Study Habits of LORMA Senior High School Students Engaged in Online Learning

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Abstract: With the emerging paradigm shift as a result of the rise of the online learning framework during the COVID-19 pandemic, factors like study habits can change Herewith, this study aimed to determine the study habits the LORMA Senior High School students have developed in online learning, the significant changes in the study habits before and during the implementation of online learning, and the most effective study habits of students engaged in online learning. Twenty-five (25) students were selected using simple random sampling. Qualitative-Descriptive Research Design was used which allowed the respondents to explain their perceptions in their own terms and to understand how those behaviors developed. Thematization was used in the data analysis, in which the gathered responses were categorized into various themes. The research results revealed the different study habits developed using online learning. The findings also indicated substantial differences in practices before and after the introduction of online learning. Changes in schedule and learning materials, decreased enthusiasm, and other behaviors were discovered to have changed due to the transition to online classes. Furthermore, the researchers identified four (4) most effective study habits among various responses: time management, maintaining a healthy lifestyle, concentrating, and reviewing lectures.

Key Words: study habits; online distance learning; senior high school students; COVID-19; effective habits

1. INTRODUCTION

1.1 Background of the Study

COVID-19 has reshaped the gears that once made this world work. It has caused an unprecedented crisis in all aspects of human life around the globe. The rapid increase in COVID-19 cases led to the massive closure of face-to-face classes (UNESCO, 2020). Educational institutions have initiated the momentum of continuing education amid the pandemic through different means and modalities based on available human and material resources (Paudel, 2021).

Online learning appeared to be a viable solution to fill the void for classroom education (Kasrekar & Tapaswi, 2020). The emergence of this framework opened up new learning and teaching opportunities in a variety of fields outside of the conventional classroom setting (Rodrigues et al., 2019).

As stated in a study by Aristovnik et al. (2020), the COVID-19 pandemic has had a big impact on students' practices regarding academic work and life. This highlights different situations such as the switch to online lectures, closed libraries, changed communication channels for teachers, new assessment methods, different workloads, and performance levels. The flexibility of online learning through devices such as mobile phones can affect the implementation of new routines for learning. Rapid technological advances have encouraged institutions to concentrate their energies on improving and expanding existing educational methods.

With the emerging shift of paradigm, such as the student's mode of learning, routine, and environment, factors like study habits have a probability to alter. A study habit can be defined as an activity that students conduct frequently in order to complete the task of learning. Students need to develop appropriate studying habits to help them remain focused on their ultimate goal, which is academics (Atieno, 2019). Study habits can help them boost their self-confidence, be more competent at school, finish tasks easier, improve their ability to learn and retain knowledge, and does not put their mental health at risk (Wong, 2021).

This study obtained contextual data on the study habits of Lorma Senior High School Students and aimed to provide preferences to the future Senior High School students on the habits they can adapt to. The results of the study will also serve as a reference

material and a guide for researchers who wish to conduct the same study.

The general purpose of this study is to determine the different study habits the LORMA Senior High School students have developed in online learning and to know the significant changes before and during the implementation of online learning. Furthermore, it aims to identify the most effective study habit among the learners.

1.2 Statement of the Problem

This study seeks to answer the following questions:
1. What are the study habits of students in online distance learning?
2. What are the significant changes in the study habits of students before and during the implementation of online distance learning?
3. What are the most effective study habits of students engaged in online learning?

2. METHODOLOGY

2.1 Research Design

The researchers made use of the Qualitative-Descriptive Research design. The rationale for conducting this type of research is for the respondents to have the opportunity to describe their experiences and to have a clearer understanding of how those habits were formed.

2.2 Participants and Locale of The Study

In determining the respondents, simple random sampling was utilized. The respondents were 25 LORMA Senior High School students.

2.3 Data Gathering Tool

An online questionnaire made through Google Forms containing questions the researchers specifically seek for was sent to the respondents.

2.4 Data Gathering Procedure

A letter of permission to administer the study was sent to the School Director. After which, the researchers started to send the online questionnaire to the respondents.

2.5 Analysis of Data

In order to fulfill the objectives of this research, the responses gathered were grouped and analyzed using Thematic Analysis to achieve identifying and understanding patterns.

3. RESULTS AND DISCUSSION

3.1 Study Habits of Students in Online Learning

3.1.1 Planning ahead of time

Planning plays a vital role in the students' habit towards online learning. This includes preparing a schedule, setting up a to-do list, and prioritizing tasks. This allows students to keep track and finish all their schoolwork on or before the deadline. One student said, *"I usually list down the things that I need to do based on their due dates so that I can schedule when I will do things."* According to Joubert (2020), without a teacher regularly checking in, committing to a list or schedule is an important way to leverage one's time management skills.

3.1.2 Finding comfort in their own space

A respondent stated, *"I try to find a comfortable study place or setup."* Setting up a space for learning sharpens the mind and improves concentration. By setting a study space, students can control lighting, temperature, and etc. This can also make way for a more flexible schedule based on the students' personal preferences (Guo & Chen, 2020).

3.1.3 Building a Routine

Considering the world's current situation with the pandemic and the new normal, having a routine makes it easier for students to adopt to change and have a sense of normality (Collier, 2020). One of the respondents shared, "*After waking up, I try to have my breakfast and take a bath so that I can no longer worry about these little things."* Moreover, a routine reduces stress and provides comfort that students need in order to remain focused on their studies.

3.1.4 Note-taking

As stated in a study by Goodwin (2018), note-taking increases learning retention and organizes information. The respondents expressed that it helps them improve active listening and aids them in transforming information in ways that lead to deeper understanding. *"I always take notes whenever there is a Zoom lecture to help me concentrate. It helps me retain the topics discussed by the teacher,"* stated by one of the respondents.

3.1.5 Being Active on Online Lectures

According to Schritter (2021), active class participation allows students to focus and retain the lessons better. Respondents stated that asking questions and interacting with Zoom discussions are

the ways they stay active and fully absorb a lesson. *"I always recite and clarify through asking questions and the like,"* and *"I try my best to feed my concentration's appetite by participating and interacting with the teacher in charge & classmates for clarifications,"* are a few of the responses students have said.

3.1.6 Avoiding Distractions

Distractions are more likely to be encountered now that classes are being held virtually because of the internet, according to Morrison (2020). A student stated, *"I try to not use my phone to avoid possible distractions and to just keep my focus sharp."* Another one responded, *"if the lesson is hard or new to me, I will not respond to any messages I receive and just focus on the zoom meeting."* These statements show that avoiding distractions is a step to study effectively at home.

3.1.7 Occasionally Asking for Peers' Help

Despite the set-up where students are in their homes without their classmates by their side, technology has bridged a way for them to still communicate. *"I prefer studying alone. Although I resort to my family and friends sometimes for references or insights,"* a student stated. Asking for help benefits students' learning, bolsters student engagement, and improves better accuracy in understanding instructions and problems (Tullis & Goldstone, 2020).

3.1.8 Reviewing

Reviewing is the key for long-term learning (Nobes, 2019). Similar to what the respondents have shared, scanning and skimming their notes, and other resources can already help them retrieve knowledge from memory. *"I go over the learning materials and research for the topics that I do not understand much through the learning materials provided by the school,"* and *"I backtrack on all our lessons and take in only the important details. Mostly, I just highlight the key details on my notes,"* are two of the data that the researchers received from the respondents.

3.1.9 Consuming Online Resources

The internet has become a key resource for students due to its availability and currency (Ahmed et al., 2017). The respondents mentioned that utilizing the internet has reshaped their educational practices in terms of improving academic learning. *"I visit our google classroom for the shared artefacts & pdf files and watch YouTube videos & zoom recordings for tutorials & additional notes,"* stated by one of the respondents.

3.2 Significant Changes in the Study Habits of Students Before and During the Implementation of Online Distance Learning

3.2.1 Diminished motivation

The motivation of the students has diminished from reviewing, writing notes, and being active in class. Lack of interaction with peers and teachers is one of the reasons why students are less motivated in online classes (Meşe & Sevilen, 2021). *"We are in a home set up, I don't even look at my notes at all."* and *"got a bit less active in asking questions because mostly in a zoom meeting, students tend to be passive because of lack of interest and connectivity problems"* are some of the responses the students had inputted.

3.2.2 Change in Learning Resources

In an article, O'Loughlin (2020) mentioned that effective learning comes with appropriate tasks and teaching materials that can meet the needs of students. *"I used to write loads of notes to review but because of online classes, I developed a habit of relying on the internet for reviews and answers,"* stated by a respondent. With the change in learning resources, the students' study habits changed as well.

3.2.3 Self-Dependence

According to Moore (2021), help is not always available that is why learning to live independently is important in one's life. One respondent stated, *"I think what changed most is that I no longer can talk to my peers face-to-face, limiting our interaction,"* while in others' perspectives are *"I felt more mature depending on my own knowledge and not those what they want us to know,"* and *"It helped me to be more independent and studious."* Respondents expressed that they have become more self-dependent during online learning. Through self-dependence, students learn their own strength and not having to rely on others anymore.

3.2.4 Altered routine

"I've had to get up so early before to prepare breakfast, my school uniform, and the minutes of walk to the school, but the setup now allows me to enjoy more of my bedtime, unlike before." These are the student's experiences regarding the changes in routine. Human beings are wired to perform better if one follows a regular schedule or routine (AltaMed, 2020). In today's set-up, students have changed routine from their sleeping schedule and even to their studying hours.

3.2.5 Time efficiency

A lot has changed in the students' study habits with the sudden transition to blended learning, and this includes their time efficiency. According to Lowvelder (2018), time is a vital factor in the students' productivity. *"The way I usually recall things that need to be done was adjusted; I always keep in mind the things that I need to do from time to time,"* mentioned by a respondent.

3.2.6 Attentiveness

Some students responded that they became more attentive. According to Rose (2015), being attentive makes students be more organized and be able to store their knowledge and skills in the long run. Attentiveness helps students understand and process the information better. *"I am more active in asking questions now because there are considerably a lot of things that I don't understand or get confused with because oftentimes, a lot of things are not explained in a clear manner,"* from one of the respondents.

3.3 Most Effective Study Habits of Students Engaged in Online Learning

3.3.1 Time Management

Time management refers to a range of behavioral skills essential to the organization of study and academic load (Kaminske, 2020). The respondents mentioned that planning ahead of time, organizing their study schedule, and delegating the tasks helped them deliver work on time and achieve greater levels of productivity. *"I make a list of my schoolworks. In that way, I can assess what needs to be done first,"* expressed by one of the respondents.

Responses from the students also include the use of the Pomodoro Technique as it helps them retain the lessons and avoid procrastination. A respondent answered, *"I use pomodoro technique when reviewing because it helps me fight procrastination and it is somehow effective for me."*

3.3.2 Maintaining a healthy lifestyle

According to Helton (2017), prolonged work results in a decline in academic performances; thus, it is important to have regular breaks and proper amounts of sleep to stay focused, increase productivity, and reduce stress (Terada, 2018). *"I make sure to have a bit of rest (5-15mins) every after a task to avoid getting burned out,"* said one of the respondents. Another respondent also mentioned that they always remind themself how they deserve a break every now and then.

3.3.3 Concentrating

This school year has been tougher than before and staying focused while studying is one of the challenges faced by the students (Dempsey, 2020). Thus, students have developed different study habits that help them with concentration. Responses from the students are as follows: *"Finding a comfortable and quiet study area," "Keeping myself alone,"* and *"I turn off my phone's WiFi and just allot a specific time as to where I should use my phone."*

3.3.4 Reviewing Notes and Recorded Zoom Lectures

Reviewing and recalling learning resources increases students' familiarity and understanding with content. It is important due to the process of memory retrieval (Rad, 2020). One of the respondents specified that they do the 3R system: read, recall, and review. *"I download the learning materials so whenever I encounter something that has to do with the lesson and I am reminded of the concept, I check the files to verify what I remember and recall what I forgot,"* stated by another respondent.

4. CONCLUSIONS

The research results revealed the different study habits that students engaged in during online distance learning. The researchers concluded that these habits allowed students to adjust and find their own pace in the online learning set-up.

The researchers also found that there were indeed significant changes comparing the habits before and during the implementation of online distance learning. Changes in routine and learning resources, diminished motivation, and the like are habits that were revealed to have altered in the process of switching to online classes. The most effective study habits for students were also mentioned. These have helped students on absorbing and keeping up with the given lessons and activities.

The implications of this study are important in connotation to the current educational set up, in which study habits are implemented to cope with online distance learning in light of the COVID-19 pandemic.

Future researchers are recommended to evaluate a larger population of students for better results. It is essential and recommended to survey other schools for more diverse answers. They are also recommended to interview different grade levels to further understand how the study habits vary from grade levels.

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