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**THE STUDY HABITS OF STUDENTS IN
EMILIO AGUINALDO COLLEGE - CAVITE:
IMPLICATIONS TO COLLEGE TEACHING**

**A Thesis
Presented to the
Graduate School
Emilio Aguinaldo College**

**In Partial Fulfillment
of the requirements for the degree
MASTER OF ARTS IN TEACHING
with specialization in
Guidance and Counseling**

by

**VIRGINIA LAGMAY-HERNANDEZ
November 1965**

ABSTRACT

The Problem

This study was conducted to determine the study habits of college students in Emilio Aguinaldo College-Cavite and its implications to college teaching.

Specifically, the study sought to answer the following questions:

1. What is the status of study habits of college students in Emilio Aguinaldo College-Cavite?
2. What is the relationship if any, between a) student-teacher relationship; b) instruction related factors, and study habits of student?
3. What is the relationship if any, between a) family size; b) parents; c) library facilities, and study habits of students?

Hypotheses

The following hypotheses were tested:

1. There is no significant relationship between

study habits and certain home factors of the students.

2. There is no significant relationship between study habits and certain school factors of the students.

3. There is no significant relationship between academic performance and study habits of the students.

Methodology

The study used the descriptive normative survey technique with the questionnaire-checklist as the major data gathering instrument. The use of the modified psychological instrument known as the Survey of the Study Habits and Attitudes (SSHA) facilitated the gathering of data. A five point scale was utilized in the interpretation and analysis.

The statistical measures were the weighted mean scores, percentage, and chi-square analysis for the testing of the hypotheses.

Findings

On the basis of the data gathered and analyzed by the researcher, the study revealed the following findings:

Specific Question Number 1. What is the status of

study habits of college students in Emilio Aguinaldo College-Cavite?

On the area "General Factors", respondents manifested a generally favorable study habits as indicated by the weighted mean of .29 which means "Sometimes". However, on the areas "Social and Physical Factors", findings showed that students were frequently affected by such factors in practicing their study habits. On the basis of the weighted mean of .38 which means "Frequently", one hundred sixty three (163) responded "Always" in their preference of studying alone while seventy three (73) showed their preference in studying with groups. Another factor which greatly affects the students' study habits are the financial difficulties and family problems, as evidenced by the weighted mean of .30 which means "Frequently".

On "Physiological Factors" which include health, physical senses, and rest, the weighted mean is .26 which means "Sometimes". Only once in a while students were affected in their study habits practices by poor health, poor eyesight, weak hearing, and other factors.

Summing up the various factors of study habits, findings

revealed the following which affect the study habits of students as ranked:

- a. Preference in studying alone
- b. Music and other programs distract concentration while studying
- c. Inability to concentrate because of distracting items
- d. Noise distracts attention while studying
- e. Improper utilization of vacant periods for studying
- f. Lack of concentration due to restlessness and moodiness
- g. Difficulty in organizing ideas within a short time resulting in poor examination
- h. Financial difficulties and family problems
- i. Study position, and
- j. Inability to concentrate due to limited space at home

On the whole, the students of Emilio Aguinaldo College-Cavite have generally favorable study habits.

Specific Question Number 2. What is the relationship

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if any, between a) student-teacher relationship; b) instruction related factors and study habits of students?

Findings showed that on the area "Student-teacher relationship", respondents manifested they were not significantly affected in their study habits by the following factors as ranked:

- a. Teachers' failure to understand the students' problems
- b. Professor's hostile criticisms on written and disorganized reports
- c. Professor's favoritism in the class
- d. Professor's lack of understanding on the students' academic needs, and
- e. Belief that the easiest way to get good grades is to agree with ^{the} professor

On the area "instruction related factors", the weighted mean is .29 which means "Sometimes". On items like students' lack of understanding the subject matter makes it difficult to memorize; difficulty in organizing ideas within a short time resulted in poor examination; and improper utilization of vacant periods, indicate a weighted mean of .32; .31;

and .32 in order which are interpreted as "Frequently". The subjects often encountered such interference in the process of practicing their study habits.

Specific Question Number 3. What is the relationship if any, between a) family size; b) parents; c) library facilities and study habits of students?

Only twelve (12) students indicated they belonged to a big family. Findings in this particular study, revealed that the family size affects the study habits of students. By and large, the parents' occupation of the respondents also showed that students were influenced by financial difficulties especially in the payment of tuition fees and other academic requirements. The higher level of socio-economic status of the family provides the student good study habits.

Likewise, the educational attainment of the respondents' fathers has its significant effect on the students' study habits, however, findings revealed that the respondents' mothers educational attainment does not significantly relate to the study habits of students.

Testing of Hypotheses

Hypothesis Number 1. Significant relationships were found between study habits and the following variables:

- a. Parents' occupation as evidenced by the computed chi-square value of 12.23 (fathers) and 21.33 (mothers) at 5 per cent level.
- b. Fathers' educational attainment as indicated by the chi-square value of 43.97
- c. Size of the family which showed a chi-square value of 10.05, and
- d. Library facilities as evidenced by 16.86, the computed chi-square value.

On the other hand, the respondents' mothers educational attainment indicate a computed chi-square value of 11.97 which is lower than the tabled value of 15.51 at 5 per cent level, hence the hypothesis was accepted.

Hypothesis Number 2. There was no significant relationship between study habits and the following variables:

- a. Student-teacher relationship as indicated by the computed chi-square value of 3.45 at 5 per cent

level, and

- b. Instruction related factors as evidenced by the chi-square value of 5.75

Hypothesis Number 3. There was marked significant relationship between study habits and academic performance as evidenced by the computed chi-square value of 120.85 at 5 per cent level.

Conclusions

On the basis of the foregoing findings, the following conclusions can be drawn:

1. The study habits of the college students in Emilio Aguinaldo College-Cavite were generally favorable and only need reinforcement to fully develop their study habit practices.
2. The hypothesis that there is no significant relationship between study habits and certain factors obtained in the home were revealed as follows:
 - a. There is a significant and positive relationship between parents' occupation and study

habits of students.

b. There is a significant and positive relationship between fathers' educational attainment and study habits, however, no significant relationship between study habits and mothers' educational attainment in this particular study was found.

c. The size of the family showed its significant relationship with the study habits of the students.

d. Library facilities at home are essential to the study habits of the students. There is significant and positive relationship between study habits and the presence of library at home in addition to the availability of reading materials.

3. On the basis of findings, the research hypothesis was accepted on the relationship between study habits and certain factors obtained in school. There was no significant relationship between study habits and the following variables:

- a. Teacher-student relationship, and
 - b. Instruction related factors
4. The academic performance of the students has a significant and positive relationship with their study habits.

Recommendations

In the light of the foregoing findings, the following recommendations are offered:

1. There is a need for teachers to acquire more information about their students, the problems and difficulties encountered by these students, their attitudes toward teachers and their health conditions which invariably affect the study habits. The information derived from this, will help teachers guide and motivate their students in practicing good study habits for a more effective learning. hence, it should be an essential function of teaching to ascertain whether or not students know how to study.

The study also pointed out the need for a more deeper participation and involvement of the

teachers in the guidance program.

2. Parents should help their children in developing good study habits by a) providing adequate facilities such as a small library at home with enough reading materials; b) helping the students plan a workable schedule of study period at home; and c) establishing a right attitude towards effective study habits.
3. School administrators should continue improving the school facilities especially enriching the available reference materials to provide a conducive atmosphere for effective studying.
4. Strengthen the guidance program in order to assist students in gaining self-confidence and opportunities in practicing good study habits. A program designed to improve study habits should be implemented by the school guidance counselor who should work hand in hand with the school administrators, teachers, parents, and students.
5. It is necessary that the students make an assessment of their own study habits. A self-analysis

will make him discover his strong and weak points. Guidance Counselors and teachers should see to it that students are given the proper guidance and direction along this line.

