



DISSERTATION ABSTRACT

Title: STUDY HABITS, PUPIL DISCIPLINE AND ACADEMIC PERFORMANCE OF REGULAR PUBLIC SCHOOL PUPILS AND MAINSTREAMED EXCEPTIONAL CHILDREN IN THE CITY SCHOOLS DIVISION OF DASMARIÑAS

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Major: EDUCATIONAL MANAGEMENT AND SUPERVISION

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Statement of Purpose:

This descriptive research was undertaken to assess, test the differences of the study habits and pupil discipline and relate them to academic performance of the 200 randomly selected regular primary pupils and 200 mainstreamed exceptional pupils in the City Schools Division of Dasmariñas, during the 2nd semester of academic year 2013-2014 and finally an action plan was proposed for improvement.

Frequency count; percentage; arithmetic mean; standard deviation; Z test; t-test for independent samples; and chi-square test of independence were applied.



Summary of Findings

As to study habits, the regular public school pupils are satisfactory in all areas, they have completely developed the basic features geared in the application of the mind to time management, study environment, test taking / preparation skills and note taking skills with some guidance from other people. However, mainstreamed exceptional children are fair in all areas of study habits; they have developed the basic features geared in the application of the mind to a problem or subject in terms of time management, study environment, test taking / preparation and note taking patterns but strongly needs guidance from other person

On pupil discipline, the regular public school pupils have commendable level of discipline; they have developed self-control resulting into an orderly conduct, obedience and have developed systematic rules by themselves with little guidance from other people. The mainstreamed exceptional children have satisfactory discipline; they have developed self-control resulting into orderly conduct but with more guidance of others.

Significant difference between regular public school pupils and mainstreamed exceptional pupils in terms of study habits and discipline were established by the use of the critical ratio of Z test for independent proportions along all areas: time management, study environment, test taking/preparation skills and note taking skills.



Significant weighted mean differences on pupil discipline were noted with the regular public school pupils getting a higher rating than the mainstreamed exceptional children.

The respective academic performance ratings in the five learning areas, under the K-12 Curriculum of the regular public school pupils and mainstreamed exceptional children are: Mathematics - very satisfactory and fair; Araling Panlipunan - both satisfactory; English - satisfactory and fair; Filipino, very satisfactory and fair; and MAPEH - both satisfactory. Significant differences between the academic performances in all the five learning areas of the two groups of primary pupils exist as determined by t-test for independent samples.

The academic performance of the two groups of Primary pupils and their study habits and discipline were related with the use of the chi-square test of independence. Significant relationship was noted between study habits and academic performance of regular public school pupils' in five learning areas.

Mainstreamed exceptional children's study habits and their academic performance in English and MAPEH were significantly related. On the contrary, performance in Mathematics, Araling Panlipunan and Filipino were found to be independent of their study habits. Chi-square test results implied the existence of significant relationship between pupil discipline and academic performance in the five learning areas.