STUDY HABITS AND LEARNING OUTCOMES OF STUDENTS OF SPECIAL PROGRAM IN SPORTS IN THE PHILIPPINES

JENALYN ASADA-CORPUS→

[a] *jenalyn.corpus@deped.gov.ph*
San Pablo, Castillejos, Zambales, Philippines, 2208

Abstract

The purpose of the study was to assess and evaluate the study habits and learning outcomes of SPS students on the new normal educational system due to COVID-19 Pandemic. Questionnaire was used in gathering data, distributed during the distribution and retrieval of modules and answered by SPS students of Castillejos National HS.The findings revealed that typical SPS student is an adolescent Grade 7 male in the early stage with at least two siblings usually specializing in basketball and volleyball and had a very satisfactorily manage their time with suitable study practices and effectively prepares their learning materials. It also revealed that differences on the study habits of the SPS students was not accounted by their variation in age, sex, number of siblings, grade level and sports specialization, thus they share the same study habits.Lastly, the cognitive and affective skills of SPS students is positively related to their study habits but shows no relationship with their athletic skills. Students in SPS could aim to improve their study habits through the guidance of parents and their teachers in the program and may focus on the learning outcomes of students.Non-difference on study habits of SPS students may be maintained by teachers conducting continuous counselling and extending techniques on a more effective study habit.Teachers may dig deeper on the effect of the athletic skills of SPS students to find its relationship with their study habits.

Keywords: Study Habits; Learning Outcomes; Sports; Special Program; Specialization

1.Introduction

Special Program in Sports (SPS) was implemented to cater the students who are inclined in different sports. Attending training is the major requirement as performance written on the curriculum. Due to COVID-19 Pandemic, following the safety protocol given by the Inter-Task Force Agent, SPS students were not be able to attend training and do practice.

The outbreak of the pandemic has paved a way to find ways on how the Department of Education will push on through the educational objectives of the institution. Different strategies arose from different suggestion, and perhaps, the modular learning modality is now in its peak of implementation. This implementation changes the lifestyle of everyone that even learners made a big adjustment to the new learning

system.

The study habits of students before the pandemic were good since they are guided by their parents at home and teachers in school. Topics of different lessons were discussed inside the classroom and exercises were given to hasten the comprehension and actual performance of the students. There classmates can also lend a hand to help each other in accomplishing group assignments and/or tasks.
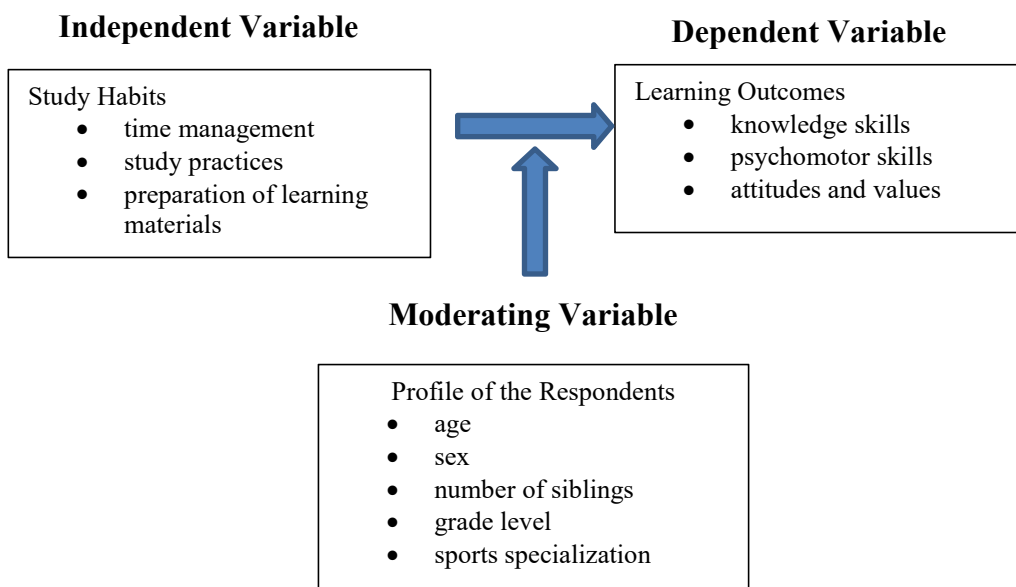
Study habits nowadays have a great impact on the learning outcome of the students. These habits will definitely discern their performances in a given task whether in school or at home. According to psychcentral.com, good study habits may include a planning for a specific time for studying, setting a specific goal for the study time, avoiding too much studying at one time, starting to study when planned and working with the assignments or task where they find difficult at the first time. Perhaps, it may result to a positive learning outcome.

On the contrary, cramming during an all-nighter, consuming energy drinks, surviving on junk foods, underestimating distractions and managing time poorly is a sign of a poor study habits which may lead to a poor learning outcome.

Eventually, the learning outcome of students whether working at home or in school is just a manifestation of the students' learning habits. Positive and a well-planned study habits basically results into a positive learning outcome and negative and unplanned study habits ends up to a poor learning outcome.

1.1. Conceptual Framework

The researcher used the IV- DV Paradigm of the study to provide the schematic presentation of the whole context of the study as shown in Figure 1. The study habits of students are the independent variable and the learning outcome on the other hand is the dependent variable. The learning outcome of the student generally relies on their study habits and was assess if the profile of the respondents affects their learning outcomes.

Independent Variable

Study Habits
- time management
- study practices
- preparation of learning materials

Dependent Variable

Learning Outcomes
- knowledge skills
- psychomotor skills
- attitudes and values

Moderating Variable

Profile of the Respondents
- age
- sex
- number of siblings
- grade level
- sports specialization

1.2. Statement of the Problem

This study aimed to determine the study habits of SPS students and their learning outcomes in the new normal educational system. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of :

1.1 age;

1.2 sex;

1.3 number of siblings;

1.4 grade level; and

1.5 Sports specialization?

2. How may the study habits of SPS students during COVID-19 Pandemic be described?

3. What level of learning outcomes do the respondent have in terms of ;

3.1 knowledge

3.2 psychomotor skills (athletic skills)

3.3 attitudes and values

4. Is there a significant difference of study habits based from the profile of the respondents?

5. Is there a significant relationship between study habits and the learning outcomes of the SPS students in the new normal?

2. Methodology

2.1. Research Design

This study will determine the study habits and the learning outcomes of SPS students. It will be descriptive survey research design that researcher will make a survey about the study habits of the students and will measure the learning outcome in terms of knowledge, psychomotor and values and attitudes during COVID-19 Pandemic using different rating scale and a rubric. The questionnaire is the instrument to be use as tool in gathering data.

The study of Uju Ebele and Paul Olofu (2017) of Educational Research and Reviews about the study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja who used this design cited by the researcher greatly influenced in selecting the above-mentioned design.

This design will provide essential facts or information which can be a basis of the conclusions and recommendations. It will focus on identifying the study habits and the learning outcomes of SPS students during the pandemic. In order to gather data from the respondents, a survey questionnaires will distribute during the distribution and retrieval of modules or will send it in the form of online like messenger, google form,etc,.

2.2. Participants of the Study

The respondents of the study was the 64 student-athlete from Special Program in Sports (SPS) from Grade 7 to Grade 10, under Volleyball and Basketball events of Castillejos National High School who undertakes the Basic Curriculum offering Special program in Sports since July 10, 2012.

One of the schools offering Special Program in Sports was the Castillejos National High School. Out of seven secondary schools, Castillejos National High School (CNHS) is the biggest secondary High School in the District of Castillejos. It produces talented athletes which are readily competitive in any kind of sports. With the different sports competition in Castillejos, most of the delegates came from the above-mentioned school among the six other high school in the district of Castillejos. Through this, the researcher would like to know and explore the training capabilities of trainer leading to a talented and productive athlete in the district of Castillejos and in the province of Zambales.

2.3. Instrumentation

Survey questionnaires was the primary tool in collecting data. Questionnaire have 3 parts namely: Part I, The Profile ; Part II, Study Habits and Part III, Test for Learning Outcomes (Knowledge, Psychomotor and Affective Skills). Part I involves the profile of the respondents in terms of age, sex, number of siblings, grade level and sports specialization which determined if there is a significant difference of study habits across these profile variables. Part II, the respondents labelled themselves how often they do or apply the different study habits using the 4- rating scale prepared by the researcher. Part III consist of a test for learning outcomes in terms of knowledge, psychomotor and affective skills. In evaluating the Knowledge skills of the respondents, the researcher prepared a 30- item test. In evaluating the Psychomotor skills of the students, the researcher prepared a self-evaluation and/or teacher's evaluation in which different skills will be perform by the 57 students from Volleyball and Basketball and were observed by the researcher using a 5-rating scale and a rubric. The last part was to assess the affective skills or the attitudes and values of the respondents towards learning during the pandemic. The respondents rated their attitudes and values in each situation using 5-rating scale prepared by the researcher. The 5- rating scale with 5 -Always observe, 4- Often observe, 3- Sometimes observe, 2- Rarely observe and 1- Never observe.

2.4. Data Gathering

To collect the necessary data, the researcher sought permission to the school heads using a letter of approval to conduct and collect data needed in this research. Survey questionnaires was used in data gathering and were sent thru the advisers which were included in the distribution modules and were collected during the retrieval of modules. Parents of students who are not able to come to school with no survey questionnaires were informed using online applications like messenger, google forms and the like. Hence, survey question were sent online.

In data gathering when it comes to psychomotor skills, students were informed regarding the schedule (date and time) on when they are going to attend practical activities to measure and evaluate their practical performances. This is with the letter of approval/parent's consent signed by their parents and/or guardians.After receiving the letter of approval coming from the parents a batch-by-batch schedule was made in order to control and manipulate the number of students who underwent the practical activity.

In the conduct of their practical activities, safety protocols implemented by the IATF and municipal protocols must be strictly implemented. The wearing of facemask and face shield must be strictly observed, physical distancing and frequent hand-washing as well. The practical activity lasted for 45 minutes to one

hour to avoid too much exposure from other students. After the psychomotor skill of one student is done, he/she was advised to go home to lessen the number of students in the school premises.

2.5 Data Analysis

The collected data were organized, analyzed and interpreted using the following statistical tools.

Frequency Count and Percentage. This was used to determine the frequency and percentage distribution of student respondents according to their profile variables.

Average/Weighted Mean used to identify the cognitive skills and the average number of respondents when grouped according to their profile.

The **Analysis of Variance** was used to identify the significant difference on the study habits based from the profile of the respondents.

The **Pearson r** was used to determine the extent of linear relationship between the study habits and the learning outcomes of the SPS students. According to Calmorin (2004), to interpret correlation coefficients obtained, the following classification may be applied:

An r from 0.00 to ± 0.20 denotes negligible correlation;
An r from ±0.21 to ± 0.40 denotes low or slight correlation;
An r from ±0.41 to ± 0.70 denotes marked or moderate relationship;
An r from ±0.71 to ± 0.90 denotes high relationship;
An r from ±0.91 to ± 0.99 denotes very high relationship.

Rubrics was used to evaluate the performance or the psychomotor skills of the students during the practical assessment.

RUBRICS

Level	5	4	3	2	1
CRITERIA	Performs and/or executes a given skill/s properly with at least a 93%accuracy rate.	Performs and/or executes a given skill/s properly with at least a 90%accuracy rate.	Performs and/or executes a given skill/s properly with at least an 87%accuracy rate.	Performs and/or executes a given skill/s properly with at least an 84%accuracy rate.	Performs and/or executes a given skill/s properly with at least an 81%accuracy rate.

Different rating scales will be use by the researcher to evaluate the study habits and the affective skills of the students.

First, the **4- rating scale** to be use in the assessment of the study habits of the students with 4- Strongly Agree, 3- Agree, 2- Disagree and 1- Strongly Disagree. But for analysis and qualitative equivalent purposes, the following scale was adopted:

Value	Scale	Remarks
4	3.50 – 4.00	Outstanding
3	2.50 – 3.49	Very Satisfactory
2	1.50 – 2.49	Satisfactory
1	1.00 – 1.49	Needs Improvement

Second, the **5- rating scale** that used to determine the performance level of the respondents in terms of psychomotor skills.

Rate	Remarks
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Needs Improvement
1	Poor

Third **rating scale** was to evaluate the values and attitudes of the respondents.

5-Always Observed   2-Rarely Observed
4-Often Observed   1-Never Observed
3-Sometimes Observed

3. Result and Discussion

Table 2: Frequency and Percentage Distribution of Respondents' Profile

Variable	Categories	Frequency	%
Age **(Mean=14.3y.o.)**	12 years old	11	17.19
	13 years old	14	21.88
	14 years old	10	15.63
	15 years old	7	10.94
	16 years old	18	28.13
	17 year old	4	6.25
Sex	Female	20	31.25
	Male	44	68.75
Number of Siblings **(Mean=2 Siblings)**	Only Child	27	42.19
	One Sibling	9	14.06
	Two Siblings	14	21.88
	Three Siblings	10	15.63
	Four Siblings	4	6.25
Grade Level	Grade 7	22	34.38
	Grade 8	10	15.63
	Grade 9	13	20.31
	Grade 10	19	29.69
Sports Specialization	Basketball	30	46.88
	Volleyball	34	53.12

Students enrolled in Special Program in Sports were described in terms of their age, sex, number of siblings, grade level and sports specialization. Table 2 presents the frequency and percentage distribution of the student respondents according to their profile variables considered in this study.

Age. Greater proportion (28.13% or 18 out of 64) of the respondents are 16 years old while there are 4 (6.25%) who are 17 years old. The mean age 14.30 years indicates that the students are in their early adolescence stage. This is in accordance with Spano (2004) that early adolescence stage approximately from 12 to 14 years of age. In this stage, cognitive development of these individuals have

increasing career interest, are mostly interested in present and near future and develops greater ability to work. This is the stage where peer groups influences their interest and clothing styles. This implies that the students in SPS had great tendency to be influence by their peers and that their choice of sports specialization may be a product of peer or social influence. It may be a fact that they enrolled in sports because their friends were also on the same sports interest.

Sex. Majority (44 out of 64 or 68.75%) of the SPS students are male and 31.25% are female. This indicates that male individuals constitutes majority of students who have interest in sports. This is in adherence to Deaner, Balish and Lombardo (2015) that females' under representation generally reflects their lesser interest in sports and not just of merely fewer opportunities to engage in sports. It is a fact that boys are more fond of spending their spare time playing sports with their friends.

Number of Siblings. Greater proportion (27 out of 64 or 42.19%) of student respondents were **Only Child** while there were both 6.25% have **Four Siblings**. This indicates that the students belong to an average sized family. Considering that the respondents are in their adolescent state, they tend to seek attention from other people other than their parents. According to Hopkins (2020), adolescents usually wants independence from parents and are influenced and acceptance becomes very important. More so in the cases of the SPS students who have no or limited siblings to interact with.

Grade Level. There were greater proportion (22 out of 64 or 34.48%) of the respondents from Grade 7 while there were only eight (15.63%) from the Grade 8. This indicates that, even on their first year in the junior high school, Grade 7 shows greater interest in sports.

Sports Specialization. Majority (34 out of 64 or 53.12%) of the respondents specialize in Volleyball and the remaining 46.88% specialize in Basketball. This may be supported with the fact that volleyball is mostly played by both sexes or any gender as compared with basketball. Moreover, those who specialize in basketball had less consideration on height because short people can make it in basketball more easily using their quickness shooting ability, but in volleyball become too much of a liability in blocking.

Study Habits of SPS Students during COVID-19 Pandemic

Everything has been evolving fast due to the outbreak of the Coronavirus. Disruptions – including switch to remote learning – seem overwhelming as an effect. Hence, study habits of students had also been affected. They tend to shift from their usual study habits during the face to face school interaction to a more acceptable and productive practices to cope up with the present situation. Table 3 presents how do the study habits of students in SPS were described during the COVID-19 pandemic.

The data reveals that students who specialized in Basketball and Volleyball have a Very Satisfactory study habits in terms of time management (3.04), study practices (3.02) and preparation of learning materials (3.02).

Time Management. One of the key to a successful student life is properly managing time. The students specializing in basketball (3.02) and volleyball (3.06) have a very satisfactory level of time management. This implies that they were able to balance their time studying their lessons and their involvement and participation in their chosen sports specialization. Time management is very important for individuals who spend some of their time to practice their sports and not taking their studies for granted. This is in support to the findings of Adebayo (2015) that prioritization and planning were strong indices of student academic performance in relation to their time management.

Table 3: Study Habits of SPS Students during COVID-19 Pandemic

Aspects	Basketball		Volleyball		Mean	Qualitative Interpretation
	Mean	Q.I.	Mean	Q.I		
Time Management	3.02	Very Satisfactory	3.06	Very Satisfactory	**3.04**	**Very Satisfactory**
Study Practices	3.03	Very Satisfactory	3.01	Very Satisfactory	**3.02**	**Very Satisfactory**
Preparation of Learning Materials	3.00	Very Satisfactory	3.03	Very Satisfactory	**3.02**	**Very Satisfactory**

Study Practices. The study practices of the student enrolled in SPS includes on how they spend their study time to be effective and achieve a favourable result in terms of their academic performances. The students who specialized basketball (3.03) and volleyball (3.01) attained a very satisfactory level of study practices. These includes their practices on taking notes and maintaining the right mind-set of the study matter. They make use of practical exercises either by themselves or with their peers and most importantly, they never forget to consider the learning outcomes that their teachers expect on them during this pandemic.

Preparation of Learning Materials. As the pandemic runs its course, it is also a challenge for every students to prepare and provide their own learning materials to suffice the scarce materials provided by their schools and teacher. As a study habit, preparing owns' learning materials is important for a more productive learning experience at home. Table 3 also shows that students who specialize in basketball (3.00) and volleyball (3.03) had a very satisfactory habits in preparing their learning materials. It includes preparing their study environment to more conducive to concentrate on what they intend to learn. Bringing all necessary materials while studying also helps them not to be distracted on their studies.

Level of Learning Outcomes of SPS Students during Pandemic

The learning outcomes of the SPS students includes the three domains of learning – cognitive, psychomotor and affective. Table 4 presents the level of learning outcomes of the SPS students in terms of knowledge (cognitive), athletic skills (psychomotor) and attitudes and values (affective). The data revealed that the students enrolled in SPS have a satisfactory level of knowledge (13.14) and a very satisfactory level of athletic skills (3.89) and attitude and values (4.10).

Knowledge. Students who specialize in basketball (13.70) and volleyball (12.65) have both satisfactory level of knowledge. This indicates that they satisfactorily met the requirements of their academic subjects and learns what is expected of them to learn during pandemic. It indicates that the students possess acquisition of knowledge using the modalities of learning through guidance of their teachers in distance learning. This support the findings of Florjancic (2010) that distance learning is successful if students gain more knowledge than they do in traditional method by students who were more motivated in their studies and with those whom performance was acceptable. It implies that the applicability and effectiveness of modalities is still dependent on the characteristics of learners.

Table 4: SPS Students' Level of Learning Outcomes

Domain	Basketball		Volleyball		Mean	Qualitative Interpretation
	Mean	Q.I.	Mean	Q.I		
Knowledge	13.70	Satisfactory	12.65	Satisfactory	**13.14**	**Satisfactory**
Athletic Skills	3.94	Very Satisfactory	3.83	Very Satisfactory	**3.89**	**Very Satisfactory**
Attitudes and Values	4.06	Very Satisfactory	4.14	Very Satisfactory	**4.10**	**Very Satisfactory**

Athletic Skill. The athletic skills of the students in the SPS was measured thru the rubric utilized by the researcher which was based on the guideline of assessment used in the traditional method – before the pandemic. As assessed, the data shows that the students who specialized in basketball (3.94) and volleyball (3.83) had very satisfactory athletic skills. This indicates that they demonstrated basic muscular movement and basic stretching techniques as needed in their field of specialization. The executed the basic skills in basketball and volleyball during the assessment period. This implies that even studying at home, they were still able to acquire these skills applying them in their own backyard or in facilities near home wherever and whenever safe from virus infection. This finding adheres to the findings of Winkelmann and Eberman (2020) that benefits to eLearning were identified from the student perspectives, which include previous experiences, learning on their own time and feelings that modules were productive to their growth as students specially but not limited to those in the sports programs.

Attitude and Values. This affective skill of students in SPS refers to the reaction of the learners demonstrated through their emotions which were noted through a rating scale. The data shows that the students who specialized in basketball (4.06) and volleyball (4.14) had a very satisfactory attitudes and values. This includes their positive attitude on accepting criticisms and feedback and their willingness to learn the sports where they specialized. They were able to apply their learned concepts during training demonstrating the value of sportsmanship with a positive outlook in life. In the study of Bates and LaBrecque (2017), they concluded that online learning has increased learning resources and opportunities available to student athletes at the secondary level. It provided a supplemental learning for students especially among in home schools. This implies that even on blended learning modalities, students still have the opportunities to acquire not only cognitive and psychomotor skills, but affective skills as well. Hence, on the onset of pandemic, the online learning is an intrinsic component of high school learning environment, even for those enrolled in the sports programs.

Differences of the Study Habits of SPS Students

The difference of the SPS students in their study habits was hypothesized in this study to vary across their profile variables. Table 5 presents the summarized analyses of variance on the study habits of the students in terms of time management (Appendix D), study practices (Appendix E) and preparation of learning materials (Appendix F) when grouped according to age, sex, number of sibling, grade level and sports specialization.

In terms of time management, age (F=.904, p=.485), sex (F=1.216, p=.274), number of siblings (F=1.643, p=.176), grade level (F=.207, p=.891) and sports specialization (F=.120, p=.730) had significance values greater than the set alpha level (α=.05). This prompted acceptance of the null hypothesis, hence no

significant difference. This indicates that the SPS students have the same time management habits regardless of the profile variables involved.

Table 5: Summary of the Differences on Study Habits of SPS Students when Grouped according to Profile Variables

Profile Variable	Time Management		Study Practices		Preparation of Learning Materials	
	F	**Sig.**	**F**	**Sig.**	**F**	**Sig.**
Age (df= 5,58)	.904	.485 NS	1.210	.316 NS	1.338	.261 NS
Sex (df=1,62)	1.216	.274 NS	.111	.741 NS	2.120	.150 NS
Number of Siblings (df=3,60)	1.643	.175 NS	1.148	.343 NS	1.708	.160 NS
Grade Level (df=3,60)	.207	.891 NS	.034	.992 NS	.770	.515 NS
Sports Specialization (df=1,62)	.120	.730 NS	.044	.835 NS	.045	.833 NS

In terms of study practices, the variables age, sex, number of siblings, grade level and sports specialization with F-values 1.210, .111, 1.148, .034, and .044, respectively have significance values greater than the set alpha level (α=.05), which signifies acceptance of the null hypotheses involving all profile variables. Hence, there is no significant difference on study practices of the respondents. This indicates that the SPS students have the same study practices regardless of their age, sex, number of siblings, grade level and sports specialization.

Analyzing the respondents' differences on their preparation of learning materials, age (F=1.338, p=.261), sex (F=2.120, p=.150), number of siblings (F=1.708, p=.160), grade level (F=.770, p=.515) and sports specialization (F=.045, p=.833), had significance values greater than the set alpha level (α=.05). This meant the acceptance of the null hypotheses, hence no significant differences. The analysis revealed that the SPS students shared the same habits in preparing their learning materials during the pandemic.

It may be concluded that there no significant differences on the study habits of SPS students as influence by their age, sex, number of siblings, grade level and sports specialization. The finding non-effect of age contradicts the finding of Ossai (2012) that study habits seem to improve with age and female students reported better study habits than males. The finding on non-difference on study habits as influenced by sex contradicts the finding of Bartolome and Kassim (2019) who found that female student athletes found to have better study habits than their male counterparts. It also contradicts the findings of Khan (2016) who concluded significant effect of gender on study habits.

Relationship between Study Habits and Learning Outcomes of SPS Students in the New Normal

The null hypothesis "there is no significant relationship between the study habits and learning outcomes of SPS students" had undergone correlation test and Table 6 shows the result.

Time management (r=.350, p=.005), study practices (r=.347, p=.005) and preparation of learning materials (r=.323, p=.009) showed a low positive correlation with knowledge significant at .01 alpha level. Hence, null hypothesis was rejected, hence, a significant relationship exist between the study habits of SPS student and their level of knowledge during the pandemic. It implies that positive habits of SPS students in

terms of their time management, study practices and preparation of learning materials could result to higher level of their knowledge.

Table 6: Correlation between Study Habits and Level of Learning Outcomes of SPS Students

Learning Domain	Coefficients	Study Habits		
		Time Management	Study Practices	Preparation of Learning Materials
Knowledge	Pearson r	.350**	.347**	.323**
	Sig. (2-tailed)	.005	.005	.009
	N	64	64	64
Athletic Skills	Pearson r	.099	-.145	-.018
	Sig. (2-tailed)	.438	.254	.888
	N	64	64	64
Attitudes and Values	Pearson r	.305*	.267*	.254*
	Sig. (2-tailed)	.014	.043	.043
	N	64	64	64

**Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

Data also revealed no correlation between athletic skills and study habits in terms of time management (r=.099, p=.438), study practices (r=-.145, p=.254) and preparation of learning materials (r=-.018, p=.888) resulting to the acceptance of the null hypothesis. Hence, there exist no significant relationship between the athletic skills of SPS students and their study habits. This implied that their time management, study practices and preparation of their learning materials had nothing to do with their psychomotor skills.

Moreover, attitudes and values had a low positive correlation with time management (r=.305, p=.014), study practices (r=.267, p=.043) and preparation of learning materials (r=.254, p=.043), thus rejection of the null hypothesis. Hence, a positive relationship exist between the study habits and students' attitudes and values. This implies that students who possess positive study habits in terms of time management, study practices and preparation of learning materials tend to develop better attitude and values.

Except on the findings psychomotor skills, findings on relationship between cognitive and affective skills supports the findings of Bartolome and Kassim (2019) that there is a significant relationship between the respondents' study habits and academic performance. However, Costine (2017) concluded in her study that athletic involvement of students promotes study habits. In some ways, it may have adverse effects but are minimal compared to positive response of student athletes.

4. Conclusions and Recommendations

A. Conclusions

From the results and findings of the data collection process, the researcher formulated the following conclusions:

First, a typical SPS student is a an adolescent Grade 7 male in the early stage with at least two siblings usually specializing in basketball and volleyball.

Second, the SPS students had a very satisfactorily manage their time with suitable study practices and effectively prepares their learning materials during the COVID-19 Pandemic.

Third, they have a very satisfactory level of cognitive, psychomotor and affective skills during pandemic.

Fourth, differences on the study habits of the SPS students was not accounted by their variation in age, sex, number of siblings, grade level and sports specialization, thus they share the same study habits.

Fifth, cognitive and affective skills of SPS students is positively related to their study habits but shows no relationship with their athletic skills.

B. Recommendation

The researcher recommends the following actions referenced from the above findings and conclusions.

1. Schools may strive to strengthen their recruitment of female students to enrol in the Special Program in Sports, not only to eliminate gender issues but to promote greater learning outcomes.
2. Students in SPS could aim to improve their study habits to an outstanding level through the guidance of parents and their teachers in the program.
3. Teachers and parents may focus on the learning outcomes of students to improve on an outstanding level.
4. Non-difference on study habits of SPS students may be maintained by teachers conducting continuous counselling and extending techniques on a more effective study habits.
5. Teachers may dig deeper on the effect of the athletic skills of SPS students to find its relationship with their study habits.

Acknowledgements

References

Adeyemo and Gbore (2006) Studies about Effective Study Habits.

Adebayo, F. (2015). Time Management and Students Academic Performance in Higher Institutions, Nigeria — A Case Study of Ekiti State. Retrieved on April 26, 2021 from https://www.academia.edu/24308510/Time_Management_and_Students_Academic_Performance_in_Higher_Institutions_Nigeria_A_Case_Study_of_Ekiti_State?auto=citations&from=cover_page

Adeninyi V (2011). Studying to Pass: Implication for Students. Lagos: Macmillan.

Agba R (2013). Why Students must Develop Study Habits. Calabar: Rixmas Publishing Company.

Ashish R (2013). Study Habits for Students: Bad Ones to Avoid, Good Ones to Achieve Success.

Bartolome, Evangeline & Kassim, Shamir. (2019). Study habits of student-athletes in relation to their academic performance. 503-507. Retrieved on May 15, 2021 from https://www.researchgate.net/publication/339324714_STUDY_HABITS_OF_STUDENT-ATHLETES_IN_RELATION_TO_THEIR_ACADEMIC_PERFORMANCE

Bates, R. & LaBrecque, B. (2017). Distance Learning: A game Changer. Online Journal of Distance Learning Administration, Volume XX, Number 2, Summer 2017 University of West Georgia, Distance Education Center. Retrieved on May 5, 2021 from https://www.westga.edu/~distance/ojdla/summer202/_bates_labrecque202.html

Bolling S (2000). The Advantages & Disadvantages of Study Habits for College Students. New Jessy: Prentice Hall Inc.

Bresnick P. & University of Michigan.The Best Practices Ways to Maintain Good Study Habits. fierceeducation.com

Cervai, Cian, Berlanga, Borelli, & Kekale (2013). The Current Emphasis on Learning Outcomes. Page 201.

Costina, N.D. (2017). Impact of athletics to students' study habits: An action Research. Retrieved on May 21, 2021 from https://www.slideshare.net/tamkatbanreen/impact-of-athletics-to-students-study-habitsndcostina

Deaner, R., Balish, S., & Lombardo, M. (2015). Sex Differences in Sports Interest and Motivation: An Evolutionary Perspective. Retrieved on April 15, 2021 from https://www.apa.org/pubs/journals/features/ebs-ebs0000049.pdf

DepEd Order 46, S. 2012 – Policy Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level. June 11, 2012.

Florjancic, V. (2010). The key factors for acquired knowledge through e-learning. International Journal of Innovation and Learning 7(3) DOI:10.1504/IJIL.2010.031948. Retrieved on April 25, 2021 from https://www.researchgate.net/publication/247833430_The_key_factors_for_acquired_knowledge_through_e-learning

Hopkins, Johns (2020). The Growing Child: Adolescent 13 to 18 Years. Retrieved on April 15, 2021 from https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-growing-child-adolescent-13-to-18-years

Jafari H., Aghaei A., & Khatony A,(2019). Relationship between Study Habits and Academic Achievement in Students of Medical Sciences in Kermanshah-Iran. August 15, 2019 Volume 2019:10 Pages 637—643

Khan, Z. (2016). Factors Effecting on Study Habits. Retrieved on May 21, 2021 from https://files.eric.ed.gov/fulltext/ED566247.pdf

Marc K (2011), The Importance of Good Study Habits.

Mchepa.Mzuzu, L.L.S. University ,Graduate .Student Assessment of study habits and their implications on students' performance: a case study of Ngumbe Community Day Secondary School

Mendezabal M.J.N. (2013). Faculty, School of Engineering, Architecture, and Fine Arts, University of Saint Louis, Tuguegarao City, Cagayan.Study Habits and Attitudes: The Road to Academic Success

Monday M (2008). Ten Bad Study Habits You Should Resolve to Avoid.

Omotere T (2011). The effects of study habit on the academic performance of students. Ogun: Ego Booster Books.

Onwuegbuzie U (2001). Correlation between Study Habit and Students' Academic Success. Jos J. Educ. 2(1):27.

Ossai, M.C. (2012). Age and Gender Differences in Study Habits: a Framework for Proactive Counselling Against Low Academic Achievement. Journal of Educational and Social Research, 2. Retrieved on May 21, 2021 from https://www.semanticscholar.org/paper/Age-and-Gender-Differences-in-Study-Habits%3A-a-for-Ossai/5a85e848939c22322ded992d40097f2864a512e8#paper-header

Owusu-Acheaw, M. & Larson, A.G. Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. University of Nebraska- Lincoln.

Spano, Sedra (2004). Stages of Adolescent Development. Research Facts and Findings, May 2004. Retrieved on April 15, 2021 from https://www.actforyouth.net/resources/rf/rf_stages_0504.cfm

Stanford (2017). Creating Learning Outcomes

Stella & Purtshothaman. (1993). International Journal Management, Technology and Engineering.Academic Achievements in Relation to Study Habits. Volume IX, Issue I, JANUARY/2019