



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**PROJECT PINS (PERSONALIZED, INCLUSIVE NOTICEBOARD
FOR STAKEHOLDERS): A PROTO-TYPE BULLETIN BOARD
IMPROVING STUDY HABITS AT HOME**



RHEA R. CONSORTE / ESTELA S. PELINO

Lead Proponent

Teacher III

Co-proponent

Head Teacher II

Biñan Secondary Schools of Applied Academics (BBSSAA)

ABSTRACT

Learners' active participation was viewed as essential to address learning gaps. Implementing blended learning modality that included modular distance learning challenged learners' coping abilities due to poor study habits. This study tested the effectiveness of the proto-type bulletin board designed to improve learners' study habits. It was implemented for 18 days to 15 Grade 9 students of Biñan Secondary School of Applied Academics with the participation of their parents at home. The proto-type bulletin board contained 6 parts (1. Priorities, 2. Reading schedule with family members, 3. Announcements from school/ community, 4. Weekly schedule, 5. Weekly Home Learning Plan, and Vocabulary Development). A tool was developed and used by parents to monitor the activities of the learners at home.

Quantitative method was employed. The Study Habits Self-assessment Tool was used in the pre-and-post assessments. The tool contained 15 indicators - statements of learners' activities encompassing the five categories: time management, reading and concentration, notetaking, homework/assignment, and preparing for the examination. Likert scale total score formula was used to measure the means of the pre-and-post tests. Using the t-test calculator, it yielded a T-test result of 13.8415 and P value of 0.0001 with descriptive interpretation "extremely statistically significant." The results of pre-and-post tests had significant difference which meant the proto-type had effectively improved learners' study habits. The study recommends that further investigation will be conducted with considerations on salient points such as finding out why indicator on posting the Weekly Home Learning Plan ranked last in the post test; time management strategies; implementing the study with elementary pupils or at least grade 7 students; conducting the study for a longer period; and correlating results with respondents' academic performance. In this study, parental involvement is highly encouraged to ensure that results are valid and reliable.

Keywords: *Study Habits Assessment Tool, Proto-type Bulletin Board, Improving Study Habits*

INTRODUCTION

The Department of Education (DepEd) continuously ensures that all “Filipinos could realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to education” (DepEd Order No. 24, s. 2022) and the Basic Education Development Plan (BEDP) 2030. The BEDP targets to “address the immediate impact of the pandemic” and “to introduce innovations in fostering resiliency and embedding the rights of the children and youth in education.” The Phase I of the implementation concentrates on “the post-COVID-19 recovery and transition, addressing the remaining access gaps, focusing on quality, and system-wide capacity development” (DepEd Order No. 34, s. 2022). Anchored on the BEDP 2030, the department directs the crafting of the Learning Recovery and Continuity Plan (LRCP) to all its units focusing on the three key areas:

- a. Learning remediation and intervention,
- b. socio-emotional functioning, mental health, and well-being,
- and c. professional development of teachers.

Biñan Secondary School of Applied Academics (BSSAA) as a unit of the department has been implementing its own LRCP packed with programs, projects, and activities (PPAs) targeting the three key areas. Relative to it, the English Department has focused on “Learning remediation and intervention.” Among its PPAs is Project FaRN (FAmily Reading Noticeboard). It intends to encourage learners to prepare a bulletin board where new vocabularies learned and their families’ reading schedule’ must be posted.

The pilot implementation of Project FaRN elicited feedback on the clarity of the mechanics and the development of proto-type bulletin board.

As the school continuously implements blended learning modality due to its problem with infrastructure, English teachers are faced with the challenges of learners failing to do their modules. Further,

they recognized that there is a need for learners to develop their study habits.

They agreed with the scholars (Kwakye, Arhin, & Brown (2020); Yazdani & Godbole (2014); and Rabia, Mubarak, Tallat, & Nasir (2017) who asserted that study habit was significant on the learning process and was correlated with learners’ academic performance.

Seeing the potential of Project FaRN in establishing study habits, the proponents designed Project **PINS** (**P**ersonalized, **I**nclusive **N**oticeboard for **S**takeholders): **A** **P**roto**t**ype **B**ulletin **B**oard **I**mproving **S**tudy **H**abits **a**t **H**ome. The project encompassed the improvements of Project FaRN and espoused the development of learners’ study habits with the projection to improve their academic performance.

Habits could be developed. Bandura (1977) in his seminal work Bandura’s Self-Efficacy Theory explained that everyone has the capacity to control and regulate their behavior and actions to establish their own environment through positive social persuasion. Using the proto-type bulletin boards, respondents were guided and encouraged to be more organized. The categories Kwakye, Arhin, & Brown (2020) used in their research were made as the proponents landing. They adopted the 5 categories those authors discussed in their paper namely 1. Time management, 2. Reading and concentration, 3. Notetaking, 4. Homework/assignment, and 5. Preparing for the examination. These were all considered in designing project PINS.

The study employed quantitative research design. The proponents aimed at determining the effectiveness of Project PINS in improving the respondents’ study habits.

ACTION RESEARCH QUESTIONS

This study investigated on the improvement of study habits developed with the aid of noticeboards. It was conducted to provide

support to the learning process. Specifically, it sought answers to the following questions:

1. What are the weighted average means of learners' scores in the Study Habits Self-Assessment before and after the implementation of the action research?
2. Is there a significant difference in the weighted average mean before and after the implementation of the project?
3. What are the implications of the results to the effectiveness of utilizing the Personalized, Inclusive Noticeboard for Stakeholders?

METHODOLOGY

Qualitative research methodology was employed in this study. A Study Habits Self-assessment Tool was utilized in the pre-and-post tests. It was crafted with 15 indicators encompassing the 5 categories: 1. Time management, 2. Reading and concentration, 3. Notetaking, 4. Homework/assignment, and 5. Preparing for the examination. It also utilized the 5-point Likert Scale to describe the frequency the respondents did the tasks stated in the indicators. Alongside, a monitoring tool was also developed and used to monitor the activities of the respondents by their own parents.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Preparation and consultative meetings of the research team on the agenda as well as objectives of the study. Crafting of monitoring tool, instrument, and proto-type bulletin board to be utilized in the study. Checking and validation of the instruments. Preparation of PINS by the learners with their parents.

Phase II. Data Gathering Stage. Identification of probable respondents of the study. Conduct of orientation meeting with them. Weekly monitoring of the implementation.

Phase III. Data Analysis Stage. Organization of data gathered from the pre-and-post results of the respondents. Tabulating the frequency of scores and computation of the Likert scale total score per

indicator for both test results. Determining the significance of difference between two groups of scores. Interpreting the results.

Phase IV. Summary and Interpretation

Stage. The summary was composed anchored on the research questions.

Phase V. Reporting. Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

This study investigated on the improvement of respondents' study habits developed with the aid of the noticeboards. Specifically, it sought answers to the following questions:

1. What are the weighted average means of learners' scores in the Study Habits Self-Assessment before and after the implementation of the action research?

- Weighted average mean in the pre-test was 3.280 and 4.507 in the pos-test.

2. Is there a significant difference in the weighted average mean before and after the implementation of the project?

- T test value was 13.8415 and P value was 0.0001 with the descriptive interpretation "extremely statistically significant."

3. What are the implications of the results to the effectiveness of utilizing the Personalized, Inclusive Noticeboard for Stakeholders?

- The project was viewed to have improved respondents' study habits.

DISCUSSION

The pre-test result yielded a mean of 3.280 which is lower than the mean in the post-test which is 4.507. The figures revealed a one-point difference. It could be interpreted an increase in the frequencies the tasks related to developing study habits were done by the respondents.

The significance of the difference or increase was supported by the t value yielding a P value of 0.0001 which is below 0.005 baseline point revealing the descriptive interpretation “extremely statistically significant.”

With the foregoing presentation, the improvement of respondents' study habits after utilizing Project PINS was evident.

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Likewise, the result of the study is offered to the school to be used as basis for further investigation and for crafting programs and projects supporting the learners.

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