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Students' Way of Life and Academic Performance During the COVID-19 Pandemic

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Abstract. In order to understand how a student's way of life may affect their academic performance and conduct when studying online, this study looks at the relationship between the two. This study used quantitative correlational research to determine the respondents' academic achievement and way of life during COVID-19. The research participants in this study were chosen via stratified sampling, and standardized questionnaires were made available via a Google form. Since the p-values are more significant than the 0.05 level, the results show no correlation between the respondents' way of life and academic performance. This indicates that the student's way of life has little bearing on how well they succeed academically. When the students are classified according to their personality type profiles, there is a noticeable variation in their way of life. This implies that the student's way of life varies depending on their personality types.

Key words: Way of Life; Academic Performance; COVID-19

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INTRODUCTION

The morbidity and mortality rates have considerably increased as a result of the COVID-19 Pandemic, also known as the coronavirus illness. The global healthcare systems were altered, affecting many people (Garry et al., 2020). The majority of countries took restrictive measures, such as closing down businesses, prohibiting social gatherings, confining individuals to their homes, and implementing other lockdown procedures, to stop disease transmission and the COVID-19 outbreak (Lippi et al., 2019). These limitations prevented the virus from spreading, but they also brought about a variety of new dangerous behaviors (Lopez-Bueno et al., 2020).

As a result, educational facilities were forcibly closed, forcing students to attend online classes in accordance with the social standards of distance learning. In particular, the Philippine education system was compelled to adopt the new standard and switch to online learning without any teacher or student preparation opportunities. The outbreak's effects on students' social relationships, dietary habits, sleep routines, mental and physical health, as well as their academic performance are particularly worrisome (Ammar et al., 2020). Technology has advanced significantly, necessitating a high level of adaptability from both staff and students (Elmer et al., 2020). In addition, the student's chances of having a full university experience were jeopardized. In addition to jeopardizing academic work, it also inhibited students from gaining social support. It would have been necessary to get beyond the obstacles presented by the university setting (Sun et al., 2020).

Higher education institutions are becoming more aware of how these changes affect their students. They are aware that it has an impact on both their academic performance and their present and future health (Colomer-Pérez, 2019). In addition, they have increasingly adopted salutogenic-based transversal teaching techniques (Mayer & Boness C, 2011). To be more explicit (Furley, 2017; Valencia, 2016), implementing health-promoting schools (HPS) is being employed as a multifactorial intervention.

The Pandemic has affected and constrained our ability to move and consume food, and this is true for everyone, not just students. The technology that has kept us connected to the outside world for such a long time

has also caused us to become dependent on it. Technology is becoming our primary source of information and means of communication. People probably developed dependencies on substances like alcohol, cigarettes, and perhaps even drugs during this horrible time. This is crucial since living a healthy lifestyle may affect academic success (Kristjánsson et al., 2010). Numerous studies have found a positive association between the two (Ibarra-Mora, 2019).

The researcher is therefore curious to find out more about how the student's academic performance and way of life were impacted by the COVID-19 Pandemic. The subjects are made up of students from the College of Education at MSU-IIT. The researchers are interested in finding out how the learners' individual way of life or lifestyle decisions, such as their eating patterns, exercise routines, and other pertinent vices, may impact their academic performance. This study can assess how the personality traits of the participants altered their reactions to crises and coping methods, as well as their academic achievement. Additionally, their GPA from the second semester (AY 2020-2021) and the first semester (AY 2019-2020) of the third or fourth year are taken into consideration.

METHOD

In order to determine the academic performance and way of life of the students at MSU-IIT during the COVID-19 pandemic, this study used a descriptive-quantitative technique of research. In this study, research participants were chosen via stratified sampling, and questionnaires were sent via Google Forms so that the researchers could collect data. The researchers rigorously adhered to the health regulations for the respondents' safety due to the COVID-19 Pandemic. For the purpose of collecting study data, a standardized questionnaire was made available using Google Forms. The device consists of two (2) pieces. The student's way of life or the lifestyle survey comes first. The student's academic performance comes in second. The participants in this study are third- and fourth-year college students at Mindanao State University-Iligan Institute of Technology (MSU-IIT) who are enrolled in the College of Education.

In the first section of the analysis, descriptive statistics were used to compute the mean, standard deviation, and percentages to describe the participant's characteristics. A process known as the dependent sample test or analysis of paired t-test statistics is used to ascertain whether the mean difference between two sets of observations is zero. Each subject or thing is measured twice, yielding pairs of observations, in a paired sample t-test. It was employed in this study to ascertain how the respondents' way of life and academic achievements varied.

The participants had the option of filling out their names, which was done in order to guarantee that ethical considerations were taken into account. The researchers notified them beforehand to ensure the respondents' agreement to participate in the data gathering.

RESULT AND DISCUSSION

Way of Life of the Respondents

The respondents' way of life is shown in Table 1. 76% of the students, or 152 of them, lead a reasonably relatively healthy way of life; 15.5% of the students, or 31, lead a healthy way of life; and 8.5% of the students, or 17, claim to have an unhealthy way of life or lifestyle. Additionally, the majority of students have a relatively healthy way of life or lifestyle. The findings are consistent with McIsaac et al.'s (2015) research, which showed that a healthy lifestyle significantly impacted students' well-being and academic performance.

Table 1. The Way of Life of the Respondents

Way of Life	Frequency	Percentage
Unhealthy	17	8.5
Fairly healthy	152	76.0
Healthy	31	15.5
Total	200	100

Academic Performance of the Respondents, 1st Semester AY 2019-2020

The GPA for the respondent's most recent first semester (AY 2019-2020) is shown in Table 2.1 44 responders, or 22%, have a GPA of 1.00 to 1.25, which is outstanding. 53.5% of respondents, or 107 people, have GPAs between 1.26 and 1.50, 17%, or 34 people, have GPAs between 1.51 and 1.75, which is equivalent to very good, and one (1) person has a GPA between 2.01-2.25, which is good. In other words, despite the

Pandemic, the majority of respondents have outstanding to very good academic performance. According to Raskind et al. (2019)'s research, college, and university students who have access to enough food lead healthier lifestyles or ways of life and produce work with higher grade points.

Table 2. The Academic Performance of the Students

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

Academic Performance of the Respondents, 2nd Semester AY 2020-2021

The respondent's last-second semester GPA for the academic year 2020–2021 is displayed in Table 3 66 respondents, or 33%, have GPAs in the range of 1.00 to 1.25 or excellent, 95 respondents, or 47.5%, have GPAs in the range of 1.26 to 1.50 or very good, and two (2) respondents have GPAs in the range of 2.26-2.75. The majority of respondents have a very good GPA. This indicates that despite the COVID-19 Pandemic's beginning, their academic performance is excellent to very good. The same results from Raskind et al. (2019) can also be used to support it.

Table 3. The Academic Performance of the Students

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

Significant Relationship Between the Student's Way of Life and Academic Performance

The investigation of the correlation between respondents' way of life and academic performance is shown in Table 4. The results show that there is little evidence linking a student's way of life to their academic success. The lower the numerical value of GPA, the higher the performance, which accounts for the negative correlation coefficient values. As a result, since the p-values are higher than the 0.05 level of significance, there is no significant correlation between the student's way of life and academic achievement. This indicates that the student's way of life has little bearing on how well they succeed academically. According to Shaw (2015), children who are not in good health are more likely to exhibit low academic performance and run the danger of failing their classes or leaving school altogether.

Table 4. Analysis of the Relationship between the Student's Way of Life and Their Academic Performance

Dependent variable	Independent variable	Correlation coefficient	p-value
College Student's Way of Life	GPA last 1st Semester AY 2019-2020	-0.103	0.148
	GPA last 2nd Semester AY 20202021	-0.099	0.165

CONCLUSION

This study looks at the students' eating habits, exercise habits, and vice-indulgence patterns as their way of life, as well as their academic performance, looking at their grades from the first semester of 2019–2020 and the second semester of 2020–2021. According to the study's findings, the majority of MSU-IIT students are in generally good health. Additionally, the study demonstrates that there is no statistically significant difference between the respondents' academic performance as compared to one another or between the respondents' lifestyles and academic performance. As a result, there is no connection between MSU-IIT students' way of life or lifestyles and academic achievement. This indicates that while their personality type, which is patient, relaxed, and easy-going, may have an impact on their lifestyle, their grades have no bearing on it. According to the study, there is no relationship between lifestyle and academic achievement.

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