.(2-tailed)	.000	.074	-.064	-.105	-.148*	.037	.037
N	220	220	220	220	220	220	220

Legend:  
\*\*correlation is significant at the level of 0.05 level (2-tailed)

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### A. Conclusions

The study findings show that the respondents are mostly female, with the age bracket of 19-24 years old, single with low monthly income with non-professional occupation. It shows that the respondents are mostly regular students enrolled with 15-17 units with 119 or 54 percent, followed by 29 or 13 percent enrolled 18-20 units. Likewise, with respect to the respondents in terms of their study habits, time management, attitude towards instructions, test anxiety, and attitude towards examination. The study also concludes that there is a

significant relationship between behavior and academic performance across their profile variables in terms of their age, sex, civil status, parent's occupation mother/father, monthly family income, student classification and number of units enrolled. This study concludes that there is a significant relationship between the respondent's behavior and academic performance across their profile variables in terms of their age, sex, civil status, parent's occupation mother/father, monthly family income, student classification and number of units enrolled. Lastly, a proposed proficiency program was formulated to strengthen their behavioral and academic performance.

##### B. Recommendations

Advisors should go beyond the academic field and help students to better understand how their perceptions of self-behavior and their environment may affect their academic performance. Therefore, it appears that advising students could expand to include mentoring them. Academic and personal mentoring of students serves as a conduit to a healthy attitude towards academic work, study habits, time management, attitude towards instructions, test anxiety and attitude towards examination. Moreover, colleges and universities should hold community forums to inform parents of the important relationship that exists between school performance and future, undergraduate, academic achievement. Forums such as these would serve to promote parental awareness, which in turn may motivate them to help their students develop strong study habits and to value learning. College and university orientation sessions should include presentations and classes on the variables that affect grade-point averages. Students who enroll in these sessions may develop a personal awareness of how these variables affect their performance.

- Recommendations for Further Research:

While studies have been conducted on relationship between behavior and academic performance of undergraduate student of Urdaneta City University, further research is needed on grade-point averages. Another recommendation for further research is the investigation of academic achievement of attending institutions of Urdaneta City University, with a different program course composition. It would be of

interest to study of academic achievement other than grade-point averages. Finally, it is recommended that future research be devoted to a synthesis of studies of the variables associated with academic achievement of at the graduate level rather than the undergraduate level which was the focus of the present study.

• **Proposed Program Academic Intervention:**  
Academic interventions are supplemental education and supports that augment the general curriculum (normal classroom instruction) and are required to improve academic performance for some students. A good academic intervention process comprises offering excellent instruction with interventions tailored to student needs, as well as regularly reviewing progress to make judgments regarding adjustments in instruction, treatments, and/or student goals. Academic interventions are critical in ensuring that a student's educational performance is not primarily based on a lack of appropriate instruction in reading (including the essential components: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies), proficiency. It is critical to remember that academic interventions should be provided to all students [regular education, needing intervention.

- **Components for successful interventions:**
  1. Leadership
  2. Teaming
  3. Professional Development
  4. Universal screening or Benchmarking
  5. Targeted interventions
  6. Progress monitoring
  7. Data based decision making
  8. Family engagement

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