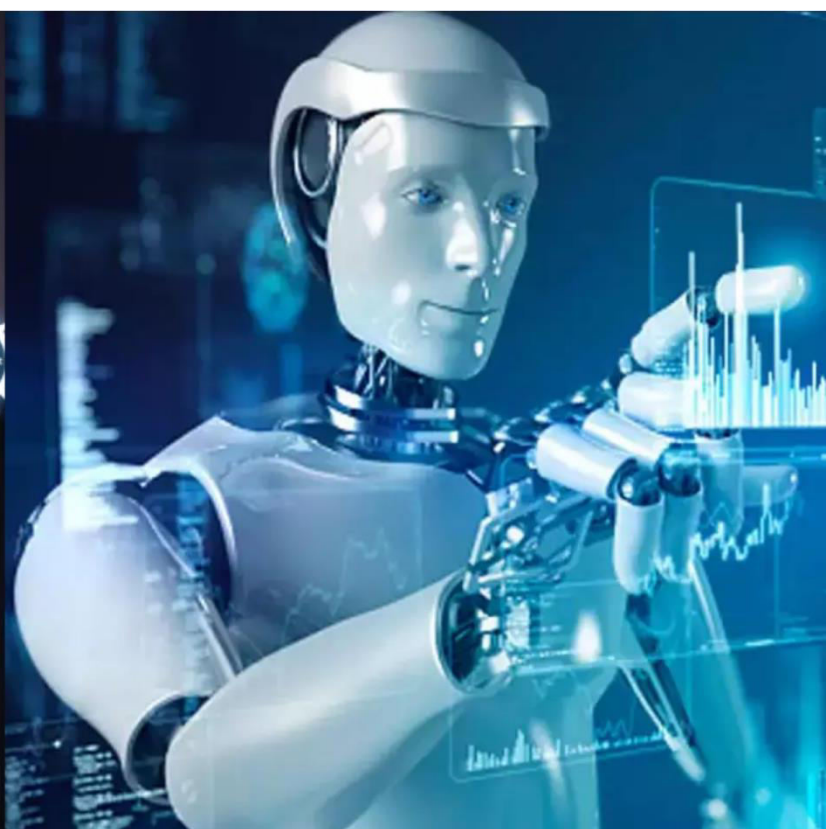




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Learning Distractors and Study Skills as Predictors of Academic Performance in Filipino among Grade 7 Junior High School Students

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ABSTRACT: This study was conducted to determine the relationship among learning distractors, study skills, and academic performance in the Filipino subjects of Junior High School students for the academic year 2025–2026. The respondents of the study consisted of 93 students selected through stratified random sampling from the total population of 122 Grade 7 students. The data for the study were gathered using a researcher-made questionnaire composed of a learning distractors questionnaire, a study skills questionnaire, and an academic performance in Filipino questionnaire. The independent variables in this study were learning distractors and study skills, while the dependent variable was academic performance in the Filipino subject. The statistical tools used were mean, standard deviation, Pearson Product-Moment Correlation, and Multiple Regression Analysis, with all inferential tests set at a 0.05 level of significance. The findings revealed that students generally experience a moderate level of learning distractors. The results also showed that students possess a high level of study skills in the Filipino subject. Likewise, the academic performance of students in the Filipino subject was found to be at a high level. The study further revealed that both study skills and learning distractors have a significant relationship with academic performance in the Filipino subject. In addition, both variables have a significant effect on academic performance. The results indicated that study skills have a positive effect on performance, whereas learning distractors have a negative effect on academic performance.

KEYWORDS: Learning Distractors, Study Skills, Academic Performance, Filipino Subject, Junior High School

I. INTRODUCTION

Education plays a vital role in shaping students' future as it provides them with the knowledge, skills, and values necessary for success in life. Among the different subjects taught in the Philippine educational system, Filipino holds particular importance because it strengthens communication skills and deepens students' understanding of their culture and identity. However, many Junior High School students encounter challenges that affect their academic performance in Filipino. According to Deng, Zhou, and Broadbent (2024), two important factors that influence academic success are learning distractions and self-regulated study behaviors. Learning distractions refer to internal and external factors that interrupt students' concentration, such as mobile phone use, multitasking, classroom noise, and environmental interruptions. Meanwhile, effective study skills include strategies such as time management, planning, monitoring one's own learning, reviewing lessons, and applying appropriate learning techniques to achieve academic success.

Similarly, Lourenço and Paiva (2024) emphasized that effective study skills and academic time management significantly influence students' academic performance. They explained that learners who effectively regulate their study behaviors while minimizing distractions are more likely to perform well academically. Understanding how learning distractions and study skills relate to academic performance is, therefore, essential in developing effective interventions and support systems for Junior High School students. This study aims to examine the extent to which learning distractions and study skills affect students' academic performance in Filipino and to provide insights that may help teachers and other stakeholders create a learning environment that encourages better study habits, minimizes distractions, and improves academic outcomes.

This study is anchored on several learning theories that explain how students learn and how different factors influence academic performance. Behaviorism Theory explains that study skills are learned habits strengthened through reinforcement, while distractions may weaken these habits (Cherry, 2019). Cognitive Theory highlights the importance of attention, memory, and problem-solving, suggesting that distractions negatively affect learning, whereas effective study skills improve understanding (Ormrod, 2020). Information Processing Theory explains that learning occurs as

information is attended to, encoded, stored in memory, and later retrieved. Distractions reduce learners' attention during encoding, making it more difficult to store information accurately and recall it when needed (Ormrod, 2020). Social Learning Theory emphasizes the role of peers, teachers, and environment in shaping study habits, while Self-Regulated Learning Theory explains that students who effectively manage and monitor their own learning are more likely to succeed academically despite challenges (Zimmerman & Schunk, 2023).

The purpose of this study is to determine the relationship between learning distractors and study skills and the academic performance of Junior High School students in the Filipino subject. Specifically, this study aims to answer the following questions:

1. What is the level of learning distractors experienced by students in the Filipino subject?
2. What is the level of study skills of students in the Filipino subject?
3. What is the level of academic performance of students in the Filipino subject?
4. Is there a significant relationship between learning distractors and academic performance in the Filipino subject?
5. Which factor — learning distractors or study skills — has a greater effect on students' academic performance in Filipino?

II. RELATED LITERATURE

Learning Distractors

Learning distractors refer to internal and external factors that interfere with students' concentration and negatively affect their academic performance. Education is considered one of the most valuable foundations of personal development, making it important to identify factors that either support or hinder effective learning. Several studies have shown that students commonly encounter challenges such as excessive cellphone use, social media distractions, multitasking, noisy learning environments, lack of conducive study spaces, stress, inadequate sleep, and mental health concerns, all of which may reduce concentration and negatively affect academic performance (Baticulon et al., 2021; Deng et al., 2024; Wolff et al., 2024). Research further indicates that students' academic achievement is significantly influenced by self-regulated learning, effective study habits, academic time management, teacher support, parental support, and access to a conducive learning environment (Loureño & Paiva, 2024; Zimmerman & Schunk, 2023). In the context of language learning, particularly in Filipino, these distractions may hinder students' comprehension, communication skills, classroom participation, and overall academic achievement. These findings highlight the importance of minimizing learning distractions and strengthening students' study skills to create a supportive learning environment that promotes improved academic outcomes.

Study Skills

Study skills refer to the strategies, habits, and techniques that students use to improve learning and achieve academic success. Recent studies have shown that effective study skills, including time management, note-taking, critical thinking, active learning, metacognitive strategies, and self-regulated learning, significantly contribute to improved academic performance and student achievement (Gurung, Regan A. R. et al., 2022; Theobald, Elli J. et al., 2020). Research further indicates that students who develop strong study habits demonstrate greater confidence, motivation, self-efficacy, and independence in learning, while poor study habits, inadequate self-regulation, and limited digital literacy may hinder academic achievement, particularly in online and technology-supported learning environments (Yustika, Galih Prasetyo & Iswati, Sri, 2020; Broadbent, Jaclyn & Poon, Wade L., 2023). In contemporary education, particularly following the expansion of digital and blended learning after the COVID-19 pandemic, students are expected to become self-directed learners capable of managing their own learning processes and adapting to evolving educational environments. These findings emphasize that strong study skills are essential in promoting academic success and improving students' performance across various disciplines, including language learning, such as Filipino.

Academic Performance in the Filipino Subject

Academic performance in Filipino is commonly measured through students' grades, assessment results, classroom participation, and demonstrated understanding of lessons, reflecting their overall learning progress and mastery of competencies (Ormrod, 2020). Recent studies indicate that students' academic performance is influenced by various factors, including effective teaching strategies, student motivation, study skills, parental support, teacher competence, a positive learning environment, and the meaningful integration of technology in education (Hattie, 2023; Darling-Hammond et al., 2020). Research further shows that student-centered and constructivist learning approaches, together with supportive school environments and well-prepared teachers, significantly enhance students' engagement,

comprehension, and academic achievement (Theobald et al., 2020; Darling-Hammond et al., 2020). Conversely, poor reading comprehension, low motivation, ineffective instructional strategies, and limited access to learning resources may negatively affect students' academic performance. Since the Filipino subject plays a vital role in developing communication skills, fostering cultural appreciation, and strengthening national identity, improving students' academic performance in this subject remains essential for promoting academic success and holistic development.

III. METHODOLOGY

This study aimed to examine the relationship between learning distractors, study skills, and academic performance in Filipino among Junior High School students during the School Year 2025–2026 using a survey-correlational research design. Survey research was employed to gather data from respondents, while correlational analysis was used to determine the relationships among variables, with learning distractors and study skills serving as the independent variables and academic performance in Filipino as the dependent variable. The participants consisted of 93 randomly selected secondary students out of a population of 122, determined through Taro Yamane's formula and selected using stratified random sampling. Data were collected using researcher-made questionnaires on learning distractors, study skills, and academic performance in Filipino, all of which underwent face and content validation, pilot testing, factor analysis, and reliability testing through SPSS, yielding high Cronbach's alpha values that confirmed their reliability. Data collection was conducted with prior approval from the school principal, ensuring confidentiality and proper administration of the survey instruments. Statistical tools such as mean, standard deviation, one-way ANOVA, Pearson's r , and multiple regression analysis were used to analyze the data, with a 0.05 level of significance, to determine the relationships, differences, and predictive influence of learning distractors and study skills on students' academic performance in Filipino.

IV. RESULTS AND DISCUSSION

A. Level of Learning Distraction

Based on Table 1, the level of learning distraction experienced by students in the Filipino subject has an overall mean of 2.36 and a standard deviation of 0.78, described as Low. This indicates that, in general, students do not frequently experience distractions while studying Filipino, and these do not significantly affect most of them. The standard deviation also suggests a moderate variation in responses, showing that some students experience higher or lower levels of distraction in their learning.

Table 1: Mean and Standard Deviation of Learning Distractions Experienced by Students in the Filipino Subject

Category	Mean	Description	SD
Learning Distractions	2.36	Low	0.78

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 – 3.40:
Low -1.81 – 2.60: Very Low - 1.00 – 1.80

The level of learning distractions was found to be low. This result means that, in general, students do not frequently experience severe distractions while studying the Filipino subject. It shows that most of them can maintain focus on their studies despite encountering some possible distractions during the learning process.

A low level of learning distractions has positive implications for students' academic performance. This may indicate that their learning environment, study time, and personal habits are sufficient in helping them avoid distractions. It may also suggest that students are capable of using strategies to manage learning barriers, such as studying in a quiet place or following a structured study schedule.

The findings are consistent with studies by Choi and Yun (2024), Deng, Zhou, and Broadbent (2024), Wolff, Wright, and Hatcher (2024), and Jin et al. (2024), which emphasize that students who practice self-regulated learning, effective time management, and attention control are less affected by distractions. These studies support the present finding that learners generally experience only a manageable level of distractions while studying Filipino.

B. Level of Study Skills

Table 2 presents the mean and standard deviation of students' level of study skills in the Filipino subject. Based on the results, it obtained an overall mean of 3.56 and a standard deviation of 1.17, with a descriptive interpretation of high. This indicates that students possess a high level of study skills in the Filipino subject. Therefore, the respondents can be considered to have good study skills, which may contribute positively to their understanding and academic performance in the subject.

Table 2: Mean and Standard Deviation of Study Skills

Category	Mean	Description	SD
Study Skills	3.56	High	1.17

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40:
Low -1.81 - 2.60: Very Low - 1.00 - 1.80

The results indicate that students demonstrate a high level of study skills in the Filipino subject. This shows that learners frequently apply effective study strategies such as proper time management, lesson review, active listening during discussions, and completing learning-related tasks that support their academic development. Such findings suggest that students possess strong learning habits that contribute to better understanding and performance in the subject.

The high level of study skills has important implications for improving the teaching and learning process. Since students already exhibit strong study habits, teachers may continue and further enhance strategies that strengthen learning in Filipino. Academic programs, seminars, and intervention activities may also be implemented to support students with weaker study skills while sustaining the positive academic performance of the majority. Factors such as teacher and parental guidance, students' interest in the subject, access to learning resources, technology, motivation, and personal discipline may contribute to the development of these study skills.

The findings are supported by studies conducted by Aljaffer et al. (2024), Dagoc and Oco (2024), Cabrejas and Mendoza (2023), and Mangacop and Guillena (2024), which emphasize that effective study habits, self-regulated learning, motivation, and proper time management positively influence students' academic performance. These studies confirm that developing strong study skills is essential in maintaining and improving academic success.

C. Level of Students' Academic Performance in the Filipino Subject

Table 3 presents the mean and standard deviation of students' level of academic performance in the Filipino subject. Based on the results, it obtained a mean of 4.10 and a standard deviation of 0.56, with a descriptive interpretation of High. This indicates that students have a high level of academic performance in the Filipino subject. The results also show that, in general, students perform well in the subject. However, the standard deviation of 0.56 suggests that there is a slight variation in the level of their academic performance, with some students performing higher or lower compared to others.

Table 3: Mean and Standard Deviation of Academic Performance in the Filipino Subject

Category	Mean	Description	SD
Academic Performance in Filipino Subject	4.10	High	0.56

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40:
Low -1.81 - 2.60: Very Low - 1.00 - 1.80

Students demonstrate a high level of academic performance in the Filipino subject. This indicates that, in general, they can achieve the expected level of learning and demonstrate sufficient knowledge and skills in the subject. The findings also show that students perform well overall in Filipino.

The results show that the teaching and learning process in the Filipino subject is effective because students are able to achieve a high level of performance. However, since there is a slight variation in the results, it also suggests that not all students are at the same level of proficiency. This may be associated with factors such as strong study skills, effective teaching strategies used by teachers, parental support, a positive learning environment, and students' motivation.

The findings are supported by studies conducted by Salpocial and Palma (2023), Dagoc and Oco (2024), and Navarro (2024), which show that self-regulation, effective study habits, time management, motivation, and note-taking skills play an important role in improving students' academic performance. These studies confirm that good study skills contribute significantly to achieving higher levels of success in school.

D. Relationship Between Learning Distractions, Study Skills, and Academic Performance in the Filipino Subjects

Table 4 presents the Pearson r analysis examining the relationship among learning distractions, study skills, and academic performance in the Filipino subjects. The results revealed a significant negative relationship between learning distractions and study skills ($r = -.310$, $p = .002$), indicating that as distractions increase, study skills decrease. A significant negative relationship was also found between learning distractions and academic performance ($r = -.422$, $p = .000$), showing that higher levels of distraction are associated with lower academic performance. Meanwhile, a significant positive relationship was found between study skills and academic performance ($r = .481$, $p = .000$), indicating that improved study skills lead to better academic performance. Based on the inferential analysis, the null hypothesis was rejected, confirming that learning distractions and study skills have a significant relationship and influence on students' academic performance in Filipino.

Table 4: Pearson r Between Learning Distractions, Study Skills, and Academic Performance in the Filipino Subjects

Variables	r	Sig
Learning Distractions and Academic Performance	-.422*	.000
Study Skills and Academic Performance	.418*	.000
Learning Distractions and Study Skills	-.310*	.000

* $p < .05$ – significant at 5% level

The results show that there is a significant relationship among learning distractions, study skills, and academic performance in the Filipino subject. The negative relationship between distractions and both study skills and academic performance indicates that as distractions increase, students' study skills and academic performance decrease. In contrast, the positive relationship between study skills and academic performance shows that students with stronger study skills tend to perform better in Filipino.

These findings suggest that academic success in Filipino is greatly influenced by students' study habits and level of distraction. Reducing distractions and strengthening study skills may lead to improved academic performance. Factors such as effective study habits, self-discipline, an organized study environment, and minimizing distractions from social media, gadgets, and noise may contribute to better learning outcomes among students.

The findings are supported by studies conducted by Salpocial and Palma (2023), Dagoc and Oco (2024), and Demetria et al. (2023), which emphasize that effective study habits and self-regulated learning positively affect academic performance, while distractions such as technology use and lack of focus negatively influence students' concentration and learning outcomes.

E. Predictors of Academic Performance in Filipino Subjects

Table 5 presents the regression coefficients of the factors that have the greatest influence on students' academic performance. Based on the results, both learning distractions and study skills were found to be significant predictors of academic performance at the 0.05 level. Learning distractions showed a negative effect on academic performance ($B = -.219$, $\text{Beta} = -.302$, $t = -3.291$, $p = .001$), indicating that as distraction levels increase, students' performance in Filipino decreases. In contrast, study skills showed a positive effect ($B = .186$, $\text{Beta} = .387$, $t = 4.216$, $p = .000$), meaning that higher study skills lead to better academic performance. Overall, the findings reveal that study skills have a stronger

positive influence on academic performance than learning distractions, while both variables significantly affect students' performance in Filipino. Based on the regression analysis, the null hypothesis was rejected.

Table 5: Regression Coefficients of Learning Distractions and Study Skills as Predictors of Academic Performance in Filipino Subjects

Category	B	Std. Error	Beta	t	Sig
Learning Distractions	-.219	.066	-.302	-3.291*	.001
Study Skills	.186	.044	.387	4.216*	.000

*p < .05 – significant at 5% level

The regression analysis revealed that study skills have a positive and significant effect on academic performance in the Filipino subject, while learning distractions have a negative and significant effect. This means that as students improve their study skills, their academic performance increases, whereas higher levels of distraction lead to lower academic performance. These findings show that success in Filipino largely depends on students' ability to study effectively and minimize distractions during learning.

The results suggest that strengthening students' study skills and reducing distractions can further improve academic performance. Students who possess strong study habits are generally more organized, focused, and efficient in processing information, which leads to better performance. In contrast, distractions such as social media use, noise, lack of discipline, home environment, and low motivation may reduce concentration and study time, negatively affecting learning outcomes.

The findings are supported by studies conducted by Salpocial and Palma (2023), Dagoc and Oco (2024), and Demetria et al. (2023), which highlighted that students who practice effective study habits, self-regulation, discipline, and proper time management tend to achieve better academic performance. These studies further confirm that strong study skills contribute positively to academic success, while distractions such as excessive technology use and poor concentration can negatively affect students' learning and overall performance.

V. CONCLUSION

Students in the Filipino subject generally experienced a moderate level of learning distractions, yet they still demonstrated high study skills and strong academic performance. This suggests that academic success is not simply determined by the absence of distractions, but more importantly by students' ability to develop effective study habits. Even when faced with challenges such as technology use, environmental noise, or procrastination, students who practice proper time management, regular lesson review, and effective learning strategies are still capable of maintaining excellent academic performance.

The study further highlights that study skills and learning distractions play a crucial role in shaping students' academic success. Students with stronger study habits tend to perform better academically, while those exposed to higher levels of distraction are more likely to experience a decline in performance. These findings emphasize that academic achievement is not solely dependent on intelligence, but also on discipline, focus, and the ability to manage factors that may interfere with learning. In other words, developing productive study habits can serve as a powerful advantage in overcoming academic challenges.

Most importantly, the study confirmed that study skills have a stronger positive influence on academic performance than the negative impact caused by learning distractions. This underscores the need for teachers, parents, and schools to prioritize programs that strengthen effective study habits, self-regulated learning, and students' ability to stay focused despite distractions. By empowering learners with these essential skills, schools can foster not only improved academic performance in Filipino but also long-term academic success and resilience among students.

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