

Determinants Of Study Habits of Grade Six Pupils: Basis for Intervention Activities

DOMER P. REGIS
DOMINGO L. LAMOSTE
MILKY O. ESTRELLA
MARVIN T. SABALZA
SUSAN A. MATUGAS
EMELYN G. ELMIDO
ESTANISLAO B. TUNDAY JR.

Abstract — This study assessed the factors affecting the study habits of 165 grade six learners. These factors include physical, physiological, and environmental factors. The profile of the respondents showed that the sample consisted of 53.3% males and 46.7% females. Majority of the respondents (68.5%) are 12 years old or older, while the remaining proportion are 9, 10 or 11 years of age, while the monthly family income, majority (78.8%) belong to the lowest income bracket, ₱10,000 or lower. The respondents' assessment of the physical, physiological, and environmental factors revealed several important practices and conditions that promote or lead to good study habits. Among the physical factors, the most notable specific factors include submitting projects and assignments on time, taking notes during discussion, helping and collaborating with classmates, and taking good care of one's health. Of the physiological factors, the most noteworthy are the ability of the teacher to provide sufficient explanation for difficult lessons and parents' support. Among the environmental factors, teacher's teaching strategy, learning resource provider, and ability to create a safe learning environment are the most important in promoting good study habits. The findings further revealed that when grouped by profile variables, there are no significant differences in respondents' assessment of each of the three factors, implying that both sexes, all income groups, or all age groups perceived the extent of these factors in the same way.

Keywords — *Study Habits, Physical Factor, Physiological Factor, Environmental Factor*

I. Introduction

Every individual is provided with varied opportunities to attain knowledge, skills, and a proper attitude through a systematic process otherwise known as education. Through quality education, our learners progressively develop into assets in society, equipped with innovative skills, possessing the ability to respond positively to different situations, critical thinkers and problem solvers.

By definition, study habits mean an intellectual effort in order to gain learning, leading to learners' achievements and goals in life. In the Philippines, the educational sector faces another challenge in human development because of the declining quality education. Numerous major factors affect the formation of quality education, and one such factor is poor study habits. In research conducted by Sikhwari (2016) it was mentioned that positive impacts on academic

success result from the study habits of every learner. Similarly, the idea that centered around students' performance in schools where learners put in effort and hard work to obtain better academic performance. Study habits, therefore contributed to the total development of knowledge and became part of learner's everyday life in school. (Rabia, Mubarak, Tallat & Nasir, 2017).

In school, studying for an examination could be one of the most stressful events in students' academic lives. As mentioned by Alimohamadi, Deghani, Paymard & Khalili (2018) the effectiveness of students' study habits has been attributed to positive academic performance. How well a student performs inside the school is a result of hard work and studies. The teacher adopts varied strategies and techniques to help the students to learn. Arieta, Germentiza, and Saco (2017) mentioned that study habits play a crucial role in students' performances and their lives. Moreover, the result of the study conducted by Rabia et al. (2017) indicated the students' study habits and academic performance have a positive relationship. Students perform poorly and have poor performances without developing good study habits (Ebele & Olofu, 2017).

There are, likewise, so many contributing factors today that pupils encountered in the formation of good study habits. The physical factor includes eating nutritious food, taking good care of one's health, taking exercise, getting enough sleep, avoiding junk foods, reading quality books and many more. The physiological factor includes parents' support, getting along with others, paying attention to teachers, listening to class discussions and doing school work. The environmental factors include the use of modern devices, a conducive environment for learning, availability of reading materials, adequate lighting, proper seating arrangement, ventilated classroom, and conducting programs and activities. The different factors concerning the study habits of the students were among the problems affecting their learning and their total academic performance, which need to be addressed by teachers and the school as a whole. This supports the study conducted by Kaur and Pathenia (2017) on age, family wealth, and schooling linked between academic success and study patterns. Lau (2017) mentioned that using social media for non-academic purposes affects and slows down their learning and progress. Notwithstanding, to achieve better performances of the students, study habits are one of the significant factors. (Andrea & Roldan, 2016). It also indicated that poor study habits have a negative impact with the students' performance (J.P Fouche, 2017).

The molding of the mind and character of the pupils is a huge responsibility of the teachers. Indeed, the future of the pupils lies in them. The teachers, thus, are faced with the greatest challenges of values formation, development of knowledge and skills to bring out the best in their pupils. This has to be done because these common problems in developing good study habits impede pupils' performance and attainment of academic achievement.

In this study, the researchers assessed the determinants of study habits among Grade Six Pupils in Abuyog North District, Philippines. The researchers aimed to unveil different strategies and techniques to address problems related to pupil-study habits, aiming to produce well-developed and well-trained elementary graduates. The inspiration for this research arose within

the context of investigating the determinants of study habits among Grade Six pupils in Abuyog North District, Philippines, as the bases for a proposed intervention activity.

The study aimed to assess the determinants of study habits of Grade Six pupils in Abuyog North District, Philippines. Specifically, it sought to answer the following questions:

- What is the profile of the pupil- respondents according to the following variables:
 - 1.1 Age,
 - 1.2 Sex, and
 - 1.3 monthly family income?
- What is the level of assessment, as assessed by Grade Six pupils, affecting their study habits in terms of:
 - 2.2 physical factor,
 - 2.2 physiological factor, and
 - 2.3 environmental factor?
- Is there a significant difference in the overall assessment of the pupil- respondents in terms of their profile?

Based on the result of the study, what possible intervention activities may be proposed?

II. Methodology

Design. The study employed a quantitative method of research, in particular a descriptive correlational research design. According to Atmowardoyo (2018) this method aims to describe existing phenomena as accurately as possible. The main goal of descriptive research is to describe systematically the existing phenomena under the study, with the survey questionnaire being the major tool in data gathering procedure. This design also answers how strongly one variable is negatively or positively correlated with one another (Graziano, A., & Raulin, M., 2010).

Research Locale. The study was conducted in Abuyog North District, Philippines. It involved both central and non-central public elementary schools, specifically; Alangilan Elementary School, Anglag West Elementary School, Balocawe Elementary School, Barayong Elementary School, Bayabas Elementary School, Bunga Elementary School, Dingle Elementary School, Can-Aporong Elementary School, Canmarating Elementary School, Libertad Elementary School, Mag-atubang Elementary School, Picas Elementary School, San Isidro Elementary School, Tabigue Elementary School, Tuy-a Elementary School and Bernardo V. Closa Central School.

Population and Sampling. All Grade Six learners from the different public elementary schools in the District of Abuyog, Philippines, during the school year 2022-2023. In the study conducted, the sample size yields a total enumeration of 165 respondents which focused all the Grade Six learners.

Research Instruments. The research instrument utilized in gathering data was the survey questionnaire. Part I showed the demographic profile of Grade Six pupil- respondents, while Part II contained the different areas to be evaluated. The instrument had a five (5)-point Likert Scale with statistical limit and interpretations in every scale as follows: 5 (Always), 4 (Often), 3(Sometimes), 2(Seldom), and 1(Never). Additionally, the research tool was adapted to the study conducted by Quijano (2015).

Data Gathering Procedure. The researchers acquired the necessary permission from the School District Supervisor before the conduct of the study. After reviewing permission, the researchers conferred with the school administrators of the 16 (sixteen) public elementary schools in the District of Abuyog, Philippines, on the procedure of conducting the study and requested cooperation of the schools. The survey forms were personally administered to the pupil-respondents to provide further clarifications and avoid disruption of regular classes. The researchers clearly explained the purpose of the study to the pupil-respondents. After gathering the necessary data, the researchers consulted a statistician's help in the statistical analysis process of the research study.

Ethical Consideration. The researchers acquired all the necessary permissions from the District Supervisor and the School Administrators. The researchers conferred with the class advisers and the pupil- respondents regarding the statement of the study. Pupil-respondents, through informed consent, were guaranteed. No potential harm, anonymity, and abide RA 10173, otherwise known as the Data Privacy Act which also guarantee that all gathered information is treated with utmost confidentiality.

Statistical Treatment. Gathered data was described, interpreted, and analyzed using statistical tool such as percentage, weighted mean, and t test.

III. Results and Discussion

Table 1
Distribution of the Pupil-Respondents by Profile Variable

Variable	Frequency	Percentage
Age		
9 years old	1	0.6
10 years old	1	0.6
11 years old	50	30.3
12 years old or older	113	68.5
Total	165	100.0
Sex		
Male	88	53.3
Female	77	46.7
Total	165	100.0
Monthly Family Income		
₱10,000 or lower	130	78.8
₱10,001 to ₱20,000	16	9.7
₱20,001 to ₱30,000	14	8.5
Higher than ₱30,000	5	3.0
Total	165	100.0

As shown, 165 pupils participated in the study. Of this number, there are slightly more males (53.3%) than females (46.7%). About 7 in 10 (68.5%) respondents are 12 years old or older, while the remaining (30.3%) belong to the age group 9 to 11 years old. In terms of monthly family income, about 8 in 10 (78.8%) respondents reported an income of ₱10,000 or lower.

Assessment of Factors Affecting Respondents' Study Habits

This study identified three major factors that affect the study habits of grade six learners. The pupil-respondents were asked to assess such factors. The results are shown in the succeeding three tables.

Table 2
Physical Factors Influencing Study Habits

Factors	Mean	Interpretation
1. I sleep early at night.	3.16	Sometimes
2. I eat nutritious food.	3.31	Sometimes
3. I exercise every day.	3.17	Sometimes
4. I take good care of my health.	3.46	Often
5. I avoid eating junk foods.	3.08	Sometimes
6. I read during subject periods.	3.29	Sometimes
7. I study lessons during free periods.	3.27	Sometimes
8. I help my classmates when needed.	3.48	Often
9. I take note while the teacher discusses the lesson.	3.65	Often
10. I submit projects and written assignment on time.	3.73	Often
Grand Mean	3.36	

Table 2 presents a list of the common but important actions and practices linked to study habits. In other words, these help learners to have the physical capability to maintain good study habits. Table 2 shows that the most frequent practices among learners include being punctual in the submission of their projects and assignments, taking notes during class discussions, helping their classmates, and taking good care of one's health. However, practices such as eating nutritious food, exercising every day, sleeping early at night, and avoiding junk food are only occasional for them.

Table 3
Physiological Factors Influencing Study Habits

Factors	Mean	Interpretation
1. My parents support me and supervises my studies.	4.11	Often
2. My parents give me advice when problems arise.	4.11	Often
3. My teacher provides more explanations on lessons that are difficult to understand.	4.21	Always
4. I love doing school works.	4.15	Often
5. I get along well with friends and classmates.	3.64	Often
6. I avoid making absences from school without a valid reason.	4.05	Often
7. I study hard.	3.95	Often
8. I stay in class to listen to my teacher and participate in discussions.	4.01	Often
9. I am always alert in class.	3.87	Often
10. I attentively listen to my teacher.	4.00	Often
Grand Mean	4.01	

Table 3 shows several physiological factors viewed to have an effect on grade six learners' study habits. Evidently, teacher's emphasis on delivering sufficient explanations on lessons that are difficult to understand. Compared to other factors, this practice is done by the teacher at a more regular basis. The pedagogical decision to provide sufficient explanations of lessons is necessary to ensure that learners will possess enough understanding of the lessons, which is a driving factor for them to study at home. Other factors are also often observed but the more notable ones include learners' love of doing school works and parents' support and supervision of learners' studies as well as parents' support whenever learners encounter problems. These show that learners have the internal motivation to study and apparently, parents' support is a major factor in maintaining learners' motivation.

Table 4
Environmental Factors Influencing Study Habits

Factors	Mean	Interpretation
1. My teacher implements a seating plan or arrangement in class.	3.62	Often
2. There is adequate lighting in the classroom.	3.93	Often
3. There is adequate ventilation in the classroom.	3.76	Often
4. I feel that our classroom is a good place for studying.	4.09	Often
5. My teacher uses different teaching materials.	4.13	Often
6. My teacher uses a modern device or technology to teach a topic.	3.96	Often
7. My teacher's strategy in teaching helps me learn a lesson.	4.54	Always
8. Teachers conduct programs and activities to discourage bullying.	4.20	Often
9. My teacher provides reading materials during free periods.	4.17	Often
10. My teacher provides a schedule on daily tasks to be done.	3.96	Often
Grand Mean	4.04	

Environmental factors also affect study habits of grade six learners. Such factors do not only include the physical environment but also the people in it and their roles – for instance, the teacher who manages all aspects of the physical environment. Table 4 shows these environmental factors. As indicated, grade six learners perceived the strategy of the teacher as the most important of these factors as it is what primarily helps them learn the lessons. The learners also observed that their teacher focuses on eliminating bullying in the class through conducting programs and activities. This ensures that a safe learning space is created for the learners and learning is not disrupted by unwanted, aggressive learner behavior. The learners likewise observed that their teacher plays the role of a learning resource provider. Examples of this include providing reading materials and utilization of a wide range of teaching materials. Moreover, other important practices of teachers reported by the learners relate to the physical aspect of the classroom – for instance, implementing a seating plan and providing adequate lighting and ventilation. Evidently, most of the indicated practices aimed at providing comfort and positive classroom atmosphere to learners so that learners give full attention to studying.

Learners' Assessment of Factors Affecting Study Habits by Profile Variable

This study also compared the assessment results of the factors perceived to have an effect on study habits across categories of the profile variables. Tables 5, 6 and 7 show the results of the comparisons.

Table 5
t Test for Male and Female Learners' Assessment of Factors Affecting Study Habits

Factors	Mean		<i>t</i>	p-value
	Male	Female		
1. Physical Factors	3.29	3.45	-1.298	0.196
2. Physiological Factors	3.89	4.15	-1.902	0.059
3. Environmental Factors	4.04	4.04	0.031	0.975

The assessment results comparing male and female learners utilizing an independent t test. Table 5 shows that the two groups do not significantly differ in their assessments of the three factors, as evidenced by p-values greater than 0.05. This means that male and female learners have the same assessment of the factors.

Table 6
t Test for Learners' Assessment of Factors Affecting Study Habits by Age Group

Factors	Mean		<i>t</i>	p-value
	9 to 11 years old	Above 11 years old		
1. Physical Factors	3.49	3.30	1.404	0.162
2. Physiological Factors	4.07	3.97	0.676	0.500
3. Environmental Factors	3.93	4.08	-1.144	0.254

Table 6 indicates no significant difference in assessment results, whether physical, physiological or environmental factors, as evidenced by p-values greater than 0.05.

Table 7
ANOVA for Learners' Assessment of Factors Affecting Study Habits by Monthly Family Income

Factors	Mean				<i>F</i>	p-value
	lower than ₱10,000	₱10,001 to ₱20,000	₱20,001 to ₱30,000	higher than ₱30,000		
1. Physical Factors	3.34	3.28	3.75	3.24	1.293	0.279
2. Physiological Factors	3.97	4.14	4.39	3.56	1.534	0.208
3. Environmental Factors	4.02	4.12	4.30	3.52	1.521	0.211

Table 7 shows comparison of assessment results across income groups. ANOVA test shows that any of the factors have no significant difference based on assessment. This suggests that learners across income groups have the same perception of these factors.

IV. Conclusion

There is a wide range of factors that affect the study habits of grade six learners, primarily categorized as physical, physiological, and environmental factors. All such factors under each category influence study habits but at varying levels. Evidence, however, showed that factors related to teachers' practices and parents' guidance as well as a safe and conducive learning space are among the most important ones.

V. Recommendations

The assessment of the respondents regarding physical, physiological, and environmental factors showed a wide range of practices and conditions needed to promote good study habits among grade six learners. However, some of these practices and conditions need improvement in order to further promote good study habits. In this regard, the following recommendations are put forward:

1. To improve learners' physical capability to have regular study habits, teachers need to integrate in class discussion the importance of healthy lifestyle, particularly getting enough sleep, eating nutritious food, and doing daily body exercises. Teachers also need to encourage parents to always guide the learners to practice all these things at home.

2. Teachers' teaching strategy and support to learners play a pivotal role in motivating the learners to study because they know that their teachers are always there for them no matter how difficult the lessons are, and thus these practices need to be maintained by teachers. Parents also need to show constant encouragement and support to the learners, especially at home.
3. Teachers should maintain focus on maintaining a conducive learning environment to learners by constantly ensuring that appropriate pedagogic decisions are made, adequate learning resources are provided, appropriate teaching materials are utilized, and adequate lighting and ventilation are provided.

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