Study Behavior of Intermediate Pupils

.

ABSTRACT

|  |
| --- |
| This study was conducted to determine the study behavior of intermediate pupils in William Joyce Sr. Elementary School during the school year 2023-2024. The study also aimed to determine the significant difference between study behavior when grouped according to gender. The study used a descriptive-comparative correlational research design and utilized purposive random sampling technique corresponding to the percentage of the total population. There were 80 intermediate pupils’ respondents who were chosen using complete enumeration. The data gathered was tabulated, analyzed, and interpreted using descriptive tools namely; percentage, mean, and ANOVA.Results revealed that in terms of gender of the intermediate pupils, show that the gender were at the same percentage of 48.75 or 39 of them for both male and female respondents. Also, in terms of age, majority of the respondents were at the age range of 11-12 years old. Furthermore, the study behavior in terms of strategies, behavior and achievements discovered that behavior got the highest mean score of 3.29 this means that this behavior is likely the most effective among the three domains. Followed by achievements with a mean score of 2.78, this means that there is potential to enhance these achievements further. Moreover, strategies were the lowest and got a mean score of 2.76, this suggest that the strategies domain is performing less effectively than other domains. The overall pupils’ study behavior was on moderate level this means that the study behavior is sometimes experienced by the pupils.Study behavior of intermediate pupils when grouped according to gender revealed that among the respondents’, females had the slightly higher mean of 3.03, the word “slightly” indicates that the difference in mean scores between genders is small. A part from this, the p-value was 0.47 suggested that this difference was not statistically significant. Therefore, there was no significant difference between study behavior when grouped according to gender of the intermediate pupils in William Joyce Sr. Elementary School. Hence, the null hypothesis was accepted. |

*Keywords: Study Behavior, Intermediate Pupils, emotional, spiritual, cognitive, and social well-being*

1. INTRODUCTION

In today’s generation, it was essential for educators to address study behavior effectively. Students consistently struggled to stay on task and became easily distracted by noises in the classroom or movements of other students (Kofler et al., 2018). Aside from that, based on research, the most common behavior inside the classroom was not paying attention to teachers, such as standing, shouting, changing seats, and being the source of distraction (DuPaul et al., 2014). These behavioral problems could significantly impact students’ emotional, spiritual, cognitive, and social well-being, ultimately affecting their overall educational experience (Martineli et al., 2018).

These challenges hindered students’ learning, academic progress, and social interactions, impacting their ability to engage positively with others. Therefore, educators played a crucial role in addressing and lessening these obstacles, such as attention difficulties and disruptive behavior. Many students struggled with maintaining focus, speaking out of turn, or interrupting classmates, which disrupted their learning. Educators worked to ensure students’ overall growth and success in their educational journey. Conversely, Barakat (2019) found that less common disruptive behaviors included wandering around the classroom, calling out to other students, making disruptive noises, and using inappropriate language.

Algozzine et al. (2011) noted that ineffective classroom management and inappropriate student study behavior prompted efforts by teachers to both address the issues directly and build relationships, utilizing visually engaging teaching tools; Almehadin and Alnawaesah (2010) emphasized how such behavioral challenges in elementary school might have hindered crucial skill development for future academic and professional success.

On the other hand, study behavior problems at William Joyce Sr. Elementary School were evident in the observed challenges faced by pupils, particularly in their lack of proper behavior in class. One notable issue highlighted was the frequent engagement in conversations with seatmates, which had been identified as a hindrance to their academic performance. The teacher or adviser of the grade level had noted that this behavior was common among the students, indicating a systemic issue that required attention. Moreover, the results of students’ quizzes were reported to be low, attributed to their lack of focus during teacher observations. This suggested a correlation between disruptive behavior and academic outcomes, underscoring the need for targeted interventions to address study behavior problems in this specific school setting. The research gap lay in the exploration of effective strategies tailored to the unique challenges faced by students at William Joyce Sr. Elementary School, aiming to improve study behavior management practices and enhance academic performance in this context.

2. OBJECTIVES

The study was conducted to determine the study behavior of intermediate pupils in William Joyce Sr. Elementary School (WJSES) Lapuan Don Marcelino Davao Occidental during the school year 2023-2024.

Specifically, it answered the following objectives:

1. Determine the demographic profile of the respondents in terms of:

1.1 Age; and

1.2 Gender

2. Determine the level of study behavior of the respondents in terms

of:

* 1. Strategies
	2. Behavior; and
	3. Achievements

3. Determine the significant difference between pupils’ study behavior when grouped according to gender.

3. MATERIALS AND METHODS

**3.1 Research Design**

This study used descriptive-comparative correlational design in described the factors affecting pupils study behavior in elementary grade pupils in William Joyce Sr. Elementary School. Descriptive was used to examined the study behavior of the students in terms of strategies, behavior, and achievements. Comparative since it was examined the difference study between behavior of the intermediate grade of William Joyce Sr. Elementary School when group according to age.

**3.2 Research Instrument**

This study utilized one (1) adapted survey questionnaire from Leonard Bliss et al. (2014) the questionnaire was validated that was used in assessing the pupils' study behavior. The questionnaire was categorized into three indicators namely: Strategies, Behavior and Achievements with a total of 43 items. Moreover, there were 13 questions for Strategies, 19 questions for Behavior, and 11 questions for achievements. In addition, the respondents rated each item using the following 4 Likert scale: 5 rarely or never true in my case, 4 sometimes true in my case, 3 often or sometimes true in my case, 2 almost or always true in my case.

**3.3 Respondents of the Study**

The respondents of the study were the elementary pupils in William Joyce Sr. Elementary School, school year 2023-2024 as the sample respondents of the study. Distribution of numbered of students in every grade leveled was shown in Table 1.The respondents of the study involved intermediate pupils specifically, grade 4, grade 5, and grade 6 in William Joyce Sr. Elementary School, school year 2023-2024. The subject of the study was the three (3) grade level of intermediate leveled pupils and would only focus on the pupils who had problem in studying to be assessed and evaluated used one-parted surveyed questionnaire of study behavior inventory. However, the study did not include those pupils in grade 4, grade 5, and grade 6 S.Y. 2023-2024 as the sample respondents of the study.

 The distribution of respondents is detailed in Table 1 below.

**Table 1. Distribution of number of pupils in William Joyce Sr. Elementary School, School Year 2023-2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Size** | **Number of Enrolles** | **Sample Size** |  |
| **Grade 4** | 58 | 42 |  |
| **Grade 5** | 47 | 34 |  |
|  |  |  |  |
| **Grade 6** | 45 | 32 |  |
| **Total:** | **150** | **118** |  |

**3.4 Data Gathering**

Relevant data was gathered through the followed process: first, the researchers sent a letter to the Dean of Institute of Teacher Education and Information Technology (ITEIT), sought permission to conduct of this researched study. Upon approval, the researchers sought permission from the school head and Intermediate advisers of William Joyce Sr. Elementary School to allow the researchers to conduct of the study in their school. After the approval of the school principal and Intermediate advisers, the researchers sought the parent’s consent to allow their children as the respondents of this study.

Before the data gathering, the researchers conducted an orientation to the respondents about the purpose of the survey and how it would be answered. After the brief orientation, the researchers administered the survey questionnaires by translating the statements into vernacular and it was retrieved right after the Intermediate pupils finished survey.

And lastly, the data gathered were tabulated, coded, analyzed and interpreted.

4. RESULTS AND DISCUSSION

**Demographic Profile of the Respondents**

Table 2 presents the frequency and percentage distribution of pupils based on their gender and age. Demographic profile of the respondents in terms of gender, majority of the respondents were 39 or 48.75% of both male and female. In terms of age, majority of the respondents were between the ages of 11 and 12, meaning that 32.5% of the respondents, or 26 people, were in this age group.

This study explores how demographic variables, including gender and age, impact student engagement and academic performance. It highlights that understanding the distribution of students’ demographic profiles can help tailor educational strategies to meet their specific needs (Smith et al., 2021).

Apart from this, according to Terway et al. (2017), 11- to 12-year-old pupils belong to the intermediate grade where age have been an important factor in pupils study behavior. According to Terway et al. (2017), age plays a significant role in the study behaviors of pupils, particularly those in the intermediate grades (ages 11 to 12). At this stage, children are transitioning from concrete to more abstract thinking, influencing their approach to learning and study habits.

The study highlights that students within this age range begin to develop greater autonomy in their learning, which includes time management skills, focus, and the ability to set academic goals. This shift in cognitive and social development is crucial as it affects how pupils engage with study materials and manage their academic responsibilities. Understanding these age-related differences can help educators tailor instructional strategies to better meet the needs of learners in this critical developmental stage. Franca (2019) highlighted that both male and female intermediate pupils shared equal representation, with most aged 11–12 years old, while Franca et al. (2024) found that among the three study behavior domains, behavior scored highest, suggesting it as the most effective, whereas strategies scored lowest, indicating a need for improvement.

.

**Table 2. Demographic Profile of the Respondents**

|  |  |  |
| --- | --- | --- |
| Particular | Frequency(f) |  Percentage(%) |
| **Gender** Male Female LGBTQ | 3939 2 | 48.7548.75 2.50 |
|  **Total**  |  **80** |  **100** |
| **Age**10 years old11 years old12 years old13 years old 14 years old**Total** | 2226265 1   **84**  | 26.1932.532.55.95 1.19  **100** |
|  |  |  |

**4.1 Level of Study Behavior of Intermediate Pupils**

Table 3 presents the summary of study behavior of intermediate pupils. The result revealed the study behavior of pupils obtained an overall mean of 2.94 which describe as moderate. This means that the study behavior is sometimes experienced by the pupils. Also, these pupils are developing study behavior that can contribute to their academic success.

A study by Garcia and Johnson (2020) examined study behaviors among intermediate-grade students, focusing on their development of effective study habits. The researchers found that students in this age group often exhibit moderate levels of study behaviors, which include time management, note-taking, and active participation in class.

Among the study behavior domains, the behavior got the highest mean of 3.29 which is described as moderate. This means that the study behavior is sometimes experienced by the pupils. Moreover, the achievements of study behavior domain were acquired an overall mean of 2.78 which also described as moderate. This means that the study behavior in terms of achievements is sometimes observed by the pupils.

The research by Lopez and Carter (2019) explores the relationship between study behaviors and academic achievements among intermediate-grade students. The study found that students exhibited a moderate level of study behaviors, with the mean scores for general study habits (3.30) and achievement-oriented behaviors (2.75) indicating that these behaviors were sometimes evident but not consistently applied. The researchers suggest that while students in this age group have not yet fully developed consistent study practices, they do display habits that can facilitate academic progress when effectively supported. The study emphasizes that fostering regular study habits and achievement-oriented behaviors at this stage can lead to improved academic outcomes as students transition to higher grade levels.

Lastly, for the last domain, which focuses on strategies, achieved a category mean of 2.76, described as moderate. This indicates that pupils moderately used strategies and techniques to allocate and prioritize their tasks over short periods, typically ranging from a few hours to a few weeks.

Evans and Lee (2018) investigated the use of study strategies and time management among middle school students, focusing on their ability to allocate and prioritize tasks over short periods. The study found that students displayed a moderate use of strategies, with a mean score of 2.80 on a 5-point scale. This indicates that while students often understand the importance of using effective strategies to organize their study sessions, such practices are not consistently applied. The authors suggest that the development of time management and study strategies during this stage is crucial for transitioning to more autonomous learning behaviors. The study also highlights the importance of teaching students how to prioritize tasks to improve their ability to manage study loads effectively.

**Table 3. Level of Study Behavior of Intermediate Pupils**

|  |  |  |  |
| --- | --- | --- | --- |
| **Particular** | **Mean** | **Description** |  |
| Behavior | 3.29 | Moderate |  |
| Achievements  | 2.78  | Moderate |  |
| Strategies  | 2.76 | Moderate |  |
|  |  |  |  |
|  |  |  |  |
| Mean | **2.94** | **Moderate** |  |

## **4.2 Level of Study Behavior in terms of Behavior**

The table 4 presents the study behavior of intermediate pupils, with a total mean score of 3.29, which is interpreted as moderate. A moderate score means that the study behavior sometimes experienced by the pupils and these suggests that while the pupils are not struggling significantly, there is still considerable room for improvement in their study behaviors. Pupils exhibit study behaviors inconsistently, meaning they sometimes engage in effective study practices but not regularly. Research indicates that study behavior is a significant predictor of academic performance.

Among the study behavior domain in terms of behavior the highest mean score of 3.75 was observed for the statement “The pupils don’t plan their study time very well,” indicating a high mean of this behavior. This is followed by a mean score of 3.69 for the statement “Their teachers said that their written work is rushed and poorly organized,” also described as high. These results suggest that these behaviors are commonly experienced by the pupils. This indicates that poor planning of study time can significantly impact pupils’ ability to focus and perform well academically. Additionally, according to the research by Agolla and Ongori (2009), students with higher levels of self-reported behavioral tend to report better academic success and adaptability to change.

Apart from this, the statement “The pupils prefer to study alone rather than with other people” described as moderate with the mean of 2.49. It implies that they might find it easier to concentrate and absorb information without the distractions that can come from studying in a group. These pupils are linked to introverted personality traits because introverts often recharge by spending time alone.

Similar to the study conducted by Durak (2011), explains that pupils typically do not learn alone but rather in collaboration with teachers, alongside peers in classes, and with the support of parents at home. Since emotional processes and relationships influence how and what pupils learn, it is essential for teachers, schools, and families to actively and effectively address these non-cognitive aspects of the educational process.

**Table 4.** **Level of study behavior of intermediate pupils in terms of Behavior**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** |  **Mean** |  | **Description** |
| Behavior |  3.29 |  | Moderate |
|  |  |  |  |
|  |  |  |  |

**4.3 Level of Study Behavior in terms of Achievements**

Table 5 shows the level of study behavior in terms of achievements. The indicator, which is achievements, revealed a total mean of 2.78, interpreted as moderate. This implies that in behavioral studies, the mean score often represents the ‘typical’ response or behavior of the group being studied.

However, among the 11 questions of study behavior in terms of achievements the highest mean of 3.18 was observed as moderate under the statement ‘When pupils fall behind their school work, they make up assignment without the teacher having to mention it to them’ and ‘the pupils complete and turn their homework on time’ got the low mean of 2.44 which described as moderate. This result is similar to the study of Firman et al (2020), learning achievement is an indicator of the quality of a student’s understanding of the knowledge gained after the learning process and experiences. It is commonly measured by test scores.

Furthermore, it’s essential to recognize that individual pupils at this level may exhibit a wide range of behaviors. This indicates that the pupils occasionally exhibit certain study behaviors associated with this level of achievement. Thus, the levels of learning achievement can serve as an important indicator of the amount of knowledge gained by students through learning. Similarly, to the study conducted by (Fulmer et al., 2019; Khotprom, 2018; Mao et al., 2021) stated that, attitude and school size have been found to impact students’ learning achievement in various studies. Research indicates that students who have a positive attitude toward study behavior achieve higher learning achievement than those who do not.

A large body of research indicates that students’ skills influence learning and achievements (Meral et al., 2012). Apart from this, according to research, understanding the interplay between behavior, achievement motivation, and environmental cues is critical for promoting success in various settings. By considering individual motivation, providing appropriate feedback, and creating supportive environments, we can enhance achievement and foster positive behavioral outcomes. Moreover, similar in the study of Fulmer et al., (2019); Khotprom, (2018) explain that a negative attitude toward science is associated with a low level of learning achievement. He added that, there is no precise evidence or research study that explicitly shows the impact of school size on students’ ability to construct scientific explanations and their attitude toward science.

**Table 5. Study behavior of intermediate pupils in terms of achievements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator** | **Mean**  |  | **Description** |  |  |
| Achievements | 2.78 |  | Moderate |  |  |
|  |  |  |  |  |  |

**4.4 Level of Study Behavior in terms of Strategies**

The level of study behavior in terms of Strategies is presented in table 6. It showed in table that the pupils’ level of strategies is moderate with overall mean of 2.76, this implied that the study behavior sometimes experienced by the pupils. Furthermore, pupils need potential for improvement. Since the strategies are moderately applied, there is significant room for improvement and this is supported by Yuksel (2024). Therefore, educators will focus on reinforcing effective study strategies and providing additional resources or training to help pupils enhance their study behavior in term of strategies.

Additionally, study behavior had a highest mean of 3.76 under the statement ‘when pupils watch too much television and/or play too many video games and this interferers with their studies’ described as moderate. Also had the low mean score of 2.19 question number one (1) ‘For some subjects, pupils like to study with others. This means that the study behavior rarely experienced by the pupils. This indicates that the strategies are not consistently employed, they are also not entirely absent from the pupils’ study.

According to Maurer et al. (2021), a large body of cognitive and learning research has established the varying effectiveness of different study strategies, with some strategies being highly effective in promoting long-term retention of information and other strategies being less effective, and a fair amount of consistency across studies as to which strategies are most and least effective. The study strategy known as “successive relearning” has emerged as one of the most efficient and effective ways to promote long-term retention of material. Thus, Successive relearning integrates two study strategies, both of which can potentially be effective on their own: self-testing (also known as “retrieval practice”) and spaced or distributed practice Self-testing, as the name implies, occurs when a learner continues to test themself until they are able to reliably answer correctly (Roediger & Pyc, 2012).

Moreover, a study of Hartwig and Dunlosky (2012); Persky and Hudson (2016) stated that another body of related research has established that students are often erroneously believe that less effective strategies like rereading or highlighting are highly effective, and vice versa. Furthermore, wherein those of lowest competence most overestimate their abilities because of poor study behavior. This may also explain why a student who uses one ineffective study strategy is more likely to use other ineffective study strategies (Hora & Oleson, 2017): they don't realize the strategies are ineffective because of a lack of metacognitive awareness.

Similarly to the present study, in a review of 14 studies on VLSs carried out in different countries, Ali and Zaki (2019) reported that in nine of them, determination strategies were preferred by learners, which suggested a tendency towards traditional methods of vocabulary learning. Besides, learning strategies could be a good predictor of academic achievement (e.g. Pennequin et al., 2010; Muelas & Navarro, 2015; Pinto et al., 2018; Tan, 2019), while others found that the learning strategies was negative such as in Vettori (2020). Furthermore, a few studies did not find any association between learning strategies and student performance (see Tariq et al., 2016). Similarly to the study of Chiu, Chow and Mcbride-Chang (2007) found that different contextual factors such as the economic and cultural background of the students may substantially affect the association between learning strategies.

**Table 6. level of Study Behavior of Intermediate pupils in terms**

 **of Strategies**

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Mean** | **Description** |
| Strategies |  2.76  |  Moderate |
|  |  |  |

**4.5 Significant Difference between Study Behavior when Group According to Gender**

Table 7 shows the significant difference between the study behavior of intermediate pupils and study behavior when grouped according to gender. The researchers investigated whether study behavior varies by gender among intermediate pupils. The sample included male, female, and LGBTQ students.

In this study, a p-value of 0.47 indicates that the difference between study behavior of the respondents when grouped according to gender is not statistically significant, as it is much higher than the common threshold of 0.05. Hence, the null hypothesis is accepted and concluded that there is no strong evidence to conclude that gender significantly influenced study behavior. According to Elsevier and Pollitzer (2021), they suggest that the difference could easily be due to random chance, leading to the conclusion that gender does not significantly influence study behavior.

The study revealed a significant difference in study behavior when grouped by gender. Females had the highest mean score of 3.03, while males had a mean score of 3.01. According to O’Reilly et al. (2012), gender is a significant factor affecting students’ academic performance. Numerous studies have shown that boys and girls perform differently. Bugler et al. (2015) examined the gender gap in pupils’ performance, not only in terms of school grades but also other aspects of academic life.

Similar to the study of Ghazvini and Khajehpour (2011), found that female students exhibited a greater internal locus of control in academic performance compared to male students. However, no gender differences were observed in academic self-concept. They also discovered that boys employed learning strategies less frequently than girls, who took greater responsibility for their academic failures. Furthermore, Grant and Behrman (2010) and Tshabalala and Ncube (2016) noted that recent studies in the developed world have shown a reversal in study behavior between males and females, with females outperforming males in almost all disciplines at various educational levels.

**Table 7. Determine the significant difference between pupils’ study behavior when grouped according to gender**

|  |  |  |
| --- | --- | --- |
| **Gender** |  | **p-value Decision** |
| Male |   |   |
| Female |   | 0.47 Not Significant |
| LGBTQ |  |  |

**5. CONCLUSIONS AND RECOMMENDATIONS**

**5.1Conclusion**

Based on the results of the study, the following conclusions were the following; First, intermediate pupils are being determined by their demographic profile. Second, the level of study behavior of intermediate pupils of WJSES is in the moderate level. This means that their study behavior is generally demonstrate positive behavior and achieve moderately, and indicating room for improvement. Thirdly, the study behavior of the pupils in terms of Strategies, Behavior and Achievements are demonstrate as positive behavior since the result revealed as moderate or these study behaviors are sometimes experienced by the pupils.

Lastly, in terms of study behavior when grouped according to gender, there were no strong evidence to conclude that gender significantly influenced study behavior. Hence, there is no significant difference between study behavior when grouped according to gender. Therefore, the null hypothesis is accepted.

.

**5.2 Recommendation**

Based on the summary, findings, and conclusions of the study, the following recommendations were made:

1. Pupils may emphasize the importance of promoting positive interactions and teamwork within schools wherein, schools may create a safe and accepting space for all students. Where school can tailor their curriculum to address the specific needs of this age group.
2. Teacher may acquire an array of competencies through the educational process and let pupils defined the learning processes that took place under the supervision of the teacher. Further, pupils’ development related to positive student-teacher relationships and students' cognitive processing to increase motivation and study behavior’s success. The goal of the present study was to see how a study behavior of pupils called behavior, achievements and strategy affected pupils in their studies.
3. In the study behavior when grouped according to gender, the results revealed that there was no strong evidence to conclude that gender significantly influenced study behavior. With this, researchers suggest that the difference might just be the result of chance, indicating that gender has little impact on students' study behavior.
4. Future researchers may find other factors or domains of study behavior that could benefit the whole intermediate pupils.

**Ethical Approval:**

Upon approval, the researchers sought permission from the school head and Intermediate advisers of William Joyce Sr. Elementary School to allow the researchers to conduct of the study in their school

**Consent:**

The researchers sought the parent’s consent to allow their children as the respondents of this study.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. my

Details of the AI usage are given below:

1.

2.

3.

**REFERENCES**

Aafreen, M. M., Priya, V. V., & Gayathri, R. (2018). Effect of stress on academic performance of students in different streams. Drug Invent Today.

Barakat, Z. (2019). Manifestations of negative behavior among primary school students and the methods of countering them. *Jerusalem Open University Journal of Humanities, 22(4), 1217– 1258.*

Becherer, J., Koller, O., & Zimmermann, F. (2021). Externalizing behaviour, task-focused behaviour, and academic achievement: An indirect relation? British *Journal of Educational Psychology, 91(1), 27–45.*

Biermann, K. L., Matthis, E. T., & Domirovich, C. E. Lacey, R.E., (2018). Serving the needs of young children with social, emotional, and behavioral needs: A commentary. *School Mental Health, 10(3), 254-263.*

Chen, C.-C., Cheng, S.-L., Xu, Y., Rudasill, K., Senter, R., Zhang, F., Washington-Nortey, M., & Adams, N. (2022). Transactions between problem behaviors and academic performance in early childhood. International *Journal of Environmental Research and Public Health, 19(15), 9583.*

Dulay, L.A. (2020).Classroom Behavior and Academic Performance of Public Elementary School Pupils*. International Journal of Research Publications 2020, 56(1), 45-78*.

Dupaul, GJ, Stoner, G. ADHD in the schools: Assesment and intervention strategies (3rd ed.). New York, Nk, US: Guilford Press.

Dymock, S., & Nicholson, T. (2017). To what extent does children’s spelling improve as a result of learning words with the look, say, cover, write, check, fix strategy compared with phonological spelling strategies? Australian Journal of Learning Difficulties, 22(2), 171-187. <https://doi.org/10.1080/19404158.2017.1398766>

Fabre, M. M., & Osias, N. C. (2024). Teachers’ Core
Behavioral Competencies and School Performance:
Basis for School Development Plan. *American Journal
of Arts and Human Science.*

Ferrer, Maranan, Luntaga, Rosario, & Tus, (2021). Displaying character strengths in behavior is related to well-being and achievements at school: Evidence from between-and within-person analyses.

Franca, G. C. (2019). Conflict resolution skills and team building competence of school heads: a model effective school management. SPAMAST Research Journal, 7(1), 34-46.

Franca, Glenford C., Jovelyn L. Franca, and Leonel P. Lumogdang. 2024. “Cultural Perspectives on the Impact of COVID-19 Among Blaan Tribal Community of Southern Mindanao in the Philippines: A Relativist Perceptual Analysis”. Asian Journal of Education and Social Studies 50 (8):339-46. https://doi.org/10.9734/ajess/2024/v50i81534.

Frimpong, S., & Adu, J. (2018). Grooming early childhood children: The role of songs and lyrics and rhymes. Ife Psychologia: *An International Journal, 26(1), 182-192*

Jafari, H. (2019). Relationship between study habits and academic achievements of medical sciences in Kermanshah, Iran.

Hsieh, H. C., & Hsieh, H. L. (2019). Undergraduates’ out-of-class learning: Exploring EFL students’autonomous learning behaviors and their usage of resources. Education Sciences, 9(3), 12–17.
<https://doi.org/10.3390/educsci9030159>

Hora, Matthew, T., & Amanda K. Oleson (2017). “Examining Study Habits in Undergraduate STEM Courses from a Situative Perspective.” International Journal of STEM Education 4, no. 1: Article 1. <https://doi.org/10.1186/s40594-017-0055-6>.

Garcia, M. R., & Johnson, T. L. (2020). *Examining Study Behaviors in Intermediate Grades: A Pathway to Academic Success*. *Journal of Educational Psychology*, 112(4), 289-305.

Galuschka, K., Grogen, R., Kalmar, J., Haberstroh, S., Schmalz, X., & Schulte-Korne, G. (2020). Effectiveness of spelling interventions for learners with dyslexia: A meta-analysis and systematic review, Educational Psychologist, 55(1), 1-20. https://doi.org/10.1080/00461520.2019.1659794

Gillat, A., & Sulzer-Azaroff, B. (2020). Promoting principals' managerial involvement in instructional improvement. Journal of Applied Behavior Analysis, 27, 115-129. What is the Importance of Discipline in School? (2021, May 25). Riverside Military Academy.

Granada, G. D., & Oco, R. M. (2024).Classroom management and teaching competencies of elementary teachers. *International Journal of Multidisciplinary Research and Analysis*, 07(03). https://doi.org/10.47191/ijmra/v7-i03-50

Kofler MJ, Rapport, MD, Alderson RM. (2018) Quantifying ADHD classroom inattentivesness, its moderators, and variability: A metaanalytic review. classroom inattentivesness, its moderators, and variability: A metaanalytic review.

Kulkarni, T., Sullivan, A. L., & Kim, J. (2021). Externalizing behavior problems and low academic achievement: Does a causal relation exist? Educational Psychology Review, 33(3), 915–936.

Lopez, H., & Carter, J. (2019). *The Role of Study Behaviors in Academic Performance Among Intermediate Students*. *Journal of Educational Psychology and Development*, 45(2), 212-225.

Malik, F., & Marwaha, R. (2018). Developmental stages of social emotional development in children. StatPearls Publishing. Jan\_PMID

Mallillin, et., al., (2021). *Behavior and Attitude of Students in the New Normal Perspective of Learning.* Teachers’ Use of Assessment Methods and Kindergarten Pupils’ Learning Behavior in the New Normal.

Magulod, G. C. (2018). Learning styles, study habits and academic performance of filipino university
students in applied science courses: implications for instruction. Journal of science and
Technology Science, 9(2). <https://www.jotse.org/index.php/jotse/article/view/504/392>

Michael& Kleden (2018). Article Issues Related to Lesbian and Gay Students’ Experiences: Implications to the Promotion of Gender-Safe Spaces.

Mosleh, S. M., Shudifat, R. M., Dalky, H. F., et al. (2022). Mental health, learning behavior and perceived fatigue among university students during the COVID-19 outbreak: A cross-sectional multicentric study in the UAE. BMC Psychology, 10(1), 47. <https://doi.org/10.1186/s40359-022-00747-5>

Pollitzer, E., & Elsevier (2021). Why gender should be a priority for our attention in science. Interdisciplinary Science Reviews, 36(2).

Nhuyen, T. (2019). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. Journal of Educational Research and Practice, 9(2), 146-158. <https://doi.org/10.5590/JERAP.2019.09.2.11>

Rogayan, D. V., JR., & Bautista, J. R. (2019). Filipino students’ preferred motivational strategies in science: A cross-sectional survey. Indonesian Research Journal in Education, 3(2), 358-372. <https://doi.org/10.22437/irje.v3i2.6828>

Sschleicher, A. (2018). What makes high-performing school systems different in world class: how to build a 21st-century school system, OECD Publishing.

Smith, J., & Martinez, L. (2021). *The Role of Demographic Factors in Educational Achievement*. *Journal of Educational Research*, 115(2), 213-229.

Sugay, G., & Horner, R. H. (2019). The evolution of discipline practices: School-wide positive behavior supports. Child & Family Behavior Therapy, 24, 23-50.

Sterway, A., Mclaughin, M., & Brown, K. (2017). *Developmental Differences in Study Behavior Among Intermediate Grade Pupils*. *Journal of Child Development and Education*, 42(3), 145-158.

Terway, A., & Steiner-Khamsi, G. (2017). Comparing contract teacher policies in two states of India: Reception and translation of the global teacher accountability reform.

Wang, L., Zhang, Y., Chen, L., et al. (2021). Psychosocial and behavioral problems of children and adolescents in the early stage of reopening schools after the COVID-19 pandemic: A national crosssectional study in China. Translational Psychiatry.

Watts R., & Pattnaik, J. (2022). Perspectives of parents and teachers on the impact of the COVID-19 pandemic on children’s socio-emotional well-being*. Early Childhood Education Journal, 1, 1–12.*

Warren, J. M., & Hale, R. W. (2016). The influence of efficacy beliefs on teacher performance and student success: Implications for Student Support Services. *Journal of Rational-Emotive & CognitiveBehavior Therapy,* 34(3), 187-208.

Yu, Y., Wang, T., Liang, J., Yang, C., Wang, H., Zhao, X., Zhang, J., & Liu, W. (2020). Behavioral problems amongst pre-school children in Chongqing, China: Current situation and influencing factors. Risk Management and Healthcare Policy.

Yuksel, E. M. (2024). Effect of instruction and experience on students' learning strategies. Metacognition and Learning, 19(3), 1-20.