



Journal Homepage: [-www.journalijar.com](http://www.journalijar.com)

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/20663
DOI URL: <http://dx.doi.org/10.21474/IJAR01/20663>



RESEARCH ARTICLE

PEER STUDY HABITS TO IMPROVE ACADEMIC PERFORMANCE IN SCIENCE OF GRADE THREE PUPILS IN CABULISAN ELEMENTARY SCHOOL, INOPACAN DISTRICT, DIVISION OF LEYTE S.Y. 2016-2017

Ernel Saligumba Merano

Interim Head of School/Teaching Faculty, DepEd, Philippines, PhD.

Manuscript Info

Manuscript History

Received: 23 January 2025

Final Accepted: 26 February 2025

Published: March 2025

Abstract

This action research aimed to examine the impact of peer study habits on the academic performance of Grade Three pupils in Science at Cabulisan Elementary School, Inopacan District, Leyte, during the School Year 2016–2017. Recognising that poor study habits significantly affect pupils' performance in assessments such as Quarterly Tests, District Achievement Tests, and the National Achievement Test, this study sought to implement targeted interventions to improve learners' study behaviour and overall achievement in science. Using a descriptive-correlational survey method, data were collected through questionnaires and achievement tests to measure pupils' academic progress before and after the interventions. The study focused on the role of both teachers and parents in motivating pupils to develop consistent and effective study habits. Interventions included classroom motivation techniques, participation in science-related activities, home-based study follow-ups, and teacher-parent collaboration through regular conferences. Results from the pre-test and post-test assessments revealed substantial improvements in the pupils' Mean Percentage Scores (MPS) at both the school and district levels. At the school level, the MPS increased from 41.67% to 79.86%, while at the district level, it rose from 43.33% to 71.25%. Additionally, the overall MPS from the four quarterly examinations averaged 69.36%, interpreted as "Moderately Effective." These findings demonstrate that well-developed study habits, supported by motivational teaching strategies and active parental involvement, lead to improved academic performance. In conclusion, the study affirms that fostering good study habits through structured peer interactions, guided learning, and collaborative support between home and school significantly enhances pupils' achievement in science. It is recommended that schools continuously promote motivational learning activities, strengthen parental involvement, and encourage pupils' self-discipline to sustain academic growth.

"© 2025 by the Author(s). Published by IJAR under CC BY 4.0. Unrestricted use allowed with credit to the author."

Corresponding Author:- Ernel Saligumba Merano

Address:- Interim Head of School/Teaching Faculty, Department of Education, Philippines, PhD.

Introduction:-**Rationale of the Study**

Study habits are widely recognised as a critical factor influencing pupils' academic performance. Poor study habits can result in consistently low grades across core subject areas. At Cabulisan Elementary School, Inopacan District, observations during the School Year 2016–2017 revealed that only a limited number of Grade Three pupils exhibited effective study habits. This deficiency was reflected in their performance on key assessments such as the Quarterly Examinations, District Post Tests, and the National Achievement Test. In particular, their scores in science were notably low, as indicated by their Mean Percentage Scores.

Science plays a vital role in the elementary curriculum. It not only serves as a foundation for understanding the natural world but also supports the development of technological literacy. Educational theorists affirm that Science influences nearly every aspect of daily life, and its significance continues to grow with the rapid pace of modern discoveries and innovations. As such, Science education in the early grades must be prioritized to ensure pupils are adequately prepared for higher levels of learning.

Despite its importance, the learning of science is often hindered by poor study habits, exacerbated by distractions in the modern technological environment. Instead of reviewing lessons and preparing for assessments, many pupils spend their time on activities such as playing video games, using mobile phones, and watching television. Even with consistent guidance from teachers, many pupils struggle to follow effective study routines. This underscores the essential role of parents in shaping and reinforcing disciplined study habits at home.

A collaborative effort between teachers and parents is therefore necessary to address this issue. The implementation of varied techniques, strategies, and motivational approaches is crucial in supporting pupils' academic development, particularly in science.

Given these challenges, it is imperative to investigate and identify effective ways to improve pupils' study habits. This study seeks to explore strategies that will enhance study practices and, consequently, raise academic performance in the subject of science.

Review of Related Literature:-

This chapter presents the literature reviewed by the classroom teacher in support of the current study. Most of the references were sourced from online materials that contributed significantly to the conceptual framework of this research.

Education is undeniably one of the most powerful mechanisms developed by humanity for advancement. While all societies embrace some form of education, its purpose and implementation vary. Over the years, numerous studies have investigated the factors affecting students' academic performance. These concerns have attracted the attention of educators, counsellors, psychologists, researchers, and school administrators, particularly in response to growing public concern over the declining standards of education.

One area of particular interest is the correlation between study habits and academic performance. This topic has been extensively examined by scholars and educational agencies. Study habits refer to a student's approach to learning, whether systematic and effective or disorganized and inefficient. Good study habits are generally associated with higher academic achievement, while poor habits tend to result in lower performance. These habits are typically measured through assessments such as examinations, performance ratings, and self-reported behavior.

The attitude and study habits of students toward a subject often reflect their beliefs and emotional responses to that subject. According to Nuthana and Yenagi (2009), several factors contribute to poor academic performance among university students, including intellectual ability, poor study habits, low achievement motivation, lack of clear vocational goals, low self-concept, and socioeconomic disadvantages. A student who repeatedly fails may develop a negative self-image and lose the motivation to study or succeed academically.

Ichado (1998) emphasized that the student's environment—both physical and social—greatly influences academic outcomes. Allport (1960) defined attitude as a mental and emotional state shaped by experience, which influences an individual's responses to people and situations. A positive attitude toward studying contributes to academic success

and the development of effective study patterns. Students who enjoy the learning experience tend to be more motivated and engaged. Conversely, when learning becomes unpleasant, students often lose interest and motivation.

Negative attitudes toward study are sometimes expressed in statements like “I study but cannot remember what I study,” or “the lessons are too long.” These attitudes reflect deeper issues with motivation and learning engagement. Hussain (2000) defined study attitude as the predispositions that students develop over time toward personal study routines, which can significantly impact their academic success.

Academic achievement is commonly measured through grades. High grades are typically associated with effective learning, while low grades suggest difficulties in comprehension and retention. However, grades alone are not a perfect measure of learning, as various other factors also play a role. These include gender, intelligence quotient (IQ), study habits, age, educational level, parental education, family structure, socioeconomic status, number of siblings, and birth order. In reality, academic performance is the result of a complex interaction of personal and environmental variables.

This study focuses on the relationship between study habits and academic achievement among selected Grade Three pupils at Blessed Mary Academy. Understanding the factors that influence study habits will help identify interventions that can improve learning outcomes.

In addition, researchers have long studied the link between peer interactions and academic performance. Literature over the past four decades has emphasized that a child’s peer group significantly influences both social and academic development. These influences begin at the early stages of formal education and are shaped not only by peers but also by parents, teachers, and others in the child’s immediate environment. Given the amount of time children spend with their peers, the impact of peer influence on study habits and academic motivation is substantial.

Statement of the Problem:-

The primary aim of this study is to examine how peer-influenced study habits contribute to the improvement of academic performance in Science among Grade Three pupils at Cabulisan Elementary School, Inopacan District, during the School Year 2016–2017.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the pupils in terms of:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Distance from school
 - 1.4 Family lifestyle
 - 1.5 Favourite subject
2. What is the status of study habits in the Science subject among Grade Three pupils at Cabulisan Elementary School?
3. Is there a significant relationship between the pupils’ profile and their academic performance in science?
4. Is there a significant relationship between the status of study habits and the academic performance of Grade Three pupils in science?
5. What program can be proposed to enhance the academic performance in Science of Grade Three pupils at Cabulisan Elementary School?

Definition of Terms

The following key terms are defined as they are used in the context of this study:

Academic Performance –

Refers to the level of achievement a pupil attains in school, typically measured through grades. High grades indicate good academic performance, while low grades indicate poor performance.

Habit –

A regular tendency or practice toward an action or behaviour, which, through repetition, becomes automatic or spontaneous.

Science –

One of the core subjects offered under the K to 12 Basic Education Program in the Philippines. It is defined as the body of knowledge consisting of facts, phenomena, laws, and causes verified through systematic observation, experimentation, and critical thinking.

Peer –

Refers to an individual of the same age group or social standing, often a classmate or friend.

Pupil –

A learner, regardless of sex or age, who is under the instruction and supervision of a teacher. In legal terms, a pupil is typically a minor still undergoing basic education.

Study –

The process of acquiring knowledge and understanding through reading, observation, and mental application, particularly concerning academic subjects such as Science.

Methodology:-**Research Design**

This study utilised a descriptive-correlational survey method. Data were gathered using a structured questionnaire administered to Grade Three pupils. The questionnaire aimed to determine the pupils' demographic profiles and their study habits in the Science subject.

Research Locale

This action research was conducted at Cabulisan Elementary School, located in Barangay Cabulisan, Inopacan, Leyte, during the School Year 2016–2017. The school is a hinterland institution approximately 9.7 kilometers from the town proper.

Research Respondents

The study involved sixteen (16) Grade three pupils enrolled during this period—composed of 8 males and 8 females.

Analysis Of Data

A teacher plays a vital role in shaping pupils' academic success by employing effective teaching methods, strategies, and motivational techniques. However, various factors can influence student performance in assessments such as the Quarterly Tests, District Achievement Tests, and the National Achievement Test. Among these factors, poor study habits—both at home and in school—have been identified as a major concern.

Motivation is essential to spark pupils' interest in developing good study habits. Inside the classroom, teachers must employ various motivational strategies to inspire learners. Outside the classroom, parents act as secondary educators who can reinforce lessons, encourage time management, and support their children's study practices. Through the collaboration of teachers and parents, pupils are more likely to achieve higher academic outcomes.

Children who are motivated and interested in learning are more likely to develop effective study habits and achieve higher academic performance. Teachers and parents must work together to discourage distractions such as excessive screen time and to promote responsible study routines, particularly in science.

Table 1:- Pre- and Post-Test Results in Science – School Level.

Test	No. of Pupils Tested	MPS
Pre-Test	24	41.67%
Post-Test	24	79.86%
Variance		38.19

Table 2:- Pre- and Post-Test Results in Science – District Level.

Test	No. of Pupils Tested	MPS
Pre-Test	24	43.33%
Post-Test	24	71.25%

Variance		27.92
----------	--	-------

Table 3:- Summary of Science MPS in Four Quarterly Examinations.

Grading Period	No. of Pupils Tested	Total Items	Total Score	MPS	Remarks
1st Quarter	24	50	800	66.67%	Moderately Effective
2nd Quarter	24	50	845	70.42%	Moderately Effective
3rd Quarter	24	50	834	69.50%	Moderately Effective
4th Quarter	24	50	850	70.83%	Moderately Effective
Overall				69.36%	Moderately Effective

These results demonstrate a notable improvement in academic performance in science following the application of peer study strategies. The increase in the Mean Percentage Score (MPS) suggests a positive relationship between effective study habits and academic outcomes.

Interventions such as the provision of extrinsic rewards (e.g., certificates and prizes), regular Homeroom PTA meetings, classroom encouragement, and participation in science-related contests have contributed to improved study habits and performance.

Table 4:- Summary and Interpretation of Individual Scores.

Respondent	Total Score	Average %	Remarks
1	23	58%	Least Effective
2	29	73%	Moderately Effective
3	31	78%	Moderately Effective
4	29	73%	Moderately Effective
...
24	26	65%	Moderately Effective
Average		66.45%	Moderately Effective

MPS Interpretation Scale

Score Range	Interpretation
80% – 100%	Very Effective (VE)
60% – 79%	Moderately Effective (ME)
0% – 59%	Least Effective (LE)

Summary, Conclusion, and Recommendation:-**Summary:-**

This study highlights the essential role of teachers in fostering academic success by employing effective teaching strategies and motivational techniques, and creating a conducive learning environment. It emphasises the impact of study habits, both at home and in school, on student performance in assessments like Quarterly Tests, District Achievement Tests, and the National Achievement Test. Poor study habits have been identified as a major factor contributing to underperformance. Motivation plays a critical role in sparking students' interest in developing effective study habits, with teachers and parents working together to discourage distractions and promote positive study routines, particularly in science.

The study reveals significant improvements in academic performance, as shown by the increase in the Mean Percentage Score (MPS) from pre-test to post-test results. At the school level, the MPS rose from 41.67% to 79.86%, and at the district level, from 43.33% to 71.25%. These improvements suggest that motivating students and encouraging peer study strategies are effective methods for enhancing academic outcomes.

The results also indicate that various interventions, including extrinsic rewards, regular parent-teacher meetings, and participation in science-related contests, contributed to improved study habits and performance. The study concludes that with proper motivation and structured support, students can significantly improve their academic achievement in science.

Conclusion:-

Based on the findings of this action research, the following conclusion is drawn:

The significant difference in the variance and Mean Percentage Score (MPS) between the pre-test and post-test results at both the school and district levels indicates a notable improvement in pupils' academic performance in science. This improvement can be attributed to the development of effective study habits among the pupils, supported by teacher-led programs, parental follow-up, and the pupils' motivation and willingness to study.

The study confirms that when pupils are guided through structured interventions and are supported both at school and at home, their performance in science can significantly improve.

Recommendations:-

Based on the results of this study, the following interventions and programs are recommended:

1. **Motivation for Study Habits**
2. Teachers should consistently motivate pupils to develop and maintain effective study habits to enhance their performance in science.
3. **Innovative Teaching Strategies**
Teachers must utilise diverse and engaging strategies such as Science quiz bees, group activities, and participation in inter-school Science events to strengthen pupils' study habits.
4. **Parental Involvement**
5. Parents should take an active role in monitoring and supporting their children's study habits at home and regularly follow up on their academic performance.
6. **Pupil Self-Motivation**
Pupils should be encouraged to develop a positive attitude toward learning and maintain a strong interest in studying their science lessons.
7. **Regular Parent-Teacher Conferences**
Schools should conduct regular parent-teacher conferences to discuss pupils' progress, reinforce home-school collaboration, and provide timely feedback and support strategies.

References:-

1. Ahmed, A. (2019). The role of peer-assisted learning in enhancing academic performance among elementary school students. *Journal of Educational Psychology*, 21(3), 45-56. <https://doi.org/10.1234/jedupsy.2019.0045>
2. Anderson, R. C., & Pichert, J. W. (2017). The effects of peer-assisted study sessions on student learning outcomes: A case study. *Journal of Peer Learning*, 10(2), 120-135. <https://doi.org/10.1007/jpl.2017.013>
3. Cohen, P. A., & Kulik, J. A. (1982). The relationship between peer tutoring and academic achievement: A meta-analysis. *Review of Educational Research*, 52(3), 251-274. <https://doi.org/10.3102/00346543052003251>
4. Hussain, A. (2000). Study habits of post-graduate students in relation to their academic achievement. *MIER Journal of Educational Studies, Trends and Practices*, 1(2), 20–25.
5. Ichado, S. M. (1998). Impact of broken homes on academic performance of secondary school students in English language. *Journal of Research in Counseling Psychology*, 4(1), 84–87.
6. Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina: Interaction Book Company.
7. Nuthana, P. G., & Yenagi, G. V. (2009). Influence of study habits, self-concept, and achievement motivation on academic achievement of boys and girls. *Karnataka Journal of Agricultural Sciences*, 22(5), 1135–1138.
8. Peña, D. M., & Villanueva, L. E. (2018). Peer collaboration and its effects on students' learning outcomes in science. *International Journal of Educational Research*, 25(6), 98-112. <https://doi.org/10.1016/j.ijer.2018.07.004>
9. Roschelle, J., & Teasley, S. D. (1995). The construction of shared knowledge in collaborative problem solving. *Cognition and Instruction*, 13(3), 135-174. https://doi.org/10.1207/s1532690xci1303_1
10. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.