The Impact of Stephen Covey's 7 Habits on Students' Academic Performance during the COVID-19 Pandemic

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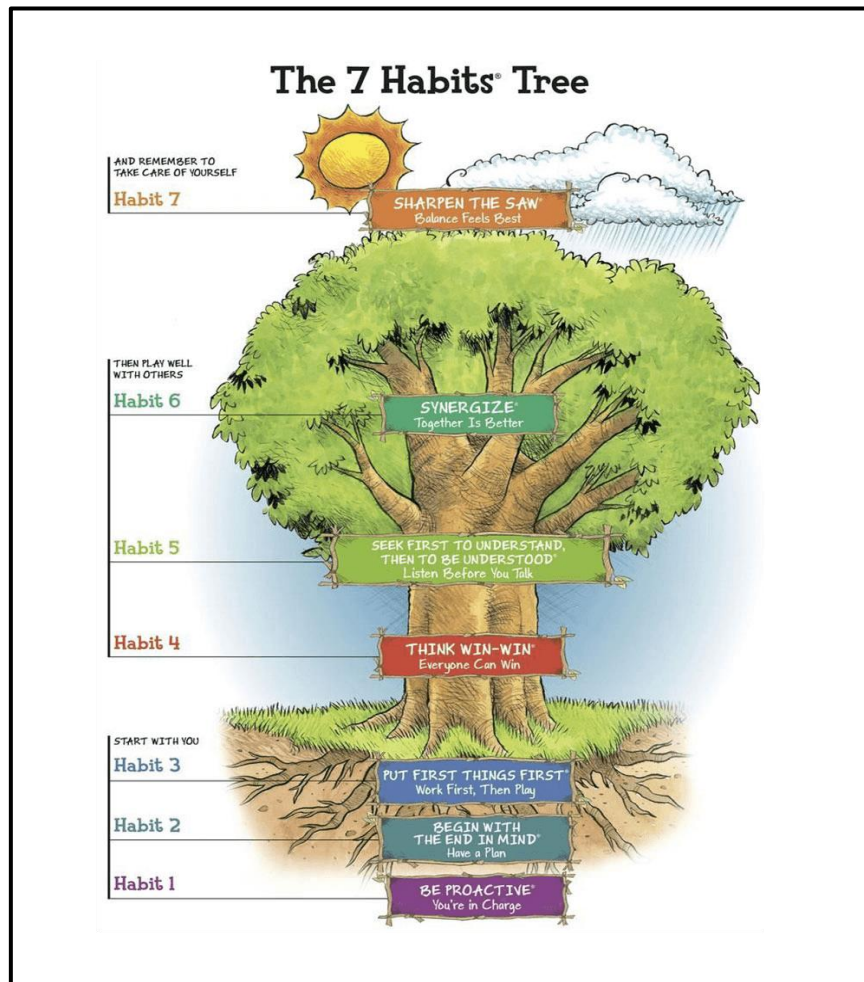Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Abstract. The outbreak of the novel coronavirus (COVID-19) has affected many areas of human life. It has brought about massive changes to the educational sector as institutions worldwide are forced to close down and students are required to learn from home via online learning. Students were reported to display reluctance and lack of motivation during the online lessons which led to a negative impact on their academic performance during the pandemic. This paper aims to explore the impact of adopting Stephen R.Covey's 7 Habits of Highly Effective People on students' academic performance. The study undertaken consists of a descriptive research whereby questionnaires and average score sheets were used to collect data from fifty- six Junior 1 students of a Chinese Independent Secondary School in Selangor, Malaysia. The findings indicate that adopting the prescribed habits brought about substantial impact on students' academic performance. It helped to deal with the transitional phase in education sector and students learned to overcome the challenges faced. This in turn helped to improve their attitude towards learning and academic performance. Future researchers will be able to use this paper as a base to assess the effectiveness of adopting Stephen Covey's 7 Habits in the area of students' co-curricular activities performance.

Keywords: 21st Century Learning; critical thinking; online teaching; academic performance; 7 Habits

1. Introduction

The novel coronavirus (COVID-19) is a deadly infectious disease detected in December 2019, originating from a seafood market in Wuhan, China (Wang et al., 2020). Despite moving into the second year of the pandemic, half of the global population is still affected with full or partial school closures. Since educational institutions are closed, the necessity to shift from face-to-face learning to an advanced level of education arises (Kapasia et al., 2020). The Malaysian government, through the Ministry of Education (MOE), implemented measures to shut down all schools and mandated e-learning to take place resulting in online education as a conceivable alternative to customary education (Adnan & Anwar 2020).

Asynchronous and synchronous online learning is very distinct (Adedoyin & Soykan, 2020). In order to make online learning interesting and productive, governments and educational organisations need to fully understand this. Numerous investigations highlighted certain concerns, for example, the shortcoming of online learning facilities, educators' bounded introduction, information gap and non-conducive surrounding for studying at home, have affected the students' academic performance. Thus, Stephen Covey's 7 Habits, a leadership program, plays a crucial part in helping students from non – conducive environment to cope with studying from home and to change their attitude towards online learning during the pandemic. The program is evidence-based and also focuses on social and emotional learning (SEL). It was created in collaboration with teachers to help mould the students' leadership and life skills to thrive in the 21st century (The Leader in Me, 2020h). The particular aptitudes on which the program is centered are self-assurance, collaboration, motivation, obligation, communication, creativity, self-direction, leadership, problem-solving, and social behaviour (White, 2021). It employs leadership, SEL qualities, instructive models and forms. Courses on leadership, ethics and Stephen Covey's 7 Habits are taught and communicated to educators who then promote them in school curriculum, conferences, frameworks, and culture (The Leader in Me, 2020e). The principles outlined in Covey's 7 Habits for Highly Effective People are shown in the following diagram:

The 7 Habits® Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW®
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE®
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD®
Listen Before You Talk

Habit 4

THINK WIN-WIN®
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST®
Work First, Then Play

Habit 2

BEGIN WITH
THE END IN MIND®
Have a Plan

Habit 1

BE PROACTIVE®
You're in Charge

Diagram 1: The 7 Habits Tree

The 7 Habits can help students achieve "efficiency" by embracing Covey's principles of character building and ethics. He believes that they are universal values. The habits are built upon one another.

Habit 1 *Being proactive* is the ability to manage one's surroundings rather than letting it manage them by applying the principles of initiative, choice, responsibility and accountability. Habit 2 *Begin with the end in mind* means guiding yourself to do what you think your aim is (personal leadership). This is to create the habit of concentrating on pertinent exercises and to minimise diversion. This helps you to be more profitable and productive. Habit 3 *Put first things first* means the habit of personal management. This habit is concerned with arranging and executing exercises in line with the objective built up in the second habit. Covey mentions that the second habit is the primary stage of formation of the mind but the third habit is the second design. Habit 4 *Think Win-Win* is a character-based code for human interaction and collaboration. It is critical since successes are heavily reliant on agreeable endeavours with others. Habit 5 *Seek first to understand and then to be understood* is the cutting edgesaying. Covey clarifies that it is the greatest and most effective habit in all aspects of life in forming and maintaining great connections. Habit 6 *Synergise* is the concept that the total is more pertinent than the sum of its parts. It t challenges us to

evaluate the potential of another person's contribution. Habit 7 *Sharpen the saw* is a personal renewal habit that comprises spiritual, mental and physicalwell-being. It essentially encompasses all the six habits, allowing and empowering them to develop.

Consequently, Covey's approach was adopted and applied to the students in Malaysia. There are six hundred and eight schools throughout the world including two schools in Malaysia, Pin Hwa High School in Klang, Selangor and Sri Dasmesh International School in Kuala Lumpur which are currently adopting Covey's 7 Habits and have been recognized as 'The Leader in Me Lighthouse School'. This study aims to explore the changes that Covey's 7 Habits have on students' attitude towards online learning and to identify improvements in their academic performance after its implementation.

2. Literature Review
2.1 COVID-19
The novel coronavirus is a modern - day infectious disease related to a similar type of infection known as severe acute respiratory syndrome (SARS) (Bender, 2020; Lee & Han, 2021). The worldwide spread of the COVID-19 which began in Wuhan, China, has affected almost all nations and domains (Dhawan, 2020; Pokhrel & Chhetri, 2021). The human-to-human transmission was discovered during a clinical assessment of the illness (Li et al., 2020; Paules et al., 2020; Wang et al., 2020; Kabadayi et al., 2020; Lee et al., 2021). Following an assessment of the rapid spread and intensity of the deadly virus worldwide, the Director-General of the World Health Organization (WHO) declared Covid-19 as a pandemic in Walk 2020 (WHO, 2020).

Sintema and Tian et al. (2020) discovered that all countries in the world encouraged their citizens to have empathy. The common precaution techniques are washing hands frequently, wearing face masks, social distancing and avoiding group gatherings and meetings. Lockdown and other domestic procedures have been enforced to curb the spread of the disease. Md Yunus et al. (2021) supported the initiative saying that in Malaysia, on March 18, 2020, the government announced a Movement Control Order (MCO), that confined individuals within their homes by banning mass gatherings as well social occasions, restricting travel and enforcing the closure of education sectors as well as public and private offices (excluding those operating in fundamental administrative services).

As a result, most government offices throughout the world have temporarily been shut to control the spread of the coronavirus. Schools, colleges and universities have been closed down throughout the world and educators are managing the transition to e-learning (Clancy & Sentance, 2020). Eucators have turned to the Web and other platforms in getting connected with the students. This promotes different techniques in e-learning since this is a reduced circumstance for the students in view of the pandemic (Yunus et al., 2021).

2.2 21st Century Learning

Due to the increase in globalisation, the World Economic Forum (2019) stressed that Industrial Revolution 4.0 (IR 4.0) provides the impulse to Education 4.0, where innovation is the exceptionalism. Huey (2019) stated that innovative developments of Industrial Revolution 4.0 are infringing all aspects of human efforts. Significant changes and its plausible effects on society will post numerous challenges as well as bring gigantic opportunities. In the region of education, the likely effect of IR 4.0 and its concomitant changes in nurturing talents will certainly influence how society perceives learning in the long run.

By the same token, Hariharasudan & Kot (2018) emphasizes the need for incorporating innovation into teaching and learning so as to "meet the needs of society in the creative era". Consequently, there has been an overabundance of studies carried out in the area of 21st century learning. As stated in Yunus & Tan (2021); Ardiyanto & Muharam (2021); Hariharasudan & Kot (2018); Kristanto (2017), 21st century learning is moving towards Education 4.0 whereby students are given the opportunity to develop abilities such as dealing with digital innovation, critical thinking, adaptability, courage, determination, and independence. These involve complex but essential qualities that students need to master during their schooling (Jerry & Yunus, 2021).

Based on 21st century learning, students are expected to have three types of aptitudes such as fundamental literacies, competencies and character attributes (Fisk, 2017; Hussin, 2018). Students should not only pick up information but they ought to be able to recognize the sources of information. This highlights innovation in the world of education and data sourcing in the long run. In addition, Yunus & Tan (2021) also said that currently, the world of education is experiencing the need to instill 21st century aptitudes in all mankind so that it will be able to operate well in IR 4.0. This necessitates transformations in the future.

In this regard, the education sector in Malaysia is moving from traditional learning to a cutting edge approach of coordinating ICT with 21st Century learning, to prepare youths with the fundamental abilities required to make a headway in the world (Md Yunus et al., 2021). Al Kandari & Al Qattan (2020) affirmed that the educational needs of the 21st century is multifaceted, it resets the schooling organisation and curriculum. Academic designers and educators have the responsibility of classifying, executing, accomplishing as well as maintaining 21stcentury learning aptitudes.

Husin (2018), pointed out that current college students range e from the age of eighteen to twenty-three years old and they belong to Generation Z (Gen Z), which has been greatly influenced by innovation. Gen Z understudies have a different learning style than previous generations since they are more hands-on. However, Bakri et al. (2021) argued that educators and students may appreciate the benefits and at the same time confront the challenges foisted by online learning.

2.3 Online Learning

Nowadays, online learning is the latest and most prevalent method of distance learning. It's commonly referred to as "e-learning," and takes place via the internet rather than in a traditional classroom. However, Aboagye et al. (2021) said that a few considerations in the past have given rise to the challenges related to e-learning. According to Devisakti & Ramayah (2019), the the progression of innovation and the use of the internet has converted conventional classroom into distance learning. It is because most educational institutions have used online streamed courses in delivering their learning programs. Distant teaching and online learning has become crucial, especially for higher education (Ornelles et al., 2019). Students are participating in the learning process through the Web and digital media (Stephenson, 2018).

Aboagye et al. (2021) and Yakubu & Dasuki (2019) affirmed that the increase in the number of students showing an interest in online learning underpins the substitute for conventional classroom education. Almutairi et al. (2020) claimed that learning can take place at any time with the advancement of innovation since electronic gadgets are within one's reach. In a virtual lesson, the students are able to engage actively with their educators. Similarly, Martin & Bolliger (2018) discovered that working with online communication devices, sending updates and giving rubrics for assignments constituted the foremost participation among the students and educators.

In Malaysia, the move towards e-learning has had a prolonged battle due to the financial and electronic crevice (Clement & Yunus, 2021; Magdeline et al., 2021; Mohd et al., 2020). The lockdown of the education sector due to COVID-19 was a huge setback. Nevertheless, the educators were prepared to proceed with teaching and learning virtually.

2.4 Academic Performance

The academic performance of students is defined in different ways by various researchers. Kumar et al. (2021) described academic performance as the acquisition of knowledge, skills, and competencies to attain academic achievement and a successful profession. This has been echoed by Narad & Abdullah (2016) that academic performance is a fundamental feature of education, that can be described as the information received by the students, which is measured by marks assigned by the educators and/or educational goals set by educators, to be attained by the students during a particular time frame. Academic performance is an issue that is of profound concern to students, parents, teachers, and educational specialists not only in Malaysia but also in other parts of the world.

According to Karsarnig et al. (2018), a variety of methodologies have been explored in determining the variables that affect academic success. People were forced to remain in their homes to prevent the transmission of the virus, encouraging social separation (Yunus et al., 2021). Hence, education sectors were closed to contain the spread of the disease. Students, educators and parents worldwide felt the startling impact of the pandemic. Many students experienced mental and emotional distress and were incapable of coherent participation

during online lessons. In addition, the best practices for online home-schooling have yet to be explored (Petrie, 2020). There's lack of proof to substantiate that students' utilised online learning optimally during the pandemic.

Yunus et al. (2021) argued that the attitudes of students towards e-learning is the biggest challenge faced. This was concurred by Pokhrel and Chhetri (2021) and Sintema (2020). Reduced contact hours for students and the lack of opportunity to discuss with educators when facing difficulties in learning, has caused the level of academic performance of the students to drop in the year-end and internal assessments. Hence, educating students with Stephen R. Covey's 7 Habits and adopting them into the students' lives could help improve their academic performance during the pandemic.

2.5 7 Habits - The Leader in Me
The Leader in Me is a well renowned programme which was developed from Stephen Covey's 7 Habits of Highly Effective People (1989). These 7 Habits started its implementation in schools in the Year 1999 when teachers sought to make strides in students' leadership and school culture (El-Attrache, 2018).

Stephen R. Covey's 7 Habits (1989) is essentially a book outlining the seven habits which help individuals to excel in the long run and achieve social effectiveness. Covey's 7 Habits might be a tale that begins with the subordinate self (incapable, unhappy and externally controlled) finding flexibility and independence (successful and internally controlled). As a result, we are progressing to a higher level of effective interdependence (a state characterised by win-win bargains and synergy with other people) (Szerdahelyi & Komlosi, 2020). Each of the 7 Habits entails a paradigm shift (attitude shift) that leads to long-term sustainability in all areas of life (Covey, 1989). Covey, S. R., & Covey, S. (2020) have indicated that associations between educational institutions and guardians in wholesome teaching of a child, incorporates character building and the skills needed to prosper in the 21st century'. In today's educational institutions there's an awful amount of time spent on getting students to be prepared for tests in components of a subject but not in how they are to behave in the community. It's an indication that schools are being tasked with strictly teaching and are not addressing students' behavioural patterns.

Apart from that, Miller (2016) said Covey's 7 Habits is an instrument that 'teaches 21st century leadership and life skills to students and creates a new idea that each child can be a leader'. Educational institutions that adopt Covey's 7 Habits need to turn students into leaders. The book, 7 Habits of Highly Effective People by Stephen Covey is also used to enhance students' motivation. See & Arthur (2011) also pointed out that educators recognise the importance of demonstrating the skills they need from students in authoritative courses. This has a significant influence on student performance and conduct. There are also evidence that the 7 Habits program, such as Leader in Me, have resulted in improvements in academic performance as well as a decrease in discipline cases. One such evidence is based on the experience of the principal of Kyrene de la Mirada Elementary School in Arizona, who saw an increase in student academic

achievement and a decrease in negative behavior (Whittle, 2017). As a result, it is envisaged that Covey's 7 Habits might aid in overcoming low academic performance attributed to online courses.

To summarise, all of the citations quoted earlier indicate that there are many issues connected to online learning. This is mainly because the pandemic has affected the students' mental well-being. Nevertheless, we could make arrangements to overcome these difficulties. Efforts should be made to humanize the learning process to a conceivable degree. If the problems faced by the students are not dealt with, then effective learning would not take place. Nonetheless, there is a need to examine how students have become demotivated with online learning which has caused a negative impact on their academic performance. This research is intended to explore the impact of adopting Covey's 7 Habits on students' academic performance during the pandemic.

3. Methodology
3.1 Research Design
This study utilised a descriptive research, which involved an online questionnaire to identify the changes that Stephen Covey's 7 Habits brought about in their online learning, behavioural patterns and their perception of academic performance during the pandemic. It contains statements about how well students perform after the 7 Habits have been inculcated into them. Franklin Covey's 7 Habits Profile Self -Scoring served as the basis for the questionnaires.

3.2 Research Participants
This study was carried out in a Chinese Independent Secondary School, Klang. It is the second school that has been certified as the Leader in Me Lighthouse School in Malaysia. The participants consists of fifty-six Junior 1 students who were selected through a random sampling method. All their personal details were kept confidentially.

3.3 Research Instrument
The research instrument for this study is a set of online questionnaires adapted from Franklin Covey's 7 Habits Profile Self- Scoring and questions relate to students' perception of academic performance. There are twenty-nine elements that make up this questionnaire, which has open-ended questions and a six-point Likert Scale. The six-point Likert Scale comprises of (1) Very Poor, (2) Poor, (3) Fair, (4) Good, (5) Very Good, and (6) Outstanding options to indicate the changes that have taken place in students' learning attitude after implementing the 7 Habits. These twenty-nine elements are categorized into 3 parts. The first part is about students' demographic details, the second part is about the 7 Habits and the third part consists of questions on how students perform in their academics after being taught Stephen Covey's 7 Habits. The questionnaire is analysed using descriptive analysis to identify the changes brought about after adopting the 7 Habits. The questionnaire which has a built-in Google Form, is sent through WhatsApp to students. It is examined by some senior language teachers to ensure the validity of contents before distribution. Students' overall

average score has also been obtained from the school to assess their academic performance.

3.4 Research Procedures

Certain procedures were implemented to achieve the objective of the current study. Firstly, a Chinese Independent Secondary School which has been adopting Stephen Covey's 7 Habits was chosen to conduct the investigation. Secondly, the students were chosen using a random sampling method. Thirdly, the research was conducted over a period of twelve weeks after the students sat for their Term 1 examination. At that point, the teachers began to teach Covey's 7 Habits to the students every Friday for the first two periods. In addition, the students were given a book(diary) to write down their weekly reflection on how they have incorporated the 7 habits during their online learning classes. They also had to jot down the important tasks to accomplish first in the book, which acts as a guide for the students to achieve their goals and helps them to be efficient. Fourthly, the students would sit for their Term 2 examination. After the conclusion of the twelve weeks, the students are given a set of online questionnaires, to identify the changes brought about after adopting Stephen Covey's 7 Habits. Lastly, the results are collected and tabulated.

3.5 Data Collection

Firstly, the respective Junior 1 class teachers are in charge of teaching the 7 Habits to the students for twelve weeks after their Term 1 examination. Then, a link to the online questionnaire was passed on to the participants. Finally, the data was collected to investigate the impact of Covey's 7 Habits on students' online learning attitude and to discover students' perception of their academic performance after its implementation. Students' overall average score has also been obtained from the school to assess their academic performance.

3.6 Data Analysis

After collecting the data, a descriptive analysis approach was used to analyse the questionnaire and students' average academic performance results. The scores obtained from the Google Form were then tabulated to observe the rates of recurrence. Finally, the outcome from the research instrument was discussed.

4. Findings

The findings presented in this report are divided into three sections. The first section records the impact of the changes that Stephen Covey's 7 Habits have on students' attitude about online learning. The second section reviews about the average score obtained by the students in term 1 and term 2 examination. Lastly, the second section discusses the findings on how students perform in their academics after adopting Covey's 7 Habits.

4.1 Questionnaire Results

The study indicates that students' academic performance via online learning has been affected during the pandemic which resulted in reluctance and demotivation. Therefore, adopting Stephen Covey's 7 Habits could bring positive changes to students' learning attitudes.

1. The changes that Stephen Covey's 7 Habits brought about in students' online learning attitude.

Table 1: Average Percentage Scores of Habit 1 - Habit 7

HABITS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Habit 1	1.2%	6.6%	27.4%	52.9%	11.9%
Habit 2	3.6%	17.9%	29.2%	41.6%	7.7%
Habit 3	1.2%	20.2%	33.9%	38.2%	6.5%
Habit 4	1.8%	5.4%	15.4%	61.9%	15.5%
Habit 5	0%	7.8%	17.3%	57.1%	17.8%
Habit 6	0%	6.5%	29.8%	53.0%	10.7%
Habit 7	2.4%	7.8%	19.6%	51.2%	19.0%

As shown in Table 1, it can be seen that 52.9% of students agree that Habit 1 - *Be Proactive* has brought changes to their online learning attitude as they are now in control and more responsible compared to 6.6% of students who disagreed. In Habit 2-*Begin with the end in mind*, it shows that 41.6% of students agree that they knew what they wanted to accomplish at the end of each online class and have started to be more organized but there are also 17.9% of students that disagree with it since this habit didn't work for them. However, in Habit 3-*Put first things first*, it is shown that the percentage of students who agree with this habit is lower than Habit 1 and Habit 2. Only 38.2% of students accepted that Habit 3 assisted them in carrying out their activities without any procrastination and trained them to give priority to important tasks in contrast to 20.2% of students who indicated that they disagree.

Apart from that, 61.9% of students which represent the majority, agreed that Habit 4 - *Think Win-Win* enabled them to work together with their classmates to solve the difficulties in the lessons compared to 5.4% of students who disagreed with this. In Habit 5 - *Seek first to understand, then to be understood*, 57.1% of students admitted that they listened to their classmates' point of view before providing their answers or opinions, whereas 7.8% of students didn't agree with this. Moreover, in Habit 6 - *Synergise*, 53.0% of students which represent the majority, agreed that this habit has helped them to seek and value the insights of their classmates and creatively combine their ideas for better solutions. However, 6.5% of students didn't agree with this idea. Lastly, 51.2% of students agreed that Habit 7 - *Sharpen The Saw*, enabled them to take care of their health and overall well-being as well as balance their time between school, extracurricular activities, family and friends. This taught them how to become better people. However, 7.8% of students disagreed. Therefore, it shows that the

students who agreed to all the 7 Habits are more aligned with its principles and this can positively change their attitude towards online learning.

Table 2: Students' Term 1 and Term 2 overall average score

Students Name	Term 1 100%	Term 2 100%
Student A	69	91
Student B	81	92
Student C	85	87
Student D	63	76
Student E	48	86
Student F	55	92
Student G	74	76
Student H	66	80
Student I	63	84
Student J	51	88

Table 2 above shows the students' Term 1 and Term 2 overall average scores. These average scores have been obtained by adding all the subjects' marks and dividing them with the total score for all the subjects, then multiplying it by a hundred percent (Y/1200 x 100). As could be seen from Table 2, the Term 1 shows the overall average score of the students before they were taught the 7 Habits. However, the Term 2 shows the overall average score of students after being taught the 7 Habits. Clearly, every student's mark has improved. There is at least a minimum increase in score of two marks and a maximum of nearly forty marks. Thus, it can be concluded that when students have a good attitude towards online learning, it would indirectly help to improve their academic performance.

2. Students' perception of their academic performance after adopting Stephen Covey's 7 Habits

Table 3: Percentage of students' perception of their academic performance after adopting Stephen Covey's 7 Habits

NO	QUESTIONS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1.	I am more organised.	0%	17.9%	33.9%	41.1%	7.1%
2.	I feel motivated during the online class.	3.6%	32.1%	32.1%	32.1%	0%
3.	I am able to give my best during the online class.	1.8%	16.1%	33.9%	44.6%	3.6%
4.	I perform better in my academics after learning these 7 habits.	1.8%	17.9%	32.1%	42.9%	5.4%
5.	I am able to score good results after adapting 7 habits.	1.8%	14.3%	41.1%	35.7%	7.1%

Table 3 shows the percentage of students' perception of their academic performance after the 7 Habits have been taught to them. It shows that 41.1% of students agreed that they were more organized in their online lessons compared to 17.9% who disagreed. 32.1% of students equally agreed and disagreed that after adopting the 7 Habits, they felt motivated during their online classes. 44.6% of students agreed that they were able to give their best in their online classes compared to 16.1% of students who disagreed. In addition, 42.9% of students said they performed better in their academics after adopting the 7 Habits compared to 17.9% of students who disagreed. 35.7% of students agreed that the 7 habits helped them to score good results in the exams as they were prepared beforehand whereas 14.3% of students disagreed. In conclusion, an augmented response can be seen in the students' perception towards their academic performance after adopting the 7 Habits.

5. Discussion

From the Tables, it can be deduced that the students have a positive attitude towards online learning by virtue of exercising the 7 Habits, apart from experiencing positive changes in their lives. A significant number of students agreed that the 7 Habits has enhanced their effectiveness during online classes and this has brought a positive impact to their overall academic performance. Based on Table 1, percentage of students who agreed that being proactive can alter their online learning attitude outweigh those who disagreed. Thus, Habit 1 helps to instill the 'can do' attitude in themselves whereby they are able to do the right things without being told. This is supported by Whittle (2017), as the researcher discovered that there was an improvement in academic performance and a reduction in negative conduct among the students.

Findings in Habit 2showed that students knew what they intended to accomplish after each online session and began preparing for it but other students disagreed since they believed this habit did not work for them. Habit 2 has instilled the 'be organised' attitude among the students. Findings in Habit 3 helped students to complete their work without procrastination and to prioritise the essential tasks. Therefore, students have learned to be more focused and are able to minimise distractions.

The findings in Habit 4 revealed that students were able to work together with their classmates and strived to solve the difficulties in their lessons compared to a minority of students who disagreed. This shows that students were transformed into problem solvers; they could solve a conflict by being kind to others as described by Szerdahelyi and Komlosi (2020). Apart from that, students stated that Habit 5 helped them to listen and consider their classmates' perspectives before offering their own comments. However, a small number of students responded that they did not agree with this. Overall, students learned to listen to their classmates' view and feelings without interrupting them.

Many students believed that Habit 6 has helped them to seek their classmates' views as well as creatively integrating their ideas for better solutions. However, a small percentage of students did not agree with this. This habit, ergo, has made

students realise that working together can help them accomplish more tasks and come up with better solutions than doing it alone. Finally, students believed that Habit 7, helped them to keep track of their overall well-being, and manage their time between   academics, extracurricular activities, family and friends. However, a small percentage of students disagreed with this. Overall, this habit has taught students to have a balanced plan of self-renewal in four areas of their life, consisting the body, mind, heart and soul.

The findings in Table 3 revealed that most students agreed that they are more organized in their online lessons after adopting the 7 Habits based on the average score for term 1 and term 2 examination showed in Table 2. It also highlighted that students who disagreed are still being reluctant during their online classes. Interestingly, there were no disparities for the second statement, as students equally agreed and disagreed that after exercising the 7 Habits, they felt motivated throughout their online lessons. In contrast, 44.6 % of students agreed that by acquiring these 7 Habits, they were able to offer their utmost during their online studies compared to 16.1 % who disagreed.

Nonetheless, in the fourth statement, 42.9 % of students stated that they performed better academically after being taught the 7 Habits compared to 17.9 % of students who disagreed. Finally, the fifth statement shows that 35.7 % of students agreed with the assertion that adopting 7 habits helped them to score well in tests because they prepared ahead compared to 14.3 % of students who disagreed. In conclusion, adopting Stephen Covey's 7 Habits not only has a positive impact on students' perceptions of their academic achievement, but also in their behaviour, motivation and discipline (The Leader in Me, 2020e). In addition, Miller (2016) admitted that the 7 Habits is yet another tool that teaches 21st century leadership and life skills to students and fosters a culture of student reinforcement based on the belief that every child can be a leader.

In short, as stated by Karsarnig et al. (2018), there are a range of techniques that can be used to investigate the variables that determine students' academic performance. It can be concluded that Stephen Covey's 7 Habits has a significant impact on students' academic performance during the COVID-19 pandemic due to the transition faced by the educational sector. It can help students to overcome the challenges encountered during online learning as well as have a positive impact on their online learning attitude and academic performance. However, there is also a drawback since these habits are not helpful to students who are reluctant to change their attitude and perform better in their academics.

6. Recommendation
This research focuses on the impact of adopting Stephen Covey's 7 Habits in students' academic performance during the Covid-19 pandemic. It is not only a tool to change their attitude towards online classes but it also shapes them into highly effective people in their personal life. As the saying goes, 'Sow a thought and you reap an action; sow an action and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny.' — Stephen R.Covey, The 7 Habits of Highly Effective People. It is recommended that Stephen

Covey's 7 Habits can be utilised by future researchers to explore its efficacy in students' extracurricular activities performance.

7. Conclusion

In today's pandemic climate, online learning has elevated the status of a student's academic life. It is crucial to pay attention to childrens' attitudes to assist them to remain attentive in school and succeed academically. As a result, Stephen Covey's 7 Habits (The Leader in Me) could be a fantastic paradigm for guiding children at an early age. Agreeing to the literature review which is based on diverse thoughts, books and online articles, Stephen Covey's 7 Habits could be an exceptionally compelling principle to be taught to every student so that they could be highly effective teenagers, who can take control of their studies to be successful in the future. In short, there are several advantages to inculcate students with these 7 Habits. Educators should be trained before they are entrusted to teach these principles to their students. As the saying goes, 'Habit is the intersection of knowledge (what to do), skills (how to do) and desire (want to do).' — Stephen R. Covey.

8. Acknowledgement

9. References

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Appendix

SURVEY QUESTIONNAIRE

PART A - Demographics
1. Gender
2. Age
3. Have you been exposed to 7 Habits previously?

PART B - What changes has Stephen Covey's 7 Habits brought in your online learning attitude?
Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Habit 1: Be Proactive
1. I'm in control of my online learning studies.
2. I focus my efforts on things I can do something about rather than on things beyond my control.
3. I take responsibility for my online learning moods and actions rather than blame others and circumstances.

Habit 2: Begin with the end in mind
1. I know what I want to accomplish by the end of each online class.
2. I organize and prepare in a way that reduces having to work in a crisis mode.
3. I begin each week with a clear plan of what I desire to accomplish.

Habit 3: Put First Thing First
1. I am disciplined in carrying out plans (avoiding procrastination, time wasters, and so forth).
2. I do not allow the truly important activities of my studies to get lost in the busy activities of my days.
3. The things I do everyday are meaningful and contribute to my overall goals.

Habit 4: Think win-win
1. I cooperate with my classmates.
2. I care about the success of my classmates as well as my own.
3. When solving conflicts, I strive to find solutions that benefit all.

Habit 5: Seek First to Understand, then to be understood
1. I am sensitive to the feelings of others.
2. I seek to understand the viewpoints of others.
3. When listening, I try to see things from the other person's point of view, not just my own.

Habit 6: Synergize
1. I value, and seek out, the insights of others.
2. I encourage my classmates to express their opinions.
3. I am creative in searching for new and better ideas and solutions.

Habit 7: Sharpen the saw
1. I care for my physical health and well being.
2. I strive to build and improve relationships with my classmates and others.
3. I take time to find meaning and enjoyment in online learning.

PART C - How do you perform in your academics after adapting Stephen Covey's 7 Habits?
1. I am more organised.
2. I feel motivated during the online class.
3. I am able to give my best during the online class.
4. I perform better in my academics after learning these 7 habits.
5. I am able to score good results after adapting 7 habits.