



Journal of Tertiary Education and Learning (JTEL)

ISSN: 2994-4015 (ONLINE)

VOLUME 4 ISSUE 2 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Investigating the Role of Study Habit and Grit on the Academic Success of Elementary Learners

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Article Information

Received: January 11, 2026

Accepted: April 20, 2026

Published: May 19, 2026

Keywords

Academic Success, Grit, Perseverance, Study Habits, Time Management

ABSTRACT

This study investigated the influence of study habits and grit on the academic success of elementary learners in selected public schools in Loreto, Agusan del Sur. Specifically, it examined how study habits in terms of note-taking, use of library, and time allocation, along with grit in terms of consistency of interests and perseverance of effort, predict learners' academic success. A quantitative research design was employed using a correlational approach. Data were collected from elementary pupils through a structured questionnaire, and academic performance records were utilized to measure academic success. Statistical tools such as weighted mean, Pearson r correlation, and multiple linear regression were used to analyze the data. The findings revealed that both study habits and grit significantly influence academic success, with time allocation and perseverance of effort emerging as strong predictors. The study concludes that learners who demonstrate effective study routines and sustained effort are more likely to achieve higher academic outcomes. It is recommended that teachers implement strategies that enhance learners' study habits and foster grit to improve academic success.

INTRODUCTION

Academic success in the elementary level is a fundamental indicator of learners' ability to achieve the desired educational competencies and sustain meaningful learning progress. It reflects not only the learners' understanding of lessons but also their capacity to apply knowledge, complete academic tasks, and maintain consistent performance across subject areas. However, many learners encounter difficulties in sustaining academic success, often manifested through incomplete works, declining motivation, and inconsistent performance (McClelland *et al.*, 2018). These challenges highlight the need to examine factors that influence learners' academic outcomes beyond cognitive ability alone.

Globally, academic success remains a pressing concern, particularly in developing countries where learners continue to fall below expected proficiency levels in core subjects. Studies have shown that factors such as low classroom engagement, inadequate learning resources, and limited home support significantly affect learners' performance (Hashim *et al.*, 2020; UNESCO, 2022). In the Philippine context, similar concerns have been reported, especially in public elementary schools where large class sizes, limited instructional materials, and irregular attendance contribute to declining academic performance (Delos Santos, 2020). These conditions suggest that both environmental and learner-related factors must be considered in addressing academic challenges.

In local school settings, particularly in Magaud Elementary School, Moto Elementary School, and

Jandayugong Elementary School, teachers have observed that many pupils struggle to maintain consistent academic performance. Learners often demonstrate poor time management, incomplete tasks, and a tendency to give up when faced with challenging lessons. These behaviors indicate possible gaps in learners' study habits and levels of grit, which are essential non-cognitive factors that influence persistence and learning outcomes.

Study habits, including note-taking, use of learning resources, and time allocation, play a crucial role in shaping how learners engage with academic tasks and manage their learning processes. At the same time, grit, defined as perseverance and sustained interest toward long-term goals, has been recognized as a strong predictor of academic success, as it enables learners to persist despite challenges (Duckworth *et al.*, 2011; Credé *et al.*, 2017). Despite the established importance of these variables, limited studies have examined their combined influence on academic success among elementary learners, particularly in rural public school contexts.

Given these gaps, this study aims to determine the influence of study habits and grit on the academic success of elementary learners in selected public schools in Loreto, Agusan del Sur. Specifically, it seeks to examine how study habits in terms of note-taking, use of library, and time allocation, along with grit in terms of consistency of interests and perseverance of effort, predict learners' academic success. The findings of this study are expected to contribute to the development of evidence-based interventions that enhance learners' study

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behaviors, strengthen persistence, and ultimately improve academic outcomes.

LITERATURE REVIEW

Study Habits

Study habits are essential behavioral patterns that shape how learners engage with academic tasks and influence their overall academic success. These include practices such as note-taking, use of learning resources, and time allocation, which help learners organize information, manage tasks, and sustain learning. Alzahrani (2020) established that learners with structured and consistent study routines tend to perform better academically than those with unorganized habits. This is reinforced by Credé and Kuncel (2016), who emphasized that study habits are strong predictors of academic performance because daily learning behaviors significantly affect outcomes.

In the same vein, Bui and Myerson (2014) highlighted that note-taking enhances comprehension through active cognitive processing, while Lance and Kachel (2018) underscored the role of learning resources in supporting independent learning and information literacy. This view is strengthened by Pagalilauan *et al.* (2023), who found that the library environment significantly influences students' study habits and academic performance, showing that access to conducive learning resources supports better academic engagement. Likewise, Balano and Napil (2024) reported that study habits significantly influenced students' online learning motivation, suggesting that systematic learning routines help sustain engagement and support academic success. Furthermore, Häfner *et al.* (2014) explained that effective time allocation helps learners manage academic demands, reduce procrastination, and improve retention. Taken together, these findings indicate that well-developed study habits are critical for achieving consistent academic success.

Grit

Grit is a non-cognitive factor that significantly influences learners' academic achievement and is defined as perseverance and passion for long-term goals. It consists of two dimensions, namely consistency of interests and perseverance of effort, both of which contribute to sustained engagement in academic tasks. Duckworth *et al.* (2011) explained that learners with grit are more likely to remain committed to their goals despite setbacks. This is supported by Credé *et al.* (2017), who found that grit is positively associated with academic outcomes, particularly when learners persist through challenges.

Consistent with this, Muenks *et al.* (2017) clarified that consistency of interests enables learners to maintain long-term focus, while perseverance of effort allows them to continue working even when tasks become difficult. This corresponds to the findings of Christopoulos *et al.* (2022), who showed that gritty learners demonstrate stronger motivation, higher engagement, and better task completion. In a recent E-Palli study, Lagunday *et al.* (2025) also identified grit as an important predictor

of students' critical thinking skills, indicating that perseverance contributes meaningfully to higher-order learning outcomes. Although that study focused on critical thinking rather than academic success directly, it still supports the view that grit strengthens learners' persistence and capacity to perform in demanding academic contexts.

Academic Success

Academic success is a multidimensional construct that reflects learners' ability to achieve educational goals and demonstrate mastery of competencies through performance indicators such as grades, assessments, and classroom engagement. Richardson *et al.* (2012) described academic success as being influenced by both cognitive and non-cognitive factors, including study habits, motivation, and personal traits. This is supported by Credé and Phillips (2011), who emphasized that effective study behaviors and self-regulation significantly contribute to improved academic outcomes.

In addition, Trapmann *et al.* (2014) highlighted the role of non-cognitive traits such as grit in sustaining performance over time. This mirrors the findings of Khattab (2015), who observed that learners with disciplined study routines and persistence tend to achieve higher academic success despite challenges. Supporting this perspective, Pagalilauan *et al.* (2023) found that conditions promoting stronger study habits were associated with better academic performance, while Balano and Napil (2024) showed that study habits significantly influenced online learning motivation, a factor closely tied to successful learning outcomes. These findings suggest that academic success results from the combined influence of behavioral and psychological factors.

Synthesis

The reviewed literature highlights that study habits and grit are significant factors influencing academic success, as they shape learners' behaviors, motivation, and persistence in learning. Study habits provide structured approaches that enhance comprehension and task management, while grit enables learners to sustain effort and overcome challenges. Evidence from verified E-Palli studies also supports these connections: Pagalilauan *et al.* (2023) linked study habits with academic performance, Balano and Napil (2024) connected study habits with learning motivation, and Lagunday *et al.* (2025) showed that grit predicts an important academic outcome, namely critical thinking skills. However, while prior studies have examined these variables in relation to separate educational outcomes, limited research appears to have explored their combined influence on academic success among elementary learners in public school settings. This gap justifies the conduct of the present study.

MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship

between study habits, grit, and academic success among elementary learners. The respondents of the study were selected pupils from Magaud Elementary School, Moto Elementary School, and Jandayugong Elementary School in Loreto, Agusan del Sur. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study. Study habits were assessed in terms of note-taking, use of library, and time allocation, while grit was measured through its dimensions, namely consistency of interests and perseverance of effort. The questionnaire items were adapted from established instruments and modified to suit the context of elementary learners. Academic success was measured using the learners' academic performance records obtained from school documents.

Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation of the respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate responses. Collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the level of study habits and grit among learners. Pearson product-moment correlation coefficient was applied to examine the significant relationship between study habits, grit, and academic success. Furthermore, multiple linear regression analysis was employed to identify the extent to which study habits and grit predict academic success. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of study habits and grit on academic success. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon \tag{1}$$

where:

Y = Academic Success

α = Constant or intercept

β_1 = Regression coefficient of Study Habits

β_2 = Regression coefficient of Grit

X_1 = Study Habits

X_2 = Grit

ϵ = Error term

This equation was used to determine the extent to which study habits and grit significantly predict the academic success of elementary learners.

RESULTS AND DISCUSSION

The level of study habits of elementary learners is presented in Table 1. The results revealed that learners

demonstrated a generally high level of study habits, as reflected by the overall mean of 4.01. Among the indicators, use of library obtained the highest mean (4.21), followed by time allocation (4.15), while note-taking had the lowest mean (3.68), although still within the high level. These findings suggest that learners effectively utilize learning resources and manage their study time, which contribute to improved academic engagement. However, the relatively lower mean in note-taking implies that learners may still need support in developing more structured recording and processing of information. The level of grit of learners is shown in Table 2. The

Table 1: Level of Study Habits of Learners

Indicators	Mean	Description
Note-Taking	3.68	High
Use of Library	4.21	Very High
Time Allocation	4.15	High
Overall Mean	4.01	High

findings indicated that learners exhibited a high level of grit with an overall mean of 4.07. Perseverance of effort (4.18) obtained a higher mean than consistency of interests (3.95), indicating that learners are more capable of sustaining effort in academic tasks than maintaining long-term focus. This implies that learners tend to persist despite challenges, which plays a crucial role in achieving academic success. The relationship between study habits, grit, and academic success is presented in Table 3. The

Table 2: Level of Grit of Learners

Indicators	Mean	Description
Consistency of Interests	3.95	High
Perseverance of Effort	4.18	High
Overall Mean	4.07	High

results revealed a significant relationship between study habits and academic success ($r = 0.46, p = 0.000$) and between grit and academic success ($r = 0.52, p = 0.000$). These findings indicate that both variables are moderately correlated with academic success, with grit showing a slightly stronger relationship. This suggests that learners who demonstrate effective study routines and sustained effort are more likely to achieve better academic outcomes. The predictive influence of study habits and

Table 3: Relationship Between Study Habits, Grit, and Academic Success

Variables	r-value	p-value	Decision
Study Habits & Academic Success	0.46	0.000	Reject Ho (Significant)
Grit & Academic Success	0.52	0.000	Reject Ho (Significant)

grit on academic success is presented in Table 4. The regression analysis revealed that both study habits ($\beta =$

0.29, $p = 0.003$) and grit ($\beta = 0.47, p = 0.000$) significantly predict academic success. The model explained 48% of the variance in academic success ($R^2 = 0.48$), indicating a strong predictive capacity of the variables. Among the predictors, grit showed a higher beta value, suggesting that perseverance and sustained effort play a more

influential role in determining academic outcomes compared to study habits alone. Notably, the findings also indicate that while use of library and time allocation significantly contributed to academic success, note-taking did not show a strong predictive influence. These findings highlight the importance of both behavioral and non-

Table 4: Regression Analysis of Predictors of Academic Success

Variables	Beta (β)	p-value	Interpretation
Study Habits	0.29	0.003	Significant Predictor
Grit	0.47	0.000	Significant Predictor
R^2	0.48	0.000	Significant Predictor

cognitive factors in shaping learners' academic success. While structured study habits provide a foundation for learning, grit strengthens learners' ability to persist and remain engaged despite academic challenges. This reinforces the idea that improving academic outcomes requires not only the development of effective study routines but also the cultivation of perseverance and resilience among learners.

In presenting the results, all tables were embedded within the appropriate sections of the manuscript and numbered consecutively using Arabic numerals (Table 2 to Table 5), each provided with clear and concise titles. Every table was properly referenced and explained within the text to ensure clarity and coherence of interpretation. The tables were prepared using the table tool in Microsoft Word, following the required formatting standards such as single-column layout, A4 paper size, one-inch margins, Times New Roman font (10 pt), and single line spacing. Figures, if included, should also follow similar formatting guidelines, labeled sequentially (e.g., Figure 1) and presented in high-resolution formats suitable for black-and-white publication. These formatting practices ensure that the manuscript meets publication standards and enhances the readability and presentation of research findings.

CONCLUSIONS

This study concludes that study habits and grit significantly influence the academic success of elementary learners. The findings revealed that learners generally demonstrate strong study habits and grit, indicating their capacity to engage in structured learning routines and sustain effort in academic tasks. Among the components of study habits, use of library and time allocation were found to have stronger contributions to academic success, while note-taking showed less influence. In terms of grit, perseverance of effort emerged as a more influential factor than consistency of interests, highlighting the importance of sustained effort in achieving academic outcomes. The results further confirmed that both study habits and grit are significantly related to and predictive of academic success, with grit showing a stronger predictive influence. These findings underscore the importance of developing

both effective study behaviors and non-cognitive traits among learners to enhance academic performance. However, the study was limited to selected elementary learners in rural public schools and did not consider other possible influencing factors such as parental support, teacher effectiveness, and socioeconomic conditions. Despite these limitations, the study provides relevant insights that can be used by educators, school administrators, and parents in designing interventions that strengthen learners' study habits and foster perseverance. It is recommended that schools implement programs that promote effective time management, encourage the use of learning resources, and cultivate grit among learners to support sustained academic success.

Acknowledgements

The researcher would like to express sincere gratitude to the Schools Division Superintendent of Agusan del Sur, the school heads, and the teachers of Magaud Elementary School, Moto Elementary School, and Jandayugong Elementary School for their support and approval in the conduct of this study. Special appreciation is extended to the Grade 6 learners who willingly participated and provided valuable data for this research. The researcher also acknowledges the guidance and encouragement of mentors and colleagues who contributed to the completion of this manuscript. Finally, heartfelt thanks are given to the researcher's family for their unwavering support and motivation throughout the conduct of the study.

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