

Learners' Study Habits and Academic Grades

Rhona Mae B. Abian¹, Azel M. Valle²

^{1,2}Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: This study sought to determine the significant relationship between the study habits and the academic grades of Grade 6 learners in DepEd Gingoog City Division, North 2 District during School Year 2025–2026. Specifically, it examined the level of learners' study habits in terms of budgeting time, physical condition, note-taking, and learning motivation; the level of learners' academic grades based on their 3rd Quarter Average; and the significant relationship between each dimension of study habits and academic grades. This study used a descriptive-correlational research design and conducted to 128 Grade 6 learners, selected through purposive sampling. Data on study habits were collected using a researcher-made questionnaire, and 3rd Quarter Averages were obtained from official school records. Data analysis included Mean, Standard Deviation, and Pearson Product Moment Correlation. Results showed that learners demonstrate a high level of study habits and a very satisfactory level of academic performance. Physical condition on study habits showed a very weak but statistically significant relationship with learners' academic grades. The study concludes that learners' physical readiness plays a vital role in academic success. Schools may sustain academic support programs that reinforce effective learning practices to maintain or increase learners' very satisfactory academic grades.

KEYWORDS: academic performance, physical condition, study habits

I. INTRODUCTION

Academic grades play a vital role in understanding learners' learning progress and overall academic development, especially in the elementary level where foundational skills, attitudes, and study behaviors are formed. Differences in learners' grades are commonly observed even when they are taught in the same classroom environment. According to Lone (2021) these variations imply that academic performance is shaped by more than instructional delivery. It is also influenced by learners' behaviors, habits, and personal approaches to studying. As learners grow older, their academic responsibilities increase, making their study habits even more influential in determining their academic outcomes.

Study habits refer to the consistent practices learners use when completing assignments, reviewing lessons, preparing for assessments, and managing their learning tasks. Research from recent years highlighted that good study habits such as active learning strategies, minimizing distractions, and using time effectively are positively associated with higher academic performance (Walck-Shannon et al., 2021). Likewise, a meta-analysis showed that effective study habits, including time management and organized learning routines, contribute to improved educational outcomes across different learning contexts (Safi, 2025). These findings emphasized the importance of cultivating productive study habits early in basic education, as habits established in elementary school often shape learners' future academic behaviors and success.

This study examined four core components of study habits that are frequently associated with academic success: budgeting time, physical condition, note-taking, and learning motivation. Budgeting time concerns how learners allocate their study hours and manage school-related tasks. Physical condition includes sleep, rest, energy levels, and overall wellness, all of which influence attention and learning, an area strongly supported by recent studies showing that insufficient sleep and poor physical readiness negatively affect academic performance (CDC, 2024; Wongsurakiat, 2025).

Note-taking involves how learners record and organize key ideas from lessons, and current research confirmed that effective note-taking is linked to improved comprehension and memory retention (Salame et al., 2024). Learning motivation reflects interest, persistence, and the desire to achieve, which are recognized as essential self-regulated learning behaviors that support academic progress (Xu et al., 2022). Understanding how these four factors influence academic grades can guide schools in designing interventions that improve learners' academic skills.

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In the context of DepEd Gingoog City, North 2 District, classroom observations reveal notable differences in learners' study habits. Many Grade 6 learners demonstrate difficulty organizing their time, often completing assignments only when deadlines are close. Some learners come to school tired due to insufficient sleep or long hours of gadget use, affecting their focus during class. Others struggle with note-taking, some wrote too little, while others copy excessively without understanding. Motivation levels vary widely: some learners are eager to participate and complete tasks, while others show low interest and require continuous reminders. These patterns highlight the need to examine how study habits influence academic grades, especially since teachers observe that learners with stronger routines tend to perform better compared to those with inconsistent study behaviors.

Given these observations and the growing evidence that study habits significantly relate to academic outcomes, this study sought to determine the influence of budgeting time, physical condition, note-taking, and learning motivation on the 3rd Quarter Average of Grade 6 learners in DepEd Gingoog City, North 2 District during School Year 2025–2026. By identifying which habits most strongly contribute to academic performance, the study aims to support the development of learner-centered programs and interventions that promote effective studying and improved academic achievement.

This study was anchored primarily on Self-Regulated Learning (SRL) Theory, which builds on the social-cognitive principles first established by Albert Bandura and later expanded extensively by SRL scholars. SRL explains how learners take active control of their learning through goal setting, planning, strategy use, self-monitoring, and reflection. These processes allow learners to manage time effectively, sustain motivation, and apply learning strategies such as note-taking—behaviors widely shown to support better academic outcomes. Recent SRL research highlighted that effective self-regulation, including metacognitive monitoring and effort regulation, predicts stronger academic grades because learners who regulate their behaviors can maintain productive study routines both inside and outside the classroom (Xu et al., 2022). Additionally, Elhusseini (2022) emphasized that systematic reviews affirm that SRL interventions have a significant positive effect on academic achievement across basic and secondary education, reinforcing its relevance in studying learners' learning behaviors.

In addition to SRL, this study drew from habit-focused perspectives in educational psychology, which explain that repeated behaviors formed in stable contexts gradually become automatic routines that reduce cognitive effort and make learning more consistent. This was supported by recent research showing that learners who develop predictable study patterns such as reviewing lessons regularly or following a set study schedule—are better able to avoid distractions and maintain effective learning strategies over time (Walck-Shannon et al., 2021). Such findings indicate that building strong study habits is not only a matter of willpower but also a result of environmental cues and repeated practice that promote long-term academic success.

The inclusion of physical condition as a study habit component is supported by contemporary child development and health research. Studies consistently show that wellness-related factors such as adequate sleep, alertness, and healthy daily routines are closely linked to improved cognitive functioning, attention, and academic performance. Recent analyses from sleep-education and behavioral health research confirm that children who do not get sufficient sleep experience reduced focus, poorer self-regulation, and lower academic achievement, emphasizing that physical readiness to learn is fundamental to school success (CDC, 2024; Wongsurakiat, 2025).

The conceptual framework of this study illustrates the relationship between the independent variables—budgeting time, physical condition, note-taking, and learning motivation—and the dependent variable, which is the 3rd Quarter Average of Grade 6 learners for SY 2025–2026, based on official school records. These four components represent key aspects of learners' study habits and collectively shape how consistently and effectively they engage in learning tasks. Research published from 2021 onward continues to demonstrate that effective study habits, such as active learning strategies, timely study scheduling, quality note-taking, and motivated engagement, are closely associated with higher academic performance (Lone, 2021; Salame et al., 2024). As such, the framework assumed that stronger study habits are likely to result in better academic grades, providing the basis for examining how each habit contributes to learners' academic outcomes in the context of DepEd Gingoog City, North 2 District.

II. METHODOLOGY

The study utilized a descriptive–correlational research design, an approach widely used in current educational research to determine the nature and strength of relationships among naturally occurring variables. This design is appropriate for the present study because it sought to describe the levels of Grade 6 learners' study habits specifically budgeting time, physical condition, note-taking, and learning motivation while also examining how these habits relate to their Third Quarter Average. Correlational designs are frequently applied to investigate learning behaviors, as they allow researchers to analyze how variables coexist within real classroom environments without manipulating conditions. Recent empirical work has demonstrated that

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learners' study strategies and effort-related behaviors can be meaningfully assessed using correlational methods to determine how these behaviors influence performance outcomes (Walck-Shannon et al., 2021).

The study utilized several statistical tools to appropriately answer the research questions and determine the relationship between the study habit variables and learners' academic performance. Mean and Standard Deviation were computed to describe the levels of the four study habit dimensions, budgeting time, physical condition, note-taking, and learning motivation based on the learners' responses, while the mean was used to summarize the distribution of their 3rd Quarter Average. To examine the associations among variables, the study employed the Pearson Product–Moment Correlation (r) was used.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of study habits of Grade - 6 learners in terms of:

- 1.1 budgeting time;
- 1.2 physical condition;
- 1.3 notetaking; and
- 1.4 learning motivation?

Table 1. Overall Study Habits

Study Habits	Mean	SD	Qualitative Description
Budgeting Time	3.67	1.31	High
Physical Condition	3.81	1.25	High
Notetaking	3.90	1.23	High
Learning Motivation	3.90	1.14	High
Overall	3.82	1.23	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 level of study habits of Grade 6 learners in terms of Budgeting Time, Physical Condition, Notetaking, and Learning Motivation. It has an overall Mean of 3.82 with $SD=1.23$, which is qualitatively described as High. This means that learners generally practice positive study habits across all identified areas, demonstrate consistency in managing their learning routines, and manifest behaviors that support effective studying. It also indicates that learners are able to balance academic responsibilities with personal well-being and maintain habits that help them cope with school demands. Furthermore, the result suggests that learners possess the necessary study behaviors to support learning and academic performance. This finding agrees with the study of Lone (2021), which emphasized that high levels of study habits reflect learners' ability to manage time, use learning strategies effectively, and sustain engagement in academic tasks.

Moreover, Notetaking and Learning Motivation obtained the highest Mean of 3.90 with $SD=1.23$ and 1.14, respectively, both qualitatively described as High. This means that learners are particularly strong in recording lesson information and sustaining motivation to learn and improve academically. It also implies that learners value keeping organized notes and maintaining a desire to achieve better academic outcomes. In addition, these findings suggest that learners' engagement in learning activities is reinforced by their motivation and ability to document important information for review. This result is consistent with the findings of Salame et al. (2024), which highlighted that effective note-taking combined with strong learning motivation enhances comprehension, memory retention, and overall study effectiveness among learners.

Meanwhile, Budgeting Time recorded the lowest Mean of 3.67 with $SD=1.31$, although it is still qualitatively described as High. This means that while learners generally manage their study time effectively, they may experience more difficulty in consistently planning and allocating time compared to other study habit areas. It suggests that learners may occasionally struggle with balancing multiple tasks and distributing their study time across subjects. However, the high qualitative description indicates that learners are aware of proper time management and make efforts to practice it. This observation supports the explanation of Xu et al. (2022), who noted that time management is a challenging yet essential component of self-regulated learning that often requires continued guidance and practice to strengthen consistency.

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Problem 2. What is the level of Grade 6 learners' 3rd Quarter Academic Grades?

Table 2. Grade 6 Learners' Academic Grades

Grade	Frequency	Percentage	Mean	SD	Description
90-100	41	32.03	86.71	3.94	Very Satisfactory
85-89	48	37.50			
80-84	36	28.12			
75-79	3	2.44			
Below 75	-	-			
Total	128	100.0			

Note:90-100 Outstanding; 85-89 Very Satisfactory; 80-84 Satisfactory; 75-79 Unsatisfactory; below 75 Poor

Table 2 presents the level of Grade 6 learners' academic grades based on their 3rd Quarter Average. The results show that the learners achieved a mean grade of 86.71 with a standard deviation of 3.94, which is qualitatively described as Very Satisfactory. This indicates that, on average, the Grade 6 learners performed well academically during the third grading period.

In terms of grade distribution, the largest group of learners fell under the 85–89 range, with 48 learners (37.50%), followed closely by those in the 90–100 range, consisting of 41 learners (32.03%). These results suggest that a substantial proportion of the learners achieved Very Satisfactory to Outstanding academic grades. This trend reflects a generally strong level of academic achievement among the respondents.

Meanwhile, 36 learners (28.12%) achieved grades within the 80–84 range, which is interpreted as Satisfactory, indicating adequate academic grades. Only 3 learners (2.44%) were classified under the 75–79 range (Unsatisfactory), and no learners fell below 75. This result implies that the majority of the Grade 6 learners met or exceeded the expected academic standards for the third quarter.

The overall Very Satisfactory performance corresponds with the previously discussed findings on learners' study habits, which were rated High across budgeting time, physical condition, note-taking, and learning motivation. Previous studies suggest that positive study habits are commonly associated with higher academic grades, particularly among elementary learners who exhibit consistency in effort, preparedness, and engagement (Dagoc & Oco, 2024).

Overall, the findings indicate that Grade 6 learners in DepEd Gingoog City, North 2 District demonstrate very satisfactory academic grades during the third grading period. This level of performance suggests that learners are generally able to meet academic expectations, and it provides a strong basis for examining how study habits influence academic grades, as explored in the succeeding analyses of the study, as Safi (2025) noted that academic performance is closely associated with learners' study behaviors and overall learning practices.

Problem 3. Is there a significant relationship between each study habit factor and 3rd Quarter Average of Grade 6 learners?

Table 3. Correlation Analysis Between Study Habit and Average Grade

Classroom Management	r-value	p-value	Qualitative Description	Decision on Ho
Budgeting Time	-0.146	0.101	Not Significant	Accept
Physical Condition	-0.191	-0.031	Negative Very Weak	Reject
Notetaking	-0.052	0.558	Not Significant	Accept
Learning Motivation	-0.005	0.955	Not Significant	Accept
Overall	-0.092	-0.303	Not Significant	Accept

Table 3 presents the results of the Pearson Product–Moment Correlation analysis conducted to determine the relationship between the four study habit dimensions, budgeting time, physical condition, note taking, and learning motivation and the 3rd Quarter Average of Grade 6 learners. The results show that, in general, no statistically significant relationship exists between most of the study habit variables and learners' academic grades at the 0.05 level of significance.

When taken as a whole, the combined study habit variables produced an overall r value of –0.092 with a p value of 0.303, which is not statistically significant. This indicates that, collectively, the study habits measured in this research do not show a significant relationship with learners' 3rd Quarter Average. Therefore, the overall null hypothesis is accepted. This suggests that while study habits are important components of learning, their combined effect may not directly translate into measurable academic outcomes, as Safi (2025) noted that academic performance is often influenced by interacting personal and contextual factors beyond study habits alone.

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In terms of Budgeting Time, the analysis yielded an r value of -0.146 with a p value of 0.101 , which is interpreted as not significant. This indicates a very weak negative relationship between budgeting time and academic grades, suggesting that learners' time management practices, as measured in this study, do not have a statistically measurable association with their 3rd Quarter Average. As a result, the null hypothesis for budgeting time is accepted. This implies that although learners practice time management, it may not be consistently applied in ways that directly impact academic performance, as Lone (2021) explained that effective study routines must be consistently and strategically implemented to influence achievement.

For Physical Condition, the result shows an r value of -0.191 with a p value of 0.031 , which is interpreted as a very weak negative but statistically significant relationship. This indicates that physical condition is the only study habit dimension that shows a significant relationship with academic performance, although the strength of the relationship is very weak. Therefore, the null hypothesis for physical condition is rejected. While the correlation is weak, this finding suggests that variations in learners' physical readiness such as rest, health, and energy levels may still have a slight influence on academic performance. It implies that learners who are physically well are more likely to maintain focus, sustain attention, and actively participate in classroom activities, which can contribute to better learning outcomes. Conversely, learners who experience fatigue, poor health, or lack of rest may find it difficult to concentrate and perform academic tasks effectively. This highlights the importance of considering learners' physical well-being as a supporting factor in their learning process, particularly at the elementary level where development and daily routines strongly affect performance. This finding supports Wilhite et al. (2023) and Wongsurakiat (2025), who emphasized that physical wellness supports cognitive functioning and school performance among elementary learners. On the other hand, note taking yielded an r value of -0.052 with a p value of 0.558 , indicating no significant relationship between note taking practices and learners' 3rd Quarter Average. The result suggests that although learners demonstrate high levels of note taking behavior, these practices did not translate into measurable differences in academic grades during the third quarter. Thus, the null hypothesis for note taking is accepted. This indicates that the effectiveness of note taking may depend on how learners process and use their notes, as Walck Shannon et al. (2021) found that active and meaningful strategies are necessary for note taking to improve academic performance.

Similarly, learning motivation recorded an r value of -0.005 with a p value of 0.955 , which indicates no significant relationship between motivation and academic grades. Despite learners exhibiting high levels of motivation, this variable did not show a statistically significant association with their grades. Hence, the null hypothesis for learning motivation is also accepted. This result implies that while motivation is important for learning engagement, it may not directly reflect in quarterly grades or may interact with other factors not measured in the present study, as Santos and Villarin (2023) observed that motivation supports engagement but does not always guarantee higher academic outcomes.

Overall, the findings imply that while Grade 6 learners demonstrate high levels of study habits, these habits do not necessarily correspond to differences in academic grades during the third grading period, except in the case of physical condition, which showed a weak but significant relationship. This suggests that academic grades may be influenced by additional factors such as assessment type, instructional strategies, or home and school support systems, which were not examined in this study, as Safi (2025) explained that academic performance is shaped by multiple interacting factors beyond study habits alone.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Learners have readiness to manage learning responsibilities effectively.
2. There is adequate mastery of learning competencies during the 3rd quarter.
3. Adequate rest, nutrition, and general wellness significantly support learners' learning and academic success.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Establishing structured study routines in school may further improve learners' learning behaviors.
2. Schools may sustain academic support programs that reinforce effective learning practices to maintain or increase learners' very satisfactory academic grades.
3. Strong home support may enhance learners' readiness for learning.

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