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EXTENT OF CORRELATION BETWEEN STUDY HABITS PROFILE AND THE ACADEMIC ACHIEVEMENT: BASIS FOR PROPOSED ACTION PLAN

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ABSTRACT

This study aimed to determine the relationship between study habits profile of the Grade 6 pupils of Panaon District, Panaon, Misamis Occidental during the S.Y 2022-2023 using descriptive-correlational research method. Total population sampling was used in selecting the 117 respondents. Frequency, Percentage, Average Weighted Mean, Standard Deviation, Spearman rho were used to analyze the gathered data. The findings revealed that majority of the respondents (69%) had a fairly satisfactory academic achievement, indicating a moderate level of achievement. A smaller proportion of respondents (26%) were classified as having a very satisfactory academic achievement. Based on the Mean and Standard Deviation, the respondents fall in the "Sometimes" category for most study habit indicators. It implied that many students did not consistently practice effective study habits, which can have a negative impact on their academic performance and learning outcomes. Furthermore, the study environment, and the following habits: test-taking, note-taking, reading, and writing were found to have insignificant very low to low negative correlation with academic achievement. However, Time Management and Math skills had a significant very low negative relationship with academic achievement. Both skills explain approximately 4% of the variance. This suggests that 96% of the variability can be explained by the other variables. Hence, students need to establish a consistent study routine. Also, further study needs to be conducted to determine the variability that was not explained by Time Management and Math skills.

Keywords: correlation, academic achievement, study habits, profile

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Introduction

Education serves a backbone in shaping the intellectual, emotional, social, and moral development of every child. Schools serve as formal institutions where learners acquire knowledge, skills, values, and experiences that prepare them to become productive members of society. Through the curriculum, schools provide opportunities for learners to develop cognitive competencies essential for academic success and lifelong learning. Among the primary responsibilities of teachers is to facilitate the development of learners' cognitive skills while recognizing that children possess diverse abilities, learning styles, and academic capacities. These individual differences significantly influence learners' academic achievement, which may either lead to educational success or difficulties in school performance (Piaget, 1972).

In the Philippine educational context, academic achievement has become a major concern due to the persistent challenges faced by the education system. Despite continuous reforms and interventions initiated by the government, the country continues to struggle with issues related to access, equity, and quality of education. The results of the Programme for International Student Assessment (PISA) revealed that Filipino learners performed poorly in reading, mathematics, and science compared to other participating countries, highlighting the urgent need to strengthen educational outcomes and learner competencies (OECD, 2019). Moreover, disparities in educational opportunities remain evident between urban and rural communities and among learners from different socioeconomic backgrounds. According to UNICEF Philippines (2021), millions of Filipino children remain out of school, while a significant number of learners fail to complete basic education due to poverty, limited access to resources, and other educational barriers. These realities indicate that many Filipino learners continue to experience learning difficulties and poor academic performance despite the implementation of various educational programs and reforms.

Another pressing issue affecting academic performance in the Philippines is the quality of education provided to learners. Overcrowded classrooms, inadequate school facilities, limited instructional materials, and shortages of qualified teachers continue to hinder the delivery of quality education, particularly in public schools. Molina (2014) emphasized that the Philippine educational system has experienced a decline in teaching-learning outcomes due to numerous educational challenges and inconsistencies in instructional practices. Many learners reportedly complete elementary education without fully mastering the fundamental skills of reading, writing, and arithmetic, commonly referred to as the 3Rs. These challenges became even more evident during and after the COVID-19 pandemic, where prolonged school closures and limited face-to-face instruction contributed to significant learning loss among students. Many learners struggled academically due to disruptions in their learning routines, reduced teacher supervision, and limited access to educational resources during distance learning (UNESCO, 2021). Consequently, teachers continue to face the challenge of addressing learning gaps and improving pupils' academic achievement in the post-pandemic educational environment.

Considering these educational concerns, it becomes important to examine the factors that may influence learners' academic performance. One significant factor often associated with academic achievement is study habits. Study habits refer to the learners' consistent practices, behaviors, and strategies in managing their learning activities, including time management, note-taking, reading, writing, study environment, and preparation for examinations. Effective study habits are believed to contribute positively to learners' understanding, retention, and academic performance. According to Credé and Kuncel (2008), students who demonstrate effective study habits tend to achieve better academic outcomes compared to those with poor learning routines and ineffective study behaviors. Similarly, Zimmerman (2002) explained through the Self-Regulated Learning Theory that learners who effectively manage their time, monitor their learning progress, and apply appropriate study strategies are more likely to perform well academically. However, despite numerous studies conducted on study habits, there remains limited research that examines the extent of their relationship with academic achievement using effect size analysis, particularly among elementary learners in rural school settings.

In the context of Panaon District, Panaon, Misamis Occidental, many Grade 6 pupils continue to experience academic difficulties and learning loss following the pandemic, as reflected in their classroom performance and academic records. These learners are not exempt from the educational challenges confronting public schools in the Philippines. Bronfenbrenner's Ecological Systems Theory (1979) further explains that children's academic development is influenced by multiple environmental systems such as family, school, peers, and community, all of which may affect learners' study habits and academic performance. Anchored on these realities, this study

aimed to determine the relationship between study habits and the academic achievement of Grade 6 pupils in Panaon District, Panaon, Misamis Occidental. Specifically, the study investigated academic achievement as the dependent variable and various study habit dimensions as independent variables. Furthermore, the study sought to identify the extent to which study habits contribute to pupils' academic performance and to propose an action plan based on the findings of the study. Through this research, the researcher hopes to contribute meaningful insights that may help teachers, school administrators, parents, and future researchers develop appropriate interventions and strategies that will improve learners' study habits and academic achievement.

Methods

This study utilized a descriptive-correlational research design to examine and describe the relationships between variables without manipulating them. The study was conducted in Panaon District, Misamis Occidental, during the School Year 2022–2023, involving Grade 6 pupils from nine elementary schools within the district. Using total sampling, 117 Grade 6 pupils served as respondents of the study. Data were gathered through an adopted and modified questionnaire on study habits, which covered areas such as time management, study environment, test preparation, note-taking, reading, writing, and mathematics. The researchers secured proper permissions and ensured ethical considerations, including confidentiality, anonymity, and informed consent throughout the conduct of the study. Collected data were statistically treated using frequency count, percentage, mean, standard deviation, and Spearman rho to analyze the relationships between variables and interpret the findings accurately.

Results and Discussions

The results presented in Table 1 reveal that there is no significant relationship between study environment, test-taking habit, note-taking habit, reading habit, writing habit, and the academic achievement of Grade 6 pupils. Specifically, the computed correlation coefficients indicate very low negative correlations across all variables, namely study environment ($r = -.033$, $p = .722$), test-taking skill ($r = -.104$, $p = .265$), note-taking skill ($r = -.143$, $p = .125$), reading skill ($r = -.076$, $p = .415$), and writing skill ($r = -.038$, $p = .681$). Since all p-values are greater than the 0.05 level of significance, the null hypothesis was not rejected in all variables, which means that the identified study habits did not significantly influence the academic achievement of the respondents. These findings suggest that although study habits are considered important in learning, the academic performance of the pupils may have been affected more by other factors such as learner motivation, intellectual ability, parental involvement, socioeconomic status, teaching approaches, and classroom environment. According to Deci and Ryan (1985), learners' motivation and engagement are influenced by psychological needs such as autonomy, competence, and relatedness, which can greatly affect academic outcomes beyond study habits alone. Similarly, Gardner's Multiple Intelligences Theory (1983) explains that learners possess different intelligences and learning preferences, which may account for the insignificant relationship between study habits and academic achievement observed in the study.

Furthermore, the findings may indicate that the respondents' study habits are still in the developmental stage and may not yet be consistently practiced enough to produce significant effects on academic performance. Elementary pupils often depend heavily on teachers, parents, and peers for academic guidance rather than relying solely on independent study behaviors. This finding supports Vygotsky's Sociocultural Theory (1978), which emphasizes that learning occurs through social interaction and guidance from more knowledgeable individuals. The insignificant correlations may also imply that external factors such as quality instruction, emotional support, classroom participation, and access to learning resources have stronger influences on academic achievement than individual study habits alone. Additionally, the findings align with Bronfenbrenner's Ecological Systems Theory (1979), which explains that children's academic development is shaped by multiple environmental systems including family, school, and community. Although the relationships were statistically insignificant, the identified study habits remain essential because they contribute to discipline, organization, and preparedness for higher educational demands. Therefore, schools and teachers should continue encouraging positive study habits while simultaneously strengthening instructional support, learner motivation, and parental involvement to enhance pupils' academic achievement and overall learning development.

Table 1

Relationship between Study Environment, Test-taking habit, Note-taking habit, Writing habit, and Reading habit, and Academic Achievement

Variables	R	p-value	Decision H₀	Interpretation
Study Environment and Academic Achievement	-.033	.722	Do not reject Null Hypothesis	Low Negative correlation Insignificant
Test-taking Skill and Academic Achievement	-.104	.265	Do not reject Null Hypothesis	Very Low Negative correlation Insignificant
Note-taking Skill and Academic Achievement	-.143	.125	Do not reject Null Hypothesis	Very Low Negative correlation Insignificant
Reading Skill and Academic Achievement	-.076	.415	Do not reject Null Hypothesis	Very Low Negative correlation Insignificant
Writing Skill and Academic Achievement	-.038	.681	Do not reject Null Hypothesis	Very Low Negative correlation Insignificant

The results presented in Table 2 reveal that there is a significant relationship between time management, math skill, and academic achievement among the Grade 6 pupils. The computed correlation coefficient for time management and academic achievement was $r = -.190$ with a p-value of .040, while math skill and academic achievement obtained an r-value of $-.205$ with a p-value of .026. Since both p-values are lower than the 0.05 level of significance, the null hypothesis was rejected, indicating that time management and math skill significantly relate to academic achievement. However, both relationships were interpreted as very low negative correlations, suggesting that although the variables are statistically significant, their influence on academic achievement is minimal and inversely related. This implies that as difficulties in time management and math-related habits increase, academic achievement tends to decline slightly. The findings highlight the importance of effective time allocation and mathematical competence in influencing learners' academic performance. According to Self-Regulated Learning by Zimmerman (2002), learners who effectively manage their time are more likely to demonstrate better academic engagement and performance because they can organize tasks, meet deadlines, and balance academic responsibilities efficiently. Likewise, Piaget's Cognitive Development Theory (1972) explains that learners at the elementary stage are still developing logical and analytical thinking skills, which are essential in mathematics and overall academic achievement.

Furthermore, the significant relationship between math skill and academic achievement suggests that mathematics plays a vital role in strengthening learners' cognitive abilities, problem-solving skills, and analytical thinking, which are necessary for success across various academic subjects. Although the relationship was categorized as very low, the findings indicate that learners who struggle with mathematical concepts and computations may also experience challenges in maintaining satisfactory academic performance. This result supports the findings of previous studies which emphasize that mathematics proficiency contributes to learners' confidence, reasoning ability, and academic preparedness. According to Vygotsky's Sociocultural Theory (1978), learners acquire knowledge more effectively when guided by teachers, parents, and peers through collaborative learning and structured support. The findings also imply that time management difficulties among elementary learners may be influenced by their limited ability to independently organize academic tasks and responsibilities. Therefore, teachers and parents should continue guiding pupils in developing effective study schedules, task prioritization, and mathematical problem-solving skills to improve academic performance. Schools may also strengthen intervention programs such as remedial mathematics activities, time management workshops, and learner support programs to enhance students' academic achievement and overall learning development.

Table 2

Relationship between Time Management and Math, and Academic Achievement

Variables	R	p-value	Decision H₀	Interpretation
Time Management and Academic Achievement	-.190	.040	Reject Null Hypothesis	Very low Negative correlation Significant
Math Skill and Academic Achievement	-.205	.026	Reject Null Hypothesis	Very Low Negative correlation Significant

The results presented in Table 3 reveal that both time management and math skill study habits have small effect sizes on the academic achievement of the Grade 6 pupils. Specifically, time management obtained an r^2 value of 0.036, while math skill obtained an r^2 value of 0.042. These findings indicate that time management explains approximately 4% of the variance in academic achievement, while math skill also explains approximately 4% of the variance. The small effect sizes suggest that although both variables were found to have statistically significant relationships with academic achievement, their actual influence on learners' performance is minimal. This means that a large portion of the students' academic achievement is still influenced by other variables not included in the study, such as motivation, intelligence, parental support, socioeconomic status, teaching strategies, classroom environment, and emotional well-being. According to Cohen (1988), small effect sizes indicate that a variable contributes only a limited practical influence despite being statistically significant. The findings therefore imply that time management and math study habits alone are not sufficient predictors of academic success but still contribute modestly to learners' overall academic performance. Furthermore, Zimmerman's Self-Regulated Learning Theory (2002) emphasizes that learners who possess good time management skills are better able to organize their learning activities, which may positively support academic achievement even if the effect is relatively small.

Moreover, the small effect size of math skill suggests that mathematical habits and competencies contribute only a limited portion to pupils' overall academic performance, although they remain important in developing analytical thinking and problem-solving abilities. This finding may be attributed to the developmental stage of elementary learners, who are still building foundational academic and cognitive skills. According to Piaget's Cognitive Development Theory (1972), learners at the elementary level are transitioning from concrete operational thinking toward more advanced reasoning skills, meaning that their academic performance is influenced by multiple developmental and environmental factors. Similarly, Bronfenbrenner's Ecological Systems Theory (1979) explains that children's academic achievement is shaped by various interacting systems such as family, school, peers, and community. The findings imply that while improving time management and math study habits may contribute positively to academic performance, schools and parents should also focus on strengthening other areas that affect learning, including emotional support, effective teaching practices, motivation, and parental involvement. Therefore, educators should continue implementing intervention programs that develop learners' study habits while simultaneously addressing broader academic and environmental factors to achieve more meaningful improvements in students' academic achievement.

Table 3
Effect Size of Time Management and Math study habit

Variables	r^2	Description	Interpretation
Time Management	0.036	Small	Explains approximately 4% of the variance
Math Skill	0.042	Small	Explains approximately 4% of the variance

Conclusions

The study concluded that the study habits of Grade 6 pupils in Panaon District, Panaon, Misamis Occidental have varying degrees of relationship with their academic achievement. Specifically, study environment, test-taking skill, note-taking skill, reading skill, and writing skill showed no significant relationship with academic achievement, indicating that these factors alone did not substantially influence the learners' academic performance. However, time management and math skill were found to have significant relationships with academic achievement, although both demonstrated only very low negative correlations and small effect sizes. These findings imply that while study habits contribute to learners' academic development, their influence remains limited and is affected by numerous other factors such as motivation, parental involvement, teaching strategies, socioeconomic conditions, emotional support, and learning environment. Furthermore, the study emphasizes that elementary learners are still in the developmental stage of acquiring effective study behaviors and often rely heavily on guidance from teachers, parents, and peers. Therefore, improving academic achievement requires a holistic approach that not only strengthens learners' study habits but also enhances instructional support, learner motivation, parental engagement, and supportive educational environments to promote meaningful and sustainable academic success among pupils.

Recommendations

Based on the findings and conclusions of the study, it is recommended that teachers, parents, and school administrators work collaboratively to strengthen the study habits and academic performance of Grade 6 pupils in Panaon District. Teachers are encouraged to continuously guide learners in developing effective time management and mathematical skills through engaging instructional strategies, remedial activities, and learner-centered approaches that enhance motivation and academic participation. Parents should actively monitor and support their children's study routines, provide encouragement, and create a conducive learning environment at home to reinforce positive learning behaviors. School administrators may implement intervention programs such as study habit seminars, academic enrichment activities, and learner support programs that focus on

improving organizational skills, problem-solving abilities, and learner motivation. Furthermore, schools should strengthen partnerships with parents and communities to address other factors influencing academic achievement, including emotional support, socioeconomic challenges, and access to learning resources. Future researchers are also encouraged to conduct further studies involving larger populations and additional variables to explore other factors that may significantly influence the academic achievement of elementary learners.

Conflict of Interests

The author declares that they have no conflicts of interest

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