

DE LA SALLE UNIVERSITY

A SURVEY OF STUDY HABITS AND ATTITUDES OF THE DE
LA SALLE UNIVERSITY STUDENTS AND THEIR
RELATIONSHIP TO ACADEMIC
ACHIEVEMENT

A Thesis
Presented to
The Faculty of the Behavioral Science Department
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree of
Bachelor of Arts in Behavioral Science

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March 1977



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A B S T R A C T

It was the primary purpose of this study to isolate two specific variables, that of study habits and attitudes and probe into their possible influences on the De La Salle University students. Specifically, their distinct differences according to sex, year level, and college. A corollary to this would be to determine the relationship of these two variables with the Grade Point Average (GPA) of the studentry based on an institution-wide scale.

A total of 853 students out of 4,090 De La Salle population participated in this study. This made up 20.86% of the population. Stratified Proportional Random Sampling was the major sampling procedure used. However, other sampling techniques, such as incidental and systematic sampling, were used for convenience as well as to arrive at the exact number of respondents needed.

The survey questionnaire used was made up of two parts. Part One consists of questions pertaining to the average time spent on studying, strategies used and work load per college and year level. Part Two was the Brown-Holtzman's "Survey of Study Habits and Attitudes" (SSHA), a standardized test. The SSHA consists of 100 items with the arbitrary constants of: Rarely (0 - 15% of the time), Sometimes (16 - 35% of the time), Frequently (36 - 65% of



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the time), Generally (66 - 85% of the time), and Almost Always (86 - 100% of the time).

Percentage distribution was the statistical technique used in order to determine the time spent for studying, strategies used and work load of the average De La Salle University student. Three-way Analysis of Variance was used to determine differences in study habits and attitudes according to year level and college. Three two-way Analysis of Variance (ANOVA) were used in order to determine differences according to sex. Simple correlation (Pearson r) was used to determine the relationship between study habits and attitudes and academic achievement.

Findings on the percentage distribution show that the Engineering group spent more time on their studies as compared to the other colleges. DLSU students prefer to study alone and at home to have full concentration on their studies. Majority of the DLSU students have about 10 reports to complete and it takes them a number of days to finish and they have about 1 - 2 term papers to finish requiring a number of weeks to complete.

The results of the three-way ANOVA show that the study habits and attitudes which make up study orientation of the De La Salle University students do not differ



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according to college nor by year level. However, study orientation subscales differ significantly. Hence, study habits and study attitudes which are the subscales differ and such difference is affected by year level as evidenced by a significant B x C interaction. No differences occurred between the males and the females and no significant interaction occurred between study habits and attitudes and sex.

Generally, correlation results show an existing relationship between study habits, study attitudes, study orientation and academic achievement, but the relationship is slight.

It is therefore recommended that more variables such as personality and mental ability be investigated in relation to the students' study habits and attitudes to find out their combined effects on the student's academic achievement.

