



SELF-EFFICACY, STUDY HABITS, AND ACADEMIC PERFORMANCE OF GRADE 1 STUDENTS: AN EMPIRICAL ANALYSIS

Candice V. Figueroa

Teacher

Department of Education – Division of Catbalogan

Catbalogan City, Samar, Philippines

Email: candice.figueroa@deped.gov.ph

Abstract

Early childhood educational experiences establish the foundation for lifelong cognitive self-concept, behavioral patterns, and academic trajectory. This study examines the relationships among general self-efficacy, study habits, and the academic performance of Grade 1 students in public elementary schools in the District of Catbalogan II, Schools Division of Catbalogan City, during the School Year 2022-2023.

A descriptive-correlational research design was implemented with a sample of 164 Grade 1 students selected via stratified random sampling from a total population of 277. Data collection utilized three structured, validated questionnaires to evaluate student profile variables, teacher-rated student self-efficacy, and parent-observed student study habits. Academic performance was evaluated using quarterly report cards, with the first and second quarters averaged. Statistical treatment utilized percentage, median, Mean Absolute Deviation (MAD), weighted mean, Shapiro-Wilk testing, Chi-Square (χ^2), Spearman's Rank Correlation (ρ), and Fisher's t -test.

The students demonstrated a highly favorable attitude toward schooling (grand weighted mean = 4.25) and high general self-efficacy (grand weighted mean = 3.97) as evaluated by teachers. However, study habits were rarely practiced (grand weighted mean = 2.47) as evaluated by parents. The median academic grade of the cohort was 82 (MAD = 2), indicating satisfactory performance. Inferential analysis revealed no significant relationship between self-efficacy and study habits ($\rho = -0.113$, $p = 0.150$). Academic performance was significantly correlated with nutritional status ($\rho = 0.250$, $p = 0.010$), gross monthly family income ($\rho = 0.254$, $p = 0.011$), attitude toward schooling ($\rho = 0.381$, $p = 0.000$), self-efficacy ($\rho = 0.213$, $p = 0.050$), and study habits ($\rho = 0.255$, $p = 0.042$).

General self-efficacy and study habits operate as independent, non-overlapping pathways that uniquely predict academic achievement. Based on these outcomes, a dual-component intervention program—the Self-Efficacy Enhancement Program (SEEP) and Study Habits Undivided Training (SHUT)—was designed to optimize student performance.

Keywords: *Academic performance, self-efficacy, study habits, attitude, Grade 1*



Introduction

Sustained scholastic achievement serves as an indicator of early childhood adaptation, psychological health, and the development of a positive self-concept. During early childhood, the transition into formal primary education introduces structured learning tasks that require cognitive, social, and emotional adjustments. The first-grade experience is a critical developmental window, shaping long-term educational attitudes and establishing the psychological parameters that govern children's academic motivation. Academic performance during this stage is not merely a reflection of cognitive intelligence, but is shaped by psychological self-efficacy, behavioral self-regulation, and broader socioeconomic and physiological contexts.

This study investigates non-cognitive variables alongside traditional academic performance measures. The Philippines' international educational standing underscores the need for this focus. Lagging indicators from the Programme for International Student Assessment (PISA) show persistent academic challenges. In the 2018 and 2022 PISA cycles, 15-year-old Filipino students performed poorly in reading, mathematics, and science. The Philippines ranked 78th in science and mathematics and 79th in reading in the 2018 assessment, scoring at the lowest proficiency tier (Level 1). This academic underperformance continued in 2022, with scores in science, mathematics, and reading falling far below the Organization for Economic Co-operation and Development (OECD) averages. These results indicate systemic deficits in human capital formation that begin during the earliest stages of formal schooling.

Although policy initiatives often prioritize structural investments, non-cognitive skills—such as general self-efficacy and study habits—are critical for academic resilience. General self-efficacy, defined within Bandura's social-cognitive framework, refers to an individual's belief in their capability to execute courses of action required to achieve designated performance goals. It regulates a student's perception of task difficulty, the effort exerted, and resilience in the face of academic obstacles. Study habits, conversely, are the behavioral strategies—such as reading, review routines, and note-taking—that translate motivation into academic performance.

In the first grade, these cognitive and behavioral domains are highly malleable. Developing self-efficacy and structured study habits early can mitigate the adverse effects of socioeconomic limitations. This study examines how general self-efficacy, study habits, and demographic profiles interact to influence the academic performance of Grade 1 students in the District of Catbalogan II, Schools Division of Catbalogan City, during the School Year 2022-2023.

Theoretical Framework

This study is grounded in three complementary theoretical frameworks: Bandura's Self-Efficacy Theory, the Interest-Driven Creator (IDC) Theory by Chan et al., and Elger's Theory of Academic Performance.

Bandura's Self-Efficacy Theory posits that human functioning is mediated by self-beliefs, which regulate motivation, thought processes, emotional states, and behavioral choices. In an educational context, students' judgments of their capacity to master academic tasks influence how they manage their learning environments. High self-efficacy fosters an active orientation toward challenges, promoting persistence and deeper learning strategies. Conversely, low self-efficacy leads to academic anxiety and task avoidance.

The Interest-Driven Creator (IDC) Theory views learning as an active process of knowledge creation. The theory proposes that when students are motivated to create knowledge, they develop stable learning habits and acquire essential cognitive skills. These interest-driven study habits become goal-oriented behaviors that help sustain lifelong learning starting in early primary education.

Elger's Theory of Academic Performance (ToP) provides a framework for analyzing performance improvements. Elger identifies six components of performance: knowledge, skills, identity, personal factors, and fixed factors. Improving academic performance relies on three core axioms: maintaining a performer's mindset, immersing



oneself in an enriching environment, and engaging in regular reflective practice. Within this study, academic performance is conceptualized as an integrated output of the child's psychological self-concept, behavioral study routines, and environmental support structures.

Statement of the Problem and Tested Hypotheses

This study determines the relationship among general self-efficacy, study habits, and academic performance of Grade 1 students in the District of Catbalogan II, Schools Division of Catbalogan City, during the School Year 2022-2023. The research addresses the following objectives:

1. Profile the respondents' demographic characteristics (age, sex, nutritional status), socioeconomic variables (parents' educational attainment, parents' occupation, gross monthly family income), and attitude toward schooling.
2. Evaluate student self-efficacy based on teacher assessments and study habits based on parental observations.
3. Measure academic performance using the mean of the first and second-quarter grades.
4. Analyze the correlation between student self-efficacy and study habits, and evaluate how academic performance correlates with profiles, self-efficacy, and study habits.
5. Design an evidence-based pedagogical intervention program based on the empirical results.

To guide the inferential statistical analysis, two null hypotheses were tested at a significance level of $\alpha = 0.05$:

- **H₀₁:** There is no significant relationship between the general self-efficacy of the Grade 1 students and their study habits.
- **H₀₂:** There is no significant relationship between the academic performance of the Grade 1 students and their profile variables, general self-efficacy, and study habits.



Methods

Research Design and Environmental Context

A quantitative, descriptive-correlational research design was used to examine the relationships among general self-efficacy, study habits, and academic performance. The descriptive component profiled the students' demographic variables, socioeconomic characteristics, and attitudes, while the correlational component examined the relationships among these psychological, behavioral, and performance variables.

The investigation was conducted in six public elementary schools in the District of Catbalogan II, Schools Division of Catbalogan City, Samar, Philippines: Catbalogan II Central Elementary School, Salug Elementary School, San Andres Elementary School, Luyagoy Elementary School, Cawayan Elementary School, and Lobo Elementary School. Established on April 16, 2012, the Schools Division of Catbalogan City serves as the commercial, political, and educational center of Samar, comprising 57 barangays with a total population of 103,879, according to census data.

Participants and Sampling Strategy

The target population comprised all 277 Grade 1 students enrolled across the six public elementary schools in the District of Catbalogan II during the 2022-2023 school year. The sample size was computed using Slovin's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where $N = 277$ represents the total student enrollment, $e = 0.05$ represents the margin of error, and $n = 164$ represents the required sample size. To ensure proportionate representation from each school, stratified random sampling was applied. All selected student-respondents ($n = 164$), their parents (164), and their advising teachers (6) participated, yielding a 100% response rate.

Table 1: The Number of Respondents by School

School	Total Enrollment (N)	Respondent Sample (n)	Percentage of Sample (%)
Catbalogan II Central Elementary School	98	58	35.37
San Andres Elementary School	74	44	26.83
Salug Elementary School	94	56	34.15
Luyagoy Elementary School	4	2	1.22
Cawayan Elementary School	4	2	1.22
Lobo Elementary School	3	2	1.22
Total	277	164	100.00

Research Instrumentation and Data Sources

Data collection utilized three structured surveys and official school forms:

- **Student Profile and Attitude Questionnaire:** Part I gathered demographic data (age, sex, and nutritional status). Part II comprised a 10-item scale evaluating the student's attitude toward schooling on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).
- **Teacher Survey on Student Self-Efficacy:** This survey evaluated general student self-efficacy using ten indicators adapted from the Generalized Self-Efficacy (GSE) scale by Schwarzer and Jerusalem (1995). Teachers rated student behavior on a five-point scale, ranging from 1 (Very Low) to 5 (Very High).
- **Parent Survey on Student Study Habits:** This instrument evaluated student study behaviors using ten indicators adapted from Ianfrancia (2020). Parents rated their child's habits on a five-point scale, ranging from 1 (Never) to 5 (Always).
- **Official Administrative Records:** Nutritional status was extracted from School Form 8 (SF 8), which measures Body Mass Index (BMI), height, and weight. Academic performance was evaluated using first and second-quarter averages from official report cards.

Content validation was conducted by a panel of educational specialists who evaluated face, content, and construct validity. Ethical standards were maintained, ensuring participant confidentiality and informed consent throughout the study.

Statistical Treatment and Analytical Procedures

The normality of the data was tested using the Shapiro-Wilk test:

$$\omega = \frac{(\sum_{i=1}^n \alpha_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \mu)^2}$$

The Shapiro-Wilk test indicated significant deviations from normality for age ($p < .001$), gross monthly family income ($p < .001$), and academic grades ($p = 0.019$). Non-parametric statistics were therefore used:

- **Frequencies and Percentages:** Summarized qualitative demographic characteristics.
- **Median and Median Absolute Deviation (MAD):** Measured central tendency and variability for non-normal continuous data:

$$MAD = \frac{\sum |x_i - \mu|}{n}$$

- **Weighted Mean (μ_w):** Measured collective responses for Likert scale items, using standard intervals for interpretation:

$$\mu_w = \frac{\sum f_i X_i W_i}{n}$$

- **Chi-Square (χ^2) Test of Independence:** Tested relationships between nominal categorical profiles and academic grades:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- **Spearman's Rank Correlation Coefficient (ρ):** Evaluated associations between ordinal and non-normal continuous variables:

$$\rho = 1 - \frac{6 \sum D^2}{N^3 - N}$$

- **Fisher's t -test:** Evaluated the statistical significance of the Spearman correlation coefficients:

$$t_f = \rho \sqrt{\frac{N - 2}{1 - \rho^2}}$$

To help interpret these values, reference coefficients were used to assess the degree of linear association.

Table 2: The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
0 < p < +0.2	Very weak linear association
+0.2 < p < +0.4	Weak linear association
+0.4 < p < +0.6	Moderate linear association
+0.6 < p < +0.8	Strong linear association
+0.8 < p < +1.0	Very strong linear association
+1.0	Perfect linear association



Results

Demographic and Socioeconomic Profiles

The demographic and socioeconomic profiles of the 164 student-respondents are summarized in the tables below (Figueroa, 2023). Table 3 presents the distribution of age and sex of the cohort, while Table 4 outlines their nutritional profiles.

Table 3: Age and Sex Distribution of Student-Respondents

Age	Male (f)	Female (f)	Total (f)	Percentage (%)
7	33	44	77	46.95
6	41	46	87	53.05
Total	74	90	164	100.00

Table 4: Nutritional Status of Student-Respondents

Status	Frequency (f)	Percentage (%)
Normal	157	95.73
Wasted	6	3.66
Obese	1	0.61
Total	164	100.00

The parent educational profile suggests functional literacy, with most fathers and mothers having high school or college-level experience (Table 5) (Figueroa, 2023).

Table 5: Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father (f)	Father (%)	Mother (f)	Mother (%)
Master's Level	9	5.49	5	3.05
Baccalaureate Degree Holder	30	18.29	35	21.34
College Level	33	20.12	41	25.00
Vocational-Technological Level	4	2.44	12	7.32
High School Graduate	35	21.34	23	14.02
High School Level	20	12.20	22	13.41



Elementary Graduate	18	10.98	19	11.59
Elementary Level	15	9.14	7	4.27
Total	164	100.00	164	100.00

The occupational profile indicates an agrarian and coastal economy, with farming and fishing as the primary livelihoods (Table 6) (Figuerola, 2023).

Table 6: Parents' Occupation of Student-Respondents

Primary Occupation	Father (f)	Father (%)	Mother (f)	Mother (%)
Barangay Official	2	1.22	2	1.22
Carpenter	16	9.76	0	0.00
Driver	14	8.54	0	0.00
Farmer	74	45.12	70	42.68
Fisherman	50	30.49	7	4.27
Sari-Sari Store Owner	8	4.87	17	10.37
Housewife	0	0.00	68	41.46
Total	164	100.00	164	100.00

The gross monthly family income indicates a low-income cohort (Table 7) (Figuerola, 2023). Although a large group earned Php 15,000, the reported median family income was Php 5,000 with a MAD of Php 0.00, indicating financial vulnerability (Figuerola, 2023).

Table 7: Gross Monthly Family Income of Student-Respondents

Gross Monthly Family Income	Frequency (f)	Percentage (%)	Statistical Parameters
Php 15,000	95	57.93	Median Income = Php 5,000
Php 12,000	16	9.76	MAD = Php 0.00
Php 10,000	21	12.81	Shapiro-Wilk: p < .001
Php 7,000	15	9.15	
Php 6,000	5	3.05	Note: reports a median of
Php 5,000	12	7.30	Php 5,000 despite a majority



Total	164	100.00	cluster at Php 15,000.
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Descriptive Evaluation of Core Constructs

The students' self-reported attitudes indicate strong interest and enthusiasm for formal education, yielding a grand weighted mean of 4.25 (Table 8) (Figueroa, 2023).

Table 8: Attitude Toward Schooling of Student-Respondents

Attitude toward Schooling Indicator	Weighted Mean	Qualitative Interpretation
1. I am interested in my schooling.	4.62	Strongly Agree
2. I believe schooling can help my future life.	4.37	Agree
3. I can learn effectively when I am in school, being tutored by my teachers.	4.26	Agree
4. I feel more confident when I know I'm learning things.	4.25	Agree
5. My learning allows me to be innovative and makes me more output-oriented.	4.23	Agree
6. I am enthusiastic in learning all my subjects.	4.20	Agree
7. Schooling is my desire.	4.20	Agree
8. I desire to finish my schooling and have a good future.	4.18	Agree
9. Eventually, my schooling improves my personal development.	4.17	Agree
10. I am eager to explore things that I do not understand.	4.06	Agree
Grand Weighted Mean	4.25	Agree

Teacher evaluations of student self-efficacy yielded a grand weighted mean of 3.97, reflecting high levels of perceived competence and resilience (Table 9) (Figueroa, 2023).

Table 9: Self-Efficacy of Student-Respondents Based on the Evaluation of the Teachers

General Self-Efficacy Indicator (Teacher Assessed)	Weighted Mean	Qualitative Interpretation
1. The students can remain calm when facing difficulties because they can rely on their coping abilities.	4.09	High



2. The students can solve most problems if they invest the necessary effort.	4.08	High
3. When the students are confronted with a problem, they can usually find several solutions.	4.08	High
4. The students can usually handle whatever comes their way.	4.07	High
5. If the students are in trouble, they can usually think of a solution.	4.01	High
6. The students are confident that they could deal efficiently with unexpected events.	3.95	High
7. The resourcefulness of the students gives them know-how on how to handle unforeseen situations.	3.94	High
8. The students can always manage to solve difficult problems if they try hard enough.	3.92	High
9. If someone opposes the students, they can find the means and ways to get what they want.	3.85	High
10. It is easy for the students to stick to their aims and accomplish their goals.	3.74	High
Grand Weighted Mean	3.97	High

Parent evaluations indicate that structured study behaviors are rarely practiced, yielding a grand weighted mean of 2.47 (Table 10) (Figueroa, 2023).

Table 10: Study Habits of Student-Respondents

Study Habits Indicator (Parent Evaluated)	Weighted Mean	Qualitative Interpretation
1. My child often reads.	2.79	Sometimes
2. My child takes down notes in class.	2.69	Sometimes
3. My child reviews his lectures after class.	2.56	Sometimes
4. My child uses reading as a method to review.	2.56	Sometimes
5. My child usually studies for his examination.	2.39	Rarely
6. My child uses skimming and scanning as a method to review.	2.39	Rarely



7. My child considers conducive place for studying and learning.	2.38	Rarely
8. My child uses memorization as a method to review.	2.38	Rarely
9. My child finds school conducive for learning.	2.27	Rarely
10. My child prefers group study.	2.27	Rarely
Grand Weighted Mean	2.47	Rarely

The academic performance metrics yield a median of 82 (MAD = 2), indicating a satisfactory level of scholastic achievement (Table 12) (Figuerola, 2023).

Table 12: Academic Performance of the Student-Respondents Based on Their Mean Grade During the First and Second Quarters

Mean Grade	Frequency (f)	Percentage (%)	Performance Analysis
92	6	3.65	Median Grade = 82
91	9	5.49	MAD = 2 Points
90	6	3.65	Shapiro-Wilk: p = 0.019
89	11	6.71	
88	15	9.15	Overall achievement is satisfactory, with all students exceedingly the minimum DepEd passing threshold of 75.
87	8	4.88	
86	14	8.54	
85	19	11.58	
84	7	4.27	
83	10	6.10	
82	53	32.32	
81	3	1.83	
79	3	1.83	
Total	164	100.00	

Inferential Analysis of Inter-Variable Relationships

To test H_{01} , general self-efficacy was correlated with study habits (Table 10). The correlation was weak and negative ($\rho = -0.113$, $p = 0.150$), failing to reject the null hypothesis. Perceived self-efficacy and active study behaviors develop independently in this first-grade cohort.

Table 11: Relationship Between the Self-Efficacy of the Students and Their Study Habit

Correlated Pair	Coefficient (ρ)	Fisher's t	p-value	Decision on H_{01}
Self-Efficacy $\times$ Study Habits	-0.113	1.488	0.150	Accept H_{01} (Not Significant)

To test H_{02} , correlations were calculated between academic performance and profile variables, general self-efficacy, and study habits (Table 13, Table 14, Table 15) (Figueroa, 2023).

Table 13: Relationship Between the Academic Performance of the Students and Their Profile Variates

Profile Variable	Test Statistic	Value	p-value	Decision on H_{02}
Age	Spearman's ρ	-0.143	0.121	Accept H_{02} (Not Significant)
Sex	Chi-Square χ^2 (df = 8)	2.539	0.960	Accept H_{02} (Not Significant)
Nutritional Status	Spearman's ρ	0.250	0.010	Reject H_{02} (Significant)
Parents' Education	Spearman's ρ	0.005	0.965	Accept H_{02} (Not Significant)
Parents' Occupation	Chi-Square χ^2 (df = 64)	48.004	0.932	Accept H_{02} (Not Significant)
Gross Family Income	Spearman's ρ	0.254	0.011	Reject H_{02} (Significant)
Schooling Attitude	Spearman's ρ	0.381	0.000	Reject H_{02} (Significant)

Academic performance is significantly correlated with both self-efficacy (Table 14) and study habits (Table 15) (Figueroa, 2023).

Table 14: Relationship Between the Academic Performance of the Students and Their Self Efficacy

Linear Correlation	Coefficient (ρ)	Fisher's t	p-value	Decision on H_{02}
Academic Performance $\times$ Self-Efficacy	0.213	2.775	0.050	Reject H_{02} (Significant)



Table 15: Relationship Between the Academic Performance of the Students and Their Study Habits

Linear Correlation	Coefficient (ρ)	Fisher's t	p-value	Decision on H_0
Academic Performance $\times$ Study Habits	0.255	3.357	0.042	Reject H_0 (Significant)



Discussion

The Cognitive-Behavioral Disconnect in Early Childhood

The lack of a significant correlation between general self-efficacy and study habits ($\rho = -0.113$, $p = 0.150$) highlights a cognitive-behavioral disconnect in early childhood development. While Grade 1 students demonstrate high general self-efficacy (grand weighted mean = 3.97), their study habits are rarely practiced (grand weighted mean = 2.47). This variance suggests that cognitive self-concept and behavioral self-regulation develop as independent psychological systems in early primary education.

This disconnect can be explained by cognitive development in children aged 6 to 7. At this stage, self-efficacy is primarily general and affective, shaped by social encouragement from parents and teachers. This emotional foundation helps first graders remain optimistic under stress, as reflected in high ratings for coping confidence (mean = 4.09).

In contrast, structured study habits require advanced behavioral self-regulation, executive functioning, and sustained focus—cognitive abilities that are still developing in first-grade students. Grade 1 students lack the developmental maturity to independently organize study environments or manage study sessions. This is reflected in low ratings for independent behaviors, such as studying for exams (mean = 2.39) and organizing study spaces (mean = 2.38). While children feel confident in their ability to cope with school challenges, they do not yet possess the behavioral autonomy to maintain independent study routines. This finding differs from patterns observed among older students, in which high self-efficacy typically correlates with structured self-regulation. In first-grade cohorts, cognitive self-efficacy and behavioral study habits operate independently and require separate, targeted support.

Bio-Socioeconomic Predictors of Early Grade Achievement

Early academic performance is heavily mediated by physical and socioeconomic factors. The positive correlation between nutritional status and quarterly grades ($\rho = 0.250$, $p = 0.010$) highlights the impact of physical health on cognitive development. Undernourished or wasted children face biological constraints on learning, including reduced stamina, shortened attention spans, and impaired working memory. These physical constraints limit their capacity to process instructions and complete complex learning tasks.

Similarly, family income correlates significantly with academic performance ($\rho = 0.254$, $p = 0.011$), illustrating how socioeconomic status shapes the learning environment in early childhood. Low-income households—exemplified by the sample median family income of Php 5,000—often struggle to provide learning materials, technology, or dedicated study spaces. These material limitations are reflected in low ratings for study environment indicators, such as the suitability of home environments for learning (mean = 2.38). This socioeconomic disparity creates immediate achievement gaps in the first year of formal schooling, illustrating how poverty can constrain early human capital development.

This finding differs from research on older students, where family income does not always predict academic achievement. This suggests that older students may have developed behavioral autonomy to mitigate socioeconomic deficits, whereas first graders remain highly dependent on their household's material resources.

Parallel Pathways of Cognitive and Behavioral Self-Regulation

Although self-efficacy and study habits are uncorrelated in this young cohort, both remain independently and statistically significantly positively associated with academic performance ($\rho = 0.213$, $p = 0.050$; $\rho = 0.255$, $p = 0.042$, respectively). This demonstrates that cognitive self-concept and operational study behaviors function as parallel, distinct pathways that uniquely contribute to academic performance.



The self-efficacy pathway serves as a psychological buffer. Students with high self-efficacy are more likely to exert effort, remain persistent on tasks, and manage anxiety. Confident students engage more actively in classroom learning, contributing to academic success.

The study habits pathway serves as a practical, behavioral mechanism. Consistent study behaviors—such as reading (mean = 2.79) and review routines—directly enhance content retention and test preparation. Because these two pathways operate independently, academic achievement is optimized when cognitive confidence is paired with structured behavioral habits. Relying solely on emotional encouragement is insufficient if students lack the behavioral strategies needed to master curriculum objectives. This is further supported by the moderate correlation between academic performance and attitude toward schooling ($\rho = 0.381$, $p = 0.000$). Favorable student attitudes, such as interest in schooling (mean = 4.62), provide the motivation required to sustain both self-efficacy and study routines.



Conclusion

This study demonstrates that general self-efficacy and study habits represent parallel, independent pathways that uniquely contribute to academic achievement in early childhood. While first-grade students maintain a highly favorable attitude toward schooling and display high general self-efficacy, they rarely independently practice structured study habits. This behavioral deficit is mediated by developmental constraints in self-regulation and family socioeconomic factors, such as gross family income and nutritional status, which create early achievement gaps.

Because early self-efficacy and study habits are statistically independent, pedagogy must address both domains concurrently. Boosts in student confidence must be paired with structured behavioral scaffolding to improve learning outcomes.

Based on these findings, the following recommendations are proposed for educational administrators, teachers, and families:

1. **Implement Dual-Component Interventions:** School divisions should integrate programs like SEEP and SHUT into the primary curriculum to build both emotional resilience and structured study habits.
2. **Scaffold Early Study Behaviors:** Teachers should provide explicit, classroom-based instruction on fundamental study habits—such as note-taking, reading strategies, and organized review—rather than assuming students can study independently.
3. **Engage Families as Learning Facilitators:** Schools should provide parents with structured, simple guidelines to help them establish home study routines and supportive environments.
4. **Address Socioeconomic and Biological Barriers:** School administrators should expand supplemental feeding and resource programs to support low-income and undernourished students, ensuring physical health supports cognitive learning.
5. **Conduct Longitudinal Research:** Future research should monitor these student cohorts longitudinally to assess how the relationships between self-efficacy, study habits, and academic performance evolve through the primary grades.

Strategic Pedagogical Intervention: The SEEP and SHUT Framework

The proposed program combines the Self-Efficacy Enhancement Program (SEEP) and Study Habits Undivided Training (SHUT) to address both cognitive self-beliefs and behavioral habits.

The program budget (Table 14) and tactical action matrix (Table 15) outline the strategy, timelines, and resource requirements.

Table 16: Budgetary Requirements for the Proposed Intervention Program

Phase / Activity	Materials / Resources Required	Cost (Php)
Study Results Dissemination	Book paper, ink, folders, fasteners, laptop, projector, presentation slides	2,000.00
SEEP and SHUT Materials	Book paper, staples, staple wire, ink, folders, fasteners, envelopes	8,000.00



Program Implementation	Meals (snacks) and tokens for the monitoring and evaluation team	8,000.00
Dissemination and Re-Echo	Book paper, folders, and fasteners	2,000.00
Total Estimated Budget		20,000.00

The implementation plan distributes these activities across the school year, using existing curriculum structures to support student development (Table 17) (Figuerola, 2023).

Table 17: Matrix for the SEEP and SHUT Intervention Program

Objectives	Strategies / Activities	Responsible Persons	Timeline	Resources Needed	Budget (Php)
Foster general self-efficacy among Grade 1 students	- "Thought for the Day": Reading & self-reflection - "Play for Fun": Interactive play experiences - "Eat and Pray": Recess reflection activities	Grade 1 Students, Advisers, School Principals	August – October	Children's passages, short plays, prayers	5,000.00
Establish fundamental study habits	- "Touch-and-Go": Structured practice drills - "Memorize and Express": Study rules memorization - "Sabihin mo, Iaakto ko": Habit charades	Grade 1 Students, Advisers, Parents	November – January	Game cards, study rule booklets, paper strips	5,000.00
Integrate self-efficacy and	- Contextualization of lesson content in	Grade 1 Students,	February – April	Learning resource	10,000.00



study habits into the curriculum	Edukasyon sa Pagpapakatao (EsP) with self-efficacy and habit- formation themes	Advisers, Curriculum Coordinators		modules, assessment checklists	
Total Allocation					20,000.00



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