

Pupils' Study Habits and Academic Performance

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ABSTRACT: Reading, taking notes, and holding study sessions are all examples of routine, habitual study behaviors that pupils engage in to fulfill the learning objective. This study was conducted to the two hundred-five (n=205) grade 6 pupils at Malitbog 1 District, Division of Bukidnon, School Year 2022-2023. It attempted to answer the level of pupils' study habits and academic performance and determine the significant relationship between the study habits and academic performance. The study utilized the descriptive-correlational research design with documentary analysis and used an adapted and modified questionnaire to gather the necessary data to answer the specific questions of the study. Purposive sampling was employed to determine the respondents. Mean, Standard Deviation, Frequency, Percentage and Pearson Product Moment Correlation Coefficient or Pearson r were used as statistical tools. Results revealed that pupils' overall level of study habits was high while their overall academic performance was at very satisfactory level. Significant correlation was registered between pupils' study habits and their academic performance. Thus, teachers, parents and stakeholders may collaborate with each other to create and conduct activities that will continue to enhance and improve the pupils study habits to improve their academic performance.

KEYWORDS: Academic Performance, Pupils, Division of Time, Study Habits

I. INTRODUCTION

Reading, taking notes, and holding study sessions are all examples of routine, habitual study behaviors that pupils engage in to fulfill the learning objective. Study habits can either be considered effective or useless depending on how much they help the pupils. Effective study methods can help pupils feel more confident, competent, and deserving of respect. A study habit is an action that pupils routinely and habitually carry out in order to complete the task of learning. It includes reading, taking notes, and holding study sessions. Depending on how well they benefit the pupils' study habits that can either be deemed effective or ineffective. Self-worth, competence, and confidence can all rise to effective study techniques.

Pupils' face device issues such as incompatible devices and sharing devices with other family members; internet connectivity issues such as unstable connection and limited or non-available internet access; the costs of internet access and new devices; and the skills needed for using new programs and apps. All these changes and problems influence the way pupils learn and their studying habits (Looyeh et al., 2017).

The key to academic achievement is having good study habits. It is an action that pupils routinely carry out and totally complete the learning objectives, such like reading, taking notes, and managing study groups. Given how successfully it benefits the pupils, it can be described as concrete or authentic. As a result, good study habits enable one to invest time in learning that is dedicated and unbroken (Rabia et al., 2017).

According to the study of Fouche (2017), active participation in class, time management, maintaining attention, completing assignments, and working hard were all effective study habits that significantly improved pupils' academic achievement, while Alimohamadi et al. (2018) mentioned that one of the objectives of every educational facility is to improve pupils' academic performance.

Arieta et al. (2017) highlighted the important role that good study habits play in pupils' lives. Each pupil's academic success or failure depends on their study techniques. Lack of study habits prevents pupils from achieving their goals and improving their grades. The findings of their investigation revealed a significant link between pupils' study behaviors and academic success (Rabia et al., 2017).

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In support of the study mentioned above, Ebele and Olofu (2017), indicated a substantial correlation between the aforementioned variables. In contrast, there was no statistically significant correlation between low and medium pupil achievers' study on the relationship between metacognition and study habits and attitudes. On the other hand, one of the elements that may have a significant impact on pupils' performance is their study habits. This could have a negative impact on pupils' performance if the appropriate parties pay no attention.

The researcher is in need to find out the respondents' study habit as to division of time, learning space, ability to read and note taking and Learning motivation towards the academic performance of the grade six pupils. It appears that study habits are an effective tool in order to improved pupils' performance. To be able to gather absolute evidence that study habit is indeed effective to attained and improved academic performance of the pupils, this study came to realize.

With this, the researcher sought to identify in pupils' study habits and academic performance among six (6) elementary schools in barangay Sumalsag, Malitbog 1 District, Bukidnon Division during the 1st quarter of the School Year 2023-2024.

This study was anchored on behavioral theory of Skinner which centers on the premise that all behaviors are taught through interactions with the environment. This learning theory states that behaviors are learned from the environment and says that innate or inherited factors have very little influence on behavior.

The idea of study habits is centered on the academic success of the pupils. They must work hard and put out effort if they hope to improve their academic achievement. Pupils engage in study habits on a daily basis at school. It makes a substantial contribution to the growth of knowledge and perceptive abilities. Study practices indicate a person's level of learning, his or her goals for the future, and how much money they hope to make. These could all be determined by one's lifelong study habits. (Rabia et al., 2017).

Kyauta and Dachia (2018) stated that study habits are constituting those behaviors and/or activities associated with planning and organizations of time for reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments and projects, and use of the library. Furthermore, there is little doubt that pupils' study habits strongly influence their attitudes, motivation, and success. Study habits have a big impact on pupils' qualities of learning (Alburaidi & Ambusaidi, 2019).

Looyeh et al. (2017) studies on pupils have revealed a strong correlation between their research habits and academic success. Same in the study of Okado et al. (2018) Junior High School performed a high association between student habits and academic outcomes. Meanwhile, Numan and Hasan (2017) stated that research habits were investigated in relation to test anxiety and academic success. Their findings indicate that study habits have a major impact on test anxiety and academic success. Academic pupils who practice good study habits are held to higher standards than those who did not.

According to Ebele and Olofu (2017) research patterns are the means through which one learns. If a student lacks effective study techniques, their academic success will suffer. Some ideas contend that a pupils' study habits influence their academic success. According to reports, the study campaign had a negligible positive impact on pupils' test scores (Au et al., 2017)

II. METHODOLOGY

The nature of the present research necessitated the use of descriptive-correlational design with documentary analysis which is a type of a qualitative study where the researcher interprets documents to provide context in evaluating the result. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Hale, 2018). The data may be collected qualitatively in such research, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships.

Descriptive-correlational research design was useful when the goal is to examine the relationships between two or more random variables within the same population or between the same variables in two different populations (Tus et al., 2020). In addition to being a crucial research instrument in and of itself, document or documentary analysis is a social research methodology. It speaks of the different processes that go into evaluating and deciphering information obtained from looking through records and papers that are pertinent to a certain investigation. Put differently, working on a documentary requires you to read a lot of written content.

The study was administered to the Grades 6 pupils of six (6) schools of Barangay Sumalsag of the Malitbog 1 District, namely Sumalsag Elementary School, Malitbog Central School, Sta.Ines Elementary School, Patpat Elementary School, Umagling Elementary School and Kalingking Elementary School. Furthermore, the respondents were chosen through purposive sampling with total enumeration. The researcher used this method to focus on particular characteristics of a population that suits to answer the question as well as those pupils that are studying on the schools that is near and easy to access for the researcher.

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For thorough data analysis and treatment, the researcher made use of statistical tools like mean, standard deviation, frequency and percentage to ascertain the extent of study habits in terms of division of time, learning space, ability to read and note taking and learning motivation. Utilizing the mean and standard deviation, the degree of pupils' academic performance was also addressed. Additionally, Pearson Product Moment (r) was utilized to ascertain the significant relationship between study habits and its relation to learners' academic performance.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of the pupils' study habits in terms of :

- 1.1 Division of Time;
- 1.2 Learning Space;
- 1.3 Ability to Read and Note Taking; and
- 1.4 Learning Motivation?

Table 1: Overall Pupils' Level of Study Habits

Variables	Mean	SD	Description	Interpretation	
Division of Time	3.84	0.88	Most of the time	High	
Learning Space	3.77	0.88	Most of the time	High	
Ability to Read and Note Taking	3.82	0.89	Most of the time	High	
Learning Motivation	3.71	0.87	Most of the time	High	
Overall Mean	3.78	0.88	Most of the time	High	
Note:	4.21-5.00 Very High	3.41-4.20 High	2.61-3.40 Moderate	1.81-2.60 Low	1.00-1.80 Very Low

Table 1 presents the Overall Pupils' level of Study Habits. It revealed that it has an overall Mean of 3.78 with SD 0.88, described as Most of the Time and interpreted as High Level. Moreover, all of the variables were rated at High Level. This means that the pupils need to maintain their study habits and strive more to reach the Very High level. It also means that if pupils are guided by the teachers, parents and stakeholders they were able to achieve the very high level.

Study habits are routine behaviors that pupils engaged in on a daily basis to help them with the task of learning. Examples of these behaviors include reading, taking notes, and organizing study groups. The effectiveness or ineffectiveness of study habits can be determined by how well they benefit the pupils.

In the same table, the variable, *Division of Time* has the highest Mean of 3.84 with SD= 0.88, described as Most of the time and interpreted as Highly Perceived. This means that pupils are capable in dividing their time to study and leisure. It also means that pupils divide their time wisely. Having balanced time allotment to the activities done by the pupils can be done by checking the importance of each activity as well as its deadline. In this way, the pupils can maximize their time and focus on urgent things to do and accomplished.

As to the research conducted by Khanam et al. (2017), effective time management or division of time is among the abilities that can affect pupils' academic execution. The investigators have carried out research on time management, as well as the academic success of the respondents. Pupils must learn when to stop doing their extra activities like watching videos, social media browsing and online games and give focus to their studies.

On the other hand, the variable *Learning Motivation*, got a lowest Mean of 3.71 with SD=0.87 which is described as Most of the Time and interpreted as High level. This means that pupils are highly engage in motivating themselves to learn. They have learning motivation and knows how to motivate to learn. However, the pupils still need attention and guidance from their teachers and parents as there are times that they feel less motivated specially in times that they are challenged or tested in doing their studies.

Fong (2022) considered the sociocultural, educational, societal, and future-focused factors influencing pupils' motivation. Pupils learning motivation has the ability to enhance pupils' academic performance. Also, they will become better individual in fulfilling their dreams and achieving their goal. Thus, it is important for the teachers and parents to make sure that level of motivation of the pupils must be at high level.

Problem 2. What is the level of the academic performance of the Grade 6 learners?

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Table 2: Overall Pupils' Academic Performance

Grade Range	Frequency	Percentage	Mean	SD	Description
90%-100%	63	30.73			
85%-89%	105	51.22	88.93	3.12	Very
80%-84%	31	15.12			Satisfactory
75%-79%	6	2.93			
74% and Below	0	0.00			
Total	205	100.00			

Note: 90%-100% Outstanding 85%-89% Very Satisfactory 80%-84% Satisfactory
75%-79% Fairly Satisfactory 74% and Below Did not meet Expectations

Table 2 presents the pupils overall Level of Academic Performance. It has a Mean of 88.93 with SD=3.12, described and interpreted as a Very Satisfactory. This implies that pupils got high grades in terms of their academic performance. This also means that they still need assistance for their teachers and parents to be able to reach the highest level which is the outstanding level. Academic performance is the most important barometer for the pupils' achievements in their studies. Thus, they must be provided with necessary tools to achieve highest level of academic performance.

Educational attainment is the result of academic performance. It is the degree to which a person has met their educational objectives. A number of goals are satisfied by pursuing academic performance. In order to encourage improvement and make use of educational development, it is necessary to evaluate the academic successes and failures that pupils have experienced during their academic careers.

Success in school is determined by one's academic standing. In order to maintain their best performance or even to continue in the academic program, pupils face several demands and challenges in the academic setting. A strong academic background opens up more course and later employment options and job stability. Pupils' performance levels differ. They are distinct in how they take in and use information. According to Bebos and Bual (2022), Academic performance can be characterized as a gauge of success in which pupils are successful in achieving results in a range of academic courses. Academic performance can also be defined by excellent test results, extracurricular achievements, and the student's capacity for leadership (Idulog et al., 2023). Pupils must perform at their best not just in a subject but in all offered subjects as much as possible. Teachers and parents must be there to guide, assist and motivate the pupils as they are still very young and can be easily swayed by negative emotion like discouragement.

Problem 3. Is there a significant relationship between the study habits and the pupils' Academic performance?

Table 3 presents the test correlation between pupils' study habits and their academic performance. The independent variable of study habits is division of times, learning space, ability to read and notetaking and learning motivation while the dependent variable is the academic performance of the pupils based on their general average for the school year 2022 – 2023.

Table 3: Test Correlation on Pupils' Study Habits and Academic Performance

Pupils' Study Habits Variables	r- value	p-value	Decision	Interpretation
Division of Time	0.437	0.003	Reject Ho	Significant
Learning Space	0.389	0.008	Reject Ho	Significant
Ability to Read and Note Taking	0.511	0.001	Reject Ho	Significant
Learning Motivation	0.496	0.002	Reject Ho	Significant

Note: Significant if computed p-value is lower than 0.05

For Division of Time, it registered a computed value of 0.437 with p-value of 0.003. The computed p-value is lower than the p-critical value of 0.05 level of significance. This implies that division of time of pupils is significantly correlated to their academic performance. Thus, the null hypothesis is rejected. Moreover, division of time is necessary for the pupils to have better attention given to each of the tasks, activities or assignments given to them at the same time being able to do the activities of being a child. Thus, parents and teachers can collaborate to make sure the pupils' development is balance.

The coordination of tasks and activities to maximize the effectiveness of an individual's efforts is referred to as division of time. The goal of time management is to enable people to complete more and better work in less time. Its elements include

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organization, planning, and scheduling to make the most of the time available. This technique also considers an individual's specific situation as well as relevant capabilities and characteristics. The significance of division of time lies in its ability to give meaning to time, allowing people to make the best use of their time. Individuals with good division of time skills are more likely to deliver high-quality work and meet their objectives (Lutkevich, 2020).

For Learning Space, it registered a computed value of 0.389 with p-value of 0.008. The computed p-value is lower than the p-critical value of 0.05 level of significance. This implies that learning space for pupils is significantly correlated to their academic performance. Thus, the null hypothesis is rejected. Providing learning space at school and even at home is significant for the pupils' development as well as on their academics. This space will allow them to have place for concentration where they are free from distractions and that they can think clearly.

A learning space includes both built and natural learning spaces, both outside and inside, formal and informal. Pupils are actively involved in the design and co-construction of learning spaces, as well as the learning opportunities that take place within those spaces. Learning spaces are adaptable, inviting, and engaging. Teachers and school authorities must ensure that these are the characteristics of the learning space that they make and provide for the pupils so that it will truly serve its purpose (Nja et al., 2023).

For Ability to Read and Note Taking, it registered a computed value of 0.511 with p-value of 0.001. The computed p-value is lower than the p-critical value of 0.05 level of significance. This implies that ability to read and note taking of pupils is significantly correlated to their academic performance. Thus, the null hypothesis is rejected. Ability to read and note taking are basic skills that should be learned and acquired by any individual. It is part of their basic right as it can be utilized in their everyday activities. Pupils should realize that mastery on reading and note taking will be beneficial to their studies and to their activities later on in their life. Thus, teachers and parents may look into interventions that can help the pupils achieve high level of reading and note taking skills. Idulog et al., (2023) stated that in developing reading and note-taking skills, identified potential areas for improvement such as promoting early literacy programs, investing in teacher training, and developing reading materials that are culturally relevant and engaging for Filipino pupils.

For Learning Motivation, it registered a computed value of 0.496 with p-value of 0.002. The computed p-value is lower than the p-critical value of 0.05 level of significance. This implies that learning motivation of pupils is significantly correlated to their academic performance. Thus, the null hypothesis is rejected. Learning motivation provides hope and inspiration for the pupils to exert their efforts in their studies to attain their goals and objectives. Teachers and parents once again have pivotal roles in making sure that pupils do not lose their high level of motivation or they will have downward direction of performance.

Beboso and Bual (2022) stated that learning motivation is significant to pupils' academic performance. However, teachers' involvement is essential for it to happen. Teachers will guide, assist and encourage the pupils to be motivated with their studies to have better educational outcomes as well as they will also provide remedial or intervention activities for those struggling learners.

IV. CONCLUSIONS

Based on the findings, the researcher the following conclusions:

1. Pupils have good study habits especially on their management of time to study with the help of their parents and teachers.
2. Pupils' who are respondents of the study are doing good academically. They may not be the best but they have good grades.
3. Pupils with good study habits are expected to have good grades, like with the respondents of this study.

V. RECOMMENDATIONS

Given the findings and conclusions made in this study, the following recommendations are suggested:

1. Improving pupils' learning habits is important, particularly in the areas of learning motivation as the pupils find it difficult to cope up with the challenges on their less favored subject. Thus, parents and teachers need to continue to motivate the pupils to study. Teachers may employ remediation or intervention programs.
2. The level of pupils' academic performance is high. School administrators, teachers, parents and stakeholders may still provide programs and activities that will help all the pupils either maintain high level of academic performance or be able to reach the highest level. Education is for all. Therefore, all pupils must have equal opportunities to achieve better knowledge, skills and performance.
3. Study habits play a significant relationship on the pupils' level of subject it can learn. Teachers, parents and stakeholders may collaborate with each other to create and conduct activities that will continue to enhance and improve the pupils' study habits and later on improve their academic performance as well.

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