

Study Habits of Fourth Year Students in Sta. Cruz District, Sta. Cruz, Zambales: An Implication to Academic Achievement

Jeanne M. Macabunga

Abstract: *This study endeavored to find out the implication of study habits to the academic achievement of Fourth Year students in Sta. Cruz, Zambales during the academic year 2014-2015. The study revealed that the study habits significantly improve the academic achievement of Fourth Year students. This means that the better the study habits, the higher the academic achievement. Certain study habits which are highly correlated with academic achievement should be emphasized, such as study method, time management, examination technique, motivation and concentration. Hence, students should be made aware of how these study habits contribute to their learning and greatly improve their academic achievement. Parents should get appropriate guidance and counselling about dealing with secondary school students to develop a good study habits for the educational development of their children. And public secondary teachers should attend trainings and workshops on how to teach efficient study habits to students. Also, awareness programs through workshops and counselling and guidance may be conducted for students to make them aware about their success in academic and professional life through acquiring effective study habits. 4. Self-study should be encouraged and emphasized and the teachers should ask the students to keep the record of their progress towards their set goals. Efficient study habits increases students' academic achievements. Related study should be conducted regarding the attitude and behavior towards study habits.*

Keywords: Study habits, academic achievement, fourth year students, Sta. Cruz district, Sta. Cruz, Zambales

1. Introduction

Study habits means a fixed routine behavior imbibed by an individual to learn. Study habits contribute significantly in the development of knowledge and perceptual capacities. Therefore, it is assumed that study habits are correlates of scholastic or academic achievement. Pyari and Kalra (1996) have reviewed the literature and opined that study habits and academic achievement are highly related. Consequently, the need to improve student's study habits is deemed necessary to improve student's academic achievement. The first step towards effective study habits is to face up to this reality. One need to feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process.

As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. Success or failure of an individual depends upon his study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

The importance of proper study habits to academic achievement as confirmed by Ramaswamy in 1996. A study

habit is buying out a dedicated scheduled and uninterrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habit tells a person how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits throughout his life. The importance of study habits in student's life is that it plays a major role in their academic achievement, because without studies, no one would succeed.

It is better to develop study habits in secondary school students. It is the proper time and age to cultivate study habits. At this age, students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good ones with the help of their teachers.

Nowadays, many children are engaged in computer games, cutting classes, watching television, excessive playing and the worst of it all is that they engage in vices such as illegal drugs, gambling and crimes. Others use their intelligence in foolishness and not in good deeds. They should balance and manage their time wisely. They should keep themselves away from bad traits and vices. They should serve as models to their brothers and sisters, and classmates by showing that they have good study habits. With this attitude, surely pupils with good study habits will be successful someday. Education is an essential human virtue. Human becomes "human" through education. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits. It is every education stakeholders dream to attain quality education in the schools. In fact, this is one of the missions of the Department of Education; the very reason why curriculum planners keep on finding ways to upgrade the deteriorating quality of education in the country. While education converts the child to become literate and holistically developed, it cannot be denied that there are students who cannot still perform better academically. It is on this light that this investigation has

Volume 8 Issue 9, September 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

been conducted. Hopefully, the results would contribute significantly to the improvement of the academic achievement of students. The good study habits promote academic performance of the students, and, high and low achievers as well as over and under achievers differ significantly with regard to quality and strength of their study habits (Verma, 1996).

2. Objectives of the Study

The study aimed at looking into the study habits of Fourth Year students in the District of Sta. Cruz, Sta. Cruz, Zambales, S.Y. 2014 – 2015. The study was conducted to a sample of 737 Fourth Year students from 8 public secondary schools in the area, namely: Lipay High School, Acoje High School, Sta. Cruz South high School, Sta. Cruz National High School, San Fernando Integrated School, Mena Memorial National High School, JESMAG High School and Don Marcelo C. Marty High School. Data gathered is limited to the respondents' perceptions on the five (5) components of study habits which are study method, time management, examination technique, motivation and concentration. The researcher employed stratified random sampling to determine the 737 respondents. One hundred percent of the population was utilized systematically to obtain the needed data. The use of questionnaires and unstructured interviews were used for gathering important data for the study.

Research Methodology

The descriptive – survey method of research was used in this study. Calmorin (1994) maintained that this type is suitable wherever the subject vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The authors added that the word survey signifies the gathering of data regarding present conditions. A survey is useful in providing the value of facts and focusing attention on the most important things to be represented.

As stated by Calderon and Gonzales, a method is descriptive when a survey is conducted to find conditions that are typical of the people. Further, the method is necessary to gather information about existing conditions. Hence, descriptive method is the most appropriate in this study since it was an aide in solving practical problems.

Data for student's study habits were gathered using a questionnaire. Study habit questions were made by the researcher using several references. The survey questionnaire comprises fifty (50) statements pertaining to five (5) components of study habits namely, the study method (10 items), time management (10 items), examination technique (10 items), motivation (10 items) and concentration (10 items). The statements were classified accordingly for the students to understand them easily. Most of the questions have been drafted in affirmative forms.

A 5 point scale of always, often, sometimes, rarely and never was used in measuring responses of the respondents.

Data collected were analyzed with simple statistical tools as the frequency count, mean, percentage, and Analysis of Variance (ANOVA).

3. Results and Discussion

This study presents the stratified sampling technique was used in the selection of respondents. Samples of 737 Fourth Year students from 8 public secondary schools are included as respondents. The respondents when identified according to school is presented in Table 1.

Table 1

Name of School	Number of Respondents
Lipay High School	178
Acoje High School	20
Sta. Cruz South High School	82
Sta. Cruz National High School	116
San Fernando Integrated School	47
Mena Memorial National High School	64
JESMAG High School	128
Don Marcelo C. Marty High School	102
Total	737

Research Instrument

Data needed for this study were obtained mainly through the survey questionnaire. Unstructured interviews were likewise conducted to support or verify the respondent's responses in the questionnaire. The questionnaire includes components of study habits which are study method, time management, examination techniques, motivation and concentration.

The instrument consisted of two parts:

Part I: This part elicits personal information about the:

Respondent's Profile. It includes the age, gender, religious affiliations, organizational affiliations and monthly family income.

Part II: This part contains statements about the study habits in five components.

Study Method. It refers to the knowledge and application of effective study skills or techniques by students.

Time Management. The ability to use one's time effectively or productively, especially at work.

Examination Technique. A manner of preparing and actual taking of a test.

Motivation. This refers to a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. In this study, motivation defined as one's direction to behavior or what causes a person to want and to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior.

Concentration. Refers to the ability to direct one's thinking in whatever direction one would intend.

Validation of Instrument

The questionnaire was constructed taking into consideration the literature presented and information obtained from professional books, journals and unpublished materials read.

The specific problem of the study was used as the principal reference in formulating the questionnaire.

The preliminary drafts of the questionnaire were presented to the researcher’s adviser for the suggestions, refinement, and enhancement of the instrument. The improved draft was pre-tested to the Fourth Year students of Guisguis National High School, one of the public secondary schools in the catchment area, to determine any corrections or revisions in the questionnaires.

Data Gathering Procedure

A permission to administer the questionnaire was secured from the School’s Division Superintendent, District Supervisor and school administrators. Upon approval of the request, the researcher personally distributed and retrieved the copies of the instrument to the respondents to ensure 100 percent return of the instrument. The researcher asked the assistance of the school principals and head teachers in collecting and retrieving the data.

In order to meet the time frame set for this study, the researcher talked to the respondents as to the specific date of the retrieval of the instrument. The accomplished questionnaire was retrieved on the same week of distribution.

Statistical Treatment of Data

After the data were carefully classified, tallied and tabulated accordingly; mean, percentage, Pearson’s Product Moment Correlation and Analysis of Variance (ANOVA) as the statistical measures were applied.

- 1) Percentage – this is to determine the frequency counts and percentage distribution of personal related variable of the respondents using the formula shown below.

$$P = \frac{F}{N} \times 100$$

Where:

- P = percentage
- N = total number of respondents
- f = frequency
- 100 = constant multiplier

- 2) Weighted Mean – this is to ascertain the study habits of the respondents

$$X = \frac{\sum fx}{N}$$

Where:

- X = weighted mean
- f = frequency of each score
- x = weight of each score
- N = total number of respondents

To enhance better understanding of the quantitative form of descriptions, the following scales were used.

Assigned Weights	Scale	Descriptive Rating	Code
5	4.20 - 5.00	Always	A
4	3.40 - 4.19	Often	O
3	2.60 - 3.39	Sometimes	S
2	1.80 - 2.59	Rarely	R
1	1.00 - 1.79	Never	N

3) Analysis of Variance (ANOVA)

To test the significance in the difference of other variables with four and five groups, the analysis of variance (ANOVA or F test) was used. Yule and Kendall (1988) opined that this technique of analysis is used wherever sample of variants data can be classified as groups.

$$TSS = \frac{\sum x^2}{N} - \frac{(\sum x)^2}{N^2}$$

$$SSb = \frac{1}{\text{No. of rows}} \frac{\sum (\text{sum of each column})^2 - (\sum x)^2}{N}$$

$$SSw = TSS - SSb$$

$$\text{Total df} = \text{total number of items} - 1$$

$$\begin{aligned} \text{Between-column df} &= \text{Number of columns} - 1 \\ \text{Dfb} &= K - 1 \end{aligned}$$

$$\text{Within column df} = \text{total df} - \text{between column df}$$

$$\text{dfw} = \text{dft} - \text{dfb}$$

$$\text{MSSb} = \text{SSb} / \text{dfb}$$

$$\text{MSSw} = \text{SSw} / \text{dfw}$$

$$F = \text{MSSb}$$

4. Conclusions and Recommendations

This chapter is a presentation of the study’s findings, conclusions and recommendations. It includes a brief description of the investigation’s problem, research methodology, findings, conclusions and recommendations.

Based on the aforementioned findings, the following conclusions were drawn:

- 1) Majority of the Fourth Year students in the subject schools was dominated by 16-year-old females who believe in Roman Catholicism, members of an organization and with P6,000 and below monthly family income.
- 2) The perception of the Fourth Year students pertaining to study method, time management, examination technique, motivation and concentration are rarely done/used by them but contributes essentially in the academic achievement.
- 3) There is a significant difference among the components of study habits of Fourth Year students in Sta. Cruz District.
- 4) Teachers play an important role in helping the students to develop good study habits. Study habits significantly improve the academic achievement of students. These are essential tools to success. It is vital in molding the intellectual, emotional and physical aspects of every student.

In the light of the findings and conclusions derived from the investigation, the following recommendations were offered:

- 1) Parents should get appropriate guidance and counselling about dealing with secondary school students to develop good study habits for the educational development of their children.
- 2) Awareness programs through workshops and counselling and guidance may be conducted for students to make them aware about their success in academic and professional life through acquiring effective study habits.
- 3) Self-study should also be encouraged and emphasized. The teachers should ask the students to keep record of their progress towards their set goals. Expose the students to effective study habits in their first year of study at school to enhance their academic achievement.
- 4) Public secondary teachers should attend trainings and workshops on how to teach efficient study habits to students. Efficient study habits increases students' academic achievements. So, public secondary schools may adopt strategies and measures through which study habits of students can be flourished.
- 5) Related study should be conducted regarding the attitude and behavior towards study habits.

References

- [1] ALLWRIGHT, D. and K. BAILEY. 1991. Focus on the Language Classroom: An introduction to Classroom Research for Language Teachers. Cambridge: Cambridge University Press.
- [2] ANDRESEN, L., BOUD, D., & COHEN, R. 2000. Experience-based learning. *Understanding adult education and training*, 2, 225-239.
- [3] ANDROUTSOPOULOS, I., & MALAKASIOTIS, P. 2010. A survey of paraphrasing and textual entailment methods. *Journal of Artificial Intelligence Research*, 135-187.
- [4] BIGGS, J.B. 1996a. Learning, schooling, and socialization: A Chinese solution to a Western problem. In S. Lau (ed.) *Growing up the Chinese Way: Chinese Children and Adolescent Development* (pp. 147-67). Hong Kong: The Chinese University Press.
- [5] BIGGS, J.B. 1996a. 1996b. Western misperceptions of the Confucian-heritage learning culture. In D.A. Watkins and J.B. Biggs (eds) *The Chinese Learner: Cultural, Psychological and Contextual Influences* (pp. 45-67). Hong Kong: CERC and ACER.
- [6] BLOOMFIELD, L. 1966. About Foreign Language Teaching. In: F. Smolinski (ed). *Landmarks of American Language and Linguistics*. Washington, DC: English Language Program Division.
- [7] BOUD, D., COHEN, R. & WALKER, D. (eds) *Using Experience for Learning* Buckingham: SRHE and Open University Press.
- [8] BROWN, D. H. 1994. *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents 1987. *Principles of Language Learning and Teaching*. Englewood Cliffs, N. J.: Prentice Hall Regents.
- [9] CANALE, M. and M. SWAIN. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Washington, DC: TESOL.
- [10] COMMUNICATIVE LANGUAGE TEACHING, 1999. SIL International, Copyright 2008. http://en.wikipedia.org/wiki/Communicative_competence. Retrieved on May 20, 2015.
- [11] COTTON, K. 1989. Classroom questioning. *School Improvement Research Series*. Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu5.html>. Retrieved on July 3, 2016.
- [12] DECKERT, G. 1987. The Communicative Approach: Addressing Frequent Failure. *English Teaching Forum*.
- [13] DEWEY, J. 1961. *Democracy and education*. New York: Macmillan.
- [14] DÖRNYEI, Z.; Scott, M. 1997. "Communication strategies in a second language: definitions and taxonomies". *Language Learning* 47: 173-210.
- [15] ECHEVARRIA, J., M. VOGT, & D. SHORT. 2004. *Making content comprehensible for English learners: the SIOP model* (2nd ed.). Pearson Education, Inc.
- [16] EGGINS, S. 1994. *An Introduction to Systematic Functional Linguistics*. London, UK: Printer Publishers.
- [17] ELLIS, R. 1994. *The study of second language acquisition*. Oxford: Oxford University Press.
- [18] ELLIS, G. 1996. How Culturally Appropriate is the Communicative Approach? *ELT Journal*.
- [19] ESL TEACHER TRAINING: CELTA AND TEFL COURSES. English Language School in Denver. TEFL Course Outline: Retrieved on May 20, 2015
- [20] FEDDERHOLDT, Karen. 1997. "Using Diaries to Develop Language Learning Strategies" on Internet.
- [21] GILES, H. 2008. *Communication accommodation theory*. Sage Publications, Inc.
- [22] GILMORE, A. 2007. Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(02), 97-118.
- [23] HAWKEY, R. 2006. Teacher and learner perceptions of language learning activity. *ELT journal*, 60(3), 242-252.
- [24] HEREDIA, R. R., & J. ALTARRIBA. 2001. Bilingual language mixing: Why do bilinguals code-switch? *Current Directions in Psychological Science*, 10(5), 164-168.
- [25] IRUJO, S. 1993. Steering clear: Avoidance in the production of idioms. *Iral-International Review of Applied Linguistics in Language Teaching*, 31(3), 205-220.
- [26] KASPER, GABRIELE; KELLERMAN, E., eds. 1997. *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives*. London: Longman.
- [27] KOLB, D. A. 1976. Management and the learning process. *California Management Review*, 18(3), 21-31.
- [28] KRASHEN, S. D. 1985b. *The input hypothesis: Issues and implications*. New York: Longman.
- [29] LARDEN-FREEMAN, D. 1986. *Techniques and Principles in Language Teaching*, Oxford: Oxford University Press.
- [30] LEARNING OUTSIDE THE CLASSROOM MANIFESTO. 2011. <http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf> 2006. Retrieved on July 30, 2016.
- [31] LESSARD-CLOUSTON. 1997. "Language Learning Strategies: An Overview for L2 Teachers" on the Internet *TESL Journal*.
- [32] LIAO, M-C. & H-C WANG. 2009. Perception differences of EFL teachers and students in grammar

- instruction and error correction. *English Teaching & Learning*, 33(1), 101-146
- [33] LOWMAN, J. 1986. *Mastering the techniques of teaching*. San Francisco: Jossey Bass.
- [34] LYLE, S. 1993. *An Investigation into Ways in Which Children Talk Themselves into Meaning*. *Language and Education*.
- [35] MCCAFFERTY, S. 2002. *Gesture and Creating Zones of Proximal Development for Second Language Learning*. *The Modern Language Journal*.
- [36] MCKENZIE-BROWN, P. 2006. *What is CLT? Language Matters*.
- [37] MINDO, D.F. 2003. *The Role of the Teacher in Today's ESL Classroom*. First Regional Seminar-Workshop in TESL. Tarlac, Tarlac.
- [38] NUNAN, D. 2003. *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region**. *TESOL quarterly*, 37(4), 589-613.
- [39] OXFORD, R. L. 1989. *Use of language learning strategies: A synthesis of studies with implications for strategy training*. *System*, 17(2), 235-247.
- [40] PRATOR, C. 1976. *English Teaching Forum Online-Bureau of Educational and Cultural Affairs*.
- [41] RABBIDGE, M. 2014. *Exploring non – native English Speaker Teachers' Classroom Language Use in South Korean Elementary Schools*. *TESL – EJ*, 17(4).
- [42] READING CRAZE. <http://readingcraze.com/index.php/data-coding-research-methodology/> November 19, 2014. Retrieved on April 18, 2016
- [43] RICHARDS, J. C. and T. S. RODGERS. 1987. *Through the looking glass: Trends and directions in language teaching*. *RELC Journal*.
- [44] 1986. *Approaches and Methods in Language Teaching: A Descriptive and Analysis*. Cambridge University Press.
- [45] RILES, G. 1994. *The Social Mirror and Linguistic Chameleons: An Interview with Leslie Beebe*. *The Language Teacher*.
- [46] RINGS, L. 1986. *Authentic language and authentic conversational texts*. *Foreign Language Annals*, 19(3), 203-208.
- [47] RODGERS, T. 2001. *Language Teaching Methodology*, University of Hawaii: Online Resources: Digests.
- [48] ROTH, W. M. 2001. *Gestures: Their role in teaching and learning*. *Review of Educational Research*.
- [49] SAVIGNON, S. 1983. *Communicative Competence: Theory and Classroom Practice*. Mass: Addison-Wesley.
- [50] SETATI, M., J. ADLER., Y. REED, & A. BAPOO. 2002. *Incomplete journeys: Code-switching and other language practices in mathematics, science and English language classrooms in South Africa*. *Language and education*, 16(2), 128-149.
- [51] SOWDEN, C. 2007. *Culture and the 'good teacher' in the English language classroom*. *ELT journal*, 61(4), 304-310.
- [52] STERN, H.H. 1992. *Issues and Options in Language Teaching*. Oxford: OUP.
- [53] THE INTERNET TESL JOURNAL, Vol. XIII, No. 2, February 2007 <http://iteslj.org/Articles/Hismanoglu-Strategies.html>. Retrieved on February 2016.
- [54] TSUI, A. B. 1996. *Reticence and anxiety in second language learning*. *Voices from the language classroom*, 145-167.
- [55] UR, P. 2000. *Teaching grammar: what can we learn from research*. *The TESOLANZ Journal*.
- [56] VAN LIER, L. 1988. *The classroom and the language learner*. London and N.Y.: Longman.
- [57] WALDEN, J. 1987. *Principles of Course Design for Language Teaching*, Cambridge: Cambridge University Press.
- [58] WARDHAUGH, R. 2010. *An Introduction to Sociolinguistics*. 6th ed. Oxford:
- [59] Wiley- Blackwell. 2010. *Contemporary Linguistics: An Introduction 2nd Ed.* by William O'Grady et. al. Pearson Education Limited: Edinburg Gate, England, pp. 357-393.
- [60] WILSON, A., M. BOATRIGT, M. LANDON-HAYS. 2014. *Middle School Teachers' Discipline-Specific Use of Gestures and Implications for Disciplinary Literacy Instruction*. *Journal of Literacy Research: A publication of the Literacy Research Association*.
- [61] YANO, Y., M. H. LONG & S. ROSS. 1994. *The effects of simplified and elaborated texts on foreign language reading comprehension*. *Language learning*, 44(2), 189-219.
- [62] YULE, G. and E. ARONE. 1997. *Investigating communication strategies in L2 reference: pros and cons*, in Kasper, G. and Kellerman, E. (eds) *Communication Strategies*, Essex: Longman. A. BOOKS