

# Relationship of Electronic Gadgets to the Study Habits of the Grade 7 Students in Sta.Cruz Zambales

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**Abstract:** *The study focused on the relationship of electronic gadgets to the study habits of the Grade 7 students particularly in English subject in the District of Sta.Cruz, Division of Zambales, S.Y. 2014-2015. It was limited to 9 public secondary schools with total number of 1200 Grade 7 students. Fifty percent of the population was utilized through random sampling to gather the needed data. The use of questionnaires and unstructured interviews were used for gathering important data for the study. There is no significant relationship between the electronic gadgets to the study habits of the students. It can be beneficial to these young learners to use the gadgets in achieving better access to fast and convenient learning. Through the research studies, we can probably say that though the technology is already on to this present generation, we can still do something to help the young learners to keep focus and attentive in their studies towards attaining good results in academic performance. In the light of findings and conclusions derived from the investigation, it is recommended that the kinds of gadgets have no significant relationship to its purposes. The end users ought to teach to be more responsible in handling these products of the advances of technology. Conduct in-service trainings for the school heads and teachers to discuss the impacts of electronic gadgets and its effect to learning. Through this seminar, educators will enhance and improve their techniques to connect the technology in the teaching and learning process thereby contributing immensely to the realization of goals and objectives of DepEd to quality education.*

**Keywords:** Electronic Gadgets, Study habits, Grade 7 students, academic performance, learning process, Sta. Cruz Zambales

## 1. Introduction

Modern Media like television, computers and other electronic devices are products of civilization in this cybernetic century, making life in a sense of more comfortable and enjoyable. It is the outcome of people's intelligence. Yet this very advance civilization has become people's own doing. The beneficial effects are often dwarfed by the disadvantages and harm. Take the case of television, computers, iPods, and cellular phones etc. The good life brought about by these need not be emphasized. They have improved not only the entertainment but also the industry, communication and life as a whole.

But what are the harmful effects of these inventions? For instance, the creation ( 1 ) Television (a) On the MTVs- there are vulgar and indecent words and scenes that the young may imitate, thinking these things are just okay. Scenes like pre-marital – sex, early marriages, bad “barkadas” give examples to the young. (b) On advertisements – Children are encouraged to eat junk foods, some advertisements encourage youth to use toothpaste to have sweet breath that will give them kissable lips, so children will brush their teeth with the best toothpaste and engage in kissing. (c) On drama and other sitcoms – children see families disintegrating because of wrong values like illicit relationships, abortions, extra marital affairs, disrespectful children.

Some parents smoking, gambling, disobeying traffic rules, cheating, quarrelling or taking drugs. (d) In some cartoons or comics stories, children show that so-called heroes always win, indicating that one has to win by hook or by crook. They, therefore become selfish, revengeful and unfeeling. (e) From TV shows where many youths win short-cuts to fame or glory, some teenagers learn to be envious and develop wrong values. (f) Radiation from television sets

may cause health problems to children such as cancer and poor eyesight. (g) Children who spend too much time watching television forget their lessons and other school activities. Having developed the habit of just sitting in front of television, they lack exercise and socialization.

They develop a world of their own, thus resembling that autism. They become passive. For the influence of (2) internet enables a person to communicate freely and openly in the international world through the computer as stated by Dehmle (2009). It can be used for research work and study. But what harm may the internet cause? It depends on the people using it. Some may use it in useless conversations or chats. Uncontrolled, the youth may see sites that show or teach immoral acts or illegal activities.

On the use of (3) Computers and video games as stated by Capinpin (2011) that these may be enjoyable or entertaining but spending too much time on them is a waste of time. Instead of studying, many teenagers spend more hours on computer and video games. They forget not only their studies but also their health habits like taking a bath, eating meals on time and exercising. They may be lying down awkwardly while watching or playing. These latest technologies proliferate in every part of the world even in the remotest are of our country.

The presence of these inventions dramatically changed the lives of the people particularly the school children young or old who are more fascinated by these audio-visual materials. Instead of browsing their textbooks, assignments and projects at home, they prefer to handle these portable gadgets in their hands until they feel sleepy. The next day they do not attend classes without assignments nor have they read even a page of their book. They are more excited to relate or listen to the chain of events that transpired in their favorite television series. Despite the reminders of their

teachers and the scolding of their parents, some of them continue to cast away their books and favor TV viewing or pursue their texting, chatting and play with their video games.

Koivusitta (2007) emphasized that there is no doubt that modern technology has an effect on the study habits of students today. The positive side of modern technology is that it makes things easier for students to research for their homework and projects. However, it is also right to mention that technologies are also a major distraction for students.

## 2. Objectives of the Study

The main objective of this study was to determine the significant relationship of the electronic gadgets to the study habits of the Grade 7 students in Sta. Cruz District, Division of Zambales for the Academic Year 2014-2015. Specifically, the study attempted find out the relationship of electronic gadgets to the study habits of Grade 7 students in Sta. Cruz, Zambales. Significantly it showed that the study can be beneficial to school administrators, teachers, students and parents to identify the effects of the electronic gadgets to the study habits of the learners. The study shows that the growing popularity of electronic gadgets will enable the educators to monitor the study habits of the Grade 7 to improve their academic performance thus preventing them from the risks of dropping out, failure, repeaters and the like.

## 3. Research Methodology

In order to determine the students' academic performance in English Grade 7 as influenced by the electronic gadgets in public secondary schools, this study used a descriptive method of research. As stated that descriptive method of research is the best way to interpret and report the present status of a social institution, group or area. This kind of research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" questions.

The study was conducted in the District of Sta. Cruz, Division of Zambales. It is the northernmost part of Zambales located between Candelaria and Pangasinan. At present it has 12 secondary schools, nine public secondary schools and three private secondary schools. Acoje High School is the farthest public secondary school in Sta. Cruz District.

The history of Sta. Cruz unfolds in the 17th century, in the year 1612, the town of Sigayen, now Sta. Cruz was founded in the Sitio of Tambobong which is now within the jurisdiction of the municipality of Dasol, Pangasinan. It is said that when the first Spanish missionaries arrived at the Sitio they asked the natives the name of the place, but the latter thinking that the strangers were asking for the name of the shells that they found in abundance on the seashore, answered "Sigayan". Hence the name.

The Catholic priest of the town later built a church which was placed under the care of Fr. Alonzo de San Agustin. One day, many years later, a Negrito by the name of Ytatah

killed the priest whose sermon on the church's pulpit was mistaken for insults directed at the natives.

This incident forced the founders of the town to transfer the town site to another place, the sitio of "Salasa", which is now within the jurisdiction of the barrio of Bayto, perhaps because they feared further depredations by the savage Negritos.

This town was named "Alinsaog", founded at the beginning of the 18th century, whose ruins could still be seen up to the present. The town site remained in this place until the later part of the 19th century when it was abandoned by the natives because of the overflowing of the Bayto river which brought death and destruction to the inhabitants. The natives had to move to another town site, the present location of the municipality. Years later, the people of this town found the image of St. Michael, among the debris carried by the floodwater of the Bayto river years back. They forth with placed a cross on the spot where they found the holy image on which they built the present church and named the town Sta. Cruz.

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 school administrator and teachers of Saint Michael Integrated School, one of the private schools in the catchment area, to determine any corrections for revisions in the questionnaires. The researcher sought permission from the Schools Division Superintendent, District Supervisor and to the school administrators. Upon approval, the researcher personally distributes the questionnaires to the respondents to ensure 100 percent return of the instrument. After the data were carefully classified, tallied and tabulated accordingly; mean, percentage and Pearson's Product Moment Correlation as the statistical measures were applied.

## 4. Results and Discussion

This chapter presents the data gathered to answer the specific problem of this study which had been carefully interpreted and analyzed.

The data tallied and presented as follows: profile of the student-respondents, kinds and purposes of electronic gadgets and study habits of the learners which includes the study method, time management, examination techniques, preferences and home/school policies on gadgets and the implication of this study.

### I. Profile of the student-respondents

#### a) Age

Table 4 presents the frequency distribution of the student – respondents according to age.

The age of the respondents ranges from 13 to 16 years old. There were four hundred ninety-six (496) or 82.67 percent belonged to the age 13 years old; seventy-seven (77) belonged to 14 years old or 12.83 percent, nineteen (19) belonged to 15 years old or 3.17 percent and eight (8) or

1.33 percent of the student – respondents belonged to 16 years of age.

**Table 4:** Frequency Distribution According to Age

| Age                        | F   | Percentage |
|----------------------------|-----|------------|
| 13                         | 496 | 82.67 %    |
| 14                         | 77  | 12.83 %    |
| 15                         | 19  | 3.17 %     |
| 16                         | 8   | 1.33 %     |
| Total                      | 600 | 100 %      |
| Mean Age = 13.23 Years Old |     |            |

The mean age of the student-respondents based on the computation is 13.23 years old. This shows that the respondents belonged to the early teen stage where they display the active and vigor personality. In this age where some called “the most critical one” need to be guided for their curiosity attitude. The teenage years are a unique period of growth and development that are filled with energy, excitement and new experiences. No two teens are alike and each experience their teen years uniquely. Parental and cultural influences affect teenage development in different ways. However, all of them go through hormonal changes and physical changes that contribute to forming their sense of independence and identity.

**b) Gender**

Table 5 shows the frequency and percentage distribution of the student – respondents according to gender

**Table 5:** Frequency Distribution of the student-respondents According to Gender

| Gender | F   | Percentage |
|--------|-----|------------|
| Male   | 253 | 42.17%     |
| Female | 347 | 57.83%     |
| Total  | 600 | 100%       |

(The table further reveals that there are two hundred fifty-three (253) or 42.17 percent male student – respondents and three hundred forty- seven (347) or 57.83 percent female student – respondents. The findings further reveals that there are more female students than male Grade 7 students in the public secondary schools in Sta. Cruz District.

**c) Religious Affiliation**

Table 6 presents the frequency and percentage distribution of the student-respondents characterized by its religious affiliation.

**Table 6:** Frequency Distribution According to Religion

| Religion         | f          | Percentage  |
|------------------|------------|-------------|
| Roman Catholic   | 539        | 89.83%      |
| Iglesiani Cristo | 39         | 6.5%        |
| Adventist        | 9          | 1.5%        |
| Mormon           | 13         | 2.17%       |
| <b>Total</b>     | <b>600</b> | <b>100%</b> |

The table shows that there were five hundred thirty – nine (539) or 89.83 percent who were Roman Catholic; thirty-nine (39) or 6.5 percent Iglesiasiani Cristo; nine (9) or 1.5 percent Adventist and thirteen (13) or 2.17percent Mormon (Jesus Christ in the Latter day Saints).

**d) Monthly Family Income**

Table7 shows the frequency and distribution of monthly income of each student-respondents’ family.

**Table 7:** Frequency Distribution According to Monthly Family Income

| Monthly Income | f   | Percentage |
|----------------|-----|------------|
| 18,000 above   | 135 | 22.50 %    |
| 14,000-18,000  | 180 | 30.00 %    |
| 10,000-14,000  | 100 | 17.00 %    |
| 6,000-10,000   | 107 | 17.83 %    |
| 6,000 below    | 76  | 12.67 %    |
| Total          | 600 | 100 %      |

This table shows that one hundred thirty-five (135) or 22.50 percent has18,000 above monthly income, one- hundred eighty (180) or 30 percent belonged to the 14,000-18,000 bracket. One hundred student –respondents (100) or 17 percent has 10,000 -14,000 family income. One hundred – seven of these students or 17.83 percent has 6,000-10,000 monthly family income and seventy-six (76) or 12.67 percent has below 6,000 monthly income.

**II. Latest Gadgets**

**a) Kinds of Gadgets Used**

**Table 8:** Frequency Distribution According to the Kinds of Gadgets used by the student-respondents

| Kinds of Gadgets  | f    | Percentage |
|-------------------|------|------------|
| Cell phones       | 538  | 28.89%     |
| Laptop            | 222  | 11.92%     |
| mP3               | 105  | 5.63%      |
| Webcam            | 89   | 0.05%      |
| iPod              | 235  | 12.35%     |
| Digital camera    | 189  | 1.02%      |
| HD TV/3D TV       | 44   | 2.36%      |
| Tablet            | 201  | 10.79%     |
| Personal Computer | 42   | 2.25%      |
| mP4               | 197  | 10.58%     |
| Total             | 1862 | 100%       |

The table shows the frequency and distribution of different electronic gadgets usually used by the student-respondents. Table 8 shows the frequency and distribution of the respondents according to the kinds of gadgets used by the Grade 7 learners. As noticed in the table, there were five hundred thirty-eight (538) or 29.67 percent cell phone users, two hundred twenty-two (222) or 12.25 percent use laptops, one hundred-five (105) or 5.79 percent has mP3,one hundred ninety-seven (197) or 10.87 percent uses mP4,eighty –nine (89) or 4.91 percent has webcam. One hundred twenty-six (126) or 6.95 percent has iPods, one hundred eighty –nine (189) or 10.42 percent owned digital cameras. Only eighteen (18) or 0.99 percent from the respondents has High Definition TV and twenty-six (26) or 1.43 percent has 3D TV.

This study reveals that most of the students owned, experienced and handled variety of gadgets in these present times. This is so true because nowadays, gadgets are sold at cheaper price thus even the simple families with meager family income has the chance to purchase electronic gadgets. In addition, due to the expansion on sales on these

forementioned gadgets, buyers can readily own one through the monthly amortizations and pre-paid techniques of the network companies.

The table above also shows that each respondent handled a minimum of at least three (3) gadgets. Therefore, they have the chances to enjoy using these products of man's invention.

### b) Purposes of Using the Electronic Gadgets

The table shows the frequency and distribution of the different purposes in using the electronic gadgets

| Different Purposes  | F    | Percentage |
|---------------------|------|------------|
| For communication   | 538  | 17.10 %    |
| For games           | 502  | 15.96 %    |
| For music           | 509  | 16.18 %    |
| For movies          | 296  | 9.41 %     |
| For taking pictures | 538  | 17.10 %    |
| For assignment      | 402  | 12.78 %    |
| For research study  | 58   | 1.84 %     |
| For trendy outlook  | 8    | 0.25 %     |
| For chatting        | 266  | 0.03 %     |
| For video           | 50   | 1.58 %     |
| Total               | 3145 | 100 %      |

Table 9 shows the frequency and distribution of the different uses of electronic gadgets to the student-respondents. As gleaned from the table, five hundred thirty eight (538) respondents or 19.26 percent used the gadgets for communication such as texting, calling and chatting. Five hundred two (502) or 17.97 percent of them utilize these technologies for playing on line games. Two hundred ninety-six (296) or 10.59 percent make use of them for movies, five hundred thirty – eight (538) or 19.26 percent use them for taking pictures. Among the learners, four hundred two (402) or 14.39% use them in making their assignments or doing some research works and eight (8) or 0.28 percent of the respondents honestly replied that they make use or handle the electronic gadget for trendy outlook and fashion.

This study clarifies further that most of the gadgets are used for communication, for taking pictures, playing games, tuning in to music as well as an aid to make their assignments and doing their researches needed for their school works. It is visible that from the study, learners in the Grade 7 benefit also in the use of these electronic gadgets particularly the laptops, computers and the like. Although we cannot deny the fact that many of the respondents agreed that it useful in terms of communication yet addiction to these may disrupt their focus in their studies. Taking pictures or colloquially said "selfie"- a term used at present generation which displays the love of taking pictures indicated the addiction and preferences of the young learners and even the people of different ages. You are "in "to any groups if you have your small gadget in your hand taking your own photos anytime anywhere. This is also a way of self-fulfillment to take pictures with or without purpose and display it in the face books or instagrams to keep updated with the changing times.

Eight (8) students answered honestly that they made use of gadgets to look trendy and fashionable is a clear proof that

the standard of living of these student-respondents had changed and improved as the years go by.

### III. Study Habits

The survey questionnaire was composed of fifty (50) statements about the study habits of the student –respondents to determine the relationship of electronic gadget in their study method, time management, examination technique, preferences and school/home policies in the use of aforementioned gadgets. The given statements will help the researcher for some comprehensive, consistent and data towards factual realities on the influence of electronic gadgets in the academic performance of Grade 7 learners particularly in their English subject.

After the data were tallied and computed, different replies were classified showing the individual responses of the grade 7 students.

The following tables show the weighted mean and its descriptive equivalent on the students' personal reflection on the given statements.

#### a) Study Method

After the data were tallied and computed, different replies were classified showing the individual responses of the Grade 7 students. The following tables show the weighted mean and its descriptive equivalent on the students' techniques on how they prioritized their studies with or without the presence of electronic gadgets.

**Table 10:** Relationship of Electronic Gadgets According to Study Method

| Statement   | X    | D.R. |
|---|------|------|
| 1 I bring my gadgets in the school every day.                           | 1.7  | N    |
| 2 I use my gadgets secretly while the teacher discusses lessons.        | 2.40 | Se   |
| 3 I turn off my gadgets during school hours                             | 3.38 | So   |
| 4 I still use gadgets even I know there is a quiz or test.              | 2.85 | So   |
| 5 I use gadgets while I review lessons.                                 | 1.98 | Se   |
| 6 I use my gadgets only at home.  | 2.72 | So   |
| 7 I priorities my text, chats and calls rather than reading my lessons. | 3.40 | O    |
| 8 I review notes shortly after class.                                   | 2.35 | Se   |
| 9 I study in a group or with a friend with the gadgets on.              | 2.96 | So   |
| 10 I play my gadgets before making projects and other written outputs.  | 2.14 | Se   |
| Mean  | 2.59 | So   |

For this statement, "I bring my gadgets the school every day", the computed weighted mean for the student-respondents is 1.7 with the descriptive equivalent of Never (N). This data shows that the Grade 7 students don't bring their gadgets in the school every day. As stated in the statement, "I use my gadgets secretly while the teacher discusses the lessons", the computed weighted mean is 2.40 with the descriptive equivalent of Seldom (Se). For the given statement, "I use my gadgets while I review my lessons", the computed weighted mean is 1.98 with the descriptive equivalent of Seldom (Se). It can be gleaned from this reply that students seldom use their gadget during the time they

review their lessons. There is still chance for them to handle their gadget during this time that they need concentration the most.

In the statement, "I only use my gadgets at home", the computed weighted mean is 2.72 with the descriptive equivalent of Sometimes (So) states that the learners are not always using their gadgets at home, possibly they also use it somewhere or in other places where they have chances. As noted from the statement, "I prioritize my text, chats and calls rather than reading my lessons", the computed mean is 3.40 with the descriptive equivalent of Often (O). This signifies that there were instances that the reading time of the learners were affected oftentimes by giving more importance on the use of gadgets. The time frame to enjoy reading whether purposeful or not tend to be divided with the presence of electronic gadgets.

In this statement, "I review my notes after class", the computed mean is 2.35 with the descriptive equivalent of Seldom (Se). It can be gleaned from this line that Grade 7 learners tend to read their notes after class very seldom. To clarify further, the students lack the interest to go over with their notes right after every class. In the line that says, "I study in a group or with a friend with the gadgets on", the computed mean is 2.96 with the descriptive equivalent of Sometimes (So). This line signifies that the respondents enjoyed the technique to study lessons with their group while the gadgets turned on.

In the given statement, "I play my gadgets before making my projects and other written outputs", the computed mean is 2.14 with the descriptive equivalent of Seldom (Se). It is visible that there were learners who still addicted to the use of their gadgets despite the pile of school works needed to be accomplished.

**b) Time Management**

The table below signifies the Time Management of the student-respondents showing the relationship of electronic gadgets based from the time management.

**Table 11:** Relationship of Electronic Gadgets According to Time Management

|    | Statement  | X    | D.R |
|----|--|------|-----|
| 1  | I find it easy to stick to a study schedule with my gadgets beside me.   | 2.07 | Se  |
| 2  | I complete my assignments on time with the aid of internet access.       | 2.33 | Se  |
| 3  | I only study when there is a pressure before the test comes.             | 2.65 | So  |
| 4  | I put off the written outputs, reports just to handle my gadgets.        | 1.98 | Se  |
| 5  | I use the internet in finalizing my assignments and projects.            | 2.83 | So  |
| 6  | I use my time in playing with my gadgets in between class hours.         | 1.97 | Se  |
| 7  | I complete my assignments on time.                                       | 4.07 | A   |
| 8  | I communicated with my friends through text, calls and chats every day.  | 4.14 | A   |
| 9  | I finish all my assignments before I sleep.                              | 2.56 | Se  |
| 10 | My online time is under control; it doesn't interfere with other things. | 2.63 | So  |
|    | Mean   | 2.72 | So  |

Based from the statement, "I find it easy to stick to the study schedule with my gadgets beside me", the computed mean is 2.07 with the descriptive equivalent of Seldom (Se). This line signifies that respondents seldom uses their gadgets beside them as they stick to their study schedule. They are still agreeable to study even without their gadgets near them. In the given statement, "I complete my assignments on time with the aid of internet access", the computed mean is 2.33 with the descriptive equivalent of Seldom (Se). There are still chances that they complete the assignments with the aid of the internet. It can be gleaned that learners take the benefit of the gadgets as a tool in learning more yet some of them may still be using the traditional way of textbooks and other resource materials as a means of completing researches and other school works.

In line with the statement, "I only study when there is a pressure before the test comes", the computed mean is 2.65 with the descriptive equivalent of Sometimes (So). Through this point, there were learners that tend to force themselves to review especially when there is a scheduled examination. The students showed eagerness to prepare themselves to review prior to the test. From statement, "I put off the written outputs, reports just to handle my gadgets", the computed mean is 1.98 with the descriptive equivalent of Seldom (Se). Respondents prioritize their school works rather than handling gadgets. Quite times, these learners use their electronic devices first than what must be needed to accomplish.

In the statement, "I use the internet in finalizing my assignments and projects", the computed mean is 2.83 with the descriptive equivalent of Sometimes (So). There are still learners who don't rely to the internet as source of information in making projects and assignments though some of time utilize the net in doing school works. In line with statement, "I use my time in playing with my gadgets in between class hours", the computed mean is 1.97 with the descriptive equivalent of Seldom (Se). Some respondents honestly replied that some of them played their gadgets in between class hours. During the time that teachers come and go the classroom, the few dull moments were utilized by these students to handle and manipulate their electronic gadgets that they had placed in their pockets or bags secretly.

In the given statement, "I complete my assignments on time", the weighted mean is 4.07 with the descriptive equivalent of Always (A). This line signifies that student – respondents give priority in doing their homework. They tend to manage their time to finalize assignments which is a very visible truth that they give importance to their studies. As cited in the statement, "I communicated with my friends through text, calls and chats everyday", the weighted mean is 4.14 with the descriptive equivalent of Always (A). From this line, the young learners showed the great importance of constant communication with their friends each day either through text, chat, calls and the like.

From the statement, "I finish all my assignments before I sleep". The weighted mean is 2.56 with the descriptive equivalent of Seldom (Se). There are still students who has the other chance to make their assignments before they go to

bed. This can be true due to some circumstances that hinder them to finish their assigned work. The worst thing still happened when they go to school not even doing a single homework.

As emphasized in the statement, "My online time is under control; it doesn't interfere with other things", the weighted mean is 2.63 with the descriptive equivalent of Sometimes (So). There are still chances that the use of internet is either controlled or not from time to time.

### c) Examination Technique

**Table 12:** Relationship of Electronic Gadgets According to Examination Technique

| Statement  | X    | D.R. |
|--|------|------|
| 1 I review my lessons before the exams.  | 3.88 | A    |
| 2 I can predict what types of questions will be on the test.   | 2.88 | So   |
| 3 I am able to finish my tests in the allotted time  | 3.73 | O    |
| 4 I review for major exams at least 3 days in advance.   | 4.09 | A    |
| 5 I make up and answer questions to test myself.   | 3.34 | So   |
| 6 I separate my initial learning from my studying.   | 3.03 | So   |
| 7 I adjust my study methods for different subjects.  | 3.86 | O    |
| 8 I answer the exam questions I know best, first.  | 4.19 | O    |
| 9 I take enough time to understand what the problem asks.  | 3.47 | O    |
| 10 I start writing almost straight away during exams; there's no time to think out the answers beforehand. | 3.29 | O    |
| Mean   | 3.58 | O    |

The table below shows the relationship of Electronic Gadgets to the Examination techniques of the Grade 7 students. In the statement, "I review my lessons before the exam", the weighted mean is 3.88 with the descriptive equivalent of Always (A). This line showed that learners see to it to prepare themselves in the scheduled examination. Proving that undergoing a review is vital to assure good results in the test taking. As mentioned in the statement, "I can predict what types of questions will be on the test", the weighted mean is 2.88 with the descriptive equivalent of Sometimes (So). Students sometimes showed good prediction in anticipating questions to be given in a particular test. As a witty and responsible learner, they ought to think and be prepared on the possible questions to be a part of the examination to be given.

In the given statement, "I am able to finish my tests in the allotted time", the weighted mean is 3.73 with the descriptive equivalent of Oftentimes (O). It shows that most students tend to finish the test in the given time limit. It clearly explains that the students focused on their examination and able to follow written instructions correctly. They show maximum concentration to finish assigned task. As cited statement, "I review for major exams at least 3 days in advance", the weighted mean is 4.09 with the descriptive equivalent of Always (A). This line gives a clear perspective that students prepared well prior to the examination date.

As mentioned, the statement, "I make up and answer questions to test myself", the weighted mean is 3.34 with the

descriptive equivalent is Sometimes (So). This line signifies that there quite times the learners need others help during test taking period.

In the statement, "I separate my initial learning from my studying", the weighted mean is 3.03 with the descriptive equivalent of Sometimes (So). Through this instance, a learner tends to separate new learning from his studies. Quite times that the learners can use the new leanings while they study. As explained in the statement, "I adjust my study methods for different subjects", the weighted mean 3.86 with the descriptive equivalent of Oftentimes (O). This line bespeaks the reality that learners oftentimes make some adjustments in the different techniques used in every subject to maximize learning.

In the line stated, "I answer the exam questions I know best, first", the weighted mean is 4.19 with the descriptive equivalent of Oftentimes (O). This line explains that learners focused on the easy questions going to complex ones. In the given statement, "I take enough time to understand what the problem asks", the weighted mean is 3.47 with the descriptive equivalent of Oftentimes (O). Focus and concentration signified in this line as the learners use their time to analyze varied questions asked.

In the statement, "I start writing almost straight away during exams; here's no time to think out the answers beforehand", the weighted mean is 3.29 with descriptive equivalent of Oftentimes (O). This line explains that quite times, learners tend to answer questions right away. Techniques vary depending on the time limit given.

## 5. Conclusions and Recommendations

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

- 1) The student-respondents of the public secondary schools of Sta. Cruz District during the Academic Year 2014-2015 was dominated by females. Their mean age is 13.23. Most of them are Roman Catholic and has the family income of 14,000-18,000 monthly. In this teenage life of the students, they tend to be more curious in finding their satisfaction. It has been concluded that each of the family earns fairly enough for their family needs belonging to the minimum/average monthly income.
- 2) With the trend in the technology, students utilize at least 3 to 5 electronic gadgets such as cell phones, laptops, mP3/mP4, webcam and the like. Since it has different features, they utilize each gadget for communication, games, music, to take pictures, for finalizing projects and assignments.
- 3) There is a no significant relationship between the electronic gadgets and its uses. With the presence of electronic gadgets available in the market today which offer varied uses, students tend to utilize them for this is already the trend at present times.
- 4) There is no significant relationship between the electronic gadgets to the study habits of the students. It can be beneficial to these young learners to use the gadgets in achieving better access to fast and convenient learning.

- 5) 5.Through the research studies, we can probably say that though the technology is already on to this present generation, we can still do something to help the young learners to keep focus and attentive in their studies towards attaining good results in academic performance.

Educators, parents and media should work hand in hand to save the learners from the negative effects of the addiction to these electronic gadgets and maximize its positive effects in learning to prepare them to be globally competitive in the years ahead.

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

- 1) Majority of the student-respondents were female and with an average age of 13.23, they must be guided properly by their parents and teachers for they are on the most crucial stage of their lives. It is the time of their blooming stage; they must be nurtured with good ideas, inculcate proper discipline and proper time management to maximize their learning.
- 2) The kinds of gadgets have no significant relationship to its purposes. The end users ought to teach to be more responsible in handling these products of the advances of technology. Conduct in-service trainings for the school heads and teachers to discuss the impacts of electronic gadgets and its effect to learning. Through this seminar, educators will enhance and improve their techniques to connect the technology in the teaching and learning process thereby contributing immensely to the realization of goals and objectives of DepEd to quality education.
- 3) Learners need to focus in improving their study habits. Teachers and parents as well as the media should work hand in hand to awaken the minds of the youngsters to be a responsible user of electronic gadgets.
- 4) Conduct school level trainings and conferences for the students to the positive and negative impacts of electronic gadgets.
- 5) Create a school rule and regulation on proper usage of gadgets in their classes to avoid confusion and over usage. Parents are encouraged to work hand and hand with the school policy to control the students and maximize their potentials to upgrade academic performance.
- 6) To improve the study habits of the learners, another study shall be conducted on the extent of the impacts of latest technology and the best practices to enhance the learning with the presence of gadgets.

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