

# Attitudes and Study Habits of Grade Six Pupils: Their Relationship with Academic Achievements

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**Abstract**— This study examined the study habits and attitudes of sixth-grade students and their impact on academic performance in five subject areas in Tamparan District, Division of Lanao del Sur I, Marawi City, during the 2021-2022 school year. Data was collected from 165 male and 176 female students using a descriptive method and a questionnaire checklist. The study aimed to understand male and female students' study habits and attitudes, identify gender differences, analyze academic performance, and explore the relationship between attitudes, study habits, and academic performance. The data was analyzed using mean computations for study habits and attitudes, and statistical tests such as the z-test, Pearson r Product Moment of Correlation, and t-test to determine relationships and differences. The findings showed that male and female students generally had similar attitudes toward academic subjects, but were unsure about their study habits. There was no significant difference in study habits and attitudes between genders. However, there was a significant difference in academic performance, with male students performing at an average level and female students performing below average. Additionally, a significant relationship was found between attitudes and academic performance in male students, while no such relationship existed between their study habits and academic performance. On the other hand, a significant relationship was observed between attitudes, study habits, and academic performance among female students. The study concluded that positive attitudes and effective study habits significantly influence academic success. It is recommended that teachers foster positive attitudes, promote good study habits, teach time management skills, and identify factors affecting academic performance to support student achievement, particularly for female students.

**Keywords**— Attitudes, Study Habits, Academic Achievements, Pupils.

## I. INTRODUCTION

### *Background of the Study*

Academic achievement in school is influenced by a variety of factors, with student attitudes and study habits being critical. Students' attitudes toward learning, such as drive, self-assurance, and interest in subjects, significantly influence how they approach their studies. The quality of teaching plays a fundamental role in the educational curriculum, directly impacting learning outcomes. Effective teaching requires skillful, creative, and artistic educators who serve as mentors, facilitating meaningful learning experiences that resonate with students' interests and attitudes.

Study habits significantly influence academic achievement, with good habits like organization, note-taking, reading, attentive listening in class, and daily studying proving beneficial. In contrast, bad habits such as skipping class and engaging in distractions like TV or video games are detrimental (Oliva, 2021). Effective study habits involve consistent, deliberate patterns that aid in understanding academic subjects and excelling in exams, strongly correlating with higher academic performance (Capuno et al., 2019). Recognizing the importance of good study habits is crucial for educators,

as these habits largely determine the knowledge students gain from school and their overall academic success (Mookkiah & Prabu, 2020). Individualized education emphasizes understanding each student's unique needs and characteristics, prioritizing them over standardized course requirements. Effective teaching within an individualized framework emphasizes the practical application of knowledge and skills to solve real-life problems, thereby facilitating the transfer of learning to new and unfamiliar situations. At the same time, the efficiency and effectiveness of students' learning processes, determined by study habits like time management, organizational abilities, and active learning tactics, can be significantly improved by fostering positive study habits and adapting teaching methods to individual needs, ultimately enhancing academic achievements and preparing students for future challenges.

Therefore, it is suggested that more research be undertaken on the five subjects in the elementary curriculum to discover innovative approaches in Philippine schools. By overlooking factors such as socioeconomic background, methods of teaching, motivation, and confidence, the study fails to provide a

thorough awareness of the factors influencing academic achievement in grade six students. In addition, the lack of continuous information and comparative analysis with other grade levels or schools limits the extent and relevance of the results. Addressing these gaps would contribute to a broader comprehension of the relationship between attitudes, study habits, and academic achievement in grade six pupils.

This study investigates grade six students' attitudes and study habits and their impact on academic performance. It aims to identify prevalent attitudes and study habits among grade six pupils and assess their correlation with academic achievements. By exploring the relationship between attitudes, study habits, and academic success, the study intends to offer insights that can inform educational programs and strategies aimed at improving the academic performance of grade six students. Moreover, the research seeks to contribute to the existing body of knowledge on student learning behaviors and their significance for academic performance, particularly within the context of grade six education.

## II. RESEARCH METHODOLOGY

### **Research Design**

This study utilized the descriptive survey method, which involved using a questionnaire designed by the researcher to collect data. Specifically, the study examined grade six pupils' attitudes and study habits about their academic performance. The researcher created a 100-item test to evaluate academic performance, focusing on various aspects of the pupils' academic skills and knowledge. Following data collection, statistical analyses were conducted to determine the significance of any differences and relationships observed between the variables under study. The results of these analyses helped to determine the extent to which attitudes and study habits influenced academic achievement among grade six pupils.

### **Research Setting**

The study occurred in Tamparan District, Division of Lanao del Sur I, Marawi City. Tamparan District consists of six elementary schools in the coastal barangay: one central, three elementary, and two primary schools.

### **Research Respondents**

The research respondents consisted of Grade Six pupils from all six elementary schools in the Tamparan

District, comprising a total of 334 learners, of whom 168 were male and 176 were female. These pupils were drawn from Lumba Masiu Central Elementary School (39), Mira-to Primary School (41), Pagalongan Miondas Elementary School (50), Tamparan Central Elementary School (114), Tatayawan Elementary School (52), and Tubok Primary School (52), ensuring comprehensive representation of the district's Grade Six population.

### **Research Instrument**

The researcher administered a comprehensive test covering five subject areas that align with the achievement tests used in the district. This test comprised 120 items, with 30 items dedicated to each subject area, providing a thorough assessment of the pupils' knowledge and skills across various academic domains. Additionally, an adapted attitude test was given to measure the pupils' inclination toward each subject, aiming to understand their preferences and attitudes toward learning. Furthermore, study habits were evaluated using a questionnaire checklist, allowing for the assessment of the pupils' learning behaviors and practices. Through these assessments, the researcher sought insights into the relationship between attitudes, study habits, and academic achievements among grade six pupils.

### **Data Gathering Procedure**

Before administering the test, permission to conduct the study was obtained from the office of the school division Superintendent through the appropriate channels, including the district supervisor. Once approval was granted, the researcher administered the prepared test to grade six male and female pupils in the schools involved. The researcher personally administered the test during the pupils' regular class sessions. Following the completion of the questionnaires and the test, the researcher promptly proceeded with the tallying and tabulation of the data for subsequent statistical analysis.

### **Ethical Considerations**

The researcher ensured the protection of participants by adhering to ethical standards in education, including legal, technical, and scientific criteria throughout the study's design, implementation, and reporting. Permission was obtained from school authorities, establishing a formal and respectful relationship with gatekeepers. Participants were provided with Informed Consent to clearly understand their rights and the study's nature, while anonymity was maintained through the use of Google Forms, allowing responses to

be submitted without revealing identities. Additionally, participants were respected and reminded that their participation was voluntary, and they could opt out at any time.

#### **Data Analysis**

The academic performance of Grade Five pupils was evaluated using the z-test, where the hypothetical mean (h.m.) was set at 75%, and comparisons were made with the actual mean (a.m.), standard deviation (SD), and number of cases (N). The mean formula, incorporating

frequency (f), weight (w), and total cases (N), was applied to assess the attitude and study habits of Grade Six pupils. The Pearson r Product Moment Correlation Coefficient was used to examine relationships between variables, with r calculated from the summation of the product of deviations (xy) divided by the standard deviations of each variable (SDx and SDy) and the number of cases (N). The significance of r was tested using the t-test, with all statistical significance set at the 0.05 level.

### **III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

**Table 1. Study Habits Profile of the Male Grade Six Pupils (n = 165)**

Indicators	AWV	D
I have a definite place to study - desk, table of my own.	4.10	A
I have a definite time to study.	3.90	A
I have my eyes tested by an optometrist.	2.52	D
I keep my study room well ventilated.	3.46	A
I read and study by indirect light at home.	3.60	A
I read under colored light.	2.82	U
I keep all study materials together.	3.78	U
My study room is neat and orderly.	3.62	A
I study only when I am fresh, not tired.	3.64	A
I am disturbed by the outside noise.	3.52	A
I usually eat when I study.	2.60	D
I often have the radio turned on when I study.	3.08	U
I sometimes daydream when I am studying.	2.94	U
I wait for my mood and mind to be conditioned before studying	3.42	A
I study just to get through with the next day's lesson.	3.70	U
I study just to pass a single quiz.	3.06	U
I study with other when it is needed.	3.26	U
I complete studying one subject before going to another.	3.40	U
I usually take note in outline form during the discussion.	2.98	U
I study only during the night before the examination.	3.30	U
I scan over my assignment before studying it in details.	3.68	A
I read with lips or mumble when I studying.	3.56	A
I like to study when there is music.		
I like to study more than what is being given in the assignment.	2.96	U
I read books other than textbooks which are related to the subject areas I am studying	3.40	U
<b>Mean</b>	3.34	U

Table 1 presents the study habits profile of grade six male pupils in Tamparan District, Marawi City. The study involved 165 male pupil-respondents.

The table clearly shows that, among others, the pupils agreed with twelve (12) items. These items bear weighted means with which, when classified in the

continuum, fall in the range 3.41 - 4.20, described as agree. This means the pupils have a definite place and time for study where their study room is well-ventilated. Everything is well arranged and orderly, as things are kept and returned to where they should be placed before and after studying. Pupils also revealed that, at times, they study to keep pace with the next day's lessons.

The pupils also revealed another twelve (12) items as undecided, with mean ranges from 2.61 to 3.40. Pupils were undecided whether it was right to turn on the ratio during study periods, study under colored light, or daydream. Other pupils study just because it is necessary to pass the subject. Some students study just the day before the examination, while others are undecided about studying one subject at a time.

Finally, the average mean of 3.34 proved that the pupils were generally 'undecided' with their study habits. This means that not all pupils have the right place and time for their studies. They do not make it a habit to scan notes occasionally while the examination is still needs

to be scheduled. The undecided rating would prove that most grade five pupils do not give an exact time for studying every night. Most of them scan the notes when needed, while others study just to pass single quizzes or study the day before the examination.

This would cause cramming among pupils during the examination, thus making performance at a low level. The study suggests that improving certain study habits, like taking notes, being a better reader, and maintaining good health, might help students perform better academically. These recommendations can serve as a guide for educators, researchers, and policymakers in their efforts to improve study habits.

**Table 2. Study Habits Profile of the Female Grade Six Pupils (n= 176)**

Indicators	AWV	D
<b>I have a definite place to study - desk, table of my own.</b>	3.84	A
<b>I have a definite time to study.</b>	3.76	A
<b>I have my eyes tested by an optometrist.</b>	2.28	D
<b>I keep my study room well ventilated.</b>	3.54	A
<b>I read and study by indirect light at home.</b>	3.14	A
<b>I read under colored light.</b>	2.36	D
<b>I keep all study materials together.</b>	3.78	U
<b>My study room is neat and orderly.</b>	3.86	A
<b>I study only when I am fresh, not tired.</b>	3.34	U
<b>I am disturbed by the outside noise.</b>	3.26	U
<b>I usually eat when I study.</b>	2.44	D
<b>I often have the radio turned on when I study.</b>	2.42	D
<b>I sometimes daydream when I am studying.</b>	2.90	U
<b>I wait for my mood and mind to be conditioned before studying.</b>	3.50	A
<b>I study just to get through with the next day's lesson.</b>	3.20	U
<b>I study just to pass a single quiz.</b>	2.96	U
<b>I study with other when it is needed.</b>	2.98	U
<b>I complete studying one subject before going to another.</b>	3.90	A
<b>I usually take note in outline form during the discussion.</b>	3.10	U
<b>I study only during the night before the examination.</b>	2.96	U
<b>I scan over my assignment before studying it in details.</b>	3.22	U
<b>I read with lips or mumble when I studying.</b>	2.82	U
<b>I like to study when there is music.</b>	1.98	D
<b>I like to study more than what is being given in the assignment.</b>	3.52	A
<b>I read books other than textbooks which are related to the subject areas I am studying</b>	3.56	A
<b>Mean</b>	3.14	U

Table 2 provides a comprehensive overview of the study habits of female pupils, based on a robust sample size of one hundred seventy-six respondents. This data, which mirrors that of male pupils, offers a balanced perspective on the study habits of both genders.

Out of twenty-five item indicators of study habits, eight (8) items were agreed upon by the female pupils. These items bear average weighted values ranging from 3.41 to 4.20, described as 'agreed'. This showed that some female pupils involved in the study made it a habit to have a proper time and place to study at home, which is

conducive to the purpose. Their study room must have had proper ventilation, shelves, and a table. Their rooms are orderly, with complete reading materials such as textbooks, references, and other materials that are relevant to the purpose. Moreover, some female pupils make it a habit to read books that are relevant to the topic they are studying. However, when their minds are not in an improper condition, they would wait for it to be calm and prone to studying, since studying would be useless if one has an unconditioned mind while reading notes or studying. This diverse range of study habits highlights the complexity of the subject and the need for further research.

On the other hand, there were eleven items with which the pupils were undecided regarding study habits. These items bear average weighted values ranging from 2.61 to 3.40 and are described as undecided. Daydreaming is a significant factor in the failure of studying. Improper lighting, noise, and tiredness are also other factors. Moreover, other pupils need to learn or are unsure whether mumbling while studying or cramming are promising sign of study habits. This uncertainty in some

study habits underscores the need for further investigation and understanding.

Other than those mentioned above, some items were disagreed with by the female pupils. This is shown by the average weighted values, in the ranges 1.81 - 2.60, described as disagree. This would show that pupils disagree with the idea that turning the radio on and listening to music when studying could greatly help. Moreover, pupils do not believe studying under colored light could be a good choice. Even eating while studying is not a good habit. Each activity must take place one at a time, done at different times. The mean of 3.14 proved that the female pupils were undecided whether what they did was a promising sign of study habits or a contributory factor in their success with specific subjects. They are still determining whether they are right with what they did. Students' study habits reflect their behavioral patterns when engaging in academic tasks and can offer insights into their personalities (Ajai et al., 2020). Therefore, it is crucial to understand that students' academic performance is significantly shaped by their study habits, a key finding of this research.

**Table 3. Attitude Profile of the Male Grade Six Pupils (n = 165)**

Indicators	AWV	D
<b>No matter what happens, studying the subjects always comes first.</b>	3.68	A
<b>I would rather study these academic subjects than eat.</b>	3.18	U
<b>I love to study these subjects.</b>	3.32	U
<b>These subjects are of great value.</b>	3.86	A
<b>These subjects have an irresistible attraction for me.</b>	3.54	A
<b>I really enjoy studying these subjects.</b>	3.66	A
<b>These subjects are profitable to everyone who takes it.</b>	4.14	A
<b>These subjects develop good skills.</b>	3.82	A
<b>These subjects are very practical.</b>	3.68	A
<b>I have a good feeling towards the academic subjects.</b>	3.80	A
<b>Academic subjects are something like I enjoy a great deal.</b>	4.14	A
<b>I feel a definitive positive reaction towards the academic subjects</b>	3.70	A
<b>I really like academic subjects.</b>	3.76	A
<b>I feel a sense of insecurity of with some of the subjects.</b>	2.90	U
<b>I have never disliked academic subjects.</b>	3.40	A
<b>Mean</b>	3.64	A

The table above shows the tabular presentation of the male pupil-response respondents' profiles and attitudes toward academic subjects.

Fifteen item indicators were taken into consideration. Of the fifteen items, eleven were with whom the pupils agreed.

These items were given average weighted values ranging from 3.41 - 4.20 in the continuum. This shows that pupils liked and loved the acceptable academic subjects. They enjoyed the subjects, especially when the teachers were very creative. Aptitude and enjoyment for the subject would then be created.

Moreover, pupils believed that the subject could be of great use not just in their elementary days but also when they go to high school, college, or even graduate studies. Academic subjects are of great importance to everyone who knows and would like to know them. Pupils believe that academic subjects will develop their skills. More so, pupils feel positive reactions towards the subjects when they reveal that they have good feelings towards them.

The other four items that were revealed by the pupils as undecided were items two, three, fourteen, and fifteen. These items bear average weighted values ranging from 2.61 to 3.40. This shows that pupils were still determining whether they loved the subjects they loved to study or that instead of studying, they would do other things. They were uncertain about their dislike of the

subjects, or they felt feelings of insecurity. This means pupils have a positive response or attitude towards the academic subjects.

The mean of 3.64, described as agreeing, proved that the male pupils of Tamparan District have a positive attitude towards the subjects. This means that academic subjects are of great importance to these male pupils. These subjects not only develop the mind but also the skills. These skills learned in five academic subjects could be of great use upon entering a higher level of education, and in everyday dealings, the subjects could always be used. According to Xie et al. (2020), positive attitudes toward learning are associated with increased motivation and involvement in academic activities, which improves academic performance.

**Table 4. Attitude Profile of the Female Grade Six Pupils**

Indicators	AWV	D
<b>No matter what happens, studying the subjects always comes first.</b>	3.30	U
<b>I would rather study these academic subjects than eat.</b>	2.98	U
<b>I love to study these subjects.</b>	3.08	U
<b>These subjects are of great value.</b>	3.92	A
<b>These subjects have an irresistible attraction for me.</b>	3.30	U
<b>I really enjoy studying these subjects.</b>	3.48	A
<b>These subjects are profitable to everyone who takes it.</b>	4.70	SA
<b>These subjects develop good skills.</b>	3.82	A
<b>These subjects are very practical.</b>	3.38	U
<b>I have a good feeling towards the academic subjects.</b>	3.40	U
<b>Academic subjects are something like I enjoy a great deal.</b>	3.62	A
<b>I feel a definitive positive reaction towards the academic subjects</b>	3.56	A
<b>I really like academic subjects.</b>	3.08	U
<b>I feel a sense of insecurity of with some of the subjects.</b>	3.38	U
<b>I have never disliked academic subjects.</b>	3.32	U
<b>Mean</b>	3.49	A

Table 4 presents a comprehensive view of the female pupils' attitudes toward academic subjects. It includes fifteen specific items, such as 'I find math challenging' or 'I enjoy reading literature', which were considered along this line.

Of the fifteen items, there was one item with which the female pupils strongly agreed. This was given an average weighted value of 4.70, indicating a high level of agreement. This shows that female pupils believe academic subjects could be profitable for everybody. This means that as to the female pupils, each pupil taking the academic subjects could profit much from them. Female pupils believe these subjects are not

limited to knowing, computing, speaking, and analyzing drawing. However, they could also develop the critical and logical thinking of the person taking them.

On the other hand, the pupils agreed on five items. These items bear average weighted values in the 3.41 - 4.20 range continuum, indicating a moderate level of agreement. This shows that female pupils believe that academic subjects are subjects of great value and positively react to them. They enjoy learning the subjects. Creative teachers would arouse the learner's interest in a great sense since these subjects are subjects wherein many activities could be done with them. The approaches and methods used by the teachers are also

significant contributors to the pupils' love and liking for the subjects in the academe.

Finally, nine items were shown by the female pupil-respondents as undecided, with average weighted values ranging from 2.61 to 3.40, described as undecided in the continuum. This shows that female pupils were uncertain whether to be academic first. Generally, along this line, female pupils were uncertain whether they liked the subjects since they had experience with most pupils liking the subjects more than other activities. This uncertainty could be attributed to a lack of interest, difficulty in understanding, or other factors that require further investigation.

The mean of 3.49 proved that the female pupils responded positively to the subjects. This means that females, like males, liked the subjects in general, as the subjects in the curriculum. Female pupils did like the subjects in the sense that they could profit much from them. Tus (2020) points out continuing improvements in students' learning attitudes and study behaviors, such as mild teacher acceptance, embracing education, overcoming hesitations, and adopting effective study methods. These beneficial developments could result from parental guidance, curriculum quality, and institutionally adopted teaching practices.

**Table 5. Test of Difference Between the Male and Female Pupils Profile on Study Habits and Attitudes**

Study Habits	N	Mean	SD	Tabled t	Computed t
<b>Male</b>	165	3.34	2.27	1.64	1.57**
<b>Female</b>	176	3.14	3.01		
<b>Attitudes</b>					
<b>Male</b>	165	3.64	3.17	1.64	1.48**
<b>Female</b>	176	2.8	3.17		

Table 5 presents the test of the difference between the male and female pupils' study habits and attitudes toward the subjects. The male displayed a mean of 3.34 with a standard deviation of 2.27, while the female revealed a mean of 3.14 with a standard deviation of 3.01. The computed t-value of 1.57 was significantly less than the tabled value of 1.64 at a .05 significance level. Therefore, the null hypothesis of no significant difference was not rejected. There is no significant difference between the male and female pupils' study habits. This means that although the two groups differ in the displayed means, they fall into the same undecided category, so they both have the same perception. This further means that male and female pupils have the same perception of study habits.

Regarding attitudes towards the academic subject, the males displayed a mean of 3.64 and a standard deviation of 3.17, while the females displayed a mean of 3.49 with

a standard deviation of 2.88. The computed t-value was 1.48, less than the tabled value of 1.64 at a .05 significance level. The hypothesis is thereby not rejected. There is no significant difference between the male and female pupils' attitudes towards the academic subjects. It is attributed to the pupils, although they are grouped according to sex. However, they do not differ significantly in their perceptions. Both males and females have the same attitude toward their academic subjects, as they have no choice but to love the subjects in the curriculum. Angkarini (2019) found that sex significantly influenced the development of effective study habits, with females demonstrating better participation in class discussions and quicker recall of material. This led to better academic performance among females compared to males. However, Singh (2019) discovered no statistically significant difference in study habits between male and female senior secondary school pupils in his research.

**Table 6. Performance Profile of the Male and Female Pupils in Five Subject Areas**

	Items	Mean	SD	Computed z	D
<b>Academic Performance of Male Pupils</b>	120	22.50	5.38	2.507	A
		22.63			
<b>Academic Performance of the Female Pupils</b>	120	22.50	4.78	3.572	BA
		21.13			

Table 6 presents a comprehensive overview of the academic performance of sixth-grade male pupils across five subject areas. The study, which included 165 male pupils, was conducted using a test with 120 items in all subject areas.

The expected average was set at 75 percent, equivalent to 22.50. The actual mean, however, was 22.63, slightly above the expected average, indicating that the male pupils' academic performance was average.

Examining the female pupils' performance in mathematics, the expected average was 22.50. However, the actual mean was 21.13, falling below the expected average. This underscores the fact that the academic performance of the female pupils in all subject areas was below average. It is crucial to reiterate that scholars have consistently shown that academic achievement is a pivotal measure of educational quality, as it reflects the standard of instruction. Mirghani (2020) echoes this sentiment, stating that academic achievement is the primary measure of educational quality.

**Table 7. Test of the Difference between the Male and Female of Pupils Academic Performance**

Academic Performance	Items	Mean	SD	Computed z	D
Male	165	22.63	5.38	1.645	2.41*
Female	176	21.13	4.78		

Table 7 presents a significant finding: male pupils outperform female pupils in five subject areas. The male pupils achieved a mean of 22.63 with a standard deviation of 5.38, while the female pupils revealed a mean of 21.13 and a standard deviation of 4.78. The computed t-value was 2.41, significantly more

significant than the tabled value of 1.645 at a .05 significance level.

This means that males have better academic performance in five subject areas than females, implying a stronger interest in these subjects among male pupils.

**Table 8. Test of Relationship between Attitudes and Study Habits of Male Pupils**

Variables	Mean	SD	Computed r	Computed t
Attitudes	3.64	3.17	0.0124	1.51*
Academic Performance (male)	22.63	5.38		
Study Habits	3.34	2.27	0.0158	1.21ns
Academic Performance (male)	22.63	5.38		

Table 8 reveals a significant relationship between attitudes and academic performance among male pupils. The computed r values between attitudes of the male pupils and their academic performance were .0124, and when subject to a t-test, the result was more significant than the tabled t-value of 1.24.

This implies that the pupils' attitudes and interest in the subjects have a direct impact on their academic performance, a crucial finding for educators and policymakers.

On the topic of study habits and academic performance, the computed r value was 0.158. When subjected to a t-test, the result was 1.21, which falls below the tabled t-value of 1.24 at a .05 significance level. This leads to the non-rejection of the null hypothesis, indicating that there is no significant relationship between study habits and the academic performance of male pupils. This finding suggests that even if pupils do not study their subjects, they can still cope with what is taught in the subject, a potentially insightful observation for educators.

**Table 9. Test of Relationship between Attitudes and Study Habits to Female Pupils Academic Performance**

Variables	Mean	SD	Computed r	Computed t
Attitudes	3.49	2.88	0.0132	1.35*
Academic Performance (female)	21.13	4.78		
Study Habits	3.14	3.01	0.0125	1.33ns
Academic Performance (female)	21.13	4.78		

Table 9 presents the correlation between attitudes and study habits to female pupils' performance in five subject areas. This finding has practical implications as both attitudes and study habits were found to be significantly related to the academic performance of female pupils. The computed  $r$  values of 0.0132 and 0.0125, when subjected to a t-test, were significantly more significant than the tabled t-value of 1.24 at a .05 level of significance, leading to the rejection of the null hypothesis. This highlights the significant relationship between attitudes and study habits and the academic performance of female pupils, indicating that their attitudes and study habits substantially influence their performance. The study of Mutya et al. (2023) also revealed a positive attitude toward science among students and satisfactory study habits, particularly in time management and concentration. While no correlation was found between academic performance and attitudes toward science or study habits in science, a positive correlation existed between attitudes toward science and study habits using self-learning modules.

#### **IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION**

##### **Summary of Findings**

- Regarding attitudes, both male and female pupils revealed that they agreed, while they were both undecided about their study habits.
- There is no significant difference between the male and female pupils' study habits and attitudes.
- The male pupils' academic performance in five subjects was average, while the female pupils' was below average.
- There is a significant difference between the male and female pupils' academic performance.
- There is a significant relationship between attitudes and academic performance of the male pupils, while there is no significant relationship between their study habits and academic performance.
- A significant relationship exists between attitudes and study habits and female pupils' academic performance.

##### **Conclusions**

Based on the findings, the researcher concludes that the attitudes and study habits of the pupils significantly influence their academic performance. Pupils who exhibit a positive attitude toward their subjects and demonstrate effective study habits tend to achieve higher academic success. Conversely, pupils who lack a favorable attitude and do not practice good study habits

are more likely to have lower academic performance. This conclusion underscores the importance of fostering positive attitudes and encouraging effective study habits among students to enhance their academic outcomes. The study highlights the need for parents, educators, and policymakers to focus on these factors to support student achievement.

##### **Recommendations**

The pupils' attitude towards the subject was generally "agree." It is crucial for teachers to instill in their pupils the idea that a positive attitude towards academic subjects can greatly enhance their achievement. Teachers should employ creative teaching methods to spark students' interest and foster a genuine love for the subjects.

Pupils were found to be undecided regarding their study habits. Teachers who interact with pupils daily should place a stronger emphasis on promoting good study habits. Regularly assigning and checking homework can encourage pupils to review their books or notebooks consistently, even for short periods at home.

Pupils should be taught time management skills from a young age. This includes learning to balance home chores, study time, and playtime. Effective time management can help pupils allocate time for studying and reviewing their notes at home, thereby developing more meaningful study habits.

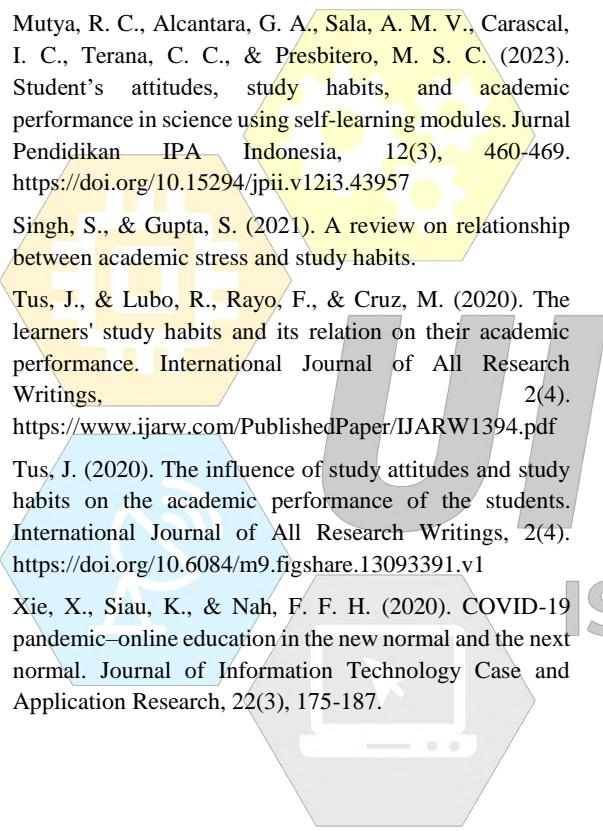
Teachers should identify and address the factors that significantly contribute to pupils' academic performance, particularly for female students who were found to have below-average achievement. Understanding these factors can help tailor support and interventions to improve academic outcomes.

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