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# Study Habits and Skills of Freshman Students in Polytechnic University of the Philippines Paranaque City Campus: An Assessment, S.Y. 2015-2016

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**Abstract:**

*The main purpose of this study is to assess and evaluate the study skills and habits of the selected freshman students in the Polytechnic University of the Philippines Paranaque Campus. Hence, assessment of the study skills and habits will only be on four areas such as reading comprehension, memorization, concentration management and test taking. Moreover, this study determines the significant relationship between the study skills and habits on frequency and on quality. Also, the significant difference between the amount of time spent in testing oneself on the material when studying for an exam, amount of time spent memorizing notes and textbook, and emotion of the respondents during the test. In this study, the researchers utilized the descriptive method of research to satisfy the needed information. And to determine the study skills and habits of the PUP-PQ freshman students, the researchers used test questionnaire that was adapted from a source, Brown-Holtzman (1966) Survey of Study Habits and Attitudes and the Study Attitudes and Methods Survey. Adapted questionnaire were administered to 210 PUP-PQ*

*freshman students. Result shows that the respondents have above average study skills and habits on quality on reading comprehension, memorization, and test taking while have average study skills and habits on concentration management. On frequency, the respondents often did the indicators on four areas. Furthermore, majority of the respondents allotted moderate amount of time testing themselves on the material when studying for an exam and allotted more than half of their study time. As to the emotion of the respondents during the test, almost half of the respondents feel somewhat nervous and uptight during test. Moreover, there is no significant relationship between frequency and quality on test taking. Lastly, there is no significant difference between amount of time spent testing oneself on the material when studying for an exam.*

**Key words:** Study Habits and Skills of Freshman Students, Polytechnic University of the Philippines, Paranaque City Campus

## INTRODUCTION

As human beings the learners are expected to learn to be able to cope with the new generation. To be able to learn effectively, one must have a good study skills and habits. The learners cannot learn simply by being told what to do or by watching others, they have to practice and practice frequently. Successful students employ time management systems to create study patterns that work and use active learning methods to add meaning and interest to their study time and maintaining their motivation by connecting reasons for study to their life goals and values.

Learners must develop and established good study habits in doing schoolwork, which can raised their academic performance. It is a common knowledge that many students fail in studying; even those who work hard often study in ways considered unproductive. Several others are just contented with

barely passing grades, never developing their skills and abilities to the highest level attainable. What to study, where to study and how to study are indispensable to every student in class. In fact, proper study habits are the tool for acquiring deeper understanding in different subjects.

Students learn in a variety of ways, and their ability to attain this information also varies. A student's capacity to learn is impacted by the teacher's method of conveying information. Unfortunately, little attention has been given to how children think. Often, it is assumed that students' minds operate in the same way as the teacher's does. So much of student failure in school comes directly out of the larger failure to stimulate all those areas in the children's brains, stimulation which could open up their minds in so many ways.

Today, college life is the stage in which students will deal with new and sometimes unfamiliar lessons, numerous assignments and deadlines. This is the period wherein students should work independently without being told of deadlines, assignment and project. This is done in high school. College life is totally different wherein one should work independently using critical and analytical thinking.

Thus, through the mission and vision of PUP, the researchers aim to help the students to explore topics in a deeper and more expansive way, incorporating creative and expressive modes into their learning, and developing deeper insights into the complex connections between the subjects they are studying. And as a result, students will have a vital personal model for intellectual inquiry and growth, and the faculty enjoys a continuously challenging and changing teaching environment and the rewards of playing a primary role in students' development.

An efficient, effective and strong program is significant towards student's initiative, involvement, motivation and evaluation of

learning, study habits and attitude. In connection to this, the researchers aim to learn the study skills and habits of freshman students of PUP-PQUE.

## OBJECTIVE OF THE STUDY

The main objective of this study is to be able to determine and evaluate the study skills and habits of freshman students of PUP Paranaque Campus enrolled in the school year 2015-2016.

**Specific Objectives:**

1. Identify the demographic profile of the respondents in terms of (a) Gender (b) Type of Secondary School (c) Parent's Profession.
2. Determine the study skills and habits of the students frequency and quality in the following area: (a) Reading Comprehension (b) Memorization (c) Test Taking (d) Concentration Management.
3. Determine the significant relationship between the study skills and habits on frequency and study skills and habits on quality.
4. Identify the significant difference between the amount of time spent in testing oneself on the material when studying for an exam, amount of time spent memorizing notes and textbook, and emotion of the respondents during the test.

The paradigm of this study as shown in figure 1 is to determine and evaluate the study skills and habits of freshman students of PUP Paranaque Campus enrolled in the school year 2015-2016. It uses an IPO model that shows how the data is bringing together in order to be Input Process Output. Input which are the information, ideas, and resources used such Profile of the respondents and level of the Study Skills and Habits of the

Respondents in the following areas: Reading Comprehension, Memorization, Test Taking, and Concentration Management. The process included the collection of data through used of survey questionnaires, analysis and interpreting of data. The output of the study is to assess the current level of study habits and skills of the students.

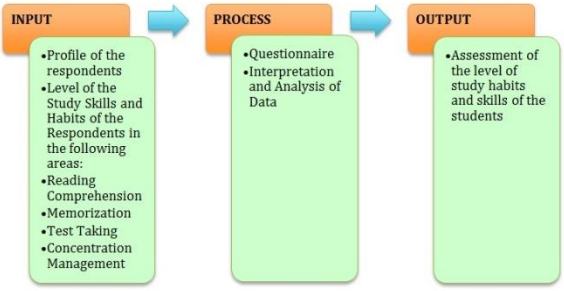


**Figure 1. Research Paradigm**

## STATEMENT OF THE PROBLEM

This study is to determine and evaluate the study skills and habits of freshman students of PUP Paranaque Campus enrolled in the school year 2015-2016.

Specifically, aims to answer the following questions.

1. What are the demographic profiles of the respondents in terms of the following:
    a. Gender
    b. Type of Secondary School
    c. Parent's Profession
2. What is the study skills and habits of the students on frequency and quality in the following areas:
    a. Reading Comprehension
    b. Memorization
    c. Test Taking
    d. Concentration Management

3. Is there a significant relationship between the study skills and habits on frequency and study skills and habits on quality?
4. Is there a significant difference between the amount of time spent in testing oneself on the material when studying for an exam, amount of time spent memorizing notes and textbook, and emotion of the respondents during the test?

## SCOPE AND LIMITATIONS OF THE STUDY

The study seeks to assess and evaluate the study skills and habits of freshman students of PUP Paranaque Campus enrolled in the school year 2015-2016. The researchers will give a self-evaluation questionnaire that is required to answer by freshman students of Polytechnic University of the Philippine Paranaque Campus regarding their study skills as to Reading Comprehension, Memorization, Test Taking, and Concentration Management.

The study is largely dependent on the honesty, sincerity, and integrity of the respondents. Moreover, bonafide freshman students are the only allowed respondents to participate in answering the questionnaire.

## REVIEW OF RELATED LITERATURE AND STUDIES

This section shows the literature and related studies both foreign and local regarding the study habits and skills of students which are relevant to the analysis of this research. The related literature and studies cited in this research study pointed out the study habits and skills of the students and how it affects their academic performance. Moreover, it also emphasized the factors and different variables which affect the study skills and habits as well as the academic performance of the students. Most of the authors both in foreign and local

studies and literature revealed that there are many factors in order to achieve good study habits.

## Foreign Literature and Studies

Respicius Rwehumbiza (2013) in his book "Understanding Examination Techniques and Effective study Strategies" asserted that most students fail in examinations simply because they lack study skills and/or examination taking techniques.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information; effective reading; concentration techniques; and efficient note taking. Furthermore, it is also defined as the ability of a person to study and pass exam which can be learned in a short time.

Mashayekhi et. al (2014) cited in the article entitled "Key Learning Issues: Relationship Between Locus Of Control And Study Habits With Academic Achievement" that academic improvement is a direct outcome of learning. Different factors such as individuals learning styles and studying skills can influence academic performance. This study examined the relationship between focus of control and study habits with academic achievement. Results say that study habits and focus of control have significant relationship with the academic achievement and can be changed with learning; it is recommended that those involved with education of student and academic culture by teaching to improve the quality of student's education by instructing study techniques.

Akpabio (2015) on her article entitled "Influence of Study Habits on Undergraduate Nursing Students' Academic Performance in University of Calabar, Nigeria" also added that there were no significant differences in academic performances of the students who practiced group and individual studies, and

those who read at daytime compared to night time. Conversely, there were significant differences in academic performance between students who had 75% and above attendance and others with less than 75% attendance. Therefore, there is need to enforce mandatory 75% class attendance for undergraduate nursing students to enhance their academic performance.

Yu (2011) on the article, "How Much Do Study Habits, Skills, and Attitudes Affect Student Performance in Introductory College Accounting Courses?", found out that math proficiency, English proficiency, high school accounting, and academic aptitude influence accounting performance. Among the SHSA factors, only student perception of teacher effectiveness and level of effort influence accounting performance. Upon further analysis comparing high and low performers, study habits show up to be significant as well. In particular, students who performed better are those who did more in terms of reading ahead, doing their homework, participating in class, and cramming for exams. Student perception of teacher effectiveness strongly influences accounting performance, it is critical that hiring and training of accounting faculty be given utmost importance.

Morin (2014) asserted that good study habits often have to be learned. The students must know how to plan what to study and learn how to study. Good study habits take time to develop. Having some strategies and using homework planners and time management sheets are a good start.

Moreover, according to Columbia College, in order to do your best work, it is important that one become skilled in: listening, concentrating, note-taking, reading, writing, time management and organization and planning.

Similarly, there are simple actions one can take that help student by identifying his most productive times of the day, identify goals for each study session, study the hardest

subjects first, find a calm space for studying, away from distractions.

According to Kizlik (2012), study habits are different for everybody. A studying strategy may be effective for one but entirely of no use to another student. The study habit fit for one can help the student in different ways. Study habits can also improve the learning and understanding about the subject, and thus, the grades.

In the study "Connections between Learning Experience, Study Behavior and Academic Performance: A Longitudal Study" conducted by Ning and Downing (2010), studied the relationship between learning experience and study behavior on the student performance. The survey were administered to 396 students from a university in Hongkong to test students' study habits in terms of Concentration, Time Management, Self-testing, Study Aids, Information Processing, Selecting Main Ideas, Test Strategies, Anxiety, Attitude and Motivation. They found out a positive relationship between the variables. Aspects like motivation and study strategies in study behavior were also discovered to be of importance to the current academic performance. However, the study is limited in scope as it just studies students from a single university.

Cerna (2015) conducted a study that estimates the global validity of existing constructs and serves as the basis for the development of the Self-Reported Study Habits for International Students (SR-SHI) used to identify at-risk students in international programs. One-year classroom observations, recollection of study habits though interviews with high performing students show that they are mainly from low-context and individualistic countries while most low performing students come from high-context and collectivistic countries. Among other aspects, high performing students give opinions based on reading material and class content, use the expression "I think", ask questions in class, are on time, ask for

feedback regarding assignments, take notes in class and while studying, look for the professor after class, seat at the front of the classroom and attend every class, study in silence and alone at regular times along the whole semester, read the material about two weeks before the exam, review notes before the exam, talk about the content with other students. On the other hand, low performing students remind quite the whole semester, miss at least three classes per semester, are normally late, sit at the back of the classroom, don't take notes in class and never look for the professor after class-hours. It seems that specific training programs at the start and during the semester as well as training on cultural intelligence were identified are necessary.

Tope (2011) on his study entitled "The Effects Of Study Habit On The Academic Performance Of Students: A Case Study Of Some Secondary Schools In Ogun State" investigated the effects of study habit on the academic performance of students' using some selected senior secondary schools in Ijebu-Ode Local Government Area of Ogun State as a case study. Two hundred (200) students were randomly selected from five senior secondary schools in the area. The instrument utilized for the study was a questionnaire named "Study Habit and Study Attitude Scale"(SHSAS). Four hypotheses were tested and the result showed that family background, peer group pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools. Data was analyzed using percentage. Based on the findings, appropriate parental counseling programme needs to be organized for parents that will educate them on how to motivate their wards to cultivate good study habits in order to enhance their academic performance.

Study habits are learning tendencies that enable students to work privately. He describes the study habit as "the adopted way and manner a student plans his private readings,

after classroom learning so as to attain mastery of the subject". He also stated that, "good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure". Here, it was emphasized the importance of environmental influence as a major factor in the development of students studying habit. In the same vein, some researchers submit that the environment of most children is not conducive for studying; it is in the light of this that made some parents to prefer their children to go to boarding school for proper discipline and to inculcate better reading habit. Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Although studies abound on the causative and predictive nature of factors of study habit on students' academic achievement, all factors of the variables tend to focus on poor study habit while the effect is yet to be fully accessed on the nations educational development.

**Local Literature and Studies**

Venturina (2014) stated that study habits defined as the regular tendency and practice that one depicts during the process of gaining information through learning. Indeed, establishing a proper and efficient study habit will make one's high school life meaningful and challenging.

There are some reasons why students fail. First, "no vision". Some students do not have a clearly articulated picture of the future they intend to create for themselves. Second, "lack of passion". Successful students work out of passion, a love for what they want to do, and recognize the importance of the benefit it will bring others as well as themselves. Third, "lack of

personal, work, school, family balance". Whatever is going on in a student's personal life, will inevitably affect what's going on in school and vice versa. There must be time for family, friends, social activities, and time to just be alone. Fourth, "lack of maturity and discipline". Some students are just not disciplined and lack good organizational skills. They should develop using good discretion. And lastly, "lack of appropriate balance". There are several factors that affect academic achievement of students: social, economic, medical/health, familial, relationships between teachers and students, school expectations, the students' motivations and abilities, levels of popularity, types of friendships outside of school and many more. It is imperative to develop proper attitude to balance everything against all the factors that will affect their academic performance.

As a teacher, learning is not something intrapersonal. A facilitators, simply teacher, play a very huge and important role in molding one's attitude, developing someone's skills, and enhancing the knowledge of every school child.

According to the Asian parent, there are different types of learners and it is important to help slow learners to find the right pace so that they can cope up. Children who are labeled 'slow learners' are those that: First, reach normal infant and toddler milestones later than the average child. Second, have trouble concentrating–all children have limited attention spans. Third, struggles with the simplest of concepts and has difficulty retaining what they learn. This is a true indicator of a child with a learning disability. But rather than focusing on the disability, focus on finding how to work with the disability to make it less of an issue. Fourth, is socially immature or reclusive. Children who are labeled 'slow learners' will a.) notice the fact that they are 'slow' or learning at a different pace or b.) be singled out by the teacher and/or their peers as being 'slow'. This is embarrassing, humiliating and demeaning

to a child. Their self-esteem and confidence levels suffer tremendously and they withdraw in an effort to shield themselves from the pain–holding it inside themselves.

If indeed a child does have a learning disability, it is the parent responsibility to explain it to him. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.

According to some study, in order to improve ones study habit, a parent can provide a quiet work/study area for distractions are detrimental. They should be accessible and helpful to the child by letting them to evaluate and realize what task that they need to do. Ask questions relevant questions that can stimulate their brain in analyzing ideas. Be patient and consistent.

Carbonel (2013) stated that education as the key to development is mandated to upgrade teaching effectiveness among educators as well as learning efficiency among learners. Many efforts by school administrators have been done to improve the retention of college students. Academic advising, orientations, facility improvements, mentoring, and continuous modifications to curriculum and pedagogy are being made continuously to ensure that the controllable variables are explored without reducing then self-determination of the students. Students learn in a variety of ways, and their ability to attain this information also varies. A student's capacity to learn is impacted by the teacher's style of conveying information. The teachers should be sensitive to the needs of the learners and needs to address them correctly otherwise, it will result negative impact to the student. It is also important to let the students know their learning capabilities so that they can maximize their potential in acquiring new ideas and knowledge. Learners should also be provided with v various opportunities to learn through the teaching strategies that match their learning style. Students must be reminded to

established their study habit to keep them be aware of their academic responsibilities to achieve a higher performance level. Remediation is also suggested for the average and low performers to reinforce the weak foundation of students.

Aquino (2011) emphasized on the article entitled "Study Habits and Attitudes of Freshmen Students: Implications for Academic Intervention Programs" that improving student's study orientation leads to academic success. In view of confluent education, an integral academic foundation must be designed to create an environment that provides opportunities that encourage the development of highly motivated, self-directed, lifelong learners. Academic intervention programs based on the theory of confluent education can be drawn. Provisions of remediation courses, academic learning centers, academic advising, personal counseling, academic and career skills can be regarded as helpful in improving students study habits and attitudes. First, classroom environment must be conducive for learning. Student's approval of teachers' methods and management are crucial to attain maximum classroom learning outcomes. The responsibility of teachers goes beyond using appropriate teaching strategies and instructional materials in imparting knowledge. It is recommended that guidance services where affective behavior of students can be properly monitored and worked on to all freshmen students to established a better academic foundation and facilitate the achievement of the objective of the universal basic education. Academic departments must enforce academic advising among their teachers. Provisions on compulsory academic counseling for underachievers must be imposed. Academic departments or student organizations may consider giving more remedial actions to improve student's reading and study skills, time management, English and Mathematics aptitude, and or review classes on their technical subjects. Activities to motivate students to make personal counseling could also be considered.

Institutions should ensure contemporary academic learning centers like state-of-the-art libraries, complete electronic resource centers (e.g. internet, multimedia facilities), and all-inclusive laboratory facilities.

According to Alcantara et.al (2014), the used of study system is the best skills that will help to have outstanding marks. One of the oldest and best- known study system is "SQ3R", stand for Survey, Question, Read, Recite, Review. It explained that the students must use the Cornell, outline, mapping or charting method to condense and synthesize reading, lectures and discussions. The students must learn to manage time effectively. Make study schedule or plans and stick to it, make list of things to do and less cramming. To achieve a good time management, systematized the tasks.

Mendizebal (2013) stated that with the used of "Survey of Study Habits and Attitudes" (SSHA) developed by Brown and Holtzman (1967) for assessing the students showed that the results of the study do not have favorable study habits and attitudes to the participants. Among the noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. The participants also demonstrated unfavorable attitudes toward teachers' classroom behavior and methods. It was further revealed that their performance in licensure examinations was quite low. Further analysis revealed that study habits (work methods and time management) of the participants were correlated with their success in licensure examination while study attitudes (i.e. attitudes toward teachers and educational acceptance) were not significantly related to success in licensure examination. This connotes that students who have favorable study habits will likely pass the licensure examination.

Lee-Chua (2011) believed that the most common problem of students is not bullying, cheating or drug abuse. Those three are insidious, but procrastination may be the most prevalent. Teachers must always motivate their students to submit the assignments on time and have the regular consultation of students who need more assistance and guidance. The teacher must treat equally even the slow learners and give them proper attention along with these parents must guide their children. It is recommended that guidance services where affective behavior of students can be properly monitored and worked on to all freshmen students to established a better academic foundation and facilitate the achievement of the objective of the universal basic education (Aquino, 2011). Field, Tiffany; Diego, Miguel; Pelaez, Martha; Deeds, Osvelia; Delgado, Jeannette (2012) Says that a breakup affects students' perceived academic performance including their concentration, homework and test scores.

Marpa revealed on his study entitled "Correlation Among Time Management, Study Habits and Academic Achievement of the Math Major Students" that the level of the time management of the math major students was average. Math major students in this regard do not manage their time well. However, when grouped according to year level, third year and fourth year math major students have managed their time well likewise with the females, with many siblings and those who have graduated from the private schools. Furthermore, results indicated that the level of the academic achievement in math of the math major students is average when taken as a whole and when grouped according to the selected variables. This implies that there are competencies that they were not able to master which they find it difficult to understand. In this context, math majors students are encourage to spend more time in learning competencies which they find it difficult. Lastly, results disclosed that correlations

existed between math major students' time management and study habits and math major students study habits and academic achievement in math. This means the variables mentioned are related with each other. Along this line, students are encouraged to strive more, to study more, and develop desirable study habits. They are likewise encouraged to review, practice and solve exercises which they think can help improve their skills in the different disciplines of math. Students should inculcate in them the value of managing time well because these variables can influence academic achievement.

## METHODOLOGY

This section shows the statistical treatment used in this research. The researchers, as they are interested in useful outcomes, will utilize the descriptive method of research to satisfy the needed information for the present study. Their focus will be on the actual result of the distributed questionnaire dealing with statements that called for respondents' perception on the extent of study skills and habits of freshman students of PUP Paranaque City Campus.

### Statistical Treatment of Data

The data gathered were validated and encoded using the Microsoft Excel software. The information gathered will be tallied, tabulated, and analyzed in order to draw findings. Statistical analysis were made through frequency distribution, percentage, weighted mean, Pearson R , One-Way Anova, and Post Hoc Analysis.

Descriptive statistics was used such as frequency count, percentage distribution, and weighted mean, Pearson R, One-Way Anova, and Post Hoc Analysis. The following statistical measures will be used in this study.

- **Simple frequency count**. This tool facilitates the tallying and counting of frequencies falling under each item or category.
- **Percentage distribution**. Translating frequency into percentage will be used as a common base for comparison purposes.

This will be applied to the data gathered on identified problems and the suggested remedial measures.

$$Percent(\%) = \frac{f}{n} x100$$

wherein:

f = frequency
n = total number of respondents

- **Weighted Mean**. The researcher will make use of weighted mean to determine the average of responses of the respondents as to the study skills and habits on frequency and quality.

The equation for weighted mean is:

$$Wm = \frac{\sum fx}{\sum f}$$

wherein:

Wm = weighted mean value
Σfx = sum of the product of the weight and frequencies
Σf = sum of the frequencies

- **Pearson correlation coefficient** measures the strength between variables and relationships.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

wherein:

N= number of pairs of scores
$\sum xy$=sum of the products of paired score
$\sum x$=sum of x score
$\sum y$= sum of y score
$(\sum x^2)$ = sum of squared x scores
$(\sum y^2)$ = sum of squared y scores

**One-way Analysis of Variance (ANOVA).** The researcher will make use of one-way ANOVA to determine whether there are any significant differences between the means of two or more independent (unrelated) groups (although you tend to only see it used when there are a minimum of three, rather than two groups). Sum-of-Squares Computational Formula will be used as follows:

SST = $\sum_{i=1}^{k}\sum_{j=1}^{n} x_{ij}^2 - \frac{T^2_{..}}{nk'}$

SSC = $\frac{\sum_{i=1}^{k} T_{i.}^2}{n} - \frac{T_{..}^2}{nk'}$

SSE = SST – SSC.

| **Analysis of Variance for the One-Way Classification** | | | | |
|---|---|---|---|---|
| **Source of Variation** | **Sum of Squares** | **Degrees of Freedom** | **Mean Square** | **Computed f** |
| Column means | SSC | k- 1 | $s_1^2 = \frac{SSC}{k-1}$ | $s_1^2 \,/\, s_2^2$ |
| Error | SSE | k(n – 1) | $s_2^2 = \frac{SSE}{k(n-1)}$ | |
| Total | SST | nk - 1 | | |

- **Post Hoc Analysis using Tukey**. The researcher will make use of Post Hoc Analysis to figure out which groups in your sample differ. It uses the "Honest

Significant Difference," a number that represents the distance between groups, to compare every mean with every other mean.

Answers of the respondents on the questionnaire will be summarized and reflected in the summary of findings. To interpret the weighted mean of the respondents' response as of the level of study habits and skills on frequency and quality in PUP Paranaque City Campus, the researchers will follow Likert's numerical ratings as follows:

| **Range of Weighted Mean Interpretation** | **Weight** | **Verbal Interpretation** | |
|---|---|---|---|
| | | **Frequency** | **Quality** |
| 4.21-5.00 | 5 | Always | Excellent |
| 3.41-4.20 | 4 | Often | Above average |
| 2.61-3.40 | 3 | Sometimes | Average |
| 1.81-2.60 | 2 | Rarely | Below average |
| 1.00-1.80 | 1 | Never | Poor |

## RESULTS AND DISCUSSION

This section provided the gathered data and the researchers' analysis and interpretation of the results of the distributed surveys. The data were presented in a clear and concise form, most which used tables.

### I. The Demographic Profile of the Respondents

**Table 1.1. Profile of the Respondents as to Gender**

| **Gender** | **Frequency** | **Percentage** |
|---|---|---|
| Male | 86 | 41 |
| Female | 124 | 59 |
| **Total** | **210** | **100** |

Table 1.1 shows that 41% or 86 of the respondents are male and 59% or 124 are female. Based on the figure, the dominant gender among the respondent is female.

**Table 1.2. Profile of the Respondents as to Type of Secondary School**

| Type of Secondary School | Frequency | Percentage |
|---|---|---|
| Private School | 25 | 11.9 |
| Public School | 185 | 88.1 |
| **Total** | **210** | **100** |

Table 1.2 shows that 11.9% or 25 of the respondents are from private school and 88.1% or 185 are from public school. The table clearly shows that majority of the respondents are from public school.

**Table 1.3. Profile of the Respondents as to Parents Profession**

| Parents Profession | Frequency | Percentage |
|---|---|---|
| Blue Collar | 121 | 57.6 |
| White Collar | 89 | 42.4 |
| **Total** | **210** | **100** |

Table 1.3 shows that 57.6% or 121 of the respondents have parent with blue-collar profession and 42.4% or 89 have parent with white-collar profession. With the total of 210 respondents, the table clearly shows that majority of the respondents have parents with blue-collar profession.

## II. Study Skills and Habits on Frequency

**Table 2.1 Study Skills and Habits On Frequency as to Reading Comprehension**

| Indicators | Mean | Verbal Interpretation |
|---|---|---|
| 1. get deeply involved with material you're studying | 4 | Often |
| 2. Think about the material that you're studying rather than just trying to memorize it. | 3.68997 | often |
| 3. try to figure it out when you can't understand the material that you're reading ( keep going order to finish the assignment though you can't understands some course materials) | 4.042553 | Often |
| 4. think it is easy to find the main idea of paragraph or passage | 3.644377 | Often |
| **Average Mean** | **3.844225** | **Often** |

Table 2.1 shows the average mean score of 3.84 with often as a verbal interpretation which indicate that the respondents have average study skills and habits as to reading comprehension. The highest mean score is 4.04 which tells the students on trying to figure out when the materials can't understand while reading with an often interpretation. A mean score of 3.69 for the students think about the materials that need to study rather than just trying to memorize, 3.64 for the students think it is easy to find the main idea of paragraph or passage and the lowest mean of 3.56 for the students get deeply involved with the material to study.

**Table 2.2 Study Skills and Habits on Frequency as to Memorization**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. try to find personal meaning in the technical material to help you remember it | 3.884498 | Often |
| 2. try to recall some of the material you have read and find you can't remember much of it | 3.778116 | Often |
| 3. repeat things to yourself many times in order to memorize it | 4.237082 | always |
| 4. write things down several times in order to memorize it. | 3.671733 | Often |
| **Average Mean** | **3.892857** | **Often** |

The table 2.2 shows the average mean score of 3.89 with often as a verbal interpretation which indicate that the respondents have average study skills and habits as to memorization. The highest mean score is 4.23 which tells the students to repeat things many times in order to memorize and with an always interpretation wherein the respondents have outstanding study skills in terms of memorization. A mean score of 3.88 for the students on trying to find personal meaning in the technical material to help to remember, 3.77 for the students on trying to recall some of the materials that have read and the lowest

mean of 3.67 for the students to write things down several times in order to memorize.

**Table 2.3 Study Skills and Habits on Frequency as to Test Taking**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. read the test directions very carefully. | 4.243161 | always |
| 2. take a test and come to a question for which you are sure you know the answer, but you just can't remember it | 3.826748 | Often |
| 3. study very hard and know that you understand the material but when you set down to take the test, you forget everything you knew | 3.483283 | Often |
| **Average Mean** | **3.851064** | **Often** |

The table 2.3 shows the average mean score of 3.85 with often as a verbal interpretation which indicate that the respondents have average study skills and habits as to test taking. The highest mean score is 4.24 which tells the students on reading the test directions very carefully with an always interpretation wherein the respondents have outstanding study skills in terms of test taking. A mean score of 3.82 for the students to take a test and come to a question for sure answer but can't remember well, and the lowest mean of 3.48 for the students study very hard and understand the material but when setting down the test, forget everything knew.

**Table 2.4 Study Skills and Habits on Frequency as to Concentration**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. find it easy to continue studying for a relatively long time once you get started | 3.641337 | often |
| 2. enjoy studying and in good mood when studying | 3.987842 | often |
| 3. realize you have no idea what you just read because you have been thinking of other things | 3.471125 | often |
| 4. get sleepy when you start to study. | 3.200608 | sometimes |
| 5. have trouble blocking out noise in the room if other students are studying near you | 3.513678 | often |
| **Average Mean** | **3.562918** | **Often** |

The table 2.4 shows the average mean score of 3.56 with often as a verbal interpretation which indicate that the respondents have average study skills and habits as to concentration management. The highest mean score is 3.98 which tells the students enjoying study and in good mood when studying with an often interpretation. A mean score of 3.64 for the students to find it easy to continue studying for a relatively long time once get started, 3.51 for the students that have trouble blocking out noise in the room if other students are studying, 3.47 for the students to realize on having no idea on what just read because of thinking other things and the lowest mean of 3.20 for the students get sleepy when starting to study.

## III. Study Skills and Habits on Quality

**Table 3.1 Study Skills and Habits on Quality as to Reading Comprehension**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. ability to read text | 4.325228 | excellent |
| 2. ability to make inferences out of the reading materials | 3.659574 | above average |
| 3. ability to take good text notes | 3.6231 | above average |
| 4. ability to read and remember technical information | 3.56231 | above average |
| 5. ability to process and understand the meaning of the materials being read | 3.671733 | above average |
| **Average Mean** | **3.768389** | **Above average** |

Table 3.1 shows the study skills and habits on quality as to reading comprehension. The indicator that "ability to read text" got the highest weighted of 4.33 or excellent. It is followed by the indicators that "ability to process and understand the meaning of the materials being read" with the weighted mean of 3.67 or above average; "ability to make inferences out of the reading materials" with a weighted mean of 3.66 or above

average; and "ability to take good text notes" with a weighted mean of 3.62. With the weighted mean of 3.56 or above average, the indicator that "ability to read and remember technical information" got the lowest weighted mean.

The average weighted mean is 3.77 which show that the study skills and habits according to respondents as to reading comprehension was above average.

**Table 3.2 Study Skills and Habits on Quality as to Memorization**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. ability to memorize facts and information through repetition | 3.841945 | above average |
| 2. ability to memorize and remember information through writing it down | 3.668693 | above average |
| 3. ability to memorize and remember information through acronyms or representation | 3.553193 | above average |
| **Average Mean** | **3.687944** | **Above average** |

Table 3.2 shows the study skills and habits on quality as to memorization. It shows that the quality of study skills and habits of the respondents as to memorization was above average with the average mean of 3.69. Indicator that "ability to memorize facts and information through repetition" got the highest weighted mean of 3.84 or above average followed by indicator that "ability to memorize and remember information through writing it down" with the weighted mean of 3.67 or above average. The indicator that "ability to memorize and remember information through acronyms or representation" got the lowest mean of 3.55 or above average.

**Table 3.3 Study Skills and Habits on Quality as to Test Taking**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. ability to do well on objective types of test | 3.516717 | above average |
| 2. ability to do well on subjective types of test | 3.449848 | above average |

| | | |
|---|---|---|
| 3. ability to finish test ahead of time | 3.440729 | above average |
| 4. ability to finish test on time | 3.537994 | above average |
| **Average Mean** | **3.486322** | **Above average** |

Table 3.3 shows the study skills and habits on quality as to test taking. With the mean score of 3.54 or above average, the indicator that "ability to finish test on time" got the highest weighted mean while the indicator that "ability to finish test ahead of time" got the lowest weighted mean of 3.44 or above average. The indicators that "ability to do well on objective types of test" got a weighted mean of 3.52 or above average and "ability to do well on subjective types of test" got a weighted mean of 3.45 or above average.

The average weighted mean is 3.49 which show that the respondents rate their study skills and habits as to test taking as above average.

**Table 3.4 Study Skills and Habits on Quality as to Concentration Management**

| **Indicators** | **Mean** | **Verbal Interpretation** |
|---|---|---|
| 1. ability to concentrate for a relatively long period of time | 3.534954 | above average |
| 2. ability to deal with distractions that occur while studying | 3.197568 | average |
| 3. ability to keep feelings and emotions from interfering with school work | 3.471125 | above average |
| 4. ability to deal with distractions that occur while taking a test | 3.294833 | average |
| **Average Mean** | **3.37462** | **Average** |

Table 3.4 shows the study skills and habits on quality as to concentration management. The indicator that "ability to concentrate for a relatively long period of time" got the highest weighted mean which is 3.53 or above average. It is followed by the indicators that "ability to keep feelings and emotions from

interfering with school work" with a weighted mean of 3.47 or above average; "ability to deal with distractions that occur while taking a test" with a weighted mean of 3.29 or average. With a weighted mean of 3.20 or average, the indicator that "ability to deal with distractions that occur while studying" got the lowest weighted mean.

The average mean is 3.37 which show that the study skills and habits of the respondents as to concentration management was average.

The following tables give the amount of time that the respondents allotted on reading and memorizing notes and also including the feeling of the respondents when taking an exam.

## IV. Amount of Time Spent Testing Oneself on the Material when Studying for an Exam

**Table 4. Amount of Time Spent Testing Oneself on the Material when Studying for an Exam**

| Indicators | Frequency | Percentage |
|---|---|---|
| 1. A large amount of time | 45 | 21.4 |
| 2. A moderate amount of time | 128 | 61.0 |
| 3. A small amount of time | 31 | 14.8 |
| 4. Generally not at all | 6 | 2.9 |
| **Total** | **210** | **100.0** |

Table 4 shows the amount of time spent testing oneself on the material when studying for an exam. One hundred twenty eight (128) or 61% of the respondents allotted moderate amount of time testing themselves on the material when studying for an exam. Forty five (45) or 21.4% spent a large amount of time, 31 or 14.8% allotted a small amount of time while 6 or 2.9% generally did not spend time testing themselves on the material when studying for an exam.

## V. Amount of Time Spent Memorizing Notes and Textbooks

**Table 5 Amount of Time Spent Memorizing Notes and Textbooks**

| Indicators | Frequency | Percentage |
|---|---|---|
| 1. More than ½ my study time | 67 | 31.9 |
| 2. ½ of my study time | 88 | 41.9 |
| 3. ¼ to ½ of my study time | 55 | 26.2 |
| 4. don't memorize material | 0 | 0 |
| **Total** | **210** | **100.0** |

Table 5 shows the amount of time spent memorizing notes and textbooks. Eighty eight (88) or 41.9% of the respondents spent one half of their study time memorizing notes and textbooks. Sixty seven (67) or 31.9% of the respondents allotted more than half of their study time, 55 or 26.2% spent ¼ to ½ of their study time memorizing notes and textbooks. It shows that all of the respondents memorize their learning materials.

## VI. Emotion during Test Taking

**Table 5 Emotion During Test Taking**

| Test Taking | Frequency | Percentage |
|---|---|---|
| 1. Very relaxed | 9 | 4.3 |
| 2. Relatively relaxed | 88 | 41.9 |
| 3. Somewhat nervous and uptight | 104 | 49.5 |
| 4. Very nervous and uptight | 9 | 4.3 |
| **Total** | **210** | **100.0** |

Table 5 shows how the emotion of the respondents during the test. One hundred four (104) or 49.5% of the respondents feel somewhat nervous and uptight during test. Eighty eight or 41.9% are relatively relaxed, 9 or 4.3% are very relaxed during the test while 9 or 4.3% are very nervous and uptight. It shows that almost half of the respondents are somewhat nervous and uptight during the test.

## VII. Pearson Correlation Coefficient for SSH Frequency And SSH Quality

**Table 6 Relationship between SSH Frequency and SSH Quality**

| Indicators | P VALUE | VERBAL INTERPRETATION |
|---|---|---|
| Reading Comprehension | .000 | Significant |
| Memorization | .000 | Significant |
| Test Taking | .252 | Not Significant |
| Concentration Management | .001 | Significant |

Table 6 shows that there is a significant relationship between SSH frequency and SSH quality on reading comprehension, memorization and concentration management.

## VIII. One Way Anova on the Difference between Amount of Time Spent Testing Oneself on the Material when Studying for an Exam, Amount of Time Spent Memorizing Notes and Textbooks and Emotion During Test Taking

**Table 7. Difference between Amount of Time Spent Testing Oneself on the Material when Studying for an Exam, Amount of Time Spent Memorizing Notes and Textbooks and Emotion During Test Taking**

| Indicators | p-value | Verbal Interpretation |
|---|---|---|
| Amount of Time Spent Testing Oneself on the Material when Studying for an Exam | .228 | Not Significant |
| Amount of Time Spent Memorizing Notes and Textbooks | .018* | Significant |
| Emotion During Test Taking | .000* | Significant |

0.05*

Table 7 shows that there is significant difference between amount of time spent memorizing notes and textbooks and emotion during test taking.

## IX. Tukey Post Hoc Test

**Table 8. Amount of Time Spent Memorizing Notes and Textbooks**

| | | | p-value | Verbal Interpretation |
|---|---|---|---|---|
| Amount of Time Spent Memorizing Notes and Textbooks | More than ½ my study time | ½ of my Study time | .035 | Significant |
| | | ¼ to ½ of my study time | .138 | Not Significant |
| | ½ of my Study time | More than ½ my study time | .035 | Significant |
| | | ¼ to ½ of my study time | .941 | Not Significant |
| | ¼ to ½ of my study time | More than ½ my study time | .138 | Not Significant |
| | | ½ of my Study time | .941 | Not Significant |

Table 8 shows that there is quality if the students spent at least ½ of their study time memorizing notes and textbooks.

**Table 9 Emotion During Test Taking**

| | | | p-value | Verbal Interpretation |
|---|---|---|---|---|
| Emotion during Test Taking | Very Relaxed | Relatively Relaxed | .188 | Not Significant |
| | | Somewhat nervous and uptight | .001 | Significant |
| | | Very nervous and uptight | .002 | Significant |
| | Relatively Relaxed | Very Relaxed | .188 | Not Significant |
| | | Somewhat nervous and uptight | .000 | Significant |
| | | Very nervous and uptight | .024 | Significant |
| | Somewhat nervous and uptight | Very Relaxed | .001 | Significant |
| | | Relatively Relaxed | .000 | Significant |
| | | Very nervous and uptight | .639 | Not Significant |
| | Very nervous and uptight | Very Relaxed | .002 | Significant |
| | | Relatively Relaxed | .024 | Significant |
| | | Somewhat nervous and uptight | .639 | Not Significant |

Table 9 shows that there is quality if the students took their test when they are very relaxed, somewhat nervous, very nervous and relatively relaxed.

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section, as the most important part of the study, presents the findings, generalizations in the form of conclusions, and the recommendations for the solution of problems discovered in the study.

### Summary of Findings

From the data gathered and analyzed, the findings are summarized as follows:

- Result shows that the demographic profile of the respondents as to gender is 59% or 124 are female and 41% or 86 are male. Twenty-five (25) or 11.9% of the respondents are from private school and 185 or 88.1% are from public school. And, the parent of the respondents shows that 121 or 57.6% have a blue-collar profession and 89 or 42.4% have a white-collar profession.
- Result shows that in terms of Study Skills and Habits on Frequency as to reading comprehension, memorization, test taking and concentration management gathered the following average mean scores of 3.84, 3.89, 3.85, and 3.56 or often as verbal interpretation.
- Result shows that in terms of Study Skills and Habits on Quality as to reading comprehension, memorization and test taking gathered the following average weighted mean of 3.77, 3.69, 3.49 interpreted as above average. While the average mean gathered with respect to concentration management was 3.37 which indicate that

the study skills and habits of the respondent as to this aspect was average.

- As to the amount of time spent in testing oneself on the material when studying for an exam, result shows that 128 or 61% of the respondents allotted moderate amount of time testing themselves on the material when studying for an exam, 45 or 21.4% respondents spent a large amount of time, 31 or 14.8% respondents allotted a small amount of time while 6 or 2.9% generally did not spend time testing themselves on the material when studying for an exam.
- As to the amount of time spent memorizing notes and textbooks, result shows that 88 or 41.9% of the respondents spent one half of their study time memorizing notes and textbooks, 67 or 31.9% of the respondents allotted more than half of their study time, 55 or 26.2% respondents spent ¼ to ½ of their study time memorizing notes and textbooks and no one didn't memorize their learning materials.
- As to the emotion of the respondents during the test, result shows that 104 or 49.5% of the respondents feel somewhat nervous and uptight during test, 88 or 41.9% are relatively relaxed, 9 or 4.3% are very relaxed during the test while 9 or 4.3% of the respondents are very nervous and uptight.
- Result shows that there is a significant relationship between SSH frequency and SSH quality on reading comprehension, memorization and concentration management.
- Result shows that there is significant difference between amount of time spent memorizing notes and textbooks and emotion during test taking.
- Using Post Hoc Analysis, result shows that there is quality if the students spent at least ½ of their study

time memorizing notes and textbooks and if the students took their test when they are very relaxed, somewhat nervous, very nervous and relatively relaxed.

## CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

- Majority of the respondents were female; came from public school; and have parents with blue-collar profession.
- As to study skills and habits on frequency, the respondents often did the indicators under reading comprehension, memorization, test taking and concentration management.
- As to study skills and habits on quality, the respondents have above average study skills and habits on reading comprehension, memorization, and test taking while have average study skills and habits on concentration management.
- As to the amount of time spent in testing oneself on the material when studying for an exam, majority of the respondents allotted moderate amount of time testing themselves on the material when studying for an exam
- As to the amount of time spent memorizing notes and textbooks, majority of the respondents allotted more than half of their study time.
- As to the emotion of the respondents during the test, almost half of the respondents feel somewhat nervous and uptight during test.
- There is no significant relationship between SSH frequency and SSH quality on test taking.

- There is no significant difference on the amount of time spent testing oneself on the material when studying for an exam.

## RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were drawn:

- The study habit is important for students to their school education and lifelong education hence, it is essential to inculcate the good study habits among the students.
- Since there is an average mean score for concentration management, the school administrator should provide environment which is conducive for students learning. The students must be placed on a quiet room for proper concentration. On the contrary, the teachers and school administrators could also give students some tips and techniques on how to handle distractions.
- The teachers must motivate their students to relax before and during test taking. They could suggest some techniques on how to lessen or better eliminate nervousness during the examination. On the other hand, the students must do their part on finding out what proper technique they could use to eliminate such feeling.
- The students must be properly guided on what learning materials they need to focus on so that they could come up with a better test results. Early distribution of syllabus and discussing the content of such could help and enlightened the student on what topics they need to study.
- Students with poor study habits have to take suggestions from their parents, peers and teachers to develop better study skills and habits.

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