

Study Habits and Learning Styles of Grade Six Pupils in Marawi City

NHOR-AIN A. BANTUAS

<https://orcid.org/0000-0001-6299-9217>

ainbantuas0410@gmail.com

Mindanao State University – Main Campus

Marawi City, Mindanao, Philippines, Asia

ABSTRACT

Learning involves the learners' body, mind, emotion, attitudes, and others. All of the learners' beliefs, attitudes, feelings, and personal problems affect learning capacity. This paper aimed to make a comparison on the profile, multimedia exposure, study habits, and learning styles of Grade VI pupils in Marawi City. This study made use of the descriptive-inferential method. Five hundred forty respondents were randomly selected using the sampling procedure and answered a checklist form questionnaire. The data gathered were statistically treated. It can be concluded that the respondents from public and private schools are exposed to multimedia, particularly television. The study habits of the respondents include the aspects of motivation, organizing and planning work, working with others and utilizing resources and feedback, managing school work stress, and note-taking and reading. The learning style preferences of the respondents contained environmental, emotional, sociological, psychological, and physiological aspects. As to the comparison of the private and public schools, it was revealed that the multimedia exposure of the respondents was significantly different. It was also found out that there was no significant difference in study habits. The results also show that there was a significant difference

in the psychological learning style. However, no significant difference in the environmental, emotional, sociological, and physiological learning styles of the respondents. It is recommended that teachers are encouraged to prepare lessons geared toward the development and enhancement of the study skills of the pupils.

KEYWORDS

Education, study habits, learning styles, Marawi City, Philippines, Asia

INTRODUCTION

Teachers need to consider the emotional disposition of the learners to achieve optimal learning. Keefe and Kiernan (1979) stresses that fatigue, stress, anxieties, or threats provide poor learning conditions. In these cases, no optimal learning occurs in the brain. Students became excellent achievers because of the received incentives, which help them or motivate them to study more. These are achieved through proper study habits and skills. Through this, their self-confidence and self-esteem are developed, which are important in improving their learning capacity and ability (Tenedero, 1998). Teachers can help students by designing instruction that caters to the needs of individuals with different personalities (Honigsfeld & Dunn, 2003).

According to Kopsovich (2001), studying is an easy task for students if they feel they enjoy it. However, if they are not, it will serve as torture to them. School orientation at the start of the school year must include important topics on how to study properly such as scheduling the time to study and developing a good attitude for study, as mentioned by Canfield (2015).

However, Grasha (1996) pointed out that learners are not aware of all these. They are not aware of the several methods and skills, or maybe they have not developed the proper ways of studying. She found out in her study that the primary reason for inefficiency in learning is associated with ineffective study habits. The superior intelligence is in itself no assurance of success. Some gifted children are misfits in adults' life even though their intelligence scores remain high. According to Gardner (2015), students with poor study habits do not excel academically in school. This finding is one

of the main causes of inefficiency and poor performance of the learners nowadays. They do not know how to study properly. Thus, their performance level is below their actual level.

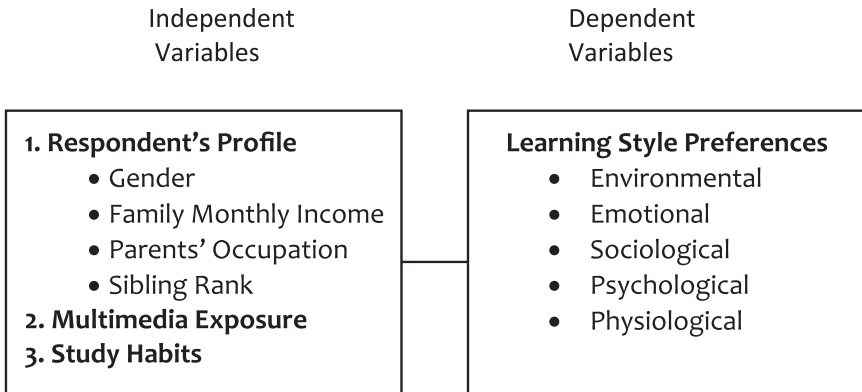
Grade six pupils have already reached the adolescent stage. It is a critical stage where various developmental tasks develop physically, socially, and intellectually. It is the stage where they become more responsible; exhibit independence, critical thinking, and can make decisions on their own. Teachers should know how to keep their students focused on learning by designing lessons responsive to their academic and developmental needs. Learners nowadays manifest different learning strategies in which the teachers must be aware of to alter the teaching techniques they are commonly utilizing. James and Gardner (1995) also expresses that since it is already the 21st century, technology and communication remarkably vary from the traditional education. Using high technology gadgets, surfing on the internet, and being active in social media are the recent diversion of learners. This study assessed the learning style preferences and study habits, which eventually contribute productively to the academic progress and self-development of the pupils.

Teachers need to understand the importance of matching their classroom strategies, methods, and techniques with students' learning styles (Liu, et al., 2006). Teachers need to know how to adapt the best methods of instruction that can help their students develop academically. Similar to this need, pupils must also develop proper study habits to attain academic achievement. In response to this need, the researcher conducted this study which focused on the study habits and learning styles of the Grade VI pupils enrolled during the school year 2014-2015 in Marawi City.

The internationally acclaimed Dunn and Dunn Learning Style Model (Tenedero, 1998) explains that personal learning style is the biological and developmental set of characteristics that make the identical instructional environments, methods, and resources effective for some learners and ineffective for others. It also emphasizes that most people are significantly different from each other according to their preferences. This model also posits that given responsive environments, resources, and approaches, students attain statistically higher achievement and aptitude test scores incongruent (matched) rather than dissonant (mismatched) treatments. Most teachers and counselors can learn to use learning styles as a cornerstone of their instructional and counseling programs. Most students

can learn to capitalize on their learning styles' strengths when concentrating on new or difficult academic materials. Hence, the less academically successful the individual, the more important it is to accommodate learning style preferences.

FRAMEWORK OF THE STUDY



OBJECTIVES OF THE STUDY

The study aimed to make a comparison on the profile, the multimedia exposure, the study habits, and the learning style preferences of Grade VI pupils in Marawi City. Specifically, it sought answers to the following questions: 1) what is the profile of the respondents in terms of: gender; family monthly income; parent's occupation; and sibling rank?; 2) what is the frequency of multimedia exposure of the respondents?; 3) What are the respondents' study habits?; 4) What are the significant manifestations of every learning style among the respondents on the following aspects: environmental; emotional; sociological; psychological; and physiological?; and 5) is there a significant difference in multimedia exposure, study habits, and learning style preferences among the respondents from private and public schools?

METHODOLOGY

Research Design

The study utilized the descriptive inferential method of research (AECT, 2001).

Respondents

Respondents of the study were the Grade Six pupils officially enrolled in the school year 2014-2015. Simple random sampling with the help of Sloven's formula was utilized.

Instrument

This study made use of a questionnaire of three parts: the personal data of the respondent; the learning style preference test, as adapted and modified Dunn and Dunn Learning Style; and the study habit test which is a standardized test prepared by Corpus and Rita (2009). A panel of experts validated the questionnaire and was pilot tested before its distribution.

Procedure

Letters requesting official permission from the school principals to research in their respective schools were prepared and delivered personally. Questionnaire administration was preceded by an orientation – a brief explanation of the purpose and significance of the study and the importance of their involvement in the undertaking.

RESULTS AND DISCUSSION

Table 1. Summary of the Respondents Profile

Profile	Private Schools		Public Schools		
	Frequency	Percentage	Frequency	Percentage	
Sex	Female	153	65.38	196	64.05
	Male	81	34.62	110	35.95
	TOTAL	234	100.00	306	100.00
Monthly Income	22, 000 and above	82	35.05	76	24.83
	20, 000 – 21, 999	42	17.95	62	20.26
	18, 000 – 19, 999	11	4.70	35	11.44
	16, 000 – 17, 999	14	5.98	32	10.46
	10, 000 – 15, 999	85	36.32	101	33.01
	TOTAL	234	100.00	306	100.00

Father's Occupation	Government Employee	100	42.74	125	40.85
	Private Employee	58	24.79	61	19.93
	Self-Employed	76	32.47	120	39.22
	TOTAL	234	100.00	306	100.00
Mother's Occupation	Government Employee	114	48.72	125	40.85
	Private Employee	40	17.09	31	10.13
	Self-Employed	80	34.19	150	49.02
	TOTAL	234	100.00	306	100.00
Sibling Rank	1 st Child	58	24.79	53	17.32
	2 nd	57	24.36	60	19.61
	3 rd	45	19.23	55	17.98
	4 th	26	11.11	41	13.40
	5 th	17	7.26	35	11.44
	6 th	11	4.70	18	5.88
	7 th	12	5.13	16	5.23
	8 th	4	1.71	9	2.94
	9 th	3	1.28	8	2.61
	10 th	1	0.43	5	1.63
	11 th	0	0.00	2	0.65
	12 th	0	0.00	4	1.31
	TOTAL	234	100.00	306	100.00

Table 1 presents the summary of the teacher respondents' profiles. As shown in the table above, there were 81 male respondents with a percentage of 34.62 from the private schools and 110 male respondents with a percentage of 35.95 from the public schools. In comparison, there were 153 female respondents with a percentage of 65.38 from the private schools and 196 respondents with a percentage of 64.05 from the public schools. In terms of the family monthly income of the parents, it reveals that eighty-five (85) or 36.32% of the parents from the private schools have a 10,000-15,999 income. On the other hand, one hundred one (101) or 33.01% of the parents from public schools had an average income of 10,000-15,999.

As manifested on the table, many or 42.74% of the father of the respondents from the private schools were government employees. Similarly, many or 40.85% of the fathers from public schools were government employees. As observed, one hundred-fourteen (114) or 48.72%

of the private school respondents' mothers were government employees, while one-hundred-fifty (150) or 49.02% of the public schools respondents' mothers were self-employed. As observed from the data, 58 or 24.79% of the respondents from the private schools were eldest. On the other hand, 60 or 19.61% of the respondents from the public schools were second children.

Table 2. Summary of the Mean Ratings of the Respondents' Multimedia Exposure

Indicators	Private Schools				Public Schools			
	Mean	SD	Descriptive Rating	Rank	Mean	SD	Descriptive Rating	Rank
Television	2.76	0.4375	Always	1	2.65	0.5108	Always	1
Books	2.71	0.4550	Always	2	2.61	0.4942	Always	2
Dictionary	2.61	0.4885	Always	3	2.51	0.5262	Always	3
Cellphone	2.60	0.5720	Always	4	2.42	0.6786	Always	4
Computer/Laptop	2.47	0.5941	Always	5	2.29	0.6506	Sometimes	5
Gadget (Tablet)	2.39	0.6604	Always	6	2.15	0.7283	Sometimes	6
Comic Books	2.24	0.6683	Sometimes	7	2.07	0.7368	Sometimes	7
Radio	2.08	0.6167	Sometimes	8	2.00	0.6427	Sometimes	8
Encyclopedia	2.01	0.6451	Sometimes	9	1.81	0.6847	Sometimes	10
Magazines	1.98	0.5556	Sometimes	10	1.84	0.6180	Sometimes	9
AVERAGE	2.39	0.5693	ALWAYS		2.25	0.6115	SOMETIMES	

Scaling: 2.34-3.00= Always

1.67-2.33= Sometimes

1.00-1.66= Never

Table 2 shows the mean ratings of the respondents' multimedia exposure among private and public schools. As shown, respondents from private schools were always exposed to television, books, dictionary, cellphone, computer/laptop, gadget (tablet) and sometimes exposed to comic books, radio, encyclopedias, and magazines. In contrast, respondents from public schools were always exposed to television, books, dictionary, cellphones and sometimes exposed to computers/laptops, gadgets (tablets), comic books, radio, magazines, and encyclopedias.

Table 3. Summary Table of the Respondents' Study Habits

Study Habits	Private Schools				Public Schools			
	Mean	SD	Descriptive Rating	Rank	Mean	SD	Descriptive Rating	Rank
Organizing and Planning Work	2.41	0.5861	Always	1	2.39	0.6192	Always	1
Preparing an Assignment/Project	2.37	0.5708	Always	2	2.33	0.6034	Sometimes	2
Note-taking and Reading	2.26	0.6109	Sometimes	3	2.21	0.5928	Sometimes	3
Motivation	2.22	0.6127	Sometimes	4	2.20	0.6254	Sometimes	4
Working with Others	2.20	0.5997	Sometimes	5	2.16	0.6208	Sometimes	5
Managing School Work Stress	1.97	0.6253	Sometimes	6	1.97	0.6428	Sometimes	6

Scaling: 2.34-3.00= Always 1.67-2.33= Sometimes 1.00-1.66= Never

Table 3 displays the summary of the study habits of the respondents among private and public schools. As shown, the respondents had a similar ranking of the study habits. The respondents from the private schools and public schools responded and ranked first the aspect organizing and planning work with a descriptive rating of always. Ranked second was preparing an assignment/project that has a descriptive rating of always from the respondents in private schools and sometimes from public schools. Ranked third was note-taking and reading, and ranked fourth was motivation. Ranked fifth was working with others; utilizing resources and feedback and ranked sixth was managing schoolwork stress. Since the organizing and planning work aspect of study habits ranked number one, this may mean that the respondents were doing their assigned task and had a timetable to finish a certain task. They studied and did their school works according to their suitable time.

Table 4. Summary Table of the Respondents' Learning Style Preferences

Learning Style Preferences	Private Schools				Public Schools			
	Mean	SD	Descriptive Rating	Rank	Mean	SD	Descriptive Rating	Rank
Emotional	3.25	0.7644	Agree	1	3.13	0.8667	Agree	1
Psychological	3.08	0.7985	Agree	2	2.88	0.8797	Agree	3.5
Sociological	3.00	0.8320	Agree	3	2.88	0.9262	Agree	3.5
Physiological	2.86	0.8318	Agree	4	2.93	0.8750	Agree	2
Environmental	2.72	0.9447	Agree	5	2.72	0.9887	Agree	5

Table 4 exhibits the summary of the respondents learning styles preferences in private and public schools. As reflected on the table, it shows that emotional preference ranked 1st both in private school and public school and both had a descriptive rating of agree. Psychological Preference ranked 2nd in the private school but ranked 3rd in the public school and both had a descriptive rating of agree. Ranked 3rd by the private and public school was the Sociological Preference with a mean of 3.00 and 2.88 and both had a descriptive rating of agree. Physiological Preference ranked 4th by the private school but ranked 2nd by the public school and both had a descriptive rating of agree. Environmental Preference ranked 5th in private and public school respondents and both had a descriptive rating of agree.

Table 5. Differences in the Multimedia Exposure

PRIVATE SCHOOLS	Computed t	Tabular T	Interpretation
PUBLIC SCHOOLS			
Multimedia Exposure	2.745	1.96	Significant Difference

Level of Significance: 0.05

Table 5 discloses the differences in the multimedia exposure of the respondents from the private and public schools. A closer analysis shows that the computed t-test 2.745 was more significant than the tabular t 1.96. Thus, the null hypothesis was rejected. This finding signifies a significant difference in the multimedia exposure of the respondents from the private and public schools. It is noted in Table 7 that the respondents from the private schools were always exposed to multimedia such as TV, books, dictionary, cellphone and computers. On the other hand, the respondents from the public schools

were only sometimes exposed to TV, books, dictionary, cellphone and computers.

Table 6. Differences In Study Habits

PRIVATE SCHOOLS PUBLIC SCHOOLS	Computed t	Tabular T	Interpretation
Motivation	0.371	1.96	Not Significant
Organizing and Planning Work	0.378	1.96	Not Significant
Working with others; Utilizing Resources and Feedback	0.7561	1.96	Not Significant
Managing School Work Stress	0.00	1.96	Not Significant
Note-taking and Reading	0.5566	1.96	Not Significant
Preparing Assignment/Project	0.7543	1.96	Not Significant

Level of Significance: 0.05

Table 6 confirms the difference between the private and public schools on the study habits. When tested at 0.05 level of significance, the computed t-value shows 0.371 and table t-value of 1.96 and interpreted as not significant; thus, the null hypothesis is accepted in terms of motivation. For the Organizing and planning work, the computed t-value is 0.378 and table t-value is 1.96 and is interpreted also as not significant; thus, the null hypothesis is accepted. Working with others and utilizing resources and feedback gained a computed t-value of 0.7561, and table t-value of 1.96, interpreted also as insignificant; thus, the null hypothesis is accepted. Managing schoolwork stress got a computed t-value of 0.00 and a table t-value of 1.96, interpreted as insignificant; thus, the null hypothesis is accepted. In note-taking and reading, the computed t-value is 0.5566 and a table t-value of 1.96, interpreted as insignificant; thus, the null hypothesis is accepted. Preparing an assignment/project got a computed t-value of 0.7543 and table t-value of 1.96 interpreted as not significant; thus, the null hypothesis is accepted.

Table 7. Differences In Learning Style Preferences

PRIVATE SCHOOLS	Computed t	Tabular T	Interpretation
PUBLIC SCHOOLS			
Environmental	0.00	1.96	Not Significant
Emotional	1.681	1.96	Not Significant
Sociological	1.575	1.96	Not Significant
Psychological	2.774	1.96	Significant
Physiological	0.9434	1.96	Not Significant

Level of Significance: 0.05

Table 7 exemplifies the difference between the private and public schools' learning style preferences in the five aspects. When tested at 0.05 level of significance, it revealed that as for the psychological, the computed t-test is 2.774 and tabular t- is 1.96 interpreted as significant; thus, the null hypothesis is rejected. On the other hand, environmental shows a computed t-test of 0.00 and tabular t- of 1.96 interpreted as not significant; thus, the null hypothesis is accepted. Moreover, emotional has a computed t-test of 1.681, and tabular t- of 1.96 also interpreted as not significant; thus, the null hypothesis is accepted. Similarly, "sociological" has a computed t-test of 1.575 and tabular t- of 1.96 interpreted as not significant; thus, the null hypothesis is accepted. Finally, physiological has a computed t-test of 0.9434 and tabular t- of 1.96, also interpreted as insignificant; therefore, the null hypothesis is accepted.

CONCLUSIONS AND RECOMMENDATIONS

From the preceding discussions, it is concluded that there were more females than males. Many of the respondents have a family monthly income ranging from 10,000-15,999. Many of the respondents' fathers were government employees; likewise, many of the mothers from the private schools were government employees. As to sibling rank, many of the respondents from the private schools were eldest; on the other hand, many of the respondents from the public schools were second children. As to the multimedia exposure, most of the respondents were exposed to multimedia, particularly television. The study habits of the respondents are not significantly different. There was a significant difference between the

learning style preferences in terms of the psychological aspects. There was no significant difference between the private and public school respondents in the following aspects: environmental, emotional, sociological, and physiological.

Using the conclusions as to the basis, it is recommended that school administrators must be a catalyst of change, especially in establishing and implementing special programs which are necessary for providing quality education. Teachers must expose themselves to new trends in education, considering that they choose the teaching profession as their vocation. They must learn the mechanics and advantages of using various teaching strategies depending on the learning style preference of their pupils. When it comes to the pupils' part, they are encouraged to identify and describe their learning style preference to develop their study skills in acquiring more knowledge. They must participate in programs related to improving and enhancing their skills in studying.

The researcher also recommends that parents understand why there is relevance in identifying the learning styles of their children and developing a practical study skill for their educational progress. Parents should be informed about educational multimedia and other resources at home that can be utilized to enhance the educative process of their children.

LITERATURE CITED

- Canfield, Andrew. (2015). Learning Styles Inventory Manual. Ann Arbor, MI: Humanists Media Retrieved on March 23, 2015 from <chrome-extension://efaidnbnmnibpcajpglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FED267247.pdf&clen=1651255>
- Gardner, Harvey. (2015). Multiple Intelligences: The Theory in Practice. New York: Basic Books. Retrieved last September 2015 from <http://www.ascd.org/publications/educational-leadership/sept97/vol55/num01/integrating-learning-styles-and-multiple-intelligences.aspx>
- Grasha, A. F. (1996). Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles. Pittsburgh, PA: Alliance Publishers. Retrieved on August 28, 2014 from <https://www>

scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1658980

Honigsfeld, A., & Dunn, R. (2003). High school male and female learning-style similarities and differences in diverse nations. *The Journal of Educational Research*, 96(4), 195-206. Retrieved on April 27, 2014 from <https://www.tandfonline.com/doi/abs/10.1080/00220670309598809>

James, W. B., & Gardner, D. L. (1995). Learning styles: Implications for distance learning, ERIC Document Reproduction Service No. EJ, 514, 356. Retrieved on May 2013 from <https://eric.ed.gov/?id=EJ514356>

Keefe, J. W., & Kiernan, O. B. (1979). Student learning styles: Diagnosing and prescribing programs. National Assn of Secondary School. Retrieved on June 6, 2013 from <https://www.worldcat.org/title/student-learning-styles-diagnosing-and-prescribing-programs/oclc/6040692>

Kopsovich, R. D. (2001). A study of correlations between learning styles of students and their mathematics scores on the Texas Assessment of Academic Skills Test. University of North Texas. Retrieved on October 30, 2021 from <https://www.proquest.com/docview/304715563?pq-origsite=gscholar&fromopenview=true>

Liu, R., Qiao, X., Liu, Y. (2006). A Paradigm Shift of a Learner-Centered Teaching Style. Working Papers in SLAT-Volume 13, University of Arizona. Retrieved on May 18, 2015 from <https://journals.uair.arizona.edu/index.php/AZSLAT/article/download/21276/20856>

Tenedero, H. S. (1998). Breaking the IQ Myth: Learning Styles, Multiple Intelligences, and Emotional Learning the Classroom Environment. *Henry Publications*. Manila, Philippines. Retrieved on October 15, 2021 from <https://library.uerm.edu.ph/cgi-bin/koha/opac-detail.pl?biblionumber=7784>

The Handbook of Research for Educational Communications and Technology. (2001). The Association for Educational Communications and Technology. Retrieved on October 13, 2021 <http://members.aect.org/edtech/ed1/41/41-01.html>

Gunning Fog Index: 10.32
Flesch Reading Ease: 50.36
Grammar Checking: 92/100
Plagiarism: 1%