



## LEARNERS' STUDY HABITS AND LEARNING STYLE DURING PANDEMIC: BASES FOR INTERVENTION PROGRAM

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### ABSTRACT

The study aims to determine the learners' study habits and learning style during pandemic as bases for Auxiliary Intervention (AI) program. An appropriate learning approach that suits the pupils' habits of learning.

The methods employed were purposive sampling, structured interview, and thematic analyses process. Three main themes were identified: Pandemic Study Habits, Pandemic Learning Environment and Practices, and Dominant Pandemic Learning Styles. The participants' common good study habits were relatives'/parents' guidance, forced to self-study, internet researching, adapt and make resilient actions to learn, gain insights by organizing tasks and creating a conducive learning environment to learn, and enforced practices such as asking for affirmation through feed backing and virtual attestation. The participants' learning styles based on learning style model were processing (active/reflective) learners, perception(sensing/intuitive) learners, input (visual/verbal) learners, and understanding (sequential) learners. While the learning styles as described by the participants were visual and auditory learning style.

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**Keywords:** *Study Habits, Learning style, Learning Style Model, Auxiliary Intervention (AI)*

*Program*

## INTRODUCTION

Several factors, including engagement in school extracurricular activities, home environment influences, peer pressure, extensive social media usage, job-related stress, financial instability, and family tensions (Salcedo-Relucio, 2019), are associated with the decrease in students' innate motivation for learning and study behaviors (Reis et al., 2021).

Students eagerly participated in a variety of monthly events before the pandemic, including Buwan ng Nutrisyon in July, Buwan ng Wika in August, Math and Science Month in September, United Nations Day in October, and other similar celebrations (DO no. 34, s. 2022).

These activities were mandated for students, and some even had to miss class to prepare for presentations. They began to prioritize extracurricular activities instead of their academic obligations as a result (Capuno et al., 2019).

High school pupils in the Philippines have poor study habits in the digital age, which results in subpar academic achievement. They fail to read the assigned readings and go over the topics covered in class.

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According to a survey, students blame a variety of things for their poor study habits, including their living situation, peer pressure, social media addiction, work-related difficulties, money problems, and family stress (Salcedo-Relucio, 2019).

Teachers actively adapt and customize their instruction to meet the requirements of all students and provide an optimal atmosphere for learning because they are aware of the difficulties that diverse classes present. Additionally, learner inclusion suggests offering additional assistance to students who experience academic difficulties. These interventions show the teacher's concern and caring for students while minimizing academic setbacks. Classroom diversity includes a variety of elements, such as gender, faith, family structures, learning habits, and more. Additionally, this framework enables the evaluation and categorization of the various learning preferences of pupils (DO 36 s. 2016).

The pandemic had a significant impact on educational institutions, resulting to the adoption of different distance learning modalities as alternatives to in-person teaching and learning approach, such as modular, online, radio-based, and blended approaches (Mishra et al., 2020; Angkarini, 2021; DepEd Order no. 12, s. 2021).

The study examined what students learn best and how they study post-pandemic profoundly altered the way that people teach and learn. The report advises an intervention program to deal with similar scenarios that may happen in the future, arguing that

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it is crucial to understand the potential continued issues even as the education sector is currently going through a period of recovery and adaptation to the "new normal."

Four binary learning type models served as the cornerstone for the research investigation. The model was used to categorize the participants' primary learning preferences and study practices.

## MATERIALS AND METHODS

### Research Method

The research method used in the study was descriptive qualitative method using in-depth interview and thematic analysis (Clarke, Braun, & Hayfield, 2015). Purposive non-random sampling was used to select participants in the study following inclusion criteria. For data collection, a structured interview was employed. The thematic analysis was used for data analysis.

In structured interview, the interviewer allowed the participants to sit together and answer a few questions related to the causes of stress and stress management. The aim was to get their views and experiences through their response to the questions. A researcher-made interview guide instrument was also used to help both the researcher and the respondents.

Qualitative data such as coded and transcribed video-recorded interviews and transcripts were analyzed using thematic analysis. The approach of thematic analysis led to the discovery of themes and sub-themes (Clarke, Braun, & Hayfield, 2015).

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## Research Design

The study utilized qualitative research design using Phenomenology. As indicated by Neubauer, Witkop, and Varpio's (2019) research, phenomenology is a field that seeks to understand particular occurrences or how objects materialize as lived experiences.

The goals were to construct a thorough understanding of the nature of the particular phenomena (Neubauer, Witkop, & Varpio, 2019) and to record and comprehend the experiences of the study participants. It is crucial to recognize that each person's perception of the specific phenomenon will be influenced by their own personal lived experiences.

## Respondents of the Study

The participants in the study were Grade 9 students of Cabatuan National Comprehensive High School for school year 2022-2023. It was composed of 9 sections for a total of 25 participants. Purposive sampling was considered for the selection of the participants in the study.

Non-probability sampling includes deliberate sampling, as stated by Oliver and Jupp (2006). With this approach, the researcher carefully selects the sample, taking into account things like their knowledge of the research topic or their preparedness and willingness to participate in the research process.

The inclusion criteria were considered in determining the participants of the study. These were (1) 9<sup>th</sup> Grade pupil enrolled in academic year 2022-2023, (2) the participants must be in

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distance learning during pandemic such as blended, modular, radio - based and online distance learning, and (3) aware of their study habits and learning styles during pandemic as confirmed during the interview.

## Research Instrument

The study used a structured researcher-made interview guide to determine the students' study habits and learning styles during pandemic as bases for intervention program.

The instrument contained four documents: (1) Letter to Respondents was used to inform formally the participant that he/she was selected as a respondent of the study and an assurance of confidentiality was crucially considered; (2) Letter of Consent to Interview is an assent letter. It was used to inform the researcher of the affirmation and refutation responses of the participants. A signature and date were affixed to the name to close the letter; (3) Profile of respondents includes the personal information and preferred code name of the respondent; and (4) a structured Interview has four (4) open-ended questions. These questions were aligned with the main objective of the study.

Voice and video recorders were used to capture all the proceedings during the In-depth interview.

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## Validity of the Research Instrument

To assure its correctness, the tool's initial version underwent a thorough evaluation process. The thesis advisor and a team of experts with training in science, testing, measuring, and statistics participated in this review. Item analysis, face and content validation, and item inspection were all included in the evaluation.

These professionals meticulously examined every component of the instrument. They took into account elements including appropriateness, relevancy, language clarity, sentence quality, and other essential characteristics. The experts offered comments, advice, and suggestions as the instrument was being refined, and all of them were taken into consideration for the final version.

It's also crucial to understand that the instrument's reliability was not tested. The veracity of the content, face, and construct was our primary concern. As was indicated before, professionals were involved in the validation process who offered insightful opinions and suggestions before the data collection procedure started.

## Data Gathering Procedures

The researcher followed all the safety protocols implemented by the government. The researcher has written a letter to the Schools Division Superintendent asking permission to conduct the study in the district of Cabatuan. The signed letter was then presented to the school

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principals and purposively identified the respondents. After the participants were identified, a schedule was set for the interview. Interviews were done one-on-one.

Using structured interview, a video recording was done to completely capture the interviewee's words. Approval from the participants to have the video taken during the interview was considered. The researcher gathered all of the data obtained for analysis after conducting a series of interviews, using a thematic method that was laid out by Clarke, Braun, and Hayfield (2015).

It was critical that the instrument's content and structure matched the specified variables and the subject sample it was intended to assess, according to Fraenkel and Wallen's (2003) description of content-related evidence of validity. For the questionnaire items to be accepted, this alignment was crucial. The interview guide elements' suggestions, modifications, and criticism from the panel of validators were carefully taken into account while creating the final draft.

Research ethical considerations were considered in the content and structure of the instrument.

## Data Analyses

An expert panel gave their permission and advice during the validation process of the interview guide. Regarding the tool's validation, all suggestions and comments were taken into scrutiny.

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Transcripts were made in order to assess the qualitative information gleaned from the FGD's recorded conversations and interviewees. Thematic analysis was then performed on this data using the methods outlined by Clarke, Braun, and Hayfield (2015). A thorough evaluation of the dataset is used in thematic analysis to spot and investigate recurrent topics. To accurately characterize the data, interpretation is integrated into the coding and theme development processes.

## RESULTS AND DISCUSSIONS

The study utilized Phenomenological Approach. The methods employed by the researcher were (1) purposive sampling was used to determine the respondents of the study; (2) structured interview was used to collect the data through a researcher-made interview schedule; and (3) Braun, Clarke and Hayfield's (2015) thematic analyses process was used to investigate the collected qualitative data.

There were twenty-five (25) respondents in the study. The inclusion criteria were considered in determining the participants of the study. These were (1) 9th Grade students enrolled in academic year 2022-2023, (2) the participants must be in distance learning during pandemic such as blended, modular, radio - based and online distance learning, and (3) aware of their study habits and learning styles during pandemic as confirmed during the interview.

The following were the findings of the study:

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The study has identified four main themes: (1) Study Habits during Pandemic; (2) Learning Environment and Practices during Pandemic; (3) Learning Styles during Pandemic based on Learning Style Theory; and (4) Learning Styles as described by participants. Participants' common good study habits include: (1) relatives'/parents' guidance; (2) forced to self-study; and (3) internet researching. Participants have to adapt and put resilient measures into place to speed up their learning process in response to the epidemic. They have discovered benefit in setting up a learning environment and arranging their duties. Some participants have also adopted particular strategies, such asking for confirmation from others' feedback and relying on online resources like videos and foreign texts, to enhance their learning.

## Insights

Insights from the study's investigation of students' study practices and learning preferences point to the existence of various style of learning within the framework of teaching and learning, despite the difficulties caused by the pandemic. The evidence that contradicts the assumptions or hypotheses relating to learning styles has been uncovered by multiple studies using rigorous research procedures, it is important to mention (Kirshner, 2017). The learning style hypothesis contends that education is most effective when it is tailored to the preferences of the learner and focuses primarily on the instructional implications of learning styles. For those who are visual learners, for instance, educational materials should place more emphasis on information presented visually.

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AI program would not only focus on recommending the integration of learning style model to teaching and learning process but would also consider a relevant integration of technology during or in case of pandemic.

Guidance Counseling for continuous Emotional and Social Support to learners should be given the right attention. Guidelines for Home-based learning area should be considered for distance learning modality to ascertain the school presence at home for learners during or in case of pandemic.

Though the theoretical basis for the assumed interactions between study habits, learning style, and teaching and learning process is very thin, DepEd has a legislative obligation to protect, establish, maintain, support, and promote the right of all children to a primary education of the highest caliber. It is constitutionally required to provide a K–12 fundamental education that is learner-focused, accessible, adaptable, appropriate, and customized to the particular circumstances, even in the event of a pandemic. The institution must offer alternate delivery methods and the learning materials that go with them that are sensitive to the needs, context, and variety of learners (DepEd Order no. 18, 2020). This considers learners’ study habits and overlapping learning style.

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## RECOMMENDATIONS

The study's findings have the potential to increase learners' understanding of their particular learning preferences and behaviors, particularly in light of the epidemic. To suggest personalized learning strategies that suit individual's unique learning preferences, an AI system can be used.

Teachers can incorporate the gamification and simulation techniques in their lesson to spark learner interest because, in today's digital age, students frequently demonstrate a better level of computer savvy than adults. Having a learner centered environment, utilization of these techniques can help understand student needs.

This is also recommended to be used by the other schools in the Division of Iloilo. This may be disseminated to other schools through in-service training and seminar sessions in the Schools Division of Iloilo.

DepED officials must continue to support teachers by approving mandates that will give teachers opportunities to be exposed to research. Furthermore, to give teachers chance to innovate strategies like semantic mapping and word games. This intervention program should be seen by Department of Education (DepEd) officials as a potential innovation that might be used at the school, district, regional, or even national levels.

School Heads should support innovations proposed by the teachers by allowing them to share the result of their findings during INSET and Learning Action Cell sessions. They should

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also support teachers by sending them to trainings on different strategies to maximize their skills and potential. This gives them the opportunity to use the tool and analysis methods to find recurrent patterns in their courses.

Parents or guardian collaboration with teachers could be maximized. They could be considered as para-teachers and could redefine their role at home as teaching and learning facilitator. It also focuses on developing rules for the home-based learning environment, making sure that students' homes still maintain a school like environment, especially during pandemics. This strategy helps pupils maintain their focus on learning at such trying times while also ensuring their safety.

Guidance counselors can offer students to ensure continued emotional and social assistance in developing their study habits and learning styles. They can therefore make suggestions, edits, and include particular topics and activities in the intervention program that is currently being created. The presence of guidance counseling is emphasized heavily in the AI program in order to give students continual emotional and social assistance.

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