AUTHOR: Yap, Marietta Bueno
Year: 1998
Acc. No.: 660088
Abstract: This study was conducted to describe and analyze the study habits of the freshman students of Sarrat National High School which served as the basis in the formulation of a plan for study habits development among secondary freshman.

It sought to: 1) describe the study habits of freshman students in relation to (a) setting up a study place; (b) getting into a study frame of time; (c) skimming the textbook; (d) taking notes; (e) reviewing notes; (f) giving up when you've had enough; (g) giving rewards; 2) determine the extent to which parents and teachers perform their role in the development of study habits among freshman students; 3) formulate a plan for the development of study habits among secondary freshman; 4) determine the content validity of the formulated plan; 4.1) determine the difference of the perceptions of administrators, parents and teachers on the content validity of the proposed plan.

Methodology

This is a quantitative-quality study. It employed the descriptive survey design (R and D) style with the questionnaire as the tool to gather data. It was administered to 277 respondents from the two campuses of Sarrat National High School, Main Campus (164) and Sta. Rosa Campus (113). Weighted mean was used to describe the study habits of freshmen students and to determine the development of study habits of students. A plan was formulated by the researcher for study habits development among secondary freshmen. It has the following salient features: goals/objectives, strategies, resources involved, time frame and evaluation. Content validity of the proposed plan was determined by the judges’ judgment using, the 5-point scale value rating sheet patterned from Galarita’s study. The difference of perceptions of administrators, parents and teachers in the content validity of the proposed plan was determined by analysis of variance (ANOVA). The level of significance for interpretation was set at 0.05.
Findings

The study habits of freshmen students in all the different aspects of study habits as perceived by the respondents are as follows: Setting up a study place, its weighted mean is 3.43, Often Practiced (OP) ; Getting into a study frame of time, 3.50, (OP) ; Skimming the textbook, 3.50, (OP) ; Taking notes, 3.23, (OP) ; Reviewing notes, 3.49, (OP) ; Giving up when you’ve had enough, 3.41, (OP) ; and Giving yourself rewards, 2.96, (OP).

The extent to which parents and teachers perform their role in the development of proper study habits among freshmen students as perceived by students is 3.39 and 3.43, Often (O) of to Moderate Extent of help respectively. However, as perceived by teachers and parents themselves, the extent to which they perform their role is 3.76 and 3.96. Very Often (VO) or to a Great Extent respectively.

A plan was proposed by the researcher to improve the following areas of concern: (1) setting up a study place (2) getting into a study frame of time (3) skimming the textbook (4) taking notes (5) reviewing notes (6) giving-up when you’ve had enough (7) giving rewards which include the different roles to play by the administrators, teachers, parents and students themselves in every area of concern, Its salient features are objectives/goals, strategies, resources involved, time frame and success indicator. The content validity of the proposed plan as judged by administrators, parents and teachers has an over-all weighted mean of 4.67 which means Highly Valid or the provision is very complete.

On the significant difference of the perceptions of the administrators, parents and teachers as regards to the Objectives, Strategies, Persons/Resources Involved, Time Frame and Success Indicator of the proposed plan are all perceived not significantly different with and obtained F-value of .60839, .0497, .039098, 1.7999 and .6203 respectively.

Conclusions

1. All the different aspects of study habits are Often Practiced (OP). As regards the extent to which teachers and parents perform their role in the development of study habits as perceived by students it is Often (O) or to a moderate extent of help. However, as perceived by teachers and parents themselves it is Very Often (VO) or to a great extent of help.
2. Parents and teachers are partners in the development of study habits of secondary freshmen.
3. The development of study habits among secondary freshmen is a result of coordinated efforts of the students, parents, teachers and administrators underlying a variety of processes and methods.

4. The content validity of the proposed plan as judged by administrators, parents and teachers is Highly Valid (HV) or the provision is very complete.

5. Perceptions of administrators, parents and teachers on the content validity of the proposed plan is not significantly different.

**Recommendations**

In the light of the conclusions, the following are recommended.

1. Since students often stay in the library and often prefer to study on benches, parks or under the trees, it is recommended that administrators should program the vacant periods of the freshmen students not at the last but at the middle part of their time schedule; also, library services should be intensified.

2. Teachers should spend a part of their class time to emphasize and develop the following: library skills of the students, importance of time schedule in studying, advantages of giving up or resting and relaxing one’s brain when one have had enough, and the art of skimming and taking notes.

3. Parents should regularly guide and monitor the study schedule of their children particularly when doing their assignments and reviewing their lessons during periodical tests.

4. Teachers and parents are encouraged to motivate the students by giving rewards for any job well done in school.

5. Teachers are encouraged to make their classes interesting by introducing students’ high-tech facilities in teaching.

6. Integrate Parents Education during PTCA meeting on how to help their children develop good study habits.

7. A follow-up study or try-out should be conducted to further improve the development of effective study habits of high school students.

8. The proposed plan should be utilized by the teachers and administrators of secondary schools in the development of study habits among freshmen.