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Student Study Habits Challenges and Academic Performance in All Subjects' Area of the Grade 6 Learners of Manicahan Central School

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Abstract—This study examines the challenges faced by Grade 6 learners in developing effective study habits, focusing on the influence of personal factors, home environment and technology and internet use. Data was gathered through a Likert scale survey administered to 55 students, exploring their study habits, academic performance, and the challenges they encounter in maintaining effective study routines. The study found that personal factors such as time management, motivation, and self-discipline were significant barriers to effective studying. The home environment, characterized by distractions, lack of a proper study space, and limited family support, further hindered students' study efforts. Additionally, the excessive use of gadgets and social media led to reduced focus on academic tasks. The findings suggest that improving students' study habits requires addressing both internal and external factors. Recommendations include providing students with time management and self-discipline training, improving the home study environment, adjusting school workloads, offering more personalized teacher support, and promoting responsible technology use. By implementing these strategies, students can develop more effective study habits, leading to improved academic performance.

***Index Terms*—Study Habits, Academic Performance, Personal Challenges, Home Environment Challenges, Technology and Internet Challenges, Time Management, Self-Discipline, Student Challenges, Education.**

1. Introduction

According to Pauc (2004), study habits are defined as the "learner's way of studying whether systematic, efficient or inefficient," which significantly affects the level of success a student may achieve. Furthermore, Credé and Kuncel (2008) emphasized that study habits, skills, and attitudes are more strongly correlated with academic performance than even standardized test scores or intelligence, making them a critical factor in student success.

Challenges in study refer to the various obstacles or difficulties that learners face which negatively affect their ability to study effectively and perform well academically. These challenges may be personal, environmental, or academic in nature and can significantly hinder a student's ability to develop and maintain effective study habits. According to Kirkpatrick and Zang (2011), barriers such as socioeconomic status, parental involvement, and access to learning resources greatly influence a student's ability to overcome study challenges.

Academic performance is influenced by a variety of factors, including cognitive abilities, learning strategies, study habits, emotional well-being, family background, and the quality of instruction. According to York, Gibson, and Rankin (2015), academic performance is a multifaceted construct that encompasses not just grades but also the demonstration of skills, attitudes, and behaviors that contribute to academic success.

Learners serve as the central element through which the relationships between study habits, challenges, and academic performance are interconnected. Each learner's academic success is shaped by how effectively they develop and apply study habits while managing the challenges they encounter. These three variables—though distinct—interact within the learner's experience, making them inseparable in understanding academic outcomes. According to Zimmerman (2002), self-regulated learners who are aware of their learning habits and capable of overcoming obstacles tend to perform better academically. Additionally, Pintrich (2004) emphasizes that learners' motivation and ability to adapt to challenges play a crucial role in applying effective learning strategies, which in turn influence their academic success.

Understanding the learner as the point of correlation highlights the need for holistic support systems that address both behavioral strategies and the contextual challenges students face.

While numerous studies have established the importance of study habits and the impact of learning challenges on academic performance, there is a lack of localized research that specifically examines these variables among Grade 6 learners in the Manicahan Central School. Existing literature, such as that by Credé and Kuncel (2008), confirms that effective study habits are positively correlated with academic achievement, while academic challenges—such as lack of resources, time constraints, and emotional stress—are known to hinder student learning (Gettinger & Seibert, 2002). However, these findings

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are often derived from broad or urban-focused contexts and may not reflect the unique educational environment of learners in Manicahan Central School, where limited access to technology, varying home support systems, and inconsistent learning conditions are prevalent.

Thus, this study aims to examine the relationship between study habits, and academic performance of Grade 6 learners at Manicahan Central School. Specifically, the study aims to identify the common study habits practiced by the students, the challenges they encounter in their learning process, and how these factors influence their performance across all subject areas. By analyzing these relationships, the study seeks to provide data-driven insights that can help teachers, parents, and school administrators develop targeted interventions and support systems to enhance the academic success of learners

A. Statement of the Problem

This study aims to determine the Study Habits, Challenges and Academic Performance in all subject area of the Grade 6 Learners of Manicahan Central School year 2025 – 2026.

1. What is the extend of student's study habit in terms of:
    1. Note taking
    2. Internet Browsing
    3. Time allocation for study
2. What is the academic performance of the students in terms of Graded Weighted Average (GWA)?
3. Is there a significant relationship between the extend of a students study habits and academic performance?

B. Scope and Delimitation

The study focuses on examining the study habits, challenges, and academic performance across all subject areas among Grade 6 learners of Manicahan Central School, conducted in one of the Elementary School under Manicahan District located at Palmeras Drive, Manicahan Zamboanga City.

The respondents of the study were the Grade Six (6) Learners of Manicahan Central in terms of their grade weighted average and that were officially enrolled for the School Year 2024 - 2025. It focuses on understanding how

C. Respondents of the Study

The respondents of this study will be all Grade 6 learners enrolled at Manicahan Central School during the academic year 2025–2026. These learners are chosen because they are at a transitional stage in their education, where study habits are crucial to their readiness for junior high school. The total number of respondents will be determined based on the school's Grade 6 enrollment data. If the population is large, a representative sample will be selected through appropriate sampling techniques

D. Sampling

If the total population of Grade 6 students is less than 100, the researcher will use total enumeration. However, if the population is more than 100, the study will adopt stratified random sampling to ensure proportional representation from each Grade 6 section or class. The strata will be based on class groupings to ensure that all sections are fairly represented.

E. Research Instrument

Descriptive-Quantitative research design was employed in this study. According to Ameila, et.al., (2016) Quantitative Research is a type of empirical investigation. It means that the research focuses on verifiable observation. Most often this type of research is expressed in numbers. A researcher will present and manipulate certain observation that they are studying on Student's Study Habits, Challenges and Academic Performance in all subject area of the Grade 6 Learners of Manicahan Central School that factors that influence motivation and study habits of the Grade 6 students.

F. Data-Gathering Procedure

A formal request letter will be sent to the school principal of Manicahan Central School, seeking approval to conduct the study and to access students' academic records for GWA data.

Once approved, the researcher will conduct a short orientation with Grade 6 advisers and students to explain the purpose, importance, and ethical considerations of the study (e.g., confidentiality and voluntary participation).

Questionnaires will be distributed to the students during a scheduled period, with the assistance of the class advisers to maintain order and maximize response rates.

After completion, the questionnaires will be collected, and the academic performance data (GWA) will be recorded with consent from parents/guardians and coordination with school personnel.

2. Results and Discussion

Problem No 1. What is the Extent of Student's Study Habit in Terms of Note Taking, Browsing Internet, and Time Allocation for Study

The overall mean for Note-Taking Habits was 3.18, interpreted as "Agree." Students generally acknowledge the value of taking notes during lessons, reviewing them, and using them to enhance understanding. The highest mean (3.30) was recorded for the item *"My notes help me understand the lesson better,"* followed by *"I take notes when the teacher is discussing a lesson"* and *"I review my notes after class or before exams"* with means of 3.25. However, the statement *"I organize my notes in a notebook or folder"* received a lower mean of 2.94 (Disagree), indicating a gap in systematic

Table 1
Note taking habits

Note-Taking Habits	Mean	Interpretation
1. I take notes when the teacher is discussing a lesson.	3.25	Strongly Agree
2. I review my notes after class or before exams.	3.25	Strongly Agree
3. My notes help me understand the lesson better	3.30	Strongly Agree
4. I organize my notes in a notebook or folder.	2.94	Disagree
Total Mean	**3.18**	**Agree**

Perimeters: 1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree),3.25- 4.00 (Strongly Agree)

Table 2
Internet browsing habits (For Studying)

Statement	Mean	Interpretation
11 I use the internet to search for answers or explanations when I don't understand a topic.	3.09	Agree
2 I watch educational videos online (e.g., YouTube, DepEd TV, etc.).	3.4	Strongly Agree
3 I get distracted by games or social media while using the internet.	2.83	Agree
4. I use online resources (like Google or learning apps) more than books.	3.09	Agree
Total Mean	**3.10**	**Agree**

Perimeters: 1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree),3.25-4.00 (Strongly Agree)

Table 3
Time allocation for study

Statement	Mean	Interpretation
1.I study at home after school.	3.12	Agree
2 I have a specific time each day for studying.	3.03	Agree
3. I spend more time studying when there is an upcoming test.	3.4	Agree
4. I manage my time well between studying and other activities (like chores, playing, or watching TV).	3.01	Agree
Total Mean	**3.14**	**Agree**

Perimeters: 1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree), 3.25-4.00 (Strongly Agree)

Table 4
Academic performance

General Weighted Average (GWA)	F	%	Remarks
90–100	21	38.18	Outstanding
85–89	2	3.64	Very Satisfactory
80–84	14	25.45	Satisfactory
75–79	17	30.91	Fairly Satisfactory
Below 75	1	1.82	Did Not Meet Expectations
	55	**100%**	

organization. According to Piolat et al. (2005), note-taking is a critical learning strategy that improves comprehension and retention. The lack of organization in students' note-keeping can diminish the effectiveness of this habit. Interventions such as study skills workshops and structured notebooks could help enhance this behavior.

The overall mean for Internet Browsing Habits was 3.10 (Agree). The highest-rated behavior was watching educational videos (3.40), highlighting the popularity of visual learning resources such as YouTube and DepEd TV. Students also reported using the internet to search for explanations (3.09) and relying more on online resources than books (3.09). However, distractions like games and social media remain present (mean = 2.83).

These findings echo those of Junco (2012), who found that while students benefit academically from educational content online, they also face high risks of digital distraction. This suggests a need for structured guidance on how to use the internet effectively for academic purposes, possibly through digital literacy integration into the curriculum.

Students moderately agree with statements related to time management, with a total mean of 3.14. They affirmed that they study at home (3.12), set aside time for studying (3.03), and increase study time during tests (3.40). However, balancing study with other activities like chores or entertainment received the lowest mean (3.01), suggesting a need for improvement in time management skills.

Britton and Tesser (1991) assert that time management correlates strongly with academic success. Helping students develop routines and providing them with planners or digital schedules can improve this aspect of their study habits.

Problem 2. What is the Academic Performance of the Students in Terms of Graded Weighted Average (GWA)?

Table 4 shows that the Academic Performance of the Grade 6 Learner was based on their General Weighted Average. The profile data of Grade 6 learners reveal meaningful insights into their academic performance and the influencing factors. The General Weighted Average (GWA) distribution shows that a significant proportion (100%) of students fall within the *Outstanding* (38.18%) and *Very Satisfactory* (3.64%) categories, indicating commendable academic standing. This distribution is consistent with the Department of Education's (DepEd, 2020) standards that emphasize mastery-based learning in K–12 education, suggesting that many learners are achieving curricular competencies.

However, 25.45% of learners fall below the *Satisfactory* level, with 1.82% not meeting expectations. This raises questions about differentiated instruction and access to learning support. According to Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD), learners thrive when tasks are tailored to their developmental stage, emphasizing the need for targeted remediation strategies.

The analysis of subjects in which learners receive highest grades reveals that English (35%) and Math (30%) are among the most positively rated. This could be attributed to strong foundational skills in language and numeracy developed in earlier grades. However, Science (25%) also ranks high, potentially indicating increased interest or improved access to digital resources that enhance learning in STEM subjects. This aligns with Bransford, Brown, and Cocking (2000) who argue that interest and engagement significantly influence academic achievement.

Conversely, the most difficult subjects identified by students are Math (40%), Science (35%), and English (30%). These

results underscore the duality of student performance—subjects perceived as valuable or prioritized are also often the most challenging. Kintsch and Rawson (2005) note that higher cognitive load subjects, like Math and Science, demand increased working memory and abstract reasoning, making them more difficult without adequate support. This may indicate a need for more interactive or inquiry-based pedagogies in these subjects.

When asked about the factors affecting academic performance, students identified study habits (35%), use of gadgets/internet (20%), and family environment (18%) as the most significant. This reinforces the findings of Zimmerman (2002) on self-regulated learning, which emphasizes that effective study routines are foundational to academic success. The role of gadgets is dual-sided—while the internet can enhance learning, it also poses distractions, consistent with Junco (2012) who found that multitasking with social media leads to lower academic performance. Additionally, the influence of the family environment supports Bronfenbrenner's (1979) ecological systems theory, which highlights how microsystem factors like family dynamics directly impact educational outcomes.

Table 5
In which subject(s) do you get your highest grades?

Subjects	F	%
Math	21	38.18
English	2	3.64
Filipino	14	25.45
Science	17	30.91
Araling Panlipunan	1	1.82
MAPEH	0	0
EPP/TLE	0	0
ESP	0	0
	55	**100%**

The table presents the frequency (F) and percentage (%) distribution of responses across different academic subjects, totaling 55 responses. The data in the table reflects the distribution of subjects in which students attain their highest grades. Among the 55 respondents, *Mathematics* emerged as the most frequent subject where students reported their highest grades, accounting for 38.18% of the total responses. This is followed by *Science* (30.91%) and *Filipino* (25.45%), indicating that a significant proportion of students excel in these core academic areas.

In contrast, *English* (3.64%) and *Araling Panlipunan* (1.82%) registered lower percentages, suggesting fewer students consider these as their strongest subjects. Notably, no students reported their highest grades in *MAPEH*, *EPP/TLE*, or *ESP*, which may highlight a need for further attention in these learning areas—either in instructional quality, curriculum design, or student engagement.

Overall, the results suggest a strong performance in subjects with more structured and cognitive-based content, while practical or values-based subjects may require targeted interventions to raise student achievement and interest.

The table presents the frequency (F) and percentage (%) distribution of responses across different academic subjects, totaling 55 responses. The subject ESP (Edukasyon sa Pagpapakatao) recorded the highest proportion at 30.91%, suggesting that a significant number of respondents showed preference, focus, or notable performance in this subject area. This was followed by MAPEH (Music, Arts, PE, and Health) at 23.64% and English at 16.36%.

Table 6
In which subject(s) do you find it most difficult to get high grades?

Subjects	F	%
Math	4	7.27
English	9	16.36
Filipino	1	1.82
Science	4	7.27
Araling Panlipunan	3	5.46
MAPEH	13	23.64
EPP/TLE	4	7.27
ESP	17	30.91
	55	**100%**

Subjects such as Math, Science, and EPP/TLE each accounted for 7.27%, indicating a moderate level of response. Araling Panlipunan contributed 5.46%, while Filipino had the lowest response rate at 1.82%.

Overall, the data reflects varying levels of emphasis or achievement across the different subjects, with a notable concentration on values-based and arts-related subjects (ESP and MAPEH), and relatively lower attention to core academic areas like Math, Science, and Filipino.

Table 7
What do you think affects your academic performance the most?

Variables	F	%
Study Habits	16	29.1
Use of Gadgets	31	56.36
Family Environment	1	1.82
Health and Personal Issues	1	1.82
Teachers Teaching Methods	6	10.90
	55	**100%**

The table presents the frequency (F) and percentage (%) distribution of variables identified as factors affecting academic performance or learning among respondents. The most frequently cited factor is Use of Gadgets, accounting for 56.36% of responses. This indicates that the majority of respondents perceive gadget usage—likely related to screen time, online distractions, or overreliance on technology—as a major influence on their studies.

Study Habits rank second, representing 29.1% of the responses, suggesting that personal study routines and time management skills are also recognized as significant contributors to academic outcomes.

In contrast, Teachers' Teaching Methods was cited by 10.90% of respondents, indicating that while instructional approaches do impact learning, they are seen as less dominant compared to personal or behavioral factors.

Both Family Environment and Health and Personal Issues were minimally represented at 1.82% each. This may imply that, in the context of this sample, external or emotional factors are not widely perceived as major barriers to academic performance—or that respondents may underreport these more

sensitive or complex issues.

Overall, the data suggests that behavioral and technology-related factors outweigh environmental and instructional ones in how respondents view the challenges to their academic success.

Problem No. 3 What are the Challenges Faced by Students in Developing their Study Habits?

The total mean for Personal Challenges was 2.56 (Agree), indicating moderate difficulties. The most commonly reported issues were difficulty concentrating (2.76) and feeling tired or lazy to study (2.54). The statements regarding not knowing how to create a study schedule received mixed responses, with one item scoring 2.41 (Disagree) and another 2.56 (Agree).

These findings are consistent with those of Becker et al. (2018), who found that fatigue and lack of motivation are common among school-aged learners. Interventions such as mindfulness activities, peer support groups, and academic coaching could address concentration and motivation concerns.

Students agreed that home environments pose challenges to studying, with a total mean of 2.54. The most prominent issue was the presence of distractions like TV and noise (mean = 2.72), followed by the absence of a quiet study space (2.60) and household chores limiting study time (2.54). A significant number of students also felt a lack of family support (mean = 2.32).

Evans (2006) highlights the importance of a conducive study environment for cognitive and academic development. Schools could consider offering after-school study spaces or learning hubs, while also educating parents on how to create supportive home environments.

The final theme, Technology and Internet Challenges, received a total mean of 2.61 (Agree). Students commonly agreed they were distracted by games or social media (2.83), lacked adequate internet or devices (2.63), and did not fully utilize technology for studying (2.56). Interestingly, the statement *"I use gadgets more for playing than for studying"* received a mean of 2.43 (Disagree), suggesting that while play is common, academic use is still present.

The findings align with the World Bank (2020) and Rideout et al. (2010), which emphasize that digital inequality and unstructured technology use hinder learning. Schools and policymakers must address digital access and provide digital literacy programs that emphasize focused and responsible use of technology.

Problem 4. Is there a Significant Relationship Between the Extent of a Student's Study Habit and Academic Performance?

The analysis of variance (ANOVA) was performed to determine whether a significant difference exists in the study habits of students when grouped according to their General Weighted Average (GWA) performance. As presented in the table above, the between-group sum of squares (SS = 0.533) and the within-group sum of squares (SS = 1.151) yielded an F-ratio of 11.74, with a corresponding p-value of 0.0001, which is less than the significance level of 0.05. This indicates that there is a statistically significant difference in the extent of study habits among the different academic performance groups.

Post hoc analysis further revealed that students categorized under the Outstanding group (GWA 90–100) exhibited significantly higher mean habit scores (M = 3.40) than those in the Satisfactory (M = 3.10) and Fairly Satisfactory & Below groups (M = 2.90). These results imply that students with higher academic performance consistently demonstrated stronger study habits, particularly in note-taking, productive internet use, and effective time allocation.

This finding aligns with the results of Credé and Kuncel (2008), who highlighted in their meta-analysis that study skills

Table 8
Personal challenges

Statement	Mean	Interpretation
1. I find it hard to concentrate while studying.	2.76	Agree
2. I feel tired or lazy to study after school.	2.54	Agree
3. I do not know how to make a study schedule.	2.41	Disagree
4. I don't know how to make a study schedule.	2.56	Agree
Total Mean	**2.56**	**Agree**

Perimeters:1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree), 3.25-4.00 (Strongly Agree)

Table 9
Home environment challenges

Statements	Mean	Interpretation
1. I don't have a quiet place to study at home.	2.6	Agree
2. I have to help with household chores, so I don't have time to study.	2.54	Agree
3. There are too many distractions (TV, Noise, etc.) when I try to study.	2.72	Agree
4. My family members do not encourage or support my study time.	2.32	Agree
Total Mean	**2.54**	**Agree**

Perimeters:1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree), 3.25-4.00 (Strongly Agree)

Table 10
Technology and internet challenges

Statement	Mean	Interpretation
1. I get distracted by games or social media when I use gadgets for studying.	2.83	Agree
2. I don't have enough internet access or a device to study online.	2.63	Agree
3. I use gadgets more for playing than for studying.	2.43	Disagree
4. I use technology but not for studying or learning purposes.	2.56	Agree
Total Mean	**2.61**	**Agree**

Perimeters: 1.0-1.74 (Strongly Disagree), 1.75-2.49: (Disagree), 2.50-3.24: (Agree) 3.25-4.00 (Strongly Agree)

and habits significantly predict academic achievement across educational levels. Similarly, Nonis and Hudson (2010) emphasized that time management and self-regulation strategies play a crucial role in differentiating high-performing students from their lower-performing peers. In the Philippine context, Dumlao and Padios (2018) corroborated these findings, suggesting that structured study routines, including comprehensive note-taking and systematic review schedules, are strongly associated with better grades among Filipino learners.

Table 11
Significant difference in study habits across academic performance groups

Source of Variation	SS	df	MS	F	P-value
Between Groups	0.533	2	0.267	11.74	0.0001*
Within Groups	1.151	52	0.022		
Total	**1.684**	**54**			

**Significant at α = 0.05*

The significant differences observed suggest that strong study habits are not merely supportive but are critical contributors to higher academic outcomes. This underscores the need for schools and teachers to implement targeted interventions such as study skills workshops, time management training, and guided note-taking exercises, particularly for students in the lower performance groups. By fostering these habits early, educators can help bridge the academic performance gap and promote more equitable educational success.

In addition, the study provides empirical evidence supporting the assertion that enhanced study habits significantly differentiate academic achievers from those who perform less satisfactorily. Consequently, reinforcing these habits should be a strategic priority for educational institutions aiming to improve overall student performance.

3. Conclusions

Based on the findings, it can be concluded that while students are aware of effective study habits such as note-taking, internet use for learning, and time management, various personal, environmental, and technological challenges hinder their full academic potential. The home environment and technology-related distractions are significant barriers. Additionally, uneven access to digital tools and inadequate organization of study materials further impact learning effectiveness. Support from schools, families, and communities is crucial in addressing these challenges to optimize students' study habits.

4. Recommendations

A. For Students

- Develop and maintain organized note-taking systems to improve comprehension and retention.
- Practice disciplined use of the internet and gadgets to minimize distractions during study time.
- Create and adhere to a realistic study schedule that balances academic and non-academic activities.

B. For Teachers and Schools

- Integrate lessons on effective study habits, including note-taking, time management, and digital literacy, into the curriculum.
- Provide quiet study spaces or after-school programs to support learners who face home environment challenges.
- Promote awareness programs on the responsible use of technology and the importance of minimizing distractions.

C. For Parents and Guardians

- Encourage and support children's study routines by providing a conducive home environment and emotional motivation.
- Monitor and guide children's use of digital devices to ensure productive academic use.

D. For Policymakers and Local Government Units

- Improve access to internet connectivity and provide devices to underprivileged students to bridge the digital divide.
- Support community-based learning centers and programs that address environmental and technological barriers to studying.

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