



THE INTERVENING FACTORS AFFECTING STUDENTS' STUDY HABITS IN THE COLLEGE OF TEACHER EDUCATION

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ABSTRACT: *Poor study habits of students is one of the main problems in every educational institution. The parents and the teachers who are the molders of the students must take part in this endeavor to effect the desirable changes. Administrators in any educational institution must be sensitive to the needs of their clientele. The present way of life of the youth affects their study habits. This study was undertaken to determine the intervening factors that affect the study habits of students in the College of Teacher Education for SY 2017 – 2018. This study made use of the descriptive survey. It was used to describe the intervening factors that affect the study habits of the respondents. The research made use of the questionnaire which was patterned from Vilma Tacmo to gather data for the study. It consisted of the study habits of the student– respondents as well as the extent to which the different intervening factors affect their study habits. The research made use of the weighted mean to interpret the data gathered. It was used to determine how the intervening factors affect the study habits of the student– respondents. Results of this study revealed that parent, teacher and school – related factors have no effect on the study habits of the respondents. The researcher therefore recommends that adequate attention must be given to the respondents when studying their lessons*

KEYWORDS: *study habits, teacher-factor, student-factor, family-factor, youth, household chores*

INTRODUCTION

Poor study habits of students is one of the main problems in every educational institution. The parents and the teachers who are the molders of the students must take part in this endeavor to effect the desirable changes. Administrators in any educational institution must be sensitive to the needs of their clientele. The present way of life of the youth affects their study habits. The performance of the students will become satisfactory and fulfilling when they are properly motivated and financially supported by their parents. It is the concern of the school administration and teachers to educate the learner regardless of their study



habits. They can change their poor study habits by giving them homework. Therefore, it is important that families of the learners are also taken into consideration.

In the study conducted by **Licsi and Alejandra** (1995), they strongly suggested that study habits in order to become good and effective must take the following:

1. **Make a study program.** Parents must make a plan for the regular study hours of their children. It may be during vacant periods in school, at home, early in the morning, before supper or in the evening before going to bed.
2. **Have a regular place to study.** A conducive place must be provided where needed materials are within easy to reach is ideal.
3. **Gather all the materials that are needed before beginning to study.** Placing them within reach in the room will help save time.
4. **Go to work right away.** Once seated, start studying immediately until the work is finished.
5. **Concentrate on the work.** Close your eyes and ears to objects that may cause disturbance and have a will power to resist the temptation to stop working. Study time is study time.
6. **Have a clear idea of what should be accomplished in studying each subject.** Understand the assignment and do what is asked for.
7. **Remember that you have a goal and work for his accomplishment.** Do what is ask for in the assignment. If the assignment is understood, then it could be done.
8. **Review the preceding lessons. It is helpful to review previous lessons.** Use the dictionary. Looking up important words in the dictionary helped understand the meaning of a sentence or paragraph.
10. **Suit reading rate to the purpose in reading.** Learn to scan a selection to items of information. Read more, slowly and carefully if important or supporting details are looked for.
11. **Look for the topic sentence in the paragraph. Sun- heads and sub-topics help develop understanding of the materials.**
12. **In reading a chapter or selection, scan though it rapidly to get the general idea of the whole material.** Note the title, read the introduction summary and notice the topic heading, then go back to the beginning and read more carefully.
13. **Pose at the end of paragraph and state the gist in one or two sentences.** Ask questions on the material and answer them.
14. **If the books belong to you, underline the key or important words in the selection, make an outline of the selection.** An outline is a good guide in knowing and remembering the important ideas in the selection.
16. **Take down notes in outline form from a reference book.** Don't copy everything. Make it brief using uniform system of abbreviation that could be understood, then scan later.
17. **Recite aloud the important points to be remembered after a chapter or selection. It will help you remember them**



better. 18. Remember the ideas expressed and not the words in the selection. Don't memorize the sentence in the book. 19. Apply the ideas to the situations that are true to life and evaluate their worth. Correlate ideas being read with other ideas that were learned before. 20. Discuss with classmates the ideas got from reading a discussion will help you get a clearer understanding of what was read and you remember it longer.

According to Saratan (1995), who studied the study habits of 1,023 intermediate pupils in the district of Talisay, Bacolod, city, he provided the indicators used by the researcher , a. pupils' study environment b. study schedule c. and study procedures Her findings revealed that various factors in school and at home influence the attitudes of children. She reported the following unfavorable conditions.

A. At home – 1. Parents failed to provide study place and facilities due to poverty. 2. Houses were crowded and much distracting noises prevailed. 3. Parents failed to provide stimulation and encouragement during the informative years of their children. 4. Parents did provide enough supervision over their children. 5. Parents required children to do much home chores instead of studying.

B. In School – 1. Attitudes of pupils not conducive to develop of good study habits. 2. Unfavorable attitudes of teachers. 3. School had neither shade nor library

Mangubat (1998), wrote that conferences with parents can be a very effective measure in freeing pupils from getting failing grades or low academic achievement. They are very important in affecting changes in the pupil's study habits. In some ways, these conferences may show the parents that the teacher is interested in the welfare of their children.

Roy(1997), on the study habits and attitudes of the intermediate pupils and factors that relate to study habits and attitudes, found out that female intermediate pupils of Calasiao District II, Pangasinan had acquired better study habits than males. The grade V pupils had better study habits than the grade VI. She concluded that sex and grade level are significant determinants of the habits and attitudes of both grade V and VI. She further concluded that the teacher's efforts and skills in giving assignment directly affect the study habits and attitude of the intermediate pupils.

The parents must also play a vital role in molding the child to be a well-rounded person. Their great task in providing the child the necessary supervision and counseling to plan his



future. The parents involvement in this undertaking especially when needed help the students in their performance in school and to maximize their potential as persons.

STATEMENT OF THE PROBLEM

This study was undertaken to determine the intervening factors that affect the study habits of students in the College of Teacher Education for SY 2017 – 2018. Specifically, it aimed to answer the following questions:

1. What are the habits of the student– respondents?
2. How do the following factors affect the study habits of the student– respondents?
 - a. Parents – related factors
 - b. Teachers – related factors
 - c. School – related factors
3. Is there a significant relationship between the different intervening factors and the study habits of the respondents?

METHODOLOGY

This study made use of the descriptive survey. It was used to describe the intervening factors that affect the study habits of the respondents.

The research made used of the questionnaire to gather data for the study. It consisted of the study habits of the student– respondents as well as the extent to which the different intervening factors affect their study habits.

STATISTICAL TOOLS

The research made used of the weighted mean to interpret the data gathered. It was used to determine how the intervening factors affect the study habits of the student– respondents.

The following legendary scale was used:

- | | |
|-------------|-----------|
| 1.0 – 1.66 | Never |
| 1.67 – 2.33 | Sometimes |
| 2.34 – 3.0 | Always |

The person –r was used to determine the relationship between the study habits of the respondents and the differential intervening factors.



A – Study Habits of Pupil – Respondents

**Table 1: Weighted Mean and Adjectival Value of the
Study Habits of Student – Respondents**

No.	Study habits of respondents:	Weighted mean	Adjectival value
1	Study lesson before dinner.	2.04	Sometimes
2	Study lesson after dinner	1.85	Sometimes
3	Study lesson every night.	2.17	Sometimes
4	Student lesson in a comfortable room	2.22	Sometimes
5	Divide time in performing the household chores and studying lesson.	1.98	Sometimes
6	Use leisure time in studying lesson.	2.01	Sometimes
7	Have interest in studying.	1.97	Sometimes
8	Ask the assistance of parents in housework.	2.04	Sometimes
9	Work on homework independently.	2.24	Sometimes
10	Often study your lesson.	1.86	Sometimes
11	Study lesson at day time.	2.32	Sometimes
12	Study lesson at night time.	2.12	Sometimes
	Overall weighted mean	1.88	Sometimes

Table 1 shows the weighted mean and adjectival value of the study habits of the student – respondents. As shown in the table, student – respondents “sometimes” study their lessons only as indicated in their overall weighted mean of 1.88. The data imply that students-respondents do not have a regular schedule of studying their lessons.

**Table 2: Weighted Mean and Adjectival Value of the
Parent-Related Factor**

No.	Parent – related factors:	Weighted mean	Adjectival Value
1	Their parents supervise them when they study	2.45	Always
2	Their parents check the result of their quizzes at home	2.18	Sometimes
3	Their parents remind them of their assignment every day.	2.13	Sometimes
4	Their parents give them a lot of work at home.	2.56	Always
5	Their parents provide their needs in school	2.22	Sometimes
	Overall weighted mean	2.308	Sometimes



Table 2 shows the effect of parent - related factors to the study habits of the respondents. The data show that the parents ‘always’ supervise the respondents when they study and give a lot of work at home with a weighted mean of 2.45 and 2.46 respectively. However, the parents “sometimes” check the result of their quizzes at home, remind them their assignment every day and provide for their needs in school with a weighted mean of 2.18, 2.13 and 2.22 in that order. An overall weighted mean of 2.308 indicates that the parents - related factors “sometimes” affect the study habits of respondents.

Table 3: Weighted Mean and Adjectival Value of the Teacher-Related Factor

No.	Teacher – related Factors:	Weighted mean	Adjectival value
1	The teacher supervise your studies	2.47	Always
2	The teachers give assignments everyday	2.37	Always
3	The teacher checks your attendance daily.	2.19	Sometimes
4	The teachers minimize their time in teaching	2.11	Sometimes
5	The teachers encourage you to give your own opinion in class discussion	2.02	Sometimes
	Overall weighted mean	2.32	Sometimes

Table 3 shows the effect of teacher – related factors to study habits of the respondents. As shown in the table, respondents revealed that their teachers “always” supervise their studies, and regularly check their attendance with a weighted mean of 2.47 and 2.37 respectively. However, their teachers “Sometimes” maximize their time in teaching, giving of assignment and encourage them to give their own opinion during class discussion with a weighted mean of 2.11, 2.19 and 2.02 in that order. An overall weighted mean of 2.32 indicates that teacher-related factors “sometimes” affect their study habits.

Table 4: Weighted Mean and Adjectival Value of the School-Related Factor

No.	School – related factors:	Weighted mean	Adjectival value
1	The school provides enough material to supply your needs.	2.06	Sometimes
2	The library open regularly	2.35	Always
3	There enough room for pupils	2.26	Sometimes
4	Does your school conducive for learning	2.35	Always
5	The school implement its rules and regulations strictly	2.05	Sometimes
	Overall weighted mean	2.21	Sometimes



Table 4 shows the effect of school – related factors to the study habits of the respondents. The table shows that regular opening of the library, and the school is conducive to learning “always” affect the study habits of respondents with both a weighted mean of 2.35. Likewise, when the school provides enough materials to cater to their needs, enough rooms for students and school implement its rules and regulations strictly “sometimes” affect their study habits with a corresponding weighted mean of 2.06, 2.26, and 2.05. An overall weighted mean of 2.21 indicates that the above mentioned school – related factors “sometimes” affect the study habits of respondents.

Table 5

Test of Relationship between the Different Factors and the study habits of the Pupil – Respondents

Variables	r-value	t-value	Df	CV
Parent – related factors	0.083*	0.825*	98	1.663
Teacher – related factors	-0.044	-0.346*	98	1.663
School – related factors	0.119*	1.186*	98	1.663

Legend : *significant

Level of significance =

.05

Table 5 shows the relationship between the different intervening factors and the study habits of the respondents. The data show that the parent, teacher and the school related factors have no significant effect on the study habits of student-respondents.

CONCLUSION

Results of the study revealed that parent, teacher and school – related factors have no effect on the study habits of the respondents.

RECOMMENDATIONS

In the light of the foregoing findings and conclusions, the following recommendations are suggested:

1. Adequate attention must be given to the respondents when studying their lessons.
2. Parents should minimize the household chores to provide sufficient time to study their lessons and do their assignment
3. Teachers should strictly monitor the attendance and assignment given to their students



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