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## **Factors Affecting Study Habits of Grade 6 Pupils in Kalangahan, Elementary School**

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### **ABSTRACT**

*Due to pandemic, the learning of the pupils shifts from face to face to alternative learning modules. It is determined that study habits are vital to the pupils' academic achievement. This quantitative study sought to determine the factors affecting the study habits of the Grade 6 pupils in Kalangahan Elementary School. Males are the most respondents of this research and most of the respondents have low monthly family income. It is revealed that the respondents have been practicing good study habits; they always focus on the module and sometimes do a reading, take down notes, review, memorize, scan or do skimming method, enjoy learning, their parents help them in studying and the module is inviting learning. Additionally, they never make use of gadgets during the week of exam, never study while watching TV or listening music at home, and never study while using smartphones in home. Furthermore, this study found out that the respondents spend adequate time for their study. It also revealed that the pupils have agreeable perceptions towards the factors affecting study habits such as the modules being time consuming, modules in English language are difficult to understand, study tables, responsiveness of the teacher and family pressure. Lastly, the study revealed that there is no relationship between age and study habits. Also, there is no relationship between monthly family income and study habits. This study recommends parents to increase their level of supervision and caring for their children, as well as to show higher interest and concern in their children's academic work by creating a supportive environment for studying, providing study resources, and assisting students with their studies.*

**KEYWORDS** — *Alternative learning modules, study habits, pandemic*

### **INTRODUCTION**

The term “study habits” refers to the routines that pupils follow to help them study and learn. Study habits play a vital role in the academic achievement of elementary pupils (Jafari et al., 2019). Good study habits lead to good performance while poor study habits lead to poor academic record (Akpan & Salome, 2015). Considering that study habits are important predictors of academic performance, many researchers have studied about the status of pupil's study habits (Mushtaq & Khan, 2012). The success or failure of every pupils depends upon his or her own study habits (Yazdani & Godbole, 2014). One of the problems that contributes to poor performance in academics is the lack of proper study. Most students are spending less time to their studies because of many factors that could be taken account for (Arieta et al., 2017).

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Moreover, the needs, capabilities, and pattern of studying of the pupils have been neglected for a long time and their learning was monotonous as they were required to learn the same thing and method by the same person in the same setting (Lawrence, 2014). Thus, identifying the factors that significantly affects the study habits would help parents and teachers to understand the importance of study habits for the academic success (Khan, 2016). Additionally, teachers hugely affect the study habits and performance of the pupils in school (Yap, 2019).

These educational challenges compel to have a study that would be conducted in order to get the perceptions of the pupils on their level of agreement with provided statements on factors influencing their study habits. In this study, the Grade 6 pupils in Kalangahan Elementary School would be assessed.

This study seeks to determine the factors affecting the study habits of the Grade 6 pupils in Kalangahan Elementary School. It determines the current study habits of the Grade 6 pupils in Kalangahan Elementary School, how much time are the students spending on their studies, the factors or indications that can affect their study habits, and if there is a significant relationship between age and monthly family income to the study habits of the Grade 6 pupils in Kalangahan Elementary School.

## **REVIEW OF RELATED LITERATURE**

This chapter presents the reviews which are related to the study taken from books, journals and internet sources. There are two topics that will be discussed in this review: (1) study habits and (2) the factors affecting study habits. These particular topics are chosen to substantiate or strengthen the results and findings of the study.

Study habits are crucial to a student's academic achievement. It is an action that students do on a daily basis, such as reading, writing notes, and leading study groups, in order to achieve their academic objectives. It can be classified as either positive or ineffective depending on how well it suits the students (Tus, et. al., 2020). The sum total of all behaviors, decided purposes, and implemented activities that a person has in order to learn can be described as a study habit. It is important for students to develop unique study habits and abilities. It's a well-established habit that provides its own source of inspiration. Students who prepare according to a schedule, are consistent in their preparation and learning of lectures, follow a good sitting pose while training, and struggle to conquer obstacles or, in other words, bring forward their best effort are likely to outperform those of comparable intellect solely due to their superior study habits (Radha and Muthukumar, 2015).

Study habits function as the vehicle of learning (Ajai et al., 2020). Developing a study habit entails setting aside a set amount of time each day, uninterrupted, to devote to the process of studying. Without it, one cannot grow and becomes self-contained. Study patterns reveal how much a person can learn, how far he wants to go, and how much money he wants to make. Many of these things can be determined during one's life by one's study habits (Rabia et. al., 2017). Not only in academic practice, but also in career advancement, the maintenance of good study habits is important. Because of this interrelationship, a student's academic achievement and study habits play a significant role in determining his or her future (Siahi & Maiyo, 2015). Self-esteem does not have a substantial effect on academic achievement,

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according to a study of the relationship between self-esteem and study habits and student academic performance. Study habits, on the other hand, do (Alva, 2017).

In a study done by Relucio (2019) in Pangasinan, Philippines, on the factors affecting the study habits of the students, the student-respondents have poor study habits which led them to have poor academic performance. In addition, majority of them strongly agreed that the most factors that affect the study habits that are the home environment, peer pressure, social media addiction, work and financial instability and family stress. The researcher then recommends parents to improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing a conducive atmosphere for studies, providing materials for studies and helping students in their studies.

Additionally, Mendezabal (2013) concluded on her research study that the current research reinforced the assumption that academic performance demanded not only high cognitive capacity but also good study habits and attitudes. The current research explicitly demonstrated an important association between students' study patterns and behaviors and their success on licensure exams. As a result, in order to increase the quality of education, students' study habits and attitudes must be improved. This may be accomplished by providing developmental services to help students cultivate productive and successful work patterns as well as optimistic attitudes toward learning early in their academic careers.

A study entitled “Correlation Among Time Management, Study Habits and Academic Achievement of the Math Major Students” (Marpa, 2014) determined the time management of the math primary students, study habits and academic achievement in mathematics. Its findings indicate a correlation between math major students' time management and study habits, as well as study habits and academic achievement in mathematics. This finding indicated that time management is linked to study habits, and study habits are linked to mathematical achievement. On these lines, math major students should be motivated to keep up their positive study habits. They are also motivated to go above and beyond in their academic endeavors. Develop a strong routine of solving practice exercises and word problems in order to improve their expertise in the various mathematical competencies.

Furthermore, according to Duran, Llavore and Dungan (2015) on their study, “study habits are predictors to the performance of students in computer programming-1.” The aim of their research was to see whether students' study habits had an effect on their performance in Computer Programming I. It determined particularly the profile of the students as to their IQ and performance in computer programming-1; the level of strengths and weaknesses of the student's study habits as to the time management, study environment, test taking as well as in note taking, reading, writing and math skills; and lastly the relationship between study habits and performance of the students in computer programming-1. According to the results, IQ and final grade are extremes, as shown by the standard deviation. Students stated that they need assistance with all of the requirements related to student habits, with the exception of the time management criteria. Finally, the study discovered that only mathematics talent is strongly and substantially related to student success.

The research study of Cakiroglu (2014) entitled “Analyzing the effect of learning styles and study habits of distance learners on learning performances: A case of an introductory programming course” examined the relationships among learning styles, study habits, and learning performances in an online programming language course. As a result, significant

relationships were revealed between learning styles, study habits, and learning performances. For teachers who choose to integrate synchronous courses and help learners, the findings include some insights into distance learners' learning patterns and research habits.

In addition, the study done by Thiyagu (2013) entitled, “Study Habits and Academic Achievement of Ninth standard Students” showed the finding that there is no significant difference in the mean scores of study habits of ninth standard students with respect to their gender, locality and residency. Additionally, there is significant difference in the mean scores of study habits of ninth standard students with respect to their type of school. However, there is no significant relationship between study habits and academic achievement of ninth standard students with respect to their gender, locality and residency.

## METHODOLOGY

This study will utilize the descriptive quantitative design in order to get the perceptions of the pupils on their level of agreement with provided statements on factors influencing their study habits. The target respondents will be the Grade 6 pupils who are enrolled in this recent school year (2020-2021) in Kalangahan Elementary School. The 60 percent of the total population will be the sample size of the study. In this study, the researchers will conduct a survey using a survey questionnaire. The questionnaire comprises questions about the pupil’s background (i.e. age, gender and monthly family income), the current study habits of the respondents, the frequency time of their studies, and the factors or indications that can affect their study habits.

In order to collect the necessary data, the researcher needs to use a survey questionnaire and interview. The first step towards collecting the needed data is having a communication and request to the Grade 6 teachers in Kalangahan Elementary School to get a copy of the list of Grade 6 pupils. Afterwards, the researcher needs to find and modify a survey questionnaire related to the study. The next step is to identify and select the pupil-respondents.

Consequently, the survey questionnaires will be administered to them. Lastly, obtained data will be analyzed and interpreted through the statistical measures defined in the study. The data will be collected from the abovementioned participants and will be analyzed through a quantitative approach, statistically using descriptive statistics such as frequency distribution, weighted, mean, percentage and Pearson r correlation.

## FINDINGS

This part discusses the data analysis and findings from 60 questionnaires completed by the Grade 6 pupils in Kalangahan Elementary School. The participants of the study are characterized in terms of their age, gender and monthly family income.

**Table 1. Summary of Pupils’ Background**

<i>Pupils’ Background</i>	<i>Frequency</i>	<i>Percentage</i>	
<i>Age</i>	11	19	32%
	12	31	52%
	13	7	12%
	15	3	5%

<i>Gender</i>	Male	34	57%
	Female	26	43%
<i>Monthly Family Income</i>	Poor	56	93%
	Low income (but not poor)	4	7%

The data on the pupils' background from the Grade 6 pupils in Kalangahan Elementary School are shown in Table 1. The data indicate that their ages ranged from 11 to 15 years old. Among them, the majority are 12 years old which reflects 52%, followed by 11 years old which represents 32%, followed by 13 years old which shows 12% and lastly, 15 years old which reflects only 5%. With the gender of the pupils, 34 are males and 26 are females. In terms of monthly family income, using the income classes table (Zialcita, 2020), 93% of the pupils are belonged to the poor while 7% are belonged to the low income (but not poor).

### Table 2. Summary of Pupils' Study Habits

Pupils' study habits reveal how much they need to learn, how far they want to go, and how much money they want to make. All of this can be determined based on one's study habits. Pupils, on the other hand, have a wide range of study habits, as we all know. As a result, the researcher posed several questions about the respondents' current study habits.

Table 2 shows the weighted mean and the descriptive interpretation of pupils' current study habits. It reveals that pupil answered **always** to only one indicator which is the number 10. It implies that they focus well on what the module is saying. Thus, they have good study habits.

The table also reveals that they responded **sometimes** to the following study habits indicators, numbers 1-7, 9, 14 and 15. It implies that they often read, they sometimes take down notes from their modules, they sometimes review their modules, memorize the important details in their lesson, scan or do skimming method if they have quiz, review in advance before the quarterly exams, make a review schedule during their quarterly exams, their module is inviting or interesting in learning sometimes, they sometimes enjoy learning at home and sometimes their parents help them in studying. Hence, they have good study habits.

On the other hand, the table also reveals that they answered **never** to some indicators, such as in numbers 8, 11-13. It indicates that they never make a peer/group review, make use of gadgets during the week of exam, study while watching TV or listening music at home, and study while using smartphones in home. Therefore, the pupils have good study habits as they do not let themselves be distracted while studying.

### Table 3. Summary of Frequency Time of Study

Items		Frequency	Percentage
<b>1. What time do you start and end doing your modules in morning session?</b>	7:00 – 11:00 am	12	20%
	7:30 – 11:30 am	6	10%
	8:00 – 11:00 am	41	68%
	9:00 – 11:00 am	1	2%
<b>2. What time do you start and end doing your modules in</b>	1:00 – 4:00 pm	25	42%
	1:30 – 4:30 pm	17	28%

afternoon session?	2:00 – 4:00 pm	18	30%
<b>3. Overall, how much time do you spend doing your modules every day?</b>	More than 6 hours	18	30%
	Up to 5 hours	38	63%
	I don't study.	3	5%
	6 hours	1	2%
<b>4. Do you study at night?</b>	Yes	41	68%
	No	19	32%
<b>5. How much time do you spend reading your notes on weekdays?</b>	During Vacant Time	32	53%
	Less than 10 minutes	27	45%
	I don't study.	1	2%
<b>6. How much time do you spend reading your notes during weekends?</b>	30 minutes	32	53%
	Less than 10 minutes	25	42%
	I don't study.	3	5%
<b>7. On average, how many hours do you study for incoming exams?</b>	5 Hours	18	30%
	4Hours	10	17%
	3 Hours	30	50%
	I don't study.	2	3%
<b>8. How far in advance do you start studying for incoming exams?</b>	2 weeks	16	27%
	1 week	23	38%
	3 Hours	9	15%
	Days before	7	12%
	Night before	0	0%

According to certain studies, managing your time is one of the most important aspects of learning. Determine how much studying time is appropriate, since this ranges from pupil to pupil. As a result, the aim of this research is to find out how much time respondents spend studying.

As shown above, majority of the pupils (68%) responded that they start and end doing their modules in morning session at 8:00 – 11:00 am. Meanwhile, 20% of them answered 7:00 – 11:00 am, 10% answered 7:30 – 11:30 am, and 2% responded 9:00 – 11:00 am. It implies that the pupils spent adequate time to study and do their modules in morning session. The table also shows that 42% of the pupils answered that they start and end doing their modules in afternoon session at 1:00 – 4:00 pm. Others (30%) responded 2:00 – 4:00 pm, and some (28%) answered 1:30 – 4:30 pm. It implies that the pupils give enough time to start and end doing their modules in afternoon session.

It also reveals that 63% of the pupils spend up to 5 hours doing their modules every day while 30% answered more than 6 hours. It implies that pupils spend enough time to do their modules every day. Table 3 indicates that the pupils have different answers if they study at night. 68% of them said yes while 32% answered no. The table shows that during weekdays, 53% of the pupils read their notes during vacant time. While 45% of them answered less than 10 minutes and only 2% said that they don't study. It implies that majority of the pupils give

some time to read their notes. Table 3 also reveals that during weekends, 53% of the pupils spend 30 minutes to read their notes. While 42% of them responded less than 10 minutes and 5% said that they don't study. It implies that majority of the pupils spend some time to read their notes during weekends.

Table 3 indicates that on average, 50% of the pupils spend 3 hours to study for incoming exams. While 30% answered 5 hours and 17% responded 4 hours. It provides an implication that all of the pupils spend 3-5 hours to study for incoming exams. Moreover, the table shows that pupils start studying in advance for incoming exams. 38% answered they spend 1 week to study in advance, while 27% responded 2 weeks, 15% said 3 hours and 12% answered days before. It gives an implication that all of the pupils spend weeks, days and hours to start studying in advance for incoming exams.

**Table 4. Summary of the Factors Affecting Study Habits of Pupils**

Table 4 shows the weighted mean and the descriptive interpretation of the factors affecting study habits of pupils. Based on the table, the pupils **agree** to the statements in numbers 2-6. It implies that they agree that each module is time consuming, modules using English as a medium is difficult to understand, their study tables make them comfortable in studying, whenever they have a clarification, their teacher is always responsive and their family pressures them to study hard. Therefore, the factors affecting the pupils' study habits are the time-consuming modules, modules in English language, study tables, responsiveness of the teacher and family pressure.

**Table 5. Correlation between age and study habits**

Variables	Critical value (r 0.05)	Computed value of r	Remark
Age	0.231	0.01	Negligible positive correlation
Study Habits			

No.	Items	Weighted Mean	Descriptive Interpretation
1.	The modules are easy to understand.	2.50	Disagree
2.	Each module is time consuming.	2.62	Agree
3.	I have a hard time in understanding modules that use English as a medium.	2.73	Agree
4.	My study table makes me comfortable in studying.	2.88	Agree
5.	Whenever I have a clarification, my teacher is always responsive.	3.10	Agree
6.	My family pressures me to study hard.	3.00	Agree
7.	I cannot focus on my modules because I don't have a snack.	2.02	Disagree
8.	My classmates finished their modules earlier so I do my modules not seriously.	2.10	Disagree
9.	I open my social media first before I do my modules.	1.98	Disagree

10.	I spent all of my time using gadgets than to do my modules.		
11.	I can't concentrate doing my modules because our surrounding is noisy.	1.98	Disagree
	<b>AVERAGE:</b>	2.45	Disagree
		<b>2.49</b>	<b>Disagree</b>

The table above shows the correlation between the pupils' age and study habits. The table reveals that there is negligible positive correlation. This suggest that although there is a positive correlation between age and study habits, however, it is negligible. Since the computed value of  $r$  ( $r= 0.01$ ) is less than the tabular  $r$  value or critical value ( $r .05= 0.231$ ), then there is no relationship between age and study habits. Therefore, the null hypothesis is accepted.

**Table 6. Correlation between monthly family income and study habits**

Variables	Critical value ( $r 0.05$ )	Computed value of $r$	Remark
Monthly Family Income	0.231	0.20	Negligible positive correlation
Study Habits			

Table 6 indicates the correlation between the pupils' monthly family income and study habits. The table reveals that there is negligible positive correlation. This suggest that although there is a positive correlation between monthly family income and study habits, however, it is negligible. Since the computed value of  $r$  ( $r= 0.20$ ) is less than the tabular  $r$  value or critical value ( $r .05= 0.231$ ), then there is no relationship between monthly family income and study habits. Therefore, the null hypothesis is accepted.

## CONCLUSIONS

This study concludes that the majority of the Grade 6 pupils in Kalangahan Elementary School do belong to poor family based on their monthly family income. Moreover, it found out that the pupils have been practicing good study habits. For instance, they do not let themselves be distracted while studying. This study also arrives in the conclusion that the Grade 6 pupils give importance to their modules and studies as they spend adequate time to study. Based on the results, the factors affecting the pupils' study habits are the modules being time consuming, modules in English language are difficult to understand, study tables, responsiveness of the teacher and family pressure.

Moreover, this study reveals that although there is a positive correlation between age and study habits, however, it is negligible. Therefore, there is no relationship between age and study habits. This study also indicates that although there is a positive correlation between monthly family income and study habits, however, it is negligible. Therefore, there is no relationship between monthly family income and study habits.



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## IMPLICATIONS AND RECOMMENDATIONS

This study recommends parents to increase their level of supervision and caring for their children, as well as to show higher interest and concern in their children's academic work by creating a supportive environment for studying, providing study resources, and assisting students with their studies. It also suggests that parents and teachers must maintain a friendly and warm relationship with their children and pupils to keep them practicing good study habits. To avoid low academic results, the amount of time spent learning must be maintained or increased in order to dedicate more time to quality study at home. Talking to parents and discussing issues raised in a group like the Parent-Teachers' Association will allow to achieve these recommendations.

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