STUDY HABITS ENHANCEMENT PROGRAM

ITS EFFECTIVENESS

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DEDICATION

To JESUS CHRIST,
my Lord and Savior
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everything precedes.

Papa and Mama and Randy
. . . inspiration
. . . source of strength
. . . the meaning of life.

ABSTRACT

This study tested the effectiveness of the study habits enhancement program, which was formulated by the researcher on the basis of baseline data, which was gathered from the Survey of Study Habits and Attitudes (SSHA) of second year high school students of Samar State Polytechnic College, School Year, 2003-2004. The researcher made use of descriptive developmental and experimental methods of research. The control group's study orientation showed a pre-test mean score of 108.25 while the post-test was 102.42. The computed t-value for dependent samples was 0.80, which was greater than 1.714, hence there was a significant difference between the pre-test and post-test. The same conclusion is reflected by the slight differences between the mean scores of the factors delay avoidance, work methods, teacher approval and educational acceptance on the pre-test and post-test. There was a significant difference in the study orientation displayed by the experimental group before (pre-test) and after (post-test) the SHEP. This depicted improved study habits and attitudes or study orientation of the students after the Study Habits Enhancement Program was administered. Factors such as delay avoidance techniques improved, work methods became effective and teacher approval became more positive. Thus, it can be said that the program is effective in developing the study habits and attitudes of the aforesaid group of students. The control group showed no improvement on their study orientation after the intervention was given to the experimental group. Therefore, similar study habits and attitudes were displayed by the group during the two grading periods.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

> Good students are not born, they are molded by good study habits and good study habit is a skill that needs to be practiced (Lascano, 2000).

Indeed, the light of the torch towards success needs to be produced by the fire that will emanate from the students themselves. It is their responsibility to ascertain that they obtain and develop knowledge and skills as they progress in life in order to widen their horizons and better understand the world in which they live (Brosas, 2000). However, though individuals have the capability to learn more, but they fail to recognize and develop these skills maximally, they can become "underachievers". Hence, it is crucial that students know and practice the basic principles and techniques of learning to achieve more and succeed (Andres, 1993:35).

Students every now and then have to face and comply with various and numerous requirements such as quizzes, reports, graded recitations as well as oral and written examinations over a definite period of time, not to mention their daily needed attendance in a regular classroom setting. With all these rudiments and requisites of schooling, effective coping strategies should be developed among students in order to be better prepared and successful in meeting all the

demands in the school environment. However, this does not happen with just one click of the finger; this entails learning effective study skills on how to manage time, what techniques to use in doing the assigned work and how to plan and organize things to be studied.

Halonen and Santrock (1996:173) define true learning as a relatively permanent change of behavior as a result of experience. This kind of learning involves a deliberate method of studying by actively giving all of the individual's effort, time, money and talent. Learning does not only mean being able to gain "knowledge" on certain things or remembering ideas akin to them over a short span of time. It does not only involve keeping facts and information but also effective studying, which is developed by definitely planned directive procedures (Tapalla, 1988:32). It should enable students to understand the most complex ideas in their lesson and put them into long term memory for present and future application. This pattern of behavior, however, is not acquired instantly. It is developed and sustained through proper attitudes and reinforcement.

It is a common observation that many students enter school without insights on effective learning and sound study habits. Very few internalize and practice study techniques. According to Colin and Nicholl (1997:18-19), studies show that positive mind-set towards learning drops dramatically as a person grows older due to feelings of inadequacy on how to learn effectively. Almost 82 percent of children entering school have an affirmative self-image about their

abilities, however, this positive rating drops to 18 percent when they reach 16 years old. In addition, four out of five teenagers and adults start developing low self-esteem about themselves in relation to their learning abilities.

Being a student herself and as a part of an educational institution, where the researcher is presently working as a Guidance Counselor, she has observed that almost all the students, who submitted for counseling on scholastic concerns and problems, have poor study habits and attitudes.

In Samar State Polytechnic College (SSPC), where this research was done, strict admission policy for freshmen high school applicants is observed. Achieving a relatively high general average rating of at least 85 percent in Grade VI as well as doing well in the interview and entrance examinations need to be rigorously realized before one can be considered as an aspiring applicant under the secondary curriculum. Out of the many applicants numbering from 250 to 300 every school year, only about a hundred of them successfully meet the quota. This finally permits them to enroll. Ninety percent of these new students belong to the top ninety of the rank list. However, according to their teachers, some of these students were observed to have performed poorly in their second to fourth years. Others were even retained or eliminated from school due to failing marks in at least two of their subjects. Furthermore, it has been a regular and common observation that almost 10 to 20 percent of the students fail to graduate. The number of enrollees gradually decreases from second year to the fourth year. For example, out of 100 first year students in school year 1999-2000, only 76 or 76

percent graduated in 2003. This means 24 percent of them failed. The following disturbing situations are constantly experienced by the high school teachers as well as the researcher: inability of students to pass required projects/assignments on time, failing/low scores in quizzes/tests, lack of interest, and irregular class attendance. All these may be improved by effective study techniques and practices.

These observations and recommendations as well as personal experiences of the researcher as a guidance counselor and a high school teacher underscored the necessity to conduct this research. There was a need for students to discover the common but effective study techniques as well as recognize the factors that affected such techniques. The researcher did just this for she formulated a study habits enhancement program aimed at helping especially the SSPC high school students to overcome this problem of poor study habits. The results of this study are valuable in better assisting high school students to develop good study techniques and achieve maximally. The purpose of this endeavor meets the on-going challenge posted to educators to continuously develop among students skills and techniques not only useful in knowing what to learn but how to learn. With this viewpoint, the researcher found it expedient to adapt these skills and techniques among high school students. She believes in the importance of developing effective study habits in this stage of their lives for this is the time when they are already capable of fully utilizing every opportunity to learn,

develop basic skills and enhance their critical learning abilities (Colin and Nicholl, 1997:4).

Statement of the Problem

This study tested the effectiveness of the study habits enhancement program, which was formulated by the researcher on the basis of baseline data, which was gathered from the Survey of Study Habits and Attitudes (SSHA) of second year high school students of Samar State Polytechnic College, School Year, 2003-2004.

Specifically, this sought to answer the following questions:

1. What is the profile of the respondents as to:

    1.1 age;

    1.2 sex; and,

    1.3 grades in Araling Panlipunan II in the first grading period?

2. As revealed by the SSHA, what are the study habits of the students as perceived by the experimental and control groups along the following:

    2.1 delay avoidance;

    2.2 work methods;

    2.3 teacher approval; and

    2.4 educational acceptance?

3. Is there a significant difference in the study habits of the experimental and control groups as revealed by their SSHA results?

4. What study habits enhancement program may be formulated on the basis of the identified study habits of the student-respondents?

5. Is there a significant difference in the pretest and posttest performance of the experimental group and the control group along the following:

5.1 SSHA results; and

5.2 Araling Panlipunan II ratings?

6. Is there a significant difference in the pretest and posttest performance of the SSHA results and Araling Panlipunan II ratings of the

6.1 experimental group; and

6.2 control group?

Hypotheses

The researcher formulated and tested the following hypotheses:

1. There is no significant difference in the practiced study habits between the experimental and control groups relative to the following factors:

1.1 delay avoidance;

1.1 work methods;

1.2 teacher approval; and

1.3 educational acceptance

2. After the Study Habits Enhancement Program (SHEP), there is no significant difference between the experimental and control groups in their pretest and posttest mean scores of SSHA in the following areas/factors:

2.1 delay avoidance;

2.2 work methods;

2.3 teacher approval; and

2.4 educational acceptance.

3. After the Study Habits Enhancement Program (SHEP), there is no significant difference between the control and experimental groups in their pretest and posttest mean ratings in Araling Panlipunan II.

Theoretical Framework

This study is first anchored on *Gagne's Instructional Theory* on learning, incorporating both behaviorist and cognitive theories. It is behaviorist as many of the principles of behaviorism are included, and it is cognitive on the bases of information processing, memory model and cognitive functions, which are more learned than inherited (Lefrancois, 1997:162-190).

Learning, according to this theory is a phenomenon that is multifaceted. It involves a variety of *external or behavioral* learning conditions like reinforcement, repetition, and stimulus intensity as well as *internal or cognitive-driven* learning conditions like the learner's state of mind, motivation, goal and previously learned capabilities. Hence, adequate stimulation from the environment as well

as appropriate responses of the learner like delay avoidance, work methods, teacher approval and educational acceptance are some of the requisites to effective learning. The first two responses may be enhanced by developing proper information processing strategies or skills on how to retain whatever things are learned in the consciousness through the methods of organizing, rehearsing and synthesizing.

According to this instructional theory, the allegory of human memory - the short-term and long-term - also explains learning. Short-term memory is regarded as the source of immediate awareness but it is limited in capacity. Information can only be registered in the consciousness over a short span of time as long as it is practiced/used. For learning to become enduring, it should be channeled into long term memory, where information is more established and not easily disrupted. This process is called semantic encoding, which puts emphasis on the understanding of the meaning of the words. However, information in the long-term memory is left passive and remains unconscious until various search and retrieval cues are utilized, allowing the learner to recall information and organize his behavior/performance.

Some processes that would facilitate these transactions are in the form of mnemonics, schemas, concept maps, note-taking, highlighting, imagery, analogies, and the like. These are called cognitive strategies which are "composite, highly personal" that guide intellectual functioning such as paying attention, solving problems, going about studying, organizing, rehearsing and

elaborating information, analyzing, synthesizing, and recalling as well as creating, discovering, and remembering phenomena. These strategies can be developed by the presentation of new and challenging situations that need thoughtful employment of such strategies. Others are intellectual skills, which correspond to the "*how* of learning". Skills are necessary in getting information, discovering rules and relationships among concepts as well as predicting and organizing these concepts. Equally important are skills that help the learner deal with information to be expressed verbally through meaningful instructional aids such as photos, charts, and illustrations.

Moreover, the individual's attitudes affect learning. This explains the other two responses mentioned earlier, teacher approval and educational acceptance. Attitudes are subtle, pervasive, powerful, prevailing and consistent predisposition. They are the tendency to think, feel and act in certain ways. These serve as potent motivational forces to develop positive feelings and reactions towards education (Lefrancois, 1997:196). Hence, schools should not be equated with academic growth alone but with attitudinal growth and personal development as well.

However, such skills and attitudes are not acquired instantly. Thus, it is the role of educators to help students start with something from which they can develop their motor skills (e.g., writing and speaking) through programs, activities, verbal directions and practices. This is emphasized by *Bandura's Social Learning* theory as a mode of teaching (Lefrancois, 1997:193-197).

The second basis of this study is *Social Learning Theory*. It assumes that the observer/learner has an awareness of the association between his behavior and its consequences. This is called reciprocal determinism (Lefrancois, 1997:142). The individual recognizes that even though conditions in the environment affect him in important ways, he affects the environment as well by selecting and shaping it. Behavior influences cognition, and vice versa; a person's cognitive activities influence the environment; and, environmental experiences change the person's thoughts. In relation to the learners, students' achievement behavior is a product of their developed number of how-to-study strategies; their high grades bring about positive thoughts about their abilities; such positive thoughts encourage them to study more, and so the cycle progressively continues (Santrock and Halonen, 1996:199).

Conceptual Framework

Figure 1 is a schema showing how the researcher went about the study. This is divided into two phases. Phase I is the Pre-Experimental Stage while Phase II is the Experimental and Post-Experimental Stage. At the bottom of the schema are the SSPC second year high school students. They served as the research environment, which were the source of information.

During the first phase pre-experimental stage, these students were given the standardized Survey of Study Habits and Attitudes to determine their study practices based on the factors of delay avoidance, work methods, teacher

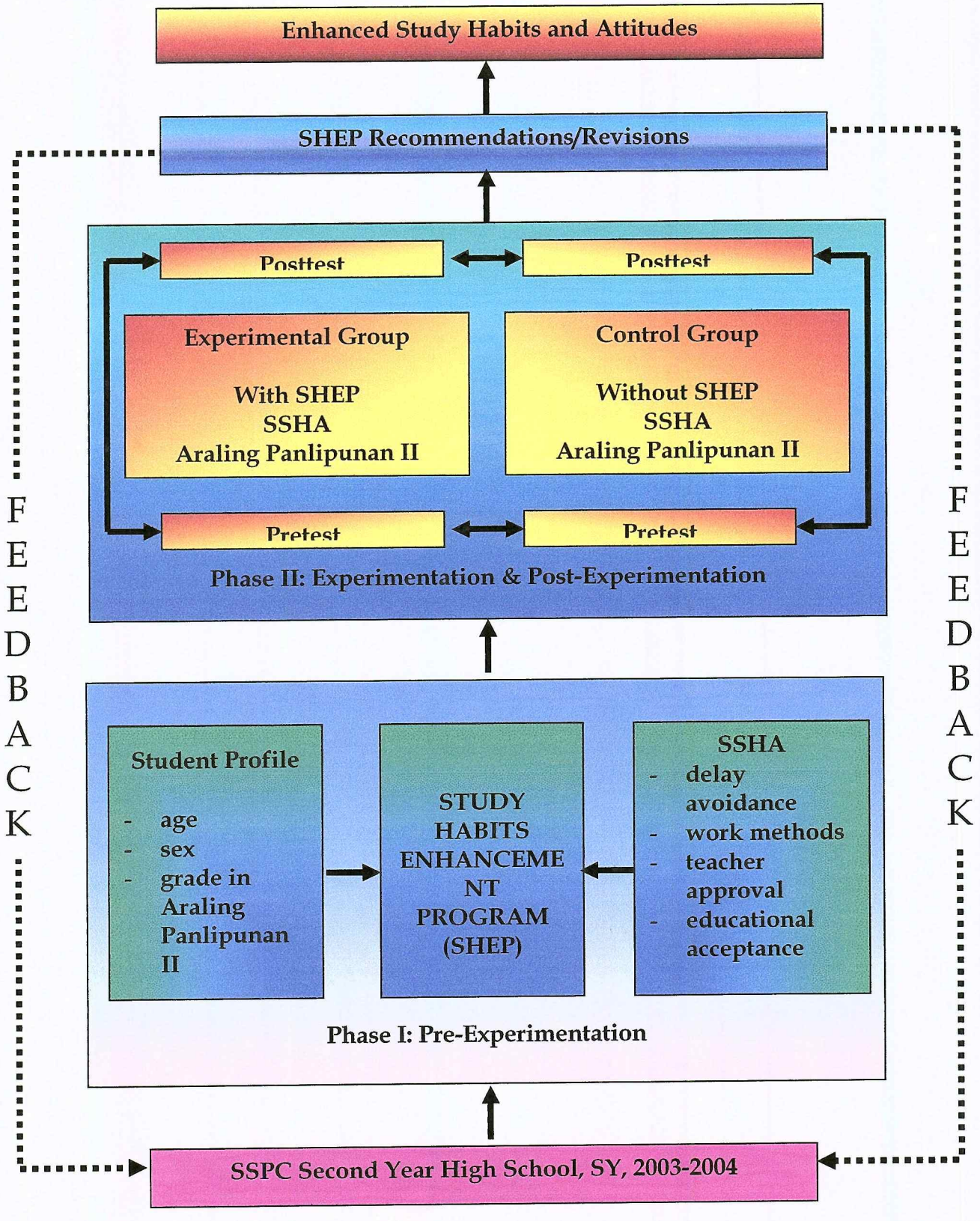

Figure 1. The Conceptual Framework of the Study

approval and educational acceptance. These data served as bases in conceptualizing a study habits enhancement program. This program is in the form of lectures, activities and exercises on review techniques, reading skills, memory techniques/mnemonics, note-taking, test-taking and working techniques. This was the intervention scheme designed by the researcher.

In the second phase of the study, the experimentation stage, the students were divided into two groups, namely: the experimental and control groups, with twenty-four participants per group. The intervention program was administered to the experimental group only on September 19-21, 2003. After the intervention program, that is during the post-experimentation stage, the researcher determined its effectiveness by comparing the pretest and posttest scores of both paired control and experimental groups relative to their resultant study habits and attitudes and their academic performance as manifested by their grades in Araling Panlipunan II. A comparison of the control group's results on the SSHA as well as their grades in Araling Panlipunan II was made before (pretest) and after (posttest) intervention was administered to the experimental group. The effectiveness and success of the program was determined in the increase of grades in Araling Panlipunan II as a result of their developed better study skills and attitudes reflected in the SSHA results of the experimental group.

This program may be shared with other students so that they, too, may develop effective and efficient attitudes and study habits enabling them to

maximize their learning and achieve higher academic performance. Nevertheless, recommendations and revisions may be done to improve the program to better suit the students' academic-related needs.

Significance of the Study

This study is important because this aimed at improving the quality of education through the positive effect that the Study Habits Enhancement Program gave to the students.

To the students. This study enabled students to gain knowledge and experience on the proper and effective study habits with which they may find learning easy, relaxing, interesting and fun. Consequently, they would learn better and obtain higher grades.

To the guidance counselors. This study may serve as a guide for them in developing intervention programs catering to the needs of their respective students. They may even use this program on students with the same needs.

To the teachers. The results of this study would give teachers insight on the common study habits practiced by the students and their relation to academic performance. The Study Habit Enhancement Program may serve as a guide in developing classroom activities/exercises that would foster effective study habits among students. This would further give them ideas on conceptualizing and planning similar programs for other groups of students.

To the administrators. This study would serve as substantial evidence to administrators over the necessity of developing programs advancing effective study habits among students.

To the parents. This study would promote awareness among parents on the importance of instilling sound study habits among their children thereby encouraging them to provide a healthy home environment conducive to learning. Moreover, this study would present to the parents ideas on how to coordinate with teachers and supervise students as regards good study technique practices for maximum learning and development.

To the future researchers. This study may serve as their reference for further researches related to study habits and academic performance.

Scope and Delimitation

This study is solely concerned with developing (Pre-Experimentation phase) and internally validating (Experimentation and Post-Experimentation phase) the Study Habits Enhancement Program. In the **Pre-Experimentation Stage**, the researcher administered among 95 second year high school students the survey questionnaire, SSHA, to know their study habits and attitudes along the factors delay avoidance, work methods, teacher approval and educational acceptance, focusing on their ineffective study techniques/practices. The results served as bases in designing a study habits enhancement program.

In the Experimentation Stage, the researcher randomly chose 48 students from one section from which also the control and experimental groups were taken. However, only the experimental group was subjected to the SHEP, which was given as a live-in seminar workshop on September 19-21, 2003 at the Function Room, College of Education Building, SSPC. The said program was limited to lecture-discussions, artwork, role-plays, activities and exercises on topics developing interest on education, healthy relationship with teachers and classmates; choosing a conducive place to study; relaxation and motivation; note-taking; review techniques; time-management; listening and reading techniques; memory techniques; test-taking techniques; and working techniques.

During the Pre-Experimentation Stage, these two groups of students were compared according to their pretests and posttests scores manifested in their SSHA results as well as their first and second grading ratings in Araling Panlipunan II.

This study was also limited to the use of a standardized survey questionnaire answered by the students as well as their grades in Araling Panlipunan II for the first and second grading periods.

In the interpretation of results, mean, standard deviation and percentages were utilized for the first stage while t-test for dependent and independent samples were applied in drawing comparison within/paired and between control and experimental groups, respectively.

The participants of this study are confined only to the second year high school students of Samar State Polytechnic College, Catbalogan, Samar, SY 2003 – 2004.

Definition of Terms

There are several terms, which are constantly used throughout this study. To have a common frame of reference, they are defined conceptually and operationally as follows:

Academic competence. This refers to the multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (The Psychological Corporation, 2001: 2). In this study, this pertains to the scholastic performance of the students who are having a grade or rating of 85 and above in Araling Panlipunan II.

Academic performance. This refers to some methods of expressing a student's scholastic standing expressed as average for a group of students (Lewin, 1959:8). In this study, this refers to the student-respondents' scholastic standing expressed in grades acquired in Araling Panlipunan II during the first and second grading periods.

Behaviorism. This refers to a theoretical point of view, which holds that the subject matter of psychology is behavior, without reference to consciousness or mentalistics constructs (Kahayon and Aquino, 1999:346). In this study, this term is defined as a belief that assumes the effect or relationship of the

environmental conditions where the person is to his study behaviors and attitudes and vice versa.

Control group. In an experiment, this is the comparison group that is treated like the experimental group in every way except for the manipulated group (Lefrancois, 1997:742). In this study, this refers to the 24 second year high school students who did not undergo the Study Habits Enhancement Program, the intervention scheme.

Delay Avoidance (DA). This refers to the promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction (Brown and Holtzman, 1967:17).

Education Acceptance (EA). This refers to the approval of educational objectives, practices, and requirements (Brown and Holtzman, 1967:17).

Effectiveness. This is the ability to produce or impress something (Webster Dictionary, 1987:402). In this study, this refers to the positive result that the Study Habits Enhancement Program imparts to the students as manifested in the improved study habits and attitudes as well as their better grades in Araling Panlipunan II.

Enhancement. To make greater, higher, increase or advance something (Webster Dictionary, 1987:421). In this study, this refers to the process wherein the program through lecture-discussion, activities and exercises improve and develop study habits and attitudes of the students.

Experimental group. This pertains to the group in an experiment whose experience is manipulated (Lefrancois, 1997:745). In this study, this is the group of 24 second year high school students, who underwent the Study Habits Enhancement Program, the intervention scheme.

Forgetting. This refers to the cessation of a response as a function of the passing of time (Lefrancois, 1997:543). In this study, this refers to the inability to remember information as a result of time and insufficient how-to-do ways that would make information available to the consciousness.

Information processing. This relates to how information is modified, resulting in knowledge, perception, or behavior. A dominant model of the cognitive approaches, it takes extensive use of computer metaphore (Lefrancois, 1997:545). In this study, this refers to how information listened to and/or read from academic-related sources channeled, stored, changed or connected with one another resulting in knowledge, perception or behavior.

Learning. This refers to a relatively permanent change of behavior that occurs as the result of practice (Atkinson, 1996:696). In this study, this refers to the skills and knowledge as well as behavioral changes obtained as a result of reading and understanding assigned materials (e.g. books, articles and other related assigned materials); listening to discussion and lectures; taking notes; etc.

Listening techniques. It means to make an effort to hear or pay attention (Webster, 1987:743). In this study, this refers to the techniques used in order to increase attention and retention of lessons discussed.

Memory. This pertains to the retention of information over time (Halonen and Santock, 1996:749). In this study, this refers to the stored knowledge and the availability of information in the consciousness.

Motivation. This refers to the why people think and feel the way they do (Halonen and Santrock, 1996:750). In this study, this refers to the why students go to school and display scholastic-driven behaviors, responses and attitudes.

Motives. These are the causes of behavior. These are the reasons why people engage in some behaviors and not in others (Halonen and Santock, 1996:550). In this study, this refers to the reasons of students in going to school as well as their responses to academic or educational objectives, goals, and requirements.

Mnemonics. This refers to the basic memory improvement techniques (Encarta Encyclopedia, 2003).

Negative reinforcement. This refers to the removal or prevention of an aversive event to strengthen an operant behavior (Pierce and Epling, 1995:432). In this study, this pertains to the removal of unpleasant or aversive stimulus as a result of desirable or preferred responses.

Note-taking. In this study, this refers to the students' attitudes and behaviors in relation to writing down in paper information, facts, tables, and graphs read or discussed.

Performance. This is the actual behavior. The inference that learning has occurred is typically based on observed changes in performance (Lefrancois,

1997:552). In this study, this pertains to the actual behavior of the students towards academic practices, requirements, and objectives.

Positive reinforcement. This pertains to the presentation of a reinforcing stimulus contingent on behavior and has the effect of increasing operant behavior (Pierce and Epling, 1995:433). In this study, this refers to the provision of stimulus such as praise, encouragement, and material things to a person as a result of his responses.

Pretest. This is a measure of the dependent variable prior to the intervention (McGuigan, 1997:322). In this study, this refers to the mean scores of the SSHA and the first grading ratings in Araling Panlipunan II of the second year high school students of SSPC, SY 2003-2004 prior the Study Habits Enhancement Program Seminar-Workshop.

Pretest-Postest. This is a design that establishes a baseline prior to an intervention and assesses the treatment following the intervention (McGuigan, 1997:460). In this study, this refers to the utilized research design that sought to test the validity of the Study Habits Enhancement Program (intervention) by drawing comparison within the paired and in between control and experimental groups.

Posttest. This refers to the same pretest (may be in a different form) given to the group after the experimental period (Calderon and Gonzales, 1996:87). In this study, this refers to SSHA results and second grading ratings in Araling

Panlipunan II after the Study Habits Enhancement Program (intervention) of the selected second year high school students of SSPC SY 2003-2004.

Reading techniques. In this study, this refers to the attitude and behaviors displayed by the students as they read materials as well as the skills they use in order to understand and remember them.

Reinforcement. This is the effect of reinforcer; specifically, to increase the probability that a response will occur (Lefrancois, 1997:555). In this study, this applies to the effect that certain things/events have, which increases that occurrence of behaviors/responses associated with these things/events in the future.

Reinforcer. It is a stimulus that causes reinforcement (Lefrancois, 1997:555). In this study, this refers to the things, events, or responses that affect reinforcement.

Study Attitudes (SA). This refers to the combined Teacher Approval and Educational Acceptance, the student's scholastic beliefs (Brown and Holtzman, 1967:7). *See Teacher Approval and Educational Acceptance.*

Study Habits (SH). This refers to the combined Delay Avoidance and Work Methods, the student's academic behavior (Brown and Holtzman, 1967:17). *See Delay Avoidance and Work Methods .*

Study Orientation (SO). This refers to the combined SH and SA, the student's overall study habits and attitudes (Brown and Holtzman, 1967:17).

Study Habits Enhancement Program (SHEP). This is the intervention scheme designed by the researcher for the experimental group, the selected 24 second year high school students of SSPC SY 2003-2004. This program is in the form of lectures, activities and exercises on review techniques, reading skills, memory techniques/mnemonics, note-taking, test-taking and working techniques.

Survey of Study Habits and Attitudes (SSHA). This is a standardized instrument to measure study methods, motivation of studying and certain attitudes toward scholastic activities, which are important in the classroom (Brown and Holtzman, 1967:5). In this study, this refers to the questionnaire used in order to determine the academic related behaviors, responses, techniques, skills and attitudes of the students.

Teacher Approval (TA). This refers to the students' opinions of their teachers and their classroom behavior and methods (Brown and Holtzman, 1967:17).

t-test. It is a ratio between a statistic and its standard error (e.g., between mean difference and error variance) to determine if that difference is reliable (McGuigan, 1997:464).

Work Methods (WM). This refers to the use of effective procedure, efficiency in doing academic assignments, and how-to study skills (Brown and Holtzman, 1967:17).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In view of the researcher's desire that the study's novelty and importance be assured, she read and reviewed several books, unpublished theses, mini-theses, journals and periodicals, which certainly served as her guidance in making this study and a bases that this study has not been done, yet.

Related Literature

Learning skills and study orientation have been the subject of interest among educators principally in its relationship to academic performance, the fact that some students with high scholastic aptitude perform poorly in school while others who have average ability do better (Brown & Holtzman, 1967:1). Numerous and various researches, studies and even theories have attested that study techniques, motivation and attitudes are necessary elements in learning.

Learning is rewarding. Having knowledge and skills on something give a person some degree of satisfaction (Tapalla, 1988:32). However, the ability to learn is, in many instances, learned and developed through effective study techniques and not entirely inherited. For Colin & Malcolm (1997:18), one of the significant differences between "poor learners" and "effective learners" is the ability of the latter to produce and practice sound strategies for learning. These competent learners are those, who possess the know-why and know-how of

doing things, solving problems, memorizing, understanding, monitoring, evaluating and directing productive school-related activities (Alexander and Judy, 1988: 178).

Lascano (2000), director of Guidance and Counseling of the University of the Philippines, Diliman, Quezon City, in her lecture on "Promoting Good Study Habits of School Children" held at Julius Maggi and Nestle Center, Rockwell, Metro Manila, attributed poor grades to poor study habits and lack of concentration. She shared her experiences in dealing with students, who did well in high school but were not able to maintain such performance in college due to the inability to practice good study skills. Unsatisfactory study techniques were cited also by West (1986:10) as one of the reasons of quite a number of students, who are voluntarily withdrawing from school. Indeed, study practices can determine who is having school related difficulties or who are possibly at risk of school failure (Horonitz & Frontera, 1994).

As cited by Quad (2002:1), one of the ineffective study practices is procrastination, the avoidance or delaying of doing assigned tasks. It is widely practiced by about 90 percent of college students and is usually the reason for dropping out from school. For him, this result from inefficient study habits (e.g, defective time management) and attitudes (e.g. uncertain goals and priorities). Such habits and attitudes may lead to boredom, anxiety and fear over many tasks/activities at hand, which need attention over particular periods of time.

Hence, learning how to learn is vital. There is a need that each one should be empowered on how to learn effectively and efficiently.

According to *Gagne's Instructional Theory* on learning (Lefrancois, 1997: 190-191), there is a need to develop information processing methods as part of effective learning process. The theory assumes the importance of acquiring such skill considering that there are various and sometimes conflicting stimuli with varying degrees of importance that are encountered in the learner's everyday life. Hence, it is likely that learning is sometimes perceived as hard and perplexing. Thus, for Gagne, learners should develop proper selective mechanism (e.g., highlighting and determining similarities and differences) as well as strategies on how to regain whatever things are learned. Some processes that would help this transaction are: rehearsal, elaboration (association with another material), and organization (grouping/relating of material).

Two other cognitive theories that attest to the importance of information processing methods to facilitate learning explain forgetting as *retrieval cue failure theory and interference theory*. The first one assumes that non-availability of correct cues makes the learner forget certain things that have been studied, hence, it is important that the material should be meaningful and well structured to be easily learned and remembered for longer periods of time. The significance of organizing information in succession as well as highlighting similarities and differences between previous and subsequent learning are stressed by the second theory. This is to avoid interference of the occurrence of a new learning due to

the existence of prior learning (proactive inhibition) or difficulty of recalling previous knowledge due to subsequent learning (Lefrancois, 1997:171-173).

Learning is also an important phenomenon of interest among behaviorists. Sprinthal (1987; 218) cited the importance of "building up of student's repertoire of responses" in maximizing learning through operant conditioning. For her, knowledge on a certain subject, such as history, is simply the product of having a learned verbal repertoire. Students, who can answer questions, speak and write fluently about the area, are understanding that area. In this case, a verbal repertoire is not only an indication of knowledge but knowledge in itself. Thus, in order to say that knowledge is existing and the student knows about something, certain necessary responses need be displayed such as how he speaks and answers questions, how he writes, the diagrams he draws, the equations he solves and so on. Hence, these are the very responses that should be taught among students.

In line with this view, Sprinthal (1987: 242-243) offered several behavior modification techniques that will guide teachers in instilling in the students good study habits. This can be represented in three major steps. First is defining objectives. Every teacher should have a comprehensive idea of the educational goals for the class as a whole and for each individual student. For example, the goal of a certain child is to develop better study habits like a positive outlook towards homework and an improved how-to-do skill. This goal must be specifically stated in "objective behavioral terms" so that both teacher and

student know how to reach the goal and when they have been reached. Furthermore, goals should be specified, not just for the school year but also for each day of the year, to make every school activity meaningful.

Akin to this is the second step, the necessity for teachers to observe every student and establish the operant level or the rate at which the desired behaviors are naturally displayed in the classroom. In doing so, the teacher will be able to start where her students are. For example, a student who does not make his assignment indicates a "zero operant level" with regard to his working methods and attitude. In this condition, the teacher has to make opportunities/activities that would entice and encourage the student to make his assignments in the future.

The next step is the core of behavior modification, which is the provision of appropriate stimulus situation after the display of desired behavior, the giving of reinforcement. For students, who do well in their examinations and other school-related activities, a positive reinforcement should be provided. Reinforcers can be in the form of praises, tokens and high grades. Rewards help strengthen the rate of occurrence of positive responses in the future. However, a negative reinforcement is used when a student, who has not done his homework, is placed in a room, told to complete his homework and upon its full completion only allowed to go back to the classroom. In this case, the removal of the aversive stimulus, which is escape from the isolation room, acted to fortify the behavior of doing the assignment. Acts of punishment are discouraged, not

because it would not control the behavior but it may produce negative emotional reactions, which may result in school non-attendance and/or even prevent further learning (Atkinson, 1996:245).

However, the above-mentioned responses are not attained instantly or simply by birth. These should be experienced and developed as students progress in their studies. Thus, pupils and students need to be guided properly. According to Bandura's Social Learning Theory (1989:141-2), learning is a product of the interplay of the person/learner himself, his behavior and his environment. Environment includes the learners' significant others, whom they are able to observe and imitate; the learning opportunities encountered; and the rewards received. Imitation, for Bandura, is the core process in determining one's behavior. It includes developing new responses or altering old ones as a result of seeing a model do something. Hence, giving much weight on the important role of teachers and parents in ensuring that these kind of effective study techniques are acquired and practiced by them. Effective learning also depends on the methods and strategies used by teachers in tapping potentialities among students, especially those in the pre-school and elementary levels.

Although teaching is a requisite of learning, not all teachers can be assured that true learning takes place among the students after a particular topic is presented. It is the role of every teacher to help students become effective learners not only by teaching them specific subject matter but also by showing these students how to study them (Alexander and Judy, 1988:178). Studies show

that sound study habits have a positive direct relationship/effect on academic performance.

According to Ormrod (2000: 322-328), as students increase their knowledge about effective learning strategies, they also gain higher metacognitive awareness which might help them develop greater classroom achievement. For students to excel academically, they must know which study strategies are effective and which are not. Effective study techniques would help improve students' metacognitive awareness through good study methods like identifying relevant information as well as organizing, elaborating, and retrieving them for present use.

Increased metacognitive awareness - knowing effective learning techniques, tasks to be accomplished in a given time, retrieval cues for previously known facts - help students become independent learners. This means that they already have the capability to improve their learning abilities and can better understand how they can study, learn and retain the material. Hence, it is necessary for teachers not to simply present and teach the material/subject matter but also foster among them successful study strategies. Furthermore, considerable attention should be given on developing effective study behaviors even at a young age as poor study practices may strongly influence learning approaches in college (Ramsden et. al, 1991: 10).

Paulu (1993: 30-35) recognizes the importance of teachers and parents in stimulating and forming good study habits among high school students by

teaching them to work independently, encouraging virtues of self-discipline, responsibility and love for learning. One of the ways where these positive qualities can be taught among learners is through homework/assignments. Homework is an important element in education. This helps students review and practice what they have learned, properly utilize available resources, and fully explore subjects more than what time allows in the classroom.

Furthermore, homework provides opportunity for parents and educators to get closer together by working side by side for the betterment of the children. Parents can oversee their children's homework by helping them get started, giving practice tests, helping them review to avoid last minute cramming, providing and helping them set up a good study area, and, assisting them to formulate a study schedule. Through these, parents reinforce effective study habits at home and give them a chance to know their children's education as well as of the school. The positive attitude, overt interest and support of parents towards their children's education provide the children a set of good examples, a sense of approval and a feeling of being loved and cared for. These further inspire them to study more and do better in the future.

The Department of Education Culture and Sports in the Philippines also recognizes the importance of developing study habits and how these contribute and affect the success or failure of children in school. To better facilitate development of effective study skills, experts and educators find it necessary to include this in the Revitalized Homeroom Guidance Program (RHGP) Modules

for high school students in which readings and activities are tailored to address the common needs of the growing Filipino adolescent. The selection on academic enrichment can be found on the first part of the Module for high schoolers. It focuses on giving hints on time-management, taking down notes, good listening, effective studying, reading, and preparing for an examination.

Walter and Siebert (1990:26-27), in their constructed program for effective study behavior, one of the important steps that aim to foster good working methods is setting up a study schedule. If students wait until the drive to study strikes them, waiting is still possible few days or hours before the exams, thus, it is important to allocate a definite time for studying. Reexamining one's time obligation can facilitate this as well as conceiving out in advance when one can study. However, one's study schedule must depend on his " power times". These are moments where one is more focused on and can easily understand the task at hand. This stresses the importance of knowing one's personality - whether he/she is a morning or a night person - in identifying what particular time one can best study.

Furthermore, studying in short periods of time in blocks and with breaks in between is advisable to avoid getting exhausted. Relaxation, enough sleep and healthy food are also necessary (Treuer, 2002:1). Moreover, according to Batoon (2000), studying should be done in a smooth and relaxing fashion by taking short breaks of thirty minutes to an hour in between subjects. Continuous studying, in spite of being tired and restless, is useless and unproductive because there will

be little comprehension and retention on the part of the reader. She also advises to study everyday since it is easier to digest small chunks of information and avoids cramming.

Moreover, Halonen and Santrock (1996:prechapter) agree on the significance of time-management as a factor of progress in school. According to them, the extent of success that students' experience depends on how much time they allocate in studying as well as how efficiently they use the time. Some students, however, resist using a study schedule because they are afraid that such schedule will make them rigid. On the contrary, there are a number of compelling advantages in scheduling study-time. This enhances self-control, provides opportunity to set one's priorities and plans things according to their importance. In the long run, less time may be wasted and much more free time will be spent for personal activities. Relative to this, Batoon (2000) also emphasis the necessity of deciding on what to study. This gives students opportunity to plan things according to their significance and availability of time. In studying, it is also effective to start with the most difficult subject to ensure maximum concentration on difficult tasks.

In addition, to foster good working methods, Walter and Siebert (1990:26-27) mentioned the necessity of having a conducive place where one can better study. Finding a place where distractions are likely to be minimal is an important element of effective study for learning, concentration and absorption to take place. Tables, desks, drawers and bookcases pave the way to better

organize things and easily access needed information/resources. A comfortable chair where one can sit down and work smoothly and quickly can also be a big help (Trueur, 2002:1-2). A conducive place to study that is not only of minimal distraction, but also is well lighted and is of good temperature like a study room and/or a library (Batoon, 2000). Furthermore, researches show that it is worthwhile to set up one or two specific places for study and if possible use these places for nothing else but to study.

Much of study-time is spent on absorbing written information (Michael, 2002:1-4). This effort must be active; otherwise, information will just rest for a few minutes in the memory. Unfortunately, it is a common observation that many students read with minimal understanding or comprehension. Worst, some find reading boring and uninteresting. To better deal with this problem, Feldman (1996:2-3) presented ways of actively attacking reading assignments. One of this is Robinson's SQ3R method.

The SQ3R is a study system designed to promote effective reading. This includes five steps, namely: surveying, questioning, reading, reciting and reviewing. Step I is *surveying*. Before submerging oneself into actual reading activity, a glance over the topic heading in the chapter and a try to get an overview of the material are helpful. This will provide the reader time to be ready for possible things he can expect of and gain knowledge from the material. After over-viewing the reading assignment, one may advance through it one section at a time.

The second stage suggests making possible *questions* about the materials at hand. This may be done by converting the headings into questions like a topic on "Prenatal Risk Factors" may be formulated to a question: "What are the sources of risk during prenatal development?"

The third step is *Reading*. This must be selective. Reading only specific sections that are important, keeping an eye towards answering the question just formulated. If necessary re-read the section until the question is answered.

The next step asks to *recite* out loud several times, using the reader's own words, answers to the question/s formulated for the section. It is expedient not to proceed on to the next section until the main idea/s are understood.

After reading the chapter, *review*, test and refresh the memory by going over the key points, repeating the questions and answering them without consulting the book or notes. Talking about the material with friends is also effective. This will fortify retention of main ideas and reinforce relationship/s between them. What makes the SQ3k effective is that it breaks a reading assignment down into manageable components and suggests a systematic way of understanding them.

In addition, part of developing reading skills is to train the eyes to follow promptly and to keep hands still, refraining from following words across the page with a finger (RHGP, 1998:13). One has to pay particular attention on significant words, how these words are used, and the clues that one can construe in answering one's questions and ultimately satisfies one's purpose. The RHGP

Module (1998:32) further stresses the significance of paying attention to information that are in italics and/or boldfaced since these imply clues to the reader over something important. In case unfamiliar words are encountered while reading/studying, one has to consult them in a dictionary, otherwise, it is possible that the reader will fail to grasp the total picture of what the selection, article or story is all about. Securing needed equipment at hand like a dictionary and calculator is also important.

Just as significant as refining skills in reading is to consider the physical condition (e.g., adequate light, enough table as well as a comfortable chair) where one is holding the activity as well as the personal condition or the motivation of the reader. For the latter, it is crucial for a learner to have a sense of purpose as to why he is doing a certain activity like reading so that he finds meaning in it. Consequently, the activity becomes enjoyable and pleasant (Lefrancois, 1997:355-56).

Knowledge is not only acquired through reading but through listening as well. Lefton (1997:30-31) stresses the importance of active listening and getting information out of lectures especially those important ideas, which might not be found elsewhere. Although lectures are sometimes boring and tedious, through lectures, students get a feel of how instructors' think. This may help them anticipate the "content" of exams and respond in the manner that their professors expect. Another important thing about attending lectures is that clarifications can be addressed to whom these are supposed to be given. In

lectures, he also emphasizes the value of reading ahead of schedule, especially when the course's material/subject is complex and difficult. Preceding knowledge helps the student understand the subject better and keep pace with the discussion.

Furthermore, another essential aspect in organizing and dealing with information and facts delivered orally is the listening skill itself (Treuer, 2002:1). In maximizing information given through lectures, it is important to develop good listening skills (RHGP, 1998:29). To be able to listen well, the place where the listener is and his position are two of the important factors to better hear the speaker and keep the listener alert/awake during discussions, respectively.

In attending a class/lecture, the listener should have a purpose. This will give him direction and guidance as he listens to the teacher/speaker. This can be facilitated by knowing the theme being discussed through examining the outline/reading assignments and attentively listening to the essential points being talked about as well as actively associating them with what is already known to the learner. Such will make new information easily remembered and more meaningful, although getting sidetracked by thoughts connecting to the talk should be avoided. In addition, in receiving new information, one should leave his prejudices behind and be open-minded but critical.

Lastly, to better remember everything, one should make a mental summary of what was discussed and share the newly learned information with friends when the situation permits. This is in line with one of Thorndike's law of

learning, the law of exercise, which states that knowledge that is practiced is sustained (Kahayon and Aquino, 1999:170).

In listening, however, one commonly observed unproductive behavior of students inside the classroom is daydreaming. Daydreaming, being a distraction, should be avoided and techniques on how to lessen this behavior should be exercised. One of these is analyzing trends of daydreaming and/or injecting mild punishment to oneself if necessary. Minimizing daydreaming, if it cannot be avoided, is advantageous because though this can be pleasant and restful, it is a waste of time since its occurrence takes one away from the task at hand. This consequently results in poor understanding, low test performance and low grades (Halonen and Santrock, 1996:6).

It is a common observation noted Semb and Ellis (1994; 102) that students begin to forget much of what they have read and/or listened very soon after they took their examination. In fact, researches on memory seem to indicate that most of what is studied is lost soon after it is read. Why then do people/students forget? There are a variety of ways to explain the process of forgetting. These are: fading (material that is not brought to mind often enough tends to fade from memory); distortion (what is recalled changes over time); repression (traumatic experiences are repressed into the unconscious, hence, no longer consciously accessible); interferences (old memories interfere with learning of new material and vice versa); and, retrieval cue failure (learner deficiency in using cues that

enable specific recall). Nevertheless, educators and researchers have found instructional counter-measures against these phenomena.

Lefrancois (1997, 209-211) suggests the following: providing students opportunities for repetition and rehearsal; teaching them numerous ways of organizing information through different approaches; and, emphasizing on the most important, notable features of what is needed to be learned. Instead of traumatizing students, teaching them effective and appropriate transfer of learning; highlighting similarities and differences; specific retrieval cues such as pointing out relationships and associations as well as memory aids or mnemonics (e.g., rhymes and other sayings, link system, loci system, and phonetic system) are more valuable. These memory aids would facilitate understanding of new information and enhance recall.

To minimize inability to remember information, one of the important things to do while reading and/or listening is to organize notes to facilitate recall and retention. It is better to perform note-taking than simply copying or photocopying the material from others. This gives students a sense of involvement and provides them opportunity to make a mental picture as to where in the notebook a particular topic can be found. This may aid them in bringing to mind what was previously studied. Note-taking is also more effective than just marking (with neon colors) important parts of the lesson in the book since it is easier to remember things written than those simply read (Batoon, 2002).

In taking down notes (RHGP, 1998:28), it is preferred to use materials such as loose-leaf notebooks as well as good pens or pencils to make the activity run smoothly. Using a binder is also helpful to allow inserting handouts and rearranging notes if necessary. One may begin taking down notes for a new lesson by writing down the date, the speaker's name, sources presented/given, lecture's/selection's title as well as its important information by watching for key phrases, sentences, diagrams and maps that give essential/main points. Doing these may be hard on the part of the students especially during lectures, thus, it is advisable to use their own words as well as do shorthand/abbreviations that are understandable by them.

To retain information in the memory, it is expedient to go over and review notes every now and then. Regular reviewing of notes stimulates understanding of the material and provides opportunity for assimilating new knowledge to other existing knowledge as well as identifying relationships among them to aid deeper concentration, reinforcement, absorption, and recall. Otherwise, students might fail to remember 75 percent in a week and 98 percent in three weeks of what was read/studied (Trueur, 2002:2).

Examinations and quizzes are part and parcel of education. Educators and teachers oftentimes use these as measuring sticks to see and evaluate whether learning has actually taken place or not. To furnish students with some tips on how to prepare for an examination, the Revitalize Homeroom Guidance Program Module (1999:37) offers some hints on this. One of the tips puts emphasis on the

importance of having an idea about the coverage of the examination and the possible types of questions as well. Preparing for examinations should begin as the classes start by planning reviews of each lesson to be tackled as part of daily study schedule considering that doing such over shorter periods is more helpful than reviewing them over longer periods in a limited span of time (Trueur, 2002:1). This gives students a sense of direction, provides opportunity to manage available time efficiently and chance to start far enough back even before examination time comes. Such gives students chance to organize things learned and gain competence in taking the examination. This is contrary to what cramming offers for cramming is totally unsystematic and allows a limited time to concentrate on important parts of the lesson.

Notes are also important in reviewing for examination. These provide a summary of the things discussed and a chance to "travel back" to the time when these topics were presented. This enhances recall on the things, which happened in the past, that are part of the coverage of the examination. It is also helpful to look at previous test papers to give students idea of the mistakes they have committed and an opportunity to correct them and avoid making similar mistakes in the future. This also reminds them of the questions they have answered correctly. Predicting questions that might appear is a big factor in the success of an examination. This can be done by turning main points into questions and seeing to it that these are answered correctly (Trueur, 2002:1).

In preparing for an examination, especially when the coverage is quite extensive, some students find it helpful to study with a group whom they can plan a review session with and is equally as serious as them when it comes to completing the task at hand. Studying with someone offers students opportunity to exchange ideas and opinions with one another as well as enhance creativity and critical thinking. Furthermore, this may even give them an impressive memory of the things they have studied by linking them to a particular lesson discussed. Lastly, before taking the examination, students have to make sure they have all needed materials at hand (e.g., pen, paper, calculator), have rested well and have taken a good breakfast or meal (Trueur, 2002:1).

Equally important is how one manages during examination. Reading carefully and understanding directions are crucial in this stage. Directions will serve as a guide on how one will answer the questions. For example, the examinee has to know whether penalties are given to every incorrect answer, otherwise, educated guesses may be done. Before answering the whole test, previewing it is also advantageous to see what types of questions are being asked and how much time may be allotted for each question as well as for a review after time is called (for time-pressured examinations) in order to pace oneself in answering them. It is also advised to answer easy questions with higher weight first before going into difficult and with lesser value items.

According to Carl Rogers (Lefrancois, 1997:355-56), behaviors are products of motives and reasons, "the why of behavior" (e.g., reading, listening,

reviewing, and note- and test-taking). This means that when one experiences the need for a certain "thing" (e.g., knowledge), he will try to find something that would satisfy the need.

Motives may be intrinsic in nature such as the need for competence and actualization of one's potentialities. For extrinsic-driven motives, importance of reinforcements' role in controlling, and sustaining effective study oriented behavior is recognized. In the proposed program of Walter and Seibert (1990:26-27) to develop adequate study habits, rewarding the behavior (studying) is one of the steps. However, this was designed for college students and those who were entering college education. Reinforcement was made to come from the students themselves. According to them, one of the reasons it is so hard to study constantly is that the reward for such a behavior often lies at a distant future. Honors are obtained a year away and grades are received weeks or even months away. To overcome this problem, it may help to give oneself rewards for studying such as treating oneself to a good snack, watching one's favorite TV show, going out and chatting with friend/s, or things that would give the learner delight and relaxation.

Learning is a product of so many factors - reinforcement, study schedule, strategies/techniques utilized, motives, personal attitudes, and whether or not the individual finds meaning on a given task or activity. Furthermore it is necessary that learning should not be imposed, rather it should be meaningful, organized, life adjusting and personally expressing. A strong ego on the part of

the learner must be involved in order to motivate him to display various positive behavioral and cognitive patterns with which the school is concerned. Indeed, the success of students' learning is individually constituted. This means that true learning has to be experienced, exercised, developed, and sustained through effective study techniques.

With all these rudiments of effective study, learning, then, is easy to come about. One only has to be involved in every learning experience - how to think creatively and critically, act properly, applying what was learned - as well as elicit constructive assistance and feedback from others than to merely settle for a "spoon-feeding" type of learning. Continuously updating knowledge with its new developments is necessary to avoid stagnation. Students need to set goals and standards as their guide towards excellence (Trueur, 2002:1).

Many of the tips on how to study effectively are presented, prescribed and suggested by a number of educators in this chapter, signifying how important sound study skills and attitudes are for the success of every student. The researcher also holds steadfastly to them. These educators: Brown, Holtzman, Halonen, and Santrock who stress the crucial role of study habits and attitudes on the academic achievement; Gagne, Siebert, Walter, Semb, Ellis as well as Lefrancois who emphasize the necessity of building information processing methods and techniques on how to draw out and make use of this information for present and future application; and, Feldman, Lefton, Batoon, and the educators behind the RHGP manual who developed ideas on how to concretized

these skills. These ideas and strategies truly served as a guide for the researcher in conceptualizing a learning enhancement program.

However, this study is dissimilar to those mentioned in this chapter considering that this aimed to cater to the needs of high school students, not the elementary such as that of Sprintal nor college such as of Walter and Siebert. Although target respondents are the same as of Paulu and the people behind the RHGP Module, this study focused only on techniques on how to develop learning skills and attitudes among high school students. It did not seek to provide prescriptions to parents and teachers on any particular teaching methods that will help students build up sound study skills.

Furthermore, although the aforementioned recommendations were geared toward a similar objective with this study, most of them have been made in foreign countries and have used points of view that are non-Filipino. Quite obviously, there is a possibility that their experiences, beliefs and values may not be similar to the respondents of this study. In addition, the Study Habits Enhancement Program that was developed by the researcher is based on and in response to the common needs and problems pertinent to the experiences encountered by the respondents, who are the second year high school students of Samar State Polytechnic College during school year, 2003-2004.

Related Studies

The researcher also read and studied a number of unpublished and published theses, mini-theses and dissertations in the Philippines and abroad, which gave her ideas and guidance on how this study would be done. Reviewing them also served as a confirmation that this study has not yet been done.

One commonly observed phenomenon related to education is the growing number of students, who are dropping out from schools. This prompted many researches to uncover the possible reasons that might explain such alarming phenomenon. Hurlburt, Kroeker and Gade (1991) conducted a study in 1990 among 160 junior high native Indian boys and girls of grades 7-12 in a band-controlled school in Manitoba, Canada. It aimed at finding out the common causes of the high drop-out rate of said school. Using the Survey on Study Habits and Attitudes Inventory, it was found out that many boys displayed weak study habits and some negative study attitudes as compared to the girls, who scored average in both. The study concluded that low educational acceptance has something to do with academic performance and even academic persistence. Thus, it was suggested that a confluent educational philosophy and effective educational strategies enhance positive school experience, improve study habits and attitudes, and decrease the rate of dropouts of students.

Salamida (1997) conducted a study on perceived factors related to academic failures among public elementary pupils in Eastern, Samar. The results

indicated the factors that were very significantly related to pupil failures. These were reading ability, study skills and guidance and support of parents.

Many students may not fall back or drop-out from school, but the feeling of anxiety over school and anything or something associated with it still lingers on until the time they graduate and take hold of their diplomas. School-related problems are still part and parcel of students' life - low grades, inability to concentrate well and difficulty to digest information read from books or listened to from teachers. Along this line, Ortega and Jabonete (1998) conducted a survey on the problems that freshmen students of the University of the Philippines in the Visayas, Tacloban College, Tacloban City encountered during school year 1997-1998. It endeavored to shed light on the common plight of the freshmen students of the said university and perhaps other schools as well. Using a questionnaire formulated by the researchers themselves, the randomly selected respondents answered on the bases of problems faced, their possible causes as well as their viable solutions. Among the most frequent responses were poor study habits and time management, adjustment to new environment, new teaching methods, emotional disturbance, and inadequate finances.

John (1994), head of the National Assessment of Education Progress (NAEP), made an assessment on US History among selected 4 to 8 graders in various schools in the United States. It illustrated that students, who were performing better academically showed positive study practices and attitudes such as reading more than 20 pages daily. They also spent more than an hour on

homework regularly than those who were performing poorly. Indeed, this data just demonstrated the positive relationship between good study habits and performance. Moreover, it was found out that high performing students were significantly more likely to discuss their studies at home almost everyday. Thus, study habits and attitudes are integral parts of every student/pupil's life. How he deals with everyday school demands and activities affect his academic performance. This further supports the idea that linked improved student achievement with parental efforts to ensure sound study habits as well as parental involvement with school-related activities.

The parents' support to their children's education can be manifested through their reactions to homework. Cooper (1998) and his colleagues conducted a study in 1997 among different schools in the United States (e.g., University of Missouri and Tennessee State University). This is the first study to incorporate attitudinal measures into an analysis that link homework to achievement. It looked into the beliefs of the 700 "triads" of a teacher, one student/grader in a teacher's class (from second to twelfth grades) who were mostly white, and one of their parents. The study was done by examining the graders' behavior, their parents' beliefs regarding homework and their teachers' amount of homework assigned and integrated these into an analysis that associate homework and achievement. The latter was measured through the graders' standardized tests scores and their grades. It was found out that parents' attitudes about homework are transmitted to their children. Parental

involvement in the homework process affects their child's education considering that the latter's attitudes with respect to studying at home have a direct effect on the child's attitudes towards homework. It also positively affects the classroom achievement of those in the upper graders as reflected in their teacher-assigned grades.

Thus, the amount of homework given and how these are done and completed are important fundamentals in assuring success in school. Doing one's homework does not only serve as one of the indicators of good study habits but also as a potential instrument in the long-term development of sound study skills, which in turn influence their grades. In addition, homework helps in bolstering parent-children relationship.

Children's education starts at home and parents are considered as their first teachers. This responsibility of parents does not end when their children attend formal school. It only changes into a different level. There were research models regarding factors that affect students' persistence in the tertiary level using first-time and full-time college students at Albany and other universities in New York. They were based on the Cabrera Model and presented by Cabrera and Castaneda (1998). One of its findings is that encouragement given by family in college and even before entering college has a strong connection towards development, satisfaction and persistence in school. Hence, the family's role is of tremendous importance in the triumph of students' academic endeavor.

Aside from the parents, the teachers are responsible for the success of every child's formal education. This was cited by one of the researches on academic performance conducted by Volkwein (1998) of Bose-Hulman Institute of Technology among selected college students from different universities and colleges in New York. Like the research mentioned earlier, this also aimed at discovering persistence in and departure from school. The results of the research model depict various phenomena in the academe (academic performance and dismissal). It concluded that poor academic performance was the number one reason for students' departure from school while stimulating classroom experiences as well as sound study habits were some of the reasons why they stay. In both cases, the faculty's role is crucial. While investing on various support services is a valuable strategy for combating poor academic performance, the collective actions of the faculty to improve learning climates, both inside and outside the classroom, have the greatest impact on students' success. Thus, the institution that has the "greatest impact on students are the one that intermingles the academic and residential experiences"

Study habits and how they affect performance in the various academic subjects are areas under investigation also among foreign educators and researchers. Horonitz and Frontera (1994) together with the Hispanic Research Center conducted a research among 55 Hispanic students coming from Hispanic elementary schools in a low-income neighborhood of South Texas. They used the teachers' assessment to discover students, who were experiencing difficulties

and were possibly "at risk". Using study behaviors as one of the gauges, data showed that students' work habits such as completion of homework, completion of class assignment, ability to get organized, and ability to understand directions were important indicators of student's success in school as manifested by grade point average and achievement. Furthermore, this research indicated the identification of good study practices to be critical in determining who were having difficulty in school.

Maree (1997) of the Department of School Guidance at the University of Pretoria conducted a research on study orientation. He used the Study Orientation in Mathematics. He concluded that study orientation is a source of determining the level of anxiety and difficulty that South African graders experience towards Mathematics. The study is an off-shoot of the results of the Third International Mathematics and Science Survey (TIMSS) conducted in 1996. Its findings caused an uproar for it showed that out of 41 countries that participated in the survey, South African pupils performed the worst in both subjects. This alarming situation prompted Maree to understand the factors that are contributory to such poor performance. Being familiar with the principles of effective study and the importance of healthy study condition, the professor recommended that such distressing condition could only be solved if the study situation of pupils improves academically. He recognized the significant role of the pupils' emotions, habits and attitudes. He also considered their perception towards the subject, their teachers and their teaching styles, the class atmosphere

and home circumstances on achievement in mathematics. Pupils' study attitudes are viewed as the driving force behind study habits. A positive perspective and acceptance of one's education serve as motivational force behind efforts to maximize learning and perform well in school. Just as important as developing effective study skills is having clear goals and purposes of studying as well as institutional commitment

Aragon (1999), conducted a descriptive survey on the performance of the college students of Southwestern University, Cebu City in High School English and work attitude in relation to their English proficiency. One of the findings of the study was the positive relationship of work methods and attitudes to English proficiency. Work methods refer to the following: working hard, heartily welcoming given work assignment, performing work assignment diligently, accomplishing all given assignments on time, scheduling school work activities, regarding studies as hard work, and perceiving it as very important, sacred and noble. Students also perceived their studies as a serious mental and physical endeavor. Work attitudes, on the other hand, are general attitudes, meaning and perceptions that students attach to schoolwork.

De Luna (2000) made a descriptive method of export facto research type on the relationship of learning styles, sensorial orientation and brain orientation to academic achievement of the fourth year secondary students of Tuburan, Cebu City. It became the basis for a proposed faculty development program. In this study, it was found out that the learning strategies of the respondents on how

they process and perceive information affect academic achievement. She used the four scales of concrete experimentation, reflective observation, sensorial orientation and active experimentation. Among these four scales, active experimentation, the association of experience using the new information they acquired help develop learning style and academic performance as well.

Jabonete (1999) did a study on the relationship between study habits and gender on academic performance among the selected high school students of Samar State Polytechnic College, School Year 1998-1999. In this study, she made use of the SSHA questionnaire in order to draw relationship between variables of study habits and academic performance. The questionnaire was answered by 120 randomly selected respondents. The SSHA Form H and Diagnostic Profile were utilized in classifying the study habits of the students into excellent, good or poor. The researcher also divided the 120 respondents according to their sexes (60 males and 60 females). Each group of 60 was further divided into three subgroups of 20 according to the study habits category they belonged to.

Results and findings showed that study habits and academic performance have a significant relationship (excellent study habits lead to high grades) strengthening the need to develop and sustain sound study techniques. Hence, this research recommended the need to emphasize good study methods, delay avoidance, foster positive relationship with teachers and positive attitude towards education among students (Jabonete, 1999).

In 1999, based on a research conducted by Chan (1999) and her colleagues, reported comparisons between high and low achieving Open University Hong Kong students with respect to causes of difficulties, motivation for studying, cognition, self-perceptions, study place and study hours, organization of course materials, employment and other commitments, and use of support services. A number of implications surfaced from statistically significant outcomes of this study such as the low-achieving students claimed to have been more adversely affected by difficulties with the volume of materials to study, writing skills, self-motivation, anxiety about tests and examinations, finding time to study, and making time for meeting their obligations to family and friends. On the other hand, more of the high-achieving students indicated that they use strategies to deepen their learning, for example, by trying to promote understanding, drawing from extra materials and own experiences. Indeed, this qualitatively different approach is a factor that contributes to the differentiation between successful and unsuccessful students.

Like the aforementioned studies completed, this study tackled the different kinds of study habits and learning styles practiced by the students as well as the factors that affect performance in school as supported by the studies presented by Chan, De Luna, Cabrera and Castaneda, Volkwien, Maree, Heronitz and Frotera. However, unlike the other aforementioned studies, this study did embark upon its relationship on dropout rate and other academic problems but simply enumerated and made comparisons on the common study

habits of the respondents. Furthermore, it did not focus on parents' and faculty's role in the success of the students nor specific subjects such as English or Mathematics like the study of Aragon and Maree, but aimed at developing effective learning strategies and methods that would help students/respondents tap their potentialities, learn more and eventually garner higher grades. This study's primary participants and beneficiaries were high school students. In addition, this study sought to design and test a study habits enhancement program suited to the particular needs of the secondary students of Samar State Polytechnic College, Catbalogan, Samar. Hence, the results of the study are not necessarily directly to provide parents and teachers strategies on how to deal with students, who have excellent or poor study habits.

Chapter 3

METHODOLOGY

This chapter shows the methods and procedures the researcher carried out in this study. This includes the research design, the instruments used in gathering pertinent data, how the data were gathered, and what statistical treatment was utilized.

Research Design

The researcher made use of descriptive developmental and experimental (particularly the pretest-posttest control group design) methods of research as her working approaches since this research endeavored to develop a study habits enhancement program among SSPC second year high school students based on the Survey of Study Habits and Attitudes results (Phase I) and eventually test its effectiveness and validity (Phase II).

In Phase I (pre-experimentation stage), the descriptive method was utilized in knowing the common study habits based on such factors as delay avoidance, work methods, teacher approval and educational acceptance displayed by the students. In getting this data, the researcher made use of the standardized Survey on Study Habits and Attitudes (SSHA) questionnaire. The data further served as bases for conceptualizing and developing a Study Habits Enhancement Program (SHEP) designed to cater to the academic-related needs

of the students and foster effective study techniques.

In addition, this study aimed to test the effectiveness and validity of said program. In Phase II (experimentation and post-experimentation stage), the experimental method, particularly the pretest-posttest control group design, was employed. The students' grades in Araling Panlipunan II as well as their SSHA results served as variables through which the performance within paired (dependently) and in between (independently) the two groups of students, prior (pretest) and following (posttest) the intervention, were compared. Furthermore, the researcher made use of the grades in Araling Panlipunan II for the first and second grading periods for both control and experimental groups, respectively. This determined whether the academic performance of the experimental group improved or not as a result of the SHEP as compared to the control group.

The interpretation of results for phase I, the pre-experimentation stage, utilized the mean, standard deviation and percentages in getting the common study habits of the students relative to the result of SSHA and in developing a Study Habits Enhancement Program.

For phase II, the experimentation stage, the Study Habits Enhancement Program was administered to the experimental group only. In the post-experimentation stage, the t-test for independent and dependent samples was applied to draw comparison in between and paired control and experimental groups, respectively, on the SSHA variables and Araling Panlipunan II ratings.

Instrumentation

In order that all relevant information pertinent to this study be treated adequately and exhaustively, the researcher utilized documentary analysis and survey questionnaire and counseling key in Phase I and developed a study habits enhancement program and used it on the experimental group in Phase II.

Documentary analysis. The respondents' grades in Araling Panlipunan II for grading periods preceding (first) and following (second) the intervention were the focus of this process. These data were taken from Form 138 of the second year high school students of Samar State Polytechnic College. The researcher perused over them closely for whatever significant data they could provide.

Survey questionnaire. The researcher made use of a standardized 100-item inventory on Study Habits and Attitudes Form - H in gathering the data. The inventory measured four basic subscales (Brown and Holtzman, 1967: 3) — Delay Avoidance (DA), Work Methods (WM), Teacher Approval (TA), and Education Acceptance (EA). These subscales were summed up to obtain scores on Study Habits or SH (combined DA and WM) and Study Attitudes or SA (combined TA and EA), and the overall scale, the Study Orientation or SO (combined SH and SA). In answering this inventory, the participants used the IBM 805 Sheet since SSHA results were hand scored through a stencil key. The interpretation of SSHA results was simplified through the use of Diagnostic Profile for SSHA.

Counseling key. This provided the researcher the opportunity to determine respondents' responses to individual statements and examine those that differ significantly from those commonly made by students who earn higher grades. This instrument was used to make comparison between experimental and control groups' study habits and attitudes in relation to delay avoidance, work methods, teacher approval and educational acceptance.

Study Habits Enhancement Program (SHEP). This program or instrument was designed by the researcher based on the common study habits practiced by the respondents as reflected in the SSHA results. This aimed to improve the study habits and attitudes of the students by providing them techniques and skills on relaxation and motivation, note-taking, reviewing, time-management, listening and reading, memory aid, test-taking, and working techniques through lecture discussions, artwork, role-plays, activities and exercises.

Validation of the Instrument

The researcher employed several procedures to ensure validity and reliability of the instruments used in this study.

SSHA questionnaire. Since the researcher made use of a foreign-constructed standardized questionnaire/inventory on Survey of Study Habits and Attitudes for gathering pertinent data, there was still a need to dry-run the said instrument. To assure the reliability and validity of the responses, the researcher considered the importance of knowing the expected level of difficulty

that the participants may encounter while answering the instrument. For these purposes, the researcher employed randomly selected twenty (20) first year high school students of SSPC, SY 2003-2004. Since, no changes could be made in a standardized test, the researcher verbally simplified terms, which were hard to understand by the respondents.

Study Habits Enhancement Program (SHEP). The validity of the program was made through expert-validation method. The schedule, activities, exercises and topics were presented to the Head of Guidance Services of the College, who is a graduate of Doctor of Philosophy in Guidance and Counseling. Refinement was done to cater to the needs of the students. Time element, materials used and experimental group's level of understanding were also considered. To eliminate contamination (information being shared with the control group), the program was administered in a live-in basis for two and a half days. The groups were informed that they would be given such program in different schedules.

Sampling Procedure

The second year high school students of Samar State Polytechnic College, school year 2003 — 2004 were the participants of this study. They all appeared in the final list, which was secured from the College of Education Laboratory High School Department. In the **pre-experimentation stage**, 95 students took the SSHA pretest, the result of which provided the data of the students' study habits. This also served as the baseline data in developing the Study Habits

Enhancement Program.

In the experimentation stage of this study, out of the 95 students from the two sections, the researcher randomly drew using fish bowl method the section where she acquired the participants for this stage. This final list of 48 students from the chosen section served as the sampling frame. Next, through systematic sampling method, she divided the 48 students into two groups with 24 students each as the final sample. This systematic sampling method is a technique in which the every nth person in a logically arranged list (e.g., alphabetical order) may be selected as a sample (Calderon and Gonzales, 1996: 171).

A comparison was made on the ratings obtained during the first grading period as well as the SSHA pretest results of the two groups of respondents. No significant difference was observed because the groups were homogenous on their academic performance as reflected by their grades and study orientation as manifested by the three factors of the SSHA results. Consequently, the twenty-four (24) students of each group served as the researcher's sample size. One group was treated as participants or members of the experimental group while the remaining 24 that of the control group.

Data-Gathering Procedure

Through a personally delivered letter of request, the researcher asked permission from the President of the Samar State Polytechnic College to conduct her study in the said institution. The Dean of the College of Education and the

Chairperson of the Laboratory High School were given copies of the approved letter.

Pre-experimentation phase. In this phase, the researcher secured a list of the second year high school students as well as their respective grades in Araling Panlipunan II from the advisers. Furthermore, she acquired the students' schedule of classes from the College of Education. It served as the basis in devising a schedule for the administration of the SSHA pretest.

The researcher also made a dry run of the SSHA questionnaire to see if it would be understandable to the respondents. In this process, twenty (20) randomly selected first year high school students of the same school answered the questionnaire. The first year students were chosen on the premise that things understandable to them would also be understandable to the second year students. Difficult words were noted and similar but simple words were considered congruent to their level of comprehension.

After the dry run, she notified the adviser and the students about the schedule of testing. She made use of the students' vacant period in order not to disturb their classes. The students, by section, answered the questionnaire, that is, one section in the morning and the other section in the afternoon of July 28, 2003. Before answering the inventory, the researcher enumerated some of the noted difficult words as well as their simple terms and reminded them to always ask the researcher when there was something unclear or hard to understand. Answering the questionnaire took 30 minutes to an hour.

Since this study is also experimental, the SSHA results served as the pretest. Moreover, another variable in the pretest phase was the ratings in Araling Panlipunan II during the first grading period. The grades were taken from Form 138 presented by their advisers.

The SSHA results also served as bases for planning and developing a Study Habits Enhancement Program by looking at the common study habits practiced by the students particularly the defective ones, which the program put emphasis on. The SHEP was validated by an expert in the field.

Experimentation phase. In this stage, the researcher randomly picked out one section of 48 student-respondents who were equally divided into two groups of 24 students each. They were compared based on their Araling Panlipunan II ratings on the first grading period and SSHA pretest results. Since no significant difference was observed, the two groups were homogenous in their academic performance and study orientation. On this basis, these groups of respondents became experimental and control groups.

The experimental group went through a two and a half days live-in seminar-workshop on Study Habits Enhancement Program on September 19-21, 2003. The said program is appended on page 140. Meanwhile, no intervention was given to the control group. To prevent contamination, the researcher notified the experimental group not to tell their classmates because the same seminar will also be given in the future.

Post-experimentation phase. The researcher administered again the SSHA

– Form H to the respondents immediately after the second grading period. This was done in order to know if there were changes in the study habits of the students as an effect of the program. This was subjected as the posttest. Another variable in the posttest phase was the ratings incurred by the respondents in the second grading period in Araling Panlipunan II.

The grades in Araling Panlipunan II and the results of the SSHA survey conducted were compared, independently and dependently, with the gathered data prior (pretest) and after (posttest) the intervention, for both groups. These data were analyzed using another statistical treatment suited to the research design used.

Statistical Treatment of Data

For interpretation of data, the following statistical treatments were utilized by the researcher.

Frequency count. This statistical tool was used to analyze the profile of the student-respondents as to age, sex and their Araling Panlipunan II ratings in the first and second grading periods.

Mean. This tool was used to measure the student-respondents' age and sex. Furthermore, this was utilized to measure the experimental and control groups' Araling Panlipunan II ratings in the first and second gratings and their study orientation practices as manifested in the factors on delay avoidance (DA), work methods (WM), teacher approval (TA) and educational acceptance (EA) in

the pretest and posttest.

Standard deviations. This is the positive square root of the variance, which measures the spread of each variant from the mean of distribution.

Standardized scoring procedure of the Survey on Study Habits and Attitudes. Table 1 reflects the standardized scoring procedure of the Survey on Study Habits and Attitudes. It shows that the scores of the four basic subscales DA, WM, TA and EA were obtained directly. Each has maximum raw scores of 50. On the other hand, the two sub-totals SH and SA were obtained by adding DA and WM and TA and EA, respectively, and have a maximum raw score of 100 each while the total score of SO which was obtained by adding SH and SA has a maximum raw score of 200. (Brown and Holzman, 1967:7). In the

Table 1

Scoring of Survey on Study Habits and Attitudes

Scale	Code	Maximum Raw Scores
Delay Avoidance	DA	50
Work Methods	WM	50
Study Habits	SH= (DA+WM)	100
Teacher Approval	TA	50
Educational Acceptance	EA	50
Study Attitudes	SA = (TA+EA)	100
Study Orientation	SO = (SH + SA)	200

interpretation of the SSHA scores, the researcher also utilized the SSHA — Form H, the Percentile Norms of Grades 7-8-9, combined, simplified through the use of Diagnostic Profile for SSHA.

t-test for dependent samples. This was the statistical tool used to determine if there were differences in the study habits and academic performance within paired experimental and control groups as shown by their SSHA results and grades in Araling Panlipunan II, respectively, prior and following the intervention. The formula is as follows (Freund & Simon, 1992: 32):

$$t = \frac{\bar{d}}{S_d / \sqrt{n}}$$

Where:

t - refers to the computed t value;

$\bar{d}$ - refers to the mean of the difference between the two groups;

$$\bar{d} = \frac{\sum d}{n}$$

S_d - refers to the standard deviation of the observed difference;

$$S_d = \sqrt{\frac{n \sum d^2 - (\sum d)^2}{n(n-1)}}$$

n = number of pairs; d.f = n-1; and

df = degree of freedom.

t-test for independent samples. This was the statistical tool used to determine if there were differences in the study habits and academic performance between experimental and control groups as shown by their SSHA

results and grades in Araling Panlipunan II, respectively, prior and following the intervention. The formula is as follows (Walpole, 1982311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

t - refers to the computed t-value;

$\bar{X}_1$ - refers to the mean of the 1st group;

$\bar{X}_2$ - refers to the mean of the 2nd group;

S_1 - refers to the sample variance of the 1st group;

S_2 - refers to the sample variance of the 2nd group;

n_1 - refers to the number of cases of the 1st group; and

n_2 - refers to the number of cases of the 2nd group.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of data on study habits and attitudes or study orientation as well as the grades gathered from the respondents of the study, the second year high school students of Samar State Polytechnic College (SSPC) Laboratory High School, School Year 2003-2004.

Profile of the Student-Respondents

This part presents the profile of the student-respondents relative to their age, sex, and rating in Araling Panlipunan II during the first grading period in school year 2003-2004.

Age. As shown in Table 2, relative to the age of the respondents, 79 or 83.16 percent of them were 13 years old. The mean age of males is 13.29 while

Table 2

Age and Sex Distribution of the Second Year High School Students, SY 2003-2004

Age	Sex					
	Male		Female		Total	
	frequency	Percentage	frequency	Percentage	frequency	Percentage
14	11	11.58	9	9.47	20	21.05
13	23	24.21	46	8.42	79	3.16
12	1	1.05	5	5.26	6	6.32
TOTAL	35	36.84	60	63.16	95	100.00
Mean	13.29		13.07		13.18	
SD	0.92		0.48		1.08	

for the females, 13.07.

Sex. The Table 2 depicts that out of the 95 student-respondents, the females, which comprise 60 or 63.16 percent of the total population, dominated. On the other hand, the males only consist of 35 or 36.84 percent.

Grades in Araling Panlipunan II for the first grading period. Table 3 discloses that among the 95 respondents, 36 or 37.89 percent of them have grades between 82-84 while 22 or 23.16 percent have grades between 85-87. In addition, only four or 4.21 percent got grades as high as 91-93 and two or 2.11 percent grades as low as 73-75.

Table 3

Distribution of Grades in Araling Panlipunan II During the First Grading Period, SY 2003-2004

Grades	*Frequency (f)*	*Percentage (%)*
91-93	4	4.21
88-90	13	13.68
85-87	22	23.16
82-84	36	37.89
79-81	11	11.58
76-78	7	7.37
73-75	2	2.11
TOTAL	95	100
Mean	83.92	
SD	3.87	

The data further implies that more than half of the respondents, 56 or 58.95 percent, do not display academic competence in Araling Panlipunan II

since they acquired grades below 85 during the first grading period. This is reflected in their average/mean grade of 83.92 only.

Student-Respondents' Study Habits as Revealed by the SSHA Results

This part discusses the study habits and attitudes of the students as reflected on the factors delay avoidance, work methods, teacher approval, and educational acceptance. It also presents the student-respondents common study practices.

Delay avoidance. Table 4 manifests how delay avoidance, the promptness of completing academic requirements on time, affects the respondents' study habits as perceived by themselves.

As reflected by the data, nearly half of the student-respondents sometimes perform the following avoidance skills: 55 or 57.89 percent stop or study only the easier parts of the lesson when assigned homework is extra long or unusually hard; 50 or 49.47 percent study an hour or more each day outside of school; and, 47 or 49.47 percent study in a sort of hit-or-miss fashion depending on the mood and keep assignments up to date by doing work regularly from day to day. Furthermore, forty-six or 48.42 percent also put off doing written assignments until the last minute; 45 or 47.37 percent signified many other things cause them to get behind in school work; 44 or 46.32 percent are unable to study well because of nervousness, change of mood or sadness.

Table 4

Student-Respondents' Study Habits Along Delay Avoidance

Delay Avoidance	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
1. When my assigned homework is extra long or unusually hard, I either stop or study only the easier parts of the lesson	11 11.58	55 57.89	14 14.74	8 8.42	7 7.37	S
2. If I have to be absent from class, I make up missed lessons without being reminded by the teacher.	18 18.95	21 22.11	21 22.11	17 17.89	18 18.95	S/F
3. Daydreaming distracts my attention from my lessons while I am studying.	17 17.89	32 33.68	16 16.84	16 16.84	14 14.74	S
4. Even though an assignment is dull & boring, I stick to it until it is completed.	3 3.16	26 27.37	25 26.32	23 24.21	18 18.95	S
5. I keep all my work for each subject together and carefully arranged in some planned order.	12 12.63	30 31.58	16 16.84	20 21.05	17 17.89	S
6. When I am having difficulty with my school work, I try to talk it over with the teacher.	39 41.05	29 30.53	14 14.74	9 9.47	4 4.21	R
7. I do not bother to correct mistakes on the papers my teachers have graded and returned to me.	25 26.32	38 40.00	17 17.89	8 8.42	7 7.37	S
8. My place of study at home is kept neat and orderly.	3 3.16	26 27.37	14 14.74	23 24.21	29 30.53	A
9. Interruptions disturb my studies when I am studying at home.	7 7.37	24 25.26	23 24.21	15 15.79	26 27.37	A
10. It takes a long time for me to get warmed up to the job of studying.	22 23.16	39 41.05	19 20.00	12 12.63	3 3.16	S
11. I am unable to study well because I get nervous, moody or sad.	23 24.21	44 46.32	16 16.84	6 6.32	6 6.32	S
12. I put off doing written assignments until the last minute	18 18.95	46 48.42	24 25.26	4 4.21	3 3.16	S
13. When I sit down to study I find myself too tired, bored, or sleepy to study well.	8 8.42	38 40.00	27 28.42	14 14.74	8 8.42	S

(Table 4 continued)

Delay Avoidance	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
14. I waste too much time talking, watching TV, listening to the radio etc. for the good of my studies.	13	34	22	15	11	S
	13.68	35.79	23.16	15.79	11.58	
15. My studying at home is done in an easy-going, unplanned manner.	21	40	19	11	4	S
	22.11	42.11	20.00	11.58	4.21	
16. Having too many other things to do causes me to get behind in my school work.	11	45	25	8	6	S
	11.58	47.37	26.32	8.42	6.32	
17. I try to do my assignments at school so as to reduce my homework.	16	42	19	10	8	S
	16.84	44.21	20.00	10.53	8.42	
18. Problems outside school- with other students or at home- cause me to ignore my school work.	28	40	15	8	4	S
	29.47	42.11	15.79	8 42	4.21	
19. I complete my homework assignments on time.	4	36	22	21	12	S
	4.21	37.89	23.16	22 11	12.63	
20. I like to have radio, record player or television set turned on while I am studying.	31	36	6	12	10	S
	32.63	37.89	6.32	12.63	10.53	
21. With me, studying is sort of hit-or-miss depending on the mood I am in.	23	47	19	4	2	S
	24.21	49.47	20.00	4.21	2.11	
22. I study an hour or more each day outside of school.	19	50	14	10	2	S
	20.00	52.63	14.74	10.53	2.11	
23. I keep my assignments up to date by doing my work regularly from day to day.	9	47	23	6	10	S
	9.47	49.47	24.21	6.32	10.53	
24. I prefer to study my lessons alone rather than with others.	5	35	25	16	14	S
	5.26	36.84	26.32	16.84	14.74	
25. At the beginning of a study period, I plan my work so that I will make best use of time.	5	35	22	17	16	S
	5.26	36.84	23.16	17.89	16.84	

Legend: R (rarely) - 0 to 15 percent of the time
S (sometimes) - 16 to 35 percent of the time
F (frequently) - 36 to 65 percent of the time
G (generally) - 66 to 85 percent of the time
A (almost always) - 86 to100 percent of the time

Furthermore, 42 or 44.21 percent complete homework assignment on time; 40 or 42.11 percent perform studying at home in an easy-going, unplanned manner and neglect school work because of problems outside of school – with other students or at home; 39 or 41.05 percent took a long time to get warmed up for studying; and, 38 or 40 percent do not bother to correct mistakes on the papers teachers graded and returned as well as find themselves too tired, bored, or sleepy to study well.

Moreover, 39 or 41.05 percent rarely talk with their teachers if they find difficulty with school works. Twenty-nine or 30.53 percent and 26 or 27.37 percent almost always kept their place of study at home neat and orderly and are disturbed by distractions when studying at home, respectively. On the other hand, 22 or 22.11 percent either frequently or sometimes make up missed lessons without being reminded by the teacher.

The data also reveals the effective delay avoidance skills practiced by 40 to 70 or 42.10 to 73.68 percent of the students. They rarely or sometimes allow their mood to affect their studying; neglect it due to problems outside of school; unable to study in spite of being nervous, moody and sad; put off assignments until the last minute; like their radio, record player and television turned on while studying; stop and quit if the assigned homework is extra long or unusually hard; and, study in an easy-going, unplanned manner.

They also perform the following zero to thirty-five percent of the time: do not bother to correct mistakes on the papers teachers have graded and returned;

take a long time to get warmed up to the job of studying; let other things cause them to get behind in school work; daydream while studying the lessons; waste time talking, watching TV, listening to the radio and going to movies; and find themselves too tired, bored or sleepy to study well. On the other hand, 40 or 42.10 percent to 70 or 73.68 percent of the students almost always keep place of study neat and orderly and complete assignments though dull and boring.

However, only 12 to 37 or 12.63 to 38.94 percent perform the following effective delay avoidance methods: keeping all work for each subject together and carefully arranged in some planned order, talking troubles with school work to teachers; trying to do assignments at school to reduce homework, completing assignments on time, studying an hour or more each day outside of school, keeping assignments up to date by doing it regularly from day-to-day, studying lessons alone rather than with others, planning work at the beginning of the study period as to best use of the time and hardly disturb by destructions at home while studying.

Work methods. Reflected in Table 5 are the work methods of the students in effectively and efficiently using of how-to-so study skills and techniques in doing academic requirements like making notes and assignments, preparing and taking examinations, reading materials and listening to lectures.

Table 5 shows that many of the students sometimes experience the following work methods: 54 or 56.84 percent are unable to finish tests within the time allowed although they work until the last possible minute and seem to get

Table 5

Student Respondents' Study Habits Along Work Methods

Work Methods	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
1. In preparing reports, themes, & other written work, I make certain that I clearly understand what is wanted before I begin work.	3 3.16	18 18.95	26 27.37	26 27.37	22 23.16	F/G
2. I am having difficulty saying what I want to say on tests, reports, & other work to be accomplished.	17 17.89	41 43.16	26 27.37	9 9.47	3 3.16	S
3. My teachers disapprove my written work for being poorly planned or hurriedly written.	26 27.37	47 49.47	14 14.74	5 5.26	3 3.16	S
4. I give special attention to neatness on themes, reports, and other work to be accomplished.	6 6.32	15 15.79	22 23.16	27 28.42	25 26.32	G
5. I memorize spelling rules, definitions of words, rules of grammar, etc., without really understanding them.	25 26.32	43 45.26	17 17.89	8 8.42	2 2.11	S
6. I am shy to ask a teacher for further explanation of an assignment that is not clear to me.	17 17.89	35 36.84	20 21.05	10 10.53	13 13.68	S
7. I get nervous & confused when taking a test and fail to answer questions as well as I otherwise could.	11 11.58	25 26.32	24 25.26	20 21.05	15 15.79	S
8. I have difficulty with spelling, grammar, and punctuation while writing themes and reports.	33 34.74	30 31.58	20 21.05	9 9.47	3 3.16	R
9. In taking notes, I tend to write down things which later turn out to be unimportant.	26 27.37	46 48.42	13 13.68	7 7.37	3 3.16	S
10. I do poorly on tests because I find it hard to think clearly and	27 28.42	44 46.32	14 14.74	5 5.26	5 5.26	S

(Table 5 continued)

Work Methods	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
plan my work within a short period of time.						
11. I skip over the figures, graphs, & tables in a reading assignment.	29 30.53	50 52.63	14 14.74	1 1.05	1 1.05	S
12. After reading several pages of an assignment, I am unable to remember what I have just read.	21 22.11	44 46.32	18 18.95	8 8.42	4 4.21	S
13. I find it hard to pick out the important points of a reading assignments---points that later appear on tests.	13 13.68	46 48.42	19 20.00	14 14.74	3 3.16	S
14. When in doubt the proper form for a written assignment, I find a model or guide to follow.	3 3.16	30 31.58	31 32.63	18 18.95	13 13.68	F
15. When reading a long assignment I stop now and then to try to remember what I have read.	4 4.21	28 29.47	28 29.47	20 21.05	15 15.79	S/F
16. I seem to get very little done for the amount of time I spend studying	6 6.32	54 56.84	24 25.26	10 10.53	1 1.05	S
17. I can study a reading assignment for only a short while before the words stop having meaning.	7 7.37	53 55.79	22 23.16	8 8.42	5 5.26	S
18. I copy the diagrams, drawings, tables, and other illustrations that the teacher puts on the blackboard	5 5.26	25 26.32	23 24.21	23 24.21	19 20.00	S
19. I lose points on tests because I change my first answer only to discover later that I was right the first time.	9 9.47	31 32.63	33 34.74	15 15.79	7 7.37	F
20. When getting ready for a test I arrange facts to be learned in some planned order - order of importance, order in which taught, order of time in history, etc.	6 6.32	29 30.53	18 18.95	22 23.16	20 21.05	S

(Table 5 continued)

Work Methods	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
21. I am careless about spelling, punctuation, and grammar when answering test questions.	27 28.42	49 51.58	10 10.53	5 5.26	4 4.21	S
22 Although I work until the last possible minute, I am unable to finish tests within the time	13 13.68	54 56.84	20 21.05	4 4.21	4 4.21	S
23. If time is left, I take a few minutes to check over my answers before turning in my test paper.	4 4.21	39 41.05	22 23.16	18 18.95	12 12.63	S
24. When tests are returned, I find that my grade has been lowered by careless mistakes.	5 5.26	45 47.37	27 28.42	13 13.68	5 5.26	S
25. During tests, I forget names, dates, formulas, and other details that I really do know	21 22.11	41 43.16	19 20.00	7 7.37	7 7.37	S

Legend: R (rarely) - 0 to 15 percent of the time
S (sometimes) - 16 to 35 percent of the time
F (frequently) - 36 to 65 percent of the time
G (generally) - 66 to 85 percent of the time
A (almost always) - 86 to100 percent of the time

very little done for the amount of time spent studying; 53 or 55.79 percent can study a reading assignment for only a short while before the words stop having meaning; 50 or 52.63 percent skip over the figured, graphs, and tables in a reading assignment; and, 49 or 51.58 percent are careless about spelling, punctuation and grammar when answering test questions.

On the other hand, in 16 to 35 percent of the time, 47 or 49.47 percent of their written work were criticized by teachers for being poorly planned or hurriedly written; 46 or 48.42 percent, tend to write down things which later turn

out to be unimportant and find it hard to pick out the important points of a reading assignment – points that later appear on tests; and, 45 or 47.37 percent find that their grades have been lowered by careless mistakes. Forty-four or 46.32 percent of them also do poorly on tests because they find it hard to think clearly and plan their work whining a short period of time as well as unable to remember what they have just read after reading several pages of an assignment; 43 or 45.26 percent memorized rules, definitions of words, rules of grammar, etc., without rarely understanding them; and, 41 or 43.16 percent forget names, dates, formulas, and other details that they really know as well as have difficulty saying what they want to say on tests, reports and other work to be accomplished.

Moreover, 33 or 34.74 percent rarely find difficulty with spelling, grammar and punctuation while writing themes and reports. In addition, 33 or 34.74 percent frequently lose points on tests because they change their first answers only to discover later that they were right on the first time; 31 or 32.63 percent frequently find a model or guide to follow when in doubt about the proper form for a written assignment; 28 or 29.47 percent frequently stop now and then to try to remember what was read in reading long assignments; and, 26 or 27.37 percent frequently make certain that they clearly understand what is wanted before they begin work in preparing for reports, themes, and other written work. The same number as the latter also generally did the same. On the other hand, 27 or 28.42 percent generally give special attention to neatness on themes, reports and other written work to be accomplished.

The data implies that most of the students numbering from 42 to 52 or 44.21 to 54.73 percent have good work methods in doing academic requirements 66 to 100 percent of the time. These are giving special attention to neatness on themes, reports and other work to be completed and making it certain that they clearly understand what is wanted before starting working them. However, less than 50 percent or 44.21 percent copy diagrams, drawing, tables and other illustrations that the teacher puts on the blackboard and arrange facts to be learned in some planned order when getting ready for a test.

On the other hand, 40 to 79 or 42.10 to 83.15 percent rarely or sometimes do the following defective work methods: skip over figures, graphs, and tables as well as find it hard to pick out important points and unable to remember what was read or the words just stop having meaning after reading several pages of a reading assignment. They also tend to memorize spelling rules, definitions of words, rules of grammar without really understanding them. In writing themes and reports, they rarely or sometimes find difficulty with spelling, grammar and punctuation and be criticized as poorly planned and hurriedly written. Others tend to write down things, which later turn out to be unimportant.

They also have better test talking techniques. Others rarely or sometimes forget names, dates, formulas, and other details that they really know when answering test questions; careless about spelling, punctuation, and grammar; find difficulty saying what to say; do poorly because they find it hard to think clearly and plan work within short period of time; unable to finish it within the

time allowed; lose points because they change their first answers only to discover later that it was right on the first time; and find that their grades has been lowered by careless mistakes. They are also rarely or sometimes shy to ask teachers for further explanation over unclear assignments and get very little done for the amount of time spend studying.

However, only 33 to 43 or 34.73 to 45.26 percent rarely or sometimes find model or guide to follow when in doubt on the proper form of an assignment and take a few minutes to check over answers before turning test papers which are considered defective study practices.

Teacher approval. Table 6 depicts the perception of students regarding their teachers' classroom behaviors and strategies. The respondents perceive their teachers in the following manner: 50 or 52.63 percent rarely feel that teachers tend to look down upon their poorer students and make fun of their mistakes and 42 or 44.21 percent rarely think that basketball coaches do more for school life than do the teachers. Thirty-three or 34.74 percent generally believe that teachers make their subjects interesting and meaningful while 31 or 32.63 percent almost always feel that teachers try to give the same amount of attention and help to their students. On the other hand, 28 or 29.47 percent frequently or sometimes believe that teachers go into teaching mainly because they enjoy.

In addition, most of the respondents sometimes believe or feel the following: 60 or 63.16 percent feel that illustrations, examples, explanations given

Table 6

Student-Respondents' Study Habits Along Teachers Approval

Teachers Approval	Scale					Interpretation
	Rarely (R)	Somethimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	*frequency*	*frequency*	*frequency*	*frequency*	
	percentage	percentage	percentage	percentage	percentage	
1. I feel that teachers don't understand the needs & interests of students	30 31.58	51 53.68	13 13.68	0 0.00	1 1.05	S
2. My teachers make their subjects interesting and meaningful to me.	0 0.00	20 21.05	23 24.21	33 34.74	19 20.00	G
3. I feel that teachers allow their likes & dislikes for students to influence their grading too much.	27 28.42	36 37.89	22 23.16	8 8.42	2 2.11	S
4. I believe that the easiest way to get good grades is to agree with everything the teachers say.	9 9.47	30 31.58	21 22.11	20 21.05	15 15.79	S
5. I think that teachers like to show they rule too much.	19 20.00	44 46.32	20 21.05	8 8.42	4 4.21	S
6. I feel that teachers are too narrow-minded and set in their ways.	46 48.42	33 34.74	12 12.63	4 4.21	0 0.00	R
7. I think that teachers expect students to do too much studying outside of class.	13 13.68	34 35.79	24 25.26	12 12.63	12 12.63	S
8. When explaining a lesson or answering questions, my teachers use words that I do not understand.	24 25.26	48 50.53	12 12.63	9 9.47	2 2.11	S
9. My teachers fail to give enough explanation of the things they are trying to teach.	27 28.42	48 50.53	11 11.58	6 6.32	3 3.16	S
10. I feel that teachers are too strict and as-if-all-knowing in dealing with students.	28 29.47	41 43.16	17 17.89	7 7.37	2 2.11	S
11. I believe that teachers secretly enjoy giving their students' a "hard time".	27 28.42	38 40.00	11 11.58	11 11.58	8 8.42	S
12. I think that teachers tend to talk to much.	17 17.89	54 56.84	10 10.53	10 10.53	4 4.21	S
13. I feel that teachers try to give the same amount of attention and help to all their students.	2 2.11	12 12.63	27 28.42	23 24.21	31 32.63	A

(Table 6 continued)

Teachers Approval	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
14. The illustrations, examples, and explanations given by my teachers are dull and hard to understand.	21 22.11	60 63.16	11 11.58	3 3.16	0 0.00	S
15. I feel that teachers tend to look down upon their poorer students and make fun of their mistakes.	50 52.63	29 30.53	7 7.37	5 5.26	4 4.21	R
16. I feel that teachers make their subjects too hard for the average student.	20 21.05	53 55.79	12 12.63	8 8.42	2 2.11	S
17. I think that basketball coaches do more for school life than do the teachers.	42 44.21	32 33.68	16 16.84	3 3.16	2 2.11	R
18. I feel that teachers think more about grades than they do about the real purpose of schools.	27 28.42	47 49.47	16 16.84	3 3.16	2 2.11	S
19. I think that students who ask questions and take part in class discussion are only trying to "get in good" with the teacher.	18 18.95	44 46.32	13 13.68	13 13.68	3 3.16	S
20. I believe that teachers purposely give tests on the days following parties and ball games.	24 25.26	46 48.42	14 14.74	5 5.26	6 6.32	S
21. I believe that one way to get good grades is using flattery on the teachers.	43 45.26	30 31.58	17 17.89	3 3.16	2 2.11	R
22. I feel that it is almost impossible for the average student to do all of this assigned homework.	26 27.37	47 49.47	17 17.89	4 4.21	1 1.05	S
23. I feel that the stupid assignments made by teachers are the main reason for student cheating.	31 32.63	39 41.05	12 12.63	7 7.37	6 6.32	S
24. I feel that students cannot be expected to like most teachers.	18 18.95	43 45.26	21 22.11	9 9.47	4 4.21	S

(Table 6 continued)

Teachers Approval	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
25. I believe that teachers go into teaching mainly because they enjoy it.	4 4.21	28 29.47	28 29.47	20 21.05	15 15.79	S/F

Legend: R (rarely) - 0 to 15 percent of the time
S (sometimes) - 16 to 35 percent of the time
F (frequently) - 36 to 65 percent of the time
G (generally) - 66 to 85 percent of the time
A (almost always) - 86 to100 percent of the time

by teachers are dull and hard to understand; 54 or 56.84 percent think that teachers tend to talk too much; 53 or 55.79 percent feel that teachers tend to look down upon poorer students and make fun of their mistakes; 51 or 53.68 percent feel that teachers do not understand the needs and interests of students; and, 48 or 50.53 percent feel that teachers use words that they do not understand when explaining a lesson and that they fail to give enough explanation of the things they are trying to teach. Furthermore, 47 or 49.47 percent feel that teachers think more about grades than they do about the real purpose of schools as well as feel that it is almost impossible for the average student to do all of the assigned homework; and 46 or 48.42 percent believe that teachers purposely give tests on the days following parties and ball games.

Forty-four or 46.32 percent, on the other hand, sometimes think that teachers like to show they rule too much as well as think that students who ask questions and take part in class discussions are only trying to "get in good" with

the teachers and feel that teachers are too strict and as-if-all-knowing in dealing with students; 43 or 45.26 percent feel that the student-respondents cannot be expected to like most teachers; 39 or 41.05 percent feel that the stupid assignments made by teachers are the main reason for student cheating; and 38 or 40 percent believe that teachers secretly enjoy giving their students a "hard time".

Thus, Table 6 further discloses that 47 to 81 or 49.47 to 85.56 percent show positive attitude, perception and approval toward teachers' classroom behaviors and strategies. However, only 35 or 36.84 percent generally feel and believe that teachers go into teaching mainly because they enjoy it, while 43 or 45.23 percent of the respondents sometimes believe that students should not be expected to like many of their teachers.

Educational acceptance. Table 7 reflects the students' perception and approval regarding school objectives and requirements. Among the 95 second year high school students, 67 or 70.53 percent rarely think it might be best for one to drop out of school and get a job; 53 or 55.79 percent rarely feel that the main reason for going to college is to be admired and envied by others; 47 or 49.47 percent rarely feel it is useless to spend time, money and effort to get a college education and feel like skipping school whenever there is something they'd rather do as well; and 42 or 44.21 percent rarely dislike for certain teachers affect their school work. Unfortunately, only 30 or 31.58 percent generally still work hard to make a good grade even though they do not like the subject and 27 or

Table 7

Student- Respondents' Study Habits Along Educational Acceptance

Educational Acceptance	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
1. My dislike for certain teachers causes me to ignore my school work	42 44.21	40 42.11	7 7.37	2 2.11	4 4.21	R
2. *I feel that I would study harder if* I were given more freedom to choose subjects that I like.	14 14.74	20 21.05	23 24.21	14 14.74	24 25.26	A
3. Even though I don't like a subject, *I still work hard to make* a good grade.	2 2.11	18 18.95	16 16.84	30 31.58	29 30.53	G
4. I lose interest in my studies after the first few days of school.	36 37.89	32 33.68	12 12.63	11 11.58	4 4.21	R
5. *I believe that teachers really* want their students to like them.	3 3.16	16 16.84	24 25.26	24 25.26	28 29.47	A
6. I feel that students are not given enough freedom in selecting their own topics for themes and reports.	29 30.53	39 41.05	17 17.89	7 7.37	3 3.16	S
7. Lack of interest in my work makes it hard for me to keep my Attention on my reading assignments	6 6.32	42 44.21	27 28.42	12 12.63	8 8.42	S
8. Unless I really like a subject, I believe in doing only enough to get a passing grade.	20 21.05	31 32.63	23 24.21	11 11.58	10 10.53	S
9. I feel confused & undecided as to what I want to study in school and what to do after I get out of school.	13 13.68	42 44.21	24 25.26	8 8.42	8 8.42	S
10. Some of my school work is so uninteresting that I have to make myself do the assignments	17 17.89	40 42.11	23 24.21	8 8.42	7 7.37	S
11 I believe that having a good time & getting ones' full share of fun of life is more important than studying	28 29.47	39 41.05	19 20.00	7 7.37	2 2.11	S
12. I think that teachers tend to avoid discussing present-day Problems and events with their classes.	26 27.37	42 44.21	15 15.79	7 7.37	5 5.26	S
13. I feel that my grades show about what I can really do.	3 3.16	17 17.89	13 13.68	25 26.32	37 38.95	A

(Table 7 continued)

Educational Acceptance	Scale					Interpretation
	Rarely (R)	Sometimes (S)	Frequently (F)	Generally (G)	Almost Always (A)	
	frequency	frequency	frequency	frequency	frequency	
	percentage	percentage	percentage	percentage	percentage	
14. I feel that it is useless the time, money, & effort that one must spend to get a college education.	47 49.47	32 33.68	7 7.37	7 7.37	2 2.11	R
15. Some of my classes are boring that I spend the class period drawing pictures, writing notes, or day-Dreaming instead of listening to the teacher.	31 32.63	36 37.89	18 18.95	5 5.26	5 5.26	S
16. I feel that I am taking subjects which will do me little good.	11 11.58	37 38.95	24 25.26	16 16.84	7 7.37	S
17. I believe that the main job of the schools is to teach students things that will help them earn a living.	7 7.37	20 21.05	15 15.79	18 18.95	35 36.84	A
18. I try to become really interested in every subject I take.	4 4.21	22 23.16	27 28.42	22 23.16	20 21.05	F
19. I feel that the main reason for going to college is to be admired and envied by others	53 55.79	25 26.32	9 9.47	6 6.32	2 2.11	R
20. I believe that having a winning football team is just as important as learning history or math.	34 35.79	39 41.05	11 11.58	7 7.37	4 4.21	S
21. I think that it might be best for me to drop out of school and get a job.	67 70.53	15 15.79	12 12.63	1 1.05	0 0.00	R
22. I feel that the things taught in school do not help one to meet adult problems.	25 26.32	49 51.58	14 14.74	2 2.11	5 5.26	S
23. Too much reading or studying gives me a headache.	25 26.32	45 47.37	14 14.74	7 7.37	4 4.21	S
24. I feel like skipping school whenever there is something I'd rather do.	47 49.47	37 38.95	6 6.32	3 3.16	2 2.11	R
25. I believe that higher grades are given to students who can Memorize facts than to those who "think" things through	15 15.79	36 37.89	27 28.42	10 10.53	7 7.37	S

Legend: R (rarely) - 0 to 15 percent of the time
S (sometimes) - 16 to 35 percent of the time
F (frequently) - 36 to 65 percent of the time
G (generally) - 66 to 85 percent of the time
A (almost always) - 86 to100 percent of the time

28.42 percent frequently try to become really interested in every subject they take.

On the other hand, in 86 to 100 percent of the time, only 37 or 38.45 percent feel that grades show about what they can really do; 35 or 36.84 percent believe that the main job of school is to teach student things that will help them earn a living; 28 or 29.47 percent believe that teachers really want their students to like them; and, 24 or 25.26 percent feel that they would study harder if given more freedom to choose the subject that they like.

In addition, 49 or 51.58 percent sometimes feel that the things taught in school do not help one to meet adult problems; 45 or 47.37 percent sometimes feel that too much reading or studying gives them headache; 42 or 44.21 percent believe that sometimes their lack of interest makes it hard for them to maintain their attention on reading assignments and sometimes they feel confused and undecided as to what they want to study in school and what they will do after school. They sometimes think that teachers tend to avoid discussing present-day problems and events with their classes. Furthermore, 40 or 42.11 percent sometimes believe that some of school works are so uninteresting yet they have to make themselves do the assignment and 39 or 41.05 percent sometimes feel that students are not given enough freedom in selecting their own topics for themes and reports. They also sometimes believe that having a good time and getting one's full share of fun in life is more important that studying and that having a winning football team is just as important as learning history or math.

Table 7 further reflects that 48 to 84 or 50.52 to 88.42 percent have positive attitudes and perceptions towards school objectives and requirements such as the importance of education per se in spite of personal preferences, interests and attitudes of teachers, subjects, activities and topics of themes, reports and class discussions. On the contrary, 53 or 55.70 percent believe that the main job of the school is to teach students things that will help them earn a living which education is not entirely all about.

Comparison of the Study Habits of the Experimental and Control Groups Based on the SSHA

This section manifests the similarities and dissimilarities of the perceptions of the experimental and control groups relative to the factors delay avoidance, work methods, teacher approval and educational acceptance. Such were identified through the SSHA counseling key. To facilitate the comparison, answers on items of rarely and sometimes (0 to 35 percent of the time) were merged together as well as responses on generally and almost always (from 66 to 100 percent of the time). This permitted the researcher to identify and compare the common study practices of the student-respondents.

Delay avoidance. Table 8 shows the responses of the control and experimental groups on the factor delay avoidance.

On the scales rarely and sometimes, the mean score was 11.75 for the control group and 11.16 for the experimental group while the computed t-value

Table 8

Experimental and Control Groups' Study Habits Along Delay Avoidance

Delay Avoidance	Scale							
	0-35 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1. When my assigned homework is extra long or unusually hard, I either stop or study only the easier parts of the lesson	17	70.83	17	70.83	4	16.67	4	16.67
2. *If I have to be absent from class, I make up missed lessons without being reminded by the teacher.	8	33.33	11	45.83	12	50.00	7	29.17
3. Daydreaming distracts my attention from my lessons while I am studying.	10	41.67	11	45.83	11	45.83	6	25.00
4. *Even though an assignment is dull & boring, I stick to it until it is completed.	13	54.17	6	25.00	8	33.33	10	41.67
5. *I keep all my work for each subject together and carefully arranged in some planned order.	8	33.33	9	37.50	12	50.00	11	45.83
6. *When I am having difficulty with my school work, I try to talk it over with the teacher.	2	8.33	1	4.17	20	83.33	19	79.17
7. I do not bother to correct mistakes on the papers my teachers have graded and returned to me.	13	54.17	19	79.17	5	20.83	3	12.50
8.* My place of study at home is kept neat and orderly	13	54.17	7	29.17	8	33.33	11	45.83
9. Distractions disturb my studies when I am studying at home.	6	25.00	6	25.00	15	62.50	10	41.67
10. It takes a long time for me to get warmed up to the job of studying.	15	62.50	14	58.33	5	20.83	4	16.67
11. I am unable to study well because I get nervous, moody or sad.	17	70.83	13	54.17	5	20.83	3	12.50
12. I put off doing written assignments until the last minute.	16	66.67	18	75.00	3	12.50	1	4.17

(Table 8 continued)

Delay Avoidance	Scale							
	0-33 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
13. When I sit down to study I find myself too tired, bored or sleepy to study well.	14	58.33	11	45.83	8	33.33	10	41.67
14. I waste too much time talking, watching TV, listening to the radiofor the good of my studies.	13	54.17	14	58.33	6	25.00	7	29.17
15. My studying at home is done in easy-going, unplanned manner.	13	54.17	16	66.67	4	16.67	2	8.33
16 Having too many other things to do causes me to get behind in my work.	12	50.00	15	62.50	6	25.00	4	16.67
17. *I try to do my assignments at school so as to reduce my home-work.	8	33.33	5	20.83	13	54.17	14	58.33
18. Problems outside school with other students or at home cause me to ignore my school work.	18	75.00	16	66.67	2	8.33	5	20.83
19. *I complete my homework assignments on time	9	37.50	5	20.83	10	41.67	12	50.00
20. I like to have radio, record player or television set turned on while I am studying.	15	62.50	17	70.83	6	25.00	5	20.83
21. With me, studying is sort of hit-or- miss depending on the mood I am in.	16	66.67	20	83.33	3	12.50	2	8.33
22. *I study an hour or more each day outside of school	3	12.50	3	12.50	20	83.33	18	75.00
23. *I keep my assignments up to date by doing my work regularly from day to day	6	25.00	2	8.33	13	54.17	16	66.67
24. *I prefer to study my lessons alone rather than with others.	9	37.50	7	29.17	9	37.50	14	58.33
25. *At the beginning of a study period, I plan my work so that I will make best use of my time.	8	33.33	5	20.83	7	29.17	17	70.83
Total	282		268		215		215	
Mean	11.75		11.16		8.96		8.94	
t-value	0.45				0			
Critical t-value	2.0147							

Legend: *responses of each paired scale were interchanged to facilitate computation

was 0.45. On the other hand, the t-value for scales generally and almost always was 0 since the mean scores of both groups were the same, 8.95. Since both computed t-values are lesser than the critical t-value based on the two-tailed level of significance, 2.0147, there is no significant difference. The two groups have similarities in completing or not completing academic requirements on time.

Work methods. Table 9 shows the responses of control and experimental groups on the factor work methods. For scales rarely and sometimes, the mean scores of the control and experimental groups are 14.66 and

Table 9

Experimental and Control Groups' Study Habits Along Work Methods

Work Methods	Scale							
	0-35 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1. *In preparing reports, themes, & other written work, I make certain that I clearly understand what is wanted before I begin work.*	14	58.33	8	33.33	3	12.50	9	37.50
2. I am having difficulty saying what I want to say on tests, reports, & other work to be accomplished.	10	41.67	17	70.83	3	12.50	1	4.17
3. My teachers disapprove my written work for being poorly planned or hurriedly written.	19	79.17	16	66.67	3	12.50	2	8.33
4. *I give special attention to neatness on themes, reports, and other work to be accomplished*	13	54.17	11	45.83	5	20.83	6	25.00
5. I memorize spelling rules, definitions of words, rules of grammar, etc., without really understanding them.	16	66.67	17	70.83	3	12.50	2	8.33

(Table 9 continued)

Work Methods	Scale							
	0-35 percent of the time *Rarely and Sometimes*				66-100 percent of the time *Generally and Almost Always*			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
6. I am shy to ask a teacher for further explanation of an assignment that is not clear to me.	15	62.50	11	45.83	7	29.17	8	33.33
7. I get nervous & confused when taking a test and fail to answer questions as well as I otherwise could.	10	41.67	9	37.50	9	33.33	11	45.83
8. I have difficulty with spelling, grammar, and punctuation while writing themes and reports.	17	70.83	13	54.17	4	16.67	5	20.83
9. In taking notes, I tend to write down things which later turn out to be unimportant	19	75.00	18	75.00	3	12.50	3	12.50
10. I do poorly on tests because I find it hard to think clearly and plan my work within a short period of time.	18	75.00	14	58.33	3	12.50	4	16.67
11. I skip over the figures, graphs, &tables in a reading assignment.	21	87.50	21	87.50	0	0.00	1	4.17
12. After reading several pages of an assignment, I am unable to remember what I have just read.	13	54.17	18	75.00	7	29.17	1	4.17
11. I skip over the figures, graphs, &tables in a reading assignment.	21	87.50	21	87.50	0	0.00	1	4.17
12. After reading several pages of an assignment, I am unable to remember what I have just read.	13	54.17	18	75.00	7	29.17	1	4.17
13. I find it hard to pick out the important points of a reading assignments---points that later appear on tests.	11	45.83	15	62.50	8	33.33	2	8.33
14. *When in doubt the proper form for a written assignment, I find a model or guide to follow.	8	33.33	6	25.00	10	41.67	12	50.00
15. *When reading a long assignment I stop now and then to try to re-member what I have read.	11	45.83	7	29.17	7	29.17	11	45.83
16 *I seem to get very little done for the amount of time I spend studying.	14	58.33	14	58.33	4	16.67	1	4.17
17. I can study a reading assignment for only a short while before the words stop having meaning.	17	70.83	15	62.50	4	16.67	2	8.33
18. *I copy the diagrams, drawings, tables, and other illustrations	9	37.50	8	33.33	7	29.17	9	37.50

(Table 9 continued)

Work Methods	Scale							
	0-35 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
that the teacher puts on the blackboard.								
19. I lose points on tests because I change my first answer only to discover later that I was right the first time.	13	54.17	7	29.17	6	25.00	7	29.17
20. *When getting ready for a test I arrange facts to be learned in some planned order - order of importance, order in which taught, order of time in history, etc.	12	50.00	7	29.17	8	33.33	13	54.17
21. I am careless about spelling, punctuation, and grammar when answering test questions	19	79.17	19	79.17	3	12.50	2	8.33
22. Although I work until the last possible minute, I am unable to finish tests within the time allowed	19	79.17	16	66.67	0	0.00	2	8.33
23. *If time is left, I take a few minutes to check over my answers before turning in my test paper	7	29.17	6	25.00	9	37.50	12	50.00
24. When tests are returned, I find that my grade has been lowered by careless mistakes	12	50.00	10	41.67	7	29.17	4	16.67
25. During tests, I forget names, dates, formulas, and other details that I really do know.	16	66.67	14	58.33	3	12.50	6	25.00
Total	352		317		126		136	
Mean	14.66		13.20		5.20		5.66	
t-value	1.60				0.48			
Critical t-value	*2.0147*							

Legend: * responses of each paired scale were interchanged to facilitate computation

13.20, respectively while the computed t-value is 1.60. For scales generally and almost always, the mean scores and computed t-value are 5.20 and 5.66 and 0.48, respectively. Since both computed t-values are lesser than the critical t-value

based on the two-tailed level of significance, 2.0147, it can be concluded that there is no significant difference between the control and experimental groups work methods. They have more or less the same how-to-do study skills and techniques in doing academic requirements like making notes and assignments, preparing and taking examinations, reading materials and listening to lectures.

Teacher approval. Table 10 reveals with the perceptions and attitudes of the two groups of respondents towards their teachers' classroom behavior and

Table 10

Experimental and Control Groups' Study Habits Along Teacher Approval

Teacher Approval	Scale							
	0-35 percent of the time Rarely and Sometimes				*66-100 percent of the time* Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1. *I feel that teachers don't understand the needs & interests of students*	21	87.50	21	87.50	0	0.00	0	0.00
2. *My teachers make their subjects interesting and meaningful to me.*	13	54.17	9	37.50	5	20.83	8	33.33
3. I feel that teachers allow their likes & dislikes for students to influence their grading too much.	14	58.33	14	58.33	3	12.50	4	16.67
4. I believe that the easiest way to get good grades is to agree with everything the teachers say.	10	41.67	16	66.67	8	33.33	5	20.83
5. I think that teachers like to show they rule too much.	18	75.00	20	83.33	3	12.50	1	4.17
6. I feel that teachers are too narrow-minded and set in their ways.	20	83.33	18	75.00	2	8.33	4.17	54.72
7. I think that teachers expect students to do too much studying *outside of class.*	7	29.17	15	62.50	9	37.50	8.33	158.25
8. When explaining a lesson or answering questions, my teachers use words that I do not understand	19	79.17	19	79.17	2	8.33	12.50	34.72
9. My teachers fail to give enough explanation of the things they are trying to teach.	18	75.00	21	87.50	4	16.67	0	0.00

(Table 10 continued)

Teacher Approval	Scale							
	0-33 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
10. *I feel that teachers are too strict and as-if-all-knowing in dealing with students.*	16	66.67	19	79.17	7	29.17	0	0.00
11. I believe that teachers secretly enjoy giving their students' a "hard time"	17	70.83	19	79.17	6	25.00	2	8.33
12. I think that teachers tend to talk to much.	18	75.00	20	83.33	3	12.50	1	4.17
13. *I feel that teachers try to give the same amount of attention and help to all their students.*	17	70.83	9	37.50	3	12.50	5	20.83
14. The illustrations, examples, and explanations given by my teachers are dull and hard to understand.	22	91.67	20	83.33	1	4.17	1	4.17
15. I feel that teachers tend to look down upon their poorer students and make fun of their mistakes.	19	79.17	21	87.50	4	16.67	0	0.00
16. I feel that teachers make their subjects too *hard* for the average students.	15	62.50	23	95.83	6	25.00	0	0.00
17. I think that basketball coaches to do for school life than do the teachers.	19	79.17	19	79.17	2	8.33	0	0.00
18. I feel that teachers think more about grades than they do about the real purpose of schools.	18	75.00	21	87.50	3	12.50	0	0.00
19. I think that students who ask questions and take part in class discussion are only trying to "get in good' with the teacher.	15	62.50	20	83.33	6	25.00	2	8.33
20. I believe that teachers purposely give tests on the days following parties and *ball* games.	18	75.00	19	79.17	5	20.83	0	0.00
21. I believe that one way to get good grades is using *flattery* on teachers.	16	66.67	20	83.33	3	12.50	1	4.17
22. I feel that it is almost impossible for the average student to do *all* of the assigned homework.	16	66.67	21	87.50	2	8.33	0	0.00
23. I feel that the stupid assignments made by teachers are the main reason for student cheating.	11	121	20	400	9	81	1	4.17
24. I feel that students cannot be expected to *like* most teachers.	14	58.33	17	70.83	5	20.83	2	8.33

(Table 10 continued)

Teacher Approval	Scale							
	0-55 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
25. I believe that teachers go into teaching mainly because they enjoy it.	10	41.67	10	41.67	7	29.17	5	20.83
Total	401		451		108		44	
Mean	16.70		18.79		4.5		1.83	
t-value	5.97				3.98			
Critical t-value	2.0147							

Legend: * responses of each paired scale were interchanged to facilitate computation.

strategies. It also shows the mean scores and computed t-values for the said factor. In the rarely and sometimes scales, mean scores are 16.70 and 18.79 for control and experimental groups, respectively, while the computed t-value is 5.95. On the other hand, for scales generally and almost always, the mean scores are 4.5 and 1.83, respectively while the computed t-value is 3.98. Therefore, there is a significant difference between the control and experimental group since the computed t-values are lesser than the critical t-value on two-tailed level of significance, 2.0147. It can be further concluded that the control group's teacher approval is more positive than that of the experimental group in the aforesaid scales.

Educational acceptance. Table 11 shows the mean scores and computed t-values of the control and experimental groups' perceptions and attitudes towards educational objectives and requirements. For scales rarely and sometimes, 15.58 and 16.91, respectively are the mean scores while 1.51 is the

computed t-value. For the scales generally and almost always, the mean scores are 5.16 and 3.91, respectively while the computed t-value is 1.89. Since both computed t-values are lower than the critical t-value of the two-tailed level of significance, 2.0147, it can be concluded that there is no significant difference between the control and experimental groups on how they perceive and accept educational objectives and requirements.

Table 11

Experimental and Control Groups' Study Habits Along Educational Acceptance

Educational Acceptance	Scale							
	0-35 percent of the time Rarely and Sometimes				*66-100 percent of the time* Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1. *My dislike for certain teachers* causes me to ignore my school work.	20	83.33	22	91.67	0	0.00	2	8.33
2. I feel that I would study harder if I were given more freedom to choose subjects that *I like.*	10	41.67	8	33.33	10	41.67	9	37.50
3. *Even though I don't like a subject, *I still work hard to make a good* grade.	12	50.00	16	66.67	8	33.33	4	16.67
4. I lose interest in my studies after the first few days of school.	14	58.33	16	66.67	6	25.00	5	20.83
5. *I believe that teachers really want their students to like them.	10	41.67	10	41.67	8	33.33	5	20.83
6. I feel that students are not given *enough freedom in selecting their* own topics for themes and reports.	17	70.83	17	70.83	5	20.83	1	4.17
7. Lack of interest in my work makes it hard for me to keep my attention *on my reading assignments.*	9	37.50	14	58.33	7	29.17	5	20.83
8. Unless I really like a subject, I believe in doing only enough to get a passing passing grade.	11	45.83	17	70.83	10	41.67	1	4.17
9. I feel confused *&* undecided as to *what* I want to study in school and *what* to do after *I* get out of school.	13	54.17	14	58.33	6	25.00	4	16.67

(Table 11 continued)

Educational Acceptance	Scale							
	0-35 percent of the time Rarely and Sometimes				66-100 percent of the time Generally and Almost Always			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
10. Some of my school work is so uninteresting that I have to make myself do the assignments	14	58.33	16	66.67	3	12.50	6	25.00
11. I believe that having a good time & getting ones' full share of fun of life is more important than studying	15	62.50	15	62.50	3	12.50	3	12.50
12. I think that teachers tend to avoid discussing present-day problems and events with their classes. events with their classes.	14	58.33	21	87.50	6	25.00	3	12.50
13. *I feel that my grades show about what I can really do	17	70.83	12	50.00	4	16.67	8	33.33
14. I feel that it is useless the time, moneyds effort that one must spend to get a college education.	20	83.33	23	95.83	2	8.33	1	4.17
15. Some of my classes are boring that I spend the class period drawing picture writing notes, daydreaming instead of listening to the teacher.	15	62.50	19	79.17	3	12.50	1	4.17
16. I feel that I am taking subjects which will do me little good.	14	58.33	15	62.50	6	25.00	2	8.33
17. I believe that the main job of the schools is to teach students things that will help them earn a living.	7	29.17	8	33.33	15	62.50	11	45.83
18. *I try to become really interested in every subject I take.	12	50.00	8	33.33	7	29.17	9	37.50
19. I feel that the main reason for going to college is to be admired and envied by others.	18	75.00	24	100.00	3	12.50	0	0.00
20. I believe that having a winning football team is just as important as learning history or math.	19	79.17	21	87.50	2	8.33	2	8.33
21. I think that it might be best for me to drop out of school and get a job.	22	91.67	22	91.67	0	0.00	0	0.00
22. I feel that the things taught in school do not help one to meet adult problems.	20	83.33	17	70.83	2	8.33	2	8.33
23. Too much reading or studying gives me a headache.	16	66.67	16	66.67	3	12.50	3	12.50
24. I feel like skipping school whenever there is something I'd rather do.	21	87.50	23	95.83	2	8.33	1	4.17

(Table 11 continued)

Educational Acceptance	Scale							
	0-35 percent of the time *Rarely and Sometimes*				66-100 percent of the time *Generally and Almost Always*			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
25. I believe that higher grades are given to students who can memorize facts than to those who "think" things through.	14	58.33	12	50.00	3	12.50	6	25.00
Total	374		408		124		94	
Mean	15.58		16.91		5.16		3.91	574
t-value	1.51				1.39			
Critical t-value	2.0147							

Legend: * responses of each paired scale were interchanged to facilitate computation

Study Habits Enhancement Program (SHEP) Formulated Based on the Student-Respondents' Study Habits

On the bases of the aforementioned study habits and attitudes of the second year students taken from the results of the SSHA questionnaire as well as on the researcher's first-hand observation, the researcher formulated a Study Habits Enhancement Program (SHEP) that could help them improve their study orientation and learning strategies and consequently help them increase their learning and grades in Araling Panlipunan II and other subjects as well.

The SHEP Seminar-Workshop utilizes role-plays, brainstorming, lecture-discussions, artwork and exercises. This live-in seminar-workshop was held in two and a half days on September 19-21, 2003 at the Function Room, College of Education Building, Samar State Polytechnic College. The SHEP is appended on page 136.

Comparison of the Pretest and Posttest Performance of the Experimental and Control Groups

This part presents the similarities or differences between experimental and control groups' performances on the bases of their study orientation as revealed by their SSHA results and Araling Panlipunan II ratings before (pretest) and after (posttest) the exposure of SHEP to the experimental group. This would show whether it is conclusive or not to prove the effectiveness of the program.

SSHA results. This shows the experimental and control groups' mean scores and computed t-value for independent samples on the study habits and attitudes or study orientation as reflected by delay avoidance, work methods, teacher approval and educational acceptance before (pretest) and after (posttest) the SHEP.

Table 12

Study Orientation of Experimental & Control Groups in the Pretest as Revealed by the SSHA Results

Factors	Pretest		Difference	t-value	Description (difference based on t-value)
	Experimental Group	Control Group			
Delay Avoidance	22.46	26.58	-4.12	2.09	significant
Work Methods	22.38	24.96	-2.58	1.05	not significant
Teacher Approval	26	28.67	-2.67	0.8	not significant
Educational Acceptance	30.21	30.04	0.17	0.05	not significant
Study Orientation	101.79	108	-6.21	0.66	not significant
critical t-value			2.0147		

Table 12 discloses that in the pretest, the mean score of the experimental group was 101.79 while the control group's was 108. Hence, the mean score of the latter is greater then the former. However, the computed t-value is 0.66. Since 0.66 is lesser than the two-tailed, 0.05 level of significance, 2.0147, it can be inferred that there was no significant difference between the experimental and control groups on their study orientation during the pretest. These are also expressed in the individual mean score and t-value of the three scales or factors that comprise study habits and attitudes. On the other hand, the two groups significantly differ in their delay avoidance technique. The control group has better skills in this area than the experimental group as reflected in the t-value of 2.09.

On the other hand, Table 13 reveals the mean scores and computed t-value for independent samples of both experimental and control groups during

Table 13

Study Orientation of Experimental & Control Groups in the Posttest as Revealed by the SSHA Results

Factors	Posttest		Difference	t-value	Description (difference based on t-value)
	Experimental Group	Control Group			
Delay Avoidance	27.29	24.42	2.87	1.35	not significant
Work Methods	25.46	23.67	1.79	0.59	not significant
Teacher Approval	31.79	25.75	6.04	1.67	not significant
Educational Acceptance	33.96	28.54	5.42	1.38	not significant
Study Orientation	116.04	102.42	13.63	1.46	not significant
critical t-value	2.0147				

the posttest as well as their responses and perceptions on delay avoidance, work methods, teacher approval and educational acceptance. It further shows that the mean score and sample variance of the experimental group is 116.04 while the control group is 102.42. This data alone reflects that the mean score of the experimental group is greater than the control group however such difference is not significant with the computed t-value of 1.46. The said t-value is lesser than the two-tailed 0.05 level of significance, 2.0147. These are also reflected in the insignificant mean differences of the factors affecting study habits.

Nevertheless, it cannot be denied that the average scores of students who underwent the Study Habits Enhancement Program are greater as compared to the control group. The absence of such significant difference may be attributed to the fact that control group showed better study orientation than the experimental group during the pretest as reflected in their mean scores at Table 12 on page 99. Effective learning skills were just starting to be developed among the latter after the SHEP as shown by the significant difference between the group's pretest and posttest results in Table 15 on page 104. Furthermore, such slight improvement in their study skills could be ascribed to the short time interval between the SHEP intervention and the schedule of the posttest. Study skills to become habits take time to be established.

Araling Panlipunan II ratings. This part shows the comparison of the ratings between experimental and control groups in the subject Araling Panlipunan II during the first and second grading periods, school year 2003-2004.

Table 14

Experimental and Control Groups' Araling Panlipunan II Ratings in the First and Seconds Grading Periods

Groups	First Grading Ratings	Second Grading Ratings
Experimental	84.25	84.38
Control	82.46	81.04
Difference	1.79	3.34
t-value	1.54	2.55
critical t-value	2.0147	
Description	not significant	significant

Table 14 shows the ratings in Araling Panlipunan II of both experimental and control groups for the first and second grading periods. During the first grading period, the mean rating of the control group was 82.46 while the experimental group was 84.25. The computed t-value is 1.54, which is lesser than the two-tailed, 0.05 level of significance, 2.0147. Hence, it can be concluded that there is no significant difference between the grades of experimental and control groups in the first grading period.

On the other hand, during the second grading period, the mean rating of the experimental group is 84.38, while the control group is 81.04. The computed t-value for independent samples is 2.55. Since this t-value is greater than the two-tailed, 0.05 level of significance, 2.0147, a significant difference between the two groups is conclusive. This means that the grades in Araling Panlipunan II incurred by the experimental group are higher than those who belong to the

control group. This is noticeable in the 3.34 points difference in the average grade. Such improvement in the performance of the experimental group may be attributed to the SHEP since the same group also displays better effective study habits and attitudes as reflected in Table 15.

Comparison of the Pretest and Posttest Performance on SSHA and Araling Panlipunan II Ratings of the Two Groups

This reveals the experimental and control groups' SSHA scores in the pretest, which is before the SHEP intervention as well as the posttest, which is after the aforementioned intervention. Araling Panlipunan II ratings during the first and second grading periods were also discussed.

Experimental group. This discloses the experimental group's SSHA results and Araling Panlipunan II ratings before (pretest) and after (posttest) the SHEP.

Table 15 shows the pretest and posttest mean scores of the experimental group on study orientation as well as depicts the students' responses or behaviors relative to the four factors that affect study habits and attitudes – delay avoidance, work methods, teacher approval and educational acceptance. The Table also reflects that the experimental group's pretest mean score was 101.79 while the posttest mean score was 116.04. It implies that the computed t-value was 4.66, which is greater than the two-tailed, 0.05 level of significance, 2.0147.

Table 15

Study Orientation of Experimental Group
in the Pretest and the Posttest as Revealed by the SSHA Results

Factors	Pretest mean scores	Posttest mean scores	Difference	t-value	Description (difference based on t- value)
Delay Avoidance	22.46	27.29	-5.44	4.19	significant
Work Methods	22.38	25.46	-3.08	2.55	significant
Teacher Approval	26	31.79	-5.79	3.36	significant
Educational Acceptance	30.21	33.96	-3.75	1.99	not significant
Study Orientation	101.79	116.04	14	4.66	significant
critical t-value			2.0147		

Hence, there is a significant difference between the pretest and posttest mean scores of the said group. This manifests that the study habits and attitudes or study orientation of the students improved after the Study Habits Enhancement Program was administered to them. Delay avoidance techniques improved, work methods become effective and teacher approval and educational acceptance become positive. However, though the mean score for the factor educational acceptance increased by 3.75, such difference is not significant since its computed t-value is lesser than 2.0147. Nevertheless, the said program is effective in developing the study habits and attitudes of the experimental group.

Table 16, on the other hand, shows the mean grades in Araling Panlipunan II of the experimental group during the first grading, prior the intervention (pretest) and the second grading period, after the intervention (posttest).

Table 16

Araling Panlipunan II Ratings of the Experimental and Control Groups in the First and Second Grading Periods

Groups	Ratings		Difference	t-value	Description (difference based on t- value)
	First Grading	Second Grading			
Experimental	84.25	84.38	-0.13	0.46	not significant
Control	82.46	81.04	1.42	3.09	significant
critical t-value	2.0147				

The data on Table 16 reveals that the mean score of the group in the first and second grading periods are 84.25 and 84.38, respectively. On the other hand, the standard deviation is 1.36 while the computed t-value for dependent samples is 0.46. Since this computed t-value is lesser than the critical t-value based on two-tailed, 0.05 level of significance, which is 2.0174, there is no significant difference on the grades of the students before and after the intervention though there is a slight increase in the grades on the latter.

Control group. This reveals the control group's performance in SSHA pretest and posttest scores as well as their Araling Panlipunan II ratings during the first and second grading periods.

Table 17 depicts the pretest and posttest mean scores of the control group on the study habits and attitudes or study orientation as revealed by their responses, behaviors, and perceptions relative to delay avoidance, work methods, teacher approval and educational acceptance.

Table 17

Study Orientation of Control Group
in the Pretest and the Posttest as Revealed by the SSHA Results

Factors	Pretest mean scores	Posttest mean scores	Difference	t-value	Description (difference based on t- value)
Delay Avoidance	26.58	24.42	2.16	1.05	not significant
Work Methods	24.96	23.67	1.29	0.52	not significant
Teacher Approval	28.67	25.75	2.92	1.25	not significant
Educational Acceptance	30.04	28.54	1.5	0.72	not significant
Study Orientation	108.25	102.42	5.83	0.8	not significant
critical t-value			2.0147		

The data reveals that the control group's mean scores for the pretest was 108.25 while for the posttest was 102.42. Moreover, the computed t-value for dependent samples was 0.80, which is lesser than 2.0174, at 0.05 the level of significance. Hence, there is no significant difference between the pretest and posttest scores of the control group in study orientation. Such was also shown on the insignificant differences between the pretest and posttest mean scores among the four factors. It can also be observed that the mean score of the posttest is lesser than the pretest but such difference is not conclusive or significant.

As shown in Table 16, the mean scores of the control group in the pretest was 82.46 and 81.04 on the posttest showing a decrease of 1.42 points. Furthermore, the computed t-value was 3.09, which is greater than the two-tailed critical value of 2.0174 at 0.5 level of significance. This implies that there is significant difference between the grades of the said group during the first and

second grading periods; the former being greater than the latter. This is reflected by several students who decreased in the second grading period.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Contained in this chapter are the summary of findings and conclusions based on the data gathered, as well as the recommendations, which were derived from the findings and conclusions.

Summary of Findings

This part summarizes the findings from the data collected, analyzed and interpreted based on the profile of the respondents, their study orientation as well the factors that affect the experimental and control groups. It also presents the grades of the students in Araling Panlipunan II for the first and second grading periods and how the two groups differ.

1. As regards the age of the second year high school students, their mean age is 13 years old.

2. There are more female second year students. Sixty or 63.16 percent of the total population are females while only 35 or 39.84 percent are males.

3. As to the grades in Araling Panlipunan II during the first grading period, it disclosed the mean of 83.92. In addition, only four or 4.21 percent got grades as high as 91-93 and two or 2.11 percent with grades as low as 73-75.

4. The most practiced delay avoidance skill are sometimes stopping or studying only the easier parts of the lesson when assigned homework is extra

long or unusually hard by 55 or 57.89 percent and sometimes studying in a hit-or-miss fashion depending on their mood by 47 or 49.47 percent, sixteen to thirty-five percent of the time.

5. The least practiced effective delay avoidance skill is almost always studying an hour or more each day outside of school and keeping assignments up to date by doing them regularly. Out of 95 respondents, only two or 2.11 percent did this.

6. In reference to some effective delay avoidance skills only 12 to 37 or 12.63 to 38.94 percent perform the following: keeping all work for each subject together and carefully arranging them in some planned order; talking troubles with school work to teachers; trying to do assignments at school to reduce homework as well completing them on time and up to date by doing them regularly from day to day; studying an hour or more each day outside of school; studying lessons alone rather than with others; planning work at the beginning of the study period as to best use of the time and hardly disturb by distractions at home while studying.

7. Fifty percent or more of the respondents sometimes practice the following work methods: unable to finish tests within the time allowed although they work until the last possible minute and seem to get very little done for the amount of time spent studying (54 or 56.84 percent); studying a reading assignment for only a short while before the words stop having meaning by (53

or 55.79 percent); and, skipping over the figures, graphs, and tables in a reading assignment (50 or 52.63 percent).

8. The least practiced defective work method is almost always seem to get very little done for the amount of time spent for studying by only one or 1.05 percent of the respondents.

9. Some of the perceived positive teacher approval are: sometimes feeling that illustrations, examples, explanations given by teachers are dull and hard to understand by 60 or 63.16 percent or more than half of the respondents; and sometimes feeling that teachers tend to look down upon poorer students and make fun of their mistakes by 53 or 55.79 percent of the respondents.

10. As regards teacher approval, rarely anybody feels that teachers make their subjects interesting and meaningful and nobody generally feels that teachers do not understand the needs and interests of students nor almost always feel that teachers are too narrow-minded and set in their ways.

11. In relation to educational acceptance, 67 or 70.53 percent of the respondents rarely think it might be best for one to drop out of school and get a job while 53 or 55.79 percent rarely feel that the main reason for going to college is to be admired and envied by others. In addition, 49 or 51.58 percent rarely feel that the things taught in school do not help one to meet adult problems.

12. As for the perceptions of the respondents on delay avoidance as a factor on their study orientation, the experimental and control groups' mean scores are 11.75 and 11.16, respectively, with a computed t-value of 0.45 on the

scales rarely and sometimes while their means scores are 8.95 and 8.94, respectively and a t-value of 0 for scales generally and almost always.

13. The perceptions of the experimental and control groups relative to the factor work methods showed that their mean scores are 14.66 and 13.20, respectively with a computed t-value of 1.60 for scales rarely and sometimes. On the other hand, for scales generally and almost always, the experimental and control groups' mean scores are 5.20 and 5.66, respectively while the computed t-value is 0.48.

14. Along the perceptions and attitudes of the experimental and control groups towards teachers' classroom behavior and strategies, their mean scores are 16.70 and 18.79, respectively with a computed t-value of 5.97 on scales rarely and sometimes. On the other hand, on scales generally and almost always their mean scores are 4.20 and 1.83, respectively with a computed t-value of 3.98.

15. On the perceptions and attitudes of the two groups of respondents towards their educational acceptance, for scales rarely and sometimes, 15.58 and 16.91 were the mean scores while 1.51 is the computed t-value. For the scales generally and almost always, the mean scores are 5.16 and 3.91 while the computed t-value was 1.38.

16. The aforementioned study habits and attitudes of the SSPC second year high school students became the bases of a developed Study Habits Enhancement Program (SHEP).

17. On the study habits and attitudes or study orientation, the experimental and control groups' pretest mean scores were 101.79 and 108, respectively while the computed t-value for independent samples was 0.66. Although the mean score of the latter was greater than the experimental group, such is not conclusive since the t-value is lesser than 2.0147.

18. For the posttest mean scores on study orientation of experimental and control groups', they were 116.04 and 102.42, respectively. The computed t-value for independent samples was 1.46. These data alone reflects that the mean score of the experimental group is greater than the control group by 13.62. However such difference is not significant since computed t-value is still small for such conclusion.

19. The mean ratings in Araling Panlipunan II of both experimental and control groups for the first grading period are 84.25 and 82.46, respectively, with a computed t-value of 1.54. Since the t-value is lesser than 2.0147, such difference in the mean scores is not significant.

20. As reflected in the grades in Araling Panlipunan II of experimental and control groups for the second grading period, the mean rating for the experimental group is 84.38 while for the control group is 81.04. The computed t-value for independent samples is 2.55, which was greater than 2.0147. Thus, experimental group's grades in the second grading period were higher than the control group's.

21. On study orientation, the experimental group's pretest mean score was 101.79 while their posttest mean score is 116.04. Their t-value is 4.66, which is greater than 1.714, hence the significant difference between the pretest and posttest displayed study habits can be observed.

22. The experimental group's pretest mean scores of 22.46 on delay avoidance, 22.38 on work methods and 26 on teacher approval are lesser than the posttest mean scores of 27.29, 25.46, 31.79, respectively. On the other hand, the t-values 4.33 for delay avoidance, 2.55 for work methods and 3.36 for teacher approval are greater than 2.0147. Therefore, factors became better showing an improvement in their study habits and attitudes. However, no such difference can be observed on the educational acceptance factor.

23. As to the grades in Araling Panlipunan II of the experimental group during the first grading and second grading periods, the data reveals that the mean ratings/grade of the group in the pretest and posttest are 84.25 and 84.38, respectively. Although, it is with a very slight increase of 0.13 and computed t-value of 0.46, which was lesser than 2.0147, there is no significant difference between the group's rating on the first and second grading periods.

24. The control group's study orientation showed a pretest mean score of 108.25 while the posttest was 102.42. The computed t-value for dependent samples was 0.80, which was greater than 1.714, hence there was a significant difference between the pretest and posttest. The same conclusion is reflected by the slight differences between the mean scores of the factors delay avoidance,

work methods, teacher approval and educational acceptance on the pretest and posttest.

25. The first grading mean rating of the control group in Araling Panlipunan II was 82.46 while in the posttest it was 81.04. The computed t-value is 3.09, which is grater than 2.0147. The grades of the control group decreased by 1.42 points.

26. Among the control group, out of 24 respondents, 15 decreased ranging from 1 to 4 points. Only three increased while the other five were able to maintain their grades.

27. As to the academic performance among the control group, three got a failing mark of 72 to 74, 16 got passing grades of 75-84 but do not show academic competence which was shown by the other six.

Conclusions

Based on the findings derived from the study, the following are concluded by the researcher:

1. Generally, the student-respondents are slightly younger than the typical second year high school student in the Philippines.

2. In terms of sex distribution of the respondents, they are dominated by females, which comprise 60 or 63.16 percent of the total population.

3. During the first grading period, more than half of the respondents did not display academic competence in Araling Panlipunan II since they acquired grades below 85.

4. Before the SHEP, more than half of the student-respondents generally show poor delay avoidance skills like studying irregularly, not keeping assignments up to-date, not planning work ahead, being easily distracted and not talking troubles to teachers.

5. As regards work methods in doing academic requirements, more than half of the students generally are able to finish tests within the time allowed but rarely take a few minutes to check over answers before turning them which sometimes lowered their grades. In addition, although they understand as well as check figures, graphs, and tables in a reading assignment, they rarely find a model or guide to follow when in doubt of the proper form of an assignment.

6. Majority of the students showed positive attitude, perception and approval toward teachers' classroom behaviors and strategies like feeling and believing that teachers make their subjects interesting and meaningful and understanding to their needs and interests. However, some of the students believe that they should not be expected to like many of their teachers.

7. As regards the educational acceptance as a factor that affects study habits, the students have positive attitudes and perceptions towards school objectives and requirements such as the importance of education per se in spite of personal preferences, interests and attitudes over teachers, subjects, activities

and topics of themes, reports and class discussions. Yet, more than half of the students believe that the main job of the school is to teach students things that will help them earn a living.

8. On the perceptions of the experimental and control groups' prior to the intervention relative to the factors delay avoidance, work methods, teacher approval and educational acceptance on the scales rarely and sometimes as well as generally and almost always, no significant difference between the two groups was noted. This shows that both groups display similar methods and skills in doing and completing academic requirements, approval of teachers' classroom behaviors and strategies and perception and acceptance educational objectives and requirements.

9. The Study Habits Enhancement Program was designed based on the result of the survey conducted on the factors that relate study habits and attitudes such as delay avoidance, work methods, teacher approval and educational acceptance. The said program was administered for two and a half days in the form of role-plays, brainstorming, lecture-discussions, artwork and exercises to the experimental group only to asses its effectiveness.

10. Prior to the intervention (pretest), the experimental and control groups' displayed similar study orientation practices relative to the factors work methods, teacher approval and educational acceptance. However, such conclusion is not the same on the factor delay avoidance as the control group's mean score is significantly higher than the experimental group.

11. After the Study Habits Enhancement Program was administered to the experimental group, their study orientation posttest mean score improved by increasing it to 13.62 as compared to that of the control group's. Nevertheless, such difference was not significant with the computed t-value of 1.46 which is lesser than its corresponding critical t-value.

12. No significant difference was noted in both experimental and control groups' academic performance during the first grading period in Araling Panlipunan II. However, after the SHEP, there was a conclusive significant improvement of the experimental group's performance as reflected by their increased average grade while some of those who belong to the control group obtained decreasing marks during the second grading period. This is noticeable in the 3.34 points difference in the average grade of the two groups.

13. There was a significant difference in the study orientation displayed by the experimental group before (pretest) and after (posttest) the SHEP. This depicted improved study habits and attitudes or study orientation of the students after the Study Habits Enhancement Program was administered.

Factors such as delay avoidance techniques improved, work methods became effective and teacher approval became more positive. Thus, it can be said that the program is effective in developing the study habits and attitudes of the aforesaid group of students.

14. After the SHEP, the experimental group manifested a slight increase of their grades in Araling Panlipunan II during the second grading period compared to the first. However, such difference is not significant.

Among the experimental group members, eight of them increased their grades by 1 to 2 points, seven were able to maintain and nine decreased by 1 to 3 points in the second grading period.

As regards their academic performance, 12 students of the experimental group showed academic competence on the subject during the second grading period, an increase of three from nine students on the first grading period.

15. The control group showed no improvement on their study orientation after the intervention was given to the experimental group. Similar study habits and attitudes were displayed by the group during the two grading periods.

16. No development was observed in the control group's academic performance as reflected in their Araling Panlipunan II ratings during the first and second grading periods. Several students obtained lower grades in the second grading period.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are hereby offered:

1. Studies/researches similar to this one, which aim to develop learning strategies among students, should be done in other schools using other groups of respondents.

2. Study habits and attitudes of the students must be monitored by giving them questionnaires and inventories relative to the matter in order to know their effective and defective study orientation.

3. Study Habits Enhancement Programs similar to this study must be developed to help students improve their learning strategies in other subjects and every grading period.

4. Other Study Habits Enhancement Programs should be designed according to the general and peculiar needs of the students even those from other levels and schools. Other topics relative to effective learning strategies may be included in the program if the need arises.

5. Study Habits Enhancement Program must be given in three to four days in order that students will fully understand and internalized presented techniques and skills on learning and developing study habits and attitudes.

6. Follow-up among students is necessary in assuring that effective learning skills are adept by them.

7. Inclusion of parents is an advantage to follow-up practice of learning skills at home.

8. Parents should provide home environment and support conducive to the development of effective learning skills.

9. Inclusion of teachers is an advantage to follow-up practice of learning skills in school or classroom.

10. The exercise of the teachers' role is crucial, specifically in the improvement of their classroom behaviors and methods, which would encourage the students to utilize new and effective learning skills.

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APPENDICES

Appendix A

APPROVAL OF THE RESEARCH TITLE

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 18, 2002

DR. EUSEBIO T. PACOLOR
Dean, College of Graduate Studies
This College

Sir:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably the second one.

1. PREDICTIVE ABILITY OF ENTARNCE EXAMINATIONS AT SAMAR STATE PLYTECHNIC COLLEGE
2. **STUDY HABITS ENHANCEMENT PROGRAM: ITS EFFECTIVENESS**
3. STUDY ON ABSENTEEISM/ TRUNACY AMONG HIGH SCHOOL STUDENTS IN CATBALOGA,SAMAR

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) RHEA LINA R. JABONETE
Researcher

Approved:

(SGD.) EUSEBIO T. PACOLOR, Ph.D
Dean, College of Graduate Studies

Appendix B

ASSIGNMENT OF ADVISER

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

DR. PHEBE R. NACIONALES
Head, Guidance Services
This College

Madam:

Please be informed that you have been designated as adviser of RHEA LINA R. JABONETE, candidate for the degree, MASTER OF ARTS IN EDUCATION major in GUIDANCE AND COUNSELING, who proposes to write thesis entitled *"STUDY HABITS ENHANCEMENT PROGRAM: ITS EFFECTIVENESS"*.

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) PHEBE R. NACIONALES, Ph.D.
Head, Guidance Services
Adviser

Appendix C

APPLICATION FOR PRE ORAL DEFENSE

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

DR. EUSEBIO T. PACOLOR
Dean, College of Graduate Studies
This College

Sir:

This thesis entitled ""**STUDY HABITS ENHANCEMENT PROGRAM: ITS EFFECTIVENESS**" in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Guidance and Counseling is recommended for Pre Oral Examination on the date and time convenient to your office.

Very truly yours,

(SGD.) PHEBE R. NACIONALES, Ph.D.
Head, Guidance Services
Adviser

Date of
ORAL DEFENSE
May 23, 2003 Day
9:30 AM Time

SSPC
Graduate Studies
Dean's Office

Appendix D

APPLICATION FOR FINAL ORAL DEFENSE

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
This College

Madam:

This thesis entitled ""STUDY HABITS ENHANCEMENT PROGRAM: ITS EFFECTIVENESS" in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Guidance and Counseling is recommended for Final Oral Examination on the date and time convenient to your office.

Very truly yours,

(SGD.) PHEBE R. NACIONALES, Ph.D.
Dean, College of Education
Adviser

Date of
ORAL DEFENSE
March 9, 2004 Day
1:30 PM Time

SSPC
Graduate Studies
Dean's Office

Appendix E

LETTER TO CONDUCT DRY RUN OF QUESTIONNAIRE

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 14, 2003

Prof. SUZETTE L. CORDUWA
Chair, Laboratory High School
This College

Madam:

Greetings!

The undersigned is a bonafide student of Master of Arts in Education major in Guidance & Counseling of the College of Graduate Studies, Samar State Polytechnic College and is *currently pursuing her thesis entitled: "Study Habits Enhancement Program: It's Effectiveness"*. The study aims to develop study habits/ techniques that would hopefully help the high school students of this College maximize learning. The researcher will make use of a survey on study habits questionnaire as one of the instruments in gathering pertinent data relative to this endeavor.

In this regard, I would like to ask permission from your good office that I be allowed to give the said questionnaire to ten (20) randomly selected freshmen students of section *Diamond on July 15 (Tuesday) and July 22 (Tuesday) at the convenient to them. This is for* the purpose of validation of the instrument

I am hoping for your favorable response on this matter.

Thank you and God bless!

Very truly yours,

(SGD). RHEA LINA R. JABONETE
Student

Approved:

(SGD.) Prof. SUZETTE L. CORDUWA
Chair, *Laboratory High School*

Appendix F

LETTER TO ADMINISTER SSHA QUESTIONNAIRE TO THE RESPONDENTS

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 25, 2003

Dr. ISABELA L. MAHLER
OIC President
Samar State Polytechnic College
Catbalogan, Samar

Thru: Prof. SUZETTE L. CORDUWA
Chair, Laboratory High School

Madam:

Greetings!

The undersigned is a bonafide student of Master of Arts in Education major in Guidance & *Counseling of the College of Graduate Studies, Samar State Polytechnic College and is currently* pursuing her thesis entitled: *"Study Habits Enhancement Program: Its Effectiveness"*. The study aims to develop study habits/ techniques that would hopefully help the high school students of this College maximize learning. The researcher will make use of a survey on study habits *questionnaire as one of the instruments in gathering pertinent data relative to this endeavor.*

In this regard, I would like to ask permission from your good office that I be allowed to give the said questionnaire to the second year students who will be the respondents of this study on July 28, 2003 at the time convenient to them.

I am hoping for your favorable response on this matter.

Thank you and God bless!

Very truly yours,

(SGD.) RHEA LINA R. JABONETE
Student

Noted:

(SGD.) PHEBE R. NACIONALES, Ph.D.
Adviser

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, College of Graduate Studies

Approved:

(SGD.) ISABELA L. MAHLER, DPA/Ed.D
OIC President

Appendix G

LETTER TO CONDUCT SHEP SEMINAR-WORKSHOP

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

September 8, 2003

DR. SIMON P. BABALCON, JR.
College President
This College

Thru: Prof. SUZETTE L. CORDUWA
Chair, Laboratory High School

Sir:

Greetings!

I am a bonafide student of Master of Arts in Education major in Guidance & Counseling of the *College of Graduate Studies, Samar State Polytechnic College and is currently pursuing her thesis* entitled: *"Study Habits Enhancement Program: Its Effectiveness"*. The study aims to develop study habits/techniques that would hopefully help the high school students of this College maximize learning. I plan to give such program among randomly selected second year high school *students in September 19-21, 2003. Since the study is experimental in nature, to minimize, if not* eliminate contamination between the experimental and control groups, the former will be lived-in for three days throughout the duration of the said activity.

In this regard, I would like to ask permission from your good office that the attached list of *participants be excused form their Friday classes on Friday, September 19, 2003. Furthermore,* may we be allowed to use the Function Room, 26 folding beds as well as other needed facilities for such purpose. This will greatly help facilitate the success of the said program, which will hopefully benefit the school through its positive effects on the students.

I am hoping for your favorable response on this matter.

Thank you and God bless!

Very truly yours,

(SGD.) RHEA LINA R. JABONETE
Student

Noted:

(SGD.) PHEBE R. NACIONALES, Ph.D.
Adviser

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, College of Graduate Studies
Acting VP, Academic Affairs

Approved:

(SGD.) SIMON P. BABALCON, JR., Ph.D.
College President

Appendix H

PARENTS' CONSENT

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar

_____
Date

To Whom It May Concern:

We, the parents/guardian of _____, a bonafide second year high school of Samar State Polytechnic College Laboratory High School allow our son/daughter to attend/participate the Study Habits Enhancement Program Seminar-Workshop administered by Rhea Lina R. Jabonete on September 19-21, 2009 at the SSPC Function Room.

_____
Signature Over Printed Name

Appendix I

STUDY HABITS ENHANCEMENT PROGRAM (SHEP)

Rationale

True learning is not developed with a split of a second. It entails the know-why and know-how of the various learning strategies, which one should possess. Learning skills and techniques take on different forms such as skills for reading, writing, listening, note-taking, working and completing assignments and projects, devising mnemonics as well as preparing for and taking examinations. Unfortunately, as reported by many researches cited on chapters I and II, many students are not equip with these learning skills.

The researcher, being a Guidance Counselor and Instructor, observed that effective learning inadequacy is also true among students in Samar State Polytechnic College (SSPC). Many of the problems presented to the Guidance Center and identified by the teachers is academic-related such as failing marks, incomplete academic requirements and poor time management. Among the high school students, it is observed that some of them performed poorly in their scholastic subjects as they move on to the higher years. Others are even retained or eliminated. Thus, there is a decreasing enrollment from first year to fourth year by 5 to 10 percent.

In view of this disturbing scenario, the researcher feels the importance of knowing the learning strategies practiced by the second year high school students as reflected in the their study habits and attitudes. In response, develop a study habits enhancement program that will aim to improve the students' learning adequacy and eventually earn better grades.

Objectives

The main objectives of the Learning Enhancement Program, which is a seminar-workshop, is to equip the SSPC second year high school students with effective learning strategies and improve their capability of earning better grades.

The specific objectives are reflected in pages 138-141.

Procedure

The seminar workshop was based on the Study Habits Enhancement Program (SHEP) formulated by the researcher on the basis of the study orientation of the second year high school students, school year 2003-2004, as reflected in the factors delay avoidance, work methods, teacher approval and educational acceptance of the Survey on Study Habits and Attitudes (SSHA) questionnaire.

The program's topics were developing interest in education, fostering positive relationship with teachers and classmates, motivation and relaxation, note-taking, reading and listening techniques, time management, working techniques, memory techniques, and preparing for and answering examinations techniques. This utilized role-plays, brainstorming, lecture-discussions, artwork and exercises as strategies.

The seminar-workshop was on a two and a half days live-in activity on September 19-21, 2003 at the Function Room, College of Education Building, Samar State Polytechnic College.

Sessions were 7:30 to 12:00; 1:00 to 6:30; and 6:30 to 9:30 PM, with breaks in between. Lunch, dinner and snacks were also served.

The students did short-term immediate evaluation of the program by answering an evaluation form on the last day of the seminar-workshop. On the other hand, long-term evaluation was made through pretest and posttest assessment of the students' study orientation through the Survey on Study Habits and Attitudes (SSHA) questionnaire and their grades in Araling Panlipunan II using statistical analysis.

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

STUDY HABITS ENHANCEMENT PROGRAM (SHEP)

Date: September 19-21, 2003
Venue: Function Room, COEd Building, SSPC

Part I

7:30 Registration
8:00 Preliminaries
Invocation
Welcome Talk
Getting-to-know

Part II

8:30 Seminar-Workshop Proper

OBJECTIVE/S	TOPIC/S	STRATEGIES	MATERIALS	DATE/TIME	SUCCESS INDICATOR
1. Improve class attendance	Developing interest on education	Role Playing Brainstorming Group Discussion Importance of Class Attendance/ Subjects	Board and Chalk	3 hours	Attends class regularly

2. Consult teachers	Developing healthy relationship with teachers and classmates	Role Playing Brainstorming Group Discussion Relationship of.... Student-teacher Classmate-classmate Positive Perception on them	Props for the role play	Day 1 (9:00 - 12:00 AM)	Ask questions and clarifications
3. Have a study area	Conducive atmosphere for studying	Role Playing Brainstorming Group Discussion where to study with whom to study	Board and Chalk Props for the role play	3 hours	Place of study is neat and orderly
4. Have better grades	Getting high grades	Role Playing Brainstorming Group Discussion factors that would help one to get high grades		Day 1 (9:00 - 12:00 AM)	Better grades
5. self-awareness of current study habits and attitudes	Student's study habits & attitudes	Group activity/game	Pentel pen, cartolina and masking tape		Awareness of current study orientation
6. know techniques on how to relax and motivate oneself studying	Relaxation and motivation	Structured Meditation Lecture-Discussion on "How to Relax" Motivating the mind Positive self-talk Body relaxation	Cassette tape/CD & Cassette or CD Player and mat	30 minutes (1:00 - 1:30 PM)	Feel relax while studying
7. Tell what they have been what they want to become as regards their studies and what they need to do in order to achieve the latter	"The state of my studies"	Art Work: School Performance before & present What I want as regards to my studies?		2 hours (1:30-3:30)	Aware as to what they have been in their studies and plan to do something for the improvement of

		What I need to do in order to achieve what I want? Sharing			their studies
8. know how to do note-taking as well as how to organize and keep them	Note-taking techniques (NT) Review Techniques	Question: How do you take down notes? Lecture-Discussion Basic NT Concept-mapping (CM) Visual Framework NT on lectures NT while reading Importance of NT on Review Exercises: Concept Map what was discussed? what they have read? Presentations of CM	Manila paper, pens, bond paper, & a note on a certain topic to be written down (workshop	4 hours 1st — 3:30-6:30 PM 2nd — 7:30-9:30 PM	Having organized notes and reading/studying them.
9. Know how to do things as planned which would help students develop delay avoidance attitude	Time Management (TM)	Preliminary TM sched. at present Reflection Lecture- Discussion Importance Principles Study Schedule (SS) Exercise: how to make an effective TM and SS	Manila paper, pens, & bond paper	Day 2 3 hours (8:00-11:00 AM)	Having a balanced study schedule and sticking to it
10. Participate in class discussions	Listening Daydreaming	Lecture-Discussion Importance of Listening Daydreaming: reasons, effects, and how to	Board and chalk	1 hour 11:00-12:00 AM	Actively participates in class activities

		avoid it			
11. Understand and tell what is being read	Reading techniques	Lecture-Discussion SQ3R Speed Reading Reading strategies Exercise/workshop	Manila paper, pens., bond paper, & a note on a certain topic to be read.	2 hours 1:00-3:00 PM	Understand and explain what was read
12. to have high scores in quizzes and tests	Review techniques Memory Techniques Test-taking techniques	Lecture-discussion Review Searching the Meaning Retrieval Cues Mnemonics Preparing for Exams During Exams After Exams Exercises Quiz		6 hours & 30 min. 3:00-6:30 PM Day 3 8:00-9:00 AM	Better scores in quizzes and tests as well as high grades.
13. to make correct and complete assignments/reports	Working Techniques	Lecture-discussion Acquiring Information Working as Team	OHP, transparencies, bond paper, & pen	3 hours 9:00-12:00	Complete and correct assignments

The Resource Speaker-Facilitator

The researcher herself had this part.

The Participants

The participants of this study were confined only to the second year high school students of Samar State Polytechnic College, Catbalogan, Samar, School Year 2003 – 2004.

Prepared by:

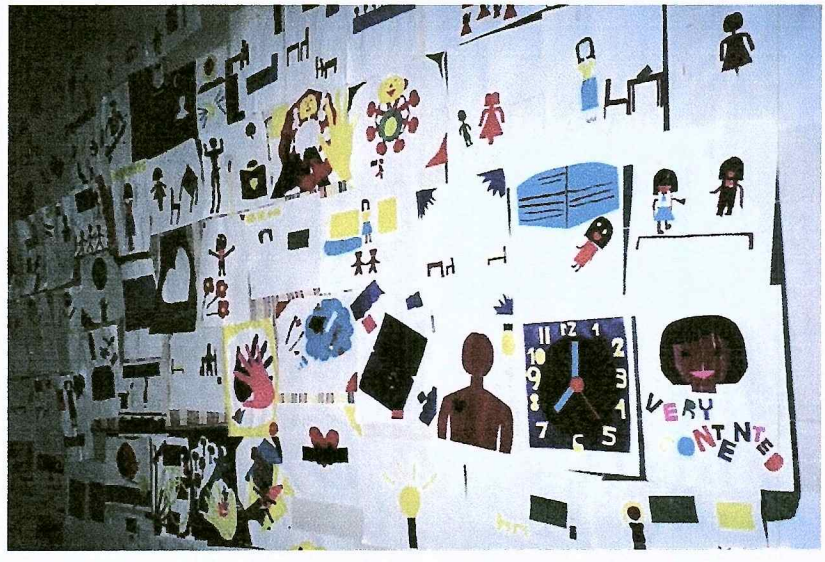
(SGS.) RHEA LINA R. JABONETE
Researcher

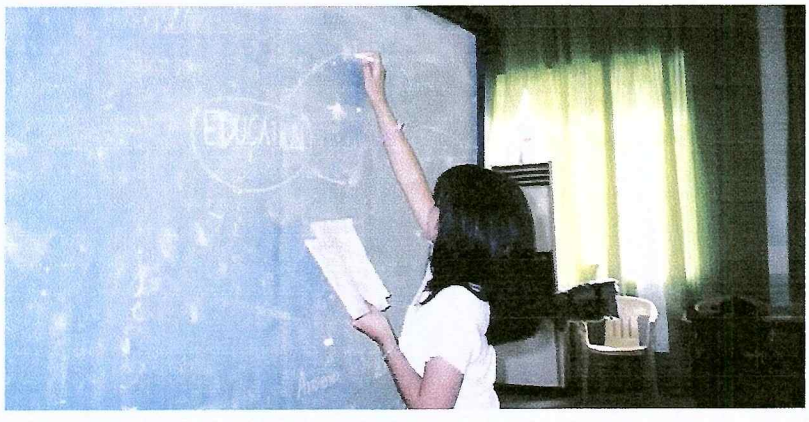
Appendix J

THE EXPERIMENTAL GROUP

The experimental group with the researcher during the SHEP Seminar-Workshop

The experimental group's output during the artwork session





A member of the experimental group doing a concept map

CURRICULUM VITAE

CURRICULUM VITAE

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College : University of the Philippines in the Visayas Tacloban College, Tacloban City (1995-1999)
B.A. in Social Science major in Psychology

Honors Received:

Batch '95 Salutatorian (Samar State Polytechnic College)

Cum Laude (UPV Tacloban College, Tacloban City

Member, Pi Gamma Mu International Honor Society in Social Science

Member, Phi Kappa Phi International Honor Society

Civil service Eligibility:

Career Professional

Trainings/Seminars Attended:

"The Counseling Profession... Onward with Advocacy". The Philippine and Counseling Association, Inc. Baguio City, October 16-18, 2002

"Research and Development and Extension Strategic Planning and Proposal Hearing". EVCIERD, DOST, and PCIERD. SSPC, Catbalogan, Samar, September 4-6, 2002

"Counseling Intervention for Children". Behavioral Dynamics, Inc. Samar College, Catbalogan, Samar, October 2-4, 2000

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