
Exploring the Study Habits of Grade 1 Beginning Readers: Basis for a Proposed Framework

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Abstract — This study explored the study habits of select Grade 1 Beginning Readers in Bacolor North, Pampanga, during the School Year 2024-2025. A qualitative research method was employed in this study. Specifically, the phenomenological research design served as the primary guide for conducting the research. Based on the findings, three (3) major themes describe the study habits of Grade 1 Beginning Readers. First, Developing Independence and Responsibility in Learning, Second, Parental Engagement Enhances Learning Motivation. Third, Balanced Routines Encourage Good Study Habits. Also, three (3) major challenges impede the effective development of study habits among Grade 1 Beginning Readers. First, Digital Distractions and Environmental Noise. Second, Short Attention Span and Lack of Motivation, and third, Curriculum Load and Fast-Paced Instruction. Furthermore, three major instructional supports that teachers believe are essential in developing children's study habits. First, Individualized and Remedial Instruction. Second, the Use of Interactive and Visual Learning Materials, and Third, Strengthened Home–School Collaboration. The model illustrates the interrelationship among three major dimensions: Children's Study Habits, Perceived Challenges, and Instructional Support. It explains how internal and external factors interact to influence the development of effective study habits among Grade 1 Beginning Readers.

Keywords: Study Habits, Beginning Readers, Framework, Phenomenology

I. INTRODUCTION

Developing basic reading skills in Grade 1 is crucial for progressing to higher levels of reading proficiency. Developing the study habits of beginning readers may help teachers understand how they learn. The early phases of reading development are crucial for young learners, particularly in Grade 1, when they acquire the foundational skills necessary. Study habits refer to the regular activities that students engage in to help them study effectively.

These habits are crucial for beginning readers who are just starting to read. They are the most important things for their reading skills and general schoolwork. The way pupils study reveals how they approach learning, and it also influences how their brains function during the learning process. At this stage in their lives, learning how to study properly not only helps them read better, but it also makes children enjoy learning, a skill that can last a lifetime.

The management of one's time, the establishment of reasonable goals, the selection of an adequate study environment, the utilization of appropriate equipment for note-taking, the choice of critical ideas, and the organization of one's thoughts are all examples of study habits (Proctor et al., 2016).

The consistent application or exercise of one's academic abilities over an extended period is what is meant by the term "study habits." Children who do not have adequate or planned study routines are more likely to have bad study habits. On the other hand, children with strong study habits have more ordered routines that enable them to concentrate more successfully on the topic. (Gettinger & Seibert, 2021).

In the meantime, Khurshid et al. (2011) describe a learner's inclination to apply their steady attention to obtain knowledge through methodical routines. They mean this when they say a learner has a study habit. Study habits are defined by Credé and Kuncel (2008) as the extent to which students engage in regular study activities characterized by appropriate routines and conducted in a supportive environment.

Bakare (1977) defines study habits as encompassing proficiencies in homework completion, time management, reading and note-taking, establishing a study routine, maintaining

focus, writing assignments, test-taking, and seeking teacher guidance. Utilizing his study habits inventory, he deduced from multiple research studies that there is a favorable correlation between study habits and academic success.

Additional scholars, including Tope (2011), Bagongon and Connie (2009), and Salami and Aremu (2006), utilized Bakare's (1977) study habit questionnaire to demonstrate a correlation between study habits and academic success.

Osa-Edoh and Alutu (2011) conducted a study that found a strong association between study habits and readers' academic achievement. Rana and Kausar (2011) contend that while acknowledging one's learning style is valuable, effectively managing study habits can significantly alleviate academic underachievement among students. Consequently, children who develop suitable study habits successfully overcome the obstacle of inadequate academic achievement. In Ghana, education stakeholders must instill effective study habits in students to counter the apparent decline in academic achievement. In a study by Sarwar et al. (2009), those with above-average performance exhibited superior study habits compared with those with below-average performance.

Nuthana and Yanagi (2019) demonstrated a strong correlation between students' performance and their preparation for lessons and examinations. Consequently, pupils with intense focus and concentration can achieve higher academic performance. Conversely, pupils with strong reading competence are well-equipped for assessments, have strong focus and concentration, and are likely to achieve success academically. Thus, monitoring students' performance can lead to improved performance. Thus, several factors make it challenging for children to develop effective study habits.

Rana and Kausar (2011) observe that confident children perceive studying as monotonous, can impact their ability to achieve high academic success. Bailey and Garratt (2021) noted that each person has a unique technique for understanding a specific idea, indicating that children do not universally use the same study methods. Many students struggle academically not because of a lack of aptitude but because they face challenges in school and often lack sufficient and appropriate study habits and abilities (Rana & Kausar, 2011; Mendezabal, 2013).

A significant obstacle in children's study habits is their inability to develop effective note-taking and time management skills (Mutsotso & Abenga, 2010; Nagaraju, 2004).

Typically, children do not allocate enough time to their studies, leading to poor study habits. In a study conducted by Mendezabal (2013), it was discovered that readers exhibited unfavorable study habits and attitudes, lacked efficient time management skills, had deficiencies in planning and concentration, possessed inadequate reading skills, lacked effective examination techniques, and failed to communicate their academic challenges to their teachers and seek assistance.

Garabedian (2014) identified several common study challenges, such as reading and writing difficulties, poor concentration and note-taking skills, excessive homework and class tests/exercises, high levels of anxiety, lack of enthusiasm and motivation, low school attendance, difficulty comprehending the material being taught, and lack of interest and confidence in the subjects.

Rabia et al. (2017) noted that developing good study habits is a means of allocating more time to oneself to pursue knowledge uninterrupted.

Additionally, academic achievement is a strong predictor of good study habits among children. Some examples of solid study habits include reading and participating in study groups. Students engaged in these activities may achieve their educational aspirations. The effectiveness of the assistance provided to the children determines whether it is deemed beneficial or unhelpful. (Tus et al., 2010).

Study habits are designed to mimic students' regular study habits while simultaneously soliciting and directing the learner's cognitive processes during learning. Akrolo (1014) listed the components of effective study habits, including time management, establishing attainable goals, selecting an appropriate study environment, using appropriate note-taking tools, identifying key concepts, and organization.

Each person may have a unique approach to studying. It may also necessitate adjustment as the scenario arises. Readers might need to adjust their study routines to adapt to this new

instructional standard. As a result of the pandemic, both study habits had to be modified due to the numerous unknowns and disruptions encountered.

Children who lack good study habits often have less structured routines, which can hinder their ability to focus on the task at hand. Children with strong study habits, on the other hand, have structured routines that can help them focus on what they need to accomplish (Gettinger & Seibert, 2021). As a consequence, those with a stake in education should be concerned about the development and implementation of effective study habits among children.

Arrieta et al. (2017) highlighted that students' study routines play a significant role in their overall lives. Students' study habits are contingent on their successes and failures. Education is an art form, and this must be shaped through constant practice and dedication. The ability, intelligence, and effort students put forth will determine whether they achieve their goals. Therefore, developing productive study patterns can be of great assistance to a student.

Rana and Kausar (2011) argued that mastering a child's study habits can significantly reduce the issues of underperformance among children. Children who can develop their own study habits can attain their educational and academic objectives. This suggests that learners who establish effective study routines can overcome academic challenges and avoid underperformance in their educational pursuits.

Bakare's (1977) definition of study habits encompasses skills in various areas, including homework and assignments, time management, reading and note-taking, study period processes, concentration, written work, examination-taking, and teacher consultations. Through his study habits inventory and several other studies, he was able to determine that certain study habits are positively associated with academic success.

Osa-Edoh and Alutu (1011) found a significant correlation between students' study habits and their level of academic success. According to these findings, if young people cultivate healthy study habits, their academic performance will likely increase (Esia-Donkoh et al., 2017).

Overachievers, on the other hand, have better study habits than underachievers, according to research conducted by Sarwar et al. (2009). The habits of reading and taking notes, as well as

habits of attention and exam preparation, all have a significant link to academic accomplishment. Consequently, minors who excel at reading and taking notes, are well-prepared for tests, and have a high concentration level are more likely to achieve academic success (Nuthana & Yenagi, 2009).

Sreelekha et al. (2016), in their research titled “Study Habits and Academic Performance of First-year MBBS Pupils,” state that the primary goal of education is to enhance pupils as they study while they are enrolled in school. First-year MBBS students will be chosen as responders in their study, and they volunteered to participate. Learners who established good study habits performed way better than those who did not. While this was going on, Thiyagu (2013) investigated how students’ studying habits influence their academic achievement in relation to factors such as gender, locality, and residence. The respondents will be given a standardized instrument to test the learning behaviors variable. The data showed no significant correlation between students’ study habits and their academic characteristics, including gender, geography, or domicile.

In the research conducted by Banares et al. (2016), it was found that there were no significant differences among BSA students at the Philippine Institute of Technology in Manila in terms of time management, learning methods, or study environments. It also demonstrates that students’ study habits are not influenced by gender, particularly in terms of time management and the overall classroom ambiance.

On the other hand, Foz et al. (2016), from the Technological Institute of the Philippines, surveyed their study habits. The incidental sampling method was used to select 76 respondents from a total population of 105 scholars, who were then given survey questionnaires to complete. According to the poll, academically successful students employed various study habits, including effective time management, diverse learning styles, and different study environments. It has a significant bearing on the achievements that academic performers achieve.

In addition, the study by Tus et al. (2010) aimed to investigate the relationship between students’ study habits and their academic achievements. A descriptive-correlation approach was used to define the profile of the respondents in terms of their study habits and academic performance. This research was carried out with the participation of 116 grade 11 senior high school students. Furthermore, the primary research tool used was the Palsane and Sharma Study

Habit Inventory. Budgeting time, physical status, and other criteria are among the scale's eight subscales.

However, the learners' study habits have been severely affected by the pandemic. The modalities have been shifted from face-to-face classes to modular and distance learning due to frequent adjustments to learners' perspectives. As a result, it is essential to have more explicit insights into the students' study habits. Instilling healthy study routines in students, especially those in primary school, is essential because they learn quickly.

Therefore, the study aims to shed light on the nature of study habits among readers in this new educational standard, the challenges they face in practicing these habits, and how they would like to improve their study habits to succeed in their academic pursuits.

A substantial body of research has examined students' study habits worldwide. In the local context, readers' study habits are believed to benefit their academic achievement.

On the other hand, the number of relevant studies conducted in the Philippines is still too low to enable a thorough understanding and the development of a robust framework or model of primary school students' study habits. Moreover, participants in these investigations are from secondary school or above.

Despite the significance of good study habits, relatively little research has been conducted to deepen understanding of this aspect of education. As a result, gaining a deeper understanding of readers' study habits is vital. It is crucial to cultivate appropriate study habits, particularly for elementary school pupils.

In light of these contentions, the study aimed to examine the study habits of Beginning Grade 1 Learners, their challenges, and the ways to improve their study habits. This research investigation will shed light on how these young students will be able to learn the basics of reading. Teachers and parents can explore and try these various methods to encourage and help children learn how to read and develop in them a lifelong love for reading.

Theoretical Framework

Scholars, teachers, and parents have widely recognized the significance of fostering students' good study habits. Learning entails a persistent and stable change in what a person knows or does. Study habits have a substantial impact on pupils' learning and development. A habit is a consistent pattern of repeated action and often happens without conscious awareness.

Psychologists define habit as a stable pattern of thinking, behavior, or feeling developed through repeated mental or physical experiences (Andrews, 1903, p. 1). According to Ronis et al. (1989), habits are formed by repeated actions that become automatic cognitive processes. These processes are so well learned that they no longer require conscious effort.

The online Oxford Dictionary (1014) has two definitions of habit: firstly, as a “settled or regular tendency or practice, especially one that is difficult to abandon,” and secondly, as an “automatic reaction to a specific situation.”

The theory of habit formation is closely associated with behaviorist theory—researchers such as B.F. Skinner and John Watson postulated that behaviors transform into habits when a stimulus consistently prompts them to carry out an action reinforced by a reward. Habits are a prevalent component of human behavior, and the examination of behavior is no exception.

Research has shown that study habits are important for predicting academic success (Credé & Kuncel, 2018), just as habits are typically good indicators of future behavior (as noted earlier). To improve academic performance, it is essential to understand the unique actions that define daily study routines. In this context, the researcher aimed to investigate parental perspectives on study habits, obstacles, and instructional aids to inform the development of a study habit framework.

Statement of the Problem

This study explored the study habits of select Grade 1 Beginning Readers in Bacolor North, Pampanga, during the School Year 2024-2025.

Specifically, this study answered the following questions:

1. How do participants perceive the study habits of their children?
2. What perceived challenges hinder the effective practice of study habits among grade 1 Beginning Readers?
3. What instructional support do teachers believe will assist them in developing children's study habits?
4. What framework for effective study habits can be proposed based on the findings?

Significance of the Study

The researcher hoped this endeavor would shed light on the contemporary world of academia. Hence, the beneficiaries of the result of this research are the following:

School Administrators. This study will provide them with substantial information regarding what and how they can support the development of Beginning Grade 1 Readers through good study habits.

Teachers. This research aims to identify effective study habits that teachers can use as a basis for providing students with an appropriate, structured intervention plan. This will also provide ideas and strategies for classroom management that they can implement in face-to-face classes.

Readers. This study's findings have a greater impact on their learning as study habits are inculcated into their daily activities.

Parents. The findings of this study support parents in ensuring that their children acquire the necessary study habits and have full support for the teaching-learning process.

Future Researchers. This study provides additional literature on the analysis of study habits in elementary school readers that researchers can use in the future.

Scope and Delimitation

This study aimed to explore the study habits of select Grade 1 Beginning Readers in Bacolor North, Pampanga, during the School Year 2024-2025. The study participants were purposively selected parents and teachers.

It was further delimited to the following: participants' perceptions of their children's study habits, their perceived challenges hindering the effective practice of study habits among Grade 1 Beginning Readers, the instructional support that teachers provided to assist them in developing their children's study habits, and lastly, the framework for effective study habits.

Definitions of Terms

The following terms were defined to better understand this study.

Beginning Readers. According to DepEd Order No. 31, this applies to students at the beginning of their learning. These students have numerical grades of 74% or lower.

Study Habits. This refers to using one's cognitive abilities, emotions, and actions deliberately and purposefully to maximize learning of knowledge and skills relevant to a specific activity and particular set of circumstances.

Learning. This refers to the process by which children demonstrate the acquisition of knowledge or skills relevant to the topic.

II. METHODOLOGY

This chapter presents the research design, study participants, instruments, data collection procedure, ethical considerations, and data analysis.

Research Design

The study employed a qualitative research method. This method yields findings that are subjective and reflect the researcher's viewpoint. Although the findings are neither statistically reliable nor replicable, they may provide valuable insights into the human-centered design process (Silverman, 2020).

Specifically, the phenomenological research design served as the primary guide for conducting the research. Phenomenology is more than a straightforward method; it can be viewed as both a philosophical approach and a research method. It considers the function of the intellect in interpretation and meaning formation to comprehend the conscious experience of human life (Qutoshi, 2018). When employing a phenomenological qualitative approach, the theoretical framework significantly influences the nature of the study and its research and analysis (Taylor et al., 2016).

Therefore, a qualitative research method, specifically a phenomenological approach, was employed to understand the study habits of Grade 1 Beginning Readers as perceived by teachers and their parents, identify the perceived problems, and offer suggestions for overcoming these challenges.

Participants

In light of this study's aim, the participants were selected parents and teachers in Bacolor North, Pampanga. To ensure the researcher obtained valuable information from participants, a purposive sampling method was employed to gather in-depth perspectives from Grade 1 Beginning

Readers. This is in connection with the observed phenomena, such as learning capacity and creativity, identified in the context of distance education.

The theory proposed by Robinson (2014) suggests that purposive sampling involves selecting informants based on their ability to provide insight into a specific subject, concept, or phenomenon of interest. In addition, the researcher selected the parent-participants of this study based on the following criteria: a) a parent who is very active in school, as attested by the teacher-adviser, b) children who belong to the top performing students, and c) a PTA elected officer.

The following teachers were selected in the purposive sampling a) a grade 1 reading teacher, b) considered a remedial teacher, and c) obtained outstanding performance based on the latest IPCRF ratings.

Research Instrument

Taylor et al. (2016) mentioned that phenomenologists acquire insight via participant observation, in-depth interviews, and other qualitative procedures that provide descriptive data.

Data were similarly gathered using a semi-structured interview. Doyle (2020) states that a semi-structured interview is a dialogue in which the interviewer does not strictly adhere to a series of predetermined questions. They would use more open-ended questions rather than yes-or-no questions, so the individual being interviewed can discuss the topic. The researcher conducted this study to facilitate a comprehensive investigation and determine the significance of the results.

With this in mind, the interview focused on study habits, distinct challenges, and support for Beginning Readers who encountered difficulties with reading. Moreover, the researcher assessed the leading questions against the method of research to ensure they were (a) relevant to the subject, (b) explicit, and (c) organized. This would ensure that the correct questions were asked to gather the necessary information from the participants.

Additionally, these questions were reviewed and validated by Education Program Specialists. Furthermore, their suggestions and comments were taken into account to improve the interview process. Finally, a practice interview was held to prepare for any challenges or issues that might arise during the actual interview. This was conducted with at least two (2) to five (5) parents and teachers who were automatically excluded from the participant pool to verify the language use and clarity of the interview guide questions.

Data Collection

The researcher composed a letter to the Office of the Schools' Division Superintendent requesting formal permission to conduct the study. After obtaining formal clearance from the authorities, the consent letter was delivered to the principals of the participating schools to inform them.

Before the actual interview, a copy of the questions was provided to the selected participants. This would enable them to recall crucial events related to the study habits of Grade 1 Beginning Readers as perceived by them and their parents, and to record complete and relevant learning experiences. The interview was held at a time most convenient for the participants.

In addition, the researcher examined the key informants' class schedules and appointments to provide them latitude while answering interview questions. On the other hand, the conversations were conducted either in person or via an accessible online platform, such as Messenger, Google Meet, or Zoom, if an in-person meeting was not possible.

Ethical Considerations

During the research process, the researcher adhered to all applicable ethical standards. The researcher provided participants with an informed consent form to sign, allowing them to participate in the study. To protect the confidentiality of the interviewees, codes were used to

characterize and identify each interviewee's identity and responses. Finally, all information gathered during the interview was handled strictly and with confidentiality.

Data Analysis

The raw interview data were compiled and analyzed using a thematic analysis model. Thematic analysis is a technique for interpreting qualitative data. Typically, it is used for writings such as interview transcripts. The researcher meticulously studied the data to frequently uncover similar themes - subjects, concepts, and meaning patterns.

After collecting data via interviews, the data were evaluated using the methods as follows: (a) attaching recordings to the transcript, (b) identifying significant points, (c) coding the key points, and (d) grouping comparable codes and assigning themes. Figure 1 served as the researcher's guide to a systematic and thorough method for assessing and presenting the results of the qualitative section.

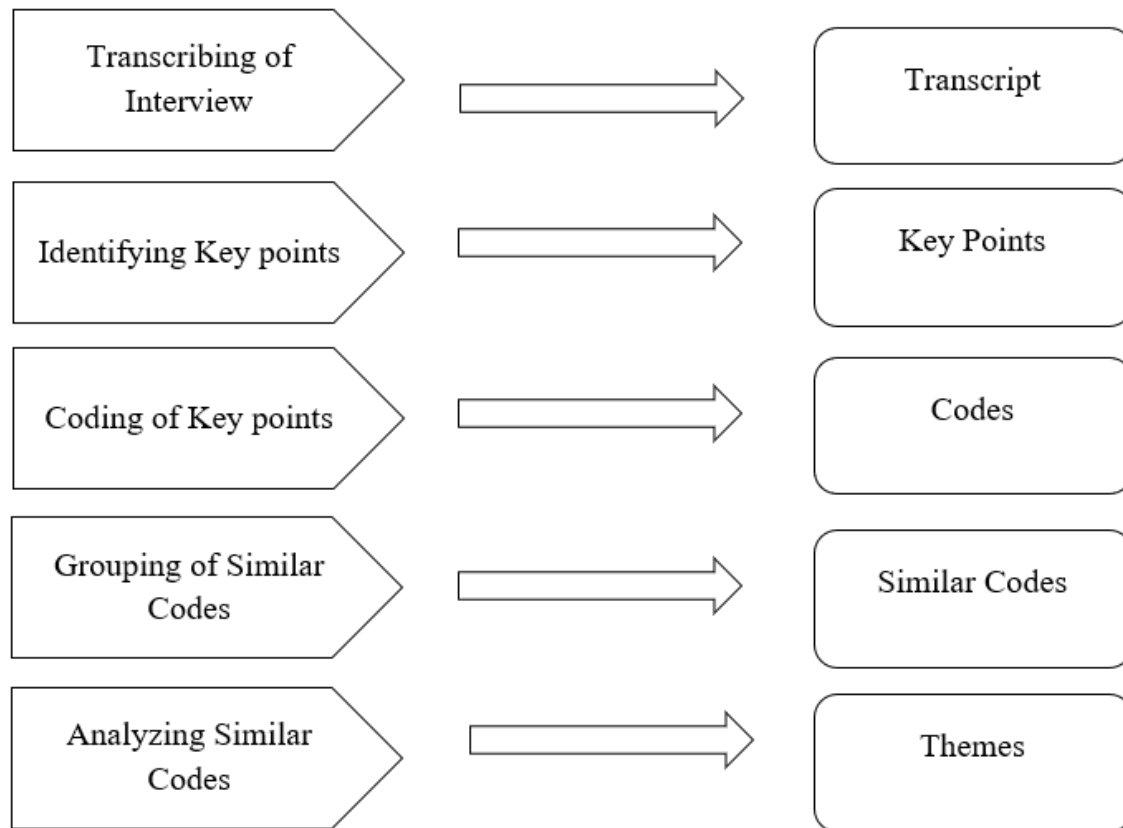


FIGURE 1
DATA ANALYSIS DIAGRAM

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the gathered data obtained from the survey questionnaires.

1. Descriptions of Participants' Study Habits of Grade 1 Beginning Readers

Theme 1: Developing Independence and Responsibility in Learning. Participants observed that their children began to demonstrate signs of autonomy and accountability in their study habits. They observed that their children have shown initiative in reviewing their lessons, completing their learning tasks at home, and even preparing for school

without constant reminders. This independence reflects the children's growing sense of responsibility toward their studies, despite being in the early stages of formal education. Here are some of the participants' testimonies:

"My child's study habits are developing well. They show an interest in learning, but sometimes they struggle with staying focused for longer periods (KI1a1)."

"Bilang isang nanay, nakikita ko ang pag-aaral ng anak ko bilang mahalagang bahagi ng kanyang buhay (KI2a2)"

Mukhang masigasig siya sa kanyang mga takdang-aralin at madalas siyang nag-aaral nang maayos (KI3a3)."

These comments highlight that parents acknowledge the steady development of their children's self-discipline and learning initiative as crucial components of their children's academic development.

Theme 2: Parental Engagement Enhances Learning Motivation. Active parental involvement appeared to be a critical component in promoting excellent study habits. Respondents acknowledged that their guidance, encouragement, and consistent support serve as motivating forces that help children stay focused and confident in learning. Parents commonly mentioned assisting their children with homework, reviewing lessons, and communicating with teachers to track academic progress. Here are the participants' actual responses:

"Every day, as much as possible, I make sure that I have time to help her with her assignment, even though it is hard for me because I am a working mom (KI4a4)."

"Araw-araw kong tinatanong kung ano po ang pinag-aralan nila sa eskwelahan, at tinitingnan ko po ang mga gawa niya sa notebook (KI5a5)."

Children develop a sense of security and drive as a result of this level of involvement, which supports the notion that education is a shared responsibility between the home and the school.

Theme 3: Balanced Routines Foster Positive Study Habits. Participants emphasized the necessity of balancing academic pursuits, leisure activities, and relaxation to foster enduring learning habits. They underscored that while it is crucial for youngsters to focus on their education, they also need time to relax and socialize with peers to preserve their well-being and avert burnout from academic pursuits.

“Mahalaga na may balanse ito... may sapat na oras para sa paglalaro, pakikisalamuha, at pahinga (KI6a6).”

“Ok lang sakin para mas lumawak pa lalo ang kaisipan ng aking anak kaysa puro gadget sa bahay (KI7a7).”

This concept emphasizes the importance of parents' understanding of holistic development, suggesting that productive study habits must be balanced with recreation opportunities and self-care to achieve holistic development.

Panday and Napil (2024) performed a causal study examining the correlation among reading habits, study skills, and student engagement. The study's findings indicate that excellent study skills, particularly in time management, focus, and note-taking, are strongly correlated with academic achievement and motivation to learn a language. Their findings are consistent with the participants' belief that the early establishment of learning routines and independence is a factor that contributes to children's involvement in schooling and their sense of responsibility toward it.

Similarly, Dagoc (2024) emphasized that regular study habits such as reading, reviewing lessons, and scheduling study time build academic confidence among elementary pupils. The author argued that parental supervision and encouragement create a conducive learning environment that reinforces persistence and self-discipline—findings that parallel parents' accounts in the present study regarding their active engagement in supporting children's learning at home.

Safi's (2025) meta-analysis further confirmed the global trend that consistent study habits positively predict students' success across age groups and academic contexts. The study highlighted that early formation of these habits is essential for long-term academic performance,

aligning with the current study's theme of developing independence and responsibility among Grade 1 Learners.

2. Perceived Challenges that Hinder Effective Practice of Study Habits among Grade 1 Beginning Readers

Theme 1: Digital Distractions and Environmental Noise. The biggest challenge that parents have recognized is the growing distraction caused by electronic devices and other stimuli found in the home. A significant number of respondents reported that their children are frequently more interested in their mobile phones, televisions, and participating in online gaming than they are in their schooling.

One parent shared, "*Minsan dumarating po 'yung oras na parang gusto nalang niyang mag-tablet (KI1b1).*" Similarly, another noted, "*Meron po, halimbawa gumagawa ng takdang-aralin tapos maririnig niya 'yung mga bata sa labas habang naglalaro, hindi siya makapag-focus (KI2b2).*" The distractions, compounded by an unproductive learning environment, hinder Grade 1 Pupils' ability to maintain focus and develop consistent study habits, highlighting the contemporary challenges of early education in the digital era.

Theme 2: Short Attention Span and Lack of Motivation. The results indicated that young students often find it challenging to sustain their interest and attention for prolonged durations. The parents noticed that their children struggled to maintain concentration, particularly when faced with lengthy or challenging assignments. As one respondent stated, "*I think my child struggles with consistency (KI3b3). They can get easily distracted by things around them (KI4b4).*" Another parent said, "*Dahil ang aking anak ay nasa Grade 1 pa lamang, medyo hirap siyang mag-stay ng mahabang oras sa paaralan (KI5b5).*"

This theme suggests that first graders require lessons that are varied, engaging, and enjoyable to maintain their attention during the learning process. This is because of the stage of growth that those students are currently in.

Theme 3: Curriculum Load and Fast-Paced Instruction. Participants were concerned because the lessons were moving too quickly, and the participants had too much work to do for school. The results showed that children have difficulty properly understanding what they are learning when they switch subjects quickly. As one parent described, “*Sometimes, the pacing of the curriculum can be challenging (KI6b6). There are times when my child feels rushed (KI7b7).*” Another elaborated, “*Meron po, dahil ‘di naman kaya ng bata na matutunan ng mabilis ang leksyon na naituro ngayon at iba na naman kinabukasan (KI8b8).*” Because of this theme, the curriculum may potentially cause cognitive overload. This means that beginning readers need a pace that is more flexible and appropriate for their age. This is despite the curriculum's purpose being to help students acquire all the skills they need to read and write.

Pacis et al. (2025) explored the growing issue of screen time and digital distractions in the study routines of young learners. Their findings revealed that excessive gadget use not only reduces focus but also disrupts the formation of disciplined study behaviors, mirroring parents’ concerns in this study regarding children’s attraction to gadgets and environmental distractions.

Similarly, Silinskas et al. (2020) found, in a longitudinal study of home literacy environments, that children subjected to frequent interruptions or uneven study conditions exhibited diminished reading engagement and comprehension. This corroborates the assertion that noise, absence of organization, and erratic parental engagement impede focus and retention of learning in beginning readers.

Moreover, Stewart (2024) synthesized findings from 25 studies on home–school partnerships in early education. The review concluded that misalignment between school expectations and home reinforcement creates learning inconsistencies, a finding that complements the current study’s recognition of environmental and curricular challenges that impede the development of effective study habits.

3. Instructional Support that Teachers Believe Will Assist Them in Developing Children's Study Habits

Theme 1: Individualized and Remedial Instruction. When it comes to developing children's study habits, both teachers and parents have emphasized the importance of differentiated instruction and individualized, explicit instruction. The respondents noted that remedial instruction and one-on-one sessions are effective ways to address learners' specific needs. One participant shared, *“Nagkakaroon sila every week ng focus learning or one-on-one minsan (KI1c1)... nagbibigay din ng feedback si teacher sa amin kung saan kailangan ng tulong ng bata (KI2c2).”* Another added, *“Remediation para madali silang matuto (KI3c3).”*

These assertions underscore the importance of providing young students who require additional support with tailored learning assistance to enhance their core academic skills.

Theme 2: Use of Interactive and Visual Learning Materials. The participants emphasized the importance of incorporating hands-on and visual learning techniques to capture the attention of grade 1 learners and make the learning process enjoyable. The use of innovative teaching materials, such as flashcards, educational melodies, and visual aids, helps to reduce abstract concepts and retain student interest, thereby achieving this objective.

One parent commented, *“As a mom, she can use some materials, flashcards, or toys as examples to make sure that the student understands while having fun (KI4c4).”* Another suggested, *“Gumamit po ng props na makakakuha ng atensyon ng mga bata para mas ganahan silang makinig sa guro (KI5c5).”* This theme emphasizes the importance of providing beginning readers with learning experiences that are both age-appropriate and flexible, thereby enhancing their ability to concentrate and retain information.

Theme 3: Strengthened Home–School Collaboration. The participants who took part in the interview stated that the academic development of children is greatly influenced by the consistent communication and partnership that takes place between classroom teachers and parents.

A parent mentioned, “*Kapag nagtutulungan ang guro at magulang sa pagtuturo sa bata, madaling matututo ang bata dahil ito ay napa-follow-up (KI6c5).*” Another shared, “*Naniniwala ako na ang pakikipagtulungan sa pagitan ng mga magulang at guro ay may napakalaking papel sa pag-develop ng epektibong study habits (KI7c7).*” Within the context of addressing and maintaining positive study behaviors, this subject places an emphasis on the complementary responsibilities that educators and families play.

The current research finding that remedial and individualized instruction helps beginning readers who struggle with foundational skills is supported by the findings of Connor et al. (2016), who discovered that one-on-one and small-group interventions significantly improve comprehension and retention in primary grades.

Busari et al. (2025) discovered the second instructional theme of the present investigation. This subject stressed the importance of using interactive and visual aids to keep Grade 1 pupils interested. Boone et al. (2021) found that when teachers and parents communicate frequently, they maintain consistent learning goals and enhance academic performance.

The findings of Boone et al. (2021) suggest that active communication between instructors and parents facilitates consistency in learning goals, enhances literacy outcomes, and improves overall academic performance.

4. Proposed Framework for Effective Study Habits

The model titled “Integrated Support Model for Developing Study Habits of Grade 1 Beginning Readers” presents the interrelationship among three core dimensions:

Study Habits, Perceived Challenges, and Instructional Support. The model illustrates how learners’ emerging independence, parental engagement, and balanced routines form the foundational study behaviors (Input). These are influenced by both external and internal challenges, such as distractions from digital devices, short attention spans, and teaching that is delivered at a fast pace (Process method). To overcome these challenges, the framework emphasizes important instructional supports, tailored instruction, interactive and visual learning

resources, and collaboration between the family and the school as successful interventions (Output).

These components, when combined, provide the desired outcomes, which include consistent study routines, increased motivation, improved focus, and enhanced learner engagement (Outcome). Figure 2 illustrates the conceptual framework used in this research.

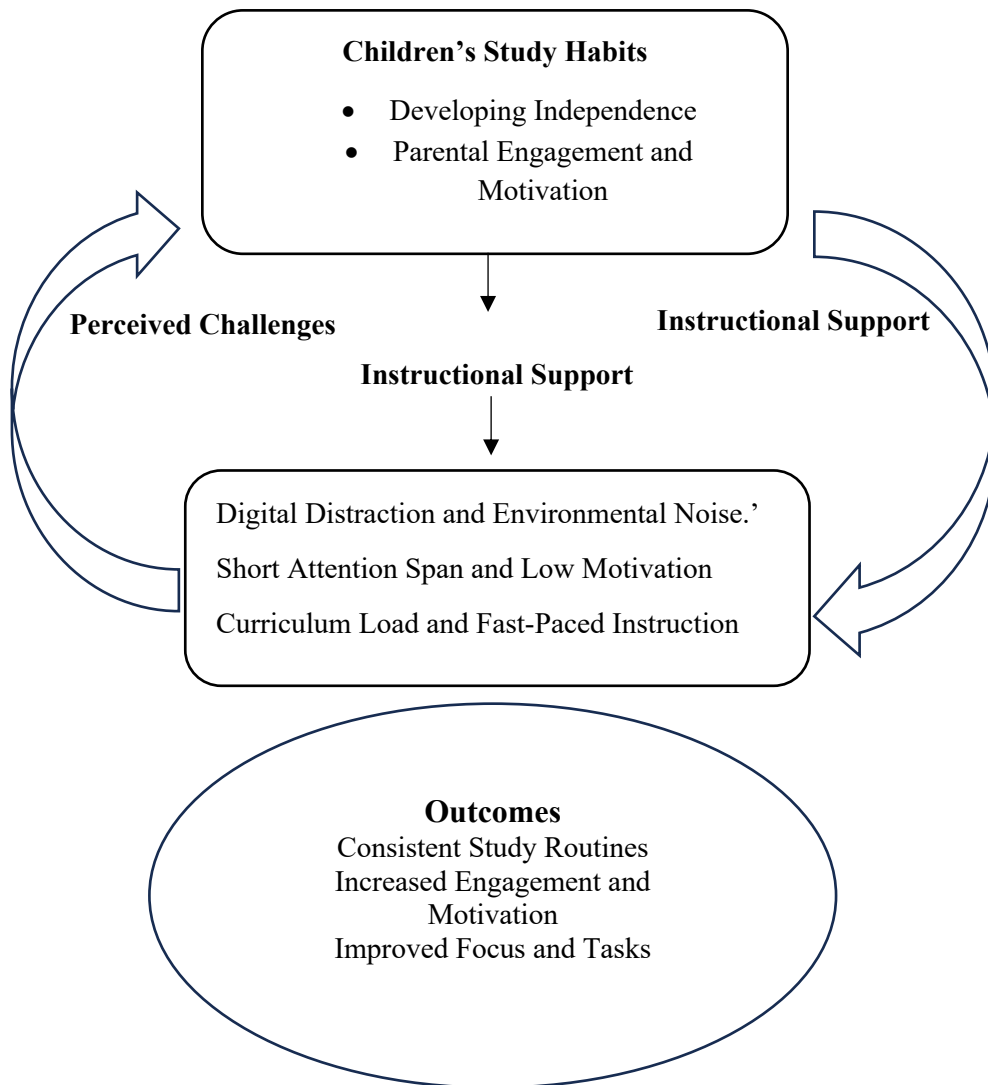


FIGURE 2
INTEGRATED SUPPORT MODEL FOR DEVELOPING STUDY HABITS OF GRADE 1 BEGINNING READERS

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations derived from the analysis and interpretation of the data.

Summary of Findings

Based on the analysis and interpretation of gathered data, the following were the summary:

1. Three (3) major themes that describe the study habits of Grade 1 Beginning Readers. First, Developing Independence and Responsibility in Learning, Second, Parental Engagement Enhances Learning Motivation. Third, Theme 3: Balanced Routines Encourage Good Study Habits.
2. Three (3) major challenges that impede the effective development of study habits among Grade 1 Beginning Readers. First, Digital Distractions and Environmental Noise. Second, Short Attention Span and Lack of Motivation, and third, Curriculum Load and Fast-Paced Instruction.
3. Three major instructional supports that teachers believe are essential in developing children's study habits. First, Individualized and Remedial Instruction. Second, the Use of Interactive and Visual Learning Materials, and third, Strengthened Home–School Collaboration.
4. The model illustrates the interrelationship among three major dimensions: Children's Study Habits, Perceived Challenges, and Instructional Support. It explains how internal and external factors interact to influence the development of effective study habits among Grade 1 beginning readers.

Conclusions

The following conclusions are hereby derived from the findings.

1. It is the responsibility of both the home and the school to help Grade 1 Beginning Readers build good study habits. This suggests that the most effective method to help children learn how to study is in an atmosphere of affection that provides both the foundation and emotional support.
2. The participants shared that the challenges that hinder effective study habits of children involved distractions from digital resources, limited attention span, overloaded competencies, and fast pacing of lessons.
3. Good study habits are built through instructional support that is collaborative and tailored to the learning needs, styles, and interests of the learners.
4. To help Grade 1 young readers build good study habits, they need instructional support that is collaborative, tailored to their learning needs, and interesting.
5. The framework displays the parents and educators working together to help the child in an engaging manner, emphasizing the fact that the formation of study habits is a collaborative and continuing process that is promoted by an environment that is caring and by teaching methods that are adaptable.

Recommendations

Based on the conclusions drawn from the findings, the following are the recommendations:

1. School Heads may need to strengthen parental support through Parent-Teacher Conferences, focusing on effective home study and approaches that promote good study habits among their children.

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2. Policy makers may need to periodically revisit the curriculum of the Key Stage 1 to assess its relevance and alignment with the Learners' developmental readiness.
 3. Beginning Reading Teachers are encouraged to deliver a student-centered approach that comprises innovative and integrative teaching pedagogies and provide consistent remediation support for the learners.
 4. School Heads may validate the framework through pilot implementation or experimental studies to measure its effectiveness in improving early learners' study habits and motivation.
 5. Parents are encouraged to sustain their moral and social support to their children by constantly monitoring their child's education and provide necessary remediation if needed.
 6. Future researchers may utilize the research findings to collaborate with the study's findings. Likewise, additional variables may be incorporated, such as individualized and home support interventions on the study habits.

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