

Study Habits Profile of First Year College Students of the University of Bohol

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ABSTRACT

Study habits are the repeated learned practices that are observed routinely to accomplish related school responsibilities to earn high grades. As part of the Guidance program of the University of Bohol, the Guidance Center looked into the profile of the study habit practices of the first year students. The respondents were 314 first year students enrolled in Guidance during the first semester of academic year 2016–2017. These students were from the different colleges of the University of Bohol, Tagbilaran City, Bohol, Philippines. Data mining was employed in retrieving the data stored on the automated system used by the university. The study habits instrument was modified from the work of Preston and Botel, and the work of Wrenn. The findings in all the aspects used to measure the study habits of the students, such as time allotted for study hours and in prioritizing school works; note-taking; reading habits; place, materials and physical setting; test preparation; and examination habits showed fair rating. The findings implied that the student respondents need to acquire a higher level of study habits to maximize study effort and meet the standards in place for a college education.

Keywords: Guidance and counseling, study habits, data mining, quantitative method, weighted mean, Philippines, Asia

INTRODUCTION

One of the daunting challenges of higher education is the process of cascading its vision-mission in educating the life-long learners as responsible global citizens, rather than preparing for a particular career as emphasized by Boyer (1994) in his article, "Creating the New American College." Furthermore, he stressed that service could enhance learning and community renewal, and dignity to the process of emphasizing service that does not have only the capacity to enrich knowledge and the regeneration of communities, but will also give new dignity to the perspective of the scholarship and service components. As there is a constant influx of new knowledge, the educational community must undergo reform to pace up with the needs of the times. Various reports have been generated about educational reforms in other countries (Gardner 1983, Boyer, 1983). However, in these reports, scanty information can be seen as contributions of guidance (Herr, 1984).

An utmost intention of the guidance program is to offer services designed to improve developmental and adjustment needs of students. Rule 1, Section 3 of Republic Act 9258 otherwise known as the Guidance and Counselling Act of 2004 mandates guidance and counselling, as a profession involving an "integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests and needs." In line with this perspective, the Guidance Center of the University of Bohol develops and implements an organized program of services designed to guide the students as they adjust to educational, vocational, social, personal, and emotional problems. Further, it guides students to plan, solve and attain sound decisions, hence, improve the quality of their social life.

Vygotsky's theory on zone of proximal development posits the difference between what an individual can do with help and without help (Chaiklin, 2003). The theory reflects the role of guidance personnel in facilitating the holistic development of students. The ability to do specific tasks such as decision making and planning under adult guidance or collaboration of a professional expert helps encourage and advance individual learning.

Guidance being an integral part of the educational system has programs, learnings, resources, and tools to assist an individual in becoming progressively self-reliant. One of the measures to evaluate students' need

is an assessment of their study habits; the result would help them draw insights on how to improve themselves in dealing with academic concerns. Students may have high goals and aspirations but fail to establish goals concerning school, which may likely hinder them from attaining a high degree of academic success. In this challenge, the task of the guidance personnel is to guide and facilitate students to solve their problems and pursue a path suited to their abilities and aspirations.

Study habits are the habitual learned practices that are observed routinely to accomplish related school responsibilities to earn high grades. Paramika (2017) reveals that students' study habits contributed forty-two percent to their academic achievement. Al Shawwa, Abulaban, Abulaban, Merdad, Baghlaf, Algethami, & Balkhoyor (2015) show that students with high GPA knowingly find studying enjoyable and a noteworthy motivational factor. Cerna, & Pavliushchenko, (2015) observe that class attendance, regularly passing assignment on time, asking feedback about assignments and ability to take notes in class are characteristics of high performing students. Hassanbeigi, Askari, Nakhjavani, Shirkhoda, Barzegar, Mozayyan, & Fallahzadeh (2011) found that university students with high-grade point averages (GPAs) demonstrate the following: time management, concentration and memory, study aids and note-taking, test strategies, organizing and processing, motivation and attitude, reading and selecting idea skills. A meta-analysis by Credé, Roch, & Kieszczyinka (2010) shows that college students' attendance has a strong significant relationship with class grades and general point average rating. Nonis & Hudson (2010) concluded that good study habits are a qualitative technique used by students to manage time efficientl .

Several studies remarkably revealed the effects of poor study habits. Research by Balatbat, & Dahilig, (2016) revealed that students' poor test-taking skills affect academic success. A study by Alos, Carranto & David (2015) noted that the statement, 'I study only when there is a quiz,' is rated as the highest factor affecting the academic performance of nursing students. Mendezabal (2013) find that participants demonstrate unfavorable study habits such as inefficient time management, lack of planning and concentration in their studies, poor skills in reading and ineffective test-taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. Further investigation of the participants' licensure examination points out a quite low rating. According to Daño (2017), academic performance will only improve if students' study habits

and learning styles are prioritized and solved first.

How can a college student achieve academically? In higher education learners are expected to adapt quickly to the new learning environment and accept full responsibilities of their learnings and gain confidence in handling academic norms and requirements. Students are expected that they have the skills and competency to meet the standards of their chosen profession. Zimmerman (2013) perceives that learners are capable of demonstrating initiative, determination and adaptive skills in pursuing academic development with the collaboration of other social forms such as modeling, guidance, and feedback from peers, coaches, counselors, and teachers. Wolters, Won & Hussain (2017) find academic time management as a vital aspect of self-regulated learning and may help us recognize factors why students fail to do their academic works. Mega, Ronconi & De Beni (2014) show the influence of emotions on different aspects of self-regulated learning; their findings demonstrate that positive emotions indeed mark good organization of study time, summarization of study materials, strategic preparation for exams, and students' evaluation of learning and performance.

This study aimed to look into the profile of the study habits practices of the first year students of the University of Bohol for the first semester of academic year (AY) 2016-2017.

METHODOLOGY

The respondents were 314 first year students enrolled in Guidance 1 during the first semester of AY 2016–2017. They belonged to different colleges and departments of the University of Bohol, Tagbilaran City, Bohol, Philippines. Data mining was employed in retrieving the data stored in the automated system used by the university.

The study habits instrument was modified from the work of Preston & Botel (1967), and the work of Wrenn (1941). The tool was a self-rating assessment of study habits practices based on the following non-cognitive aspect: 1. time, 2. note-taking, 3. reading habits, 4. place, materials and physical setting, 5 test preparation, and 6. examination habits. The Likert scale was used to quantify the responses on the level of study habits.

Statistical formulas were used to determine the weighted mean and composite mean to support the analysis and interpretation of data. Below are the prescribed weight equivalent, description, meaning used in the analysis and interpretation of data:

Weight equivalent	Description	Interpretation
4	Always true in my case	Practice very good study habits
3	Usually true in my case	Practice good study habits
2	Seldom true in my case	Practice fair study habits
1	Never true in my case	Practice poor study habits

RESULTS AND DISCUSSION

Figure 1 depicts the study habits profile of the students in the first semester, academic year 2016-2017.

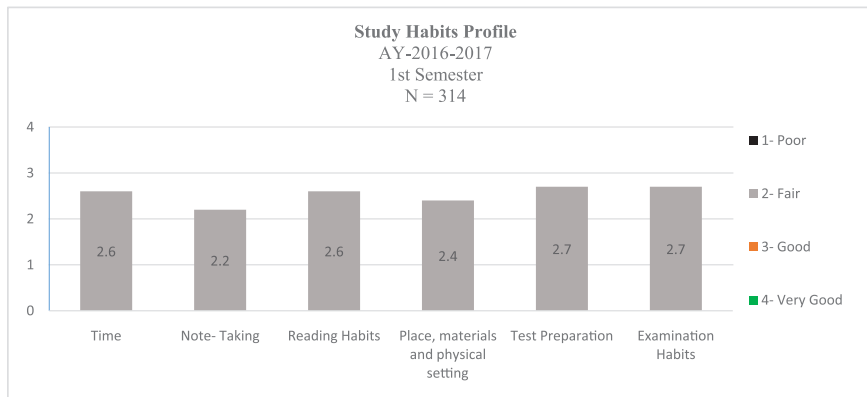


Fig. 1. Study habits profile - first semester, AY 2016-2017

The following is the descriptive presentation of Fig. 1:

1. Time, which assessed the habitual learned practices allotted for study hours and in prioritizing school works, showed a mean of 2.6, indicating fair rating;
2. Note-taking, which assessed the habitual learned practices in organizing and taking notes showed a mean of 2.2, indicating fair rating;

3. Reading habits, which assessed the habitual learned practices towards learning vocabularies using reading materials and references, showed a mean of 2.6, indicating fair rating;
4. Place, materials and physical setting, which assessed the habitual learned practices preference in choosing a conducive environment to resist distraction and the availability of resources, showed a mean of 2.4, indicating a fair rating;
5. Test preparation, which assessed the learned habits in outlining and reviewing materials in preparation for a test, showed a mean of 2.7, indicating a fair rating; and
6. Examination habits, which determined the learned habits and skills while taking a test, shows a mean of 2.7, indicating a fair rating.

The composite mean was 2.5, indicating a fair rating study habits profile for the 314 first-year college students.

CONCLUSION

The findings in all the aspects used to measure the study habits of the students showed a fair rating. These findings suggested that the student respondents still need to acquire a higher level of study habits to maximize study effort and meet the standards set for a college education. Students need to improve their study habits on the following aspects such as time, note-taking, reading habits, place, materials and physical setting, test preparation and examination habits to make learning easier and less tasking. Training them to adopt appropriate studying habits will surely help them earn good grades and become competitive professionals.

RECOMMENDATIONS

1. Train students to adopt appropriate study habit skills and techniques by providing remedial tools to correct faulty study habits;
2. Monitor the academic performance of the students who are part of this study; those who do not perform well should be assisted by their assigned counselors or peers;
3. Encourage teachers to enhance students' reading and writing skills through reading assignments and writing a synthesis.

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