

# Study Habits and Technology Devices Utilization of Grade 2 Pupils in Prieto Diaz I District

**Bianca Jean D. Camar**

School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Sorsogon City, Philippines

*E-mail:* [biancajean.camar@deped.gov.ph](mailto:biancajean.camar@deped.gov.ph)

**Abstract**— The present study investigated the study habits, the low tech and high-tech devices utilized by Grade 2 pupils in Prieto Diaz, I District Sorsogon as well as the different challenges encountered by learners, parents and teachers in terms of developing these study habits. A total of 150 Grade 2 students, including its teachers and parents in Prieto Diaz undergone survey and observation. The study found out that the study habits of the respondents include performing school tasks such as reading (reading aloud), writing, counting, and accomplishing homework in the scheduled time. Furthermore, low-tech devices such as learning activity sheets, or the self-learning modules and high- tech devices such as television set followed by smartphones and calculators were found to be frequently utilized by the learners to develop study habits in school and at home. Meanwhile, both parents and teachers observed that among the difficulties encountered in developing study habits distraction from the environment or surroundings is the top problem that hinder learners from doing their tasks on the scheduled time, this was followed by limited span of attention and unreadiness from the task given. This study explores options or strategies to develop the study habit of Grade 2 pupils through the involvement of learners itself, parents, educators and the curriculum.

**Keywords**— Study habits, Grade 2 pupils, Technology devices utilization, Grade 2 pupils, Prieto Diaz 1 District, Action plan

## I. INTRODUCTION

One of the basic roles of a parent is to educate his/her The primary years of learning are said to be the foundation by which all the upcoming educational successes of early-grade learners are built. With proper study habits development, these schoolchildren have a greater chance of attaining their potential. Instilling good study habits has been considered the responsibility of the parents, early-grade teachers, and other school stakeholders. They served as the frontline in developing good habits among early-grade learners.

Meanwhile, the process of developing study habits has been found effective if it is coupled with instructional learning devices. These learning media become a conduit for providing access to vast instructional resources and a mechanism for improved learner engagement.

According to Paivio (2020), the study habits that a student develops while they are still enrolled in school have a greater value, and it is essential that students understand the need to learn how to study in an effective manner. Students who make the effort to study successfully will be able to finish their projects in less time while displaying a higher level of grasp of the subject matter. This is because students who make an

attempt to study effectively put in more effort. Students who study in an efficient and effective manner make use of methods of learning that facilitate the acquisition, retention, and application of knowledge, facts, and information gleaned not only from the textbook but also from class discussion, lectures, and other resources. These methods of learning are known as "active learning strategies."

Research that has been carried out in a variety of countries throughout the world has demonstrated that one's study habits do, in fact, have an impact on one's academic performance, making study habits the single most important determinant of academic success (Arora, 2018). In this regard, medical students are confronted with a large amount of knowledge that is difficult to organize and retain. Because of this, in order for medical students to be successful in their studies, they require the use of study skills. Students who are not given sufficient information regarding effective and sustainable learning procedures are unable to acquire effective and sustained learning, and as a result, their academic achievement will be below average. The evidence lends credence to this conclusion. To put it another way, students who have a higher overall academic achievement are more likely to make use of these skills than students who have a lower overall academic achievement. This is because

students with a higher overall academic achievement are more likely to be successful in their studies (Siahi, 2018).

The abovementioned reasons urged the researcher to conduct this study. As teacher, she experienced difficulty in delivering quality learning to the pupils since they had trouble in developing good study habits among them. Thus, this current investigation was conceived of and carried out with the following considerations in mind: the significance of students' study skills and habits and the role that they play in students' academic success; the fact that study habits vary from person to person and from place to place; and the fact that the outcomes of related studies vary. Considering this, the overarching goal of the current research was to determine the study habits and technological utilization of the second grade in Prieto Diaz I District. This also aimed to propose an action plan to improve the study habits and technological utilization of the pupils.

## **II. OBJECTIVES**

This study determined the study habits and technology devices utilization of Grade 2 Pupils in Prieto Diaz I District.

Specifically, it identified the study habits of the Grade 2 pupils. The technology devices for learning utilized in developing their study habits. The observations of teachers and parents regarding study habits development and the technological learning devices utilization. The difficulties encountered by the learners, parents, and teachers in developing study habits and technological learning device utilization and the action plan can be proposed to develop the study habits of the early-grade learners through the utilization of technological learning devices.

## **III. METHODOLOGY**

A total of 150 Grade 2 pupils in Prieto Diaz I District was chosen using purposive sampling. This sample was the sources of data and information needed to complete this study. The researcher collected the data through their responses and analyzed based on the objectives of the study.

The data was collected using a survey questionnaire. The items on the questionnaire were crafted base from the objectives of the study. This was finalized through the help of the thesis adviser. The first set of questions

on the study habits of the Grade 2 pupils. The second part of questions focused on the technology devices utilization while the third part on the observation of teachers and parents regarding the study habits and technological utilization of the pupils. The last part concentrated on the difficulties encountered by the teachers, parents and learners relative to developing study habits and technological utilization.

In data collection, the researcher secured a letter of permission from the Schools Division Superintendent of Sorsogon Province to conduct this study. A letter to the Public School District Supervisor of Prieto Diaz I District was also drafted to inform the school about the conduct of the study as well as to ask permission to administer the survey. After securing letter of permits to designated persons, the researchers formulated the survey questionnaire and interview questions with the help of their adviser. The researcher personally distributed the survey and ensured the anonymity of the data to be gathered. The respondents were given enough time to answer the survey. After the data gathering, the information was recorded and analyzed. The researchers came up with the findings, conclusions and were able to propose an action plan.

The researcher made use of the descriptive quantitative method which was deemed most appropriate considering the nature of the study. The descriptive research method according to Jacobs (2018) collects data in order to answer questions about the current status of the subjects or topic of study. It uses formal instruments to study preferences, attitudes, practices, concerns, or interests of a sample. According to Sevilla et. al (2018), a descriptive study determines and report the way things are. Using this method, researcher can do substantial examination relative to the study, thus the result can be a basis of sound judgment. The descriptive research method was used in this present study to gather the essential data of the study habits of Grade 2 pupils in Prieto Diaz I District.

A survey questionnaire was the main instrument used to gather the information needed in the study. The data gathered was analyzed and interpreted through statistical treatment.

The statistical treatments used in this study were the frequency counts, percentage, and mean. A tally was made and after which tabular presentations were done accurately to present the findings of the study.

This statistical treatment was used to treat the following problems such as calculating the frequency count and percentage were used to determine the (1) study habits and technology devices utilization of the pupils as well the observation of the teachers and parents. It was also used to determine the difficulties encountered by the teachers, parents and learners relative to developing study habits and technological utilization. Meanwhile, narrative discussion was used to interpret the information gathered in interview and observation of parents and educators.

**IV. RESULTS AND DISCUSSION**

The discussions of data were analyzed, and interpreted in this part. The discussion of data was arranged based on the specific questions this study seeks to answer. The data were treated objectively. Tables are given to come up with accurate interpretation of the collected data.

**1. Study Habits of Grade 2 Pupils**

Developing good study habits is one of the important skills that early-grade learners need to possess for them to experience success in school. Possessing the right

study habits, these early-grade pupils have a high chance of becoming better learners and such is evident in the improvement of their school performance.

Table 1 has the list of the study habits that the early-grade learners were engaged in. Reflected in the Table are the seven (7) commonly identified study habits that the Grade 2 learner respondents were used to engage with.

Performing school tasks such as reading (reading aloud), writing, counting, and accomplishing homework in the scheduled time was noted to the 125 early-grade learner respondents. This ranked first among the identified study habits of the early-grade learners. Implied by this result is the eagerness of these learners to practice classroom learning outside the classroom setting. In fact, such result was confirmed by the parents when they noticed the deliberate move of their children to perform the school assignment at home. Also, the researcher observed that the majority of the Grade learners inclined themselves to read, count, and do school tasks in their free time in the school.

*Table 1. Study Habits of Grade 2 Learners*

Study Habits	Frequency	Rank
<b>Performing school tasks such as reading (reading aloud), writing, counting, and homework in the scheduled time</b>	125	1
<b>Engaging in educational recreational activities such as watching educational television programs, downloading e-educational activities, etc....</b>	101	2
<b>Providing learners with a certain time to engage in worthwhile plays, games, or study activities with peers/classmates</b>	97	3
<b>Recalling facts, figures, and other information that have been taught in the school</b>	80	4
<b>Reviewing at home/in school the notes written by the learners or by the teachers</b>	75	5
<b>Limiting distractions such as evading too much TV watching, playing, etc...</b>	50	6
<b>Learners' engagement with home learning partners, tutors, etc...</b>	25	7

According to research conducted by Nuthana and Yenagi (2018), there is a considerable association between certain study habits and academic accomplishment. Reading, taking notes, developing habits of attention, and getting ready for tests are some examples of these things.

Rabia, et.al(2017) mentioned in their study that study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life.

**2. Technology Devices for Learning Utilized for the Grade 2 Pupils**

The role of technology devices for learning and in developing study habits of early-grade learners cannot be discounted. These devices either low or high-technology in the form are of great help for learners to have meaningful teaching-learning experiences. These technology devices not only serve as a channel or aid for learning but also as an essential tool in the promotion of better study habits among early-grade learners.

Table 2.1 has the list of the common low-technology learning devices utilized for learning and in developing the study habits of the Grade 2 learner respondents.

These learning tools are known for being easy to acquire and low-cost items. Other than their affordability, they are also easy to use and require minimal maintenance.

*Table 2.1 Low-Technology Learning Devices Utilized for Grade 2 Learners*

Low-Technology Learning Resources	Frequency	Rank
Learning Activity Sheets/Modules	150	1
Books	130	2
Flash Cards	120	3
Posters	111	4
Realia	97	5
Game Boards and Puzzles	60	6
Show Board Drill	23	7

Based on the data found in the Table, of the seven (7) low-technology learning devices, the learning activity sheets, or the self-learning modules were found to be the topmost low-technology learning devices utilized for the Grade learners. This item obtained a frequency of 150 which disclosed the fact that all the Grade 2 learners' respondents were exposed to the said materials.

In the same manner, Kulakci-Altintas, H. (2020) determined the use of technological devices among 0–3-year-old children and the attitudes and behaviors of their

parents for the use of technological devices. Parents allowed their children to use technological devices in order to do housework, silence the child when cried, to feed the child, to be able to make him/her sleep, to entertain her/him when he/she spoiled and to spend some time with friends, respectively. The results of this study reveal the necessity for the parents to get counseling service about the health risks that may occur in children due to long-term use of technological devices and about spending effective time with children.

*Table 2.2 High-Technology Devices for Learning Utilized for Grade 2 Pupils*

High-Technology Devices	Frequency	Rank
Television Set	123	1
Smartphones	97	2
Calculators	65	3
Netbooks	23	4

Table 2.2 presents an interesting glimpse into the high-technology devices utilized by Grade 2 pupils for their learning. It's intriguing to see the prevalence of these devices and how they contribute to the educational experience of young learners.

The most frequently utilized high-tech device is the television set. This could be due to the availability of educational programs that make learning engaging and accessible. It's interesting to explore how these programs are integrated into the learning routine. Smartphones are the second most commonly used device. Their portability and versatility may contribute to their popularity among Grade 2 pupils. Exploring the specific educational apps or activities on smartphones could provide insights into the interactive learning experiences they offer.

Calculators, although less common than televisions and smartphones, still play a significant role in the learning process. Understanding how these calculators are integrated into the curriculum or specific learning activities would be valuable. Netbooks are the least utilized among the listed devices. It would be interesting to investigate the reasons behind their lower frequency. It is due to limited access, specific use cases, or other factors.

This data suggests a diverse use of high-technology devices in the learning environment of Grade 2 pupils, with each device potentially offering unique advantages. Further exploration could provide a deeper understanding of how these devices contribute to the overall learning experience and academic success of these young learners.

Alexander J Dontre (2021) investigated the implications of technology on academic distraction and academic performance. This literature review discusses the effects of three forms on technology on student distraction: laptops, smartphones, and social media use, particularly the social media platform Facebook. While the effects of student laptops on academic distraction are somewhat ambivalent, the debate is largely moot in the current educational environment. The detrimental effects of student smartphone and social media use on academic distraction are more conspicuous, especially with the pervasiveness of personal digital devices. Potential self-regulatory and environmental interventions are discussed.

### **3. Observations of Teachers and Parents Regarding the Study Habits and Utilization of Technological Devices for Learning of Grade 2 Pupils**

The role of the teachers and parents in developing the study habits of the learners is both a function and a responsibility that cannot be denied. They served as the frontline in instilling among young learners the value of study habits in achieving success in school activities. The foundational skills in literacy and numeracy are highly attainable to the early grade learners once the study habits are inculcated in them.

When these teachers were asked about their experiences and observations on developing effective study habits among their learners, they commonly aired out the following statement;

“Study habits of early grade learners are established in them if done in a form of play. Exposing them to tasks that enhance their study habits must be not only facilitated by learning partners but must be supplemented with learning devices.”

This aforementioned point of view of teachers is an affirmation of the essential role of learning technology in developing the study habits of early-grade learners. Likewise, the great responsibility of learning facilitators is recognized.

A group of parents shared the following idea when subjected to the Focused-Group Discussion;

“Dapat may mga activities an mga bata sa balay na extension san eskwelahan. May mga materials na gagamiton habang nag-aadal sinda sa balay para mas maray.” (Extension of school activities must be evident

and adopted at home. These learners must be provided with materials to ensure better learning results.)

Parents’ concern about the learning development of their children with home as a partner is manifested in the forecited impression. In addition, these parents value the provision of supplemental learning at home as a strategic mechanism for developing learners’ study habits.

Research was conducted to presents parents’ views of their young children’s access and use of technological devices, the duration spent on technological devices and the benefits and risks associated with that. 500 parents completed a questionnaire and findings suggest that parents hold positive beliefs about technology with smartphones being the most used among their children and the most effective device, while e-reading was the least used. Findings indicated that parents believe technology benefits their children in developing intellectually, socially, physically and emotionally respectively, thus it enhances children’s educational development through educational activities while they interact with peers at the same time; physical development was number 1 risk on children which was associated to health and mental development (Jabbar, 2019).

#### **On Setting Goals**

Setting goals is an important part of developing the learners’ study habits. Goals provide both the learners and the learning partners with focus and directions. Having clear goals is very beneficial to learners in the development of their study habits.

Representatives from the parent group shared the idea below when they were asked how they set goals for their early-grade learners relative to the development of their study habits;

“Sinasabi ko sa mga bata ang kahalaghan ng pagkatuto sa pagbasa at pagkwenta. At sabay bigay hamon na dapat maging bihasa sila.” (I told my children the importance of being proficient in reading and counting. And, I challenged them to achieve such.)

The challenge offered by the parents is a mechanism of goal setting. That challenge will serve as a motivation that can help early-grade learners engage in activities that lead to better study habits.

Meanwhile, when a similar question was posed to the teachers, they strongly acknowledged the importance of goal setting as an important part of any student's study habits when they expressed the following statement;

“Making the Grade 2 learners aware that they have goals to accomplish such as the acquisition of the literacy and numeracy competencies, helps them to stay organized, and manifest focus on their study. This might not be true for some early-grade learners, however, along the process, the desire to learn gradually surfaces.”

Truly setting goals is a paramount aspect of learning. In the same manner, goal setting is beneficial in developing study habits as attested by the insight of the teachers.

### ***On Becoming Organized***

Being organized is the important routine thing that helps learners develop good study habits. When everything is in order, it becomes easier to focus on tasks and assignments.

Having clear goals helps learners to prioritize their work and ensure that everything is completed on time. By developing a habit of staying organized, learners can take control of their studies and achieve academic success.

When asked about how they helped their early-grade learners develop good study habits by becoming organized, representatives from the parent group shared the following idea;

“They created a checklist of tasks and assignments that the child needed to complete. This included everything from homework to reading assignments to extracurricular activities. By having everything in one place, the child could clearly see what needed to be done and when. This helped them develop a routine and stay on track with their studies.”

An offered challenge for parents to their early-grade learners is to develop how becoming organized. It leads to help their child develop a sense of responsibility and independence, which are essential skills for academic success.

Meanwhile, when the same question was posed to the teachers, they strongly acknowledged the importance of developing organizational skills as a crucial part of any student's study habits. One teacher expressed that

becoming organized is essential for students as it helps them stay on top of their work and reduces stress levels, leading to better academic performance, they expressed the following statement;

“To help Grade 2 learners stay focused and organized in their studies, it is suggested that they make a checklist of tasks they need to accomplish, such as doing homework, reading assignments, and completing all the tasks they need to finish.

This way, they can set goals to accomplish one-by-one and stay on track with their work. By establishing this routine, they can develop good study habits early on. Though it may take some time to get used to, this routine helps them stay focused and organized in their studies. Over time, early-grade learners gradually learn to establish good study habits.”

As per the teachers' insights, becoming organized is a crucial aspect of developing study habits. However, it requires patience and consistent effort to achieve.

### ***On Integrating Technological Devices for Learning***

The integration of technological devices for learning is becoming increasingly popular in today's teaching and learning processes. The use of technology in the classroom is easy, and it motivates learners to actively participate in class discussions.

Representatives from the parent group shared that they found the integration of technological devices in learning to be very useful for their early-grade learners in developing study habits. They mentioned that the interactive and engaging nature of technology helped their children stay focused and interested in learning, which in turn improved their study habits as it stated;

“Kaming mga magulang ay natutuwa kapag ang aming mga anak ay natuto ng mabuti lalo na kung nakikita nila ang kanilang pinag-aaralan.

Kaya madalas kung sinasabi na makinig sila ng mabuti at sumali sa talakayan. Nahihirapan kaming magturo kapag hindi pa masyadong marunong magbasa, kaya nakakatuwa dahil kagamit-gamit talaga ang paggamit ng teknolohiya lalo na sa pagbabasa at pag-unawa ng mga bagay na hindi ko maipaliwanag ng maayos sa aming anak.” (We parents are happy when our children learn well especially, if they can see what they are studying. So, I often said that they should listen carefully and join

the class discussion. We are having a hard time teaching our children because we don't know how to read some words, so it's fun because using technology is really useful especially in reading and understanding things that I can't explain well.)

The use of technology in a positive manner can greatly aid in the acquisition of knowledge among learners.

It is a challenge for parents to ensure that their children are using technology in a productive and constructive way to learn important things.

Meanwhile, when a similar question was posed to the teachers, they strongly acknowledged the importance of integrating technological devices for learning as an important part of any student's study habits when they expressed the following statement;

“Learners seem to be motivated and actively participate in discussions when technology is involved, as it captures their attention and encourages them to listen and engage with the class material.

But as the facilitators of the teaching and learning process, it is important to balance the use of traditional and modern teaching methods. Therefore, it is crucial to use technology properly and moderately to ensure that the learning process is effective and does not harm the learners.”

Truly integrating technological devices into learning can have both positive and negative implications for early-grade learners when it comes to developing good study habits using technology.

However, many teachers attest that integrating technological devices for learning can ultimately be beneficial in fostering positive study habits among students.

### ***On Assessing Progress***

Assessing progress is a crucial aspect of helping learners develop good study habits. It involves monitoring their progress during class teaching to see if they are improving and learning effectively. Checking the progress of early-grade learners can be particularly beneficial in the development of their study habits.

Representatives from the parent group shared the idea below when they were asked how they assessed the progress of their early-grade learners relative to the development of their study habits;

“Tinatanong sila kung ano ang kanilang pinag-aralan at ano ang kanilang ginawa sa paaralan. Minsan tinitingnan ang notebook at papel kung nagsusulat sila ng mga ginawa sa paaralan o pinagawa sa kanila ng guro. Isa itong paraan para malaman kung ang mga bata ay nakikinig sila ng mabuti at natuto sa pinag-aaralan nila.” (They are asked what they studied and what they did in school.

Sometimes the notebook and paper are checked if they are writing down what they did in school or what the teacher made them do. This is a way to know if the children are listening carefully and have learned what they are studying.)

The challenge offered by parents can be a helpful tool in evaluating the progress of their children. The challenge will serve as encouragement that can help early-grade learners to engage in teaching-learning processes that lead to better study habits.

Meanwhile, when the same question was posed to the teachers, they strongly acknowledged the importance of assessing progress as an important part of any student's study habits when they expressed the following statement;

“Encouraging Grade 2 learners to assess their progress in literacy and numeracy competencies and other academic skills is crucial in fostering better learning habits.

This creates awareness and inspiration to avoid neglecting studies, unleashing their full potential and paving the way for lifelong learning success.”

Truly assessing one's progress is essential to learning and developing effective study habits. Teachers attest to the benefits of regularly assessing progress in these areas.

#### 4. Difficulties Encountered in Developing Study Habits and the Utilization of Technology Devices for Learning.

*Table 4.1 Difficulties Encountered by the Learners in Developing Study Habits and Utilization of Technology Devices for Learning*

Difficulties	Frequency	Rank
<b>Distractions in the surroundings such as excessive television viewing, computer games...</b>	120	1
<b>Learners are not yet ready for school tasks</b>	106	2
<b>Poor learners' attention span</b>	104	3
<b>Absence of adults who will facilitate and assist learners in the performance of school tasks</b>	97	4
<b>Learners' passivity to engage in activities that develop study habit</b>	86	5
<b>Scarcity of basic technology devices for learning</b>	76	6
<b>Preference of the learners to use the technology for recreation purposes instead</b>	46	7

The most commonly encountered difficulty is distractions in the surroundings, such as excessive television viewing and computer games. This emphasizes the impact of the external environment on the learning process. Addressing and managing these distractions could significantly contribute to improving study habits. The readiness of learners for school tasks is the second-highest difficulty. This could be attributed to the age and developmental stage of Grade 2 pupils. It highlights the importance of creating a supportive and gradual learning environment that aligns with the readiness of the learners. Attention span emerges as a significant challenge. This underscores the need for

instructional strategies that capture and maintain the attention of young learners. Interactive and engaging learning activities may prove beneficial.

Table 4.2 presents the challenges faced by parents in fostering effective study habits and facilitating the utilization of technology devices for their children's learning. Understanding these difficulties is pivotal for educators, policymakers, and support systems to develop strategies that empower parents and create an environment conducive to the academic success of young learners.

*Table 4.2. Difficulties Encountered by the Parents in Developing Study Habits and Utilization of Technology Devices for Learning*

Difficulties	Frequency	Rank
<b>Preoccupied parents/home learning partners</b>	124	1
<b>Inattentiveness of the pupils on the tasks</b>	120	2
<b>Preference of learners to use the technology for recreation rather than for learning</b>	101	3
<b>The high-cost requirement in availing technology devices for learning</b>	87	4
<b>Limited technology devices for learning at home</b>	85	5
<b>Distracted pupils</b>	84	6
<b>Malfunctioning technology devices utilized to assist learners</b>	32	7

The foremost difficulty faced by parents is being preoccupied, potentially impacting their ability to actively engage in their child's study habits.

learning environment at home to maximize the effectiveness of study habits.

This emphasizes the need for strategies to involve parents in the learning process, despite their busy schedules. Parents express concerns about the inattentiveness of pupils during tasks. This highlights the importance of creating a focused and conducive

Parents note a tendency for learners to use technology more for recreation than for educational purposes. Balancing and guiding the use of technology for learning is a crucial consideration for parents in supporting their child's educational journey.



**Table 4.3 Difficulties Encountered by the Teachers in Developing Study Habits and Utilization of Technology Devices for Learning**

Difficulties	Frequency	Rank
<b>Distractions in the surroundings such as binged TV viewing, and computer games</b>	12	1
<b>Pupils deliberately evade themselves in performing learning tasks</b>	11	2
<b>Unreadiness of pupils to perform study tasks</b>	10	3
<b>Lack of focus on the learning tasks</b>	9	4
<b>Absence of capable home learning partners</b>	8	5
<b>Pupils' failure to comply with the set schedule</b>	5	6
<b>Learners non-exposure to supplemental learning material</b>	4	7

Table 4.3 Provides a comprehensive overview of the difficulties encountered by teachers, shedding light on the intricacies of the Grade 2 pupils educational experience. Understanding the hurdles faced by teachers is essential policymakers to design targeted interventions that foster a conducive learning environment.

The most prevalent difficulty encountered by Grade 2 Teachers in developing study habits and utilizing technology devices for learning the is the distractions in the student's surroundings, such as binged TV viewing and computer games. This emphasizes the impact of external factors on the student's ability to focus on learning tasks. Strategies to minimize these distractions are crucial for cultivating effective study habits. The deliberate evasion of learning tasks by pupils is a significant challenge. Understanding the reasons behind this behavior and implementing engaging learning methods can encourage active participation and reduce avoidance. Pupils' lack of readiness for study tasks is identified as a common difficulty. This could be related to developmental factors or the need for a more gradual introduction to learning activities. Creating a supportive and gradual learning environment is essential.

**V. CONCLUSIONS AND RECOMMENDATIONS**

Based on the preceding findings, the researcher concludes that the Grade 2 pupils may easily develop study habits that involves reading, homework and watching TV programs, thus it is crucial for the Grade 2 pupils to incorporate learning activities that is beyond the classroom. Both the low and high-technology tools play a significant role in the education of Grade 2 learners, offering accessibility and contributing to study habit development. The observations from both teachers and parents regarding the development of study habits and the utilization of technological learning devices reveal a shared recognition of the significant role technology plays in education. The seamless integration

of technology into the curriculum is seen as a valuable strategy to enhance the learning experience and contribute to the cultivation of effective study habits. The difficulties encountered by learners, parents, and teachers in developing study habits and utilizing technological learning devices highlight the complex nature of educational challenges. These challenges, ranging from distractions to readiness for tasks and attention span issues, underscore the importance of a holistic approach. Collaborative efforts between parents and teachers, supported by a well-designed curriculum, are essential for addressing these difficulties and fostering a conducive learning environment. A comprehensive action plan is proposed designed to minimize distractions, involving parents actively, integrating technology judiciously, ensuring resource equity, providing continuous teacher training, engaging students interactively, and implementing effective assessment strategies. This holistic approach aims to create an enriched and conducive learning environment for Grade 2 pupils.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) The importance of a structured study schedule for Grade 2 pupils be emphasized by the teachers and parents by collaboratively establishing a routine that includes dedicated time for reading, writing, and completing assignments, fostering a sense of discipline and consistency. (2) The integration of technology learning tools in developing learners' study habits be encouraged among parents in home-based learning activities. (3) Teachers be innovative in exploring interactive and educational applications that align with the curriculum, ensuring that technology enhances study habits without causing undue distractions. (4) Parents orientation be conducted to supports study habits development at home and to provide them with practical strategies in creating a conducive learning environment. (5) Initiatives on the part of school stakeholders be made

to provide support or subsidies for families facing financial constraints, ensuring that every Grade 2 pupil has access to the necessary tools for effective learning and developing study habits. (6) The proposed action plan be actualized to find out its impact on the study habit development of learners. (7) The conduct of longitudinal studies to track the development of study habits and the impact of technology utilization over an extended period be made to provide insights into the long-term effects on academic performance and behavioral patterns.

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