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## Student Attitude and Academic Performance

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### Abstract

**Aim:** This study explored the relationship between student attitudes, focusing on smartphone use, promptness, and academic performance among the Grade 10 students in the Second District of Eastern Samar.

**Methodology:** This study used a descriptive-correlational design using surveys to determine the relationship between the variables. This study was conducted in the Second District of Eastern Samar, and 349 respondents participated.

**Results:** With a correlation coefficient ( $r$ ) of 0.068, there is no strong or meaningful connection between the level of students' smartphone use and their academic performance. However, there is a low correlation between academic procrastination and academic performance, as indicated by the correlation coefficient of ( $r$ ) 0.384, which suggests that lack of promptness, manifested as academic procrastination, influences students' performance, but other factors also contribute to their academic success or difficulties.

**Conclusion:** The study reveals that while Grade 10 students in Eastern Samar demonstrate satisfactory academic performance despite average to excessive smartphone usage and moderate promptness driven by internal anxieties, it negatively impacts their outcomes. Interventions like time management workshops, counseling, and parental involvement are crucial to mitigate procrastination and optimize academic performance, even though problematic smartphone use did not directly correlate with academic results.

**Keywords:** *student attitude, academic performance, smartphone use, promptness, academic procrastination*

### INTRODUCTION

Academic performance is a key metric for evaluating educational systems (Suleiman et al., 2024). In today's digital age, where students engage with traditional learning and technology, understanding the factors influencing academic outcomes is crucial. Student attitudes, encompassing beliefs, feelings, and behaviors, play a significant role in academic achievement (Perloff, 2016, as cited by Nja et al., 2022). Marcela and Mala (2016) found that students' attitudes toward school are predictive of academic success. This study focuses on two key aspects of student attitude: smartphone use and promptness.

Smartphones, with over three billion users globally, offer opportunities for communication but also raise concerns about their impact on social interactions (Chotpitayasunondh & Douglas, 2016). Generation Z, born after 2000, sees smartphones as integral to their identity and communication (Spiratos & Ratanasiripong, 2023; Darko-Adjie, 2019). While smartphones provide learning benefits, their overuse has been linked to academic procrastination, stress, and reduced performance (Kertechian & Ismail, 2023; Liu et al., 2022; Kwok et al., 2017). Problematic smartphone use (PSU), marked by addiction, is common among teenagers and prevalent during school hours, with 97% of 11- to 17-year-olds using smartphones during school (Merod, 2023).

In addition to smartphone use, promptness—completing academic tasks on time—is vital for success. Procrastination, driven by a conflict between intentions and actions, indicates a lack of promptness (Olleras et al., 2022). This study examines the attitudes related to time management, deadlines, and responsibility that shape students' promptness.

Given the prevalence of smartphones and the researchers' observations of their use during school hours, this study explores how student attitudes, specifically smartphone use and promptness, influence academic performance



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among Grade 10 students in Eastern Samar's Second District. Understanding this relationship is vital for identifying how smartphone use and promptness influence learning outcomes. The findings could provide valuable insights into strategies for enhancing academic performance by promoting healthier digital habits and better time management.

### Statement of the Problem

This study's primary purpose is to explore the relationship between student attitudes, focusing on smartphone use, promptness, and academic performance among the Grade 10 students in the Second District of Eastern Samar. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. smartphone use; and
  - 1.2. promptness?
2. What is the level of academic performance among Grade 10 students in Second District Schools in Eastern Samar?
3. Is there a significant relationship between smartphone use, promptness, and academic performance among Grade 10 students?
4. Based on the research findings, what interventions can be recommended to enhance student attitudes, specifically regarding smartphone use and promptness, among Grade 10 students to improve their academic performance?

### Hypothesis

Given the stated research problem, the following hypotheses were tested on a 0.05 level of significance:

Hypothesis 1: There is a significant relationship between smartphone use and academic performance

Hypothesis 2: There is a significant relationship between promptness and academic performance

### METHODS

#### Research Design

This study used a descriptive-correlational design using surveys to determine the relationship between student attitudes, focusing on smartphone use, promptness, and academic performance.

#### Population and Sampling

The respondents of the study were the Grade 10 students at the junior high schools in the second district of Eastern Samar, ranging from 15 to 17 years old. To ensure comprehensive data collection, 349 respondents participated in the study.

#### Instrument

This study employed a survey questionnaire to assess student attitudes, specifically focusing on smartphone use and promptness, using academic procrastination as a measure of the latter. The questionnaire for assessing smartphone use was adapted and modified from Merlo et al., (2013), while the questionnaire for measuring academic promptness was adapted from Solomon and Rothblum (1984).

The adapted questionnaire for smartphone use consisted of 20 items. Minor adjustments were involved, such as converting the response format from agreement to frequency of engagement with behavioral statements. Participants were asked to rate the frequency of their agreement with each statement using a 5-point Likert scale.

Meanwhile, the questionnaire designed to assess promptness, focusing on academic procrastination, comprised 26 items. Minimal rewordings were done to the statements in the questionnaire to fit the purpose of the study, such as changing the point of view from second person to first person. Participants rated their frequency of engagement with each statement using a 5-point Likert scale.

Both instruments were adapted for cultural appropriateness if necessary. Furthermore, the questionnaires were made available in Google Forms for easy and efficient administration and retrieval. The link to the form was sent via messenger with the assistance of a contact person in each research locale.

To assess respondents' academic performance, the researchers requested their general average for the first quarter period of the 2024-2025 school year. Participants were assured that all the data provided would be treated with the utmost confidentiality.



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**Data Collection**

The primary source of data for this study was an online survey. Attached with it were consent forms assuring the participants of the strict confidentiality of their data. Respondents were provided with sufficient time to complete the surveys before the online forms were closed.

**Treatment of Data**

The gathered quantitative data were subjected to statistical analysis using appropriate methods. Descriptive statistics, including means and frequency distributions, were computed to provide an overview of the respondents' smartphone use, promptness, and academic performance. Pearson's correlation coefficient (r) was calculated to determine the connections between these variables. The significance of these relationships was determined by examining the corresponding p-values.

The results were then presented in tabular and graphical forms for better understanding. Lastly, the findings were included in the research report and other academic presentations.

**Ethical Considerations**

The study was initially presented to the research committee at Eastern Samar State University for approval to ensure it would not cause any harm to individuals or the institution. The researchers respected the participants' right to withdraw at any time. Furthermore, the respondents were provided with a consent form and informed that their involvement was solely to support this academic research. Most importantly, strict confidentiality was upheld throughout the data collection process, and all ethical research standards were fully observed.

**RESULTS and DISCUSSION**

This section presents the tabular results of the study on smartphone use, promptness, and academic performance among Grade 10 students, as well as the relationships among these variables based on the collected data.

**Level of Smartphone Use and Promptness of the Respondents**

The smartphone usage patterns of Grade 10 students reveal an average level of use with indications of potential excess and self-awareness of problematic behaviors, highlighting the need for interventions to promote healthier digital habits. Table 1 demonstrates the level of smartphone use and promptness of the respondents.

**Table 1**

Mean Scores of Respondents' Responses on Smartphone Use and Academic Promptness

Indicators	Mean	Interpretation
Smartphone Use	3.05	Average
Academic Promptness	3.26	Average
<b>Grand Mean</b>	<b>3.15</b>	<b>Average</b>

The results in Table 1 present the level of smartphone use among Grade 10 students, with a grand mean of 3.05, interpreted as average. This suggests that, on average, students do not exhibit highly problematic smartphone use but demonstrate some tendencies toward excessive use. While their overall usage is not extreme, certain behaviors indicate potential concerns regarding time spent on their phones and its impact on daily activities. This implies that students generally exhibit responsible behavior in situations where smartphone use could pose a physical danger. While this is a positive finding, it does not eliminate concerns about excessive phone use interfering with academic performance, social interactions, and productivity. These results have several implications. First, the students' acknowledgment of their excessive phone use suggests that smartphone-related procrastination may be a factor affecting their academic performance. Although they do not strongly perceive their usage as problematic, it may still contribute to delays in completing schoolwork or engaging in meaningful learning activities. Second, digital awareness programs and time management strategies could be beneficial in helping students balance smartphone use with academic responsibilities. Finally, while students demonstrate responsible behavior in avoiding dangerous situations,



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structured interventions may still be needed to prevent excessive phone use from interfering with essential activities like studying and sleeping. Addressing these concerns can help students develop healthier smartphone habits and improve their academic outcomes.

Moreover, the results in Table 1 indicate that the grand mean of academic promptness, a measure of lack of promptness, among Grade 10 students is 3.26, interpreted as average. This suggests that while students exhibit some procrastination tendencies, their behavior does not reach extreme levels. However, certain factors contribute more strongly to their procrastination highlighting key areas of concern. These findings have several implications for academic performance and student well-being. First, the strong influence of the fear of failure suggests that students may need guidance in developing a growth mindset, where mistakes are viewed as learning opportunities rather than threats. Teachers can help by fostering a supportive learning environment where students feel encouraged to take risks and improve without excessive pressure. Second, while promptness is at an average level overall, the tendency to delay tasks due to academic anxiety and self-doubt indicates a need for better time management and self-regulation strategies. Schools could implement workshops on effective study habits, task planning, and coping strategies to reduce the overwhelming nature of academic work. Lastly, since resentment toward deadlines has the lowest mean, interventions should focus less on enforcing stricter deadlines and more on helping students manage their workload efficiently. Addressing the psychological and emotional aspects of academic procrastination, such as perfectionism, fear of judgment, and lack of confidence, can be key in helping students develop healthier study habits and improve their academic performance.

**Academic Performance**

The table below shows the academic performance of the Grade 10 respondents based on their general weighted average.

**Table 2**

Academic Performance of the Grade 10 Respondents

General Weighted Average	Interpretation
86.35	Very Satisfactory

The results presented in the recent table illustrate the average academic performance of the Grade 10 student respondents. The results indicate that the Grade 10 respondents achieved a General Weighted Average (GWA) of 86.35, which falls under the "Very Satisfactory" category. This suggests that, despite potential challenges such as problematic smartphone use and academic procrastination, the students were still able to perform well academically. Their grades reflect a strong level of competency in their subjects, demonstrating that they meet learning expectations with minimal difficulties.

The "Very Satisfactory" academic performance of the students implies that, on average, they are achieving high marks and are capable of meeting academic standards. However, it is important to examine how external factors, such as smartphone use and lack of promptness, may still affect their overall learning experiences. While their performance is commendable, some students may have struggled with managing their study habits effectively, potentially limiting their ability to reach an "Outstanding" level.

The findings suggest that smartphone use and lack of promptness may not have drastically hindered overall academic performance, but they could still be influencing certain aspects of student learning. Teachers and school heads can take this as an opportunity to reinforce positive study habits while addressing behaviors that may lead to academic difficulties in the long run. Additionally, this result highlights the resilience and adaptability of students in balancing academic responsibilities despite distractions. However, continued monitoring and interventions may be necessary to ensure that students maintain or improve their performance, especially as academic demands increase in higher grade levels. Schools may consider implementing structured study programs, digital literacy education, and time management strategies to further support students in optimizing their academic performance.



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**Significant Relationship between Smartphone Use and Academic Performance**

The table below presents the relationship between smartphone use and academic performance of the Grade 10 respondents.

**Table 3**  
 Significant Relationship between Smartphone Use and Academic Performance

Independent Variable	Dependent Variable	Correlation Coefficient	Interpretation	p-value	Interpretation
Problematic Smartphone Use	Academic Performance	.068	Negligible	.267	Not Significant

The results in Table 3 indicate that the relationship between smartphone use and academic performance among Grade 10 students is negligible, with a correlation coefficient of 0.068. Furthermore, the p-value of 0.267 suggests that this relationship is not statistically significant. This means that, based on the data, there is no strong or meaningful connection between the level of students' smartphone use and their academic performance.

The negligible correlation implies that smartphone use does not directly or significantly impact students' academic performance. This finding contradicts common assumptions that excessive smartphone use automatically leads to lower academic achievement. While students may spend a considerable amount of time on their phones, this behavior does not necessarily translate into poor academic outcomes. Other factors, such as time management skills, motivation, study habits, and support systems, could play a more crucial role in determining academic success.

These findings suggest that interventions aimed at improving academic performance should not solely focus on reducing smartphone use but should instead address broader factors such as procrastination, study habits, and self-discipline. While excessive smartphone use can be a distraction, its direct impact on grades appears minimal. This means that teachers and parents should consider a more holistic approach to academic improvement, focusing on effective learning strategies, stress management, and motivation enhancement rather than simply restricting smartphone usage. Additionally, since smartphone use does not significantly affect academic performance, it may indicate that students are using their devices for educational purposes or balancing their screen time effectively. Future research could explore how students use their smartphones, whether for productive learning activities or for leisure to gain deeper insights into its role in academic success.

**Significant Relationship between Promptness and Academic Performance**

The table below illustrates the relationship between promptness, specifically the lack of promptness as evidenced by academic procrastination, and the academic performance of Grade 10 respondents.

**Table 4**  
 Significant Relationship between Academic Promptness and Academic Performance

Independent Variable	Dependent Variable	Correlation Coefficient	Interpretation	p-value	Interpretation
Promptness	Academic Performance	.384	Low Correlation	.000	Highly Significant

The results in the recent table reveal a low correlation (0.384) between academic procrastination and academic performance, with a p-value of 0.000, indicating that this relationship is highly significant. This means that while procrastination does not have a very strong effect, it still plays a meaningful role in students' academic performance.

The low correlation suggests that lack of promptness, manifested as academic procrastination, influences students' performance, but other factors also contribute to their academic success or difficulties. Students who consistently fail to be prompt in completing their schoolwork may experience negative effects on their grades, yet some may still manage to perform adequately through last-minute efforts or external support systems despite their lack of



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timely action. However, the high statistical significance indicates that the absence of promptness, demonstrated by procrastination, is a real and measurable factor affecting student performance.

Procrastination often leads to rushed work, lower-quality outputs, and increased stress, which can negatively impact learning and retention. Students who consistently delay tasks may struggle to manage their time effectively, leading to incomplete assignments, missed deadlines, or reduced study time for exams. This could explain why procrastination correlates with lower academic performance, even if the effect is not overwhelmingly strong.

These findings highlight the need for time management training, study skills development, and self-discipline programs to help students minimize procrastination and improve their academic performance. Schools and teachers should focus on providing structured support systems, such as goal-setting workshops, accountability strategies, and productivity techniques, to help students develop better study habits. Additionally, since the correlation is low, it suggests that while procrastination affects academic performance, it is not the sole determining factor. Other elements such as motivation, learning environment, personal discipline, and instructional quality may also play significant roles. Therefore, interventions should take a holistic approach by addressing multiple aspects of student learning rather than focusing solely on reducing procrastination. Finally, teachers should consider that some students may procrastinate due to fear of failure, perfectionism, or academic pressure rather than laziness or lack of interest. Addressing these psychological barriers through counseling, mentorship, and encouragement may help students build confidence and improve their academic engagement.

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