Study Habits, Attitudes and Academic Performance of Selected College of Engineering Students of Summer 2016: Basis for Student Reinforcement

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Abstract: This study served as a means of knowing the respondents' frequency of putting into practice the following study habits: reading and note-taking, concentration, distribution of time, social relationships, delay avoidance, and work methods and their attitudes towards school work and towards their teachers. Finally, this research aimed to find the correlation between the respondents' study habits, attitudes and the level of academic performance of selected College of Engineering Students of Summer 2016, in which by so doing may be a basis for Student Reinforcement. Result showed no correlation and it is suggested that study be conducted during regular semester for a more realistic results. Reinforcement to students were enumerated in the recommendation.

Keywords: Habits, Attitudes, Performance, Student Reinforcement

I.   INTRODUCTION

Student's academic performance occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one's total potentialities and capacities (Nuthana and Yenagi, 2009) which are frequently measures by examination results. It is used to pass judgment on the quality of education offered by academic institutions. In fact, it is still the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students.

One of the findings of research that have reached a conclusion is that study habits and attitudes are very much related to academic performance of students. Because of the significant role of study habits and attitudes of students to academic performance, various researchers have attempted to derive more precise information on the extent of this information. Moreover, this thought aroused the interest of the researcher and have thrived on the belief that such are interwoven with academic success.

Study habits greatly affect the student learning process. If the student can form the habit of studying without being forced, this will be the start of the student's interest and self-motivation. Studying can broaden one's horizon, mold one's mind to know many things and will prepare life for the future. The school and the teachers must help their students to plan and budget their time for study, And accomplish all things within a given time frame. They must teach learners the value of discipline, hard work, perseverance, and develop love for reading and studying. Moreover, They must encourage learners.

To have daily schedule of activities with the strict imposition that regular time will be done. The fact that those who have high academic aptitude but with undesirable habits and attitudes towards school work achieve less than those whose academic aptitude is average but with desirable or positive study habits and attitudes. Huang (1999) revealed that attitudes must be taken into utmost consideration. He says that students form attitudes about themselves and others based on the messages that they receive over a period of time from parents, mentors, from adult friends and from a variety of societal sectors such as school, church and family. Attitudes are properties that are developed over a period of time with objects, persons or ideas.

The relation between school liking (or belonging or connectedness) and academic attainment is an important aspect of motivation. Belonging or connectedness to school has been perceived to be associated with pupil wellbeing and academic achievement. As positive attitudes toward homework are part of the sense of belonging to school, researchers have found very small correlation between attitudes homework and time spent on homework (Cooper et al., 1998). According to the expectancy-value theory (Eccles & Wigfield, 2002), homework motivation is conceptualized to have an expectancy and a value component. A student's belief in being able to execute goal-oriented behavior successfully represents the expectancy component. The value component has several facets: a) attainment value (it is important to do well in the task of homework); b) intrinsic value (homework is an enjoying task); c) utility value (homework will have a future benefits); and d) cost (homework may represent punishment by exerting extra effort).

Almost every teacher assigns homework to students. Teachers, parents as well as students believe that this activity which should be done in non-school hours-enhances achievement. Rowland (1996) both have suggested that it is learning that links research and teaching to the benefit of both activities and the mutual satisfaction of teacher and learner. To really facilitate students' learning, it is essential for teachers to know how much the students (learners) understand of their teaching intentions. It is generally known that those intentions are mostly conveyed by a tutor's teaching methods. Hence, the following research questions deserve to be explored: How much do university students know about the teaching methods used? Do the attitudes of students towards those teaching methods matter? Is there a relationship between a student's knowledge of the teaching methods and attitudes towards those methods? Answering these questions are significant in that they might be able to help.

To understand the student learning experiences from a different angle and to help teachers to reflect on effective teaching in terms of using various teaching methods.

Scholastic performance serves as an instrument in gauging students' success at school. This is an indicator that provides educational institutions with objective basis in the process of monitoring student's ability to continue their studies in their specific fields. It is a sad thing to know that, greater weight in the decline of competitive graduates are often attributed by educators to students' lack of motivation and ineffective utilization of such power through inappropriate study habits while in the academe.

The Philippine quality of education is declining, Lagon (2010) stated that there is a prevailing low performance of schools all over the country. Researches show nowadays that Filipino college graduates lost their capability to compete with neighboring countries (Rocco 2003, as cited by Sta. Maria 2007). Learning and academic achievement are central features of a school's culture and must first persuade everyone – students, teachers, parents, staff, and school board (Renchler, 1992).

According to Zeigler et.al., (2001), a good academic achievement is vital to life success. Academic success may mean the edge of those who work and enjoy above those merely for survival reasons (Rentner and Kober, 2001). Students who were academically successful will have more employment opportunities than those with less education. Research shows that positive end results strongly linked with academic success. Adults with high levels of education are more likely to be employed, and to earn higher salaries (National Center for Education Statistics, 2001; U.S. Department of Commerce, Bureau of Census, 1999). The number of jobs requiring a college education is expected to grow more than twice as fast as those not requiring a college education over the next ten to twenty years (Fleetwood and Shelley, 2000; Rentner and Kober, 2001)

Research further shows that people who are academically successful are more stable in their employment; are more likely to have health insurance; are less dependent on public assistance; are less likely to engage in criminal activity; are more active as citizens and charitable volunteers; and are more healthy (National Alliance of Business, Inc., 1998).

There has been no current study habits, attitudes and on academic achievement involving the UPHSL College of Engineering students. The student's potential and their need of better academic preparation compelled the researcher to analyze the grades and the academic management of the selected students of the college. This study served as a means of knowing the respondents' frequency of putting into practice the following study habits: reading and note-taking, concentration, distribution of time, social relationships, delay avoidance, and work methods and their attitudes towards school work and towards their teachers. Finally, this research aimed to find the correlation between the respondents' study habits, attitudes and the level of academic performance, in which by so doing may be a basis of enhancing the Outcomes Based Education and Student Reinforcement.

A. Theoretical / Conceptual Framework

The study rests on the theory that there are factors that can enhance student's academic performance. Among the factors considered in the study are study habits and attitudes. Study habits are those that are frequently adhered to that would contribute to understanding the lesson better. Brown and Holzman (as cited by M.C. Villalobos, 2013) enumerated various study habits frequently used by the students and these are:

- Reading and note-taking – learning can be more enhanced if the student reads well the lesson and underlining important facts.
- Concentration – that if one puts his mind in the lessons seriously without paying attention to whatever is around him, this would hasten understanding of the lesson studied.
- Distribution of time – it is important for a student to allocate time for play and study. If schedules of students are overridden by play, then he would not have seriously spend time for his studies resulting to a low grade.
- Social relationships – is a study habits that limits social relationships with friends so that attention may be give more on to studies.
- Delay avoidance – is the avoidance of factors that will only disrupt his study activities.
- Work methods – is a study habit that show organization and system in studying his lessons.

Attitudes are feelings of acceptance or rejection towards an object or person. Attitudes of students considered in the study are attitudes towards school work and attitudes towards teacher.
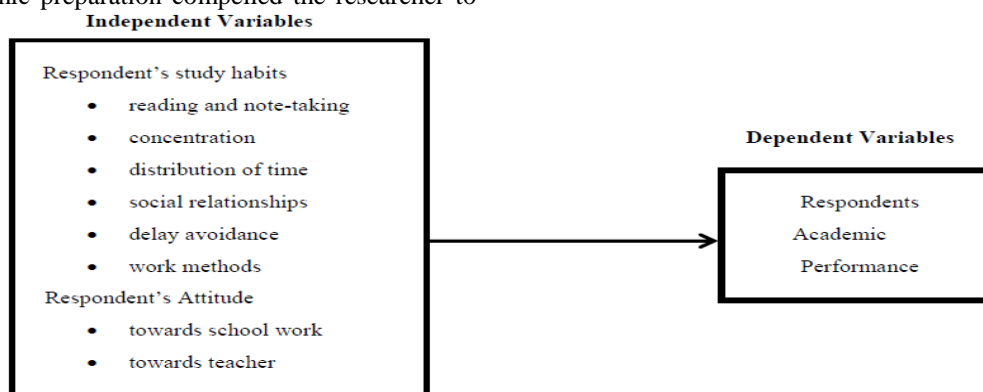

Figure 1 – Framework of the Relationship Between Study Habits, Attitudes and Academic Performance

Independent variables considered in the study were: Reading and note-taking, Concentration, Distribution of time, Social relationships, Delay avoidance, and Work methods. Attitudes of students considered in the study are attitudes towards school work and attitudes towards teacher.
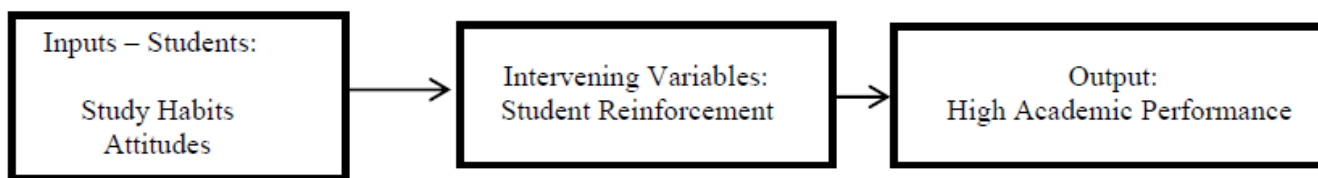

Figure 2 – Operation Framework

The inputs considered in the study are the Students Study Habits which includes: reading and note-taking, concentration, distribution of time, social relationships, delay avoidance, work methods and Attitudes towards school work and towards the teacher. For the intervening Variables, Student Reinforcement is considered and for the Output is the Academic Performance of the student.

B. Statement of The Problem

This study determined the students study habits, attitudes and academic performance of selected college of engineering students of summer 2016: basis for Student Reinforcement. Specifically this sought answer to the following problems:

1. What is the profile of respondents in terms of:
    a. Year Level
    b. Status
2. What are the study habits of the student respondents in terms of:
    a. reading and note-taking
    b. concentration
    c. distribution of time
    d. social relationships
    e. delay avoidance
    f. work methods
3. What are the attitudes of students towards:
    a. School work
    b. Teachers
4. What is the academic performance of the respondents based on midterm and final term.
5. Is there a significant relationship between study habits and academic performance of the student respondents?
6. Is there a significant relationship between attitude of students and academic performance of the student respondents?
7. What action plan can be proposed to enhance the academic performance of the college of engineering students.

C. Hypothesis of The Study

1. Study habits have no significant relationship to academic performance of the student respondents?
2. Attitudes have no significant relationship to academic performance of the student respondents?

Definition of Terms

For purposes of the study the following terms are hereby defined:

Academic Performance – is the grade point average of the performance of the students during summer 2016. It refers to how students deal with their studies and how they cope with or accomplish different tasks given by them by their teachers.

Academic Performance is based on Midterm = 50% and Final Term = 50% and each term having: Assignment = 10%, Seatwork = 20%, Quiz = 30% and Major Exam = 40%.

Attitudes – are feelings of acceptance or rejection towards an object or person. Attitudes considered in the study refers to attitudes towards school work and attitudes towards teachers. Attitudes are categorized as positive or negative. If it is above 2.5, then it is positive, lower than 2.5 identifies a negative attitude.

Study Habits – are those habits which the student adhere to in terms of the following: reading and note-taking, concentration, distribution of time, social relationships, delay avoidance, and work methods.

Reading and note-taking – is a study habit that refers to taking into consideration the important topics or facts in the text book and underlining them or outlining them.

Concentration – is another study habit that measures the extent the student spends time in studying his lessons seriously and with close attention.

Distribution of time – refers to adherence to a schedule of time for studying and playing.

Social relationships – is a study habit which limits or constraints a student from attending or doing social activities during the period or time for study.

Delay avoidance – is a study habit which described the extent to which the student does not put off for tomorrow what he can do for today, or avoiding circumstances or situation that will bar him from studying his lessons immediately.

Work methods – a study habit that shows ability to use organization or system in proceeding a study lesson. Studying is a skill. Students must first learn these skills, practice them and develop effective study habits in order to become a high performing student. Developing good study habits helps students to take responsibility for the learning process, set practical goals, be aware of performance and progress, use time wisely and understands and retain content

Many studies have analyzed the factors behind the performance of students. Earlier studies have been carried out which focused on cognitive factors as predictors of academic success. Recently, there has been a growing interest on the non-cognitive factors.

A number of researchers have examined the role of non-cognitive variables such as study skills (Fazal, S. et.al, 2012; Awang, G & Sinnadurai, S.K., 2011; Demir et. al, 2012; Hassanbeigi et.al, 2011), study motivation (Tella, A., 2007; Nonis and Hudson, 2008), study behavior (Yang, 2011; Otto, 1978), study habits (Crede and Kuncel, 2008; Nuthana & Yenagi, 2009; Nouhi et.al, 2008; Bashir et. al, 2012; Boehler, 2001; Kurshid, 2012; Mutsotso et. al, 2010), and attitudes (Sarwar et.al, 2010 and Yu, 2011) on academic achievement. Some argued that these factors have strong relationship with academic performance of students, while others concluded that it was the combination of the different factors that could explain students' academic performance.

In a more recent meta-analysis, Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades. Moreover, a literature review by Nagaraju (2004) pointed out that for good academic success, good study habits and attitudes are important.

Study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying.

Study attitudes, on the other hand, refers to a student's positive attitude toward the specific act of studying and the student's acceptance and approval of the broader goals of college education (Crede and Kuncel, 2008). In short, study habits and attitudes of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education.

A review of literature highlighted the importance of students study habits and attitudes in their academic performance. According to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying (cited by Mutsotso S.N. & Abenga E.S., 2010). Moreover, a study by Nagaraju (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

Efficient study habits are associated with a favorable attitude toward learning in general. As cited by Otto (1978), beliefs in the value of intellectual pursuits and in the importance of education are positively related to academic performance. An important aspect of a student's attitude toward education is the value he sees in what he has to learn. In the study of Sarwar et. al (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Another research found discrepancy between the study attitudes of high and low-achieving students. High-achieving students had a more positive attitude toward study in that they detected and reacted positively to the favorable aspects of the situation they found themselves in, while the low-achieving students tended to be fault-finders, reacting to the negative aspects of study such as distractions and minor annoyances. The high-achieving students found tertiary work an interesting challenge, accepted the restrictions and conformed to the demands made upon them more readily, while the low achievers appeared to lack high-level motivation. The more successful group was also found to be more realistic and discriminating in their assessment of those situations which were highly relevant to scholastic achievement, such as discipline and work priorities, and they were better organized in both their work and leisure activities.

In terms of attitude towards teachers, the high achievers generally have a positive attitude towards teachers. For instance, as compared to low achievers, the high achievers more often say that their teachers are competent, impartial, and interested in their duties (Sarwar, M., Bashir, M., Khan, M.N., & Khan, M.S., 2009). Yu (2011) in his study revealed that among the SHSA factors examined, student perception of teacher effectiveness influence accounting performance.

D. Study Habits and Attitudes in Relation to Academic Performance

A substantial amount of research has examined the role of students' study habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students study habit, as a means of enhancing their academic performance, revealed a high correlation between study habits and student academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon.

Similarly, Nuthana and Yenagi (2009) found significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration, and preparation for examination had significant correlation with academic achievement. The authors pointed out that students who are better in reading and note-taking, well prepared for the board examination and have concentration may have better academic achievement. An association between study skills and academic performance also has been found to prevail among undergraduate students. The study of Fazal (2012) identified various study skills used by learners and ascertain which study skills is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note-taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement.

Another study was conducted using a Q factor analysis to understand the study behavior and habits of undergraduate students. The Q factor analysis was used to classify students as either proactive learners with well-organized study behavior or disorganized procrastinators based on their self-reported study behavior.

Findings of the study showed a significant difference in the academic performance of the two groups of students. Student type was found to be a significant predictor of academic achievement beyond and above students' attribute variables (Yang, 2011).

Nonis and Hudson (2010) also conducted a study on performance of college students-impact of study time and study habits in which they found that some study habits had a positive direct relationship on student performance but others had a negative direct relationship. Hassanbeigi et al. (2011), in their study of the relationship between various study skills and academic performance of university students, noted that the study skills scores of students with GPA of 15 and above (out of 20) were statistically higher than those students with GPA of less than 15 in all of the seven skills (time management and procrastination, concentration and memory, study aids and note-taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, and reading and selecting the main idea).

Because of the importance of study habits and attitudes on academic performance, some researchers have proposed strategies that will help students develop effective study habits and attitudes. For example, the study of Demir et al. (2012), which examined the effect of development of efficient studying skills curriculum on academic achievements and studying skills of learners, found that students can acquire efficient studying skills by means of curriculum for developing efficient studying skills. The students were able to organize the study environment and use specific methods effectively, such as efficient reading, listening lectures, note-taking, efficient writing and doing homework. It further revealed that those students where the curriculum was implemented have increased academic achievement as compared to the group of students on which the curriculum was not implemented. Mutsotso and Abenga (2010) also propose a paradigm shift in study methods and suggest strategies for both lecturers and the students in universities towards improved learning and performance. It is based on the "distributed learning approach" that adequately cater for individual differences that exist among the students. The model will address the study space needs and the efficiency and effectiveness of study methods.

Study habits always have been conceded as one of the possible factors that influences academic performance. Adherence to good study habits is acquisition of habitual doing things to the understanding of knowledge and skills essentially, ability to read, take notes, to know how to manage time and balance study and play. Study habits are useful in academic performance (De Guzman, 2003) research on the correlation between study habits and academic achievement. Findings of the study revealed a positive correlation. Similarly Onwuegbuzie (2001) conducted a series of studies to find out the relationship between academic success and study habit and reported positive relationship.

According to Palm Beach Community (PBBC, 2008), they recommend that student's study should have at least three hours out of class for every hour spent in class. They also said that a student must have a special place to study with plenty of room to work and students should not be cramped. They presupposes that study time will go better if a learner take a few minutes at the start to straighten things up. A desk and straight backed chair is usually best. "Don't get too comfortable – a bed is apace to sleep, not to study" as what they said. A student must have everything close at hand (books, pencils, coffee, dictionary, computer, calculator, etc. before starting to study. Students are not suggested to spend on time jumping up and down to get things. The PBBC suggest also that distracting noise should be minimized however they said that there are some people need sound and some like silence.

Frank Pogue (2000) did a research project to determine why students fail. What he found to be true in the study was that more than 30 years still rings true today – students fail because they do not know how to study. The best advice he can give is to develop sound study skills. He said that students make sure that he / she has a good study environment. A good desk, a study chair, good light, comfortable room temperature and quit atmosphere. That means he / she should eliminate all external and internal distractions. Second, get a good overview of the assignment before starting the work. Know what skills, facts and ideas that are expected to cover. Start with most difficult subject first, while the mind is freshest and most receptive. To sum up, the literatures cited point to the importance of study habits and attitudes to academic performance or success of students.

The main basis of OBE is producing outputs rather than inputs. The learning process is student-centered rather than lecture-based as in the conventional approach. As defined in Spady (1994: 1) OBE means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens the premise of OBE is what the students learn, whether students learn successfully is more important than when and how students learn (Spady, 1994: 8).

Successfully is more important than when and how students learn (Spady, 1994: 8). In other words, in the process of designing programme curriculum, the outcomes of the learning is emphasized and pre-determined, that is, what is expected from the learning after the students have graduated in order to equip them with the necessary skills and capabilities before they enter the work place, then going backward with curriculum design, programme outcomes and course outcomes, the development of instructions, delivery modes and appropriate assessments methodologies. One of the ways of complementing content delivery under OBE is through blended learning which can be carried out through technology support or via online. This is done to encourage active learning and discover new knowledge in the process of enhancing the understanding of the subject content.

Study Habits, Attitudes and Academic Performance of Selected College of Engineering Students of Summer 2016: Basis for Student Reinforcement

II. METHODOLOGY

The researcher utilized the descriptive method of research both survey and documentary analysis. A descriptive correlational research design was used for this study to examine the relationship of students' study habits and attitudes to their academic performance. A questionnaire was used as a survey to determine the study habits of the respondents of the study, and documentary analysis on the grades of the students on their midterm and final grades. The respondents of the study were the College of Engineering students coming from the different programs enrolled during summer of 2016. From the total 565 enrollees, 235 students were randomly taken as samples using slovin formula at 5% margin of error. The profile of the respondents in terms of selected personal variables of year level and status were drawn. The study habits and attitudes of the respondents were assessed by administering the "Survey of Study Habits and Attitudes" (SSHA) developed by Brown and Holtzman (1969). The SSHA consists of 52 items divided into eight (8) subscales named as reading and note-taking, concentration, distribution of time, social relationships, delay avoidance, work methods, attitudes towards school work and attitudes towards teachers.

Descriptive statistics (weighted means, and percentile ranks) were used to describe the study habits, attitudes and academic performance of the students. Moreover, relationship of study habits and attitudes with academic performance was examined by the use of Pearson correlation coefficient.

III. RESULTS

Table 1 shows the distribution of the respondents.

Status	Old			Transferee		Total
	223 = 94.89%			12 = 5.11%		235
Year Level	1st	2nd	3rd	4th	5th	
	69=29.36%	27=11.49%	112=47.66%	26=11.06%	1=.43%	235
Rank	2nd	3rd	1st	4th	5th	

Majority of the students who took summer of 2016 are old to the university and only 5.11% are transferee or new students. As to the year level of the respondents, almost half of the respondents are 3rd year that is 47.66%, followed by 1st year 29.36%, 2nd year 11.49%, 4th year 11.06% and 5th year with only 0.43% equivalent to 1 student. This is so because the 3rd year students are experiencing difficulty in their field of specialization or in their major subjects while the 1st year are cultured shock of being college students, thus experienced failing grades and therefore need to take summer class to become regular again. Other students who enrolled are irregular but non repeaters and others are regular but want to take advanced subjects.

Table 2. Study Habits of the Respondents

		Weighted Average				Grand Ave	Rank
		1st yr	2nd yr	3rd yr	4th yr		
1.	Reading and Note Taking	3.0	3.3	3.1	3.1	3.1	2.5th
2.	Concentration	3.1	3.1	3.1	2.9	3.1	2.5th
3	Distribution of Time	2.9	3.0	3.0	2.9	3.0	4th
4.	Social Relationships	2.8	2.9	2.9	2.7	2.8	6th
5.	Delay Avoidance	2.8	3.1	2.9	2.8	2.9	5th
6	Work Methods	3.2	3.4	3.4	3.2	3.3	1st
	Grand average	3.0	3.1	3.1	2.9	3.0	
	Rank	3rd	1.5th	1.5th	4th		

As reflected in the table, study habits of the respondents is tie between 2nd year and 3rd year with a grand average of 3.1, followed by 1st year and the least is 4th year with a grand average of 2.9. Among the six study habits, work methods rank 1 with a grand average of 3.3, followed by reading and note taking and concentration which both rank 2 and the least is social relationship with a grand average of 2.8. Computed average points were all interpreted as positive as mentioned in the definition of terms. Students has the ability to organize or has a system in preceding a study lesson but failed to limit from attending or doing social activities during the period allotted for study. This result suggests that the respondents' use of study skills is not efficient and effective. Among the noted unfavorable study habits of the students were inefficient time management, lack of planning and concentration in their studies, poor skills in reading and ineffective test-taking techniques.

Table 3. Attitudes of Respondents

		Weighted Average				Grand Ave
		1st yr	2nd yr	3rd yr	4th yr	
1.	Attitude towards school work	3.5	3.6	3.5	3.1	3.4
2	Attitude towards Teacher	3.5	3.6	3.3	3.4	3.5
	Grand average	3.5	3.6	3.4	3.3	3.5
	Rank	2nd	1st	3rd	4th	

year and the least is among 4th year. This is so because the 2nd year students has just surpassed their 1st year in college and majority don't want to experience another failing grades, whereas the 4th year are almost in their terminal year are confident not to be out of the college and can make it till graduation. Result indicates that the 3rd respondents have the least favorable attitudes toward the teacher. This situation can be attributed to the fact that 3rd year teachers are mostly new to the University and mostly are part timers.

Table 4. Academic Performance

	Weighted Mean			
	1st yr	2nd yr	3rd yr	4th yr
Academic Performance	2.9	3.0	3.1	2.9

Academic performance among year level is high in 1st year and 4th year and the least is among the 3rd year. Third year subjects are the foundations of each major field in engineering, it is in this year level that the students are being gauzed as to whether to pursue or to shift in their chosen field of specialization.

Table 5. Correlation between Study Habits and Academic Performance and Attitudes and Academic

	r-Value	t-Value	Critical-Value	interpretation
Study Habits and Academic Performance	0.818	2.01	4.303	not significant
Attitudes and Academic Performance	0.1348	0.1924		not significant

IV. PERFORMANCE

It is apparent from the table that both study habits and attitude scores of the respondents are not significantly related to academic performance. This means that the study habits and attitudes of the respondents may not contribute to their academic performance. However, it is not sufficient to conclude that those who have effective study habits and attitudes have higher academic performance since as revealed in this study, only few got a high academic performance but their study habits and attitudes are almost the same. Also it is evident in this study, mental capability of students still accounts for their academic performance.

V. CONCLUSION AND RECOMMENDATION

Results of the study showed that the students possessed a positive or favorable study habits and attitudes. Based from their responses, it was revealed that the students have efficient time management, have planning and concentration in their studies, have skills in reading, effective test-taking techniques but failed to inform their teachers of their difficulties with school work and ask for their help. Different results were identified by Nouhi et al. (2008) and in the study of Aquino (2011) and Nagaragu (2004). Reason behind this outcome is that most of the students taking up summer were repeaters or belongs to the low achievers.

As cited by Otto (1978), beliefs in the value of intellectual pursuits and in the importance of education are positively related to academic performance. This was supported by the study of Yu (2010) that, of all the study skills examined, students' perception of teacher

Effectiveness influenced students' academic performance. In terms of attitude towards teachers, the high achievers generally have a positive attitude towards teachers. The high achievers often say that teachers are competent, impartial and interested in their duties (Sarwar et al., 2009).

A not significant correlation between students' study habits and attitudes and their academic performance was not evident in the present study. Thus, to enhance the result of the study, there is a need to conduct a comparative study between high achievers and low achievers in terms of their study habits, attitudes and academic performance during regular semester (either 1st or 2nd) since during summer most enrollees are irregular or repeaters. Result of the comparative study will then be used to enhance and develop a more precise programs that will help students build efficient and effective study habits and positive attitudes towards learning, in an early stage of their studies. Engaging students in educationally purposeful activities that will result in high levels of learning and personal development for all students is likewise suggested.

Even the respondents have positive study habits and attitudes, still most of the respondents got a low academic performance which only shows that they are not well equipped as an engineering students, thus entrance examination done by Student Personnel Services (SPS) should be strengthen so as to accurately measure students capability or fitness to the program. Likewise examination should be validated and be given attention for this purpose.

Below are suggested Effective Study Habits for College Students.

1. Dedicate a specific time and place to study

Having a set place and time to study can make all the difference. Students who don't practice this technique tend to be more stressed about homework and studying because they are never sure how or where they are going to study. Often, they also won't know if they will have enough time to complete the assignments and review the material. Having a set time and place to study alleviates all of those "stressors" and allows you to focus on the material you need to cover.

2. Prioritize your time

No matter how much you might wish differently, there are only so many hours in a day you can devote to studying. So it's important that you prioritize your time before you start studying each and every study session. Start with the more difficult tasks and material you have in front of you for the study session. Most people are more open to difficult material in the beginning of the study session. As the session wears on and you start to get tired, that is the time you will want to spend on material that you have a good understanding of already or have basic tasks to complete on a project or assignment.

3. Set the mood

Only you know what works for you. Do you do better with some light background music? Or by having a little snack before you begin? Maybe you study better in the early afternoon, or between classes. Maybe you're a night owl that does their best work between 1 and 3 in the morning. No matter what "mood" you set though, the most important part of this step is being honest with yourself and how you work to maximize efficiency**.**

4. Getting the most out of your assigned reading list

Nothing makes a class more enjoyable then walking in with a good understanding of the material before the instructor even opens their mouth to speak. Reading the material ahead of time also gives you the opportunity to make some notes before class and make sure any questions you have get addressed in class. Bring your reading notes to class and augment any areas the instructor highlights or spends lots of time on that you missed in your notes.

5. How to read like a student

Most students will approach a reading assignment in the same old fashioned method…open the book to chapter 1, begin reading. By the time they get to the end of the chapter though, their retention and comprehension is low. In order to answer the review questions, they must go back and re-read the chapter scanning for answers. Although this can be marginally successful at times, try this method instead; Turn to the end of the chapter and read the chapter summary first and then read all of the review questions. Then go back and read the entire chapter. I'll bet your understanding of the material and the retention of the material is way better this time!

6. Participate in the class discussion whenever possible

Ask open ended questions. Join the discussion. The point here is that if you are involved in the class discussions you will be paying attention to what the instructor and others are talking about.

7. Find a study group

Cliché? Maybe. But when you find the right study group it can really help you with difficult topics and course material. Remember the old saying "two heads are better than one, three heads are better than two…".

8. Don't be afraid to ask for help

Sooner or later everyone runs into a course that they just struggle with. The material seems too far over their head, the math is too advanced, the instructor is too hard, whatever the reason; most people struggle with one or more classes sometime in their academic career. Don't let the frustration, anger or fear of failure stop you from getting help. Seek out your instructor and ask for some one on one time. If they can't or won't give it to you, ask if there are any school sponsored tutor programs, organized study groups or other resources that might help. Chances are help is within reach if you simply ask for it**!**

9. Don't let life get in the way of your dreams

Work, kids, husbands, wives, boyfriends, girlfriends, friends, etc…They can all be a GREAT support system. They can also be a tremendous drag on your time, energy and stamina. Make sure they know what your priority is. Why it's your priority, and that you will make any adjustments necessary to your personal life in order to complete your goal.

10. Don't CRAM for exams

Every now and then you may have a late night finishing a paper or working on a project that needs to be completed, but applying the above techniques on a consistent and steady routine will more than prepare you for quizzes, mid-terms and finals. You should only need to review your notes for the course a few times before an exam. In other words, if you apply these steps, you should not need to cram!

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