

Level of Study Skills of Grade 7 Learners in English: as Baseline Study

Jimmy P. Manigbas III¹, Natividad S. Alejandro², Maylene J. Tejares³

¹Administrative Assistant II/ Researcher, Department of Education, Tabgon High School, Goa District, Philippines, jimmy.manigbasiii@deped.gov.ph

²Head Teacher I / Researcher, Department of Education, Tabgon High School, Goa District, Philippines, natividad.alejandro001@deped.gov.ph

³Teacher I / Researcher, Department of Education, Tabgon High School, Goa District, Philippines, maylene.tejares@deped.gov.ph

Abstract

This study aims to explore the level of study skills of Grade 7 learners in English. This study utilized the researcher made survey questionnaire to solicit the answers from the learners regarding their study skills. The respondents of this study were the twenty one (21) purposively sampled Grade 7 learners of Tabgon High School, Goa, Camarines Sur, Philippines who were enrolled in the class of teacher-researchers for the school year 2018-2019. The statistical tool used was *Frequency and Percentage Distribution* to quantify the data from the respondents to generate baseline data to be the basis in generating instructional strategies. As reflected in the results, most of the learners have fair study skills in terms of time management, note taking, test preparation and reading textbook however, most of the learners possessed average study skills in terms of concentration in studying. Totally, results showed that majority of the students have fair or low level of study skills in English which means that they have deficiency in all study skills. Results recommended that teachers should devise mechanisms and interventions to motivate the learners to embrace these study skills. Also, learners should have strong grip on the interventions created by the teachers to improve their academic performance.

Keyword: Study skills, Interventions, Learners.

SMS Journal of Entrepreneurship & Innovation (2020)

DOI: <https://doi.org/10.21844/smsjei.v6i02.18700>

Corresponding Author: Jimmy P. Manigbas III, Administrative Assistant II/ Researcher, Department of Education, Tabgon High School, Goa District, Philippines, jimmy.manigbasiii@deped.gov.ph

How to cite this article: Manigbas, Jimmy P. III, Alejandro, Natividad S., Tejares, Maylene J. (2020). Level of Study Skills of Grade 7 Learners in English: as Baseline Study . SMS Journal of Entrepreneurship & Innovation. 2020; 6(2):30-40

Source of support: Nil.

Conflict of interest: None

Introduction

Education plays a vital role to the life of an individual. Education is a treasure that can never be stolen. Education is everywhere. It is anchored on the Department of Education Mission which is “To protect and promote the right of every Filipino to quality, equitable, culture based, and complete basic education...” (DepEd Order no. 36, s. 2013). Hence, education is not only on gaining ideas from the lessons and textbooks, but it is about on steering your life to change into something better. It is one way to attain success by embracing education as tool to mitigate and end poverty in every country. On the other hand, the learners cannot simply learn

by attending schools every day by watching others and do what the teachers told them to do but, they have to be part of every teaching and learning process to internalize every concepts and learning experiences. Creating patterns to study that work, allocating study time that suits in their interest and ample preparations to be productive students and good study skills should be established in doing their school works to improve their academic performance must be given considerate attentions. Hence, study skills and academic performance are linked with each other.

According to Hassanbeigi et al., (2011) examines the relationship of study skills and academic

performance of 179 university students both male and female junior and senior medical and dental students. Results revealed that students' who have GPA of 15 above out of 20 were statistically higher compared to the students' who have GPA of less than 15. Results concluded that study skills support to the students to improve their academic performance. It is reinforced by the study of Ebele and Olofu (2017) that conducted a study on impact of study habit on academic performance of secondary students' in Biology. The findings revealed that study habits have significant relationship on the academic performance. In other words, the students' who developed and utilized their study habits performed better on their studies.

However, the declined in academic performance of the students in English was very evident which was rooted on their study skills. Thus, the teachers-researchers decided to delve into the study skills of the learners to gather empirical data as basis in devising interventions to improve the study skills of the students associated on their academic performance.

Related Literatures

This portion organized and presented the readings to capture and gain concepts, insights and gather valuable information related to this study.

Magulod (2018) investigated the study habits, learning styles and academic performance of the students in applied science courses. In terms of study habits, the students assessed in terms of time management, concentration, note taking, reading comprehension, test preparation and test taking, reading speed, writing skills and managing test anxiety. Totally, results revealed that most of the respondents in eight (8) study skills and habits possessed moderate level with computed grand mean of 3.14. Result infers that, students still need to give significant attentions to improve their study

skills and habits towards academic success with the proper guidance of their teachers. Finally, learning habits, study habits and academic performance of applied courses students have significant relationships.

Similarly, Sekar and Rajendran (2015) examined the study skills of college students in arts and science in Tiruchirappalli District of Tamil Nadu State, South India This study explores the level of study skills of the students in terms of time scheduling, concentration, listening and note taking, reading skill, preparation of examination, writing skills and study skills (general). Results of this study showed that most of the arts and science students in study skills in general possessed moderate level of study skills that holds 209 or 96.8%. Result implies that their study skills could benefit them with the guidance of their teachers towards academic success.

Accordingly, Siah and Maiyo (2015) delved on the relationship of study habits and academic achievement of the students of Spicer Higher Secondary School, India. In terms of the study habits, the findings of the study disclosed that most of the respondents possessed average level of study habits or 48.2%. Result infers that “the teachers and students seem not to take effort in developing good study habits”. However, academic achievement has positive relationship of 0.66 to study habits. It can be deduced that study habits should be established by the teachers to improve the student's academic achievements.

In a similar vein, Pepe (2012) demarcated on the relationship of the study skills and their GPA. General findings revealed that the students that have higher GPA have possessed adequate study habits while students where GPA are low have limited study habits. In other words, higher GPA students have sufficient study habits than those students who have low GPA. Results concluded

that, there is a linear relationship between study habits and academic success.

On the other hand, Thorpe (2010) conducted a study on “Promoting Academic Achievement in the middle classroom: Integrating Effective Study Skills Instruction” to explore the most useful study skills and strategies to integrate the study skills instruction in these content areas (English, Math, Science, and Social studies) at the middle school level. The participants of this study were the 21 in-service middle school teachers. Results on survey exposed that most of the teachers believed that all study skills are useful and effective to enhance the ability of the students. Results concluded that, teachers must help the students to develop their study practices to increase their level of learning in different content areas.

Majority of the captured related researches focused on the significant relationships between study habits and other variables to show their strong associations with each other (Magulod, 2018; Sekar and Rajendran, 2015; Siahi and Maiyo, 2015; Pepe 2012). While, Thorpe (2010) emphasized the roles of the teachers when it comes to strengthening the study skills and practices of the students for their own improvement.

Research Gap

Different studies were conducted that mainly focused on the study habits of the students and their direct significant relationships with other variables such as academic performance and demographic characteristics. The findings of these studies revealed the importance of developing and sufficient study skills to improve student's ability and capacity towards academic success (Magulod, 2018; Sekar and Rajendran, 2015; Siahi and Maiyo, 2015; Pepe 2012). However, as teachers, due to unchanging students' needs, learning environment and learner's diversity as teachers we have to be

aware on the academic status of the students and be dynamic to listen to their voice through series of rigid observations and needs assessment to capture their innate interests and motivations. Thus, this study wants to fill the existing research gap by making this initiative to determine the level of study skills of the students to be the basis in generating valid interventions and be utilized during teaching-learning to ensure its acceptability and effectiveness.

Research Objectives

This study aimed to explore the study skills of Grade 7 learners in English subject at Tabgon High School, Goa, Camarines Sur, Philippines for S/Y 2018-2019. Specifically, the research answered the following research objectives:

1. What are the socio-demographic family profile of the respondents in terms of:
 - a. Household income;
 - b. Nature of work, and;
 - c. Educational Attainment.
2. What are the level of study skills of the students towards English subject in terms:
 - a. Notetaking;
 - b. Concentration;
 - c. Time management;
 - d. Test preparation and;
 - e. Reading Textbook.

Research Methodology

This study focused on exploring the study skills of the Grade 7 learners in English subject. Descriptive-survey method of research was employed in answering the different action research objectives posted. This type of descriptive method was suitable to “know the extent to which different conditions and situations are obtained” from the subject (Calmorin, 2016; Calmorin, L.P.

& Calmorin, M.A., 2012). The researchers- made survey questionnaire was divided into two parts: Part I was close –ended and elicited the socio-demographic profile of the respondents which include household income, nature of work and educational attainment. Part II designed to assess the level of study skills of the students. The responses of the students were obtained through self-rating using this scale or description (always or outstanding, often or average, sometimes or fair and never or poor).

A. Participants and/or other Sources of Data and Information

The respondents of this study were the 21 (both male and female) Grade 7 students in English of Tabgon High School, Goa, Camarines Sur, Philippines which enrolled for the school year 2018–2019. The respondents were purposively sampled by the teacher- researchers based on their low academic performance.

B. Data Gathering Methods

Table 1
Profile of the respondents in terms of household income

Household income range in Philippine peso	n=21	
	FREQUENCY	PERCENTAGE
15,000 above	0	0%
10,000 to 14,999	0	0%
6,000 to 9,999	3	14%
5,999 below	18	86%
TOTAL	21	100%

Table 1 illustrates the data on the household income range of the Grade 7 learners which acquired from their parents or guardian during the PTA meeting conducted with the teacher-researchers, School Head and Adviser. The table shows that, most of the learners have their household income of 5,999 below that have frequency of 18 or 86% while the remaining three (3) or 14% have household income of 6,000 to 9,999. It can be noticed from the results

Series of action plan was commenced before the conduct of this study. After the approval of the research proposal, the teacher-researchers seek the permission from the school administrator prior to the start of this study. Followed by, the distributions of researcher- made survey questionnaire to acquire accurate data from the respondents by giving them ample time to answer the survey. Out of 21 distributed survey questionnaires, all were retrieved and fully completed or 100% response rate. Consent to participate in this study was obtained before the survey.

Discussion of Results and Reflections

The stream of the discussion of the results followed the sequence of action research questions posted together with the reflections.

Research Objective 1: The socio-demographic profile of the respondents.

that they experiences insufficiency in financial resources. But, the good part of this, with their social status still they sent their children in the school to learn and build their dreams through gaining education.

As reflected in the results that shown in Table 1, the teacher-researchers concluded that scarcity is not really a hindrance to send their children in school

perhaps it is only a challenge that needs to overcome to obtain success. There are always challenges like household income that may affect

their performance. However, as teachers we do our best to guide them.

Table 2
Profile of the respondents in terms of nature of work

Nature of Work	n=21	
	FREQUENCY	PERCENTAGE
AGRICULTURE		
Rice Farming	9	43%
Coconut Farming	8	38%
Corn Farming	0	0%
ENTREPRENEURIAL		
Buy and Sell	0	0%
Boarding House Owner	0	0%
TECHNICAL SKILLS		
Automotive	0	0%
Electrician	0	0%
Dressmaker	0	0%
Carpentry	0	0%
Laborer	4	19%
TOTAL	21	100%

Table 2 demonstrates the socio-economic status of the respondents in terms of nature of work. The tabulated result shows that most of the learners' parents the nature of work is rice farming which has nine or 43%. Followed by, coconut farming which got eight (8) or 38% and laborer that has four (4) or 19%. The result implies that the most available source of income in different places in Brgy. Tabgon- Goa is rice farming and coconut farming. For a reason that this place was located in the upland rural area filled with wide areas of rice

fields and coconut trees.

The teacher-researchers reflected that the main sources of income of Tabgon households specifically the Grade 7 students are rice farming and coconut farming. But, others engaged in technical skill which is being a laborer. And, their natures of works can just supply them limited income due to price fluctuation of this product (rice and coconut) and unstable harvest.

Table 3
Profile of the respondents in terms of educational attainment

Educational Attainment	n=21	
	FREQUENCY	PERCENTAGE
Elementary level	9	43%
Elementary graduate	4	19%
High School level	8	38%
High School graduate	0	0%
College level	0	0%
College graduate	0	0%
TOTAL	21	100%

Table 3 presents the socio- demographic profile of the respondents in terms of educational attainment. It can be gleaned from the table that most of the parents only reached the elementary level that got nine (9) or 43%, some of them are high school level that got the frequency of eight (8) or 38% and the least frequency is elementary graduate that got four (4) or 19%. It can be concluded that, they have a low academic profile that's why they are engaged in farming and not in professional work that needs qualification specifically educational attainment. The result implies that most of them have acquired low or minimum income as shown in table 1 to suffice their necessity in life like foods, clothes and other expenses.

It can be reflected from the results that, as teacher-

researchers knowing their sources of income and educational attainment give light on the perceptions about the learners' situations in life. As teacher you have to understand the background of your learners' not only in psychological aspect, emotional aspect but also in their status in life. With that basis, as teacher you can make your own strategy to support and guide the learners to obtain success in their life by fostering and nurturing their will and interests to study every day by constantly motivating them and be an inspiration.

Research Objective 2:The level of the study skills of the Grade 7 learners in terms of: 1] Notetaking; 2] Concentration in Studying; 3] Time Management; 4] Test Preparation; 5] Reading Textbook.

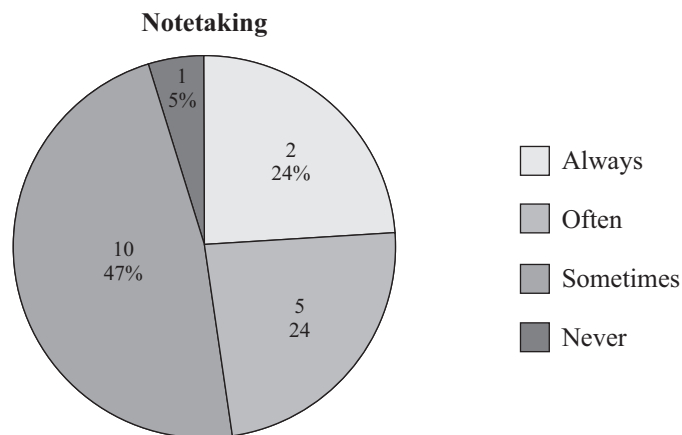


Figure 1: Frequency and Percentage Distribution of Learners' Study Skills in terms of Notetaking

Figure 1 shows the frequency of learners which assessed their study skills in terms of notetaking. It reveals that the highest number of learners (10 or 47%) sometimes performed the notetaking technique as one of their study skills to capture the information during teaching- learning process. However, one (1) or 5% of learners did not perform or never considered this notetaking technique. Moreover, both always and often have 5 or 10% of learners. The result implies that most of the learners have fair level in terms of notetaking as their study skill. It shows that most of the student did not copy their lessons on their notebook for recap and review purposes. Thus, the learners did not aware about the importance of jotting down notes during the lecture proper.

As teacher- researchers, it is very difficult to inculcate knowledge to the learners in a non-visual presentation or through hearing most specifically to the Grade 7 learners due to reason that they have minimum span of attention in their lessons. One of the strategies of teacher-researchers after the lesson is to check the notebook of the learners to determine if they jotted down or outlined the lessons in their notebook for them to recognize the importance of notetaking. With that teacher strategy, the learners are obliged to do jotting down of notes that they can use to review their lessons that would contribute to enhance or improve their performance during the assessment and evaluation that the teachers give to them during and after the lessons.

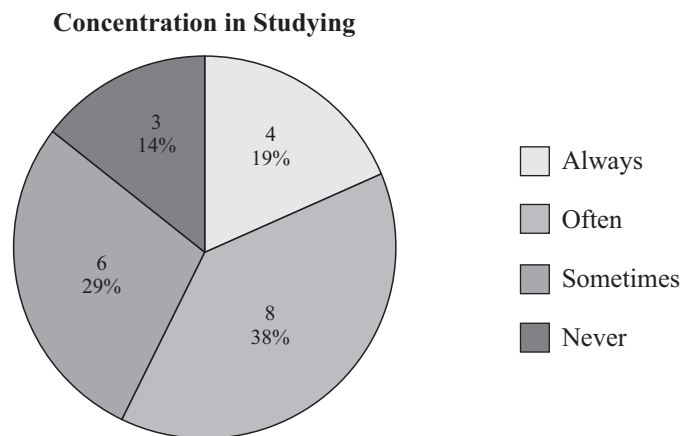


Figure 2: Frequency and Percentage Distribution of Learners’ Study Skills in terms of Concentration in Studying

Figure 2 presents the data on concentration in studying. This concentration in studying demonstrates about learners which focus in studying their lessons as such that they doing their assignments, projects, recalling or reviewing their lessons and obtaining information in a few distraction place and collaborating with their classmate to have interactive way of learning. It depicts that, majority of the learners often concentrate in studying their lessons. It illustrates that learners often exhibit the significance of focus in studying to acquire the learning of their lessons. In contrary, there are three or 14% out of 21

learners answered that they never did the concentration in studying their lessons. Then, some of the learners are always (4 or 19%) and sometimes (6 or 29%) concentrate while they are studying their lessons. The result implies that most of the learners have average level in terms of concentration in studying, however, some of the learners have poor level of study skills. It means that, there are students who never invest concentration when studying their lessons.

As reflection in this result, concentration while studying is deemed necessary to acquire such

information and learning associated in their lessons. As teacher-researchers it is a challenge to us to advocate the study skills to the learners for them to learn very well. One of those study skills is to have concentration in studying. Thus, as teacher-researchers employing teaching strategies and

even learning activities to strengthen their concentration is very much helpful. Giving motivations and make the topics interesting before the lesson proper is a big help to lengthen their attention span and concentration.

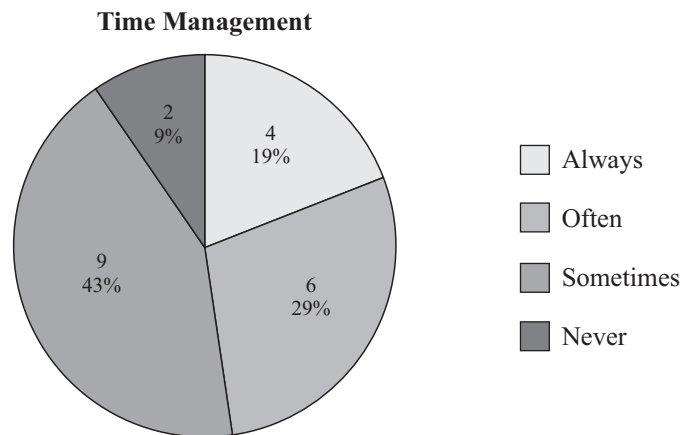


Figure 3: Frequency and Percentage Distribution of Learners' Study Skills in terms of Time Management

Figure 3 presents the frequency and percentage of learners that assessed their study skills in terms of Time management. The time management as study skill refers to the managing of time to make their assignments, reviewing their lessons and doing their projects to hone their cognitive and psychomotor skills. Among 21 learners, there are four (4) or 19% answered always, six (6) or 29% as often, nine (9) or 43% as sometimes and two (2) or 9% as never. The data shows that most of the learners are sometimes managing their time in studying and reviewing their lessons while two (2) or 9% of learners never did the time management. The result implies that most of the learners have fair time management skills that may affect their performance during teaching and learning process.

Teaching the students is one of the biggest challenges to the teachers because it measures the content knowledge and pedagogy of the teachers. However, it is not effective when the learners did not manage their time to acquire their lessons. Thus, it is a collective effort between teachers and learners. As the teacher-researchers reflected in this result, teaching only the students with the lessons was not enough to assure that they acquiring knowledge perhaps giving them the concepts about time management as part of their study skills is a must to know its importance and allocating their time to accomplish their projects even an assignment and to review their lessons.

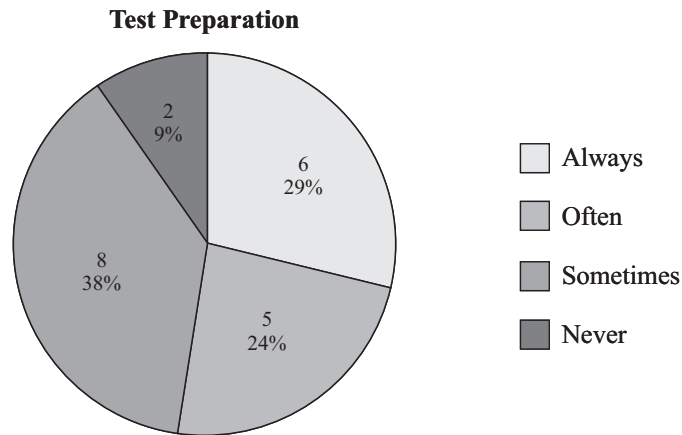


Figure 4: Frequency and Percentage Distribution of Learners' Study Skills in terms of Test Preparation

Figure 4 demonstrates the data about the learners' study skill in terms of Test preparation. It can be gleaned from the table that the highest frequency is eight (8) or 38% which verbally interpreted as sometimes and the lowest frequency is two (2) or 9% which verbally interpreted as never. The result implies that, in terms of test preparation, most of the students have fair level of study skill in test preparation. It means that they did not focus on preparing themselves before the assessment tests/examinations. It can be concluded from the results that the students did not give importance in having an excellent performer during the assessment that gave by their teachers due to a

reason that they did not make their preparation such as reviewing their lessons with their classmates, studying at home and outlining or recalling their lessons before taking the tests/exams.

Based from the results, as reflection by teacher-researchers, giving them consistent reminder about the upcoming assessments or test exams might be helpful for them to instill the importance of test preparation. Also, as teachers giving the students the adequate time to prepare on the test exams yield positive attitude to the students towards their assessments.

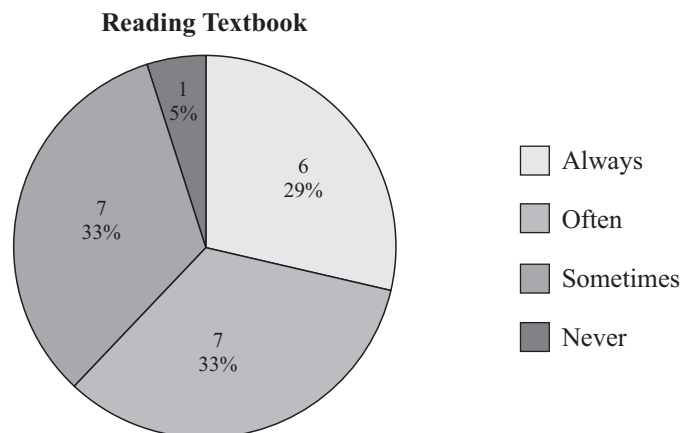


Figure 5: Frequency and Percentage Distribution of Learners' Study Skills in terms of Reading Textbook

Figure 5 demonstrates the frequency of the learners in terms of reading textbook. As depicts in the above figure, seven (7) or 33% garnered by the often and sometimes scale of measurement. However, there is one (1) or 5% who signified that he/she did not employed this study skill to learn the lessons. Nevertheless, it shows that most of the learners employed the reading textbook technique as one of their study skills. In this study skill, the learners are expected to read and browse the books by looking the meaning of the new words, catching interrelated concepts, outlining major or key ideas and acquiring information through reading. It simply means that, reading of textbook is greatly help to feed the curiosity and hunger in knowledge of the learners to discover learning and be equipped with content knowledge of subject area or lessons to ensure its holistic development.

As reflection by teacher-researchers, inculcating to them the importance of reading textbook as part of their study skills gives them the chance to enhance their knowledge even without their teachers. They can make their assignments, make further or advance reading and studying, validating information and getting theoretical knowledge that would help them to hone their knowledge and skills for their own academic welfare.

Research Findings

This portion discoursed the major findings of this present study:

1. As per findings of the study in terms of socio-demographic profile, majority of the respondents in a survey have insufficiency of financial resources; their sources of income mostly involved in agricultural farming such as rice and coconut farming, and; the educational attainment of their parents/guardians have belonged to elementary level.
2. Most of the respondents in a survey have fair level of study skills intime management, note

taking, test preparation and reading textbook. While, in terms of concentration, almost all of the respondents possessed average level of study skills.

3. Findings exposed clear results that majority of the students in survey have inadequacies of good study skills.

Conclusion

This study explored the level of the study skills of the Grade 7 learners in English subject. Results of the study revealed that majority of the students have scarcity in financial resources (18 or 86%); means of their living belonged to rice farming (9 or 43%) and coconut farming (8 or 38%) which are the primary sources of income, and; their parents'/guardian educational attainment mostly elementary level with 9 or 43%. In terms of varied study skills, most of the students possessed fair level of study skills. Results concluded that, inventing suitable strategies or interventions to develop the study skills of the students should be given significant attentions. And, inculcation of different interventions during teaching-learning process must be given focused to ensure the improvement of students' study skills to embrace the delivery and quality of education.

Limitations Of Research

This present study has the following limitations such as: 1] The research is school-based only and limited to the respondents which enrolled in teacher-researcher's subject and purposively sampled but larger samples can be utilized to obtain diverse data which are not considered by this study; 2] The research utilized researchers-made survey questionnaire only which suited on the specific respondents and has limited variables thus, utilization of standardized questionnaire to assess level of study skills can be given significant attention for further study; 3] Data employed in this

research is merely that obtained from their answered survey questionnaire as solely research instrument but, interview can be included to obtain more data and deep information for further study.

Recommendations

In lined with the findings of the study, the researchers recommended that: 1] Teachers and parents should always collaboratively guide their students on how to develop their identified study skills not only in English but in all content areas; 2] Teachers should equip themselves through seminars, trainings, symposium and conferences to deepen their knowledge in this matter; 3] To administrations, crafting trainings and providing adequate opportunities to teachers must be done for teaching effectiveness along the teachers' professional standards (DepEd order no. 42, s. 2017), and; 4] Teachers should generate varied interventions associated with different authentic learning experiences that would boosts and enhance the study skills of their students; 5] Students' should give utmost importance on their study skills thereby to achieve academic success.

Scope For Further Research

Increasing the body of knowledge in relation with the study habits of the students to improve their academic performance proving its importance and still catch the attentions of many researchers in field of education, continued research on what particular skills that would suit in different levels of basic education- elementary level, junior high school and senior high school should be initiated to scale down the different study skills suited by level. Moreover, in depth research focused on teachers' knowledge on study skills should be given significant attention as such that teachers' plays a vital role in developing the study skills of the students. In other words, teachers' who are not

equipped to instill the useful and effective study skills the students will continuously provide with underdeveloped and futile set of study skills.

References:

- Berja, Mariben D. (2017). Action Research Template for Continuous Improvement Program Implementers. Department of Education- Division of Camarines Sur.
- Calmorin, Laurentina P. (2016). Research and Thesis Writing with Statistics Computer Application. Rex Book Store, Inc. Manila. 387 pp.
- Calmorin, Laurentina P. and Calmorin, Melchor A. 2012. Research and Thesis Writing Second Edition. Rex Book Store, Inc. Manila. 393 pp.
- DepEd Order no. 36, s. 2013. Re: "Our Department of Education Vision, Mission, and Core Values". Retrieved from: www.deped.gov.ph
- DepEd Order no. 42, s. 2017. Re: "National Adoption and Implementation of the Philippine Professional Standards for Teachers". Retrieved from: www.deped.gov.ph
- Ebele, U.F. and Olofu, P.A. (2017). "Study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja". Educational Research and Reviews. 12(10):583-588. (May 2017) Retrieved from: <https://academicjournals.org/journal/ERR/article-full-text-pdf/>
- Hassanbeigi, A. et al., (2011). "The relationship between study skills and academic performance of university students". Procedia - Social and Behavioral Sciences. 30: 1416 - 1424. Retrieved from: <https://reader.elsevier.com/reader/sd/pii/S187704281102101X?token=5ED6D2C4E59AC357BB7261DC0F9BB0E8CDBE576FE9B16A72D706F6A2BBF9FAAC6875D9B2AED6FA4D9F26AF41A7F7AC69>
- Magulod, G.C., Jr. (2019). Learning styles, study habits and academic performance of Filipino university students in applied science courses: Implications for instruction. Journal of Technology and Science Education, 9(2), 184-198. Retrieved from: <https://doi.org/10.3926/jotse.504>