

STUDY HABITS OF CRIMINOLOGY STUDENTS IN RELATION TO THEIR PERFORMANCE IN LICENSURE EXAMINATION

David Harold Q. Pacatang

Associate Professor, Jose Rizal Memorial State University, College of Criminology,
Dipolog Campus, Dipolog City, PHILIPPINES.

davidhq_pacatang@yahoo.com

ABSTRACT

The study aimed to determine the study habits and attitudes of students and their performance in Criminology licensure examination. The respondents were 87 graduates who passed the October 2016 Criminology Licensure examination. The study used the descriptive survey and Pearson Correlation Coefficient method to show relationship. Statistical analysis revealed that respondent's study habits and attitudes scored average and below average. Effective study habits and attitudes tend to positively correlates performance in licensure examination thus, respondents' familiarity with students work methods may help contribute to their performance rating. Study habits are significantly related to success in licensure exams and study attitudes were not. Study habits and attitudes of the respondents may positively change the outcome of their performance in licensure examination. Emphasizing the importance of teachers' exhortations for students to involve in certain study habits must be recognized. Hiring and training criminology faculty as teacher effectiveness strongly influences Criminology performance. The university should be made aware of effective teaching practices, especially in sensing when students are having a hard time understanding certain concepts, and stimulating student interest in the lessons.

Keywords: study habits, study attitudes, Criminology licensure examination

INTRODUCTION

Education is an activity or process, which modifies the behavior of a person from instinctive to human behavior. Performance manifests through academic achievement, which is the manifestation of a student's habit of study and in turn are formed and strengthened through education. Achievement then is the end-product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves (Taneja, 2003 as cited by Siah and Maiyo, 2015). Study habits enhance academic performance by engaging in a series of activities and dispositions which a learner applies in acquiring knowledge, skills and ideas (Benwari and Nemine, 2016). It has become apparent that cognition forms one component of a much more complex picture, and considered how cognitive and non-cognitive factors can each contribute in distinctive and interactive ways to the learning process (Carneiro, Crawford, & Goodman, 2007). More specifically, the relationship between non-cognitive attributes and academic outcomes in young people, and how this may on tribute to continued success through life has been investigated (Rosen et al., 2010). Many of these skills and attributes are also considered to be malleable and responsive to the surrounding environment (Farrington et al., 2012). When fostered and developed from an early life stage, non-cognitive skills and attributes can serve an important function and may be utilized to help improve cognitive development, academic achievement, learning, and life outcomes (Heckman & Rubenstein 2001). The study approaches used by students also seem to be situation specific (Beattie, Collins and Mcinnes, 1997). A student studying for a major essay exam is likely to take a deep approach while that same student might take a surface approach for a regular

multiple-choice exam (Nonis, 2010). Schuman, Walsh, Olson and Etheridge (1985) examined group studying, cramming, degree of note-taking, review of past exams, and going over readings twice, but they concluded that none of these variables have been found to have a direct effect on grades. Some combination of study behaviors such as attendance, homework turned in, and use of study guide, prior preparation for the class, participating in class, and coming to class on time, positive results were shown (Gracia, 2003). Group learning activities can result to an increase in students' deep learning approach, which has been known to improve analytical thinking (Hall, 2004). Williams and Worth (2002) conclude that attendance and note-taking predict performance. Another aspects listed by some scholars regarding what affects academic performance is time spent studying. When considering the relationship between study time and performance, it is not only how much time a student spends studying but also how effectively this time is spent that influences academic performance (Nonis, 2006).

The Criminology program prepares its students for a career in crime prevention, law enforcement, scientific crime detection and correctional administration in order to meet the demands of globalization in interdisciplinary fields of criminal justice. (CMO No. 21, 2005). Criminology is a range of skill course and continuous practice is essential to grasping the concepts. According to Plant, Ericsson, Hill & Asberg (2005) as cited by Yu (2011), the amount of time spent studying coupled with deliberate practice can improve academic performance. In the report of the Professional Regulation Commission on performance of graduates in the different licensure and board examinations, data show that performance of graduates has been declining in the last ten years. The overall passing rates are quite low around 36% on the average. In the 2010 professional licensure examinations given by the PRC, almost 70 percent of college graduates in the country failed with only 125,419 of the 345,182 or 36.3 percent college and technical school graduates passed their respective professional eligibility examinations as per PRC records (Philippine Education Sector Assessment Project, 2011). The performance of schools in the October 2016 Criminologist Licensure Examination resulted with 10,901 passers out of 34,768 takers. As per R.A. 8981 known as PRC Modernization Act of 2000, it monitors the performance of schools in licensure examinations and publish the results thereof in a newspaper of national circulation The Dipolog campus got a passing rate of 46.03% with 87 passers out of 189 takers for the first timers. The repeaters with its dismal passing rate of only 3.61%, renders the overall performance rating with barely 2% higher than the national passing rate at 33.09% (<http://www.prcboard.com/2016/10/Performance-of-Schools-October-2016-Criminology-Board-Exam-Results.html>). The need to recognize the sad state of the result will reflect how study habits of students play an important role, hence this study.

This study is anchored on Motivational Systems Theory by Ford (1992) as cited by Mendezabal (2013) and Campbell (2007). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. Ford proposed a simple mathematical formula that attempts to represent all these factors in one model; $\text{Performance} = \text{Ability} \times \text{Motivation}$. A student with very high ability but low motivation is unlikely to perform well, whereas a student with low ability but high motivation is likely to perform well. The variability in motivation across students may dampen associations between ability and performance. One can argue that it is simply the study habits and attitudes that ultimately bring about the desired performance and not students' inner desires or motivations. Therefore, similar to how motivation interacts with ability to influence academic performance, one can infer that study habits and attitudes interact with ability to influence student performance in board examination; $\text{Board Exam Performance} = \text{Ability} \times (\text{Study Habits and Attitudes})$. Enforcing

the study is the Gestalt Psychology associated with Wertheimer, Koffka, and Kohler (1912) as cited by Ugboaja (2004) which states that the analysis of conscious experience is insufficient to fully explain the complexities of perception and behavior. Therefore, study habits can be based and determined on the different facts of the person. These facts can be social, economic status, and the environment. There may be some students who are motivated intrinsically by achieving on their classes to feel satisfied on oneself (social) but most of them are extrinsically motivated, that is, they only do things because of rewards (economic) or a number of students who only attend class and study because of the monthly allowance they received. In relevance to the environment aspect stimulates certain study skills, study habits, use of instructional materials, and teaching method should be considered to know the perception and understanding of a lesson by student. Hence, appropriate teaching method, good questioning technique, and practical teaching, and relevant instructional material are necessary for the development of study habits and improved performance. This study will determine the study habits and attitudes of the students and their relationship to performance outcomes in licensure examination in 2016. Specifically, this study was guided by the following objectives: (1) to determine the study habits and attitudes of the students; (2) to find out the student's performance in licensure examinations; and (3) to ascertain the significant relationship of student's study habits with their board examination performance.

RESEARCH DESIGN AND METHODS

This study used the descriptive survey to determine the students' study habits, study attitudes and their performance in the licensure examination. The relationship between study habits and attitudes and their performance in licensure examination was examined using Pearson correlation coefficient. The respondents were graduates of BS in Criminology who passed the October 2016 Licensure Examinations. The general average rating of each board examination passers was generated from the data released by the Professional Regulation Commission online (<http://www.prc.gov.ph/services/?id=41>).

A Survey of Study Habits and Attitudes (SSHA) developed on the lines of Brown & Holtzman (1969) as cited by Cerna & Pavliushchenko (2015) are used to measure student's study habits and study attitudes. As defined in the study of Hurlburt, Koeker and Gade (1991), the seven educational values in the SSHA instrument are defined as follows: (a) Delay Avoidance - a measure of the degree to which a student is prompt in completing assignments and is efficient in time management; (b) Work Methods - a measure of effective study skills; (c) Teacher Approval - a measure of student opinions about teacher classroom behavior and methods; (d) Educational Acceptance - a measure of student approval of educational objectives, practices, and requirement; (e) Study Habits - a combined score of the Delay Avoidance and Work Methods scales; (f) Study Attitudes - a combination of the scores of the Teacher Approval and Educational Acceptance scales; and (g) Study Orientation- an overall measure of a student's study habits and attitudes

RESULTS AND DISCUSSIONS

Figure 1 illustrates the performance rating of graduates in the licensure examination. The average rating the graduates obtained was 77.938%. Out of the 189 takers, only 87 passed, hence, a passing rate of 46.03%, a little 13% higher than the national passing rate of 33.09%. This implies that the overall performance rating were quite low. In the 2010 professional licensure examinations given by the PRC, almost 70 percent of college graduates in the country failed and, last year, only 125,419 of the 345,182 or 36.3 percent college and technical school graduates passed their respective professional eligibility examinations as per PRC records (Mendezabal, 2013).

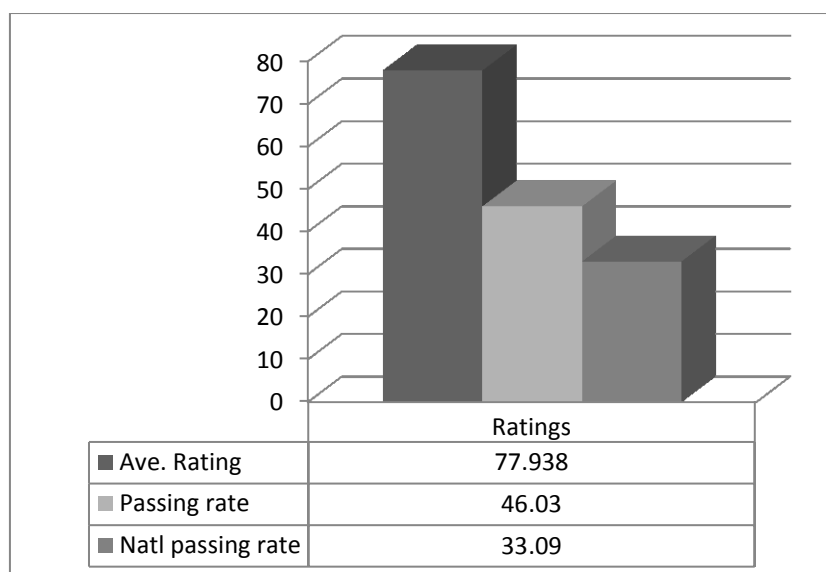


Figure 1. Performance rating in licensure examination

Table 1. Study Habits and Attitudes Score of the Respondents

SSHA Scales	Mean	Std. Deviation	Percentile	Interpretation
Study Habits	75.90	8.969	50.00	Average
Study Attitudes	81.09	7.77	42.50	Below Average

Table 1 shows the characteristics of the sample in terms of study habits and attitudes. Analysis of the scores revealed that the respondents do not have very effective approaches in studying. The respondents score in the 50th percentile on study habits signifies average level. This suggests that the study skills used by the respondents are not efficient. Among the noted study habits with unfavorable response were: tends to give up when meeting difficult problems and crams for tests to obtain high grades. Likewise, the respondents score in study attitudes was at 42.50 interpreted as below average with unfavorable response: insensitive to students’ abilities and dislikes one’s paper read in class. This implies respondents’ cold opinion on teacher’s classroom management, behavior and educational requirements and practices. This is supported by the study of Nouhi et al (2008) which identified unfavorable study habits and attitudes similar to the present study: lack of planning, inefficient time management and ineffective test-taking techniques.

Table 2. Study Habits and Attitudes Score and Performance Rating in Licensure Examination

SSHA Scales	r-value	p-value	Interpretation
Study Habits	0.4263	0.0001	Significant
Study Attitudes	0.3297	0.0018	Significant

Table 2 illustrates the correlation between SHA Score and Performance Rating in Licensure Examination. The table revealed significant relationships between study habits and attitudes and their performance rating in the licensure examination. This suggests that study habits and attitudes of the respondents may positively change the outcome of their performance in licensure examination. This is consistent with the study of Khurshid, F., Tanveer, A., & Qasmi, F. (2012) when they reported a significant correlation between study habits and academic achievement.

Table 3. Study Habits and Attitudes vis-à-vis Success in Licensure Examination

SSHA Scales	r-value	p-value	Interpretation
Study Habits	0.2953	0.0055	Significant
Study Attitudes	0.1072	0.3230	Not Significant

Table 3 presents the study habits and attitudes vis-à-vis success in licensure examination. This implies that study habits are significantly related to success in licensure exams and study attitudes were not. A study by Nuthana and Yenagi (2009) posits students with better reading and note taking skills may have better academic achievement. Many students fail, as in the present study, because they do not have adequate study skills (Rana and Kausar, 2011), and do not devote sufficient time to their studies (Nagaraju, 2004). As to study attitudes, the students' perception of teacher effectiveness was not significant. Students felt that their teachers were not able to sense if they are having difficulty with the subject (Yu, 2011) hence unfavourable attitudes of students towards teachers' classroom behavior and management influenced their low performance in licensure examination.

CONCLUSION

This study supports finding of researchers regarding factors that affect study habits and attitudes in licensure examinations. Respondent's study habits and attitudes scored average and below. Effective study habits and attitudes tend to positively correlates performance in licensure examination thus, respondents' familiarity with students work methods may help contribute to their performance rating. Good study habits and student perception of teacher effectiveness certainly affect licensure examination performance.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Graduates are encouraged to improve their study habits and attitudes.
2. Emphasize the importance of teachers' exhortations for students to involve in certain study habits.
3. Hiring and training Criminology faculty as teacher effectiveness strongly influences Criminology performance.
4. The university should be made aware of effective teaching practices, especially in sensing when students are having a hard time understanding certain concepts, and stimulating student interest in the lessons.

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