

STUDY HABITS OF GRADE IV PUPILS
IN THE PUBLIC SCHOOLS

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The Faculty of the Graduate School
Samar State Polytechnic College
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In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education

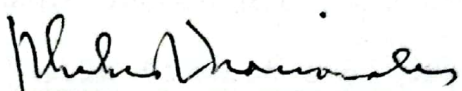
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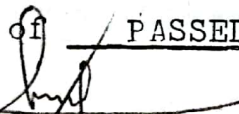
APPROVAL SHEET


In partial fulfillment of the requirements for the degree of Master of Education (M.Ed.), this thesis entitled, "STUDY HABITS OF GRADE IV PUPILS IN THE PUBLIC SCHOOLS", was prepared and submitted by GUADALUPE B. CINCO, who having duly passed the comprehensive examination with the rating of PASSED is hereby recommended for oral examination.


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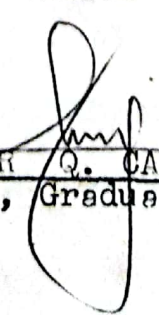

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The Researcher

D E D I C A T I O N

To

Husband Rene

and

Children Nennen,

Otit, Jojo and Gigi,

I dedicate this humble work

ABSTRACT

This study compared the study habits of male and female grade IV pupils of the three districts of Catbalogan as perceived by their teachers, parents and pupils themselves. This deals with the instruments and methods used in gathering the data, the reasons for their selection, the subjects, how they were chosen, the method used in the sampling and the procedure used in gathering the data. The study used the normative descriptive method of research, which is a fact finding method of research. The male grade IV pupils practiced different study habits from those of the female pupils. The factors most affecting the study habits of males pupils are: "Too much spending money". "Physical defects" and "Worries", Whereas for the females, "Incompatibility between teachers and pupils". In ability to read textbooks `` and "Worries ``. That the most practiced study habits of male grade IV pupils are Item 11 and 12, "Making his own assignments" and "Reading and recalling long assignment" while the females, Items 21, 28, and 31 "participates in class recitation", "Working on assignment he missed without being told by the teachers" and "Budgets his time in answering test questions". "The study habits of the male and female grade IV pupils are affected by the same factors. The three types of respondents differ in their perception regarding the extent of practice of the study habits of male and female pupils. The perception of teachers and pupils regarding the factors affecting the study habits of grade IV pupils are the same whereas the parents differ in their perception.

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Chapter 1

THE PROBLEM

Introduction

One of the major concerns of teachers and parents is the development of wholesome study habits on the children. Teachers and parents need to know how their pupils go about the task of studying because they serve as the most effective links in the chain of allegiance dedicated to assisting pupils. Good study habits eventually make pupils understand better the learning units presented during the teaching process and allow further analysis of the learning experiences that take place during the day. Tapalla (1988-32) states that studying involves all of the efforts of the individual in a deliberate pattern of learning. The ability to study effectively can be an important factor to any one's success. Learning through effective use of good study practices can be very rewarding but most of the time it involves one's time, energy and talents.

According to Hepner (1965:184), good study habits are generally not acquired by merely reading a book on the subject; they are developed by definitely planned directive procedures. They enable the pupils to make the most of complex ideas in their lessons. The inadequacy of

present literature on how to study is not due to the suggestions and help offered to pupils, but to a lack of understanding on the part of the teachers as to how to apply these suggestions in concrete situations.

Since early childhood, pupils have developed attitudes towards work and studies. Some of these attitudes are good, others are not. For example, when one pupil comes across a new word, he adds it to a list, finds its meaning in a dictionary, and uses it in his writing and speech. Another pupil skips over new words and quickly loses interest in reading because he does not understand what he is reading, and finally quits. Pupils obviously exhibit different talents and abilities in school. This is a psychological principle which makes it impossible for teachers to transform all individuals in a class into equally good pupils. This situation is a challenge to those who are responsible for the development of the pupils' potentials.

In her four years of being a grade IV adviser and ten years as district guidance counselor, the researcher discovered that pupils' study habits are very poor. She observed pupils not only in grade IV but also in other grades that come to school unprepared, cut classes,

do not have assignments while others do not take notes and just smile when they are given failing grades. This became the center of conversation whenever teachers happened to be together. Whenever she was with the testing committee to administer division and district tests, she heard the same remark from groups of teachers about the ineffective study habits of pupils. The researcher deemed it necessary to help these pupils develop effective study habits. In 1987, the district of Catbalogan I where the researcher is Guidance Counselor, got a very low result in the test conducted by the Division Office and the Division of Samar got second from the last in the Regional test. This gave a great impact on the researcher. This is the very reason that the researcher conducted this study.

Alcorn (1970:135), stated that in an elementary environment, the teachers can appraise the pupils' study habits by noting how long he takes to get started, how he cares for and uses materials, how well he concentrates, how well he employs various approaches in problem-solving, and how well he completes his work. The teachers should begin to familiarize themselves with the pupils' established work early in the grade level. Study habits of pupils should be formed as early as in grade I.

Theoretical Framework

According to Harry W. Hepner (1965:196) "A person's cycle is not permanent. While it is fixed by habits, habits can be changed as long as the person is determined to change." Harper said that we can never force the unwilling learner to learn nor to practice effective work habits. We can only make him go through the motion or even make him memorize the materials we have prescribed, but we cannot force him to apply it to situation outside of the classroom or to remember it after he leaves, hence the only thing we can attain through force and coercion is the mere shadow of learning, not any real change in behavior, self-concept and experience. Hostrop (1971:340) discussed the breaking and replacing of old habits with new ones in learning attitudes. He elaborated that by the changing of learning attitudes can be further assisted by a genuine desire and determination to change from ineffective study habits to more effective ones. According to Mouly (1971:369), all learning activities must mean something to the individual if he is to respond to it. Psychologically, it is impossible for the child to react to a situation that means nothing to him, and if he cannot respond to a situation, he obviously cannot learn from it.

The teachers must try to understand the needs and interests of the pupils to establish effective study habits. The most effective means of forming study habits come from the pupils themselves. It should not be imposed, rather it should be meaningful, life-adjusting and personally-expressing. There must be a strong ego involved on the part of the learner in order to motivate him toward various approved patterns with which the school is concerned.

Conceptual Framework

The concept of the study is illustrated in Figure 1 on the next page. The base of the schema defines the research environment consisting of the three central schools in Catbologan. The middle frames represent the criterion variables which are the bases of comparing the variates in response to the two hypotheses. These criterion variables are the practice of study habits and the factors affecting the study habits of the pupils. There are two sets of variates, namely: (1) the male and the female grade IV pupils, and (2) the perception of the teachers, the parents, and the pupils themselves on the practice of study habits and the factors affecting the study habits of the pupils. The next upper frame repre-

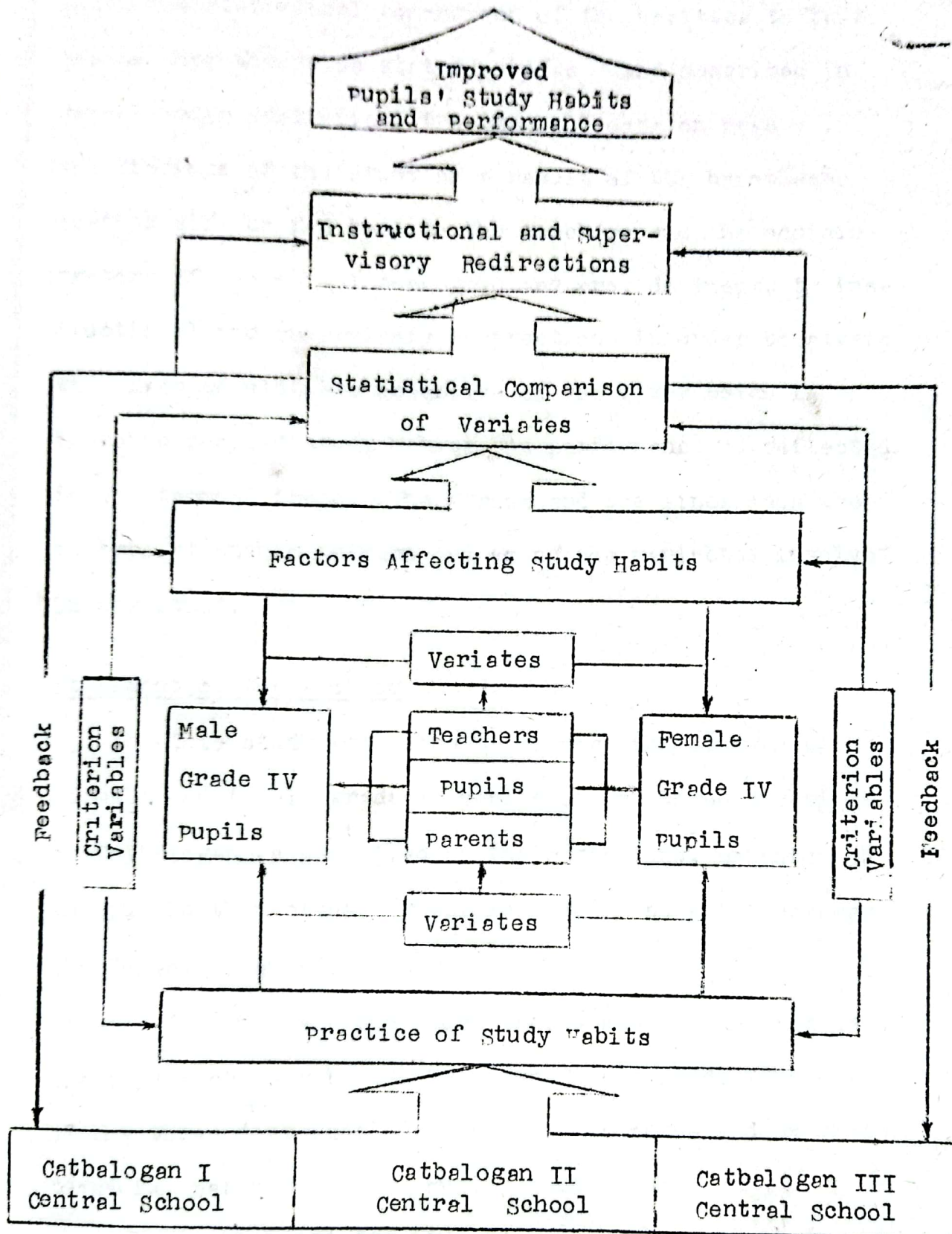


Figure 1. Conceptual Model of the Study.

sents the statistical comparison of the variates to test the two hypotheses as stated on page and described in detail under statistical treatment of data on page . The findings of the study as a result of the hypotheses testing will be fed back to the teachers and the administrators of the school concerned and provide inputs to instructional and supervisory redirections in order to attain the expected ultimate objective of the study which is improved pupils' study habits and performance as reflected in the topmost frame. The arrows and the lines show the interrelationship between and among the variables involved in the study.

Statement of the Problem

This study attempted to compare the study habits of male and female grade IV pupils of the three districts of Catbalogan as perceived by their teachers, parents and the pupils themselves. Specifically, it sought to answer the following questions:

1. What are the study habits and to what extent are they practised by the male and female grade IV pupils of the three districts of Catbalogan as perceived by their teachers, parents and the pupils themselves?
2. What are the factors and to what extent do

they affect these study habits as perceived by their teachers, parents and pupils themselves?

3. Based on the perceptions of the teachers, parents and pupils themselves, how do the male and female grade IV pupils differ in:

- a. extent of practice of the prescribed study habits?
- b. extent of influence of the factors affecting their study habits?

Null Hypotheses

1. The practice of the study habits of the male and female grade IV pupils in the public schools are the same as perceived by their teachers, parents and pupils themselves.

2. The extent of influence of the factors affecting the male and female grade IV pupils' study habits are the same as perceived by their teachers, parents and pupils themselves.

Importance of the Study

The present problem that public school teachers are confronted with is the pupils' lack of interest and unsatisfactory academic performance, motivated the research-

or in conducting a comprehensive study of the grade IV pupils' study habits. This study will be helpful in developing and practicing good study habits for a successful and progressive educational growth for the pupils.

Parents. This study will help the parents to gain a better insight into the study habits of the pupils in the elementary grades, most especially the grade IV pupils. It will afford them a better understanding of the needs of the pupils relevant to their studies and consequently provide the appropriate scheme necessary for a well-planned study schedule.

Teachers. This is very significant to teachers in that it will enlighten and encourage them, so that pupils may be helped in the proper utilization of time and the development of good study habits. The result of this study will serve as an indicator or guide for teachers in directing pupils to provide the necessary changes to attain a higher level of achievement.

The result of this study will provide a basis for the guidance and counseling office in formulating intervention program or schemes to improve the study habits of the pupils.

pupils. Good study habits on the part of the

pupils ensure educational success. Well-planned and purposeful study techniques will enable the child to a mass knowledge which he will later use in his pursuit of better living in the community which is his abode.

Administrators. Moreover, this study may bring about a more sensitive awareness to school authorities concerned with the importance of developing skills on how to study so that elementary pupils in public schools can avail more of the kind of education they rightfully deserve.

This study will point out also the particular areas of study needing emphasis and attention so that time and effort may be properly utilized for effective and purposeful study to produce better elementary graduates in the district, in the division and in the whole country as well. Kelly (1956:298), emphasized this point when he stated:

The process of effective study does not consist merely in storing of facts and information. The process of effective study does not consist merely in reading. By its very nature, the process of effective study constitutes a disciplinary training. This means that the pupils study in order to learn and in order to fit himself for the intellectual encounter of life.

The writer believes that the effectiveness of sound study depends largely on the diligence of pupils, deep concern of parents, and untiring effort and guidance

of the teachers as well as the assistance of competent school administrators. The success of our educational system depends largely on how much effort the pupils, teachers pool together in order to produce better quality who are the country's future assets. The factors to this success are known to be numerous and varied but as stated in the earlier part of this work, systematic study habits are one of the contributing factors in successful educational pursuits. If better study habits could be inculcated in schools today with the cooperation of the home, the schools and the community, there is no room for fear of the decline in the quality of graduates.

Kelly (1956:361) further explained that pupils with good study habits are far better than those who have poor study habits. Even if they are just in this level, this kind of pupils oftentimes are more successful in any office work. They show a better academic performance in school and become assets in the community and in the country as a whole.

Community. Better communities are peopled by good community dwellers. Good inhabitants of the community are those who have acquired enough knowledge through patient and diligent study. It is through these well-trained people

that better living, by means of sound planning, is possible. It is not enough that learned individuals be produced, but it is generally expected and anticipated that educated citizens have a high regard for moral values which the new society demands today.

Many of the values resulting from studying are satisfactory working relations in whatever problems are encountered and the successful completion of task assigned whether by oneself or others. The other valuable concomitants are the psychological adjustment to the world in general and that great feeling of self-confidence.

Scope and Delimitation

This study is limited to the study habits of 336 male and female grade IV pupils of the three districts of Catbalogan, Samar namely; Catbalogan I, Catbalogan II and Catbalogan III for school year 1987-1988. Of these 336 grade IV pupils 168 are males and 168 females. All the 21 grade IV teachers from said districts and the parents of the randomly selected pupils were the respondents.

This study is also limited to the factors affecting the study habits of these grade IV pupils while studying their lessons.

Definition of Terms

Abilities. It refers to the actual power to act physically or mentally, whether or not the power is attained by training and education. Abilities imply that the task can be performed now, if the necessary external circumstances are present, no further training is required.

(Klausmeier and Goodwin, 1966:34).

Attitude. This term refers to the tendency to respond either positively or negatively to certain person, objects, or situation (Morgan, 1956:45).

Conception. It is an idea or general notion a product of abstract or reflective thinking (Webster, 1976:472).

Conviction. This term refers to the state of being convince of error or compelled to admit the truth; or a strong persuasion or belief; certainly of what is thought, spoken, or done (Webster, 1976:491).

Economic Status. This refers to a family's standard of living which is frequently judged on the basis of the father's occupation. The economic status of this family depends upon the income, the social position in the community, and the comforts and advantages that it enjoys (Klausmeier and Goodwin, 1966:479).

Environment. It is the sum total of conditions and factors potentially capable of influencing an organism (Morgan, 1956:45).

Habits. It is an action so often repeated as to become fixed characteristics or tendencies (Bigge, 1962:79).

Interest. It is a conditioned response of pleasure or satisfaction which accompanies intellectual consideration of something or ideas, or participation in some activities (Good, 1954:58).

Learning. This term refers to any relatively permanent changed in behavior which occurs as a result of practice or experience (Morgan, 1956:79).

Maladjustment. It is a lack of harmony to reach a satisfactory adjustment, between one desire and the condition of one's life (Webster, 1976:1369).

Principle. It is a philosophy of life that helps unify a person's purpose and serve as indicator in directing all his activities in his relation to others (Morgan, 1956:79).

Study Habits. It is a students' accustomed way of approach to units of learning, his work or study methods and efforts he exerts through the process of learning (William, 1956:604).

Study. This refers to the application of energy directed towards the learning of new materials, the solution of a problem, the discovery of new relationship, or similar purposeful activity. It can also be interpreted as a planned program of subject mastery. It is essential to learning and fundamental to school life (William, 1956:606).

Teaching. This term refers to the process by which materials, directions, guidance, control and evaluations are provided (Webster, 1976:1865).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To enrich the content of this study, the researcher spent much time reading books, periodicals, unpublished theses and other reading materials which were relevant to the study. Researches conducted here and abroad were carefully considered to shower more light and information on this undertaking. The researcher did not find any study conducted by anyone from the division of Samar similar to this problem.

LITERATURE

Conviction. A person's conviction regarding his abilities are powerful factors in his mental efficiency. His conviction about himself can be changed and his methods of work improved, but his method of work will not improve until such time when he himself is determined to improve and persist in learning the new and better habits (Hepner, 1965:18).

Harper's experiment as cited by Hepner (1965:19) shows that when drills are given to a poor speller, he improve his spelling only when he himself really is deter-

mined to improve it. Mere repetition drills have almost no value in the individual's attitude. No amount of effort exerted by teachers and parents in encouraging the child to form his study habits will be worthwhile, if the child himself is not determined to change. Work habits or study habits are formed through the self-determination of the pupils.

The clinical techniques, according to Hepner (1965: 199), which follow the theoretical conception of the problem must aim to bring about in the subject a re-examination of those ideas which block his development. Academic difficulties and social maladjustment are conceived of as due to resistance arising from the subject's idea of himself. Obviously the method must rely upon the teachers inducing the subject to observe the system of contradictions in which he has been involved as in the case of an intelligent pupil who is deficient, for example, in spelling. In almost every instance, poor spellers have been tutored and practiced in spelling over long period with improvement. For some reason such a pupil has a special handicap in learning how to spell, though not in learning the other subject which are usually considered more difficult. This deficiency is not due to a lack of ability, but rather to an

active resistance which prevents him from learning how to spell inspite of the extra instruction. The resistance arises from the fact that at some time in the past the suggestion that he is a poor speller was accepted and incorporated into his definition of himself, and is now an integral part of his total personality. His difficulty is thus explained as a special instance of the general principle that a person can only be true to himself. If he defined himself as a poor speller, the misspelling of a certain proportion of the words which he uses becomes, for himself, a moral issue. He misspells words for the same reason that he refuses to be a thief. That is, he must endeavor to have a manner consistent with his ideas of himself.

Factors on study habits. The counselor who has studied and assisted failing pupils knows that effective learning cannot be confined to study habits alone. Instruction on study habits, time scheduling and reading clinics have little value unless the personality development has been appropriate for effective study. The mental habits and attitudes of the pupils, his convictions about himself, his modes of adjustment to his problems are determining factors in his record as a pupil.

(Hepner, 1965:182).

Study habits. Much has been written about the problem of study habits and learning techniques, but most of them have been of little value due to their speculative nature. Study habits and environmental factors have been found to retard or hinder the mastery of the subject matter by students of adequate mental capacity for school. Pressy, (1960:536) negatively defines such techniques as "those methods of work which are distinctive characteristics of inefficient students". These problems should not be confused with deficiencies in tool subjects which may also be characteristics of inefficient students. Deficiency in tool subjects may be a result of ineffective study in the grades and also a cause of ineffective study in high school and college.

Example of the characteristics of pupils in secondary school who do unsatisfactory work were noted by Monroe and Molhman (1969:53-55) at the University of Illinois, as inability to read textbooks, the idea of study as a process of memorizing, lack of regular time and place to study, failure to concentrate upon the assignment, and practice of discontinuing study on a lesson before mastery of the materials has been attained.

School curriculum. Failure of curricula to meet the problem of the individual differences is a probable cause of ineffective study habits, according to Murray (Tutsch and Mcconn, 1976:118). If a pupil is taught a subject matter irrespective of his needs, naturally, apathy will produce ineffective effort to study.

Method of teaching. Witty and, (1948:37) in a study of their particular problems, concluded that teaching students how to study largely a problem of teaching them how to read. They further discovered that poor reading results in certain incorrect habits, attitudes and skills, each of which is a serious handicap in all academic endeavor.

Several other studies of high school failure reveal incidentally the prevalence of ineffective study techniques. Adam's Effingham's (1970:441) study of 4739 high school students enrolled in 70 small high schools over a period of three years revealed 995 failure in 35 non-vocational schools and 926 failures in vocational schools. One study technique stood out as the most frequent cause of failure, the failure to complete the assigned work. In the non-vocational schools 35.6 percent of the boys and 42.6 percent of the girls reported

this reason for failure in one or more subjects.

Study skills. Amos and Orem (1977:5-6) stated that students learn to study and to work effectively if the teacher guides them in such learning. The teacher who is unconcerned about how his students study or who is impatient with them is not likely to teach them essential study and work skills. Study skills, like other skills, are acquired gradually and continuously. It is each teacher's responsibility to help his students acquire the study skills that they need in order to profit most from the work.

Teaching students how to study is as important as teaching subject information and facts. However, teaching study skill should be done in a functional setting. It is easier to teach adolescents study methods, individual classes in English or in Algebra than it is to form a special class to teach more generalized method of study.

It is not always necessary to tell students exactly what to do and how, when and why to do it, but the teacher can usually give helpful brief instructions before his students begin a task. He can help the students recall relevant knowledge, help them determine the

abilities of skills needed for the new task, or help them gain a clear idea of the final outcome desired. It is the teacher's responsibility to make sure that all of his students understand the components of learning activity. When they do not understand, there is much confusion and little learning.

Causes of failures. Arellano (1975:65) stated that the large number of students receiving failing grades have challenged many advisers and counselors. All students who are given low or failing grades are not necessarily possessing the same general mental ability and interest. Regrettably, there are many of these students receiving failing grades who possess high intelligence while, of course, there are those who receive very low grades or failing marks because of limited or very low general ability. As far as guidance is concerned, the real measure of success is the degree to which students achieve based on what they are capable of achieving. What are the causes of failures? A number of studies have been made to determine the causes of failure. Students and teachers give several reasons that students are not getting satisfactory mark. The first National Conference on Student Mental Health held in Baguio City, October 19-23, 1959 cited the following

causes among Filipino students:

1. Poor study habits
2. Lack of personal discipline
3. Insufficient academic preparation
4. Wrong choice of vocation
5. Lack of capacity to do college work
6. Inadequate finances
7. Emotional disturbances
8. School policies

The above causes were the results of studies of colleges and universities during the school year 1957-1958. First and second year students were included in the study. The grade of 3 or 75 percent is a very marginal grade.

Studies have shown that there are students who participate in extra curricular activities and yet receive high marks. These students have higher intelligence and they know how to manage their studies. They have better study habits and possess better personal discipline. On the other hand, there are those who participate in extra-curricular activities whose academic success is not complementary. They give much of their effort and time to their outside activities and neglect their class work. The plan of administration regarding co-curricular and extra-

curricular activities should be to prevent extra loads. Extra-curricular activities should be distributed on the basis of capabilities to do extra loads without necessarily affecting the academic success of each of the students. A well-balanced program of activities, curricular and extra-curricular, should be the concern of administration.

Diagnosing the cause of failure in school work is surely a very challenging and difficult task. The discriminating teachers or counselor should avoid the use of general exhortation for all students to study harder and the acceptance of certain superficial signs as getting the main cause of failure. They should try and exhaust all possible means in order to find out the real underlying causes of poor school work and direct their efforts towards their elimination.

Techniques of effective study. At one time or another, all of us have had to face the problem of developing effective methods of study. Certainly this is a problem for most students in school. As industry provides more and more training programs, the problem becomes important there too. Although proper motivation and attitudes are probably the most important factors in effective study, there are a number of specific methods

which may be helpful as cited by Morgan (1956:600-603).

1. Survey Q 3 R Method. This grew out of an elaborate program at the Ohio State University that was designed to analyze and treat students' academic problem. It consists of five parts: (a) a survey of heading, summaries and topic sentences before detailed study, (b) the formulation of questions to be answered in studying, taking advantage of questions the author of the book may have posed; (c) read carefully everything in assignment, including tables and graphs, and doing this with an intent to remember, (d) reciting to oneself or other students what has been read, and then, (e) reviewing carefully both after studying and just before an examination. It is called the Survey Q 3 Method because it consists of five specific steps labeled Survey, Question, Read, Recite and Review.

2. P - A - T - Method. This method involves the previewing, attacking, and testing of materials for study. Very much like Survey Q 3 Method, it involves a preliminary period of investigation, a vigorous attacking of materials to be studied, and then follow-up testing of materials concentrated upon.

3. Other Method. The methods which have been utilized and described by researchers on effective study

involved a study - rest - study - rest - method, a series of question and answer method, use of outlining both of chapters and class materials, diagramming of materials, a five-step study plan which involves giving the materials the "once over", developing curiosity about materials to be studied, reading and remembering, thinking or talking over the results of learning.

The teacher's function in the process of effective study. Educational psychology deals with the mental processes and with the methods and procedures for guiding intellectual growth and development. The teacher by means of his knowledge of the principles of educational psychology is able to analyze the requirements of the various school subjects and to adapt his teaching procedure accordingly so that each individual in the class may be able to learn in an efficient and economical way. The teacher's task is to encourage and to help pupils to study effectively to aid them in securing confidence and faith in themselves, to provide a strong motive, to provide a definite time for study. The most important function of the teacher is to direct the pupils in such a way that they acquire right methods of study. It is unlikely that the pupils will achieve good habits of

reading, of thinking, and of studying, merely by method of trial and error and success. Hence, the pupil should train directly in the proper use of the mental processes that underlie effective thinking and studying.

It is the teacher's task to cultivate worthwhile mental habits, to direct the voluntary attention of the pupils to his work and to assist him to analyze his activities in studying.

Kelly (1956:314), mentioned the teacher's function in laying the foundations for the acquisition of following methods of effective study of pupils:

1. How to use the textbooks.
2. How to take and to keep notes on schoolwork.
3. How to use source and reference materials.
4. How to gather materials.
5. How to organize and classify facts and information.
6. How to use the library.
7. How to evaluate facts and data.
8. How to control attention.
9. How to memorize economically.

The pupils' function in the process of effective study. The pupil must realize the necessity for acquir-

ing methods of effective study through his school work. He must realize the need for developing an interest in his work. He must realize the importance of voluntary attention and the necessity for an abundance of clear ideas. His daily aim as he becomes more efficient in the process of effective study should be to prepare his schoolwork in less time and to achieve a greater degree of mastery at the same time.

There are certain conditions considered prerequisites for the achievement of methods of effective study by the pupils as stated by Kelly (1956:315):

Firstly, the pupil must be intellectually capable of studying effectively; secondly, the pupil must have the opportunity to do the necessary studying under favorable conditions; thirdly, the pupil must have a motive which is sufficiently strong to cause him to take advantage of his opportunity and to study effectively within the limits of his capacities.

With these prerequisites as a basis, helpful rules for study should be taught. However, the mere giving of such rules carries no guarantee that the pupil will study more effectively. These rules will have to be modified considerably to meet the individual differences

existing among the pupils. In the formulation of study rules and procedures, the following factors must be taken into consideration;

1. Pupils differ because of heredity as to the amount they are capable of learning.
2. They differ because of environment, training and will power as to the amount which they will learn.

Therefore, for the slow and the dull pupils there must be prescribed specific study procedures which are in harmony with the general principles for effective study. Then sufficient practice in these procedures must be provided in order to reduce them to functioning habits.

The educational implications of the process of effective study. The process of effective study is the foundation of all progress in education. There exists an altogether too prevalent idea that merely reading schoolwork constitutes study. Study involves reading, nevertheless, the mere act of reading does not imply effective study. This process of effective study means mastery and command of the tools of knowledge. Therefore, methods of effective study must be taught consistently and thoroughly throughout the entire school

career of the child. It is just as essential to teach pupils as it is to teach them what to study, (Kelly, 1956:316).

There is still need for a great deal of research to be done by teachers on this problem of how-to-study. This research should involve the investigation of actual study practices used by those who are bright, those who are average, those who are slow, those who are successful in their work, and by those accomplishments are poor. The purpose of this investigations should be to determine what study habits and skills used by pupils are advantageous and what are disadvantageous. Then remedial and follow-up work to improve the use of advantageous habits and skills to eliminate the disadvantageous should become an essential part of the teaching process. There is further need for individual diagnosis and case studies to determine the effectiveness of various kinds of remedial work with individual students.

Programs for effective study. It is good to investigate special techniques that will allow the pupils to deal effectively with his study problems. Tussing lists ten major activities in which an individual

should engage in order to improve his learning. These are summarized as follows (Heckel and Peacock, 1966:11).

1. Overlearn which involves studying the materials beyond the point of which some successful recitation can be made of the required materials.
2. Undertake assignments actively, which involves the techniques of seeing, saying, hearing and writing out study assignments.
3. Avoid stagnation periods.
4. Complete the most difficult or less interesting subjects first.
5. Utilize effectively periods of potential study.
6. Engage in a short review of the previous days' work prior to each class.
7. Be punctual in class attendance.
8. When possible, set aside some time immediately after a class for checking notes, having a short review, etc.
9. Attempt to summarize materials in ones own manner.
10. Realize that one must set the pace for how much time he will spend in study and gauge this in accordance with what he wants from the course.

In the past, teachers seemed to take it for granted that pupils just naturally learned to study. Seldom did teachers ever take it upon themselves to teach pupils how to study or how one should get ready for the quiz.

More recently, teachers have begun to realize that boys and girls must be taught the basic study techniques before they enter the secondary grades to give justice to the secondary school pupils.

STUDIES

In the study of 880 high school student failures in Los Angeles, United States by Gilbert, Howard (1945:46) found that the students rated the reason, hard to study at home, of fourth importance among the obvious reasons for failure. The teachers of these failures ranked it as third in importance for the same students.

The study of Gilbert is similar to the present study in the sense that it deals with factors affecting study habits. It differs in the number and kind of respondents used. The previous study used 880 students, while the present study used 336 grade IV pupils, 21 teachers and the 336 parents of these selected grade IV pupils.

Study Habits

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Studies in the Philippines which were focused on the study habits of the secondary school students and elementary grade pupils were conducted by many researchers. Solis (1968:42) conducted a study on the study habits of Freshmen College Students in Zamboanga Normal College. It was found out that the private high school students exhibited the same effective and defective habits that the public high school students show in the use of books and other facilities in the library. There was practically no difference between the public and the private high schools in the schedule on their study. She also found no difference in the study habits and the practice of the students from the bigger high schools and those from the smaller high schools. The difference lay in in proportion of students practicing the study habits.

This study of Solis (1968:42) is similar to the present study in the sense that it is on the study habits. It differs from the present as to its subjects for while her subjects were freshmen college students of both public and private schools, the present study used grade IV pupils in the public schools.

Bardeja, (1974:314-316) conducted a study on the study habits of the Grade V and Grade VI pupils of Taysan District and Their Implication with a strong belief that poor study habits are one of the causal factors. This study was undertaken in a place which is a typical rural community, and where the economic status of the family of the respondents was almost of average and low class type. A total of three hundred ninety-five intermediate pupils were picked out from eight elementary schools of the district on a random sampling basis.

It was noted that the general study habits of the intermediate pupils of the eight schools were generally weak. There were several factors affecting the children's study practices, like the economic status of the family, the educational background of the parents, home chores assigned to them, study places, and the different obstructions found in their homes and in the neighborhood.

This study of Bardeja (1974:314-316) is almost the same with the present study because both dealt with the study habits of pupils in the elementary grades. Different factors were also included in the study. Both studies used the Normative Survey Method. Random sam-

pling was applied in the selection of respondents.

The previous study used 395 grades five and six pupils as her respondents, while the present study used 336 grade IV pupils. The teachers and parents of these selected grade IV pupils were chosen also as subjects of the present study.

Castaños (1973:27), conducted a study among college freshmen and sophomore students of St. Peter's college, Ormoc City. Her concern was to measure the degree of relationship between study habits and grades. Her findings showed a highly marked correlation between Survey and Study Habits and Attitudes (SSHA) scores and grade averages. All coefficients of correlation between the SSHA scores and the grade averages of various grouping of freshmen and sophomore students were positive. The coefficient ranged from r of .34 to .53, and were significant at the .01 level.

Castaños' study (1973:25-27) is similar to the present study in the sense that it deals with the study habits of children. It only differs on the respondents and some objectives used. The previous study used the freshmen and sophomore students of the private school while the present study used the grade IV pupils in the

public school. Furthermore, the previous study tried to measure the degree of relationship between study habits and grades, while the present study tried to find out the relationship between the study habit of the male and female pupils as perceived by their teachers, parents and the pupils themselves.

A survey was undertaken by Matro (1972:11-18) on the study habits of grade five pupils in Rosario District Cavite City. The 362 grade five pupils who participated in survey were composed of 194 males and 168 females. The average age of the group was eleven. A small portion of the participants, 5.5 percent came from families with good socio-economic standing, while the biggest portion, 47.8 percent belonged to families with low socio-economic status, each family having an average of six children.

A great majority of the parents of the pupils surveyed finished either the primary and intermediate courses. Each pupil did a number of home chores which appeared to be beyond the pupil's capacity to accomplish. From the findings, the writer concluded that the grade five pupils of Rosario District as a group had not satisfactorily acquired many of the study habits in the checklist, most especially on the following:

1. Outlining when studying
2. Stopping to recall parts just read
3. Trying to summarize what one read
4. Getting information about the lessons from other resources or references
5. Using maps, pictures and graphs in books
6. Discussing lessons with others
7. Following rigidly their program of study

The writer further concluded that the pupils coming from families of higher socio-economic status had better study habits than those coming from poor families. Her study reveals that bright pupils were better followers than the dull ones.

Matro's study (1972:11-18) is similar to the present study because it tried to survey the study habits of pupils in the public school, and the subjects of the study were composed of both male and female pupils. However, this study did not apportion the respondents equally in number. Unlike the present study the respondents were equally divided in number, 168 males and 168 females. The grade IV teachers and the parents of these pupils were also included as respondents in the present study.

Santos (1973:12-13) made a survey of the study habits of the elementary pupils of San Quintin Elementary

school, Tayug, Pangasinan, in relation to their age, sex and socio-economic background. The survey revealed that the more mature the pupils were, the higher the achievement and the better study habits. The oldest group age twelve and thirteen had better study habits which he rated as fair, while the youngest group had poor study habits. Findings revealed that the girls had better study techniques and habits of work than the boys.

The following are his findings in the four areas of study habits:

1. Reading and notetaking techniques.

The pupils revealed that they had good reading ability and notetaking techniques. Few of them found to be slow in comprehending a selection.

2. Habits of Concentration.

The pupils were quite handicapped in their studies because some of them had poor habits of concentration.

3. Distribution of time and social relationship.

Less time was spent in studying than going to movies, or watching basketball games. Their study periods were mostly disturbed by outside interference.

4. General habits and attitudes of work.

Many children were found to have good attitudes towards study habits but more than one-half of the pupils surveyed feared examination and were very much confused when taking tests.

There is a similarity between the study of Santos (1973:12-13) and the present study because both deal with the study habits of pupils in the elementary level in the public schools. However the previous study measured the relationship of the study habits of the elementary pupils with their age, sex and socio-economic background while the present study tried to find out the extent of practice of the study habits of the grade IV pupils as perceived by their teachers, parents and pupils themselves.

Factors Affecting Study Habits

Bocals (1979:98) conducted a study on the factors affecting study habits of the intermediate grades male and female pupils of Mabunturan Central School. The researcher used questionnaires, inventories, observations and actual inventory of facilities which may have some effects on the pupils learning attitudes. She gathered data and information from three areas: the school, the

home and the community. It was found out that the teacher's personality frustrates the interest of the pupils in their learning. Furthermore the school failed to provide the boys with tools for their vocational training and majority of the parents failed to provide their children with the necessary study facilities. It was also discovered that majority of the female pupils exhibited more effective study habits than the boys.

The study of Bocala (1979:98) is similar to the present study in the sense that it deals with the study habits of both male and female pupils. It differs only in its scope and universe. While Bocala used the intermediate male and female pupils, the present study used the grade IV male and female pupils.

Study Habits and Attitudes

Another study made by Damaso (1981:412) investigated the effects of group learning strategies on the study habits and attitudes of freshmen college students. The subjects of the study were 106 randomly sampled BSC freshmen college students. The randomized sections from where the experimental and the control group were drawn, were sections, B, C and D. Three instruments were used: SSHA (Survey of Study Habits and Attitudes), IPAT scale

and Group Strategies. Fifty-three students comprised the experimental group and fifty-three comprised the control group.

The data were analyzed through the use of appropriate statistical test. The t-test was used to determine the tenability of no difference and analysis of variance was computed to adjust or statistically control the effects of IQ and pre-test scores on the gain scores. The Alpha level of .05 was the standard for rejecting the null hypotheses. One tailed or two-tailed test was used where either was appropriate.

The study revealed that there was no observable difference between pre-test mean scores of the experimental group and the control group. The two groups had similar study habits and attitudes before the experimental period. There was evidence of the improvement of the posttest mean scores over the pretest mean scores.

It was revealed that the group learning strategies affected the experimental group but not the control group in terms of SSHA score; the group learning strategies had practically no effect on the improvement of the final average grade of the experimental group and the sample students have more negative study habits than

negative study attitudes.

The study of Damaso (1981:412) is similar to the present study in the sense that it is on study habits and the subjects were taken from random sampling. However, the subjects of the previous study used 106 freshmen college students from the private school while the present study used 336 pupils, 21 grade IV teachers and 336 , parents of the grade IV pupils in the three districts of Catbalogan.

Another significant study was made by Daitol (1973:14) in Bogo District, Division of Cebu. The subjects of her study were public school pupils in the intermediate grades. Among the more significant findings concerning the study attitudes and practices of the intermediate pupils are the following:

1. The study habits of the public school intermediate pupils were not very effective in bringing about desirable results. A large number of them lacked the knowledge of studying. Many didn't have the proper concentration on the tasks to be performed. Attitudes were not very favorable.

2. A relatively great number of intermediate pupils wrote assignments to be studied and asked ques-

tions when they failed to understand what their teachers taught.

3. Less than a majority of the group were attentive and took active part in class discussion.

4. The study aids, materials, and help provided to school children, both at home and in school, were not sufficient. As revealed in the questionnaire, most schools do not have libraries. Textbooks and other references materials were not readily available in the homes of the pupils. A large majority of pupils were not provided the textbooks needed for each subjects.

The study of Daitol is similar to the present study because it centers on the study habits of public school pupils and the cause or factor affecting their study habits. It also uses the normative survey method.

However, while the previous study dealt only with the intermediate grade pupils, the present study focused on the three kinds of subjects, the grade IV male and female pupils, the grade IV teachers and the parents as subjects.

The study of Del Fierro (1973:45-46) on the study habits and attitudes of the freshmen college students of Luzonian University showed that out of 904 respondents,

26.1 percent of them classify requirement for written work before starting to work; 23.1 percent generally do classify and 22.5 percent sometimes do not pay attention to it anymore. only 28.3 percent of them study their notes and make their assignment and 9.9 percent of the students seldome study their daily notes.

Both the study of Del Fierro (1973:45-46) and the present study deal with the study habits of children. They differ in universe and scope since the previous study used 904 college students while the present study used 336 male and female grade IV pupils, their teachers and parents.

Martin (1980:195), made a survey of the study habits and attitudes of both the high and the low performing groups among the sophomore students of Assumption College and compared their study habits and attitudes with their academic performance. There were 1,383 sophomore students but only seven hundred eighty-eight were regular freshmen in the preceeding year. Forty students, representing the upper percent were classified as the high performing group and another forty students representing the lower five percent were classified as the low performing group. The following

classification was made with the corresponding range in grade point average:

1.35 - 2.04 - - - High performing Group

3.09 - 5.00 - - - Low performing Group

The researcher used the SSHA by Brown and Holtsman as the research tool. The study revealed that null hypothesis number one is rejected since the Chi-square value obtained reached the required 5.99 for two degrees of freedom at .05 level of significance. It also revealed that there was a significant difference between the SSHA means of the high performing and the low performing group. It further revealed that there is low correlation or definite but small relationship between academic performance, study habits and attitudes.

Both the previous and the present study focused on the study habits of the pupils and compared the study habits and attitudes with their academic performance. Furthermore, the universe of these studies differ as the previous study was a private secondary school while the present study is in a public elementary school. It also tried to find out the degree of practice between the study habits of the male and female pupils as perceived by teachers, parents and the pupils themselves.

study skills

Most of the subjects of Balendra (1972:65-71) from the Cadiz City High School were found to be having no definite plan for study. Her findings disclosed that among her respondents only 28.26 percent had definite plan for study, 26.07 percent preferred to study than go to the movies with their friends after class, 39.96 percent read with comprehension and 69.56 percent avoided conversation or listening to the radio while studying. She came up with the recommendation that supervised study period be scheduled in the daily activities of the students and that teachers should help students in note-taking, concentration, plan of study, comprehension skills and rapid reading skills. Furthermore, she emphasized that teachers be oriented in the way of helping students cope with learning.

The previous study is similar to the present study in the sense that it dealt with study habits of pupils, using the same method. The study of Balendra (1972:65-71) used the freshmen students as the subjects, while the present study used the grade IV pupils, teachers, and parents.

In a nutshell, this study is related to all

literatures and studies reviewed in this chapter because they were correlational studies on study habits, the same methods and procedures were employed, other studies included factors affecting their study, but others differed in the number of respondents involved and the educational level of sample pupils, some in intermediate, others in the secondary and college, but the present study is on the grade IV pupils.

Actually this writer recognized her debt of gratitude to the different authors of these studies because they, on one way or another, aided her improve and enrich her work.

METHODS AND PROCEDURES

Research Design

This chapter deals with the instruments and methods used in gathering the data, the reasons for their selection, the subjects, how they were chosen, the method used in the sampling and the procedure used in gathering the data. In a nutshell, the study used the normative descriptive method of research, which is a fact finding method of research. The facts obtained in this study were subjected to careful and adequate analysis and interpretation for facts by themselves, no matter how accurate, are meaningless and cannot constitute research unless subjected to the thinking process in terms of ordered reasoning (Whiteley, 1970:160).

The Subjects

The subjects of this study were 336 randomly sampled grade IV pupils of Catbalogan I, Catbalogan II, and Catbalogan III districts of Catbalogan, Samar, their teachers and parents. These pupils were taken from the 21 sections of the said districts using the even number

selection method. The male and the female pupils who had the even number were taken as subjects. The researcher selected these pupils as representative of the three districts for she believes that pupils in the fourth year of elementary schooling have acquired enough habits of study and experiences from their previous grades yet still have two years for follow-up.

Instruments

The present study being concerned mainly with the study habits and the factors affecting such habits as perceived by teachers, parents and pupils themselves, used the following questionnaire in gathering the needed data;

- (1) Study Habits of the Grade IV Pupils composed of 34 items for teachers and parents and (1-a) Study Habits of Grade IV pupils composed of 34 items for pupils and
- (2) Factors Affecting the Study Habits of the Grade IV Pupils composed of 24 items.

Study habits. The items in these questionnaires were mostly taken from the Survey of Study Habits and Attitudes by Brown and Holtzman. Twenty-three items were taken from their test, seven items were taken from the

study of Daitol and four items were prepared by the researcher to increase the items to thirty four. The additional four items were based on the researcher's interviews, and readings on questionnaire construction by Good and Socrates. These were presented first to her adviser for her comments and evaluation. The questionnaires were revised and administered in Salug Elementary School for a dry run. Their responses were carefully studied and analyzed in order to effect revision for the final form of the questionnaire.

The researcher used the point scale which is known as the verbal interpretation for more precise results. It is stated as 1.00-3.33 "Seldom", 3.34-6.66 "Often" and 6.67-10.00 "Very often". There are no wrong answers. They only had to put a check on the space which they think is the degree of practice of their study habits.

Factors affecting the study habits. The factors affecting the study habits were gathered by the researcher through reading books, interviews and observations. The questionnaire consisted 24 factors affecting study habits. These items were also given arbitrary weights of 1.00-

3.33 "seldom", 3.34-6.66 "often" and 6.67-10.00 "very often".

The pupils were made to check the space for each item in accordance to the degree of influence.

Procedure

Since there were several sections of grade IV pupils in the three districts, a random sampling of pupils from different sections was made. The researcher got 50% of the total number of pupils enrolled in each district. In Catbalogan I there were 178 grade IV pupils, taken from the nine sections using the even number selection method. The first twenty pupils from sections 1-7 and the first nineteen pupils from sections 8-9 who had even numbers were chosen to answer the questionnaire. In Catbalogan II, there were 78 grade IV pupils, thirteen pupils from sections 1-6 were taken also and for Catbalogan III, the first fourteen pupils from sections 1-2 and the first thirteen pupils from sections 3-6 were taken to answer the questionnaires. The same procedure was used for the district of Catbalogan II and Catbalogan III,

The following were the chosen number of subjects:

<u>District</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Catbalogan I	89	89	178
Catbalogan II	39	39	78
Catbalogan III	40	40	80
T o t a l	168	168	336

Data gathering. Having all the respondents ready, the researcher administered the questionnaires in Catbalogan I. She used only 20 respondents in every administration. She read and explained every item of the questionnaire to the pupils. This was done until all respondents were able to fill said questionnaire.

The researcher utilized the Homeroom meeting and PTA meeting to meet the parents. Some questionnaires were sent through the pupils. Parents who were not around the session, were met through home visitation by the researcher after class hours, especially during Saturdays and Sundays. She explained to the parents especially those who could not fully understand how it was done. The researcher returned after three or four days to retrieve the questionnaires which she failed to bring with her during her visit.

The respondent teachers were given the number of questionnaires equivalent to the number of pupils chosen as respondents in her class. She had to fill one questionnaire for each individual pupil. If for instance there

were 13 grade IV pupils chosen in her class, she had to fill-up 13 questionnaire also.

Statistical Treatment of Data

After all the questionnaires were retrieved from respondents, the degree of respondents were tallied and the total was taken. The waighted mean was computed separating the male from the female pupils. To determine the degree of the significance of the difference between two means of the extent of practice of male and female pupils as perceived by teachers, parents and the pupils themselves, the z-test was used following the procedure of L. R. Gay at 0.05 level.

z-test of significance formula: (large sample)

$$z = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{Q_2^2}{N_2} + \frac{Q_1^2}{N_1}}}$$

$$Q = \sqrt{\frac{Ed^2}{N}}$$

The t-test at 0.05 level was used to determine the significance of the difference between two means, the extent of influence of factors affecting the study habits of grade IV male and female pupils as perceived by teachers,

parents and the pupils themselves.

t-test of significance formula: (small sample)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{X_1^2 + X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Finally, the Analysis of Variance (ANOVA) was used to determine the variances of the extent of practice of the study habits and the extent of influence of factors affecting the study habits of grade IV male and female pupils as perceived by teachers, parents and the pupils themselves, following the formula of Sitratrick and Popham.

The two-way ANOVA utilized the following formulas:

SV	df	SS	MS	F
Factor ₁	r-1	$\sum \left(\frac{E \text{ of rows}}{c \times k} \right)^2 - c$	$\frac{SS \text{ Factor}_1}{r-1}$	$\frac{MS \text{ Factor}_1}{MS \text{ Within}}$
Factor ₂	c-1	$\sum \left(\frac{E \text{ of col}}{rk} \right)^2 - c$	$\frac{SS \text{ Factor}_2}{c-1}$	$\frac{MS \text{ Factor}_2}{MS \text{ Within}}$
Inter- action	(r-1) (c-1)	$c \sum_{i=1}^r \frac{x_{ij}}{k} - SS \text{ Factor}_1$ $r \sum_{j=1}^c \frac{x_{ij}}{k} - SS \text{ Factor}_2$ $(r-1)(c-1)$	$\frac{SS \text{ Inter-action}}{(r-1)(c-1)}$	$\frac{MS \text{ Interaction}}{MS \text{ Within}}$
Within	(N-1)	Total SS - SS Factor ₁ - SS Factor ₂ - SS Interaction	$\frac{SS \text{ within}}{df}$	
Total	N-1	$\sum x^2 - c$		

Where:

k = No. of replicates

c = No. of columns

r = No. of rows

N = total No. of cases

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter are presented the findings of the survey concerning the study habits of the male and female grade IV pupils in Catbalogan, Division of Samar and the factors affecting their study as perceived by their teachers, parents and pupils themselves. However, for purposes of brevity, only the highlights will be discussed.

Study Habits of Male and Female Grade IV Pupils in Catbalogan as Perceived by Teachers, Parents and Pupils Themselves

Table 1, Item 11, "Some of his school work are so uninteresting that he has to make himself do the assignment", shows the highest weighted mean of 6.28; Item 31 "He budgets his time in answering test question", shows the lowest weighted mean of 3.09 as practiced by the male grade IV pupils. Further it is shown that Item 31, "He budgets his time in answering test questions", indicated the highest weighted mean of 7.35 and Item 33 "He reads again a portion of the lesson which he does not understand", shows the lowest weighted mean of 6.05 as practiced by the female grade IV pupils as perceived by the teachers.

**Study Habits of Male and Female Grade IV Pupils in Catba-
logan as Perceived by Teachers, Parents
and Pupils Themselves**

Study Habits	Teachers		Parents		Pupils	
	Weighted Mean		Weighted Mean		Weighted Mean	
	Male	Female	Male	Female	Male	Female
1. When working on his assignment, he makes certain that he clearly understands what he wants before he begins to work.	4.57	6.29	7.59	4.27	3.89	6.84
2. Even though he dislikes the subjects, he still works hard to make good grades.	4.55	6.49	7.50	4.17	4.00	7.27
3. He gives special attention to neatness on themes and assignments and work to be turned in.	4.42	7.00	6.13	4.59	3.50	7.44
4. He believes that teachers really want their pupils to take them.	4.59	6.29	7.55	4.38	6.00	6.63
5. He bothers himself to correct errors on papers his teachers have graded and returned to him.	4.74	6.59	6.31	4.14	3.79	6.24
6. His place of study at home is kept clean and business like.	4.38	6.90	5.91	4.49	3.28	5.21
7. Unless he really likes the subject, he believes in doing only enough to get passing grades.	4.55	6.41	7.62	4.21	3.13	5.55
8. He fails to understand the things his teachers are trying to teach.	4.25	6.34	5.96	4.16	3.47	5.67
9. He feels that his grades show what he can really do.	4.31	6.22	6.23	5.90	5.25	6.12
10. His studying at home is done on study time schedule.	4.20	6.69	7.50	4.49	2.90	6.10
11. Some of his school work are so uninteresting that he has to make himself do the assignment.	6.28	6.70	7.60	5.33	3.32	6.20
12. When reading a long assignment, he stops now and then to try to remember what he has read.	4.18	6.09	7.92	6.27	3.74	7.54
13. He tries to do his assignment at school to reduce his homework.	4.20	6.40	7.45	3.96	3.11	5.65
14. He feels it is almost impossible for the average pupil to do all of his assigned homework.	3.50	6.63	5.60	5.74	5.67	5.48
15. At the beginning of the study period, he plans his work so that he will make best use of his time.	4.80	4.46	6.00	5.41	3.52	7.46
16. He tries to submit projects and assignments on time.	3.45	7.23	7.24	6.40	3.44	6.52
17. He never makes any absence unless it is necessary.	3.64	6.15	7.06	5.87	4.79	6.60
18. Unless he meets difficulty in his study, he refers to the library.	3.65	6.90	6.51	4.18	3.10	6.09
19. He comes to school on time.	4.44	6.20	7.25	7.06	5.96	6.30
20. During class recitation, he takes notes of important things.	3.91	6.84	6.84	3.86	3.14	7.44
21. He participates in all class recitations.	4.52	6.59	6.99	7.19	4.58	7.36
22. He divides his time among the different subjects to be studied.	3.91	6.63	4.34	6.11	3.72	7.39
23. He keeps himself up-to-date in his work.	3.51	7.10	5.92	6.25	3.07	7.69
24. He writes the assignment to be studied.	3.22	6.42	6.25	6.04	5.75	6.33
25. As he listen in class, he writes down the main idea of the lesson.	3.29	6.78	6.34	3.73	4.02	7.75
26. He asks questions when he does not understand what his teachers teach or tell something to be done.	3.31	6.71	6.06	6.06	3.99	7.51
27. He follows instruction regarding preparation of written work.	4.57	6.41	6.01	3.86	5.57	5.87
28. He makes up the work that he misses when he is absent without being told.	3.10	6.05	6.44	6.21	4.72	7.77
29. He writes important facts that are hard to remember.	4.85	6.95	5.94	6.98	3.82	7.04
30. He reviews his daily lesson.	3.30	6.26	7.20	5.94	5.49	6.24
31. He budgets his time in answering test questions.	3.09	7.35	6.20	4.13	4.60	7.30
32. He reviews the test papers which teachers return them so he will not make the same mistakes again.	4.37	6.82	4.10	6.31	4.97	6.91
33. He reads again a portion of the lesson which he does not understand.	4.51	6.05	5.62	5.55	5.54	6.77
34. He reads his lesson at least twice.	5.03	6.44	7.00	5.71	5.10	7.19

* Scale 1-10 where 1-3.33 = Seldom; 3.34-6.66 = Often and 6.67-10.00 = Very Often.

The parents' perception revealed that among the male grade IV pupils, Item 12, "When reading a long assignment, he stop now and then to try to remember what he has read", with a weighted mean of 7.82 is mostly practiced while Item 32 "He reviews the test papers which teachers return them so that he will not make the same mistakes again", with a weighted mean of 4.10 is least practiced by the male grade IV pupils.

The female grade IV pupils most practiced study habit is Item 21 "He participates in all class recitations", with a weighted mean of 7.19 and Item 25 "As he listens in class, he writes down the main idea of the lesson", a weighted mean of 3.73 seemed to be least practiced by these pupils.

As revealed in Item 4, "He believes that teachers really want their pupils to take them", a weighted mean of 6.18 is commonly practiced and Item 10, "His studying at home is done on a study time schedule", with a weighted mean of 2.98 is seldom practiced by the male grade IV pupils as perceived by themselves.

Item 28, "He makes up the homework that he misses when he is absent without being told by the teachers", with a weighted mean of 7.77 point out to be practiced

most, and Item 6, "His place of study at home is kept clean and business like", a weighted mean of 5.21 revealed to be least practiced by the female grade IV pupils as perceived by the pupils themselves.

Null hypothesis 1. The practice of the Study Habits of the Male and Female Grade IV Pupils in the Public Schools are the same as Perceived by Their Teachers, Their Parents and the Pupils Themselves.

ANOVA Table for Study Habits of Male and Female Grade IV Pupils in Catbalogan as Perceived by Their Teachers Their Parents and Pupils Themselves, SY 1987-1988

Based on the ANOVA table 1.1, the hypothesis is rejected since the computed F_1 of 117.33 is greater than the tabular F value of 3.84 at .05 level and 6.63 at .01 level; likewise the computed F_2 of 7.30 is greater than the tabular F-value of 3.00 at .05 level and 4.61 at .01 level. Therefore, there is a great difference between the study habits of the male and female grade IV pupils as perceived by their teachers, their parents and the pupils themselves.

Table 1.1

Two-Way

ANOVA Table for Study Habits of Male and Female Grade
IV pupils in Catbalogan as perceived by Their
Teachers, Their Parents, Their
Parents and pupils Them-
selves SY 1987-1988

SV	df	SS	MS	SF	Tabular F	
Factor ₁ (sex)	r-1-2=2-1 (1)	77.44	77.44	$\frac{77.44}{0.66} = 117.33$.05 3.84	.01 6.63
Factor ₂	c-1=3-1= (2)	9.64	4.82	$\frac{4.82}{0.66} = 7.30$	3.00	4.61
Inter- section	(r-1)(c-1) (1)(2)=(2)	153.34	76.67	$\frac{76.67}{0.66} = 116.17$	3.00	4.61
Within	203-1-2=2 (198)	131.00	0.66			
Total	N-1=204-1 =(203)	371.42				

Study Habits of Male and Female Grade
IV Pupils in Catbalogan as Per-
ceived by Their Teachers

As perceived by teachers and shown on table 2 , Item 11 of male, "Some of his school work is so uninteresting that he has to make himself do the assignment", a weighted mean of 6.28 and Item 31 of female "He budgets his time in answering test questions", has a weighted mean of 7.35. It revealed that these study habits are practiced most by the male and female grade IV pupils respectively. The least practiced study habits for male is Item 31, "He budgets his time in answering test questions", with a weighted mean of 3.09 and the female least practiced study habits is Item 33. "He reads a portion of the lesson which he does not understand", whose weighted mean is 6.05.

Basing on the findings, Item 31 is very often practiced by female pupils of which the same Item 31 is seldom practiced by the male pupils.

The computed z-value is 19.30 which is more than the critical value of 1.96 at 0.05 level, At this point the hypothesis that "The practice of the study habits of male and female grade IV pupils in Catbalogan are the same as perceived by their teachers, their parents and

Table 2

Study Habits of Male and Female Grade IV Pupils in
Catbalogan as Perceived by Their Teachers

Study Habits	Weighted Mean	
	Male	Female
1. When preparing his assignment, he makes certain that he clearly understand what he wants before he begins to work.	4.67	6.29
2. Even though he dislikes the subject, he still work hard to make good grades.	4.55	6.49
3. He gives special attention to neatness to themes and assignments and other work to be turned in.	4.42	7.00
4. He believes that teachers really want their pupils to take them.	4.59	6.29
5. He bothers himself to correct errors on papers his teachers have graded and returned to him.	4.74	6.59
6. His place of study at home is kept clean and business like.	4.38	6.90
7. Unless he really likes the subjects, he believes in doing only enough to get passing grades.	4.55	6.41
8. He fails to understand the things his teachers are trying to teach.	4.25	6.34
9. He feels that his grades show what he can really do.	4.31	6.22
10. His studying at home is done in a study time schedule.	4.20	6.69
11. Some of his school work is so uninteresting that he has to make himself do the assignment.	6.28	6.70
12. When reading a long assignment, he stops now and then to try to remember what he has read.	4.18	6.89
13. He tries to do his assignment at school to reduce his homework.	4.20	6.40
14. He feels it is also impossible for the average pupil to do all of his assigned homework.	3.50	6.83
15. At the beginning of the study period he plans his work so that he will make best use of his time.	4.80	6.46
16. He tries to submit projects and assignment on time.	3.46	7.23
17. He never makes any absence unless it is necessary.	3.64	6.15
18. Unless he meets difficulty in his studies he refers to the library.	3.66	6.90
19. He comes to school on time.	4.44	6.20
20. During his class recitation, he takes notes of important things.	3.91	6.84
21. He participates in all class recitation.	4.52	6.59
22. He divides his time among the different subjects to be studied.	3.91	6.63
23. He keeps himself up-to-date in his homework.	3.51	7.10
24. He writes the assignment to be studied.	3.22	6.42
25. As he listens in class, he writes down the main idea of the lesson.	3.29	6.78
26. He asks questions when he does not understand what her teacher teaches or tells something to be done.	3.31	6.71
27. He follows instruction regarding preparation of written homework.	4.57	6.41
28. He makes up the work tha work that he misses when he is absent without being asked by the teacher.	3.18	6.85
29. He writes down important facts that are hard to remember.	4.85	6.95
30. He reviews his daily lesson.	3.88	6.26
31. He budgets his time in answering test questions.	3.09	7.35
32. He reviews the test papers which teacher returns them so that he will not make the same mistakes again.	4.87	6.82
33. He reads again a portion of the lesson which he does not understand.	4.51	6.05
34. He reads his lesson at least twice.	5.03	6.44

* Scaled From 1-10 where 1-3.33 = Seldom; 3.34-6.66 = Often and 6.67-10.00 = Very Often.

Critical z-value 1.96 at 0.05 level; computed z-value = 19.30.

pupils themselves", is rejected.

This means that the study habits practiced by male pupils may not be practiced by female pupils. Sometimes their extent of practice of the study habits are extremes as disclosed through the perception of the teachers.

The preceeding paragraph apparently implies the individual differences of pupils in that they vary in their activities, their likes and dislikes and interest; and that when helping pupils develop their study habits, they should be treated differently. Assistance in their development should suit the needs of both the male and female pupils.

Study Habits of Male and Female Grade
IV pupils in Catbalogan as Per-
ceived by Their Parents

It appears in table 3 that Item 12, "When reading a long assignment, he stop now and then to try to remember what he has read" with a weighted mean of 7.82 is very often practiced by the male pupils, while Item 32 "He reviews the test papers which teachers return them so that he will not make the same mistakes again", with a mean of 4.10, is found to be least practiced by the male grade IV pupils as perceived by their parents.

Table 3

Study Habits of Male and Female Grade IV Pupils in
Cebu as Perceived by Their Parents

Study Habits	Weighted Mean	
	Males	Females
1. When preparing his assignment he makes certain that he clearly understands what he wants before he begins to work.	7.59	4.27
2. Even though he dislikes the subject, he still works hard to make good grades.	7.50	4.17
3. He gives special attention to neatness on themes and assignments, and other work to be done.	6.13	4.59
4. He believes that teachers really want their pupils to take them.	7.55	4.39
5. He bothers himself to correct errors on the papers his teachers have graded and returned to him.	6.31	4.14
6. His place of study at home is kept clean and business like.	5.91	5.49
7. Unless he really likes the subject, he believes in doing only enough to get passing grades.	7.62	4.21
8. He fails to understand the things his teachers are trying to teach.	5.96	4.16
9. He feels that his grades show what he can really do.	6.23	5.90
10. His studying at home is done on study time schedule.	7.50	4.49
11. Some of his school work are so uninteresting that he has to make himself do the assignment.	7.60	5.33
12. When reading a long assignment, he stops now and then to try to remember what he has read.	7.82	6.27
13. He tries to do his assignment at school to reduce his homework.	7.45	3.96
14. He feels it is almost impossible for the average pupil to do all of his assigned work.	5.60	5.70
15. At the beginning of the study period, he plans his work so that he will make best use of his time.	6.00	5.41
16. He tries to submit projects and assignments on time.	7.24	6.40
17. He never makes any absence unless it is necessary.	7.06	5.87
18. When he meets difficulty in his studies, he refers to the library.	6.51	4.16
19. He comes to school on time.	7.25	7.06
20. During his class recitation, he takes notes note of important things.	6.08	3.86
21. He participates in all class recitations.	6.99	7.19
22. He divides his time among the different subjects to be studied.	4.34	6.11
23. He keeps himself up-to-date in his homework.	5.92	6.26
24. He writes the assignments to be studied.	6.25	6.04
25. As he listens in class, he writes down the main idea of the lesson.	6.34	3.73
26. He asks questions when he does not understand what his teacher teaches or tells something to be done.	6.06	6.06
27. He follows instructions regarding preparation of written homework.	6.01	3.66
28. He makes the work that he misses when he is absent without being asked by the teachers.	6.44	6.21
29. He writes important facts that are hard to remember.	5.94	6.88
30. He reviews his daily lesson.	7.20	5.94
31. He budgets his time when answering test questions.	6.20	4.13
32. He reviews the test papers which teachers return then so that he will not make the same mistakes again.	4.10	6.31
33. He reads again the portion of the lesson which he does not understand.	5.62	5.55
34. He reads his lesson at least twice.	7.0	5.71

* Scaled from 1-10, where 1-3.33 = Seldom; 3.34-6.66 = Often and 6.67-10.00 = Very Often.

Critical z-values: 1.96 at 0.05 level; computed z-value = 5.22.

The female grade IV pupils seem to practice most item 21, "He participates in all class recitations", with a mean of 7.19 while item 25, "As he listens in class, he writes down the main ideas of the lesson", with a weighted mean of 3.73, is least practiced by these pupils as perceived by their parents.

When the z-test was made the computed z-value was 5.22 which is greater than the critical value of 1.96 at 0.05 level, the hypothesis that "The practice of the study habits of male and female grade IV pupils in Catbalogan, are the same as perceived by the teachers, their parents and the pupils themselves", is rejected.

This means that parents believe that the practiced study habits of the male pupils are not practiced by the female pupils. Sometimes the study habits practiced most by the males are least practiced by the females. Their extent of practice vary in degree. This could be attributed to the fact that opposite sex have different line of interest in life.

Study Habits of Male and Female Grade
IV pupils in Catbalogan as Per-
ceived by the pupils themselves

As revealed in table 4, Item 4, "I believe that teachers really want their pupils to take them", is often

Table 4

Study Habits of Male and Female Grade IV Pupils in
Calbalogan as Perceived by Pupil Themselves

Study Habits	Weighted Mean	
	Male	Female
1. When preparing his assignment, he makes certain that I clearly understand what I want before I begin to work.	3.89	6.04
2. Even though I dislike the subject, I still work hard to make good grades.	4.66	7.27
3. I give special attention to neatness on themes and assignments and other work to be done.	3.50	7.44
4. I believe that teachers really want their pupils to take them.	6.18	6.63
5. I bother myself to correct errors on the papers my teachers have graded and returned to me.	3.79	7.24
6. My place of study at home is kept clean and business like.	3.28	5.21
7. Unless I really like the subject, I believe in doing only enough to get passing grades.	3.13	5.55
8. I fail to understand the things my teachers are trying to teach.	3.47	5.55
9. I feel that my grades show what I can really do.	5.35	6.12
10. My studying at home is done on a time schedule.	2.98	6.10
11. Some of my schoolwork is so uninteresting that I have to make myself do the assignment.	3.32	6.20
12. When reading a long assignment, I stop now and then to try to remember what I have read.	3.74	7.54
13. I try to do my assignment at school to reduce my homework.	3.11	5.65
14. I feel it is almost impossible for the average pupil to do all of his assigned work.	5.67	5.48
15. At the beginning of the study period, I plan all my work so that I will make the best use of my time.	3.52	7.46
16. I try to submit projects and assignment on time.	3.44	6.52*
17. I never make any absence unless it is necessary.	4.79	5.60
18. When I meet difficulty on my studies, I refer to the library.	3.10	6.09
19. I come to school on time.	5.96	5.30
20. During my class recitation, I take note of important things.	3.14	7.44
21. I participate in all class recitations.	4.50	7.36
22. I divide my time among the different subjects to be studied.	3.72	7.39
23. I keep myself up-to-date in my homework.	3.07	7.67
24. I write the assignments to be studied.	5.75	5.33
25. As I listen in class, I write down the main idea of the lesson.*	4.20	7.75
26. I ask questions when I do not understand what my teacher teaches or tells something to be done.	3.99	7.51
27. I follow instructions regarding preparation of written work.	5.57	5.87
28. I make the work that I miss when I am absent without being asked by the teacher.	4.72	7.77
29. I write important facts that are hard to remember.	3.82	7.04
30. I review my daily lesson.	5.49	6.24
31. I budget my time when answering a test.	4.60	7.38
32. I review the test papers which teachers return to me so that I will not make the same mistake again.	4.87	6.91
33. I read again a portion of the lesson which I do not understand.	4.54	6.77
34. I read my lesson at least twice.	5.10	7.19

* Scaled from 1-10 where 1-3.33 = Seldom; 3.34-6.66 = Often and 6.67-10.00 = Very Often.

Critical z-values: 1.96 at 0.05 level; computed z-value = 11.97.

practiced by the male grade IV pupils per its highest weighted mean, 6.18 while Item 10, "My studying at home is done on a study time schedule" show the lowest weighted mean of 2.98 which projects that it is seldom practiced by the male grade IV pupils as perceived by themselves. On the other hand, Item 28, "I make work that I miss when I am absent without being told by the teachers" shows the highest weighted mean of 7.77, which indicates that it is very often practiced by these pupils, while Item 6, "My place of study at home is kept clean and business like", with a weighted mean of 5.21 is the least practiced study habit of the female grade IV pupils as perceived by the pupils themselves.

When z-test was conducted, the computed z-value was 11.63 at 0.05 level, hence it is more than the critical value of 1.96. The hypothesis that "The practice of the study habits of male and female grade IV pupils in Catbalogan are the same as perceived by their teachers, their parents and the pupils themselves" is rejected.

It was noted that the teachers, parents and pupils have the same perception regarding the extent of practice of the study habits of the male and female

grade IV pupils. They all perceived that the male and female grade IV pupils practiced different study habits. There are study habits practiced by the male pupils but not practiced by the female pupils and vice versa. Their practices always vary in degree. This implies that there is a need for an in-depth study to be undertaken to look into the vital variables that make the practice of the study habits of male and female pupils similar and their means of improvement.

Factors Affecting the study habits of the
Male and Female Grade IV pupils in
Catbalogan as perceived by their
Teachers, Their Parents and
Pupils Themselves

As shown on table 5, Item 13, "Too much spending money", with a weighted mean of 8.29, is the number one factor that affects the study habits of the male grade IV pupils while Item 18, "Attitudes of parents", with a weighted mean of 2.75 is revealed to be the least factor that affects their study habits as perceived by their teachers.

Figures in Item 5, "Incompatibility between teachers and pupils", with a weighted mean of 7.71, ranked number one as the factor while Item 8, "Poor health" with a weighted mean of 3.02, is the factor

Table 5

Factors Affecting the Study Habits of the Male and Female
Grade IV Pupils in Catbalogan as Perceived by Their
Teachers, Their Parents and Pupils Themselves

Factors Affecting Study Habits	Teachers		Parents		Pupils	
	Male	Female	Male	Female	Male	Female
1. Inability to read textbook.	3.20	5.49	6.12	7.70	5.15	4.86
2. Lack of regular time for study.	7.06	3.33	4.67	3.16	4.65	5.19
3. Lack of Place for study.	3.15	3.11	4.18	3.35	5.19	5.12
4. Failure to concentrate upon assign- assignment.	3.12	6.12	5.57	3.45	5.29	5.52
5. Incompatibility between the teacher and pupils.	3.20	7.71	3.38	7.58	5.85	6.03
6. Failure of teachers to teach them how to study.	2.99	3.25	5.87	3.42	6.22	6.37
7. Too many subjects.	8.09	3.09	7.31	3.05	6.05	4.58
8. Poor health.	8.06	3.02	6.66	3.49	5.67	6.12
9. Physical defects.	5.81	3.11	7.32	3.09	4.97	5.92
10. Emotional maladjustment.	8.03	4.65	4.95	3.28	5.25	5.37
11. Too many outside social pursuits.	8.10	3.12	6.56	3.32	5.23	4.43
12. Bad companions.	8.03	3.41	4.20	3.08	5.40	5.23
13. Too much spending money.	8.29	3.29	4.06	3.24	4.99	4.89
14. Insufficient sleep.	2.92	7.64	3.78	3.07	5.41	5.52
15. Insufficient food.	7.89	7.59	4.15	3.41	5.45	5.43
16. Bad living condition.	3.06	3.80	7.24	4.63	5.60	5.00
17. Improper clothing.	2.82	3.50	3.93	2.99	5.29	4.91
18. Attitudes of parents.	2.75	7.64	6.66	3.28	5.62	5.55
19. Personality of teachers.	8.05	5.99	4.44	3.12	5.67	5.76
20. Physical appearance of the room.	2.82	3.35	7.00	5.42	5.62	4.69
21. No time schedule for study.	5.65	7.45	4.64	3.21	5.57	5.34
22. Worries.	3.07	6.81	4.22	3.29	6.37	6.62
23. Ineffective method of teaching.	7.72	3.65	7.19	5.59	6.28	5.53
24. Gang activities.	5.05	7.09	3.87	3.33	6.04	4.44

* Scaled from 1-10 where 1-3.33 = Seldom, 3.34-6.66 = Often, and
6.67-10.00 = Very Often.

** Significant at $L = 0.05$ and $.01$

* Significant at $L = 0.05$

NS Not Significant

that seldom affects their study habits as perceived by their teachers.

As perceived by their parents, figures in Item 9, "physical defects" with a weighted mean of 7.32, is the factor that very often affects the study habits of the male grade IV pupils while Item 5, "Incompatibility between teachers and pupils" with a weighted mean of 3.38, is the least factor that affects their study habits. Item-1, "Inability to read textbook" with a weighted mean of 7.70, reveals that it is the primary factor that affects the study habits of the female grade IV pupils while Item 17, "Improper clothing" with a weighted mean of 2.99, reveals that this factor does not affect much their study habits as perceived by their parents.

As shown in Item 22, "Worries" with a weighted mean of 6.37, ranks number one as the primary factor that affects the study habits of the male grade IV pupils while Item 2, "Lack of regular time for study" with a weighted mean of 4.65, shows the least factor that affects their study habits as perceived by the pupils themselves.

For the female, it appears that Item 22, "Worries"

with a weighted mean of 6.62, is the most prevailing factor that affects their study habits, while Item 11, "Too many outside social pursuits", with a weighted mean of 4.43, appears as the least factor that affects as perceived by the pupils themselves.

Null hypothesis 2. The extent of influence of the factors affecting the study habits of the male and female grade IV pupils are the same as perceived by their teachers, their parents and the pupils themselves.

ANOVA Table for the Factors Affecting the
Study Habits of the Male and Female
Grade IV Pupils in Catbalogan as
perceived by Their Teachers,
Their Parents and the
Pupils Themselves

Based on the ANOVA table, the computed F_1 is 8.26 which is more than the tabular F-value of e.85 and 6.63 at .01 level; likewise the computed F_2 is 4.08 which is also greater than the tabular value of 3.00 at .05 and 4.61 at .01 level, hence the hypothesis is rejected. Therefore there is a great difference between the factors affecting the study habits of the male and female grade IV pupils as perceived by their teachers, their parents and the pupils themselves. There is a significant difference on

Table 5.1

Two-Way

ANOVA Table for the Factors Affecting the Study
Habits of the Male and Female Grade IV Pupils
in Catbalogan as perceived by their Teachers
Their Parents and the pupils Themselves

SV	df	SS	MS	F	Tabular F	
Factor ₁	$r-1=2-1=$ (1)	18.51	18.51	$\frac{18.51}{2.26} = 8.26^{**}$.05 3.85	.01 6.63
Factor ₂	$c-1=3-1=$ (2)	18.29	9.14	$\frac{9.14}{2.24} = 4.08$	3.00	4.61
Inter- action	$(r-1)(c-1)$ (1) (2) = (2)	11.40	5.70	$\frac{5.70}{2.24} = 2.54^{NS}$	3.00	4.61
Within	$143-1-2-2$ (143)	308.72	2.24			
Total	$N-1=144-1=$ 143	356.92				

** Significant at .05 and .01 level

* Significant at .05 level

NS Not significant

factor 1 which is the sex at .05 and .01 level. And also a significant difference is noticed on factor 2 "Types of respondents" at .05 level, but at .01 level, there seems to have a similarity in the perception of the respondents on the factors affecting the study habits.

Factors Affecting the Study Habits of the
Male and Female Grade IV Pupils in
Catbalogan as Perceived by
Their Teachers

Table 6 shows that as perceived by their teachers, Item 13, "Too much spending money" with a weighted mean of 8.29 is the factor that affects most the study habits of male grade IV pupils while Item 18, "Attitudes of parents" with a weighted mean of 2.75 is the factor that affects them least. For the females the factor which affects them most is Item 5, "Incompatibility between teachers and pupils" a weighted mean of 7.71 while that which least affects them is Item 8, "poor Health" with a weighted mean of 3.02.

Since the computed t-value of 0.859 is less than the tabular value of 2.02 at 0.05 level and 46 df the Null hypothesis that "That extent of influence of the factors affecting the study habits of the male and female grade IV pupils are the same as perceived by their

Table 6

Factors Affecting the study habits of the
Male and Female Grade IV pupils in
Catbalogan as perceived by
Their Teachers

Factors Affecting Study Habits	: Weighted Mean	
	: Male	: Female
1. Inability to read textbook.	3.20	5.49
2. Lack of Regular time for study.	7.06	3.33
3. Lack of place for study.	3.15	3.11
4. Failure to concentrate upon assignment	3.12	6.12
5. Incompatibility between teachers and pupils.	3.20	7.71
6. Failure of teachers to teach them how to study.	2.99	3.25
7. Too many subjects.	8.01	3.09
8. poor health.	8.06	3.02
9. physical defects.	5.81	3.11
10. Emotional maladjustment.	8.08	4.65
11. Too many outside social pursuits.	8.10	3.12
12. Bad companions.	8.03	3.41
13. Too much spending money.	8.29	3.29
14. Insufficient sleep.	2.92	7.64
15. Insufficient food.	7.89	7.59
16. Bad living condition.	3.06	3.80
17. Improper clothing.	2.82	3.50
18. Attitudes of parents.	2.75	7.64
19. personality of teachers.	8.02	5.99
20. physical appearance of the room.	2.85	3.35
21. No time schedule for study.	5.65	7.45
22. worries.	3.07	6.81
23. Ineffective method of teaching.	7.72	3.65
24. Gang activities.	5.85	7.09

* Scaled from 1-10, where 1-3.33 = Seldom, 3.34-6.66 = often and 6.67-10.00 = Very often.

** significant at 0.05 and 0.01 level, critical t-value = 2.02 at 0.05 level; computed t-value = 0.859.

teachers, their parents and the pupils themselves" is accepted. Therefore there is no significant difference among the factors affecting the study habits of male and female grade IV pupils as perceived by the teachers. This means that the extent of influence of the factors affecting the study habits of the male are the same factors that affect the study habits of the females.

This implies that pupils in the public schools, both male and female are affected by the same factors on their study habits.

Factors Affecting the Study Habits of the
Male and Female Grade IV pupils in
Catbalogan as perceived by
Their Parents

As shown on table 7, Item 9, "physical defects" with a weighted mean of 7.32, appears as the most prevalent factors affecting the study habits of the male grade IV pupils, while Item 3, "Incompability between teachers and pupils" with a weighted mean of 3.38, least affects the study habits of the male grade IV pupils as perceived by their parents.

It is noted that Item 1, "Inability to read textbook" with a weighted mean of 7.70, very often affects

Table 7

Factors Affecting the Study Habits of the
Male and Female Grade IV pupils in
Catbalogan as perceived by
Their parents

Factors affecting study habits	Weighted Mean	
	Male	Female
1. Inability to read textbook.	6.12	7.70
2. Lack of regular time for study.	4.67	3.16
3. Lack of place for study.	4.18	3.45
4. Failure to concentrate upon assignment	5.75	3.45
5. Incompatibility between teachers and pupils	3.38	7.58
6. Failure of teachers to teach them how to study.	5.87	3.42
7. Too many subjects.	7.31	3.05
8. poor health.	6.66	3.49
9. physical defects.	7.32	3.09
10. Emotional Maladjustment.	4.95	3.28
11. Too many outside social pursuits.	6.56	3.32
12. Bad companions.	4.20	3.08
13. Too much spending money.	4.06	3.24
14. Insufficient sleep.	3.78	3.07
15. Insufficient food.	4.15	3.41
16. Bad living condition.	7.24	4.63
17. Improper clothing.	3.93	2.99
18. Attitudes of parents.	6.66	3.28
19. personality of teachers.	4.44	3.12
20. physical appearance of the room.	7.00	5.42
21. No time schedule for study.	4.64	3.21
22. Worries	4.22	3.29
23. Ineffective method of teachings.	7.19	5.59
24. Gang activities.	3.87	3.33

* Scaled from 1-10, where 1-3.33 = seldom, 3.34-6.66 = often and 6.67-10.00 = Very often.

** Significant at 0.05 and .01 level, critical t-value = 2.02 and a computed t-value = 3.79.

the study habits of the female grade IV pupils. It is also reflected on the table that item 17, "Improper clothing" with a weighted mean of 2.99, seldom affects the study habits of the female grade IV pupils as perceived by their parents.

The computed t-value is more than the tabular value of 2.02 at 0.05 level and 46 df, the null hypothesis that "The extent of influence of the factors affecting the study habits of the male and female grade IV pupils are the same as perceived by their teachers, their parents and the pupils themselves" is rejected. Basing on the results, the factors affecting the study habits of the male and the female grade IV pupils are different as perceived by their parents. The parents believe that the factors affecting the study habits of males are different from those that affect the study habits of the females. A certain factor may have good effect on the study habits of the males but it might give an adverse effect on the part of the female pupils.

Factors affecting the Study Habits of
the Male and Female Grade IV
pupils in Catbalogan as
perceived by the Pupils
Themselves

As shown in Table 8, Item 22, "worries" with a weighted mean of 6.37 is the factor that often affects the study habits of both male and female grade IV pupils.

Item 2, "Lack of regular time for study" with a weighted mean of 4.65 seems to be the least factor to affect the study habits of male grade IV pupils and Item 11, "Too many outside social pursuits" with a weighted mean of 4.43, is the least factor to affect the study habits of the female grade IV pupils as perceived by the pupils themselves.

Based on the findings, the computed t-value of 0.915 is less than the tabular value of 2.02 at 0.05 level and 46 df, the null hypothesis that "The extent of influence of the factors affecting the study habits of the male and female grade IV pupils are the same as perceived by their teachers; their parents and the pupils themselves", is accepted. For the pupils, the extent of influence of the factors affecting their study habits are the same. It is clearly stated that both male and female pupils are

Table 8

Factors Affecting the Study Habits of
the Male and Female Grade IV
Pupils in Catbalogan as
Perceived by the Pupils

Factors Affecting Study Habits	: Weighted Mean	
	: Male	: Female
1. Inability to read textbook.	5.15	4.86
2. Lack of regular time for study.	4.65	5.19
3. Lack of place for study.	5.19	5.12
4. Failure to concentrate upon assignment	5.29	5.52
5. Incompatibility between teachers and pupils.	5.85	6.03
6. Failure of teachers to teach them how to study.	6.22	6.37
7. Too many subjects.	6.05	4.58
8. Poor health.	5.67	6.12
9. Physical defects.	4.97	5.92
10. Emotional maladjustments.	5.25	6.37
11. Too many outside social pursuits.	5.23	4.43
12. Bad companions.	5.40	5.23
13. Too much spending money.	4.99	4.85
14. Insufficient sleep.	5.41	5.42
15. Insufficient food.	5.45	5.34
16. Improper clothing.	5.29	4.91
17. Bad living condition.	5.60	5.00
18. Attitudes of parents.	5.62	5.55
19. Personality of teachers.	5.67	5.76
20. Physical appearance of the room.	5.62	4.69
21. No time schedule for study.	5.57	5.34
22. Worries.	6.37	6.62
23. Ineffective method of teaching.	6.28	5.53
24. Gang activities.	6.04	4.44

* Scaled from 1-10, where 1-3.33 = seldom; 3.34-6.66 = often
and 6.67-10.00 = very often.

** Significant at .05 and .01 level; critical t-value = 2.02
computed t-value = 0.915.

mostly affected by the same factors on their study habits, that is factor No. 22 "worries". They believe that even if they differ in sex, yet they are affected by the same factors.

The pupils have the same perception with that of the teachers, that male and female pupils are affected by some factors on their study habits, whereas the parents differ in their perception.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

One of the prevalent problems of the pupils today is the development of wholesome study habits. It is the very reason the researcher was encouraged to undergo this study. To find out the practices of the study habits of pupils in the public schools, the researcher attempted to compare the study habits of the male and female grade IV pupils in Catbalogan, Samar as perceived by their teachers, their parents and the pupils themselves.

Specifically, this study sought to answer the following questions:

1. What are the study habits and to what extent are they practiced by the male and female grade IV pupils of the three districts of Catbalogan as perceived by their teachers, their parents and the pupils themselves?

2. What are the factors and to what extent do they affect these study habits as perceived by their teachers, parents and the pupils themselves?

Based on the perceptions of the teachers, parents and the pupils themselves, how do the male and female grade IV pupils differ in:

- a. extent of practice of the prescribed study habits?
- b. extent of influence of the factors affecting their study habits?

This study is of importance to the pupils, parents, teachers and to the administrators. The results of this study will provide a basis for the guidance and counseling office in formulating intervention program or schemes to improve the study habits of the pupils to produce better graduates in the districts, in the division, and in the whole country as well.

This study is limited to the study habits of 336 male and female grade IV pupils in Catbalogan, Samar for the school year 1987-1988. Of this 336 grade IV pupils, 168 are males and 168 are females. To get more insight into the study habits of pupils, the researcher read different related literature and studies and other supplementary information.

To get the desired result, the researcher used three instruments in her study. She made use of the survey questionnaire No. 1, the study habits of pupils for teachers and parents, survey questionnaire No. 1-a for pupils, and survey questionnaire No. 2, factors affect-

ing study habits, for teachers, parents and pupils themselves. She used the 10 points scale: 1-3.33 = seldom, 3.34-6.66 = often and 6.67-10.00 = very often.

The respondents of the study were selected by random sampling. Fifty percent of the total number of the Grade IV enrollees of the three districts of Catbalogan namely Catbalogan I, II and III were taken as respondents. The grade IV teachers of these pupils and their parents were also included as respondents.

Findings. When the TWO-WAY ANOVA was made for the 34 study habits, the computed F_1 is 117.33 and F_2 is 7.30 which are greater than the tabular F-value of 3.84 at 0.05 level respectively, hence the null hypothesis was rejected.

The study habits of the male and female grade IV pupils as perceived by their teachers differ significantly. The most practiced study habits for male is Item 11, "some of his school work is so uninteresting that he has to make himself do the assignment". It has a weighted mean of 6.28 while the female practiced most Item 31 "He budgets his time in answering test questions". It has a weighted mean of 7.35. The least practiced study habits of the male is Item 31, "He budgets his time in answering

test questions" with a weighted mean of 3.09 while that of the female is Item 33, "He reads again a portion of the lesson which he does not understand" with a weighted mean of 6.05. The z-test on the study habits of male and female pupils as perceived by their teachers revealed a significant difference at 0.05 level and 0.01 level. The obtained z-score of 19.30 was higher than the critical value of 1.96 at 0.05 level, thus the null hypothesis that, "The practice of the study habits of male and female grade IV pupils in Catbalogan are the same as perceived by their teachers, their parents and pupils themselves", is rejected.

The parents perceived that the study habits very often practiced by the male and female grade IV pupils is Item 12, "when reading a long assignment he stops now and then to try to remember what he has read" with a weighted mean of 7.82 while Item 32, "He reviews the test papers which teachers return them so that he will not make the same mistakes again" with a weighted mean of 4.10 is found to be least practiced. For the female Item 21, "He participates in all class recitations" with a weighted mean of 7.19 is practiced most while Item 25, "As he listen in class, he writes down the main idea of the lesson" with

a weighted mean of 3.73 is least practiced.

The z-value on the study habits of male and female grade IV pupils as perceived by their parents differ significantly at 0.05 level. The obtained z-value of 5.22 was more than the critical value of 1.96 at 0.05 level thus the same null hypothesis No. 1 was rejected.

Among the study habits practiced by the pupils as perceived by themselves, Item 4, "I believe that teachers really want their pupils to make them" with a weighted mean of 6.18 is often practiced while Item 10, "My studying at home is done on a study time schedule" with a weighted mean of 2.98 is seldom practiced by the male grade IV pupils.

For female, Item 28, "I make work that I miss when I am absent without being asked by the teachers" with a weighted mean of 7.77 is very often practiced while Item 6, "My place of study at home is kept clean and business like" with a weighted mean of 5.21 is least practiced by female grade IV pupils.

The z-test on the 34 study habits resulted in a z-score of 11.97. Considering the critical value of z at 0.05 level which is 1.96, the obtained z of 11.97 proved that there is a significant difference between the study habits of male and female grade IV pupils as perceived

by themselves, hence the null hypothesis was also rejected. There was no uniformity of factors affecting the study habits of the male and female grade IV pupils as perceived by their teachers, their parents and the pupils themselves.

When the Two-Way-ANOVA was conducted for the 24 factors affecting the study habits, the computed F_1 is 8.26. This obtained F_1 showed a significant difference of the critical value of 3.84 and 6.63 at 0.05 and 0.01 level, likewise the F_2 is 4.08 which is also more than the critical value of 3.00 at 0.05 and 4.61 at 0.01 level, hence the null hypothesis that, "The extent of influence of the factors affecting the study habits of the male and female grade IV pupils are the same as perceived by their teachers, parents and the pupils themselves" is rejected.

As perceived by teachers, Item 13, "Too much spending money" with a weighted mean of 8.29, very often affects the study habits of the male while Item 5, "Incompatibility between teachers and pupils" with a weighted mean of 7.77 also very often affects the study habits of the female grade IV pupils.

The t-test on the factors revealed that there is no significant difference at 0.05 level. The obtained

t-score of 0.859 is less than the critical value of t at 0.05 level which is 2.02, hence the null hypothesis was accepted

Among the factors affecting the study habits of pupils, Item 9, "Physical defects" with a weighted mean of 7.72 affects very much the study habits of the male while Item 5, "Incompatibility between teachers and pupils" with a weighted mean of 3.39, does not affect much the study habits of the male grade IV pupils as perceived by parents. Furthermore, Item 1, "Inability to read textbooks" with a weighted mean of 7.70, very often affects the study habits of the female while Item 17, "Improper clothing" with a weighted mean of 2.99, seldom affects the study habits of the female grade IV pupils as perceived by their parents.

When the t -test was made for the factors, the t -score was 3.79 which is more than the critical value of 2.02 at 0.05 level and df , hence the null hypothesis is rejected.

The pupils' perception revealed that Item 22, "Worries" with a weighted mean of 6.37 affects much both male and female grade IV pupils. Item 2, "Lack of regular time for study" with a weighted mean of 4.65 least affects

the study habits of the males while Item 11, "Too many outside social pursuits" with a weighted mean of 4.43, does not affect much those of the females.

The findings of this 24 factors, the computed t-value of 0.915 is less than the critical value of 2.02 at 0.05 level and df, hence the null hypothesis is accepted.

Conclusions

On the basis of the foregoing findings, the following conclusions on this study are formulated:

1. That the most practiced study habits of male grade IV pupils are Item 11 and 12, "Making his own assignments" and "Reading and recalling long assignments" while the females, Items 21, 28 and 31 "participates in class recitation", "Working on assignments he missed without being told by the teachers" and "Budgets his time in answering test questions".

2. That the factors most affecting the study habits of males pupils are: "Too much spending money", "physical defects" and "worries", whereas for the females, "Incompatibility between teachers and pupils", "Inability to read textbook" and "worries".

3. That the male grade IV pupils practice different study habits that of the female grade IV pupils.

4. That the study habits of male and female grade IV pupils are affected by the same factors.

5. That the three types of respondents differ in their perception regarding the extent of practice of the study habits of male and female pupils. It is only on the factors affecting the study habits of pupils wherein teachers and pupils have the same perception while the parents have a different perception.

Recommendations

Based on the conclusion of this study the researcher recommends the following:

A. Pupils

1. Pupils should prepare a systematic schedule of studying activities including the plan on how much time should be spent for each subject when studying at home the preparation of the materials necessary for studying. They should also have the proper set of mind.

2. Learning, and not a high mark, should be the pupils' goal, however, if these two may be taken together, the better.

3. They should develop the study habits not practiced by them and to try to overcome those factors giving negative effects on their study.

B. Teachers

1. They have to encourage the children to develop wholesome study habits, strive to gain the interest of the pupils in doing the homework, make the classroom recitation pleasant, meaningful and stimulating, and provide learning facilities in the classroom.

2. They should be the model in the classroom, treat the pupils fairly, and guide them in whatever activities they will have in relation to the study being undertaken.

3. Teachers should make use of and provide opportunities for practice in the various learning activities those study habits least or not practiced by the pupils. They should diagnose cases of inefficient study and provide remedial measures.

C. parents

1. They should work hand in hand with the teachers for the improvement of the study habits of their children, provide enough study materials and time which are very

important tools of learning.

D. Administrators

1. Discuss the importance of study habits during in-service education and seminars.

2. They should equip the school with sufficient school facilities in order to meet the needs of the pupils.

3. The elementary school program should be expanded to include the practice of good study habits, of making pupils get satisfaction from studies. Supervision of study periods be included in the daily activities with pupils.

E. Recommended Studies

The following are recommended for further research consideration:

1. A Comparative Study of the Study Habits of Public and Private Schools.

2. A Suggested Course of Instruction for Improving Study Habits of Public School Primary and Intermediate pupils.

3. A Replication of the present study with samples drawn from well-heeled and educated parents and from poor and illiterate parents.

4. An experimental study to find the effects of effective study habits and poor study habits on personality development and self-concept.

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. A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 17, 1984

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to start working on my thesis proposal any time this year, I have the honor to submit for approval one of the following research problems, preferably topic number one:

1. STUDY HABITS OF MALE AND FEMALE GRADE IV PUPILS OF CATBALOGAN I CENTRAL SCHOOL AS PERCEIVED BY THEIR TEACHERS AND THEIR PARENTS
2. EVALUATION OF GUIDANCE IN CATBALOGAN I DISTRICT, CATBALOGAN, SAMAR
3. GUIDANCE REFERRALS AMONG ELEMENTARY SCHOOL CHILDREN IN THE THREE DISTRICTS OF CATBALOGAN, SAMAR, 1987-1988

I hope for your early and favorable action.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Head, Research Center

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME CINCO GUADALUPE B.
Family Name First Name Middle Name

CANDIDATE FOR DEGREE IN Master of ARTS in Education

AREA OF SPECIALIZATION Guidance and Counseling

TITLE OF PROPOSED THESIS _____

STUDY HABITS OF MALE AND FEMALE GRADE IV

PUPILS OF CATBALOGAN I CENTRAL SCHOOL

AS PERCEIVED BY THEIR TEACHERS

AND THEIR PARENTS

NAME OF REQUESTED ADVISER MRS. PHEBE R. NACIONALES

APPROVAL OF ADVISER STRONGLY RECOMMENDED

(SGD.) GUADALUPE B. CINCO
Researcher

(SGD.) PHEBE R. NACIONALES
Requested adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate Studies

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 30, 1986

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

s i r :

I have the honor to request that I be scheduled any time this month of February, 1987 to defend my thesis proposal entitled "STUDY HABITS OF MALE AND FEMALE GRADE IV PUPILS OF CATBALOGAN I CENTRAL SCHOOL AS PERCEIVED BY THEIR TEACHERS AND THEIR PARENTS," to give me ample time to refine my manuscript during the remaining few weeks.

In this connection, I am submitting herewith five (5) copies of my thesis proposal for distribution to the Dean and the panel Members.

I am hoping for your early and favorable action on this matter.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

Recommending Approval:

(SGD.) PHEBE R. NACIONALES
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX D

Republic of the Philippines
Samar State Polytechnic College
GRADUATE DEPARTMENT
Catbalogan, Samar

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

s i r :

I have the honor to submit six (6) copies of my reproduced semi-final draft of my master's thesis to be distributed to my adviser, the dean and the members of the panel of examiners.

In this connection, I further request that I be scheduled for final oral defense on November 30, 1988 at 2:00 P.M.

I hope for your favorable action on this matter.

very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

Recommending Approval:

(SGD.) PHEBE R. NACIONALES
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX E

Republic of the Philippines
Department of Education, Culture and Sports
R E G I O N V I I I
Division of Samar
District of Catbalogan I
Catbalogan

July 20, 1987

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar
Thru Channels

Madam:

I have the honor to request permission to field my questionnaires to grade IV pupils, their teachers and parents in the three districts of Catbalogan, this division.

This is in connection with my study entitled "STUDY HABITS OF GRADE IV PUPILS IN THE PUBLIC SCHOOLS" a requirement for Master of Arts (M.A.) in Guidance and Counseling at the Samar State Polytechnic College, Catbalogan, Samar.

Attached hereto are sets of questionnaires for my respondents.

I am hoping for your favorable approval on this request.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

APPROVED:

(SGD.) ARCADIO M. CUENCO, Ph. D.
Assistant Superintendent

APPENDIX E-1

1st Indorsement
CATBALOGAN I CENTRAL ELEM. SCHOOL
Catbalogan, July 20, 1987

Respectfully forwarded to the District supervisor, Catbalogan I District, Catbalogan, Samar, inviting attention to the basic communication of Mrs. Guadalupe B. Cinco which is self-explanatory and thereby requesting that immediate and favorable action be extended thereto.

(SGD.) ELEUTERIO IG. ORQUIN
Principal

APPENDIX E-2

2nd Indorsement
DISTRICT OF CATBALOGAN I
Catbalogan, July 22, 1987

Respectfully forwarded to the School Division Superintendent, Division of Samar, Catbalogan, Samar, the herein basic communication of Mrs. Guadalupe B. Cinco and the preceding 1st Indorsement which is self-explanatory and recommending approval.

(SGD.) RAFAEL P. SEVILLA
District Supervisor

APPENDIX E-3

Republic of the Philippines
Department of Education, Culture and Sports
R E G I O N V I I I
Division of Samar
District of Catbalogan I
Catbalogan

August 10, 1987

The District Supervisor
Catbalogan I District
Catbalogan, Samar

S i r :

I have the honor to request permission to field my questionnaires to grade IV pupils, their teachers and parents in this district of Catbalogan I.

This is in connection with my study entitled "STUDY HABITS OF GRADE IV PUPILS IN THE PUBLIC SCHOOLS" a requirement of Master of Arts (M.A.) in Guidance and Counseling at the Samar State Polytechnic College, Catbalogan, Samar.

Attached hereto are sets of questionnaires for my respondents.

I am hoping for your kind consideration.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

APPROVED:

(SGD.) RAFAEL P. SEVILLA
District Supervisor

APPENDIX E-4

Republic of the Philippines
Department of Education, Culture and Sports
R E G I O N V I I I
Division of Samar
District of Catbalogan I
Catbalogan

August 10, 1987

The District Supervisor
Catbalogan II District
Catbalogan, Samar

Madam:

I have the honor to request permission to field my questionnaires to the grade IV pupils, their teachers and parents in this district of Catbalogan II.

This is in connection with my study entitled "STUDY HABITS OF GRADE IV PUPILS IN THE PUBLIC SCHOOLS" a requirement for Master of Arts (M.A.) in Guidance and Counseling at the Samar State Polytechnic Colleg, Catbalogan, Samar.

Attached hereto are sets of questionnaires for my respondents.

I am hoping for your kind consideration.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

APPROVED:

(SGD.) MRS. LUZ O. LETABA
District Supervisor

APPENDIX E-5

Republic of the Philippines
Department of Education, Culture and Sports
R E G I O N V I I I
Division of Samar
District of Catbalogan I
Catbalogan

August 10, 1987

The District Supervisor
Catbalogan III District
Catbalogan, Samar

S i r :

I have the honor to request permission to field my questionnaires to grade IV pupils, their teachers and parents in this district of Catbalogan III.

This is in connection with my study entitled "STUDY HABITS OF GRADE IV PUPILS IN THE PUBLIC SCHOOLS" a requirement of Master of Arts (M.A.) in Guidance and Counseling at the Samar State Polytechnic College, Catbalogan, Samar.

Attached hereto are sets of questionnaires for my respondents.

I am hoping for your kind consideration.

Very truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

APPROVED :

(SGD.) ABUNDIO MUÑOZ
District Supervisor

APPENDIX F

SURVEY QUESTIONNAIRE NO. I

Dear Fellow Teachers/Parents,

This questionnaire is designed to gather some information, suggestions and recommendations from the grade IV teachers/parents for the study entitled "STUDY HABITS OF MALE AND FEMALE GRADE IV PUPILS OF CATBATOAN AS PERCEIVED BY THEIR TEACHERS, PARENTS AND THE PUPILS THEMSELVES". The purpose of the study is to find out the study habits of the grade IV pupils and the factors affecting them. Through this study, teachers and parents may be guided in redirecting the pupils to desirable values and attitudes towards study habits.

Your invaluable assistance through filling up this questionnaire is earnestly solicited.

Thank you for your cooperation.

Truly yours,

(SGD.) GUADALUPE B. CINCO
Researcher

Name of Respondent: (Optional) _____

Address: _____

Age: _____ Sex: _____ Civil Status: _____

Present position: _____

Teacher/Parents (Please encircle)

study habits	Degree of practice										
	seldom			often			very often				
	0	1	2	3	4	5	6	7	8	9	10
30. He reviews his daily lesson.											
31. He budgets his time in answering test questions.											
32. He reviews the test papers which teachers returned so that he will not make the same mistake again.											
33. He reads again a portion of the lesson which he does not understand.											
34. He reads his lesson at least twice.											
35. Others:											

Legend:

1 - 3.33 = seldom
 3.34 - 6.66 = often
 6.67 - 10.00 = very often

Study Habits	Degree of practice									
	Seldom			often				Very often		
	0	1	2	3	4	5	6	7	8	9 10
27. I follow instructions regarding preparation of written homework.										
28. I make up the work that I miss when I am absent without being asked by the teachers.										
29. I write down important facts that are hard to remember.										
30. I review my daily lessons.										
31. I budget my time in answering test questions.										
32. I review the test papers which teachers return so that I will not make the same mistakes again.										
33. I read again a portion of the lesson which I do not understand.										
34. I read my lesson at least twice.										
35. Others:										

Legend:

1 - 3.33 = Seldom
 3.34 - 6.66 = often
 6.67 - 10.00 = Very often

SURVEY QUESTIONNAIRE NO. 2
(For Teachers/parents)

Name of Teacher/Parent

school

Name of pupil

Instruction: Please answer this questionnaire freely, honestly and frankly by putting a check mark (/) on the spaces provided for.

2. What are the factors and to what extent do they effect the study habits of the male and female grade IV pupils?

[illegible]

Factors Affecting Study Habits	Degree of practice										
	Seldom			often				Very often			
	0	1	2	3	4	5	6	7	8	9	10
11. Too many outside social pursuits.											
12. Bad companions.											
13. Too much spending money.											
14. Insufficient sleep.											
15. Insufficient food.											
16. Bad living condition.											
17. Improper clothing.											
18. Attitudes of parents.											
19. personality of teachers.											
20. physical appearance of the room.											
21. No time schedule for study.											
22. Worries.											
23. Ineffective method of teaching.											
24. Gang activities.											
25. Others.											

Legend:

1 - 3.33 = Seldom
 3.34 - 6.66 = Often
 6.67 - 10.00 = Very often

SURVEY QUESTIONNAIRE NO. 2
(For pupils)

Name of pupil _____

~~school~~

Name of Teacher/Parent _____

Instruction: Please answer this questionnaire freely, honestly and frankly by putting a check mark (/) on the spaces provided.

2. What are the factors and to what extent do they effect your study habits?

[illegible]

Factors Affecting Study Habits	Degree of practice									
	Seldom			often				Very often		
	0	1	2	3	4	5	6	7	8	9 10
11. Too many outside social pursuit.										
12. Bad companions.										
13. Too much spending money.										
14. Insufficient sleep.										
15. Insufficient Food.										
16. Bad living condition.										
17. Improper clothing.										
18. Attitudes of parents.										
19. Personality of teachers.										
20. Physical appearance of the room.										
21. No time schedule for study.										
22. Worries.										
23. Ineffective method of teaching.										
24. Gang activities.										
25. Others.										

Legend.

1 - 3.33 = seldom
 3.34 - 6.66 = often
 6.67 - 10.00 = Very often

APPENDIX G

MASTER PLAN

Date :	Objectives :	Content :	Activity :	Expected Outcome
Aug. 15-20 1987	The pupils will show their study habits	Pupils study habits	a. Ice breakers b. Motivation c. Answer the questionnaires	*Rapport between researcher and respondents. *Clear understanding of the questionnaires. *Well-answered questionnaires.
Aug. 23-24 1987	The grade IV teachers show perception of the study habits and factors affecting the male and female pupils.	Teachers perception on the study habits and the factors affecting these study habits	a. Ice breakers. b. Motivation c. Answer the questionnaires.	*Close relationship between researcher and teacher respondents. *Well-answered questionnaires.
Aug. 27-31 1987	The parents show perception of the study habits of male and female students.	Parents perception on the study habits	a. Ice Breakers. b. Motivation c. Answer the questionnaires.	*Rapport between researcher and respondents. *Clear understanding of the questionnaires. *Well-answered questionnaires.

APPENDIX G-A (Cont'd.)

Female

Item No.	Pupils		Teachers		Parents	
	X_1	X_1^2	X_2	X_2^2	X_3	X_3^2
1.	6.84	46.79	6.29	39.56	4.27	18.23
2.	7.27	52.85	6.49	42.12	4.17	17.39
3.	4.77	55.35	7.00	49.00	4.59	21.07
4.	6.63	43.96	6.29	39.56	4.38	19.18
5.	7.24	52.42	6.59	43.43	4.14	17.14
6.	5.21	27.14	6.90	47.61	5.49	30.14
7.	5.55	30.80	6.41	41.09	4.21	17.72
8.	5.65	31.92	6.34	40.20	4.16	17.31
9.	6.12	37.45	6.22	38.69	5.90	34.81
10.	6.10	37.21	6.69	44.76	4.49	20.16
11.	6.20	38.44	6.70	44.89	5.33	28.41
12.	7.54	56.85	6.89	47.47	6.27	39.31
13.	5.65	31.92	6.40	40.96	3.96	15.68
14.	5.48	30.03	6.83	46.65	5.74	32.95
15.	7.46	55.65	6.46	41.73	5.41	29.27
16.	6.52	42.51	7.23	52.27	6.40	40.96
17.	6.60	43.56	6.15	37.82	5.82	34.46
18.	6.09	37.09	6.90	47.61	4.18	17.47
19.	6.30	39.69	6.20	38.44	7.06	49.84
20.	7.44	55.35	6.84	46.79	3.86	14.90
21.	7.36	54.17	6.59	43.43	7.19	51.70
22.	7.39	54.61	6.63	43.96	6.11	37.33
23.	7.69	59.14	7.10	50.41	6.26	39.19
24.	6.33	40.07	6.42	41.22	6.04	36.48
25.	7.75	60.06	6.78	45.97	3.73	13.91
26.	7.51	56.40	6.71	45.02	6.06	36.72
27.	5.87	34.46	6.41	41.09	3.86	14.90
28.	7.77	60.37	6.85	46.92	6.21	38.56
29.	7.04	49.56	6.95	48.30	6.88	47.33
30.	6.24	38.94	6.26	39.19	5.94	35.28
31.	7.38	54.46	7.35	54.02	4.13	17.06
32.	6.91	47.75	6.82	46.41	6.31	39.82
33.	6.77	45.83	6.05	36.60	5.55	30.80
34.	7.19	51.70	6.44	41.47	5.71	32.60
EX=228.53		1554.50	EX=225.18		1494.76	EX=179.86
X= 6.72			X= 6.62			X= 5.29
						988.08

Computation of Two-Way ANOVA of study habits

$$\Sigma X = 1141.45$$

$$N = 204$$

$$c = 3$$

$$\Sigma X^2 = 6758.22$$

$$r = 2$$

$$k = \text{No. of replicates} \\ = 34$$

$$(1) C = \frac{\Sigma X^2}{N} - \frac{(\Sigma X)^2}{N} = \frac{(1141.45)^2}{204} - \frac{1302908.1}{204} = 6386.80$$

$$(2) SST = \Sigma X^2 - C = 6758.22 - 6386.80 = 371.42$$

$$(3) \text{ Bet. SS} = \frac{(\Sigma X_1)^2 + (\Sigma X_2)^2 + (\Sigma X_3)^2 + (\Sigma X_a)^2 + (\Sigma X_b)^2 + (\Sigma X_c)^2}{k} - C$$

$$= \frac{(144.08)^2 + (142.47)^2 + (221.33)^2 + (228.53)^2 + (225.18)^2 + (179.86)^2}{34} - 6386.80$$

$$= \frac{20759.046 + 20297.70 + 48986.969 + 52225.96 + 32349.620}{34} - 6386.80$$

$$= \frac{225325.33}{34} - 6386.80$$

$$= 6627 - 6386.80 = 240.42$$

$$(4) \text{ Factors}_1 \text{ SS} = \frac{E(E \text{ of rows})^2}{cxk} - C$$

$$= \frac{(507.88)^2}{108} - \frac{(633.57)^2}{102} - 6386.80$$

$$= \frac{257942.09}{102} + \frac{401410.94}{102}$$

$$= 2528.84 + 3935.40 - 6386.80$$

$$= 6464.24 - 6386.80$$

$$= 77.44$$

$$\begin{aligned} (5) \text{ Factor}_2 \text{ SS} &= \frac{E(\text{RColumns}_2)^2}{rxk} - C = \frac{(372.61)^2}{68} + \frac{(367.65)^2}{68} + \\ &\quad \frac{(401.19)^2}{68} - 6386.80 \\ &= \frac{138838.21}{68} + \frac{135166.52}{68} + \frac{160953.41}{68} - 6386.80 \\ &= 2041.74 + 1987.74 + 2366.96 - 6386.80 \\ &= 6396.44 - 6386.80 \\ &= 9.64 \end{aligned}$$

$$\begin{aligned} (6) \text{ Interaction} &= \frac{(144.08)^2}{34} + \frac{(142.47)^2}{34} + \frac{(221.33)^2}{34} + \frac{(228.53)^2}{34} + \\ &\quad \frac{(225.81)^2}{34} - \frac{(179.86)^2}{34} - \text{Factor}_1 \text{ SS} - \text{Factor}_2 \text{ SS} - C \\ &= \frac{20759.046}{34} + \frac{20297.7}{34} + \frac{48986.96}{34} + \frac{52225.96}{34} + \\ &\quad \frac{50706.03}{34} + \frac{32349.619}{34} - 77.44 - 9.64 - 6386.80 \\ &= 610.56 + 596.99 + 1440.79 + 1536.056 + 1491.35 + \\ &\quad 951.46 - 77.44 - 9.64 - 6386.80 \\ &= 6627.22 - 77.44 - 9.64 - 6386.80 \\ &= 153.34 \end{aligned}$$

$$\begin{aligned} (7) \text{ within SS} &= \text{Total} - \text{Factor}_1 \text{ SS} - \text{Interaction SS} \\ &= 371.42 - 77.44 - 9.64 - 153.34 \\ &= 131.00 \end{aligned}$$

Two-Way ANOVA

SV	df	SS	MS	F	Tabular F	
Factor ₁ (Sex)	$r-1=2-1=$ (1)	77.44	$\frac{77.44}{0.66}$	$\frac{77.44}{0.66}=117.33$.05 3.84	.01 6.63
Factor ₂ (Types of Respond- ents)	$c-1=3-1=$ (2)	9.64	4.82	$\frac{4.82}{0.66}=7.30$	3.00	4.61
Inter- action	$(r-1)(c-1)$ (1)(2) = (2)	153.34	76.67	$\frac{76.67}{0.66}=116.17$	3.00	4.61
Within	$203-1-2-2=$ (198)	131.00	0.66			
Total	$N-1=204-1=$ (203)	371.42				

** Significant at .05 and .01 level

* Significant at .05 level

NS Not significant

APPENDIX G-a

Study Habits of the Male and Female Grade IV
Pupils in Catbelogan as Perceived by
Their Teachers, SY 1987-1988

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted mean	Total	Weighted mean
When preparing his/her assignments he makes certain that he clearly understands what he wants before he begins.	156 (728)	0 4.67	158 (994)	0 6.29
Even though he dislikes the subjects, he still works hard to make good grades.	157 (715)	0 4.55	163 (1058)	0 6.49
He gives special attention to neatness on themes and assignments and others to be turned in.	151 (668)	0 4.42	164 (1148)	0 7.0
He believes that teachers really want their pupils to take them.	150 (689)	0 4.59	153 (962)	0 6.29
He bothers himself to correct errors on the papers his teachers have graded and returned to them.	151 (717)	0 4.74	150 (989)	0 6.59
His place of study at home is kept clean and business like.	154 (674)	0 4.38	145 (1001)	0 6.90
Unless he really likes the subjects, he believes in doing only enough to get passing grades.	152 (691)	0 4.55	151 (968)	0 6.41

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
He fails to understand things his teachers are trying to teach.	151 (642)	0 5.25	145 (920)	0 6.34
He feels that his/her grades show what he can really do.	150 (647)	0 4.31	160 (996)	0 6.22
His studying at home is done on a study time schedule	150 (630)	0 4.20	155 (1037)	VO 6.69
Some of his school work is so uninteresting that he has to make himself do the assignment.	151 (646)	0 6.28	156 (1076)	VO 6.70
When reading a long assignment he stops now and then to try to remember what he has read.	151 (633)	0 4.18	111 (765)	VO 6.89
He tries to do his assignment at school to reduce his homework.	151 (635)	0 4.20	158 (1011)	0 6.40
He feels it is almost impossible for the average pupil to do all of his assigned homework.	153 (536)	0 3.50	167 (1141)	VO 6.83
At the beginning of the study period he plans his work so that he will make best use of his time.	153 (734)	0 4.80	166 (1072)	0 6.46
He tries to submit projects and assignments on time.	152 (526)	0 3.46	162 (1171)	VO 7.23
He never makes any absence unless it is necessary	149 (543)	0 3.64	156 (960)	0 6.15

Study Habits	Degree of Practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
When he meets difficulty in his studies, he refers to the library.	152 (556)	0 3.66	156 (1153)	VO 6.90
He comes to school on time.	151 (671)	0 4.44	159 (986)	0 6.20
During his class recitation, he takes note of important things.	160 (625)	0 3.91	166 (1135)	VO 6.84
He participates in all class recitations.	155 (700)	0 4.52	163 (1035)	0 6.59
He divides his time among the different subjects to be studied.	160 (626)	0 3.91	155 (1028)	0 6.63
He keeps himself up-to-date in his homework.	157 (551)	0 3.51	145 (1030)	VO 7.10
He writes the assignments to be studied.	160 (516)	S 3.22	160 (1027)	0 6.42
As he listen in class, he writes down the main idea of the lesson.	165 (543)	S 3.29	149 (1010)	VO 6.78
He asks questions when he does not understand what his teachers teaches or tells something to be done.	165 (546)	S 3.31	144 (966)	VO 6.71
He follows instructions regarding preperation of written homework.	158 (722)	0 4.57	152 (137)	0 VO

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
He makes up the work that he misses when he is absent without being asked by the teacher.	164 (521)	S 3.18	(839)	6.85
He writes important facts that are hard to remember.	151 (733)	0 4.85	136 (945)	VO 6.95
He reviews his daily lessons.	163 (634)	0 3.88	153 (958)	0 6.26
He budgets his time in answering test questions.	167 (517)	S 3.09	149 (1095)	VO 7.35
He reviews the test papers which teachers return them so that he will not make the same mistake again.	151 (736)	0 4.87	160 (1092)	VO 6.82
He reads again a portion of the lesson which he does not understand.	150 (676)	0 4.51	130 (786)	0 6.05
He reads his lessons at least twice.	154 (775)	0 5.03	155 (998)	0 6.44

Computation of Z-value of study Habits of Male and
Female Grade IV Pupils as Perceived by
Their Teachers, SY 1987-88

M A L E			F E M A L E		
X	d	d ²	X	d	d ²
1. 4.67	.48	.230	6.29	-.33	.108
2. 4.55	.36	.130	6.49	-.13	.017
3. 4.42	.23	.053	7.00	.38	.144
4. 4.59	.40	.16	6.29	-.33	.108
5. 4.74	.55	.302	6.59	-.03	.0009
6. 4.38	.19	.036	6.90	.28	.078
7. 4.55	.36	.130	6.41	-.21	.044
8. 4.25	.05	.003	6.34	-.28	.078
9. 4.31	.12	.014	6.22	-.40	.16
10. 4.20	.01	.0001	6.69	.07	.005
11. 6.28	2.09	4.368	6.70	.08	.006
12. 4.18	-0.01	.0001	6.89	.27	.073
13. 4.20	.01	.0001	6.40	-.22	.048
14. 3.50	-0.69	.476	6.83	.21	.044
15. 4.80	.61	.372	6.46	-.16	.026
16. 3.46	-0.73	.533	7.23	.61	.372
17. 3.64	-0.55	.303	6.15	-.47	.221
18. 3.66	-0.53	.281	6.90	.28	.078
19. 4.44	.25	.063	6.20	-.42	.176
20. 3.91	-0.28	.078	6.84	.22	.048
21. 4.52	.33	.108	6.59	-.03	.0009
22. 3.91	-0.28	.078	6.63	.01	.0001
23. 3.51	-0.68	.462	7.10	.48	.230
24. 3.22	-0.97	.940	6.42	-.20	.04
25. 3.20	-0.90	.81	6.78	.16	.026
26. 3.31	-0.88	.774	6.71	.09	.0081
27. 4.57	.038	.144	6.41	-.21	.044
28. 3.18	-1.01	1.020	6.85	.23	.053
29. 4.85	.66	.436	6.95	.33	.109
30. 3.88	-0.31	.096	6.26	-.36	.130
31. 3.09	-1.10	1.21	7.35	.73	.533
32. 4.87	.68	.462	6.82	.20	.04
33. 4.51	.32	.102	6.05	-.57	.325
34. 6.03	.84	.706	6.44	-.18	.032
EX=142.47			d ² =14.88 EX=225.18		
			d ² =3.41		

$$\bar{x}_1 = \frac{142.47}{34}$$

$$\bar{x}_1 = 4.91$$

$$\bar{x}_2 = \frac{225.18}{34}$$

$$\bar{x}_2 = 6.62$$

APPENDIX G-a

Computation of x-value of Study Habits

$$\sigma = \sqrt{\frac{Ed^2}{N}}$$

$$= \sqrt{\frac{14.88}{34}}$$

$$= \sqrt{.4376}$$

$$\sigma = .662$$

$$\sigma = \sqrt{\frac{Ed^2}{N}}$$

$$= \sqrt{\frac{3.406}{34}}$$

$$= \sqrt{.1002}$$

$$\sigma = .317$$

$$z = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sigma_2^2}{N_2} + \frac{\sigma_1^2}{N_1}}}$$

$$\frac{6.62 - 4.19}{\sqrt{\frac{.317^2}{34} + \frac{.662^2}{34}}}$$

$$= \frac{2.43}{\sqrt{\frac{.10049}{34} + \frac{.4382}{34}}}$$

$$= \frac{2.43}{\sqrt{.00296 + .01289}}$$

$$= \frac{2.43}{\sqrt{.01585}}$$

$$= \frac{2.43}{0.12589}$$

$$z = 19.30$$

APPENDIX G-1

Study Habits of the Male and Female Grade IV
Pupils in Catbalogan as perceived by
Their Parents, SY 1987-1988

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
When preparing his/her assignments he makes certain that he clearly understands what he wants before he begins to work.	164	VO	161	0
	(1245)	7.59	(687)	4.27
Even though he dislikes the subject, he still works hard to make good grades.	162	VO	160	0
	(1215)	7.50	(667)	4.17
He gives special attention to neatness on themes and assignments and other work to be turned in.	164	0	160	0
	(1006)	6.13	(735)	4.59
He believes that teachers really wants their pupils to take them.	166	VO	161	0
	(1254)	7.55	(705)	4.38
He bothers himself to correct errors on the papers his teachers have graded and returned to him.	165	0	158	0
	(1041)	6.31	(655)	4.14
His place of study at home is kept clean and business like.	166	0	160	0
	(981)	5.91	(879)	5.49
Unless he really likes the subject, he believes in doing only enough to get passing grades.	165	VO	159	0
	(1258)	7.62	(669)	4.21

study habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
He fails to understand the things his teachers are trying to teach.	165 (984)	0 5.96	161 (670)	0 4.16
He feels that his/her grades show what he can really do.	166 (1035)	0 6.23	157 (926)	0 5.90
His studying at home is done on a study time schedule.	166 (1245)	0 7.50	160 (718)	0 4.49
Some of his school work are so uninteresting that he has to make himself do the assignment.	165 (1254)	0 7.60	161 (858)	0 5.33
When reading a long assignment he stops now and then to try to remember what he has read.	160 (1252)	0 7.82	160 (1003)	0 6.27
He tries to do his assignment at school to reduce his homework.	161 (1221)	0 7.46	158 (626)	0 3.96
He feels it is almost impossible for the average pupils to do all of his assigned homework.	153 (587)	0 5.60	157 (901)	0 5.74
At the beginning of the study period, he plans his work so that he will make best use of his time.	160 (961)	0 6.00	157 (850)	0 5.41
He tries to submit projects and assignments on time.	159 (1152)	0 7.24	159 (1018)	0 6.40

study habits	degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
He never makes any absent unless it is necessary.	158 (1115)	VO 7.06	160 (940)	0 5.87
When he meets difficulty in his/her studies, he refers to the library.	164 (1068)	0 6.51	160 (669)	0 4.18
He comes to school on time.	166 (1203)	VO 7.25	159 (1122)	VO 7.06
During his class reci- tation, he takes note of important things.	164 (997)	0 6.08	156 (603)	0 3.86
He participates in all class recitations.	164 (1147)	VO 6.99	161 (1158)	VO 7.19
He divides his time among the different subjects to be studied.	164 (712)	0 4.34	159 (971)	0 6.11
He keeps himself up-to date in his homework.	165 (977)	0 5.92	161 (1008)	0 6.26
He writes the assign- ment to be studied.	166 (1037)	0 6.25	160 (967)	0 6.04
As he listens in class he writes down the main idea of the lesson.	164 (1039)	0 6.34	159 (594)	0 3.73
He asks questions when he does not understand what his teacher teaches or tells some- thing to be done.	162 (982)	0 6.06	161 (976)	0 6.06

Study Habits	Degree of Practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
He follows instructions regarding preparation of written homework.	165 (992)	0 6.01	160 (617)	0 3.86
He makes up the work that he misses when he is absent without being asked by the teacher.	166 (1069)	0 6.44	160 (994)	0 6.21
He writes down important facts that are hard to remember.	166 (986)	0 5.94	158 (1087)	0 6.88
He reviews his daily lessons.	165 (1180)	0 7.20	159 (945)	0 5.94
He budgets his time in answering test questions.	166 (1030)	0 6.20	156 (645)	0 4.13
He reviews the test papers which teachers return them so that he will not make the same mistake again.	165 (676)	0 4.10	160 (1009)	0 6.31
He reads again a portion of the lesson, which he does not understand.	164 (922)	0 5.62	160 (888)	0 5.55
He reads his lesson at least twice.	149 (1043)	0 7.00	154 (880)	0 5.71

APPENDIX G-1

Computation of x-value of Study Habits of the Male and Female Grade IV pupils in Catbalogan as Perceived by Their parents, SY 1987-88

M A L E			F E M A L E		
X	d	d ²	X	d	d ²
1. 7.59	1.08	1.166	4.27	-1.02	1.040
2. 7.50	.99	.980	4.17	-1.12	1.254
3. 6.13	-0.38	.144	4.59	-0.70	.49
4. 7.55	1.04	1.082	4.38	-0.91	.828
5. 6.31	-0.20	.04	4.14	-1.15	1.323
6. 5.91	-0.60	.36	5.49	0.20	.04
7. 7.62	1.11	1.232	4.21	-1.08	1.166
8. 5.96	-0.55	.303	4.16	-1.13	1.277
9. 6.23	-0.28	.078	5.90	.611	.372
10. 7.50	0.99	.980	4.49	-0.80	.64
11. 7.60	1.09	1.188	5.33	0.04	.002
12. 7.82	1.31	1.716	6.27	.98	.960
13. 7.46	0.95	.903	3.96	-1.33	1.769
14. 5.60	-0.91	.828	5.74	.45	.203
15. 6.00	-0.51	.260	5.41	.12	.014
16. 7.24	0.73	.533	6.40	1.11	1.232
17. 7.06	0.55	.303	5.87	.58	.336
18. 6.51	0.0	0.0	4.18	-1.11	1.232
19. 7.25	0.74	.548	7.06	1.77	3.133
20. 6.08	-0.43	.185	3.86	-1.45	2.045
21. 6.99	.48	.230	7.19	1.90	3.61
22. 4.34	-2.17	4.709	6.11	.82	.672
23. 5.92	-0.59	.348	6.26	.97	.941
24. 6.25	-0.26	.068	6.04	.75	.563
25. 6.34	-0.17	.029	3.73	-1.56	2.434
26. 6.06	-9.45	.203	6.06	.77	.593
27. 6.01	-0.50	.25	3.86	-1.43	2.045
28. 6.44	-0.07	.005	6.21	.92	.846
29. 5.94	-0.57	.325	6.88	1.59	2.528
30. 7.20	0.69	.476	5.94	.65	.423
31. 6.20	-0.31	.096	4.13	-1.16	1.346
32. 4.10	-2.41	5.808	6.31	1.02	1.040
33. 5.62	-0.89	.792	5.55	.26	.068
34. 7.0	.49	.240	5.71	.42	.176

EX=221.33

Ed²=26.407 EX=197.86Ed²=36.80X₁ = 6.51X₂ = 5.29

APPENDIX G-1

Computation of z-value of Study Habits (Cont'd.)

$$\sigma = \sqrt{\frac{Ed^2}{N}}$$

$$\sqrt{\frac{26.408}{34}}$$

$$\sqrt{.7767}$$

$$\sigma = .881$$

$$\sigma = \sqrt{\frac{Ed^2}{N}}$$

$$\sqrt{\frac{36.64}{34}}$$

$$\sqrt{1.0824}$$

$$\sigma = 1.04$$

$$z = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{s_2^2}{N_2} + \frac{s_1^2}{N_1}}}$$

$$\frac{5.29 - 6.51}{\sqrt{\frac{1.04^2}{34} + \frac{.881^2}{34}}}$$

$$\frac{-1.22}{\sqrt{\frac{1.0816}{34} + \frac{.7762}{34}}}$$

$$\frac{-1.22}{\sqrt{.0318 + .02283}}$$

$$\sqrt{-1.22}$$

$$-1.22$$

$$0.2338$$

$$z = -5.22$$

APPENDIX G-2

Study Habits of Male and Female Grade IV Pupils
in Catbelogan as perceived by the
Pupils Themselves SY 1987-88

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
When preparing my assignment, I make certain that I clearly understand what I want before I begin to work.	166 (646)	0 3.89	162 (1109)	VO 6.84
Even though I dislike the subject, I still work hard to make good grades.	157 (766)	0 4.88	157 (1142)	VO 7.27
I give special attention to neatness on themes and assignments and other work to be turned in.	167 (584)	0 3.50	162 (1131)	VO 7.44
I believe that teachers really want their pupils to tell them.	164 (1013)	0 6.18	161 (1068)	0 6.63
I do bother myself to correct errors on the papers my teachers have graded and returned to me.	166 (629)	0 3.79	160 (1158)	VO 7.24
My place of study at home is kept clean and business like.	163 (534)	S 3.28	163 850	0 5.21
Unless I really like the subject, I believe in doing only enough to get passing grades.	164 (513)	S 3.30	160 (888)	0 5.55

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
My teachers fail to give enough explanation of the thing they are trying to teach.	163 (566)	0 3.47	157 (887)	0 5.65
I feel that my grades show what I can really do.	165 (883)	0 5.35	162 (992)	0 6.12
My studying at home is done on a study time schedule.	163 (486)	S 2.98	161 (982)	0 6.10
Some of my school work are so uninteresting that I have to make myself do the assignment.	167 (555)	S 3.32	161 (999)	0 6.20
When reading a long assignment I stop now and then to try to remember what I have read.	157 (588)	0 3.74	162 (1221)	VO 7.54
I try to do my assignment at school so as to reduce my homework.	164 (511)	S 3.11	162 (916)	0 5.65
I feel that it is almost impossible for the average pupil to do all of his assignments.	162 (919)	0 5.62	155 (850)	0 5.48
At the beginning of the study period I plan my work so that I will make best use of my time.	164 (578)	0 3.52	164 (1223)	VO 7.46
I try to submit projects and assignments on time.	165 (567)	0 3.44	166 (1083)	0 6.52

study habits	Degree of practice			
	Male		female	
	Total	Weighted Mean	Total	Weighted Mean
I never make any absence unless it is necessary.	164 (785)	0 4.79	158 (1043)	0 6.60
When I meet difficulty in my study, I refer to the library.	167 (519)	S 3.10	159 (968)	0 6.09
I come to school on time.	163 (971)	0 5.96	160 (1008)	0 6.30
During class recitations I take note of important things as a reminder.	161 (505)	S 3.14	157 (1169)	VO 7.44
I participate in all class-room recitations.	164 (751)	0 4.58	165 (1214)	VO 7.36
I divide my time among the different subjects to be studied.	164 (611)	0 3.72	158 (1167)	VO 7.39
I keep myself up-to-date in my homework.	166 (931)	S 5.75	158 (1007)	VO 6.33
I write the assignment to be studied.	162 (931)	0 5.75	159 (1007)	0 6.33
As I listen in class, I write down the main idea of the lesson.	167 (672)	0 4.02	163 (1263)	VO 7.75
I ask questions when I do not understand what my teacher or tells something to be done.	162 (647)	0 3.99	165 (1239)	VO 7.51
I follow instructions regarding preparations of written homework.	166 (925)	0 5.57	159 (933)	0 5.87

Study Habits	Degree of practice			
	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
I make up the work that I miss when I am absent without being asked by my teacher.	161 (760)	0 4.72	160 (1243)	VO 7.77
I write down important facts that are hard to remember.	163 (623)	0 3.82	157 (1106)	VO 7.04
I review my daily lesson.	165 (906)	0 5.49	163 (1017)	0 6.24
I budget my time in answering test questions.	167 (768)	0 4.60	156 (1152)	VO 7.38
I review the test papers which the teachers return so that I will not make the same mistake again.	159 (775)	0 4.87	162 (1119)	VO 6.91
I read again a portion of the lesson which I don't understand.	162 (736)	0 4.54	160 (1083)	VO 6.77
I read my lesson at least twice.	164 (837)	0 3.10	153 (1100)	VO 7.19

APPENDIX G-2

Computation of z-value of Study Habits of the Male and Female Grade IV pupils in Catbologan as Perceived by the pupils Themselves, SY 1987-88

M A L E			F E M A L E		
X	d	d ²	X	d	d ²
1. 3.89	-0.35	.123	6.84	.12	.014
2. 4.88	0.64	.410	7.27	.55	.303
3. 3.50	-0.74	.548	7.44	.72	.518
4. 6.18	1.94	3.764	6.63	-.09	.008
5. 3.79	-0.45	.203	7.24	.52	.270
6. 3.28	-0.96	.922	5.21	-1.51	2.280
7. 3.13	-1.11	1.232	5.55	-1.17	1.369
8. 3.47	0.77	.593	5.65	-1.07	1.145
9. 5.35	1.11	3.13	6.12	-0.60	.36
10. 2.98	-1.26	1.588	6.10	-0.62	.384
11. 3.32	-0.92	.846	6.20	-0.52	.270
12. 3.74	-0.50	.25	7.54	0.82	.672
13. 3.11	-1.13	1.276	5.65	-1.07	1.145
14. 5.67	1.43	2.045	5.48	-2.24	1.538
15. 3.52	-0.72	.518	7.48	0.74	.548
16. 3.44	-0.80	.64	6.52	-0.20	.04
17. 4.79	.55	.303	6.60	-0.12	.014
18. 3.10	-1.14	1.300	6.09	-0.63	.396
19. 5.96	1.72	2.958	6.30	-0.42	.176
20. 3.14	-1.10	1.21	7.44	0.72	.518
21. 4.58	0.34	.166	7.36	0.64	.410
22. 3.72	-0.52	.270	7.39	0.67	.448
23. 3.07	-1.17	1.369	7.67	0.95	.902
24. 5.75	1.51	2.280	6.35	-0.39	.152
25. 4.02	-0.22	.048	7.75	1.03	1.061
26. 3.99	-0.25	.063	7.51	.79	.624
27. 5.57	1.33	1.769	5.87	-0.85	.725
28. 4.72	0.48	.230	7.77	1.05	1.103
29. 3.82	-0.42	.176	7.04	0.32	.102
30. 5.49	1.25	1.563	6.24	-0.48	.230
31. 4.60	0.36	.130	7.38	0.66	.436
32. 4.87	0.63	.397	6.91	0.19	.036
33. 4.54	0.30	.09	6.77	.05	.003
34. 5.10	0.86	.740	7.19	.47	.221
EX=144.08			EX=228.51		
$d^2 = 31.20$			$Ed^2 = 18.42$		
$= \frac{144.08}{34}$			$= \frac{228.51}{34}$		
$\bar{x}_1 = 4.24$			$\bar{x}_2 = 6.72$		

APPENDIX G-2

Computation of x-value of Study Habits (Cont'd.)

$$\sigma = \sqrt{\frac{\bar{d}^2}{N}}$$

$$= \sqrt{\frac{31.20}{34}}$$

$$\sqrt{0.917647}$$

$$\sigma = 0.958$$

$$\sigma = \sqrt{\frac{d^2}{N}}$$

$$= \sqrt{\frac{18.42}{34}}$$

$$\sqrt{0.5417647}$$

$$\sigma = 0.736$$

$$z = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{\sigma_2^2}{N_2} + \frac{\sigma_1^2}{N_1}}}$$

$$\frac{6.72 - 4.24}{\sqrt{\frac{0.736^2}{34} + \frac{0.958^2}{34}}}$$

$$\frac{2.48}{\sqrt{\frac{0.736^2}{34} + \frac{0.958^2}{34}}}$$

$$\frac{2.48}{\sqrt{.541696 + .91776}}$$

$$\frac{2.48}{\sqrt{0.01593 + .02699}}$$

$$\frac{2.48}{\sqrt{-0.4292}}$$

$$z = 11.97$$

APPENDIX H

Computation of Two-Way ANOVA of the Factors
Affecting Study Habits of Male and Female
Grade IV Pupils in Catbalogan, as per-
ceived by Their Teachers, Their
Parents and the pupils Them-
selves, SY 1987-1988

MALE

	Pupils		Teachers		Parents	
	x_1	x^2	x_2	x^2	x_3	x^2
1.	5.15	26.52	3.20	10.24	6.12	37.45
2.	4.65	21.62	7.06	49.84	4.67	21.81
3.	5.19	26.94	3.15	9.42	4.18	17.47
4.	5.29	27.98	3.12	9.73	5.75	33.06
5.	5.85	30.95	3.20	10.24	3.38	11.42
6.	6.22	38.69	2.99	8.94	5.87	34.46
7.	6.05	36.60	8.01	64.16	7.31	53.44
8.	5.67	32.15	8.06	64.96	6.66	44.35
9.	4.97	24.70	5.81	33.76	7.32	53.58
10.	5.24	27.56	8.08	65.29	4.95	24.50
11.	5.23	27.35	8.10	65.61	6.56	43.03
12.	5.40	29.16	8.03	64.48	4.20	17.64
13.	4.99	24.90	8.29	68.72	4.06	16.48
14.	5.41	29.27	2.92	8.53	3.78	14.29
15.	5.45	29.70	7.89	62.25	4.15	17.22
16.	5.60	31.36	3.06	9.36	7.24	52.42
17.	5.29	27.98	2.82	7.95	3.93	15.44
18.	5.62	31.58	2.75	7.56	6.66	44.35
19.	5.67	32.15	8.05	65.80	4.44	19.71
20.	5.62	31.58	2.82	7.95	7.00	49.00
21.	5.57	31.02	5.65	31.92	4.64	21.53
22.	6.37	40.58	3.07	9.42	4.22	17.81
23.	6.28	30.44	7.72	59.60	7.19	51.70
24.	6.04	36.48	5.85	34.22	3.87	14.98
	EX ₁ =132.83	736.26	EX ₂ =129.70	829.45	EX ₃ =128.15	727.14
	$\bar{x}_1 = 5.53$		$\bar{x}_2 = 5.40$		$\bar{x}_3 = 5.34$	

Female

Pupils			Teachers		Parents	
x_1	x^2	x_2	x^2	x_3	x^2	
1.	4.86	23.62	5.49	30.14	7.70	59.29
2.	5.19	26.94	3.33	11.09	3.16	9.98
3.	5.12	26.21	3.11	9.67	3.35	11.22
4.	5.52	30.47	6.12	37.45	3.45	11.90
5.	6.03	36.36	7.71	59.44	7.58	57.46
6.	6.37	40.68	3.25	10.56	3.42	11.70
7.	4.58	20.98	3.09	9.55	3.05	9.30
8.	6.12	37.45	3.02	9.12	3.49	12.18
9.	5.92	35.05	3.11	9.67	3.09	9.55
10.	6.37	40.58	4.65	21.62	3.28	10.76
11.	4.43	19.62	3.13	9.73	3.32	11.02
12.	5.23	27.35	3.41	16.63	3.08	9.49
13.	4.85	23.56	3.29	10.82	3.24	10.50
14.	5.52	30.47	7.64	58.37	3.07	9.42
15.	5.34	28.51	7.59	57.61	3.41	11.63
16.	5.00	25.00	3.80	14.44	4.63	21.44
17.	4.91	24.11	3.50	12.25	2.99	8.94
18.	5.55	30.80	7.64	58.37	3.28	10.76
19.	5.76	33.18	5.99	35.88	3.12	9.73
20.	4.69	21.99	3.35	11.22	5.42	29.38
21.	5.34	28.51	7.45	55.50	5.21	10.30
22.	6.62	43.82	6.81	46.38	3.29	10.82
23.	5.53	30.58	3.65	13.32	5.59	31.25
24.	4.44	19.71	7.09	50.27	3.33	11.09
$\Sigma x_1 = 129.29$		$\Sigma x_2 = 117.21$		$\Sigma x_3 = 92.55$		
705.41		659.10		399.11		

$$\bar{x}_1 = 5.39$$

$$\bar{x}_2 = 4.88$$

$$\bar{x}_3 = 3.86$$

$$\bar{EX} = 729.73$$

$$N = 144$$

$$C = 3$$

$$\bar{EX}^2 = 4054.8787$$

$$r = 2$$

$$k = \text{No. of replicates} = 24$$

$$(1) C = \frac{(\bar{EX})^2}{N} = \frac{532505.87}{144} = 3697.96$$

$$(2) SST = \bar{EX}^2 - C = 4054.88 - 3697.96 = 356.92$$

$$(3) \text{ Bet. SS} = \frac{(\bar{EX})^2}{24} = \frac{(\bar{EX}_1)^2 + (\bar{EX}_2)^2 + (\bar{EX}_3)^2 + (\bar{EX}_4)^2}{24} - C$$

$$= \frac{(132.83)^2 + (129.70)^2 + (128.15)^2 + (129.29)^2 + (117.21)^2 + (92.55)^2}{24} - 3697.96$$

$$= \frac{17643.803 + 16822.09 + 16422.42 + 16715.904 + 13738.18}{24}$$

$$8565.50 - 3697.96$$

$$= \frac{89907.91}{24} - C$$

$$= 3746.162 - 48.20$$

$$(4) \text{ Factor}_1 \text{ SS} = \frac{E(\text{Fof rows})^2}{cxk} - C$$

$$= \frac{(390.68)^2}{72} + \frac{(339.05)^2}{72} - 3697.96$$

$$= \frac{152630.86}{72} + \frac{114954.90}{72}$$

$$= 2119.87 + 1596.595 - 3697.96$$

$$= 3716.464 - 3697.96$$

$$= 18.51$$

$$\begin{aligned}
 (5) \text{ Factor}_2 \text{ SS} &= E\left(\frac{E \text{ columns}}{r \times k}\right)^2 - C = \frac{262.12^2}{48} + \frac{246.91^2}{48} + \\
 &\quad \frac{220.70}{48} - 3697.96 \\
 &= 3716.25 - 3697.96 \\
 &= 18.29
 \end{aligned}$$

$$\begin{aligned}
 (6) \text{ Interaction} &= \frac{132.83^2}{24} + \frac{129.70^2}{24} + \frac{128.15^2}{24} + \frac{129.29^2}{24} + \\
 &\quad \frac{117.21^2}{24} + \frac{92.55^2}{24} - \text{Factor}_1 \text{ SS} - \text{Factor}_2 \text{ SS} - C \\
 &= 3746.16 - 18.51 - 18.29 - 3697.95 \\
 &= 11.40
 \end{aligned}$$

$$\begin{aligned}
 (7) \text{ within SS} &= \text{total} - \text{Factor}_1 \text{ SS} - \text{Interaction SS} \\
 &= 356.92 - 18.51 - 18.29 - 11.40 \\
 &= 308.72
 \end{aligned}$$

Two-Way ANOVA Table

SV	df	SS	MS	SF	Tabular F	
					.05	.01
Factor ₁	$r-1=2-1=(1)$	18.51	18.51	$\frac{18.51}{2.24} = 8.26$	**3.84	6.63
Factor ₂	$c-1=3-1=(2)$	18.29	9.14	$\frac{9.14}{2.24} = 4.08$	**3.00	4.61
Interaction	$(r-1)(c-1) = (1)(2) = (2)$	11.40	5.70	$\frac{5.70}{2.24} = 2.54$	3.00	4.61
within	$143-1-2-2 = (138)$	308.72	2.24			
Total	$N-1=144-1 = (143)$	356.92				

** Significant at .05 and .01 level.

* Significant at .05 level.

NS Not significant

Factors Affecting Study Habits of Male and Female
Grade IV Pupils in Catbalogan As Perceived by
Their Teachers, SY 1987-1988

Factors Affecting Study Habits	Total	Weighted Mean	Total	Weighted Mean
Inability to read text- books.	167 (535)	S 3.20	156 (857)	O 5.49
Lack of regular time for study.	167 (1170)	VO 7.06	166 (553)	S 3.33
Lack of place for study.	165 (520)	S 3.15	158 (491)	S 3.11
Failure to concentrate upon assignments.	163 (508)	S 3.12	159 (974)	O 6.12
Incompatibility between teachers and pupils.	167 (335)	S 3.20	157 (1210)	VO 7.71
Failure of teachers to teach them how to read.	163 (488)	S 2.99	165 (536)	S 3.25
Too many subjects.	166 (1330)	VO 8.01	153 (473)	S 3.09
Poor health.	167 (1347)	VO 8.06	161 (486)	S 3.02
Physical defect.	167 (970)	O 5.81	167 (520)	S 3.11
Emotional maladjustment.	167 (1350)	VO 5.08	164 (763)	O 4.65
Too many outside social pursuit.	164 (1328)	VO 8.10	161 (503)	S 3.12

Factors Affecting Study Habits	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
Bad companions.	165 (1325)	V0 8.03	165 (562)	0 3.41
Too much spending money.	162 (1342)	V0 8.29	166 (546)	S 3.29
Insufficient sleep.	167 (448)	S 2.92	160 (1222)	V0 7.64
Insufficient food.	167 (1318)	V0 7.89	162 (1230)	V0 7.59
Bad living condition.	165 (505)	S 3.06	159 (605)	0 3.80
Improper clothing.	164 (462)	S 2.81	167 (584)	0 3.50
Attitudes of parents/	166 (456)	S 2.75	165 (1261)	V0 7.41
Personality of teachers.	167 (1345)	V0 8.05	161 (964)	0 5.99
Physical appearance of the room.	167 (476)	S 2.85	162 (543)	0 3.35
No time schedule for study.	163 (821)	0 5.65	167 (1245)	V0 7.45
Worries	164 (504)	S 3.07	158 (1076)	V0 6.81
Ineffective method of teaching.	160 (1236)	V0 7.72	159 (580)	0 3.65
Gang Activities	161 (942)	0 5.85	162 (1149)	V0 7.09

Others

Legend: 1-3.33 = seldom; 3.34-6.66 = often; 6.67-10.00 =
Very often.

Computation of t-test of the Factors Affecting the
Study Habits of Male and Female Grade IV
Pupils in Catbalogan as Perceived
by Their Teachers, SY 1987-88

	X_1	X_1	$(X_1 - X_1^2)$	X_1^2	$(X - X_2)$	X_2	$(X - X_2)$	X_2^2
1.	3.20	-2.20	3.20	4.43	5.49	0.61	5.49	0.372
2.	7.06	1.56	7.06	2.756	3.33	-1.55	3.33	2.402
3.	3.15	-2.25	3.15	5.062	3.11	-1.77	3.11	3.133
4.	3.12	-2.28	3.12	5.198	6.12	1.24	6.12	1.538
5.	3.20	-2.20	3.20	4.84	7.71	2.83	7.71	8.009
6.	2.99	-2.41	2.99	5.800	3.25	-1.63	3.25	2.557
7.	8.01	2.51	8.01	6.82	3.09	-1.75	3.09	3.204
8.	8.06	2.66	8.06	7.076	3.02	-1.86	3.02	3.450
9.	5.21	0.41	5.81	0.168	3.11	-1.77	3.11	3.143
10.	8.108	2.58	8.08	7.182	4.65	-0.23	4.65	0.053
11.	8.10	2.70	8.10	7.29	3.12	-1.76	3.12	3.098
12.	8.03	2.63	8.03	6.917	3.41	-1.47	3.41	2.161
13.	8.29	2.89	8.29	8.352	3.29	-1.59	3.29	2.528
14.	2.92	-2.48	2.92	6.150	7.64	2.76	7.64	7.618
15.	7.89	-2.49	7.89	6.200	7.59	2.71	7.59	7.344
16.	3.06	-2.34	3.06	5.476	3.80	-1.08	3.80	1.155
17.	2.82	-2.58	2.82	6.656	3.50	-1.38	3.50	1.904
18.	2.75	-2.65	2.75	7.022	7.64	2.76	7.64	7.618
19.	8.05	2.65	8.05	7.022	5.99	1.11	5.99	1.232
20.	2.85	-2.55	2.85	6.502	3.35	-2.53	3.35	6.401
21.	5.55	0.25	5.65	0.052	7.45	2.75	7.45	7.562
22.	3.07	-2.33	3.07	5.429	6.81	1.93	6.81	3.725
23.	5.85	0.45	5.85	0.202	7.09	2.21	7.09	4.884
24.	5.85	0.45	5.85	0.202	7.09	2.21	7.09	4.884
	$\Sigma X_1 = 129.73$		$\Sigma X_1^2 = 128.404$	$\Sigma X_1^2 = 117.21$				$\Sigma X_2^2 = 86.715$
	$\bar{X}_1 = 5.41$		153	$\bar{X}_2 = 4.88$				

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{EX_1^2 + X_2^2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{5.41 - 4.88}{\sqrt{\left(\frac{128.404 + 86.715}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{128.404 + 86.715}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{215.119}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{215.119}{46} \right) \left(\frac{2}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{(4.677)(.083)}}$$

$$= \frac{0.53}{\sqrt{.388}}$$

$$= \frac{0.53}{.6169}$$

$$t = \frac{0.53}{.6169}$$

$$= \frac{5.41 - 4.88}{\sqrt{\left(\frac{128.404 + 86.715}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{128.404 + 86.715}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{215.119}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{\left(\frac{215.119}{46} \right) \left(\frac{2}{24} \right)}}$$

$$= \frac{0.53}{\sqrt{(4.677)(.083)}}$$

$$= \frac{0.53}{\sqrt{.388}}$$

$$= \frac{0.53}{.6169}$$

$$= \frac{0.53}{.6169}$$

$$= 0.859$$

APPENDIX H-2

Factors Affecting Study Habits of Male and Female
Grade IV pupils in Catbalogan As perceived by
Their parents, SY 1987-1988

Factors Affecting Study Habits	Male		Female	
	Total	Weighted: Mean	Total	Weighted: Mean
Inability to read textbooks. books.	156 (955)	0 6.12	156 (1270)	VO 7.70
Lack of regular time for study.	160 (748)	0 4.67	164 (519)	S 3.16
Lack of place for study.	153 (639)	0 4.18	164 (553)	0 3.35
Failure to concentrate upon assignment.	149 (857)	0 5.75	165 (570)	0 3.45
Incompatibility between teachers and pupils.	159 (537)	0 3.38	160 (1213)	VO 7.58
Failure of teachers to teach them how to study.	160 (940)	0 5.87	150 (513)	0 3.42
Too many subjects.	149 (1090)	VO 7.31	161 (492)	S 3.05
poor health.	141 (939)	0 6.66	165 (576)	0 3.49
physical defects.	160 (1171)	VO 7.32	165 (675)	0 4.09
To many outside social pursuit.	160 (1059)	S 6.56	164 (544)	S 3.32
Bad companions.	153 (642)	0 4.20	165 (509)	S 3.08

Factors affecting Study Habits	Male		Female	
	Total	Weighted: Mean	Total	Weighted: Mean
Too much spending money.	154 (625)	0 4.06	161 (521)	S 3.24
Insufficient sleep.	159 (601)	0 3.78	165 (507)	S 3.07
Insufficient food.	159 (660)	0 4.15	160 (546)	0 3.41
Bad living condition.	159 (1151)	VO 7.24	165 (764)	0 4.63
Improper clothing.	154 (605)	0 3.93	165 (493)	S 2.99
Attitudes of parents.	158 (1053)	0 6.66	163 (534)	S 3.28
personality of teachers.	160 (711)	0 4.44	165 (515)	S 3.12
Physical appearance of the room.	146 (1022)	VO 7.00	160 (868)	0 5.42
No time schedule for study.	160 (743)	0 4.64	165 (530)	S 3.21
Worries.	157 (663)	0 4.22	164 (539)	S 3.29
Ineffective method of teaching.	143 (1029)	VO 7.19	165 (922)	0 5.59
Gang activities.	160 (620)	0 3.87	162 (539)	S 3.33

Legend: 1-3.33=seldom; 3.34-6.66=often; 6.67-10.00 = Very often.

$$\bar{X}_1 = 128.15$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{EX_1^2 + X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\frac{5.34 - 3.86}{\sqrt{\left(\frac{42.397 + 42.21}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\frac{1.48}{\sqrt{\left(\frac{84.607}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\frac{1.48}{\sqrt{\left(\frac{84.607}{46}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\frac{1.48}{\sqrt{\left(\frac{84.607}{46}\right) \left(\frac{2}{24}\right)}}$$

$$\frac{1.48}{\sqrt{(1.839) (.083)}}$$

$$\frac{1.48}{\sqrt{1.53}}$$

$$\frac{1.48}{0.39}$$

$$= \frac{5.38 - 3.86}{\sqrt{\left(\frac{42.397 + 42.21}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{1.48}{\sqrt{\left(\frac{42.397 + 42.21}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{1.48}{\sqrt{\left(\frac{84.608}{46}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{1.48}{\sqrt{\left(\frac{84.607}{46}\right) \left(\frac{2}{24}\right)}}$$

$$= \frac{1.48}{\sqrt{(1.839) (.083)}}$$

$$\frac{1.48}{\sqrt{.153}}$$

$$\frac{1.48}{\sqrt{0.39}}$$

$$\frac{1.48}{0.39}$$

$$t = 3.79$$

APPENDIX H-3

Factors Affecting Study Habits of Male and Female
Grade IV Pupils in Catbalogan As Perceived by
the Pupil Themselves SY 1987-1988

Factors Affecting Study Habits	Male		Female	
	Total	Weighted; Mean	Total	Weighted Mean
Inability to read text- books.	164 (845)	0 5.25	167 (812)	0 4.86
Lack of regular time for study.	161 (749)	0 4.65	161 (825)	0 5.19
Lack of place for study.	153 (794)	0 5.19	159 (815)	0 5.12
Failure to concentrate upon assignment.	166 (878)	0 5.29	159 (878)	0 5.52
Incompatibility between teachers and pupils.	163 (954)	0 5.85	167 (1008)	0 6.03
Failure of teachers to teach them how to study.	167 (1039)	0 6.22	161 (1026)	0 6.37
Too many subjects.	163 (986)	0 6.05	163 (747)	0 4.58
Poor health.	150 (850)	0 5.67	167 (1022)	0 6.12
Physical defects.	160 (795)	0 4.97	167 (988)	0 5.92
Emotional maladjustments.	156 (819)	0 5.25	167 (1064)	0 6.37
Too many outside social pursuit.	158 (826)	0 5.23	167 (740)	0 4.43
Bad companions.	160 (864)	0 5.40	166 (868)	0 5.23

Factors Affecting Study Habits	Male		Female	
	Total	Weighted Mean	Total	Weighted Mean
Too much spending money.	145 (723)	0 4.99	167 (810)	0 4.85
Insufficient sleep.	153 (828)	0 5.41	167 (922)	0 5.52
Insufficient food.	154 (839)	0 5.45	167 (892)	0 5.34
Bad living condition.	162 (908)	0 5.60	167 (836)	0 5.00
Improper clothing.	154 (815)	0 5.29	159 (781)	0 4.91
Attitudes of parents.	154 (866)	0 5.62	162 (899)	0 5.55
personality of teachers.	151 (857)	0 5.67	165 (951)	0 5.76
physical appearance of room.	154 (865)	0 5.62	167 (784)	0 4.69
No time schedule for study.	158 (880)	0 5.57	164 (876)	0 5.34
Worries.	165 (1052)	0 6.37	159 (1053)	0 6.62
Ineffective method of teaching	162 (1018)	0 6.28	167 (923)	0 5.53
Gang activities.	156 (942)	0 6.04	167 (741)	0 4.44

Legend: 1-3.33 = seldom; 3.34-6.66 = often; 6.67-10.00 =
Very often.

Computation of t-test of the Factors Affecting the
Study Habits of Male and Female Grade IV
Pupils in Catbalogan Perceived by
the Pupils Themselves SY '87-88

$$\begin{aligned} EX_1 &= 132.83 \\ X_1 &= 5.53 \end{aligned}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_p^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{4.3999 + 8.501}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{5.53 - 5.39}{\sqrt{\left(\frac{4.3999 + 8.501}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{4.3999 + 8.501}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{4.3999 + 8.501}{24 + 24 - 2} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{2}{46} \right)}}$$

$$= \frac{.14}{\sqrt{\left(\frac{12.9009}{46} \right) \left(\frac{2}{46} \right)}}$$

$$= \frac{.14}{\sqrt{(.2805) (.083)}}$$

$$= \frac{.14}{\sqrt{.0233}}$$

$$= \frac{.14}{\sqrt{.153}}$$

$$t = .915$$

CURRICULUM VITAE

NAME : GUADALUPE B. CINCO
 ADDRESS : Gandara, Samar
 DATE OF BIRTH : December 12, 1942
 PRESENT POSITION : Guidance Counselor
 STATION : Catbalogan I Central School
 Catbalogan, Samar
 CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Gandara Central School
 Secondary Samar School of Arts & Trades
 Catbalogan, Samar
 College Bachelor of Science in
 Elementary Education
 Sacred Heart College
 Catbalogan, Samar
 Graduate Leyte State College
 Tacloban City
 7 units
 Baguio Vacation Normal School
 Baguio City, Finished Academic
 Requirements in Guidance
 and Counseling, Passed the
 Comprehensive Examination
 1979, 18 units in Psychology
 Philippine Normal College
 6 units in Guidance and
 Counseling
 Curriculum Pursued. . . . Master of Arts in Education

Major Guidance and Counseling

CIVIL SERVICE ELIGIBILITY

Civil Service Teachers' Examination, September 24, 1967.

POSITION HELD

Classroom Teacher	Sto. Niño Elementary School Gandara, Samar 1964-1973
Classroom Teacher	Catbalogan II District Catbalogan, Samar 1973-1975
Classroom Teacher	Catbalogan I Central School Catbalogan, Samar 1975-1979
Guidance Counselor	Catbalogan I District Catbalogan, Samar 1979 to the present
part Time Teacher	Sacred Heart College Catbalogan, Samar psychology subjects

STUDY GRANT

Magna Carta for Teacher (R.A. 4670)	Samar State Polytechnic College Catbalogan, Samar Second Semester 1984 and First Semester 1985
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TRAINING SEMINARS AND WORKSHOPS

Level 3 Mass Training Program for Grade IV Teachers on the Use of Curriculum Materials produced by the MECS Textbooks project - May 29 to June 8, 1979.

Division Seminar on Adolescent Sexuality held in Catbalogan, Samar - October 29-30, 1986.

Division Seminar on Guidance, sponsored by the DECS Region VIII, Catbalogan, Samar, July 9-10, 1984.

Orientation Conference in Special Education for Regions VII and VIII, held in Regional Applied Nutrition Center, Beniled, Cebu City - September 21-25, 1987.

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