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STUDY HABITS OF LEARNERS AND THEIR ACADEMIC PERFORMANCE IN ARALING PANLIPUNAN

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ABSTRACT

This study looked at how students' study habits affect their performance in Araling Panlipunan during the 2023-2024 school year. We surveyed 100 Grade V students from Don Carlos Central Elementary School. We checked their gender, their parents' education, family finances, and home study resources. We also looked at how they manage time, do assignments, review lessons, and study new material. We measured their academic success in Araling Panlipunan and studied if their study habits affected this success.

We found that managing time, completing assignments, and studying new material before it's taught had a negative impact on academic success. However, reviewing past lessons had a positive effect. Despite these findings, we didn't find a significant link between these study habits and academic success. This means that our initial idea, called the null hypothesis, was confirmed: study habits didn't strongly affect academic achievement.

INTRODUCTION

Academic success often hinges on students' study habits and attitudes towards learning. Research has consistently linked effective study habits to improved academic performance. Arieta, Gementiza, and Saco (2017) underscored the importance of good study habits in student success, and Ebele (2017) similarly emphasized the need for strong study habits for academic improvement. Conversely, Ozsoy et al. highlighted that low and medium achievers typically lack effective study techniques. This study aims to explore the impact of study habits on the academic performance of Grade V students at Don Carlos Central Elementary School in the subject of Araling Panlipunan during the 2023-2024 school year.

Theoretical Framework of Study

The study is based on three interconnected theories:

Motivation Theory: This theory suggests that students are driven to succeed when they feel responsible for their outcomes and have clear goals.

Goal Setting Theory: This theory emphasizes the importance of setting specific, measurable, achievable, realistic, and timely goals to guide efforts and achieve success.

Theory of Action Dynamics: This theory posits that students' actions are influenced by competing motivations, with behavior changing as different desires gain prominence. **Scope**

Scope

The study surveyed 100 Grade V students at Don Carlos Central Elementary School in Bukidnon. It examined how students manage time, complete assignments, review lessons, and study new material, alongside their academic performance in Araling Panlipunan. The study aimed to identify common study habits and determine if these habits significantly affect academic achievement.

METHODOLOGY

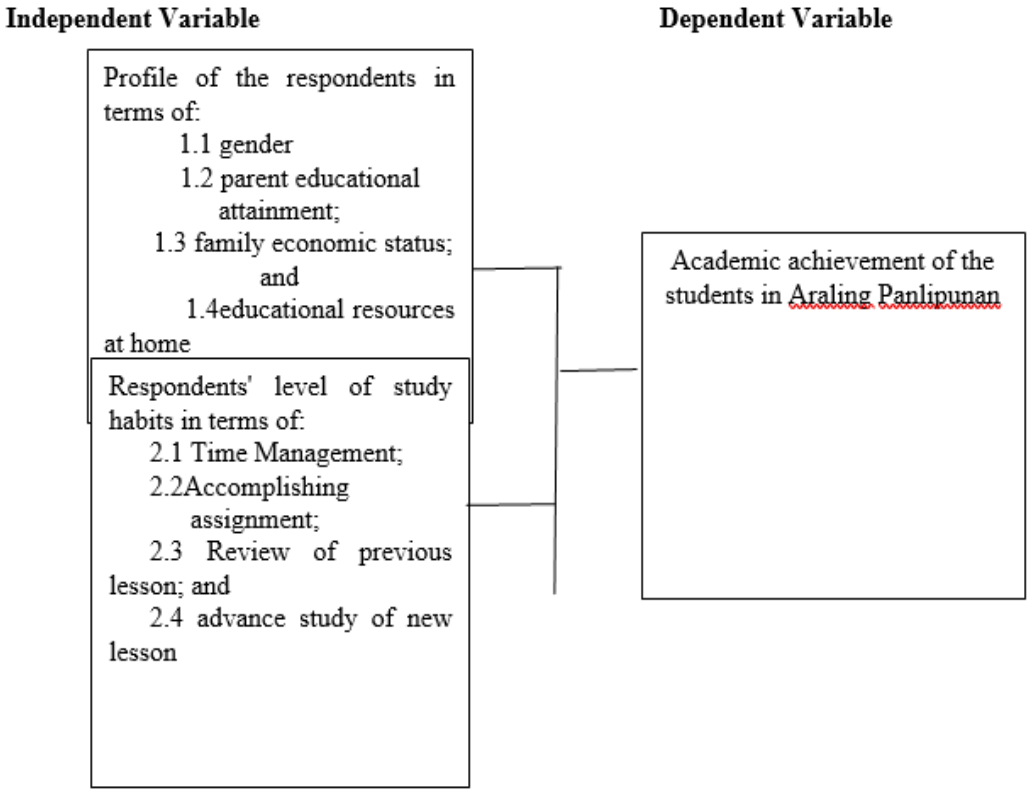

Figure 1. The Schematic DiagraSm of the Study Showing the Relationship of the Dependent and Independent Variable.

Literature Review

Paguio (2019) emphasizes the significance of time management among Filipino students, particularly its effect on academic achievement in science and mathematics. Younger students generally manage their time better than older students, and those proficient in time management often excel in math. However, the correlation between arithmetic performance and time management is weak; instead, there's a weak positive link between arithmetic performance and self-efficacy, which is related to time management.

Educators are encouraged to enhance students' self-efficacy and time management skills through curriculum design. Experts like Sabelis (2001) suggest strategies such as keeping time logs, setting goals, prioritizing tasks, creating to-do lists, and organizing workspaces. Laurie and Hellsten (2002) categorize time management behaviors into short-range planning, long-range planning, and time attitudes. Effective time management involves prioritizing output over busyness, with planning, goal-setting, and positive time attitudes leading to better academic performance (Karim et al., 2015).

Ineffective time management can result in academic underachievement, while effective time management can improve college performance (Balduf, 2009; Britton & Tesser, 1991). Short-term planning predicts GPA, and self-reported time management predicts academic success (Britton & Tesser, 1991; Misra & McKean, 2000). Academic success strongly correlates with time management and organization practices (Frazier, Youngstrom, & Glutting, 2007).

Gender differences exist in time management skills, with female students generally outperforming male students in planning, goal-setting, and organizing tasks (Cyril V., 2001; Misra & McKean, 2000; Trueman & Hartley, 1996). However, studies show varied results regarding time management's impact on academic achievement among university students (Covic et al., 2003; Demirtas & Ozer, 2007; Erdul, 2005). Adigun et al. (2015) found minor performance differences between genders, with private school males performing better. They recommend parents prioritize their children's education regardless of gender.

Research in developing countries like the Philippines reveals challenges in students' academic journeys. Effective time management techniques can improve academic performance, though often overlooked (Kaushar, 2013). Effective time management is crucial for academic and professional success, enhancing productivity and GPA (Laurie & Hellsten,

2002). Despite this, many students struggle with organizational skills, leading to procrastination and task aversion (Kelly, 2004).

Developing time management skills early, even in elementary school, provides long-term benefits. Students who use time-saving strategies perform better academically (Lisa & Robert, 2008). The ability to study effectively is vital across all fields, with success largely depending on the effort put into studies (Mapua, 2016). However, distractions like the internet and social activities can hinder effective studying (Mapua, 2016).

Various studies highlight the importance of study habits for academic achievement. For instance, Llavore, Duran, and Dungan (2015) found a positive correlation between mathematics skills and academic performance in Computer Programming I. Daňo (2017) examined the link between learning styles, study habits, and academic performance among nursing students, while Aquino (2018) studied study habits and attitudes among freshmen to develop academic interventions. Olvido (2010) explored study habits and attitudes towards biology, and Marpa (2014) investigated the correlation between time management, study habits, and academic achievement in math majors.Research Methodology

This study aims to explore how Grade V students' study habits and attitudes towards learning social studies relate to their academic performance at Don Carlos Central School in Bukidnon, Philippines. Using a descriptive research design, we delve into the intricacies of students' approaches to studying and their mindset towards social studies. The study was conducted among 100 randomly selected Grade V learners, ensuring a representative sample from various sections. Our research instrument, a self-made questionnaire, underwent rigorous pilot testing to ensure its accuracy and reliability, yielding promising results. With permission from the Office of the School Superintendent, we conducted interviews with respondents while adhering to health protocols, ensuring confidentiality. Data analysis involved digital tabulation and statistical methods such as frequency counts, mean, standard deviation, and Pearson Moment Correlation. These analyses allow us to uncover any significant relationships between study habits, attitudes, and academic performance. Our chosen methodology offers a robust framework for addressing our research questions and achieving our study's objectives.

***FINDINGS*:**

The study's findings reveal interesting insights into the demographic profile and study habits of Grade V pupils, as well as their academic achievement in Araling Panlipunan. Most respondents were females, and the majority of their parents were college graduates, indicating a relatively educated family background. However, access to educational resources at home was limited for many participants.

When it comes to study habits, the pupils demonstrated a strong tendency to prioritize challenging subjects and complete assignments diligently. However, setting a daily reading schedule seemed less common among them. While reviewing previous lessons was deemed important, there was variability in their commitment to advance study for new lessons.

In terms of academic achievement, a significant portion of respondents achieved very satisfactory grades, with some even reaching outstanding levels. Surprisingly, the study found a strong negative relationship between time management, completing assignments, and advanced study of new lessons with academic achievement. However, reviewing previous lessons showed a positive correlation.

Ultimately, the study suggests that while certain study habits may not directly impact academic achievement, there's a nuanced relationship worth exploring further. Despite initial hypotheses, the findings indicate a lack of significant correlation between study habits and academic performance, challenging conventional assumptions.

Table 2:			
Respondents' profile as to gender			
Gender	**Frequency**	**Percentage**	
Male	33	32.7	
Female	67	66.3	
Total	100	99	

The table revealed that most respondents were 67 (32.7%) females and 33 (66.7%) males. It can be observed in schools that females always dominate males in enrolment.

A study of Hassan (2016) revealed that more female students have high marks rather than male students or female students perform better than male students. 60.5% of the respondents believe that female students are more studios as compare to male students. The odds ratio analysis suggests that the female students get more marks as compare to male students were significantly associated with females attend classes (lectures) more regularly, females know

the art of attempting paper in a better way, and females ask more questions in the class from teachers.

Table 3. Respondents' profile in terms of parents' educational attainment.

		Frequency	Percent
Postgraduate		7	6.9
College Graduate		22	21.9
College level		20	19.8
High School Graduate		15	14.9
High School Level		8	7.9
Elementary Graduate		10	9.9
Elementary Level		8	7.9
No Schooling		10	9.9
	Total	100	99
Missing	System		1

According to the table, 22 (21.9%) of the respondents' parents are college graduates, closely followed by college-level at 20 (19.8%). The next in rank is high school graduates at 15 (14.9%). Elementary graduates and those with no schooling have the same frequencies and percentages at 10 (9.9%), followed by high school level and elementary level at 8 (7.9%). The result implies that majority of the parents of the respondents are already schooled.

Table 4			
Respondents' profile as to educational resources at home			
		Frequency	**Percent**
Books		29	28.7
Magazines and Journals		26	25.7
	Total	55	54.5
Missing	System	46	45.5
Total		101	100

It appears that a majority of respondents did not answer this question, which may indicate a lack of resources at home. This data suggests that 46 participants (45.5%) do not have access to resources. Among those surveyed, 55 individuals stated that they have educational materials at home, with 29 (28.7%) having books and 26 (25.7%) having magazines and journals.

The results indicate that few respondents have educational resources such as books, magazines, and journals, likely due to the prevalence of cellphone use. Studies support this, showing that many students lacked adequate home study resources during school closures,

leading to lower achievement, particularly for students without a computer or study desk. This underscores the need for comprehensive home study resources and targeted support for vulnerable groups.

Table 5 shows the respondents' study habits in time management, accomplishing assignments, reviewing previous lessons, and studying new lessons. Each time management indicator is described as occurring often. Notably, "I prioritize the most difficult subject in school" received the highest mean score of 4.19, suggesting respondents often allocate sufficient time to study challenging material.

Table 5				
Level of Study Habits as to Time Management				
Indicators		**Mean**	**SD**	**QD**
I create a “to-do list”.		3.76	0.65	Often
I follow a strict schedule on my “to-do list”.		3.72	0.53	Often
I set a schedule for my reading every day.		3.57	0.74	Often
I follow all schedules I set for all subjects while studying my lessons.		3.86	0.74	Often
I prioritize my study schedules in exchange for not important things to do.		3.73	0.63	Often
I prioritize the most difficult subject in school.		4.19	0.69	Often
I prioritize my academics rather than extracurricular activities.		3.97	0.92	Often
I do not insert any other activities not listed in my original schedule.		4.06	0.85	Often
I follow 5-hour study hours every night.		4.06	1.00	Often
My “to-do list” is very important to me.		4.3	0.67	Often
Overall Mean		3.922		Often
Valid N (listwise)	100			
Legend:				
5 - 4.51-5.00- Always				
4- 3.51-4.50- Often				
3- 2.51- 3.50 - Sometimes				
2- 1.51- 2.50 - Rarely				
1- 1.00-1.50- Never				

The overall mean score of 3.922 indicates that most respondents often performed well on the indicators, suggesting that the majority have established good study habits. This positive result aligns with Paguio (2019), who found that Filipino students benefit from effective time management, which is associated with better performance in science and mathematics. Younger students generally exhibit better time management skills, leading to improved math performance, although there is no significant direct relationship between time management and math performance. Instead, self-efficacy, linked to time management, shows a weak positive correlation with math performance. Teachers are encouraged to enhance students' self-efficacy and time management skills through targeted programs.

Effective time management involves maintaining time logs, setting goals, prioritizing tasks, and organizing workspaces (Sabelis, 2001). Table 6 shows that respondents often exhibit good study habits in accomplishing assignments, with an overall mean score of 4.159. The indicator "I don't miss any assignments" scored the highest at 4.43, while "I prioritize my assignments before anything else" scored the lowest at 3.87, both described as "often."

Table 6			
Level of Study Habits as to Accomplishing Assignment			
Indicators	**Mean**	**SD**	**QD**
I check my notebook or books for any assignment every day.	4.14	0.74	Often
I make sure that I answer my assignments and don't miss any of them.	4.1	0.89	Often
I rechecked my assignments to see if it was done excellently.	4.21	0.70	Often
I don't miss any assignments.	4.43	0.71	Often
I prioritize my assignments before anything else.	3.87	0.73	Often
I make assignments at home not in school.	4.09	0.90	Often
My assignments are ready a day or two days before submission.	4.08	0.80	Often
I never was late in submitting my assignments	4.35	0.70	Often
My assignments serve as my self-test.	4.13	0.81	Often
My assignments are important because they help me review my lessons or study in advance the topics.	4.19	0.61	Often
Overall Mean	4.159		Often
Legend:			
5 - 4.51-5.00- Always			
4- 3.51-4.50- Often			
3- 2.51- 3.50 - Sometimes			
2- 1.51- 2.50 - Rarely			
1- 1.00-1.50- Never			

The result implies that student-respondents accomplish their assignments in school. This is a positive result because it means that students often accomplish their task which include assignments, and all other educational errands. The result may have something to do with the result mentioned above that majority of the respondents also establish good time management skills.

The level of study habits as to the review of the previous lesson is presented

Table 7			
Level of Study Habits as to Review of Previous Lesson			
Indicators	**Mean**	**SD**	**QD**
I study my previous lesson before studying the new one.	4.07	0.89	Often
I make sure that I master the previous lessons before proceeding to new topics.	4	0.72	Often
If there are topics in the past that I do not understand, I ask my teachers.	4.17	0.84	Often
I master my previous lessons very well.	4.10	0.83	Often

I make sure I can recall all previous topics.	4.3	0.81	Often
I create a diagram of the previous topic to remember it.	4.04	0.91	Often
I create a diagram of the previous topic to connect it with the new lessons.	4	0.72	Often
Previous lessons are as important as the new lessons.	4.17	0.84	Often
If I cannot understand the previous lessons, I make sure that I study them well so as not to have problems with the new topics.	4.34	0.74	Often
Overall Mean	4.13		Often
Legend:			
5 - 4.51-5.00- Always			
4- 3.51-4.50- Often			
3- 2.51- 3.50 - Sometimes			
2- 1.51- 2.50 - Rarely			
1- 1.00-1.50- Never			

Two indicators share the same mean of 4.17, which is the highest mean and is qualitatively described as "often". These indicators are: "If there are topics from the past that I do not understand, I ask my teachers" and "Previous lessons are as important as the new lessons".

One of the essential parts in the field of education is learning how-to-study. This holds, most especially for the students no matter where they are or what programs they are taking, whether they are enrolled in a top engineering school in the Philippines, or a technical communication school somewhere in Manila, or even in the most advanced architecture university; their success will all depend on one thing – effort. (Mapua, 2016)

While studying is the best way to grow and attain academic achievements, it is still a challenging task that needs to be done. Especially in this generation, distractions such as the internet, television, cellphones, and even friends are rampant. (Mapua, 2016)

Table 8

Level of Study Habits to Advance Study of the New Lesson

Indicators	**Mean**	**SD**	**QD**
I take the initiative to study my new lessons in advance.	3.60	0.74	Often
If there are advanced topics that I do not understand, I note them and later ask my teacher about them.	3.36	0.78	Sometimes
I have complete resources to do advance reading of new lessons.	3.39	0.94	Sometimes
Strictly studying lessons in advance is part of my study habits.	3.65	0.98	Often
It is important to do advanced study.	3.30	1.06	Sometimes
I list new topics in advance.	4.12	0.82	Often
I do research days or weeks before the discussion.	3.92	0.96	Often

I enjoy doing advanced studies.		3.93	1.03	Often
New lessons excite me.		4.22	1.04	Often
I cannot sleep without studying in advance.		4.30	0.93	Often
Overall Mean		3.78		Often
Legend:				
5 - 4.51-5.00- Always				
4- 3.51-4.50- Often				
3- 2.51- 3.50 - Sometimes				
2- 1.51- 2.50 - Rarely				
1- 1.00-1.50- Never				

The table indicates that most of the indicators were classified as **often**, but three indicators were qualitatively described as **sometimes**. But the indicator with the highest mean, 4.33, is qualitatively described as **often** "I can't sleep unless I study first". On the other hand, the indicator with the lowest mean, 3.30, is qualitatively described as **sometimes** is "It's important to do advanced study sometimes."

The result of the study implies that respondents are responsible enough in doing advance study for their new lessons.

Table 9 presents the academic achievement of the respondents in Araling Panlipunan

Table 9 Respondents Academic Achievement.

Grade Bracket	Frequency	Percentage	Description
90 and above	12	11.9	O
85-89	52	51.5	VS
80-84	37	36.6	S
75-79	0	0.0	FS
74 and below	0	0.0	NI

Legend:

90-above- Outstanding (O)

85-89 - Very Satisfactory (VS)

80-84- Satisfactory (S)

75-79- Fairly Satisfactory (FS)

74 and below - Needs Improvement (NI)

The table illustrates that more than one-half of the respondents 52 (51.5 %) belonged to the grade bracket of 85-89 which is described as Very Satisfactory. This is followed by 37 (36.6%) in the 80-84 bracket, described as Satisfactory. Twelve (12) or 11.9 percent

belonged to the 90 and above bracket, described as outstanding. This indicates that the respondents are performing well in Araling Panlipunan.

Table 10 relationship between respondents' study habits and their academic achievement in Araling Panlipunan.

Table 10				
Correlation between respondents' study habits and their academic achievement				
	Indicators	**R-value**	**P-value**	**Remarks**
Time Management		-0.097	0.336	NS
Accomplishing Assignment		-0.080	0.427	NS
Review of Previous Lesson		0.064	0.526	NS
Advanced study of new lesson		-0.034	0.738	NS
academic achievement		-0.097	-0.080	NS
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

The study found that time management, accomplishing assignments, and advanced study of new lessons have a strong negative relationship with academic achievement, while reviewing previous lessons shows a positive correlation. However, none of the study habit variables—time management (P= -0.097, r = 0.336), accomplishing assignments (P= -0.080, r= 0.427), review of previous lessons (P= 0.064, r= 0.526), and advance study of new lessons (P= -0.034, r = 0.738)—show a significant relationship with academic achievement. Thus, the null hypothesis that there is no significant relationship between study habits and academic achievement is accepted.

This finding aligns with other studies. De Jager (2014) found no definite relationship between time management and academic performance, although poor time management was a top factor for failure. The South African Institute of Chartered Accountants (SAICA) emphasizes time-management skills, but students report heavy workloads and poor homework and class attendance.

Farooq et al. (2016) highlighted that factors beyond study habits, such as socioeconomic status and parents' education, significantly impact academic performance, with girls performing better than boys. Similarly, Qureshi et al. (2021) emphasized that social factors, including family and teachers, significantly influence academic performance, especially with the rise of online learning.

CONCLUSION:

As evident by the results, respondent- pupils manifest their study habits and agree that they practice time management, accomplishing task, reviewing previous lessons and studying in advance. However, these study habits vary in different degree. In addition, majority of the respondents have very satisfactory academic performance in Araling Panlipunan. This is a positive result which means that respondents pupils are efficient in their study habits and academic performance in Araling Panlipunan. However, this study also concludes that there is no significant relationship in terms pupils' study habits and academic performance in Araling Panlipunan. This implies that there are other factors that contributed to their academic performance and not only study habits.

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