



SHAPING STUDENT'S STUDY HABITS IN TECHNOLOGY AND LIVELIHOOD EDUCATION FOR SECONDARY CURRICULUM

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ABSTRACT:

This research assessed the status of students' study habit in Technology and Livelihood Education (TLE)-Home Economics (HE)-Household services of Grade 8 students at Santa Fe National High School, Santa Fe, Cebu, in line with DepEd Most Essential Learning Competencies (MELCs) for S.Y. 2021-2022, as basis for Enrichment Practical Learning Activities. Questionnaires were distributed to the respondents' groups in November 2022 and employed descriptive-quantitative method. There were 60 respondents, 10 teachers and 50 students. For teacher respondents, three (3) were 51 years old above and 31-40 years old, mean age was 38, females and were married. Mostly had units in master's degree, specialized in TLE classes and belonged to Teacher I-III positions with ancillary assignments. Three (3) served for 21 years up. Majority attended the In-service training (INSET) and had Very Satisfactory performance rating. For student respondents, fifty (50) were between 12-14 years of age with mean age of 13, mostly were females and had a general satisfactory academic performance rating. Majority lived in Central Población. Based on the results of the study, it could be concluded that the respondent groups' perception on the status of students' study habits was described as Often and the level of academic performance in TLE subject was described as Near Mastery. Academic performance shows no significant relationship to status of study habits in terms of learning environment while time management, test taking preparation, and note taking were significant. It is therefore recommended that to improve the study habits of students, Enrichment Practical Learning Activities be transmitted to the TLE Teachers through the concerned School Principal for consideration and implementation.

KEYWORDS:

ADMINISTRATION AND SUPERVISION, SHAPING THE STUDENTS' HABITS IN TECHNOLOGY AND LIVELIHOOD EDUCATION FOR SECONDARY CURRICULUM, DESCRIPTIVE- QUANTITATIVE METHOD, CEBU PHILIPPINES.

INTRODUCTION

In the contemporary, industrialized society, education is a crucial factor. To thrive in this cutthroat society, people need a strong education. People with good living standards and education are the foundation of modern civilization because they can solve issues more effectively. Knowledge about our surroundings is provided by education. It gives us a fresh perspective on life. That is the most crucial component in the development of the country. Without education, one won't experiment with novel concepts. The world cannot be developed because there cannot be innovation without ideas, and there cannot be national development without ideas (Sharna K., 2018).

A system of education is required to end illiteracy and provide basic education as well as higher education and technical training for the average person. This is the rationale for the Philippine government's decision to prioritize free public education at the top of its budget (Article XIV, Sec. 5, of the 1987 Philippine Constitution).

Education is a learning and teaching process that involves teachers, who are responsible for training pupils, and students, who are expected to learn all the teacher teaches them. However, the outlined method cannot be completed if only one of them fails to do his portion of it. A person's possibilities for success in life, as well as his behavior, emotions, and generally attitude toward learning, are directly influenced by his education. Therefore, it's critical to comprehend what promotes or discourages someone's desire to pursue education (Hammond, L.D., et al., 2020).

According to Thompson (2018), there are many factors that affect children's academic lives, such as teacher involvement, parental involvement, quality of schools, and student motivation. Thompson also talks about how a student's behavior may impact both their own and other students' learning environments. The student's academic behavior has a big impact on their academic progress. It is emphasized that disruptive behavior by students, such as

making fun of other students, chatting up the teacher during lectures, or interrupting classes to scold them, can negatively affect the atmosphere of the entire class (Thompson, 2018).

The techniques employed to study are called study habits. This speaks to the behaviors that pupils form throughout their academic careers. A student cannot excel in school without effective study techniques. A research looked into how study practices affected the academic achievement of secondary school pupils. The research's conclusions showed a strong correlation between students' academic achievement and their study habits. In order to improve students' academic achievement, it was suggested that instructors and school counselors work together to educate them how to build effective study habits (Ebele, U. F., 2017).

A very positive and supportive learning environment stimulates students' study habits and may have a beneficial impact on academic performance, while a negative learning environment may make it difficult for students to study, which may have an influence on their academic success. It may be challenging for students to do well in school if they have financial limitations. However, a student's academic achievement should be influenced by their study habits. Some students don't show up to class, don't take notes, don't do their work, don't read their books, and don't go to the library. They may do worse academically as a result of these attitudes (Olofu, P. A., 2017).

Some pupils at Santa Fe National High School received failing or poor grades. The bulk of the kids fared really poorly, according to the professors, as a result of their lack of interest in learning and in taking part in extracurricular activities. For students to achieve and keep excellent marks, study habits are essential. Poor study habits are another issue plaguing our educational system. Numerous studies have shown this issue to be difficult, thus attempts must be made to ascertain the underlying reason.

This study aims to find out whether the study habit affects the students' academic performance in TLE-Home Economics at Santa Fe National High School and the proper intervention that would be introduced to address the problem.

2. MATERIALS AND METHODS

Laptop, mouse, Bond paper, Printer, ink, Internet Router, books, magazines, articles, websites. The research methodology, which includes the survey's concept, procedures, environment, respondents, data collection process, tools, data analysis, and evaluation, has been described in this section.

The reader could identify, collect, and arrange data critically thanks to research methods. The process enables the reader to carefully assess the main dependability and reliability of the study. Two fundamental concerns are addressed by the study methodology: how is the data created or obtained, and how is it analyzed? What

techniques will be applied to examine it?

3. RESULTS

This research assessed the status of students' study habits and level of academic performance in Technology and Livelihood Education (TLE) under Home Economics-Household Services of Grade 8 students at Santa Fe National School, Santa Fe, Cebu, for School Year 2021-2022, as basis for enrichment practical learning activities.

There were 60 respondents composing of ten (10) teachers; and 50 students from Santa Fe National School. Gathering of data was made possible by using survey questionnaires. Data were analyzed using descriptive-quantitative method of research.

The researcher delivered the questionnaires personally in the month of October 2022 after receiving permission from the Santa Fe National School principal and the Superintendent of Cebu Province's Schools Division to carry out this study. The researcher provided the response groups with an overview of this activity and the benefits it may bring to the students, instructors, and school. Instructions on how to complete the surveys were provided to the respondent groups. During the course of this exercise, health safety precautions including social distance, the wearing of masks and face shields were observed.

The teacher respondents rated the students' academic performance using the Most Essential Learning Competencies (MELCs) in Technology and Livelihood Education under Home Economics-Household Services through the use of an assessment instrument. After the student respondents had finished responding, the questionnaires were collected.

4. DISCUSSIONS

On the demographic profile of the teacher respondents, mostly belonged to age range between 31-40 years old with a mean of 38, females and were married. They had units in master's degree and specialized in General Education. All belonged to Teacher I-III positions and had rendered great years in service with mean year of nine. In-Service Training Webinar on Education had the greatest number of attendees. Teachers got a performance rating of Very Satisfactory. On the demographic profile of the student respondents, majority was of adolescent age, mean age was thirteen and most were females.

According to the demographic profile of the teacher respondents, majority of them were married women with a mean age of 38 who belonged to age range of 31 to 40. They specialized in General Education and had master's degree. They all held Teacher I-III posts and contributed greatly over their mean nine years of service. The education-related In-Service Training webinar attracted the most participants. The performance of the teachers was rated as Very Satisfactory. On the other hand, most of the student

respondents were female and in their adolescence years, with a mean age of thirteen. The first grading period's overall academic achievement was rated as Satisfactory. Majority belonged to the impoverished family class and residing in Central Poblacion. In TLE Home Economics Household Services, the degree of academic achievement was classified as Near Mastery, and the overall statement defining the status of study habits was described as Often. The degree of academic accomplishment is significantly correlated with time management skills, note-taking and test-taking preparation. In contrast, there is no discernible connection between the study environment and academic success. Issues and problems with students' study habits have been observed.

Based on the result of this research, it could be concluded that generally the students' study habits were described as Often while the level of academic performance in Technology and Livelihood Education, Home Economics-Home Services was described as Near Mastery. The enrichment practical learning activities on student's study habits should be considered to improve students' academic achievement in TLE topics and other subject areas.

TABLES AND FIGURES

Table 21 shows the summarized perceptions of teacher respondents on the status of students' study habits.

TABLE 1
SUMMARIZED PERCEPTIONS – STATUS OF STUDENTS' STUDY HABITS

| S/N | Dimensions | AWM | Std Dev | Category |
|-------------------|-------------------------|-------------|-------------|----------|
| 1. | Time Management | 2.97 | 0.50 | 0 |
| 2. | Learning environment | 3.00 | 0.52 | 0 |
| 3. | Test taking/Preparation | 3.08 | 0.69 | 0 |
| 4. | Note taking | 3.02 | 0.64 | 0 |
| Grand Mean | | 3.01 | 0.59 | 0 |

Table shows the perceptions of the respondent groups as to the status of students' study habits on the following dimensions: **Time management** had an Average Weighted Mean of 2.97 describing the statements as **Often**; **Study Environment** had an Average Weighted Mean of 3.00 describing the statements as **Often**; and **Test taking/preparation** had an Average Weighted Mean of 3.08 described as **Often** and **Note taking** had an Average Weighted Mean of 3.02. The **Grand Mean** at 3.01 described the statements on the status of students' study habits described as **Often**.

Result shows that the overall perception of teacher respondents to the statements describing the status of students' study habits was described as Often.

There are some factors like educational factors, social factors, learner personality factors and other factors which in turn affect the attitudes of learners towards learning. Study shows that social factors affected students' attitudes positively, but educational context factors had negative impacts on students' attitudes.

Educational factors, social factors, learner personality factors, and other factors all have an impact on learners' attitudes toward learning. According to the study, social factors influenced students' attitudes positively, while educational context factors influenced students' attitudes negatively. Students seldom develop the skills, attitudes, comprehension, capacities, and values essential to live ideal, sustainable lifestyles. The time allotted to the learner for reviewing each subject matter across several exercises is not predetermined. Even though students typically feel

comfortable in their study and activity areas, the structure and organization of the classroom stops them from being motivated and productive. The social area, where students may interact with others and share ideas, is typically a favorite among students. Students routinely review significant examinations before to exams. Students regularly complete their daily tasks and study for all of their classes. Students typically take notes as the teacher instructs them. They often understand how important it is to note it down and write it down in great detail (Getie, A.S. 2020).

LEVEL OF STUDENTS' ACADEMIC PERFORMANCE IN TLE HOME ECONOMICS-HOUSEHOLD SERVICES

This section presents the level of student's academic performance in TLE Home Economics-Household Services using the DepEd's Most Essential Learning Competencies.

Academic Performance. Grades are generally seen as the main indicator of academic achievement. This group contains institutions that recognize students and grade them using the General Weighted Average (GWA). Many companies, groups, and universities that offer scholarships take applicants' grades into account when hiring recent graduates.

Education has emerged as one of the most valuable and costly things in the modern world. Most high school graduates who want to pursue a job that requires several years of schooling search for financial aid. Scholarships emerge as the most requested type of financial help in such a situation.

This is due to the fact that scholarships are not repaid by students like student loans are. Students that deserve them may be awarded scholarships based on merit. This both elevates scholarships in stature and helps pay for degrees. Students should without a doubt submit scholarship applications to the colleges of their choosing. After all,

receiving a scholarship has several advantages (Poornima University, 2018).

Table 22 shows the student respondents' academic performance in Technology and Livelihood Education (TLE)-Home Economics-Household services based on DepEd's Most Essential Learning Competencies (MELCs) during the first grading for School Year 2021-2022.

TABLE 2
ACADEMIC PERFORMANCE IN TLE-HOME ECONOMICS

| Competencies TLE-Home Economics | Attained Mastery (90-99) | % | Near Mastery (80-89) | % | Lack Mastery (75-79) | % | Average Grade | C |
|--|--------------------------------|----|----------------------------|----|----------------------------|---|------------------|-----------|
| 1. Participate in workplace meetings and discussion. | 10 | 20 | 40 | 80 | 0 | 0 | 90 | AM |
| 2. Read and interpret diagrams, layouts and plans. | 15 | 30 | 35 | 70 | 0 | 0 | 89 | NM |
| 3. Use and maintain cleaning materials, tools and equipment. | 2 | 4 | 48 | 96 | 0 | 0 | 87 | NM |
| 4. Carry out measurements and calculations in a required task. | 5 | 10 | 45 | 90 | 0 | 0 | 88 | NM |
| 5. Prepare appropriate supplies and materials for cleaning. | 10 | 20 | 40 | 80 | 0 | 0 | 87 | NM |
| 6. Observe safety measures/precautions in cleaning tools. | 19 | 38 | 31 | 62 | 0 | 0 | 86 | NM |
| 7. Follow instructions in handling different cleaning tools, equipment and supplies. | 5 | 10 | 45 | 90 | 0 | 0 | 88 | NM |
| 8. Sanitize cleaning tools and equipment according to manufacturer's instructions. | 10 | 20 | 40 | 80 | 0 | 0 | 87 | NM |
| Grade Point Average/Category | | | | | | | 87.75 | NM |

Legend: 90-100 Attained Mastery (AM); 81-89 Near Mastery (NM); 75-80 Lack Mastery (LM); below 75 Needs Mastery (NeM)

Table shows that under Competency No. 1 - "Participate in workplace meetings and discussion", 40 or eighty percent of student respondents were under Mastery level; 10 or 20 percent were under Attained Mastery level and or zero were under Lack Mastery level; the equivalent **Average Grade** was 90 categorized as **Attained Mastery** Level.

The student respondents were able to gain a fair amount of knowledge about how to participate in meetings at work and discuss opportunities to do so and receive praise from peers and superiors. The impression that others have of someone depends on what they say at a meeting. One should be prepared and adhere to a few simple rules in order to avoid standing out in meetings at work.

The following competencies—participating, reading and interpreting, utilizing and maintaining, carrying out, preparing, observing, and following—were utilized to

evaluate students' performance.

Under Competency No. 2 - "Read and interpret diagrams, layouts and plans", 35 or seventy percent of student respondents were under Near Mastery level; 15 or thirty percent were under Attained Mastery level; and Zero (0) or zero percent were under Lack Mastery level. The equivalent **Average Grade** was 89 categorized as **Near Mastery** Level.

The student respondents were able to read and comprehend plans, diagrams, and layouts. Because people don't always explain things properly, it might be difficult for someone else to understand what something actually means or is trying to convey. In order to use the information the author offers to draw their own conclusions, a learner must learn how to "read between the lines."

The understanding of kitchen plans and layouts assists in increasing one's mind inventiveness while also maintaining responsibilities. This strengthens the capacity to manage kitchen plans and layouts more effectively.

Under Competency No. 3 - *Use and maintain cleaning materials, tools and equipment*", 48 or ninety six percent of student respondents were under Near Mastery level; 2 or forty percent were under Attained Mastery level. The equivalent **Average Grade** was 87 categorized as **Near Mastery Level**. The student respondents were able to acquire moderate skill in using and maintaining the cleaning materials, tools and equipment.

The tools that students use should always be kept dry, tidy, and organized. Poor maintenance can lead to poorer standards of work, less productivity, and other problems that eventually cost money.

A positive work environment improves employee morale, retention, and productivity. Giving employees space and privacy to do their work, making the office more comfortable, and improving communication are all examples of ways to improve the office's work environment (Freedman, M., 2022).

Under Competency No. 4 - *Carry out measurements and calculations in a required task*", 45 or ninety (90) percent of student respondents were under Near Mastery level; 5 or ten (10) percent were under Attained Mastery level. The equivalent **Average Grade** was 88 categorized as **Near Mastery Level**. The student respondents were able to acquire moderate skill in carrying out measurements and calculations in a required task.

Using measurement and easy math, determine the task and material requirements for a job in a construction work setting. Calculate the material's characteristics and other elements related to tasks that are regularly performed in construction work using the measurements you take.

Under Competency No. 5 - *Prepare appropriate supplies and materials for cleaning*", 10 or twenty (20) percent of student respondents were under Near Mastery level; 40 or forty (40) percent were under Attained Mastery level. The equivalent Average Grade was 88 categorized as **Near Mastery Level**. The student respondents were able to acquire moderate skill in prepare appropriate supplies and materials for cleaning.

Hygiene is one of the most important considerations while maintaining the housekeeping services when it comes to living a healthy life. Domestic cleaning should be included in the cleaning program. If an area is to be kept clean and in a healthy environment for people who use it, beach resort cleaning equipment is essential when it is at a school where there is a lot of foot traffic.

Under Competency No. 6 - *Observe safety measures/precautions in cleaning tools*", 31 or sixty-two (62) percent of student respondents were under Near Mastery level; 19 or thirty (38) percent were under

Attained Mastery level. The equivalent **Average Grade** was 86 categorized as **Near Mastery Level**. The student respondents were able to acquire moderate skill in observing safely measures/precautions in cleaning tools.

The use of dangerous chemicals and large, heavy equipment is included in many cleaning methods utilized in school shops. Therefore, when using these tools and supplies for work, everyone must put health and safety considerations first.

Under Competency No. 7 - *Follow instructions in handling different cleaning tools, equipment and supplies*", 45 or ninety (90) percent of student respondents were under Near Mastery level; 5 or ten (10) percent were under Attained Mastery level. The equivalent Average Grade was 86 categorized as **Near Mastery Level**.

The student respondents were able to develop a fair amount of ability in managing various cleaning tools, equipment, and supplies according to instructions.

When using cleaning equipment, GENERAL RULES must be followed. Check the instructions again before handling a broken item and follow them exactly.

Under Competency No. 8 - *Sanitize cleaning tools and equipment according to manufacturer's instructions*", 40 or eighty (80) percent of student respondents were under Near Mastery level; 10 or twenty (20) percent were under Attained Mastery level. The equivalent **Average Grade** was 86 categorized as **Near Mastery level**.

The student respondents were able to acquire moderate skill in sanitize cleaning tools and equipment according to manufacturer's instructions.

According to the manufacturer's recommendations, the student respondents were able to pick up a fair amount of ability in sanitizing cleaning products and equipment.

Bacteria and germs can start to develop in the kitchen if it isn't cleaned thoroughly, and they can do so quite rapidly. This is absolutely not desirable in a setting where students produce and cook meals since it may make customers sick. Cleaning and sanitizing kitchen equipment thoroughly after use is crucial to preventing this (Cleanipedia, 2022).

According to the results, the student respondents' academic achievement in Technology and Livelihood Education-Home Economics was classified as **Near Mastery** with a **Grade Point Average** of 87.75. This indicates that the students are improving on their standard skills but may still require proper guidance and/or consistent practice to properly exhibit mastery.

The academic accomplishment of the student respondents in Technology and Livelihood Education-Home Economics was described as **Near Mastery** with a Grade Point Average of 87.75, according to the data. This shows that the students are becoming better at their fundamental abilities, however they may still need the right instruction and/or regular practice to demonstrate mastery.

TABLE 3

TEST OF SIGNIFICANT RELATIONSHIP BETWEEN STUDY HABITS AND TLE-HOME ECONOMICS ACADEMIC PERFORMANCE

| Test of Significant Relationship Between Academic Performance and Study Habits @=0.05 | t-stat | Critical t-value | Decision | Interpretation |
|---|--------|------------------|----------|-----------------|
| Time Management | 2.273 | 2.110 | Reject | Significant |
| Learning Environment | 1.115 | 2.110 | Accept | Not Significant |
| Test Taking Preparation | 2.871 | 2.131 | Reject | Significant |
| Note Taking | 3.407 | 2.145 | Reject | Significant |

The computed t-value obtained in **Time management** is 2.773 less than the absolute value of the critical t-value 2.11. Since the t-stat is near from the rejection region (+2.11 and -2.11), the null hypothesis is **Rejected**. Therefore, there is a significant relationship between the status of students' study habits to the level of academic performance.

The computed t-value obtained in **Learning environment** is 1.115 is less than the absolute value of the critical t-value 2.11. Since the t-stat is far from the rejection region (+2.11 and -2.11), the null hypothesis is **Accepted**. Therefore, there is no significant relationship between the status of students' study habits to the level of academic performance.

The computed t-value obtained in **Test taking/preparation** is 2.781 is less than the absolute

value of the critical t-value 2.131. Since the t-stat is near from the rejection region (+2.131 and -2.131), the null hypothesis is **Rejected**. Therefore, there is a significant relationship between the status of students' study habits to the level of academic performance.

The computed t-value obtained in **Note taking** is 3.407 is less than the absolute value of the critical t-value 2.145. Since the t-stat is near from the rejection region (+2.131 and -2.131), the null hypothesis is **Rejected**. Therefore, there is a significant relationship between the status of students' study habits to the level of academic performance.

The results show that Grade 8 TLE-Home Economics students' time management, exam preparation, and note-taking skills significantly influenced their ability to achieve near mastery in their academic work.

THEORIES

Wertheimer, Koffka and Kohler
"Gestalt (field) theory"

Adaptation Theory of Development
Jean Piaget

Social Learning Theory
Albert Bandura

Psychological Theory of Behaviorism
John B. Watson

Theory of Human Motivation
David McClelland

Law of Exercise
Edward Thorndike

STATUTES

DepEd DO No. 35, S. 2016 or the Learning Action Cell

DepEd DO No. 36, S. 2016

Deped Order N0.18, s.2021 or the Policy Guidelines on Awards and Recognition for the K to 12 basic education Program

DM-CI-2020-162, Suggested Strategies in the Implementation of Distance Learning Delivery Modalities for SY 2020-2021

DO No. 031, s. 2020 titled Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013

R.A. 9155 (Administration of Fundamental Instruction)

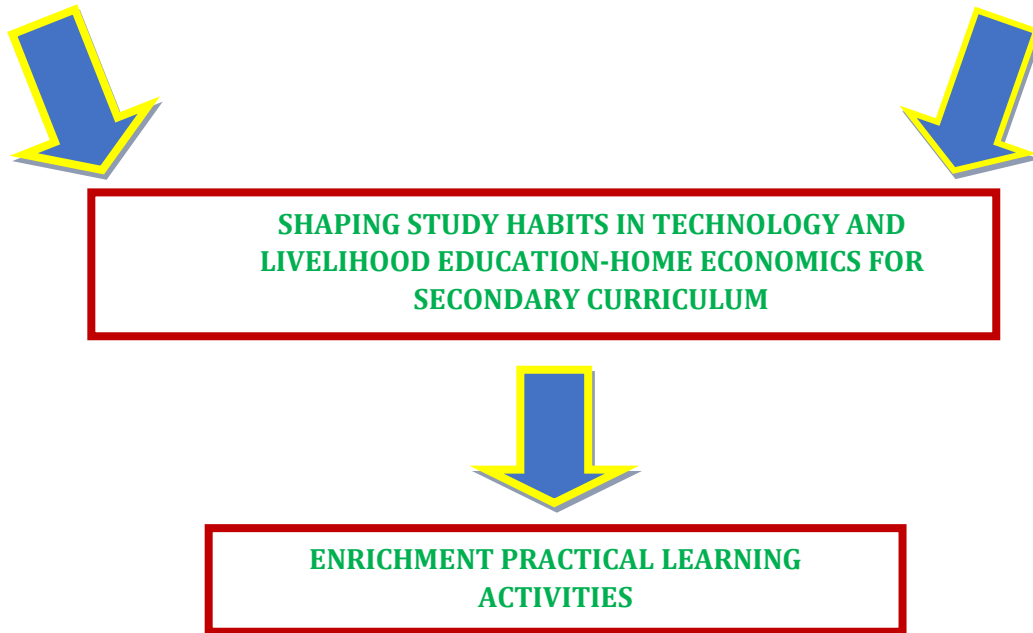


FIGURE 1: THEORETICAL FRAMEWORK

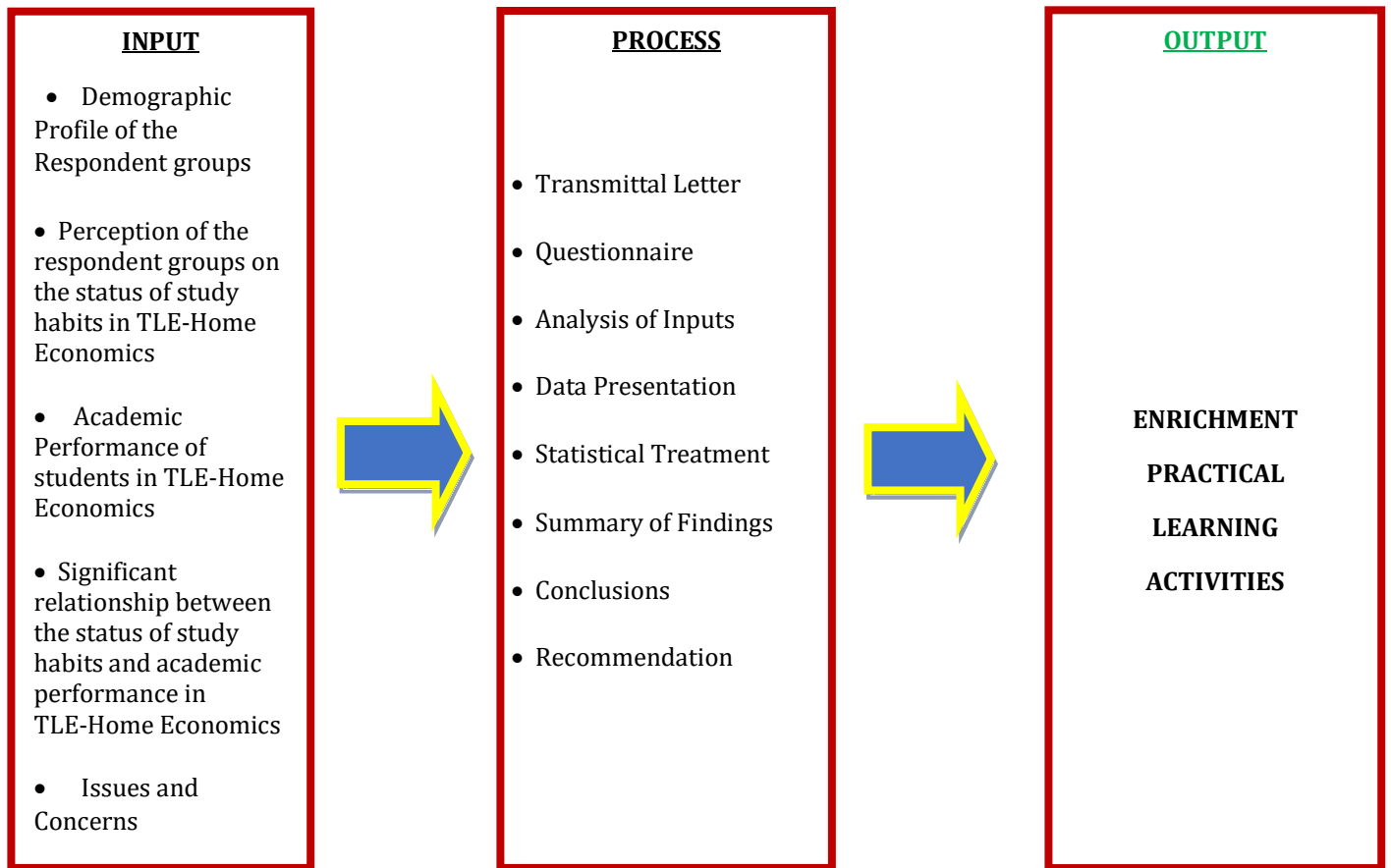


FIGURE 2: THE FLOW OF THE STUDY

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