

PERCEIVED EFFECTS OF CULMINATING ACTIVITIES ON THE STUDY HABITS OF GRADE 12 STUDENTS IN SAMUEL CHRISTIAN COLLEGE: BASIS FOR SUBJECT DESIGN ENHANCEMENT

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ABSTRACT

This study aims to determine the perceived effects of culminating activities on the study habits of grade 12 students in Samuel Christian College. Specifically, this study aims to determine the demographic profile and the study habits of the grade 12 students and correlate it, determine the types of culminating activities done by the student as required by their instructors, and determine the perceived effects of culminating activities to study habits.

This study was conducted at Samuel Christian College in Navarro General Trias City, Cavite from September 2019 to February 2020.

Descriptive quantitative research design was used in the conduct of this study wherein, the researchers used a structured checklist and Likert-scale questionnaire to collect relevant information from the Grade 12 student participants in Samuel Christian College.

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Statistical tool used in analyzing the data gathered where percentage and mean formula to present the results.

The findings of the study revealed that there are perceived effects of every category of culminating activities that the participants conducted on their study habits.

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INTRODUCTION

Culminating activity is a summary exercise which assesses the knowledge, outcome, and learning of the students from lesson discussions, activities, and written works. It should be providing opportunities to the teachers and students to monitor the process of development of the students to assess their learning.

Much of education policy in recent years has focused on the development of high academic standards and better assessment to ensure students are meeting the standards. Even the strongest advocates agree that standardize tests cannot measure everything student has learned, and other measures are needed to asses student ability to synthesize existing knowledge and skills and to apply their learning in different context (Senior and Culminating Projects, 2004).

Teachers often use culminating activities to assess pupil's progress based on their performance (Mansit, 2016)

According to Bhattacharjee (2014), an overly competitive society can impede one's sense of belonging and acceptance and that in turn, can interfere with a student's ability to do well, because the focus then turns to self-preservation and the resultant anxiety of doing it in an environment that is perceived as being hostile or apathetic. The functioning then turns to survival mode which leaves little energy for higher critical or creative pursuits. This may belie the possibility and fact that some learners still do very well in the face of adversity. In that case, it would seem that the affective domain is being taken care of by agents outside of school. The home environment plays an enormous role, as do other members of the community. There is a need to stop short to think about what 'success' really means and how balance may be achieve between the affective with the cognitive (and psychomotor, for young learners) to realize the essential goals of education and of life at large. ("What is the Affective Domain and its Role in Learning," 2014).

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through completion of projects and assignments. Rubrics, often developed around a set of standards or expectations, can be used for summative assessment. Rubrics can be given to students before they begin working on a particular project so they know what is expected of them (precisely what they have to do) for each of the criteria. Rubrics also can help to be more objective when deriving a final, summative grade by following the same criteria students used to complete the

projects. High-stakes summative assessments typically are given to students at the end of a set point during or at the end of the semester to assess what has been learned and how well it was learned. Grade is usually an outcome of summative assessment. It indicates the acceptability and advancement condition of the student. Summative assessment is more product-oriented, whereas formative assessment is process-oriented. Once the project is completed, no further revisions can be made. The types of summative assessment are examinations (major, high-stakes exams), projects (project phases submitted at various completion points could be formatively assessed), portfolios (could be assessed during its development as a formative assessment), performances (Northern Illinois University, Faculty Development and Instructional Design Center, n.d. p. 3).

Crisostomo et al. (2019) noted his concept of study habit as:

Study habits are the ways that you study - the habits that you have formed during your school years. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work. It means you are not distracted by anything. Basically it means that you are doing the best you can to get the grades you want.

This study seeks to determine the impact of the Culminating activities on the study habits of the grade 12 students in Samuel Christian College and the study revealed the predicaments of the students who experience culminating activities. A culminating activity occurs after content development and has the children use the skills and movement they have practiced in more complex setting, application tasks, assessment or centers.

OBJECTIVES OF THE STUDY

This study aims to:

1. Identify the demographic profile of the participants in terms of:

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- a. age
 - b. gender
 - c. strand
2. Correlate the demographic profile of the participants on their study habits in terms of:
 - a. age
 - b. gender
 - c. strand
 3. Determine the study habits of the participants.
 4. Identify the types of culminating activities done by the participants as required by their instructors;
 5. Determine the perceived effects of culminating activities to study habits.

SIGNIFICANCE OF THE STUDY

Determining the perceived effects of culminating activities on the study habits of grade 12 students in Samuel Christian College will surely contribute a big help to:

Faculty. To reflect on ideas regarding the synchronism of the predicaments of the students and their position as the educators.

Students. To impart their predicament in culminating activities.

Parents. To reflect on their concerns and proper guidance to their children in their culminating activities.

Community. To provide information to the members.

Future Researchers. To provide additional information for the benefit of their study.

SCOPES AND LIMITATIONS OF THE STUDY

This study focused on the perceived effects of culminating activities on the study habits of grade 12 students in Samuel Christian College. The data gathered were from 15 students per section. A total of one hundred twenty (120) grade 12 students who experienced culminating

activities. From Accountancy, Business and Management (ABM), General Academics (GA), and Science, Technology, Engineering, and Mathematics (STEM) strand in Samuel Christian College on school year 2019-2020 were surveyed.

The data were limited to the interpretation of the perceptions of the participants along the items provided of the researchers made Likert scale questionnaire. The other aspects and irregular grade 12 students were not included in the study.

THEORETICAL FRAMEWORK

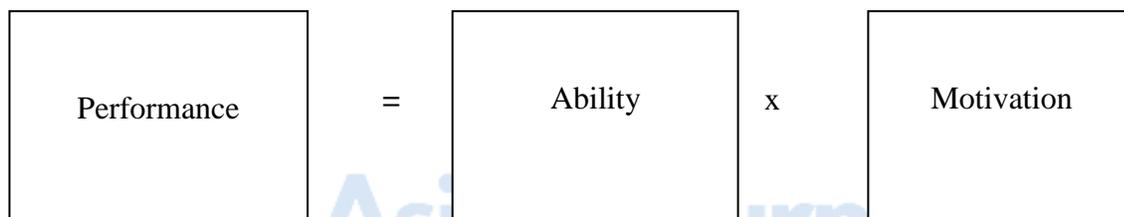


Figure 1. Human Motivation Theory

This study is based on the theoretical framework of Dewey's "Learning By Doing", "Human Motivation" by Maslow (1943) and Multiple Intelligence by Gardner (1993). Learning by doing (or experiential learning) is based on three assumptions, that: 1. People learn best when they are personally involved in the learning experience; 2. Knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behavior; and 3. A person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework (Mansit, 2016). Gardner chose eight abilities that he held to meet these criteria: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Maslow later suggested that existential and moral intelligence may also be worthy of inclusion.

Instrumentalism sees the value of an idea or tool being its use as an instrument for getting results. Bearing this in mind, learning should be relevant and rewarding-rather than only

theoretical. Education should also equip students to take a full and active part in shaping their future society. Traditional education, Dewey believes, saw children as empty, passive receptacles to be filled with ideas. This helped to support the existing order.

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book “Frames of Mind: The Theory of Multiple Intelligences,” where he suggested that all people have different kinds of “intelligences.” Gardner proposed that there are eight intelligences, and has suggested the possible addition of a ninth known as “existentialist intelligence” (“Gardner’s Theory of Multiple Intelligences,” 2015).

Learning can be generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. The level of learning strive to impact will vary across learning experiences depending on 1) the nature of the experience, 2) the developmental levels of the participating students, and 3) the duration and intensity of the experience (“Learning and Assessment,”2016).

In Maslow’s theory of human motivation states, that human existence is based on needs that arise in hierarchical order: physiological needs such as Hunger; fety needs; love, affection, and belonging needs; self-respect and self -esteem needs; and self-actualization. In a sense that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. These results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving in a certain way.

Dewey’s “Learning By Doing”, “Human Motivation” by Maslow (1943) and “Multiple Intelligence” by Gardner (1993) theories are used in this study to relate its concepts: the experiential learning, human existence is based on needs that arise in hierarchical order, and all people have different kinds of “intelligences” on the impact of culminating activities on the study habits of the grade 12 students.

Conceptual Framework

The researcher would identify the perceived effects of culminating activities on the study habits of regular grade 12 students. Next, the researchers would make a Likert scale questionnaire and checklists. It would be validated by professionals. Then, the researchers would distribute the questionnaire to the participants by using quota sampling. The researchers would be able to find out the perceived effects of culminating activities on the study habits of grade 12 students. At the end of the study, the researchers would be able to formulate an effective guideline for Culminating activities.

Research Paradigm

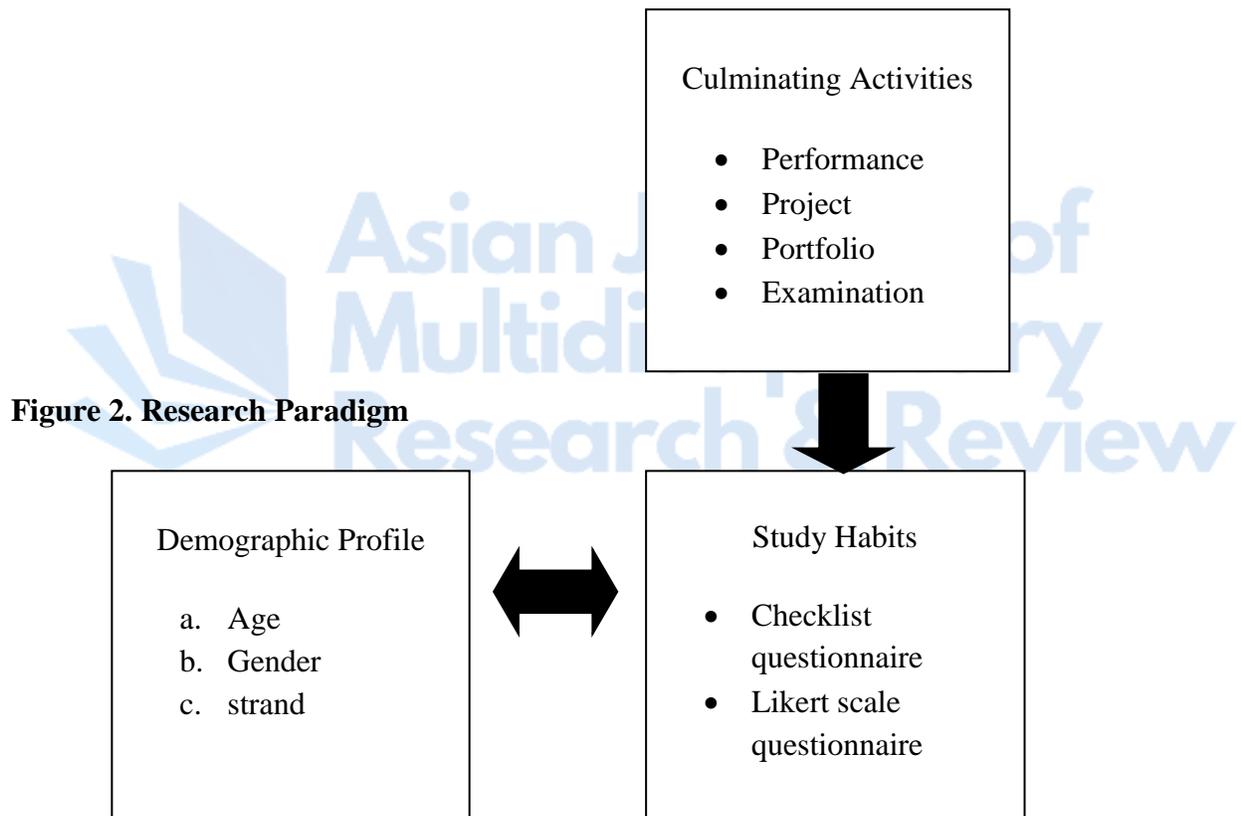


Figure 2. Research Paradigm

DEFINITION OF TERMS

Terms may have complicated meanings depending on how it is used. Below is a list of terms with operational definitions that are frequently used in the study.

Culminating activity. Is a summary exercise or assessment for the students' learning.

Effect. Is the result of being exposed to something.

Examination. Is a test that is administered and scored.

Guidelines. Is an instruction that shows or tells how something should be done.

Learning style. Is the learners' preferences in absorbing ideas effectively in its most comfortable way.

Likert Scale. Is a type of rating scale used to measure attitudes or opinions.

Perceived. Is the perception or how a person thinks based on his/her experience.

Performance. Is the application of knowledge, skills, and work habits through performing in front of people.

Portfolio. Are selected collections of a variety of students' best work or pieces.

Project. Is a design activity for students with corresponding grade.

Study habit. Refers to a pattern of behaving in studying.

Time management. Is organizing the tasks and spending them on a set time and date.

REVIEW OF RELATED LITERATURE

Study Habits

Study habit is the daily routine of students with regards to their academic duties and responsibilities. Each student has one's own study habits varying on preferences with the place and time of studying, techniques in studying and more. It will depend upon the person if he or she will not get bored to browse notes and can procrastinate (postpone doing something). Studying does not only prepare a student to excel in a class but reinforces the lessons already taught. Studying reawakens the lectures and reading materials. Studying is merely reviewing and committing to memory new information. The extent of student's learning in academics may be on the grades a student earns for a period of learning has been done. It is believed that a grade is a primary indicator of such learning. If a learners earns high grades it is concluded that they may also have learned a lot while low grades indicates lesser learning. However, the one who facilitated the learning process should be the teacher and the teacher will also help in understanding better the diversity of learning of their students (Amora, et al., 2013).

The good study habits includes setting a regular time to study that fits in with the student's family schedule, removing distractions, gathering necessary supplies, recording assignments in an assignment book or on a calendar, note-taking and organizing for a test (Choi, 1998).

The study entitled, "Common Study Habits among Students in the Tertiary Level" by Beverly Z. Choi investigated the common study habits among students in the tertiary level using school like St. Nicolas College as a case study. Thirty (30) students were given a questionnaire from different department and year level in the area. The instrument utilized for the study was a questionnaire. Hypotheses were tested and the result showed that some students like to get up early in the morning and study; most will say that late night studying is most productive, the preparations of students for their upcoming examinations. Data were analyzed using percentage. Based on the findings, students perform well in school simply because they have a good study habits. In some cases, students do not know where to begin, do not fully understand the material, are not motivated by it, or feel that there was too much work given to them with too little time to complete or study it.

Amora et al. (2013) conducted a study to find out the factors affecting the study habits of the students in that particular area. The study was anchored on the Self-Determination Theory of Edward Deci and Richard M. Ryan because internal and external factors within in inside the school or outside the school and even their homes can contribute to the respondent's autonomy, competence and relatedness which will form into their individual self determination to do well in every task and even to their study habits. For the schema of the study, the researchers consider the following independent variables: student's profile in terms of their parental involvement, family monthly income, learning styles and academic performance getting the 3rd grading grades of the major subjects such as English, Math, Science and Filipino. For the dependent variable which is the study habits, the researchers chose to focus on the two variables: time management and study techniques. The study sought to prove the formulated null hypotheses that there are no study habits of the respondents in terms of their time management and study techniques and there are no significant differences in the respondents' study habits when group according to their parental

involvement, family monthly income, learning style, academic performance and their teachers' personality.

According to Johnson (2006), human brains can be developed as an effect of engaging physical and mental activities. Scientific articles reviewed how physical activity and fitness may help school-aged children maximize their academic performance. It indicates that providing physical activity in pupil's line with schools' academic mission and the opportunities offered by the institution helped the young people to be more active mentally, physically and emotionally.

Amora et al. (2013) also added that education involves study habits and this is the ways that you study; the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work. The socio-economic status can also affect the study habit of the learner. In fact, this factor places a big challenge to the learners because this shows their social stratification whether they belong to the upper, middle, or lower class. It can affect to their study habits for some time they cannot continue their studying because take this example, if they do not have an electricity in their place, they cannot study their lessons especially during night time, so it really hinders learning. Another thing is financial, when this aspect will be opened, everyone felt down. They will come to think to a point that because of this financial problem they cannot continue to buy the necessary things needed for school and so there is no reason for them to study since they do not have the materials to be used. In this case, the level of their interest in learning decreases.

Fielden (2004) in his study, "Study Habits of Postgraduate Students in Selected Nigerian Universities" stated that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. While in the study of Nneji (2002) he added that study habits are learning tendencies that enable students work privately. The study conducted Graven (2008) on the relationship between an individual's amount of caffeine consumption during his or her study session and the individual's study habits showed that the main effect of drinking caffeine on exam preparation was not significant. Unhealthy study habits were

operationally defined as low scores on amount of time per study session, time (in days) when preparation began, and amount of information the participants believed they had retained. High scores on anxiety level were included in 'unhealthy' study habits. A Pearson correlation indicated no relationship between amount of caffeine consumed while studying and the individual's effectiveness of studying and preparation.

Dumayag (2009) stated that, “the effective study skills are associated with positive outcomes across multiple academic content areas and for diverse learners”. This is to describe an information-processing perspective on the contribution of study skills to academic competence, and to identify evidence-based strategies that are effective in helping students to improve their study skills. Study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic performance, yielding substantial incremental validity in predicting academic performance. Academic specific anxiety was found to be an important negative predictor of performance. Overall, study habit and skill measures improve prediction of academic performance, more than any other non-cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success”.

Thompson (2005) undoubtedly affirmed to Mark Crilly's (2000) study that other students are able to balance social activities with good study habits. A diversion from studies will alleviate stress and help prevent from becoming fatigued. He said that a student should make sure that he must take a break for an hour after studies to meet with friends, to play some cards, work out at the gym, or to gab with a new acquaintance. For this way, that student will find concentration when he does study, if he plans a social activity afterwards. He said, “To develop a healthy social life, develop routine study habits. After supper, lug your books and homework to the library, find a comfortable and quiet niche, and study for two or three hours, taking intermittent 10 minute breaks every 45 minutes or so.”

Amora and others also indicated that, there are many factors to be considered in discussing the reasons behind the formed study habit of the learners especially in the adolescent period. This is the stage where critical period begin when they wanted to go out under the custody of their parents. In such, it is important to consider the parental involvement of the parents and its influence

to the learners. The family monthly income is also one factor to be considered because nowadays there is no such thing as free. This means that you do not get something without anything or without money. In addition, it does not mean that students who are enrolled in a public school are absolutely free from any expenses. Aside from the projects and assignment it cannot be missed at school that there are biological needs of a man to be feed. In one way or another, everybody will spend an ample amount for the desired learning. Learners' academic performance must be considered also because it is interrelated to students' study habit. However, one of the important considerations is the attitude of students towards studies and these factors serve as a stimulus in motivating them to do certain responses depending on how they perceive the actions of the mentioned factors. The development of positive attitude towards studies must be considered seriously by both parents and teachers. Their actions are important in motivating the learners' performance towards their study habit.

Culminating Activity

According to Mansit (2016), a culminating activity is a theoretical workout and is integral in nature which can be a good example of collaborative learning on advanced study of the learner, basically in group. It has something to do with creativity, critical thinking, collaboration, as well as, communication which are the most important part of K to 12 program. There is really one way to learn, that is to showcase the talents, which subsequently will help boost their self-esteem through performances.

“ . . . Performance is the behavior of an individual that can be directly observed by another individual; when this observed behavior involves a change from one observation to another, it can be inferred that learning cannot be directly observed. In other words, when the performance of an individual changes as the result of practice or exposure to various experiences, we infer that learning has taken place” (Learning and Instruction, 2005).

Performance assessment is not concerned with grading or other ways of evaluating the learner. While performance assessment or evaluations are usually interrelated in the ongoing operation of most school systems, the two clearly represent separate concerns. Performance assessment is aimed at providing feedback necessary for learning; evaluation, instead, is concerned with making judgments about the quality and acceptability of a student's performance. While a school system may find it desirable or necessary to "grade" students, such grading or evaluation is neither an integral nor a necessary component of the teaching/learning process (Learning and Instruction, 2005).

In 2014 study, Mendoza noted that a person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework advancement through education is one of the most important and necessary element in the life of every human being. In every academic institution, the performance of the pupils is calculated by the different test through assignment quiz, and attendance (as cited in Mansit, 2016).

Assessment for learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning (Burns, 2005, p. 26).

Assessment as learning develops and supports students' metacognitive skills. This form of assessment is crucial in helping students become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use teacher, peer and self-assessment feedback to make adjustments, improvements and changes to what they understand ("Types of Assessment," 2008).

SYNTHESIS

According to Mansit (2016), a culminating activity is a theoretical workout and is integral in nature which can be a good example of collaborative learning on advanced study of the learner. Amora et al. (2013) stated that study habit that study is the daily routine of students with regards

to their academic duties and responsibilities. Mansit also signifies that culminating activities are essential in the process of learning of the students. Based on Amora et al. noted that there are many factors to be considered in discussing the reasons behind the formed study habit of the learners especially in the adolescent period. The results of their study shows that those factors are: influence of parental involvement, family monthly income, and projects and assignments. That indicates that there is a possibility that culminating activity is one of the reasons behind the formed study habit of the grade 12 students.

METHODOLOGY

Research Design

The study is quantitative and descriptive in conducting this study to describe the impact of culminating activities based on students' experience. The dependent variable in the study is the study habits of grade 12 students and the independent variable is the culminating activities. In using descriptive method, the researchers were able to determine the impact of the culminating activities on the study habits of grade 12 students.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon ("Quantitative Research," 2015).

Descriptive research defined as a research method that describes the characteristics of the population or phenomenon that is being studied (Bhat, n.d).

PARTICIPANTS OF THE STUDY

The respondents of the study were one hundred twenty (120) grade 12 regular students from Samuel Christian College in the City of General Trias, Cavite.

Sampling Technique

The researchers used quota sampling in this study. A total of one hundred twenty (120) respondents from Samuel Christian College.

According to Foley (2018), quota sampling is a non-probability sampling technique in which researchers look for specific characteristic in their respondents, and then take a tailored sample that is in proportion to a population of interest.

SOURCES OF DATA

All data pertinent to the topics of this study were gathered personally by the researchers. Secondary data were gathered from news items, books, and from the Internet. The primary data will be gathered from the Likert scale questionnaire administered to the participants covered in this study.

DATA GATHERING PROCEDURE

1. The researchers created a Likert scale questionnaire.
2. The researchers validated the made Likert scale questionnaire.
3. Then researchers asked for the permission of the school principal before conducting the data gathering.
4. Researchers gathered data needed in the study.

RESEARCH INSTRUMENT

The research instruments in the study were checklists and a Likert scale questionnaire. It will be distributed to 120 regular grade 12 students in Samuel Christian College.

According to Alsaffar (2019), checklist is a list of items required, things to be done, or pints to be considered.

According to Sinaian (2014), a Likert scale provides a great way of measuring attitudes, knowledge, perceptions, values and behavioral changes. A Likert-type scale involves a series of statements that survey respondents may choose from, in order to rate their responses to evaluate questions.

STATISTICAL TREATMENT OF DATA

These are the statistical tools that were used as instruments in the quantitative analysis in this research study:

1. **Simple Percentage** is use in describing the demographic profile of the respondents in terms of age, gender, and strand.

The formula for computing this statistics is as follows:

$$P = F / N (100)$$

Where: P = computed percent

F = Frequency for each class or category

N = Total number of respondents

100 = constant multiplier to change the decimal into percentage value

2. **Frequency Distribution** is the statistical treatment wherein data are organized and counted into desired form and summarizes the distribution of values in the sample.
3. **Garrett's ranking technique** is the percent position estimated is converted into scores. Then for each factor, the scores of each individual are added and then total value of scores and mean values of score is calculated. The factors that having highest mean value is considered to be the most important factor.

RESULTS AND DISCUSSION

This chapter describes the result, including the respondent's demographic profile. This chapter also presents the respondents' study habits and the perceived effects of culminating activities on the study habits of the respondents according to the result of in checklist and Likert scale questionnaire answered by grade 12 students.

I. Demographic Profile of the respondents

This part answers the first objective of the study which is to describe the respondents in terms of their age, gender, strand, and correlate them to respondent's study habits.

Table 1 shows the frequency and percentage distribution of the respondents in terms of age. The data below shows that most of the ages of respondents fall under the age bracket of 16-18 which is eighty-three percent (82%), and 21 respondents aged 19-21 years old which is seventeen percent (18%) of total sample respondents.

Table 1. Age Profile of the Respondents

AGE	FREQUENCY	PERCENTAGE
16-18	99	82%
19-21	21	18%
TOTAL	120	100%

Table 2 shows the frequency and percentage distribution of the respondents in terms of gender. Based on the table, the male and female respondents have the same percentages with fifty (50%) on each gender.

Table 2. Gender Profile of the Respondents

GENDER	FREQUENCY	PERCENTAGE
Male	60	50%
Female	60	50%
TOTAL	120	100%

Table 3 shows the frequency and percentage distribution of the respondents in terms of academic strand. Based on the table, most of the respondents were from Science, Technology, Engineering, and Mathematics (STEM) with sixty percent (60%), and both Accountancy, Business and Management (ABM) and General Academics (GA) has twenty-five percent (25%).

Table 3. Academic Strand of the Respondents

ACADEMIC STRAND	FREQUENCY	PERCENTAGE
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Accountancy, Business and Management (ABM)	30	25%
General Academics (GA)	30	25%
Science, Technology, Engineering, and Mathematics (STEM)	60	50%
TOTAL	120	100

CORRELATION BETWEEN SOCIO-DEMOGRAPHIC PROFILE AND STUDY HABITS.

Table 4 shows the test for significant relationship between socio-demographic profile and study habits.

In terms of age, the computed value of 3.7625 is greater than the tabular value of 1.98 at 0.05 level of significance. It is concluded that the null hypothesis is rejected. Therefore, there is a significant relationship between age and study habits.

In gender and strand, a value of 0.2141 and 1.218 were computed, respectively, which is both less than the tabular value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is failed to be rejected and is concluded that there is no significant relationship between socio-demographic profile of gender and strand to study habits.

Table 4. Correlation between socio-demographic profile and study habits

Category	Mean	Std Dev	Df	t _{computed}	t _{tabular}	Interpretation
Age	17.525	1.1447	118	3.7625	1.98	Reject Ho
Gender	60	0.001	118	0.2141	1.98	Accept Ho
Strand	40	17.3205	118	1.218	1.98	Accept Ho

Reject Ho if $t_{\text{computed}} > t_{\text{tabular}}$

STUDY HABITS OF THE RESPONDENTS

This part answers the second objective of the study which is to identify the study habits of the respondents.

Table 5 shows that 74 out of 120 or 61.7% of respondents answered that thinking positively is their study habit (rank 1), 65 or 54.2% of the respondents answered that getting organized is part of their study habit (rank 2.5), and 65 or 54.2% answered that creating and writing down realistic study goals is their study habit (rank 2.5).

Table 5. Study habits of the respondents

STUDY HABIT	FREQUENCY	RANKING
Think positively	74	1
Get organized	65	2.5
Create and wrote down realistic study goals	65	2.5
Being distracted by social media and cellular phones	56	4
Practice active listening	53	5
Read actively	48	6
Waiting until the last minute to start an assignment	45	7
Review task taking strategies	38	8
Never using an agenda	34	9.5
Spending hours studying but not getting any done	34	9.5
Make study time as a part of daily routine	33	11

Designate a study area	22	12
Starting a study session without a plan	29	13
Create a study group	28	14
Develop a study plan	27	15
studying to remember instead of studying to understand	27	16
Studying in front of the television	25	17
Not asking the teacher for a help when you don't understand	23	18
Keep disorganized notes	21	19
Not learning from your mistakes	12	20
		21

Culminating activities done by the participants as required by their instructors

This part answers the third objective of the study which is to identify the culminating activities done by the respondents as required by their instructors.

Table 6 shows that all of the respondents, 120 or 100% of respondents, answered that cheer dance (rank 1.5) and speech choir (rank 1.5) is the most culminating activity that the respondents done as required by their instructor in their performance task category, and 103 or 55.6% of the respondents answered that video presentation (rank 3) is the third most culminating activities that the respondents done.

Table 6. Culminating Activities in Performance Task Category

CULMINATING ACTIVITIES	FREQUENCY	RANKING
Cheer Dance	120	1.5
Outreach Program	120	1.5
Video Presentation	103	3
Interview	102	4
Role Playing	101	5.5
Exhibit	101	5.5
Documentation	100	7
Encoding (hands on activity)	98	8
News Casting	96	9.5
Zumba Dance	96	9.5
Mock Interview	95	11.5
Vlog	95	11.5



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Aerobics Dance	95	11.5
Movie Trailer	95	11.5
Outreach Program	92	15.5
Impromptu Speech	92	15.5
Variety Show	92	15.5
Advertisement Video	91	18.5
Short Film	91	18.5
Talent Showcase	90	20
Production Number	88	21
Video Interview	87	22
Fashion Show	70	23



Table 7 shows that all of the respondents, 120 or 100% of respondents, answered that research (rank 1.5) and research manuscript (rank 1.5) is the most culminating activity that the respondents done in project category, and 108 or 90% of the respondents answered that photo essay (rank 3) is the third most culminating activities that the respondents done.

Table 7. Culminating Activities in Project Category

CULMINATING ACTIVITES	FREQUENCY	RANK
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Research	120	1.5
Research Manuscript	120	1.5
Photo Essay	108	3
Model Project Brochure	105	4.5
Picture	105	4.5
Fieldtrip	103	6
Blog	89	7
Digital Movie Poster	76	8
Soap Making	75	9
Prototype	74	10
Scrapbook	64	11
Kalyetrato	60	12.5
Outreach Program	60	12.5
Geometrical Model	48	14
Cell Model	42	15
Big Periodic Table	36	16

Table 8 shows that all of the respondents, 120 or 100% of respondents, answered that moving exam (rank 1.5) and written exam (rank 1.5) is the most culminating activity that the respondents done in examination category.

Table 8. Culminating Activities in Examination Category

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CULMINATING ACTIVITIES	FREQUENCY	RANK
Moving Exam	120	1.5
Written Exam	120	1.5

Table 9 shows that all of the respondents, 120 or 100% of respondents, answered compilation of different academic letters (rank 1.5), compilation of different activities (rank 1.5) is the most culminating activity that the respondents done in portfolio category, and 90 or 75% are compilation of worksheet.

Table 9. Culminating Activities in Portfolio Category

CULMINATING ACTIVITIES	FREQUENCY	RANK
Compilation of different academic letters	120	1.5
Compilation of Activities	120	1.5
Compilation of worksheet	90	3

PERCEIVED EFFECTS OF CULMINATING ACTIVITIES DONE BY THE RESPONDENTS

This part answers the last objective of the study which is to determine the perceived effects of culminating activities to study habits.

Table 10 presents the perceived effects of performance tasks that were done by the respondents. The fourteenth statement has the highest mean of 2.95. Respondents agree that they

get distracted by social media and cellular phones because of performance task. While the lowest mean is 2.18. They disagree to that last statement that the performance task is not making them learn from their mistakes.

Table 10. Perceived effects of Performance Task done by the respondents

STATEMENT	MEAN	DISCRITIVE RATING
Performance task makes me organize things.	2.54	Agree
Having performance task makes me include a study time as a part of my daily routine	2.81	Agree
Because of performance task I learn to designate a study area	2.91	Agree
Attending performance task helps me develop a study plan	2.73	Agree
Because of performance task I can think positively	2.83	Agree
Performance task makes me create a study group	2.60	Agree
I am able to practice active listening because of performance task	2.92	Agree
Having performance task makes me have test-taking strategies	2.8	Agree
Having performance task makes me read actively	2.72	Agree

I learn to create and write down realistic study goals because of performance task	2.55	Agree
I start a study session without a plan because of performance task	2.75	Agree
Attending performance task makes me wait until the last minute to start an assignment	2.22	Disagree
Because of performance task I spend hours studying, but not getting any done	2.63	Agree
I get distracted by social media and cellular phones because of performance task	2.95	Agree
Because of performance task I am studying in front of the television	2.43	Disagree
I am not asking my teacher for help when I do not understand the lessons because of performance task	2.46	Disagree
Because of performance tasks I am studying to remember, instead of studying to understand the lessons	2.52	Agree
In attending performance tasks, I never used an agenda or planner	2.36	Disagree
I keep disorganized notes because I have a performance task to do	2.33	Disagree
Performance task is not making me learn from my mistakes	2.18	Disagree
GRAND MEAN	2.16	Agree

Table 11 presents the perceived effects of projects that were done by the respondents. The last statement has the highest mean of 3.21. They agree that doing projects are not making them learn from their mistakes. While the lowest mean is 2.02. They disagree that they are keeping disorganized notes because they have projects to do.

Table 11. Perceived effects of Projects done by the respondents

STATEMENT	MEAN	DISCRITIVE RATING
Project makes me organize things.	2.80	Agree
Having project makes me include a study time as a part of my daily routine	2.7	Disagree
Because of project I learn to designate a study area	3.00	Agree
Attending project-making helps me develop a study plan	2.67	Agree
Because of project I can think positively	2.83	Agree
Project makes me create a study group	2.5	Disagree
I am able to practice active listening because of making projects	2.51	Agree
Making project helps me to have test-taking strategies	2.6	Disagree
Making project makes me read actively	2.73	Agree
I learn to create and write down realistic study goals because of project-making	2.59	Agree

I start a study session without a plan because of projects	2.73	Agree
Doing projects makes me wait until the last minute to start an assignment	2.64	Agree
Because of projects I spend hours studying, but not getting any done	2.38	Disagree
I get distracted by social media and cellular phones because of doing projects	2.69	Agree
Because of project I am studying in front of the television	2.33	Disagree
I am not asking my teacher for help when I do not understand the lessons because of projects	2.53	Agree
Because of projects I am studying to remember, instead of studying to understand the lessons	2.75	Agree
In doing my projects, I never used an agenda or planner	2.68	Agree
I keep disorganized notes because I have projects to do	2.02	Disagree
Doing projects are not making me learn from my mistakes	3.21	Agree
GRAND MEAN	2.64	Agree

Table 12 presents the perceived effects of examination that was done by the respondents. The twelfth statement has the highest mean of 2.92. This means they agree that having examination makes them wait until the last minute to start an assignment. While the lowest mean is 1.56. This means that respondents strongly disagree that taking examinations are not making them learn from their mistakes.

Table 11. Perceived effects of Examination done by the respondents

STATEMENT	MEAN	DISCRITIVE RATING
Examination makes me organize things.	2.59	Agree
Taking examination makes me include a study time as a part of my daily routine	2.43	Disagree
Because of examination I learn to designate a study area	2.88	Agree
Having examination helps me develop a study plan	2.54	Agree
Because of examination I can think positively	2.51	Agree
Examination makes me create a study group	2.64	Agree
I am able to practice active listening because of examinations	2.63	Agree
Taking examination helps me to have test-taking strategies	2.63	Agree
Taking examination makes me read actively	2.78	Agree
I learn to create and write down realistic study goals because of examinations	2.53	Agree
I start a study session without a plan because of examinations	2.18	Disagree
Having examination makes me wait until the last minute to start an assignment	2.92	Agree

Because of examinations I spend hours studying, but not getting any done	1.79	Disagree
Taking examinations makes me get distracted by social media and cellular phones	2.52	Agree
Because of examination I am studying in front of the television	2.71	Agree
Because of examinations I am not asking my teacher for help when I do not understand the lessons	2.73	Agree
Because of because of examination I am studying to remember, instead of studying to understand the lessons	2.66	Agree
In taking my examination, I never used an agenda or planner	2.78	Agree
I keep disorganized notes because of examinations	2.64	Agree
Taking examinations are not making me learn from my mistakes	1.56	Strongly Disagree
GRAND MEAN	2.58	Agree

Table 13 shows the perceived effects of the portfolio that was done by the respondents. The nineteenth statement has the highest mean of 2.84. This means that they agree that they are keeping disorganized notes because they have portfolios to do. While the lowest mean is 2.38. This means that they disagree that making portfolio makes them include a study time as a part of their daily routine.

Table 13. Perceived effects of the Examination that was done by the respondents

STATEMENT	MEAN	DISCRITIVE RATING
Making portfolio makes me organize things.	2.76	Agree
Making portfolio makes me include a study time as a part of my daily routine	2.38	Disagree
Because of portfolio I learn to designate a study area	2.75	Agree
Making portfolio helps me develop a study plan	2.7	Disagree
Making portfolio helps me to think positively	2.83	Agree
Portfolio makes me create a study group	2.72	Agree
I am able to practice active listening because of portfolios	2.75	Agree
Having portfolio helps me to have test-taking strategies	2.68	Agree
Making portfolio makes me read actively	2.79	Agree
I learn to create and write down realistic study goals because of portfolios	2.47	Disagree
I start a study session without a plan because I am doing my portfolio	2.82	Agree
Doing portfolio makes me wait until the last minute to start an assignment	2.54	Agree
Because of portfolio I spend hours studying, but not getting any done	2.75	Agree

I get distracted by social media and cellular phones because I am doing my portfolio	2.74	Agree
Because of doing my portfolio I developed the habit of am studying in front of the television	2.83	Agree
I am not asking my teacher for help when I do not understand the lessons because of because of portfolios	2.78	Agree
Because of portfolios I am studying to remember, instead of studying to understand the lessons	2.75	Agree
In doing my portfolios, I never used an agenda or planner	2.78	Agree
I keep disorganized notes because I have portfolios to do	2.84	Agree
Doing portfolios are not making me learn from my mistakes	2.48	Disagree
GRAND MEAN	2.71	Agree

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary

The study was conducted to determine the perceived effects of culminating activities on the study habits of Grade 12 Students in Samuel Christian College. Specifically, the study aims to identify and correlate the demographic profile of the participants on their study habits in terms of age, gender, and strand, determine the study habits of the participants, identify the types of culminating activities done by the respondents as required by their instructors and determine the perceived effects of culminating activities to the study habits.

This study was conducted at Samuel Christian College from September 2019 to February 2020.

The study is quantitative and descriptive. This study describes the perceived effects of culminating activities based on students' experience. Descriptive research defined as a research method that describes the characteristics of the population or phenomenon that is being studied (Bhat, n.d).

Data were analyzed and interpret using mean, grand mean, frequency, and percentage.

CONCLUSION

Based on the findings of the study, the following conclusions are hereby presented. After a careful analysis and interpretation of data, the researchers have come up with some generalizations.

The researchers concluded that the majority of the respondents aged from 16 – 18 years old or 99% out of 120 or 100%. The gender is both 60 out of 120 or 50%; for the academic strand category, the majority respondents are 60 or 50% is from Science, Technology, Engineering, Mathematics Strand (STEM), 30 or 25% from Accountancy, Business Management strand (ABM), and another 30 or 25% from General Academic Strand (GA). In gender and strand, a value of 0.2141 and 1.218 were computed, respectively, which is both less than the tabular value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is failed to be rejected and is concluded that there is no significant relationship between socio-demographic profile of gender and strand to study habits.

The researchers concluded that 74 out of 120 respondents think positively. This is followed by “get organized” wherein 65 out of 120 respondents are engage in this study habit.

In culminating activities, the majority of culminating activities that was done by the participants or all of the participants are cheerdance, speech choir, research, research manuscript, moving exam, written exam, compilation of different academic letters, and compilation of activities wherein 120 out of 120 answered that those are their culminating activities that are done by the participants.

In the perceived effects of culminating activities on the study habits, the researchers concludes that the fourteenth statement of performance task category has the highest mean of 2.95. Respondents agree that they get distracted by social media and cellular phones because of performance task. While the lowest mean is 2.18. They disagree to that last statement that the performance task is not making them learn from their mistakes.

In project category, the last statement has the highest mean of 3.21 they agree that doing projects are not making them learn from their mistakes. While the lowest mean is 2.02 they disagree that they are keeping disorganized notes because they have projects to do.

In examination category, the twelfth statement has the highest mean of 2.92. They agree that having examination makes them wait until the last minute to start an assignment. While the lowest mean is 1.56. Respondents strongly disagree that taking examinations are not making them learn from their mistakes.

Lastly, in portfolio category, the nineteenth statement has the highest mean of 2.84. They agree that they are keeping disorganized notes because they have portfolios to do. While the lowest mean is 2.38. They disagree that making portfolio makes them include a study time as a part of their daily routine.

All in all, the grand mean is agree.

Recommendations

Based on the result of the study, the researchers would like to recommend the following:

To the Administration and Senior Highs School Department, formulate a guidelines in implementing culminating activities that are not a hindrance to every student in their other activities, an accurate amount that they need for their culminating to lessen the financial problems, and not over flowing school works so that they can rest mentally and physically.

To the students, be responsible and create a time chart or flow chart to accomplish everything on time.

To the parents, support the child and communicate with the school authorities to be informed regarding the school activities and culminating activities that required to do by the students.

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