Lifestyle and Academic Performance Among The Students During COVID-19 Pandemic

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Abstract. This study investigates the relationship between the student's academic performance and lifestyle as it may impact their health and behavior during their online studies. This study used quantitative correlational research to determine the academic performance and lifestyle among the respondents during COVID-19. Stratified sampling was used in this study to select the research respondents, and standardized questionnaires were distributed through a google form. Findings reveal no significant relationship between the respondents' lifestyle and academic performance since the p-values are more significant than the 0.05 level. This means that the student's academic performance is not significantly related to their lifestyle. However, there is a significant difference in the students' lifestyles when grouped according to profile in terms of personality type. This means that the students' lifestyles differ according to their personality types.

Keywords: Lifestyle, Academic Performance, Students, COVID-19

1 Introduction

The COVID-19 Pandemic, also known as the coronavirus disease, has significantly increased morbidity and mortality. Numerous people were impacted, and the worldwide healthcare systems were changed (Garry et al., 2020). To stop disease transmission and the COVID-19 outbreak, the majority of nations implemented restrictive measures such as shutting down businesses, banning social gatherings, placing people in their homes, and other lockdown procedures (Lippi et al., 2019). Despite the fact that these restrictions stopped the virus from spreading, they have led to a number of new risky behaviors (Lopez-Bueno et al., 2020).

Accordingly, educational institutions were forcibly shut down, which forced the use of online schooling as required by social distancing norms. In particular, without any chance for teacher or student preparation, the Philippine education system was forced to adopt the new standard and move to online learning. It is especially concerning that the outbreak has had an impact on student's academic performance in addition to their social interactions, eating patterns, sleep schedules, and mental and physical health (Ammar et al., 2020). Numerous technological advancements have been made, requiring both university students and faculty to be extremely adaptable (Elmer et al., 2020). On another note, this compromised the students' chance of a whole university experience. On top of the fact that academic study has been

compromised, it also prevented learners from benefiting from social support. It would have been essential to overcoming the challenges of the university atmosphere (Sun et al., 2020).

Institutions of higher learning are increasingly conscious of the impact these developments have on their students. They understand that it affects their present and future health in addition to their academic performance (Colomer-Pérez, 2019). Additionally, they have used transversal salutogenic-based educational practices more and more (Mayer & Boness C, 2011). Implementing health-promoting schools (HPS) is being used as a multifactorial intervention, to be more precise (Furley, 2017; Valencia, 2016).

It is a fact for everyone, not just students, that the Pandemic has altered and limited our food choices and movement. We have also grown dependent on the technology that has kept us connected to the outside world for so long. Our main source of information and means of communication now comes from technology. It's also probable that during this terrible time, people became dependent on substances like alcohol, cigarettes, and possibly even drugs. This is important since healthy lifestyles may have an impact on academic achievement (Kristjánsson et al., 2010). Numerous research have revealed a correlation between the two that is favorable (Ibarra-Mora, 2019).

As a result, the researcher is interested in learning more about how the COVID-19 Pandemic affected the student's academic performance and way of life. Students from MSU-IIT, College of Education make up the subjects. The researchers want to examine how the learners' particular lifestyle choices—such as exercise, eating habits, and other relevant vices—can affect how well they perform academically. This study can evaluate how the participants' personality qualities changed their perceptions and coping mechanisms in response to crises and academic performance. Additionally, their GPA from the first semester of the third or fourth year (AY 2019–2020) and the second semester (AY 2020–2021) are taken into account.

2 Methodology

This study used a descriptive-quantitative method of research to determine the academic performance and lifestyle among the students of MSU-IIT during the COVID-19 pandemic. Stratified sampling was used in this study to select research participants, and questionnaires were distributed through google Forms to be used in the data gathering of the researchers. Due to COVID-19 Pandemic, the researchers strictly followed the health protocols for the safety of the respondents. A standardized questionnaire was distributed through google Forms for data gathering of the study. The instrument has two (2) parts. First, the questionnaire on lifestyle. Second, the academic performance of the students. The population of this study is the 3rd- 4th-year college students in the College of Education at Mindanao State University-Iligan Institute of Technology (MSU-IIT).

Descriptive statistics were used in the first part of the analysis for the computation of mean, standard deviation, and percentages to describe the participants' characteristics. The analysis of paired t-test statistical sometimes called the dependent sample test, is a procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. In this study, it was used to determine the difference in the academic performance of the respondents and their lifestyles.

To guarantee that ethical considerations were taken into account, the participants' confidentiality and anonymity were maintained as they were given the choice of filling in their names. The researchers provided informed consent to the respondents ahead of time to ensure their approval of participation during the data collection.

3 Results and Discussion

3.1 The Lifestyle of the Respondents

Table 1. The lifestyle of the Respondents

Lifestyle	Frequency	Percentage
Unhealthy	17	8.5
Fairly healthy	152	76.0
Healthy	31	15.5
Total	200	100

Table 1 presents the lifestyle of the respondents. 76% or 152 of the students have a fairly healthy lifestyle, 15.5% or 31 of the students have a healthy lifestyle, while 8.5% or 17 of them say they have an unhealthy lifestyle. Moreover, most of the students have a fairly healthy lifestyle. The results can be linked to the findings of McIsaac et al. (2015) that a healthy lifestyle is significant to students' well-being and academic performance.

3.2 The Academic Performance of the Respondents
(1) GPA of the Respondents last 1st Semester AY 2019-2020

Table 2. GPA of the Respondents last 1st Semester AY 2019-2020

GPA	Frequency	Percentage
1.00-1.25	44	22.0
1.26-1.50	107	53.5
1.51-1.75	34	17.0
1.76-2.00	14	7.0
2.01-2.25	1	0.5
Total	200	100

Table 2 presents the GPA of the respondent's last first semester, AY 2019-2020. 22% or 44 respondents have a GPA of 1.00-1.25 or excellent. 53.5% or 107 respondents, have a GPA belonging to the range of 1.26-1.50, and 17% or 34 respondents with a GPA of 1.51-1.75 or equivalent to very good, while one (1) respondent has a GPA belonging to the range of 2.01-2.25 or good. In other words, most of the students have excellent to very good academic performance despite the Pandemic. It can be supported by the findings of Raskind et al. (2019) that sufficient food access leads to a healthy lifestyle and higher grade output for college and university students.

3.3 The Academic Performance of the Respondents
(2) GPA of the Respondents last 2nd Semester AY 2020-2021

Table 3 GPA of the Respondents last 2nd Semester AY 2020-2021

GPA	Frequency	Percentage
1.00-1.25	66	33.0
1.26-1.50	95	47.5
1.51-1.75	27	13.5
1.76-2.00	10	5.0
2.01-2.25	0	0
2.26-2.50	1	0.5
2.51-2.75	1	0.5
Total	200	100

Table 3 presents the GPA of the respondent's last-second semester AY 2020- 2021. 33% or 66 respondents belong to the range 1.00-1.25 or excellent, 47.5% or 95 of the students have GPAs belonging to the range 1.26-1.50 or very good, while two (2) respondents have GPAs belonging to the range 2.26-2.75. A good number of students have GPA. This means that they have excellent to very good academic performance despite the onset of the COVID-19 Pandemic. It can also be supported by the same findings of Raskind et al. (2019).

3.4 Significant Relationship Between the Lifestyle and Academic Performance of the Respondents.

Table 4. Analysis on the Relationship between the Lifestyle of the Respondents and their Academic Performance

Dependent variable	Independent variable	Correlation coefficient	p-value
Lifestyle	GPA last 1st Semester AY 2019-2020	-0.103	0.148
	GPA last 2nd Semester AY 20202021	-0.099	0.165

H_0: *There is no significant relationship between the lifestyle of the respondents and their academic performance.*
Significant at p < 0.05 level of significance

Table 4 reveals the analysis of the relationship between the lifestyle of the respondents and their academic performance. Findings indicate that lifestyle has a low negative correlation/relationship with the student's academic performance. The negative values of the correlation coefficients are due to the fact that the smaller the numerical value of GPA, the better the performance. In consequence, there is no significant relationship between lifestyle and the student's academic performance since the p-values are greater than the 0.05 level of significance. This means that the student's academic performance is not significantly related to their lifestyle. Shaw (2015) states that unhealthy children are more prone to poor academic performance with the risk of school failure, dropping out, and grade retention.

4 Conclusion

This study examines the lifestyle of the students, such as exercise participation, food intake, and vice indulgence, and also the academic performance of the students, which is to investigate their grades in 1st Semester 2019-2020 and their 2nd Semester 2020-2021. Based on the result of the study, it reveals that most MSU-IIT students are fairly healthy. Furthermore, the study shows that both the analysis of the Difference in the Academic Performance of the Respondents and the analysis of the Relationship between the Lifestyle of the Respondents and their Academic Performance has resulted that there is no significant difference.

Therefore, there is no relationship between the lifestyle and academic performance of the students at MSU-IIT. This means that their grades have nothing to do with their lifestyle, but their personality type might affect their lifestyle. The researchers conclude that lifestyle and academic performance do not correlate.

5 Recommendations

The following recommendations were made based on the findings of this study. *Student Counseling.* It is beneficial to pay attention to your student's ideas and comments. They will process and recall information better if they listen. *Consultation Hours.* It is also advised that we have this honest conversation with our students, especially those who have been particularly impacted by the current situation. It will look excellent to have a consultation. Additionally, you will learn more about each of your students and have a greater chance to comprehend their strengths and limitations. *Webinar on Stress and Coping.* Some students are not really expressive with what they really feel because some are too shy to tell. Goals for our health and quality of life will be hampered by stress. It may result in emotional eating, restless nights, and the development of more sedentary habits. You must be able to control your stress levels if you want to lead a better lifestyle. Your stress-reduction plan you develop is a terrific place to start. *Personality Development.* Even in our personal lives, it is crucial because it aids in achieving social acceptability and acknowledgment from those around us. As a result, it will make a person more disciplined, reliable, and valuable to their employer. *Promotion of a Healthy Lifestyle.* Feeling better will equally result in doing better. *Physical Activity Engagement.* Any physical exercise is preferable to none, although 150 minutes per week (or 2 hours and 30 minutes) at intervals of at least 10 minutes is advised. An excellent tool for tracking your physical activity and staying on track is a pedometer.

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