

# Performance and Practice of Academic-Related Activities of the Senior High School Home Economics Students in Urbiztondo, Pangasinan

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**Abstract:** *The study intended to find out the performance and practice of academic-related activities of the senior high school Home Economics students in Urbiztondo, Pangasinan. It also determined the performance of the senior high school Home Economics students in Bread and Pastry Production, Cookery and Food and Beverage Services and the practice of academic-related activities of the students along study habits and techniques, time management, academic attitude and laboratory practices. The significant relationship between the performance of the senior high school students and their practice of academic-related activities were also determined. The study made use of a descriptive type of research and utilized a set of descriptive-survey questionnaire as data collection instrument. The gathered data were properly recorded, tallied, tabulated, interpreted and analyzed using the frequency counts, percentage distribution, weighted mean and Pearson r to treat the data. To improve the performance of the Senior High School Home Economics Students in their Specialized Subjects, the following are the propose intervention, facilities and equipment should be provided for Home Economics specializations, Senior High School Home Economics students should undergo further trainings, Maximize the career guidance program in school and there are the following action to be taken to the propose intervention these are the following, School heads should request for the procurement of the needed facilities and equipment for home economics specializations, TVL Teachers should seek and build partnership with other training institutions or centers for further trainings of their students, Career Guidance personnel should maximize the career guidance program in their school to properly orient the students on the specializations they have to choose.*

**Keywords:** *Academic-Related Activities, Study Habits and Techniques, Time Management, Academic attitude, Laboratory Practice*

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## **INTRODUCTION**

The academic or learning behavior and activities of a student includes his outlook, choice, and persistence, efforts in learning and how he relates to the people that make up the school community. It is likewise an important factor in determining and obtaining the academic achievement of students. A positive learning behavior forms better psychological adjustment in class and in school as it involves high interest, experience of success and good learning ability [1]. In education, the substance of what students learn depends primarily from his or her teacher during instruction. While learning can be vicarious, much of student learning is an input from the teacher in all forms of instruction [9].

The relationship between the different inputs in the educational process and student's outcomes has been a long debated topic since 1966. However, the debate has concluded that family background and peers were more important than schools and teachers in educational. Academic achievement, at any position, is a cumulative function of current and prior student, family and school experiences [2].

The level of learning attained by a learner is one of the most important factors that indicate success of the learning environment. To ensure the effectiveness of teaching environment, it is crucial to take into account the characteristics, abilities and experience of the learners as individuals or as a group in planning a learning environment. It takes some time to change learning styles even though these are not stable and unchangeable elements. It is easier and more effective to select and organize methods and strategies, classroom environment and teaching materials according to learning styles rather than expect the students to adapt to the existent organization [3],[11]-[12]. In a study among senior high school [8], senior high school cookery students moderately agree on the indicators of learning styles, including sensing-thinking, sensing-feeling, intuitive-thinking, and intuitive-feeling.

## **OBJECTIVES OF THE STUDY**

The study was conducted in the public senior high schools offering TVL Home Economics track in Urbiztondo, Pangasinan namely: Balangay National High School, Bayaoas Integrated School, Dalanguirin Integrated School, Urbiztondo Integrated School, and Galarin National High School.

The study focused on the performance of the Senior High School Home Economics students in their specialized subjects who are enrolled in this school year 2018-2019. It determined the practice of academic-related activities of Senior High School Home Economics students. From the results of the study, intervention measures will be proposed to enhance the performance and the practice of academic-related activities of the Senior High School Home Economics students.

## **MATERIALS AND METHODS**

The researcher made use of a set of descriptive-survey questionnaire as data collection tool. The survey questionnaire is designed and constructed based on the formulated objectives of this study. It also adopted the ARC Study Habits Inventory by the Academic Resource Center and the Study Skills Assessment Questionnaire utilized by [4] for study habits and techniques, time management and attitude indicators while the TESDA's Training Regulations on Practicing Occupational Health and Safety Procedures for laboratory practices indicators. These were modified by the researcher to align with the problems presented in this research. The survey-questionnaire was composed of two parts. The first part of the questionnaire comprised the performance of the student-respondents in their specialized subjects namely: Bread and Pastry Production, Cookery and Food and Beverage Services.

On the other hand, the second part is about the practice of the respondents in academic-related activities such as study habits and techniques, time management, academic attitude and laboratory practices.

**RESULTS AND DISCUSSION**

The gathered data were organized, tabulated, statistically treated, and analyzed.

Performance of the Senior High School Home Economics Students in Specialized Subjects Table 2 presents the performance of the Senior High School Home Economics students in their specialized subjects namely Bread and Pastry Production, Cookery and Food and Beverage Services.

**Table 2**  
**Performance of the Senior High School Home Economics Students in Specialized Subjects**

| Final Grade                 | Outstanding (90-100) |      | Very Satisfactory (85-89) |      | Satisfactory (80-84) |      | Fairly Satisfactory (75-79) |    | Did Not Meet Expectation (Below 75) |   | Did Not Take Meet Specialization |   |
|-----------------------------|----------------------|------|---------------------------|------|----------------------|------|-----------------------------|----|-------------------------------------|---|----------------------------------|---|
|                             | F                    | %    | F                         | %    | F                    | %    | F                           | %  | F                                   | % | F                                | % |
| Bread and Pastry Production | 88                   | 44.4 | 87                        | 43.9 | 22                   | 11.1 | 1                           | .5 | 0                                   | 0 | 0                                | 0 |
| Cookery                     | 56                   | 28.3 | 44                        | 22.2 | 10                   | 5.1  | 0                           | 0  | 0                                   | 0 | 0                                | 0 |
| Food and Beverage Services  | 79                   | 39.9 | 76                        | 38.4 | 16                   | 8.1  | 0                           | 0  | 0                                   | 0 | 0                                | 0 |

Bread and Pastry Production. There are 88 students or 44.4% who have earned “Outstanding”. There are 87 or 43.9 % who earned “Satisfactory”. And 22 or 11.1% who earned “Satisfactory”.

Cookery. There are 56 students or 28.3% who earned “Outstanding”. There are 44 or 22.2% students have earned a grade of “Very Satisfactory” and the lowest grade was “Satisfactory” earned by 10 or 5.1 percentage of students.

Food and Beverage Services. A frequency of 79 students or 39.9% have earned “Outstanding” grades which was followed closely by 76 students or 38.4% who have earned

“Very Satisfactory” grades. The lowest mark in the Food and Beverage Services is “Satisfactory” earned by 16 students or 8.1 percentage.

Based on the results, it can be gleaned that most of the Senior High School students under the Home Economics strand are performing well in their chosen track.

The data on Table 3 to 6 presents the practice of academic-related activities of senior high school Home Economics students along study habits and techniques, time management, academic attitude and laboratory practices.

Table 3 shows that the overall weighted mean of 3.57 reveals that the practice of academic-related activities of senior high school Home Economics students along study habits and techniques is “often”. The weighted mean implies that the Senior High School students are observing and following a set of study habits and techniques on a regular basis.

The result is supported by the study of [5], which stated that if an individual has spent time in integrating study habits into one’s life would save much time and effort in the long run because these habits allow more success and confidence on the part of the students. Furthermore, good students are made by the persistent and purposeful drill of good study habits.

**Table 3**  
**Practice of Academic-Related Activities of Senior High School Home Economics Students along Study Habits and Techniques**

| Indicators  | 5 (Always) |      | 4 (Often) |      | 3 (Sometimes) |      | 2 (Seldom) |     | 1 (Very Seldom) |     |
|---|------------|------|-----------|------|---------------|------|------------|-----|-----------------|-----|
|   | F          | %    | F         | %    | F             | %    | F          | %   | F               | %   |
| 1. I follow a note-taking system and take notes during classes. | 61         | 30.8 | 48        | 24.2 | 84            | 42.4 | 3          | 1.5 | 1               | 2.0 |
| 2. I study where it is quiet and has few distractions.          | 57         | 28.8 | 57        | 28.8 | 68            | 34.4 | 14         | 7.1 | 2               | 1.0 |

|                                   |  |    |      |    |      |    |      |    |      |    |      |
|-----------------------------------|--|----|------|----|------|----|------|----|------|----|------|
| 3.                                | I study for a length of time then take a short break before returning to studying. | 31 | 15.7 | 62 | 31.3 | 84 | 42.4 | 13 | 6.6  | 8  | 4.0  |
| 4.                                | I have all my supplies handy when I study, such as pens, paper, and calculator.    | 44 | 22.2 | 41 | 20.7 | 81 | 40.9 | 23 | 11.6 | 9  | 4.5  |
| 5.                                | I set study goals, such as the number of problems I will do or pages I will read.  | 31 | 15.7 | 72 | 36.4 | 79 | 39.9 | 12 | 6.1  | 4  | 2.0  |
| 6.                                | I study at least two hours for every day I am in class each week.                  | 19 | 9.6  | 44 | 22.2 | 87 | 43.9 | 23 | 11.6 | 25 | 12.6 |
| 7.                                | I study between classes.   | 72 | 36.4 | 45 | 22.7 | 62 | 31.3 | 19 | 9.6  | 0  |      |
| <b>Overall Mean: 3.57 (Often)</b> |  |    |      |    |      |    |      |    |      |    |      |

On the other hand, the Senior High School Home Economics students' practice along time management manifested an overall mean of 3.57 as shown in Table 4. It means that the practice of academic-related activities along time management by the Senior High School students is "often" which depicts that they are able to manage their time in studying.

**Table 4**  
**Practice of Academic-Related Activities of Senior High School Home Economics Students along Time Management**

| Indicators   | 5<br>(Always) |      | 4<br>(Often) |      | 3<br>(Sometimes) |      | 2<br>(Seldom) |      | 1<br>(Very Seldom) |     |  |
|--|---------------|------|--------------|------|------------------|------|---------------|------|--------------------|-----|--|
|  | F             | %    | F            | %    | F                | %    | F             | %    | F                  | %   |  |
| <b>Time Management</b>   |               |      |              |      |                  |      |               |      |                    |     |  |
| 1. I use a planner (or other method) to write down upcoming academic and personal activities.      | 28            | 14.1 | 60           | 30.3 | 83               | 41.9 | 21            | 10.6 | 6                  | 3.0 |  |
| 2. I use a "to do" list to keep track of completing my academic and personal activities.           | 40            | 20.2 | 65           | 32.8 | 67               | 33.8 | 19            | 9.6  | 7                  | 3.5 |  |
| 3. I start studying for quizzes and tests at least several days before the scheduled examinations. | 48            | 24.2 | 55           | 27.8 | 70               | 35.4 | 22            | 11.1 | 3                  | 1.5 |  |
| 4. I start papers and projects as soon as they are assigned.                                       | 43            | 21.7 | 69           | 34.8 | 76               | 38.4 | 8             | 4.0  | 2                  | 1   |  |
| 5. I have enough time for studying and for fun.  | 61            | 30.8 | 49           | 24.7 | 65               | 32.8 | 17            | 8.6  | 6                  | 3.0 |  |
| 6. I have ample time for sleep each night and for exercise.  | 24            | 12.1 | 55           | 27.8 | 92               | 46.5 | 22            | 11.1 | 5                  | 2.5 |  |
| <b>Overall Mean: 3.57 (Often)</b>  |               |      |              |      |                  |      |               |      |                    |     |  |

As depicted in Table 5, the practice of academic-related activities along academic attitude by the Senior High School students under Home Economics strand has gained an overall mean of 3.71. It manifests that students have a favorable attitude towards their studies as shown by the frequency of their answers.

As [6] cited, attitude towards study has a great input in the academic success and good study pattern. Students who are successful have adopted a positive attitude towards study and neither waste time or energy. Moreover, students with high levels of overall academic achievement are likely to have more effective study habits

than those who are low achiever with respect to study techniques, time management and attitudes towards learning. Hence, it is sensible to note and emphasize that one of the reasons of underachievement is the lack of proper methods of study by the students.

**Table 5**  
**Practice of Academic-Related Activities of Senior High School Home Economics Students along Academic Attitude**

| Indicators   | 5 (Always) |      | 4 (Often) |      | 3 (Sometimes) |      | 2 (Seldom) |      | 1 (Very Seldom) |     |
|--|------------|------|-----------|------|---------------|------|------------|------|-----------------|-----|
|  | F          | %    | F         | %    | F             | %    | F          | %    | F               | %   |
| <b>Academic Attitude</b>   |            |      |           |      |               |      |            |      |                 |     |
| 1. I go over returned test.  | 30         | 15.2 | 48        | 24.2 | 89            | 44.9 | 26         | 13.1 | 5               | 2.5 |
| 2. I study with a classmate or group.  | 48         | 24.2 | 64        | 32.3 | 70            | 35.4 | 14         | 7.4  | 2               | 1.0 |
| 3. When I don't understand something, I get help from teachers, classmates, and family members.    | 68         | 34.3 | 51        | 25.8 | 63            | 31.8 | 11         | 5.6  | 5               | 2.5 |
| 4. I do all homework assignments and turn them in on time.   | 43         | 21.7 | 68        | 34.3 | 69            | 34.8 | 15         | 7.6  | 3               | 1.5 |
| 5. I anticipate what possible questions may be asked on my tests and make sure I know the answers. | 43         | 21.7 | 72        | 36.4 | 70            | 35.4 | 13         | 6.6  | 0               | 0   |
| 6. I remained focused on what I am reading and/or studying.  | 63         | 31.8 | 66        | 33.3 | 60            | 30.3 | 7          | 3.5  | 2               | 1.0 |
| <b>Overall Mean: 3.71 (Often)</b>  |            |      |           |      |               |      |            |      |                 |     |

**Table 6**  
**Practice of Academic-Related Activities of Senior High School Home Economics Students along Laboratory Practices**

| Indicators  | 5 (Always) |      | 4 (Often) |      | 3 (Sometimes) |      | 2 (Seldom) |     | 1 (Very Seldom) |     |
|---|------------|------|-----------|------|---------------|------|------------|-----|-----------------|-----|
|   | F          | %    | F         | %    | F             | %    | F          | %   | F               | %   |
| <b>Laboratory Practices</b>   |            |      |           |      |               |      |            |     |                 |     |
| 1. I observe safety regulations and laboratory safety and hazard control practices and procedures.                            | 66         | 33.3 | 49        | 24.7 | 75            | 37.9 | 7          | 3.5 | 1               | 0.5 |
| 2. I consistently follow the occupational health and safety (OHS) procedures for controlling hazards/risks in the laboratory. | 59         | 29.8 | 63        | 31.8 | 57            | 28.8 | 19         | 9.6 | 0               | 0   |
| 3. I correctly use the personal protective equipment (PPE) in the laboratory in accordance with OHS procedures and practices. | 96         | 48.5 | 34        | 17.2 | 53            | 26.8 | 11         | 5.6 | 4               | 2.0 |
| 4. I observe personal hygiene practices while doing laboratory activities.  | 100        | 50.5 | 48        | 24.2 | 39            | 19.7 | 9          | 4.5 | 2               | 1.0 |
| 5. I am safety conscious while performing laboratory activities.  | 86         | 43.4 | 52        | 26.3 | 49            | 24.7 | 8          | 4.0 | 3               | 1.5 |
| <b>Overall Mean: 3.40 (Often)</b>   |            |      |           |      |               |      |            |     |                 |     |

In Table 6, the practice of academic-related activities of Senior High School Home Economics students along laboratory practices gained an overall mean of 3.40 which depicts that students often observe good practices in the laboratory. It is important that students should observe and follow procedures in the laboratory to avoid hazards and risks.

## CONCLUSION AND RECOMMENDATION

Most of the senior high school students under the Home Economic strand performed well for they have obtained a grade of "Outstanding" in Bread and Pastry Production, Cookery and Food and Beverage Services, more of the students obtained a "Very Satisfactory" and few of them a obtained "Satisfactory".

The senior high school students "often" practice the academic-related activities along study habits and techniques, time management, academic attitude and laboratory practices

therefore they still practice the activities that will help them to obtain high grades. A similar study from Pangasinan [7] revealed that there is a high level of acquisition of information literacy competency standards among the students.

A training Plan is recommended to improve the performance of the Senior High School Home Economics Students in their Specialized Subjects, the following are the proposed intervention, facilities and equipment should be provided for Home Economics specializations, Senior High School Home Economics students should undergo further trainings, Maximize the career guidance program in school and there are the following actions to be taken to the proposed intervention these are the following, School heads should request for the procurement of the needed facilities and equipment for home economics specializations, TVL Teachers should seek and build partnership with other training institutions or centers for further trainings of their students, Career Guidance personnel should maximize the career guidance program in their school to properly orient the students on the specializations they have to choose.

Finally, an analysis of student outputs for comparative employment applicability and reflectivity is recommended [10].

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