

Study Habits of Senior High School

Jun-Jun R. Ramos

Department of Education

Division of Isabela

LFG Diamantina National High School

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Abstract

This study attempts to find out perception on study habits of Senior High School students and analyze relationship between study habits and academic performance and various other factors that affects study habits. It is generally believed that a student learns effective study habits in school. So Senior High School students are generally assumed to have effective study habits, but, the environment of school is very different and need of effective study habits. So, this research consists of details about why effective study habits are needed at Senior High School level and effective study habits that a Senior High School student must have in order to learn and eventually score better. Also, we conducted a survey in La Paz National High School to analyze study habits of students.

Keywords: Study Habits, Effective Study Habits

BACKGROUND AND PURPOSE

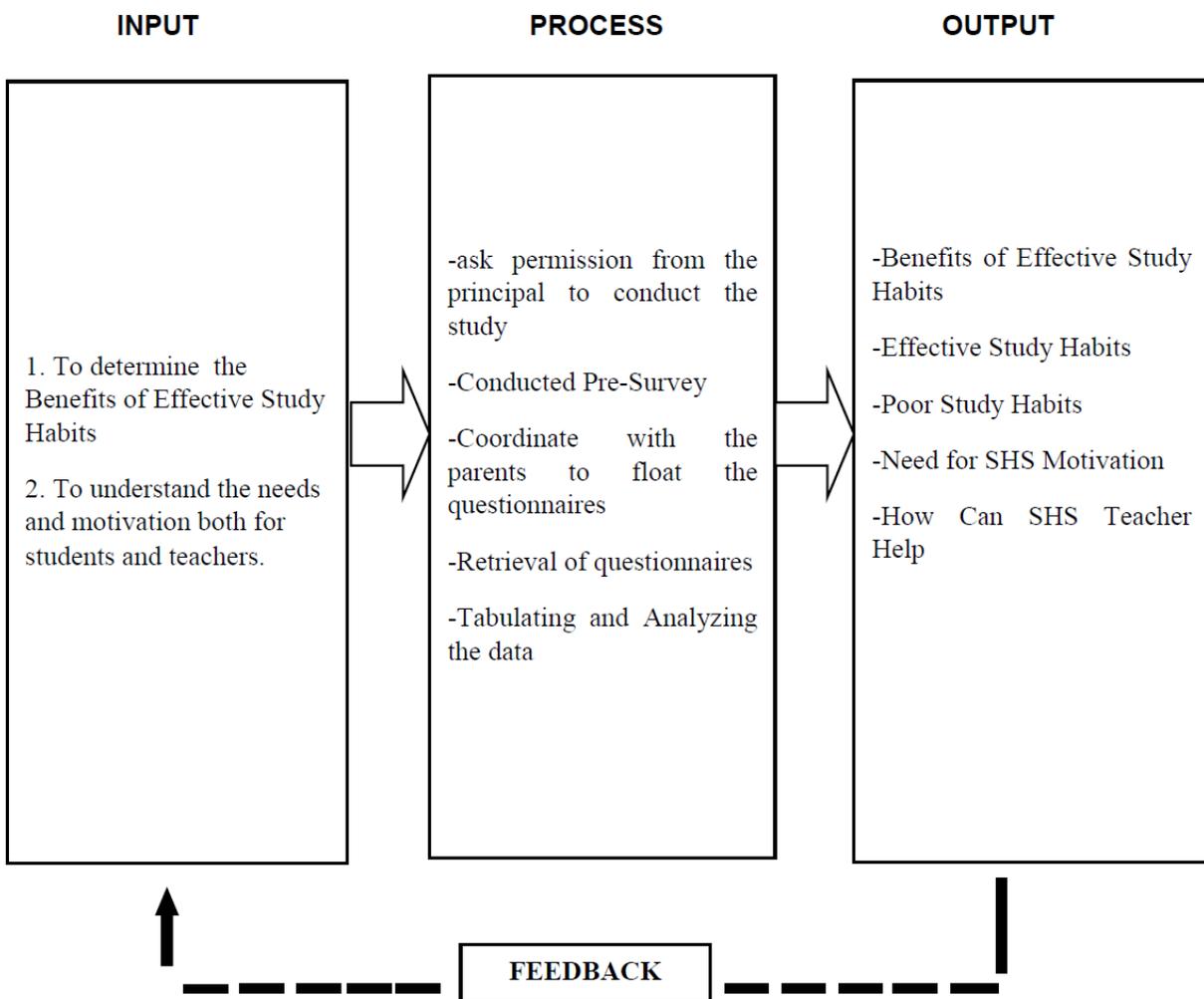
Senior High School curriculum has a big contribution in the development of the students holistically. In the academe teachers explore the fact that a number of students have not learnt well in high school and elementary grades. Because of this, students now seem to know less and apply knowledge, despite the availability of the study materials. Likewise, students do not know how to think and study properly and effectively. Only few teachers gave much attention to the improvement of these skills. To this effect, many students were able to proceed to the higher level of instruction without developing the habit of scheduling their study time. Thus, many talents and potentialities remain underdeveloped due to less attention given to their academic and personal growth.

There are various factors that affect the students' academic achievement. Amongst these factors are some activities called study habits which the students gained, preferred and like to do for learning at and out of school Findings of the study of Owoyele revealed that of all the study habits' subscales, „teacher consultation“ was most influential while the „time allocation“ exercise, concentration, no taking reading and assignments were regarded as less integral to students' academic performances.

Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Few things affect a students' performance as much as the development of productive study skills. Study skills encourage areas such as work attitudes, time management, homework strategies and test-taking skills. Many study skills are taught in the classroom, but others can only be addressed at home. This study focuses on the study habits of LFG DNHS and LPNHS Senior High School students and the various factors that affect the study habits. In the further sections various poor study habits of students have been described and the various effective study habits that a student must follow in order to gain an increase in learning and hence his/her grades.

FRAMEWORK



METHODOLOGY

A survey was conducted to research about the Study habits of Senior High School Students. A total of 129 students participated in the survey with students from grade 11, and 12 General Academic Strand of Diamantina National High School and La Paz National High School. Study habits of students in both SHS Schools were assessed through a voluntary survey in order to determine how the study pattern differs with percentage marks scored by students, where they live and effect of change in environment.

MAJOR RESULTS

A. What are study habits?

Study Habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. A person with poor study habits will not be able to learn properly. It is generally believed that a student learns effective study habits in school [7]. So SHS students are generally assumed to have effective study habits. But the environment of school is very different and it needs an effective study habits.

B. Why effective study habits in Senior High School?

There are four major reasons so as to why teachers should focus helping their students in developing effective study habits. The very first reason is that despite of availability of good study materials, SHS Teacher often find students have not learned well The Second reason is that many students do not know how to think and study properly. Thus there is a great need to inculcate good study habits in students either by the teacher by motivating them or students themselves by self regulating them. The third one being that many talents remain underdeveloped due to less attention given to their academic and personal growth.

C. Benefits Of Effective Study Habits

There are several benefits of effective study habits. The very first thing that matters to students is "MARKS" in examination. Students with effective study habits often score good percentage in their examinations. Secondly effective study habits results in longer retention of concepts. Moreover students can spend their time more productively and efficiently. Not only this, students felt positive about themselves and their abilities.

D. Poor Study Habits

The various poor study habits of students are: It is students' notion to cover the easiest assignments first and keep the tougher ones for the last ultimately resulting in insufficient time left to complete the later assignments. Studying around loud noise or in distraction resulting in lower level of concentration. Studying in a cluttered environment. Letting your thoughts wander. Studying in a distracted environment allows wandering of thoughts here and there. "A tired mind is a slow mind". So studying when tired or hungry makes the mind slow. Sometimes students simply copy the assignment and thus not reflecting on the meaning of the assignment. Staying up late to study. Students sometimes just cram the material instead of understanding the concepts thus affecting long term understanding of concepts.

E. Effective Study Habits

The various effective study habits of SHS students in DNHS and LPNHS have been listed below:

1. Alternate your study places

Although some people swear by the library, cognitive scientists suggest that alternating study spaces is a more effective way to retain information, according to the *New York Times*. Memory is colored by location, and changing your study locales increases the likelihood of remembering what you've learned.

2. Actively engage your brain

Students should keep on actively engage their brain either by taking down notes or practicing questions side by side. It has been proved that people retain 75% of the information when they write while they read.

3. Take Tests

As much as we may hate tests, the *New York Times* reports that formal evaluations not only affirm knowledge but enhance it. Consistent testing can help us relearn and recall information, and it pays off when preparing for final exams.

4. Sleep

A tired mind is a slow mind. Students should take enough sleep.

5. Don't categorize yourself

Students should not categorize themselves as auditory or visual learners or as left brained and right brained thinkers. According to the *New York Times*, research has shown that these distinctions are largely erroneous. It is more important to figure out which study strategies work for you than to worry about where you lie on the learning spectrum [10].

6. Go to class

Students should go to class regularly .It is often seen that students usually miss their classes either due to the disinterest in the subject or due to disliking for the instructor. But the research says that students retain 25% of the information they hear.

7. Manage your time

The only thing worse than having a deadline is missing a deadline. Students should stay organized, cut down on procrastination and their work load will feel much more manageable.

F. Need For SHS Teacher Motivation

There are many students who do not follow ideal study habits. High achieving students tend to self-regulate more automatically than low achieving students and lower achievers tend to self-regulate more if they are motivated to learn course material, either out of interest. So SHS Teacher needs to motivate students to follow effective study habits.

G. How Can a SHS Teacher Help?

Some of the ways in which instructor can help students learn effective study habits are:

A. Set Clear Learning Objectives: SHS Teacher should set clear learning objectives so that students can clearly know what is expected of them;

B. Regular Assignments and Emphasize Outlines

SHS Teacher should give assignments regularly in order to test how much students have understood a particular concept;

C. Quiz students frequently

SHS Teacher should take frequent quizzes for better testing of the student's concepts. Consistent tests help students relearn and recall information and thus preparing them for the final exams as well;

D. Starting each class with a short quiz or recap: SHS Teacher should give a brief recap of what was done in the previous class to maintain the flow of the concept as well as to refresh students with the previous concepts;

E. Tie feedback to key concepts: This "postmortem" analysis helps students see what they should restudy;

F. Attendance: Giving a slight weightage to attendance can help students not only attend their classes regularly but also making themselves regular and punctual.

G. Counseling Sessions: SHS Teacher can help students by taking certain counseling sessions which may include discussions on problems faced by students and overcoming them.

H. Survey Results and Analysis on Study Habits of SHS Students

Table 1

Percentage Distribution of the Respondents in Self Study

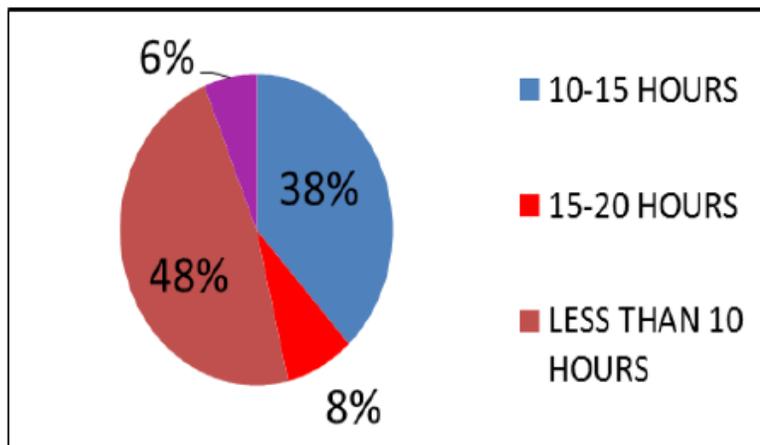


Figure 1: Majority spend less than 10 hours a week on self study

Table 2

Percentage Distribution of the Respondents in Lecture Notes

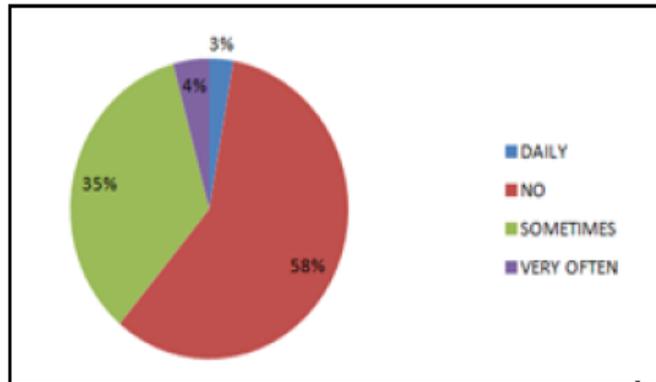


Figure 2: Majority don't revise lecture notes on the same day

Many students collaborate in the assignments even if they are marked as Individual assignments. Collaboration in individual assignments exists irrespective of whether a student is day scholar or hosteller. Figure 3 shows that majority of students sometimes collaborate in their individual assignments.

Table 3

Percentage Distribution of the Respondents in Academic Performance

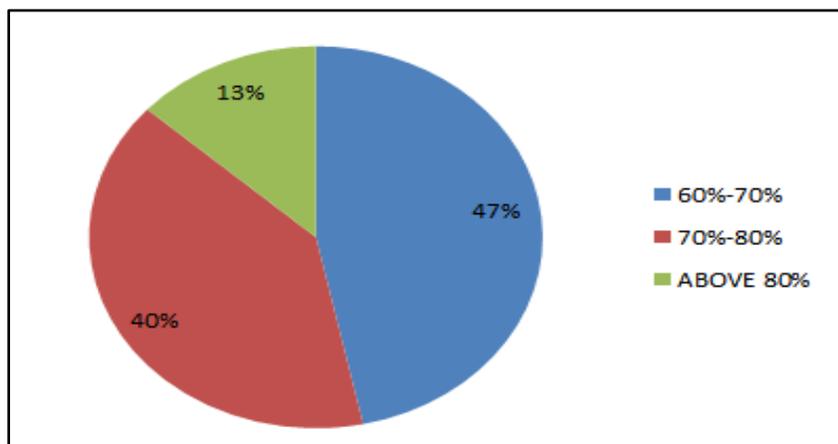


Figure 3: Majority of grade 11 students have low percentage marks in their first semester

Table 4

Percentage Distribution of the Respondents in Asking Questions

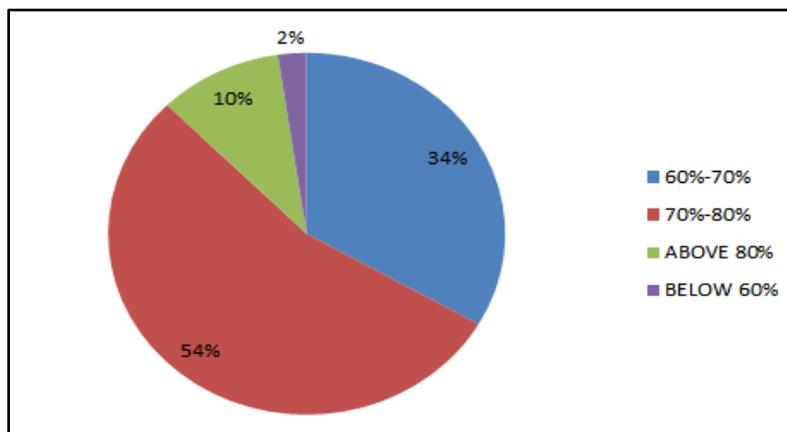


Figure 4: Majority of High percentage students ask questions frequently in class

CONCLUSION

Study habits of students in Diamantina National High School and La Paz National High School were assessed through a voluntary survey. These data indicated that most of the students do not ideally follow effective study habits. The average time spent by the majority of students in self study per week is less. Majority of students don't revise their lecture same day. Students sometimes collaborate in the assignments even if they are marked as Individual. Change of environment affects the grades of the students that is why majority grade 11 students have their first semester percentage is low. So, there is a need for the SHS teacher to motivate the students to adapt effective study habits. Also, the low percentage scoring students need to be motivated more as compared to higher percentage scoring students. Probable reasons found out from survey for students getting lower percentage are that not sufficient time spent on self-study, not revising lecture, missing classes, not asking doubts on when confused. A deeper survey analysis will be done to discern the study habits of students in detail.

RECOMMENDATIONS AND IMPLICATIONS

Further we will be contrasting the survey results of students of DNHS and LPNHS students with students of other SHS school to analyze the study patterns and identify the areas to work upon to improve the study habits of the students. The Department of Education especially those schools offering SHS must understand the diversity of students in their study habits for them to have an effective obedeize and tangible products.

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