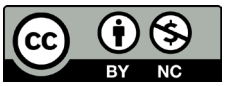
Vol.11 December 2016
Print ISSN 2244-4432 • Online ISSN 2984-7125
DOI: https://doi.org/10.59120/drj.v11i2.451

Study Habits of Criminology Students and their Academic Performance in Davao Oriental State College of Science and Technology

Pincess Lyn M. Cabansay
Bachelor of Science in Criminology,
Davao Oriental State College of Science and Technology,
Mati City, Davao Oriental, Philippines

Rodilyn S. Ibarra
Bachelor of Science in Criminology,
Davao Oriental State College of Science and Technology,
Mati City, Davao Oriental, Philippines

Evelyn Joy C. Tordil
Bachelor of Science in Criminology,
Davao Oriental State College of Science and Technology,
Mati City, Davao Oriental, Philippines



ABSTRACT

This research aims to investigate and examine the study habits of criminology students at Davao Oriental State College of Science and Technology (DOSCST), as well as their implications for academic performance. Conversely, this research determines the demographic profiles of criminology students in terms of gender, year level, and General Percentage Average (GPA). Additionally, it examined the study habits of criminology students at Davao Oriental State College of Science and Technology (DOSCST) in terms of studying in a conducive environment, study sessions, self-testing, advanced reading of materials, and rehearsal of learned materials. Moreover, males have a greater percentage rather than females. Out of the 295 respondents gathered for this research, 185 (63%) are males, and 110 (37%) are females. The 3rd year criminology student had the highest GPA compared to the other year levels. On the other hand, female criminology students have greater GPA than males. Furthermore, the average GPA of criminology students was 2.54, which denotes satisfactory. The average study habits of the criminology students were moderate. There was a significant relationship between study habits and academic performance, (P=0.00). Additionally, study habits were moderately correlated to academic performance, with a Pearson correlation coefficientof 0.52.

Keywords: General Percentage Average, Davao Oriental, Study habits, Criminology, Academics

INTRODUCTION

The National Assessment of Educational Progress (NAEP, 2005) assessed U.S. history and geography in 4th-, 8th-and 12th-grade students regarding their general study habits. The NAEP examines answers given to those questions by students whose performance on the assessments fell near the 25th, 50th, and 90th percentiles of the NAEP scale. The students were assessed on their general study habits, including the amount of time they spent on homework, the frequency with which they discussed their studies at home, and the number of pages they read each day at school and home. The responses that indicated the most conscientious behavior were selected as identifying "good study habits." These responses were "spent more than one hour on homework every day," "discussed studies at home daily/ almost daily," and "read more than 20 pages each day at school and for homework." The assumption that students who gave these responses had better study habits than those who did not was considered reasonable but refutable. By comparing the percentages of students performing near the 25th, 50th, and 90th percentiles who gave these responses, it was possible to determine whether students with higher scores displayed better study habits than those with lower scores. Carbonel (2013) found in their study that students with a desirable learning style preferred a visual style (46%), while 36% of the students preferred an auditory learning style, and only 18% preferred a tactile learning style. On the other hand, it was observed that the students had average study habits. At Davao Oriental State College of Science and Technology (DOSCST), a number of college students drop out and fail their subjects. These may occur due to a lack of study skills. Study skills play a significant role in achieving and maintaining high grades (Proctor et al., 2015). Moreover, it is a key to coping easily with discussions, sharpening the mind, and improving time management. Study skills can be influenced by the environment in which the student studies (Buczinsky, 2015). The time spent studying is another factor that affects it (Nonis et al., 2010). Practical study skills minimize failure and enable students to capitalize on learning opportunities. These factors greatly contributed to the researchers conducting this study. This study primarily aims to assess the study habits and academic performance of criminology students at Davao Oriental State College of Science and Technology. The researcher believes that the following stakeholders will benefit from the findings of this study. The teachers will be able to understand better the diversity of learning in their students. As such, it is hoped that they can develop more effective methodologies in teaching their subject matter. Students will benefit from learning how their study habits affect their academic performance. results of the study will make them aware of the common and successful study skills employed by other students. In addition, the study will help parents encourage their children to achieve academic success in school and improve their study habits.

MATERIALS AND METHODS

Research design

The researcher utilized the quantitative design in this study. Quantitative research is asking people for their opinions in a structured way so that you can produce hard facts with statistical analysis to guide you. To obtain reliable statistical results, it is essential to survey a relatively large number of people from the target population and ensure that they form a representative sample (Taherdoost, 2015).

Research subject

The respondents in this study, also known as the target population, are criminology students of Davao Oriental State College of Science and Technology (DOSCST). This study had 295 respondents, and the sample size was determined using Slovin's formula, which equates to 5% of 1,124 criminology students. Due to their low academic performance, the researchers selected these students as subjects for the study, believing that their performance would improve if they were given guidance and an understanding of how to enhance their study habits.

Research instrument

The instrument used in this study is the adopted questionnaire, which consists of two (2) parts: the socio-demographic profile of the respondents and factors of study habits among criminology students. The questionnaires were subject to validation. Each question was carefully examined and evaluated by the validator before the survey was conducted.

In evaluating the GPAs of criminology students, the following gradations, along with their respective ranges and descriptions, were considered and adopted for the student handbook of Davao Oriental State College of Science and Technology (DOSCST).

Numerical rating	**Descriptive equivalent**
1.0 – 1.25	Excellent
1.5 – 1.75	Very Good
2.0 – 2.25	Good
2.5 – 2.75	Satisfactory
3.0	Passing
4.0	Conditional Failure
INC	Incomplete
DRPD	Dropped
IP	In Progress

The second set of instruments focused on study habits. It refers to the following indicators such as studying in a conducive time and environment, frequency of study habits, self–testing, advanced reading of materials, and rehearsal of learned materials. In evaluating the average study habits, the five orderable gradations, along with their respective ranges of means and descriptions, were considered.

Rating scale	**Adjectival rating**	**Descriptive interpretation**
4.50 – 5.00	Very High	This always true in my case. This indicates that 81% to 100% study habit of doing.
3.50 – 4.49	High	This often true in my case. This indicatwwes that 61% to 80% study habit of doing.
2.50 – 3.49	Moderate	This sometimes true in my case. This indi cates that 41% TO 60% study habit of doing.
1.50 – 2.49	Low	This rarely true in my case. This indicates that 21% to 40% study habit of doing.

1.00 – 1.49	Very Low	This never true in my case. This indicates that 0% to 20% study habit of doing.

Data gathering procedure

The survey was created using suitable questions adapted from Bliss (1993) and Bordas (2011), modified from related research, and individual questions formulated by the researcher. The survey consisted of 33 questions related to the participants' study habits, along with a letter requesting permission to record their names, gender, year level, and GPA. After the professor validated the questionnaire, the researchers secured a written permit from the administrators of the Davao Oriental State College of Science and Technology (DOSCST) to conduct a survey. After obtaining the necessary permission, the researcher explained the purpose of the study to the selected respondents and ensured that each participant met their predefined criteria, which were distributed among 1st-year to 4th-year criminology students. The researcher assured the confidentiality of their survey sheets. After the respondents had taken the test, the papers were checked, tallied, interpreted, and analyzed by a statistician.

Data analysis

The number of respondents was determined using the Slovin's Formula, which denotes that 5% of the population of criminology students (1,124) was the number of participants of this study.

RESULTS AND DISCUSSIONS

The following topics address the statement of the problem presented in the first chapter of this study. The table below shows that most of the respondents (criminology students) in this study were males, which have a greater percentage than females. Out of the 295 respondents gathered for this research, 185 (63%) are males and 110 (37%) are females. Gender and year level are two critical determinants of the study, as the researchers believe that there are differences in educational conditions for both genders. The cultural and traditional responsibilities of men and women also differ, which has an impact on the upbringing of male and female students.

Socio-demographic profile of the respondents

Table 1. Socio-demographic profile of criminology respondents in terms of gender and year level.

Socio-demographic profile	Frequency (N)	Percentage (%)
Sex		
Male	185	62.71
Female	110	37.29
Total	**295**	**100**
Year level		
1st Year	74	25.08
2nd Year	74	25.08
3rd Year	74	25.08

4th Year	73	24.75
Total	**295**	**100**

RESULTS AND DISCUSSIONS

The following topics address the statement of the problem presented in the first chapter of this study. The table below shows that most of the respondents (criminology students) in this study were males, which have a greater percentage than females. Out of the 295 respondents gathered for this research, 185 (63%) are males and 110 (37%) are females. Gender and year level are two critical determinants of the study, as the researchers believe that there are differences in educational conditions for both genders. The cultural and traditional responsibilities of men and women also differ, which has an impact on the upbringing of male and female students.

Table 2. General Percentage Average (GPA) disaggregated by gender and year level.

Year Level	Male	Remarks	Female	Remarks	GPA (Per year level)	Remarks
1st Year	2.76	Satisfactory	2.63	Satisfactory	2.69	Satisfactory
2nd Year	2.65	Satisfactory	2.44	Satisfactory	2.55	Satisfactory
3rd Year	2.42	Satisfactory	2.31	Satisfactory	2.37	Satisfactory
4th Year	2.60	Satisfactory	2.31	Satisfactory	2.45	Satisfactory
GPA	**2.61**	**Satisfactory**	**2.42**	**Satisfactory**	**2.51**	**Satisfactory**

Table 3 shows that all the questions had a moderate rate. However, question no. 4 had the highest mean of 2.88, which suggests that the students prefer to study alone rather than in a group. This result was further explained by the study of Salandanan (2014), which compared private vs. group studying, highlighting another aspect of the study environment: whether one works best alone or in a group. There are students who prefer to study in a quiet place, while others do not. In this study, it was revealed that criminology students choose to study alone because they thought they could give their best in internalizing the information if no distractions wwand disturbances occur that would affect their studying session and might devour their ideas. On the contrary, question no. Seven had the lowest mean of 2.63, which shows that students do not study their notes at the end of the lesson more often or do not frequently exercise. Students thought that they could remember the lesson without having to re-read or re-study it.

Study habits of criminology students

Table 3. Study habits of criminology students in terms of conductive time and environment.

Studying in a conducive time and environment	Mean	Adjectival rating
Q1. I prefer to study in a quiet and private place so I can concentrate well	2.74	Moderate

Q2. I plan my study time very well.	2.83	Moderate
Q3. When I begin to study, I organize the things I have to do so that I can use my time best way possible	2.76	Moderate
Q4. I can study better when I am alone rather than with a group of other students.	2.88	Moderate
Q5. I do my reading / studying in a well – ventilated study place to have focus.	2.79	Moderate
Q6. I don't study anywhere or anytime. I make my own study schedule at any room	2.85	Moderate
Q7. I study my notes every end of the lesson	2.63	Moderate

Table 4 shows that all the questions had a moderate rate. This is sometimes true in the case of criminology students. This indicates that 41% to 60% of study habits are observed in their regular studying sessions. Moreover, questions 1 and 2 had the highest mean of 2.93, indicating that the student spent 1-3 hours studying and studied most during the evening. The study was supported by Mark (2000), who stated that to develop a healthy social life, one must create a healthy routine of study habits. After supper, allocate 2 or 3 hours for studying and take intermittent 10-minute breaks every 45 minutes. The study habits of the respondents with this predictor were preferable because, as humans, we can get tired, especially our eyes, which is an essential aspect of studying. On the other hand, question no. 8 had the lowest mean, indicating that students did not frequently exercise because they thought they already knew the material. It was demonstrated by Alcantara (2014) that many are content with merely passing grades, never developing their skills and abilities to the highest level attainable, a trend also reflected in the respondents' GPA results.

Table 4. Study habits of criminology students in terms of frequency of studying session

Frequency of studying session	**Mean**	**Adjectival rating**
Q1. I spent 1-3 hours in studying	2.93	Moderate
Q2. I study the most during evening (6pm – 9pm)	2.93	Moderate
Q3. I start reviewing my major exams a least 3 days in advance	2.91	Moderate
Q4. I read my notes and other references, twice a day before long quiz.	2.80	Moderate
Q5. I study my lesson two or more days before the examination	2.66	Moderate
Q6. I don't use my time well. I spent too much	2.89	Moderate

time on something other than studying.

Q7. I wait until the last minute to study my notes.	2.64	Moderate
Q8. I keep on reading materials related to the lesson	2.62	Moderate

Table 5 shows that all of the questions in this predictor had a moderate rate, which implies the average study habits of criminology students in terms of checking their understanding. Furthermore, question no. 5 had the highest mean of 2.99, indicating that students enjoy challenging themselves and are encouraged to practice analyzing specific problems that require improvement. It was supported by the study of Buzan (2014) in study skills that there are a variety of studies from different colleges nationwide that self-testing can help increase better study habits tremendously. One study shows that an average score increase of 73% was recorded among those who practiced self-testing in the classes surveyed and received a high grade. It was true because if one person had more knowledge, they could compete in any circumstances. This was particularly true for the respondents, as they were not currently practicing analyzing a specific problem. If they could analyze effectively, their critical thinking would improve as well.

Table 5. Study habits of criminology students in terms of self-testing.

Self-Testing	**Mean**	**Adjectival rating**
Q1. After reading a long topic, I stop at times to review the main points in the materials that I just read	2.89	Moderate
Q2. I try to connect the things I learn in each class with the things I learned in the class the previous days.	2.94	Moderate
Q3. When I am having trouble in lesson, I try to meet with the teacher to talk over the problem	2.80	Moderate
Q4. When I fall behind in my school work, I make up through reading without the teacher having mention it to me.	2.75	Moderate
Q5. I love to challenge myself and that I am encourage to practice analyzing certain problem which need improvement	2.99	Moderate
Q6. I listen carefully while taking class notes and I review them within 24 hours.	2.77	Moderate

Table 6 represents the study habits of the respondents about their advanced reading of lesson materials provided by the teacher or materials they had researched. The results are moderate, which signifies that this factor was reported by the respondents as being done by 41% to 60% of them in terms of their study habits. On the other hand, question no. 2 had the highest mean of 3.02, indicating that students read lesson-related materials even

without an assignment or test. It conveys that students love to read related materials, such as reading comics, surfing the internet, and even playing games that can provide additional knowledge. McDonald (2013) agreed that there are many other types of reading materials that children and adults could use to practice, including magazines, comics, play scripts, sports news, and dictionaries. These materials are believed to add knowledge to the students, and they suit the respondent because, as teenagers, they are fond of these habits, especially at their age level. On the contrary, question no. 1 had the lowest mean of 2.76, which suggests that the respondents read the materials to understand them before the class started but not to the extent of developing a regular study habit. The students thought that their teachers would give something/spoon-feed the information. However, they don't realize that as stdents, it is also their responsibility to study the topic ahead to understand it easily.

Table 6. Study habits of criminology students in terms of advance reading of lesson material.

Advance reading of materials	Mean	Adjectival rating
Q1. I read the materials so that I can understand it even before the class start.	2.76	Moderate
Q2. I read lesson – related materials even without an assignment or test.	3.02	Moderate
Q3. I prefer to read textbooks or stay in the library for advance studies during vacant time.	2.93	Moderate
Q4. I find it easy to understand my new lesson, if I read in advance.	2.93	Moderate
Q5. I study in advance when I think that our examination was approaching.	2.88	Moderate

Table 7 shows how the respondents rehearsed the learned materials. All questions were answered at a moderate rate, which indicates that 41% to 60% of the study habits were observed. It was observed that the highest mean was for question no. 2, with a score of 3.04, indicating that students are trying to pick up important details that will later appear on a test. Moore (2011) specifies that rehearsal is a term used by memory researchers to refer to mental techniques for helping us remember information. It only shows that the respondent focuses on the essential details they thought would appear later on a test, but what they don't know is that they might miss information that could be useful in the future. The lowest mean was question number 5, which suggests that respondents attempt to apply what they've learned in one subject to help them in other subjects. The study indicates that the respondents are unable to utilize information from various references and don't apply it as general knowledge.

Table 7. Study habits of criminology students in terms of rehearsal of learned materials.

Rehearsal of learned materials	Mean	Adjective rating
Q1. I have to go over written materials several times.	2.93	Moderate

The words don't have much meaning the first time I go over them.		
Q2. I keep on trying to pick up important details that will later on appear on a test.	3.04	Moderate
Q3. I keep on practicing my mathematical skills on previous lessons to strengthen my learning.	2.97	Moderate
Q4. I keep on taking notes during lesson proper because I understand that it helps me a lot when preparing for a test.	2.86	Moderate
Q5. I try to use what I learn in one subject to help me in other subjects.	2.75	Moderate
Q6. When I begin to study, I organize the things I have to do so that I can use my time in the best way possible.	2.77	Moderate
Q7. Before I begin to work on term papers and reports I make sure that I clearly understand what the teacher wants before beginning to work.	3.00	Moderate

Table 8 indicates that the highest mean among the predictors was the advanced reading of materials and rehearsal of learned materials, suggesting that the respondents performed well. Roberts (2008) supported this study, which found that 78 percent of the students reported reading 75 percent or more of the assignments and topic discussions. Students also observed a clear connection between completing the readings and being able to participate at a higher level in class. 68 percent indicated that by responding in this way, they did learn something about themselves as readers. The authors noted in their conclusion that if faculty want students to read deeply, they must work to develop assignments and topic discussions that encourage students to make sense of what they read. Because students use different methods to gain understanding, it makes sense to provide them with alternative options. According to Cunningham (2013), being an avid reader does make you smarter. It means that it not only helps you retain information but also helps you maintain that knowledge through old age. Whether you're aware of it or not, reading fills your mind with new information.

Table 8. Study habits of criminology students.

Predictors/Attributes	**Mean**	**Remarks**
A. Studying in a conductive time and environment	2.78	Moderate
B. Frequency of studying session	2.80	Moderate
C. Self – testing	2.86	Moderate
D. Advance reading of materials	2.90	Moderate
E. Rehearsal of learned materials	2.90	Moderate
Overall	**2.85**	**Moderate**

Table 9 shows the result of computations in testing correlation. Rehearsal on learned materials has a high Pearson r, indicating a positive correlation between study habits and academic performance, as students who rehearsed the learned materials consistently showed a stronger relationship. On the other hand, self–testing has the lowest Pearson r, which indicates that it has a low positive correlation, suggesting that students do not practice retrieving their knowledge without the aid of materials. In general, since the study habits and academic performance have a Pearson r value of 0.52, they exhibit a moderate positive correlation.

Relationship between study habits and academic performance

The study habits and academic performance showed a positive correlation, indicating a significant relationship. The results of this study were similar to those of Osa–Edoh and Alutu (2012), which examined the usefulness of imbibing in students' study habits as a means of enhancing their academic performance. Further, the study reveals a high correlation between study habits and students' academic performance. It is true because the more students study, the more information they will acquire, which will be added to their knowledge, and their academic performance will also improve.

Table 9. Relationship on the study habits and academic performance of criminology students of DOSCST.

Predictor	Correlation coefficient (pearson r) predictor *GPA	P-value	Decision
Studying in a conducive time and environment	0.47	0.00	Reject
Frequency of studying session	0.47	0.00	Reject
Self-testing	0.39	0.00	Reject
Advance reading of materials	0.46	0.00	Reject
Rehearsal of learned materials	0.48	0.00	Reject
Overall (predictors as one)	**0.52**	**0.00**	**Reject**

CONCLUSION

Based on the results of this research, the following conclusions were drawn: female students had a higher GPA compared to male students, indicating that they generally possess b etter study habits. Self-testing showed a low positive correlation, suggesting that students do not frequently engage in testing themselves to retrieve knowledge without the aid of study materials, nor do they regularly quiz themselves or check their answers (Hartwig, 2012). Additionally, a significant relationship was found between study habits and academic performance, indicating that as study habits improve, students' GPAs are also likely to improve.

ACKNOWLEDGMENT

The authors extend their heartfelt thanks to all criminology students of Davao Oriental

State College of Science and Technology and to the institution who participated in this study. Additionally, appreciation is extended to the academic mentors and institutional administrators whose support and direction enabled this study. This effort was made possible in large part by their cooperation and insightful contributions. Special thanks to the DRJ team for transforming the thesis to a full scientific article in the IMRAD format.

REFERENCES

Advising Learning and Assistance Center (2015). Effective study environments. Rensselaer Polytechnic Institute. Retrieved from http://alac.rpi.edu/update.do?artcenterkey=9

Alcantara, A.V (2014). Assessment of the study skills of 1st year and 2nd year computer engineering students of Polytechnic University of the Philippines Institute of Technology. https://www.coursehero.com/file/68842951/PUP-THESIS-FORMAT-2014 docx/

Carbonel, L.G (2013). Learning styles study habits and academic performance of college students at Kalinga – Apayao State College Philippines.

Crede, M., and Kuncel, N. R. (2008). Study habits, skills, and attitudes: the third pillar supporting collegiate academic performance. Perspectives on Psychological Science, 3, 425-453. https://doi.org/10.1111/j.1745-6924.2008.00089.x

Cunningham, A. E. (2013). What reading does for a mind? https://eric.ed.gov/?id=EJ571299&

Cusimano, J.T. (1999). Study skills for a successful semester, Black Collegian New Orleans: 30(1).

Freeman (2014). Study tips to help ensure academic survival in college.

Grabill, K. M., Lasane, T. P., Povitsky, W. T., Saxe, P., Munro, G. D., Phelps, L. M. and Straub, J. (2005). Gender and study behavior: how social perception, social normad herence, and structured academic behavior are predicted by gender. North American Journal of Psychology, 7(1).

Glenn, R.E. (2003). Study skills to help kids use time wisely. The Education Digest. Ann Arbor: 69(3).

Howard (2013). Frequency on Study Habits. http://www.researchgate.net/publication/ 267290292_effects_of_exam_size_and frequency on study habits test perceptions and achievement

Ideal Study Environment and Factors that Influence Studying (2010) http://www.wcu. edu/academics/campus-academic-resources/writing-and learning commons-walc/ course-tutoring-and-academic-skills/academic strategies/ideal-study environment -and-factors-that-influence-studying.aspx Information Processing Theory (http://en.wikipedia.org/wiki/Information_processing_theory)

Koteshwara, N. M. (2013). A comparative study of the characteristics of high achievers and low achievers in reading of class VIII pupils with special reference to school and home factors. Fifth Survey of Research in Education (1988-92), New Delhi: N.C.E.R.T, 1883 Learning Theory (https://en.wikipedia.org/wiki/Learning_theory_(education))

Credé, M., and Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. Perspectives on Psychological Science, 3(6), 425–453. DOI: https://doi.org/10.1111/j.1745 6924.2008.00089.x

Mark Crilly (2000). Establishing Good Study Habits. http://www.academictips.org/acad/literature/establishinggoodstudyhabits.html

Mehepa Liekson (2015), Assessment of Study Habits and their Impications and Student Academic Performances: A ease study of Ngumbe Community Day Secondary School, Domasi College of Education National Assessment of Educational Progress or NAEP (2005). http://nces.ed.gov/pubs97/web/97931.asp

National Center for Education Statistics (2003), http://www.education.com/reference/article/gender-academic-achievement/

Çakıroğlu, Ü. (2014). Analyzing the effect of learning styles and study habits of distance learners on learning performances: A case of an introductory programming course.The International Review of Research in Open and Distributed Learning, 15(4), 161 185. https://doi.org/10.19173/irrodl.v15i4.1840

Roane State Community College. (2010). What is self testing and why should you do it? http://www.roanestate.edu/pages/academic helpstudyhelp/selftesting/what%20is%20selftesting%20and%20why%20should20%20do%20it.pdf

Roberts, J. C (2008). Deep reading, cost/benefit, and the construction of meaning:Enhancing reading comprehension and deep learning in sociology courses. Teaching Sociology 36, 125-140 https://cetl.uni.edu/sites/default/files/deep_reading_cost_benefit_and_the_construction_of_meaning.pdf?utm_source=chatgpt.com DOI:10.1177/0092055X0803600203

Salandanan (2008). https://www.slideshare.net/slideshow/a-thesis-asses/32521102

Steinmayr (2014). http://www.oxfordbibliographies.com/vie document/obo 9780199756810/obo-9780199756810-0108.xml

Telman, N. (1996). Etkin Ögrenme Yöntemleri. Istanbul: Epsilon Yayıncılık.

Reisberg, D. (2011). Cognition: Exploring the Science of the Mind. New York: W. W. Norton & Company.

Tony Buzan (2014). Study Skills. https://en.wikipedia.org/wiki/Study_skills

Uluğ, F. (2000). Okulda Başarı [Successful school study methods]. İstanbul: Remzi Kitabevi.

Vaso (2014). Success in College. http://www.termpaperwarehouse.com/essay-on/Study Habit /239370

Western Governors University (2012). Retrieved August 13, 2015 from http://www.wgu.edu/blog/improve-online-study-environment

Williams (2013). Retrieved August 10, 2015 from http://work.chron.com/meaningacademic performance-17332.html

Zeyrek, E. (1990). Çalısma alıskanlıklarını degerlendirme envanteri (ÇADE) Türkçeuyarlama. V.Ulusal Psikoloji Kongresi Psikoloji-Seminer Dergisi Özel Sayısı, 8,Izmir: Ege Üniversisi Basımevi.