



STATUS OF LEARNERS' STUDY AREA AT HOME: BASIS FOR SULOK-ARALAN HANDA SA TAHANAN PROJECT

Cuniano, Marites M.

Completed 2020



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

**Status of Learners' Study Area at Home: Basis for Sulok-Aralan Handa
sa Tahanan Project**

Marites M. Cuniano

Toytayan Elementary School

Schools Division of Aurora

Table of Content

Title Page	2
Table of Contents	3
Abstract.....	4
Introduction	5
Conceptual Framework.....	9
Research Questions	9
Significance of the Study	10
Scope and Delimitations	11
Method	
Research Design	11
Respondents.....	12
Sampling Method	12
Instrument	12
Data Collection Procedure	13
Ethical Considerations.....	14
Data Analysis	14
Results and Discussion.....	15
Conclusion.....	31
Recommendations.....	32
References.....	34

Abstract

This study used applied research particularly a descriptive research with comparative research to determine the status of learners' study area at home and its efficiency to learners' study habit and the significant improvements after the implementation of the "Sulok-Aralan Handa sa Tahanan" Project in Toytoy Elementary School for the school year 2020-2021. The study composed of 53 learners and 53 parents considering 53 households sending elementary children in the barangay. Each household had one learner and one parent participant to answer the survey. The study revealed that learners' study area at home were just on the status of developing before the project intervention of Sulok-Aralan Handa sa Tahanan. Data implied that parents lacked knowledge or ideas on constructing study area at home. Likewise, they did not have materials/resources that could be used in developing their study areas. Furthermore, the efficiency of learners' study habit at home before the project intervention were just on Nearly Efficient. The project intervention was a useful assistance in improving the learners' study habit to Efficient in the post-survey. It was found that there was a significant difference on the status of learners' study area and efficiency learners' study habit before and after the intervention. Learners' study area had improved from Developing to Developed and the learners' nearly efficient study habit became efficient. Utilization of Sulok-Aralan sa Tahanan Project was a great support in responding the problems met by the learners.

Key words: *study area, learning space at home, sulok-aralan sa tahanan project*

Introduction

The world faces big challenge today due to Covid-19 pandemic that affects the education system in different countries. It is a vast hindrance for continuing education today. In Philippines, suggestion to education freeze this school year raised to paralyzed the spread of virus for everybody's welfare.

In response to this problem, Department of Education Secretary Leonor Briones introduced the Basic Education Learning Continuity Plan (BE-LCP) which offers different learning modalities that fits the learners' needs. She insisted that education must continue despite of our health situation by tapping ways to reach learners.

With this, Toytoy Elementary School caters modular distance learning this school year for this best fits our learners' need in the community. Modular distance learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials (Llego 2020).

With the new trend of education, it is an enormous challenge for us educators to introduced and implement this kind of learning. There such a great difference with the learners' environment in the actual classroom setting than studying at home without proper learning setting and absence of teacher. But how can be our homes serve as school in this challenging time of new normal? How can we help learners still feel motivated to learn?

In the study of Vanichvatana (2020), she insisted that home or residence is not only one of the basic needs essential for human life but also one important type of study spaces for education.

Another study by Khan (2019) stated that home is the first institution of a child that have significant relationships with students' overall life.

Researches of Parveen (2007), Codjoe (2007) and Muola (2010) as cited by Khan (2019) also stated that home is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family. Early works by Mukama (2010) and Muola (2010) as cited by Khan (2019) explained that home environment is not an abstract concept. They further explained that it is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students.

With the above studies and researches, it was enlightened that home should play a very significant role in education of our learners. So, home will serve as one of the keys in implementing modular distance learning that works today.

However, In the study of Aliston (2020) he stated that it has been a challenge for many parents to facilitate schooling at home. She also insisted that from limitations in spaces to budgeting difficulties, there are several things that make home learning an overwhelming task for the whole family.

Another statement in Logical Science (2018) stated that it can be difficult to encourage kids to study. It was further explained that children often resist sitting down to study or do their homework, and once they do, we can only get a short period of concentration before they are off doing other things.

In the other side, Logical Science (2018) stated that there are always means that we can do to encourage children to spend more time on their schoolwork, and giving them their own study space can help. It further discussed that it's harder for kids to learn with background noise, so doing homework at the kitchen table or a corner of the living room is out. It's better to set up a study space some place quite.

In addition, Aliston (2020) stated that despite our challenges today, our little ones can continue on with their education at home given the right setup. She added that we should not let limitations in budget, space and time restrict us from providing the best learning spaces for our kids. She further indicated that difficulties should be approached creatively and use what we have on hand to create solutions. Moreover, she insisted that even if traditional schools miraculously resume tomorrow, our child would still be able to use the learning sanctuary we created at home so we should not hesitate to give them our best efforts.

Another statement was from Ries (2020) stated that a dedicated learning space at home can help nurture our child's creativity, enhance their focus and increase their motivation levels. Moreover, Pacifica Companies (2019) stated that one of the most important reason for having the dedicated area for study is that it sharpens the mind and improves concentration. It further explained that a separate study area is better than using a bedroom, kitchen or living room. Moreover, it was stated also that student in a dedicated study space is much less likely to be under disturbance by other people at home.

In the blog of Aliston (2020) she believed that even if we don't have a home big enough to fit a classroom, we can still create a space for our kids to study. She further stated that whether we live in a grand mansion or a small studio unit, it helps if we can assign areas in our home to

accommodate our child's learning activities and materials. She also insisted that this will help our kid develop a routine and be organized at home.

However, it was observed during teachers' home visitation with the learners of Toytoy Elementary School that one of the problem of learners is the absence of designated study area at home. It was noticed that some learners were uncomfortable while studying their modules. Some were busy with other things rather than studying their modules.

In connection, the study of Khan (2019) resulted that majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunity at home in home related matters.

Moreover, in doctoral dissertation of Parveen (2007) as cited by Khan (2019) stated that students' home environment and was of the view that it significantly influences student's childhood which has further influences on adult life of the child.

Parveen (2007) along with Muola (2010) as cited by Khan (2019) said that there is evidence that supportive home environment enhance child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances.

Roemmich, et.al (2006) as cited by Khan (2019) also stated that children educational activities at home are based on the physical environment of their home. He further discussed that home facilities of children enable and restrain them in practicing educational activities at home which plays a dominant role in improving the educational performances of children.

Vanichvatana S. (2020) found out that among the four reasons why students do not study at home, there are two reasons that are explainable: 'need to study with friends' and 'study resources not available

Because of the mentioned studies of importance of home learning spaces, the researcher investigated the status of learners' study area and study habit at home in Toytoy Elementary School. This was the basis for the intervention project "Sulok-Aralan Handa sa Tahanan" that provided designated study area at home that make them more motivated and eager to learn even at home.

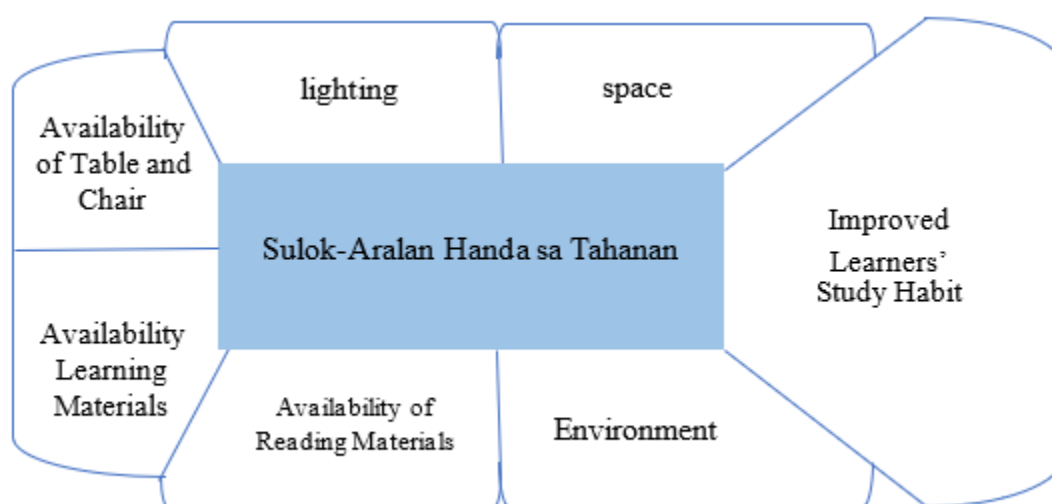


Figure 1. The conceptual framework showing the relationship of the study variables.

Study area at home should consist of its elements namely: space, lighting, table and chair, reading materials, and environment. If parents are able to provide study area following the said elements, learners will build good study habit even this new normal that they are just staying at home for study.

Research Questions

The main purpose of this study is to improve the status of learners' study area and study habit at home after the project intervention. Specifically, it also sought to answer the following questions:

1. How may the status of learners' study area at home be described in terms of :

- 1.1. space;
- 1.2 lighting,;
- 1.3 availability of table and chair;
- 1.4 availability of learning materials;
- 1.5 availability of reading materials; and
- 1.6 environment
2. How may the efficiency of learners' study habits be described during :
 - 2.1. pre-survey; and
 - 2.2. post-survey
3. Is there a significant difference on the status of learners' study area and efficiency of their study habits before and after the intervention?

Hypothesis of the Study

This study sought to test the following hypothesis:

There is no significant difference on the status of learners' study area and efficiency of their study habits before and after the intervention.

Significance of the Study

The results of this study is deemed beneficial to the following, to wit:

Learners. The learners will be benefited from the intervention of improving their study area at home by making them comfortable during modular learning.

Parents. The result of this research will show the status of the study area and efficiency of learners' study habit at home. When the status is identified, parents will be provided assistance in establishing study area at home that will motivate their children to learn more.

Teachers. This will be a great help to teachers in implementing program that will encourage better performance of learners through convenient study at home.

Department of Education. This study would encourage educators to develop intervention programs that will brought assistance to learners and parents in providing more convenient study area at home specially in the new normal.

Researchers. Results of this study may be used as reference for broader scientific queries in study area and study habit in other fields or age group.

Scope and Limitation

This study focused on determining the status of learners' study area at home and its efficiency to learners' study habit and the significant improvements after the intervention program in Toytoy Elementary School for the school year 2020-2021. A total of 53 parents and 53 pupils from Kindergarten to Grade 6 as respondents.

Methods

Type of Research

This study used applied research particularly a descriptive research with comparative research for the study of its significant differences.

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It is appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories McCombes (2019).

To distinguish the significant difference from the status and efficiency of learners' study area before and after the intervention, comparative research was applied. Comparative research uses to deals with differences between groups.

Respondents

This study was composed of 53 learners and 53 parents considering 53 households sending elementary children in the barangay. Each household have 1 learner and parent participant to answer the survey.

Sampling Method

This study applied total enumeration to 53 parents in 53 household sending learners in Toytoy Elementary School. In selecting learner respondent, purposive sampling was applied since the researcher selected only one learner respondent every household.

Project Intervention

After determining that there was a need to develop the status and efficiency of learners' study area at home, the researcher implemented the "Sulok-Aralan Handa sa Tahanan" Project. Orientation about the elements and importance of study area at home was conducted to parents. After the orientation, contest on best sulok-aralan was done. Preliminary validation was conducted to all participating households and 10 best sulok-aralan was chosen for final validation. Assistance from the teachers and school head was solicited by providing reading materials, flashcards, posters, and mathematics activities to learners.

Participants were awarded based on their scheduled time following minimum health standards. All the participating parents were given certificates and material awards that may help in improving their study areas at home.

Instruments

The main instrument of this study is a researcher-made survey questionnaire. It was composed of 2 parts. Part I was for the parents that focused on describing the status of learners' study area at home wherein eight (8) indicators were rated by parents using the following scale:

4- Lubos ang pagsang-ayon 3- bahagyang pagsang-ayon, 2- Bahagyang hindi pagsang-ayon, 1- Lubos na hindi pagsang-ayon

Part II was for the learners by the assistance of parents describing his/ her study habit during modular distance learning. It has seven (10) indicators where respondents will check the column appropriate for their responses using the following scale: 4- Madalas kong ginagawa 3- Paminsan-minsan kong ginagawa 2- Bihira kong ginagawa 1- Hindi ko ginagawa.

The instrument was subjected to validity and reliability tests. To test its validity, the researcher sought the help of 3 teachers and a school head. They were purposely selected to review the instruments for face and content validity. After scrutiny, the researcher amended the instruments according to their comments and suggestions. To test its reliability, it was administered to 5 learners and got an overall reliability coefficient of 0.858 which was good. Thus, the instrument was reliable, consistent and ready for data collection.

Data Collection Procedure

In order to achieve the objectives in this study before data collection, the researcher sent letter to School Head and Division head seeking permission to conduct research with learners.

After being permitted, letter request to Barangay Captain and Municipal Health Office for conducting survey and interview to learners and parents following minimum health standard were followed.

After seeking permission, the researcher conducted pre survey to 53 pupils and 53 parents of Toytoy Elementary School.

After the "Sulok- Aralan Handa sa Tahanan" intervention program, same survey and interview with the respondents were done.

Ethical Considerations

Since the study was conducted during COVID-19 pandemic, the researcher ensured the IATF protocols where the minimum health standards and minimal physical contact were observed as well as keeping of responses with maximum confidentiality had practiced.

The profile of pupils and parents were confidential; consent letters were provided in view of the approval request from the Schools Division Superintendent. Ensuring research ethics and rules were observed to avoid problems that may arise, namely: plagiarism, intellectual dishonesty and other related issues.

Data Analysis

To answer research question 1, first, mean and standard deviation were used to describe the self-assessment of parents on learners' study area at home. Then, the following scale was used to describe the status of their study area.

- 1.00-1.49 — Not Developed
- 1.50-2.49 — Developing
- 2.50-3.49 — Developed
- 3.50-4.00 — Fully Developed

To answer research question 2, first, mean and standard deviation were also used to describe the self-assessment of learners' study habits. Then, the following scale was used to describe how efficient their study habits were.

- 1.00-1.49 — Not Efficient
- 1.50-2.49 — Nearly Efficient
- 2.50-3.49 — Efficient
- 3.50-4.00 — Highly Efficient

To answer research question 3, a series of Wilcoxon Signed-Rank tests was conducted to determine if significant mean differences between the pre- and post-survey ratings existed on the learners' study area and their study habits.

Results and Discussions

This section discusses the data gathered based on the research questions of the study which were analyzed, interpreted, and supported with related literature and studies that support the findings being derived.

1. Learners' Study Area at Home

1.1. Learners' Study Area at Home as to Space.

Participants participated well in the intervention project as it shown in the figure below. During pre-survey, most of the participants (45) rated the statement stating that they have separate study area at home as Not Developed. This means that most of them do not have separate space at home for learners' study. However, positive result was shown in the post-survey showing that most of them rated this statement as Fully Developed (40). Positive decrease of not developed study area from 45 to 10 is also noticeable. This indicates that parents were able to stablished study space for their child/ children after the intervention. This implies that orientation/ information dissemination and the contest done were great aid in constructing study area for learners. Parents have learned enough that there should be separate space for the learners to study at home, to give them ownership and make them feel motivated to study even at home.

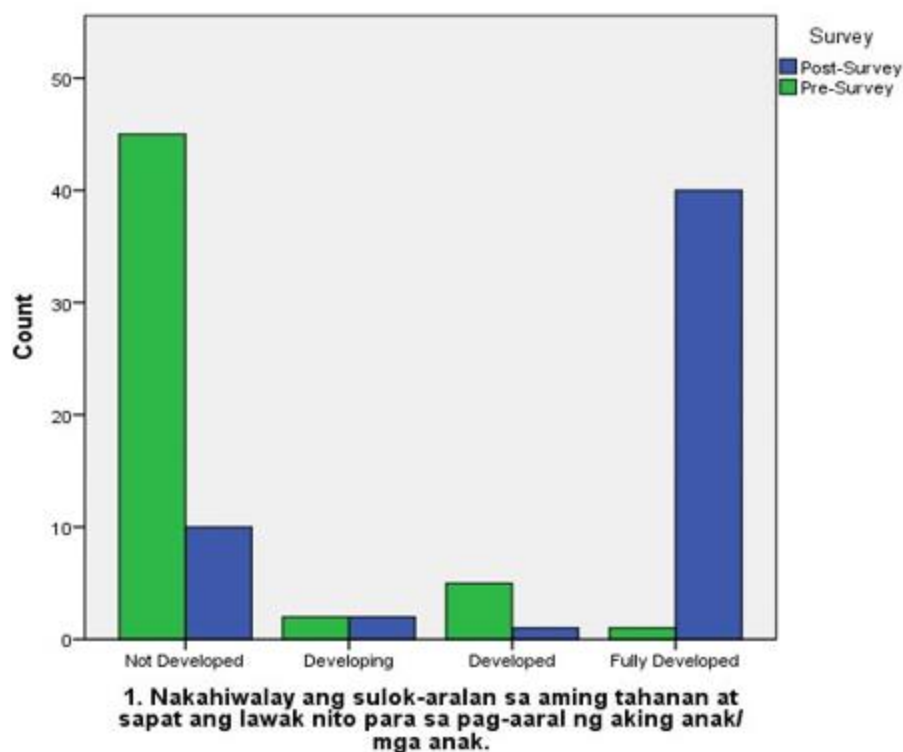


Figure 2. Space of Learners' Study Areas at Home

1.2. Learners' Study Area at Home as to Lighting.

30 participants dominated the pre-survey response as Not Developed in the statement saying that lighting is available in their study area anytime their child/ children needed.

However, a great increase was evident from 2 to 40 participants who described the lighting for their sulok-aralan as Fully Developed during post-survey.

This result implies that participants have learned the importance of lighting in the study time of learner. After the intervention project, they have prepared sulok-aralan in the place where natural light is existing and even provided electric or rechargeable light for night time that learners wanted to make some educational activity.

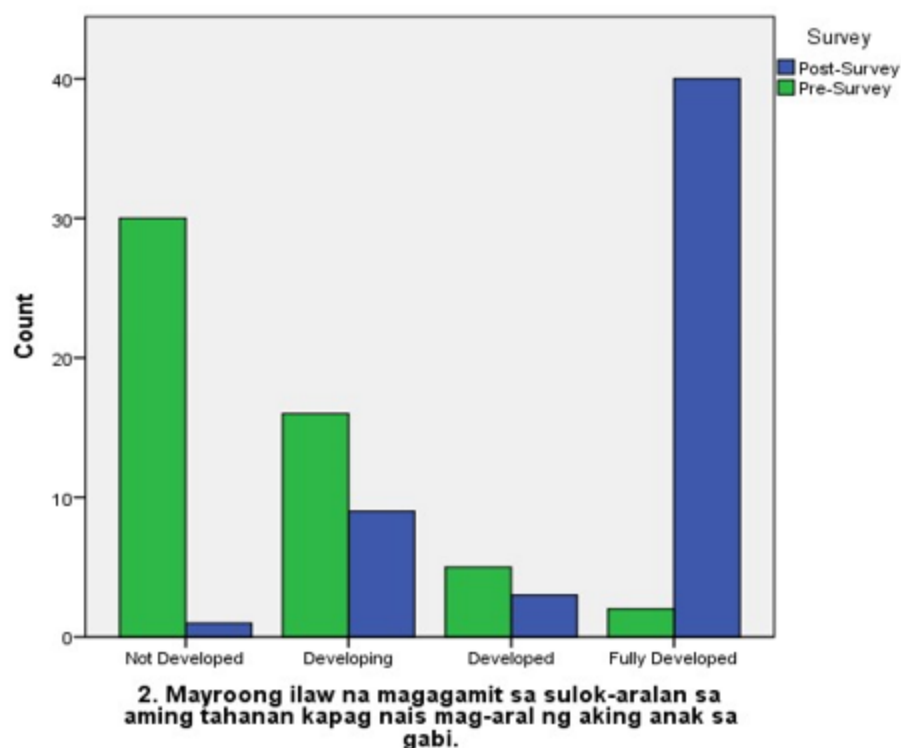


Figure 3. Lighting of Learners' Study Areas at Home

1.3. Learners' Study Area at Home as to Availability of Table and Chair.

Table and chair are elements of study area that should not be forgotten for our children to feel comfortable while having their learning. Whatever life status we may have; we can provide those for our children in our creative ways.

Figure 4 shows that participants were able to provide or create table and chair for their learners after the project intervention which was evident by 40 participants responded it as Fully Developed from 2 in the pre-survey. Noticeable decrease also from 42 to 5 responded as Not Developed.

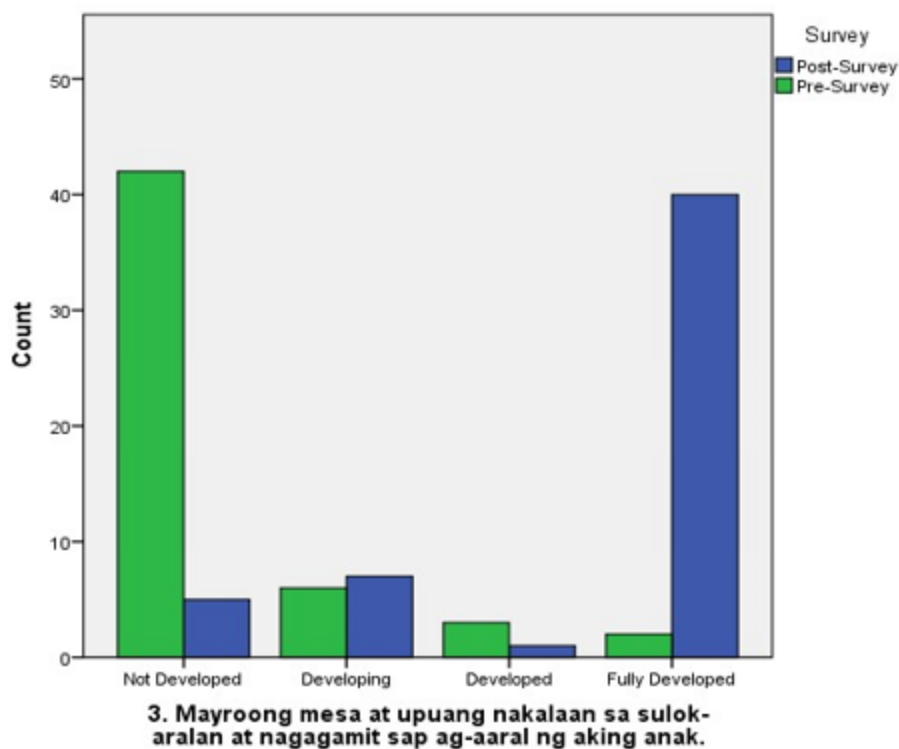


Figure 4. Availability of Table and Chair in Learners' Study Areas at Home

1.4. Learners' Study Area at Home as to Availability of Learning Materials.

As common requirement of learners in schooling, availability of materials was evident during the pre-survey as it shown by 35 participants described it as Developed and 11 in Developing. Moreover, positive result was shown by the intervention project as it ends with zero response in Not Developed and resulted from 2 to 38 participants having Fully Developed in the post-survey.

This implies that Sulok-Aralan sa Tahanan Project have taught participants to provide all learning materials that the learners needed for them to use anytime they needed.

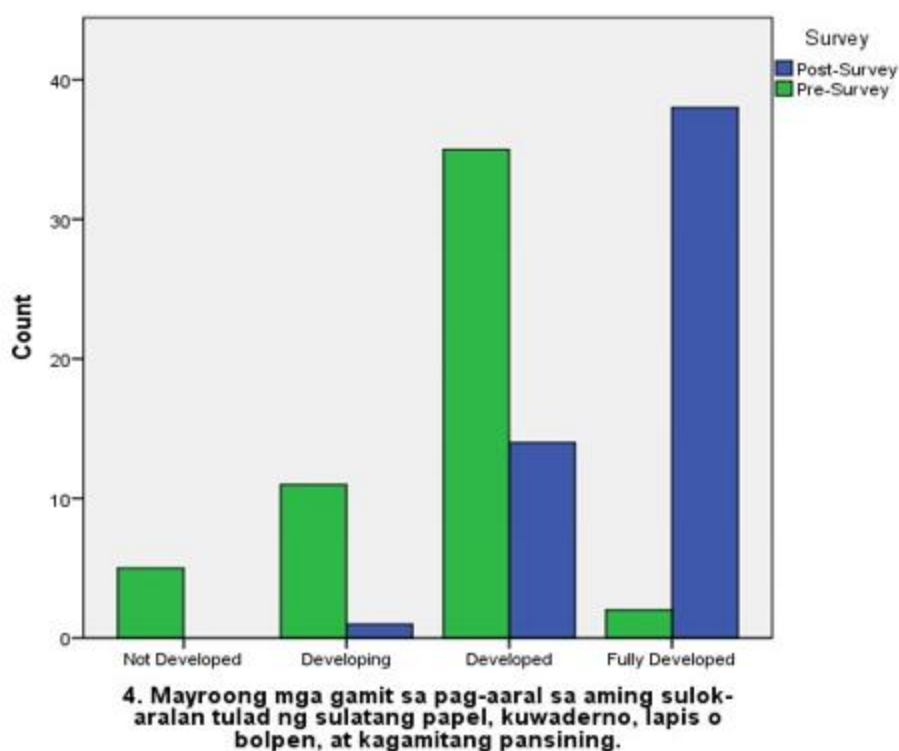


Figure 5. Availability of Other Learning Materials in Learners' Study Areas at Home

1.5. Learners' Study Area at Home as to Availability of Reading Materials.

During pre-survey, majority of the participants described the availability of reading materials as Not Developed (25). However, positive response was observed during post-survey as it dominated by Developed (25).

This result was the impact of orientation learning that aside from textbooks, other reading materials or story books should also available in learner's study area at home for them to encourage to be a bookworm.

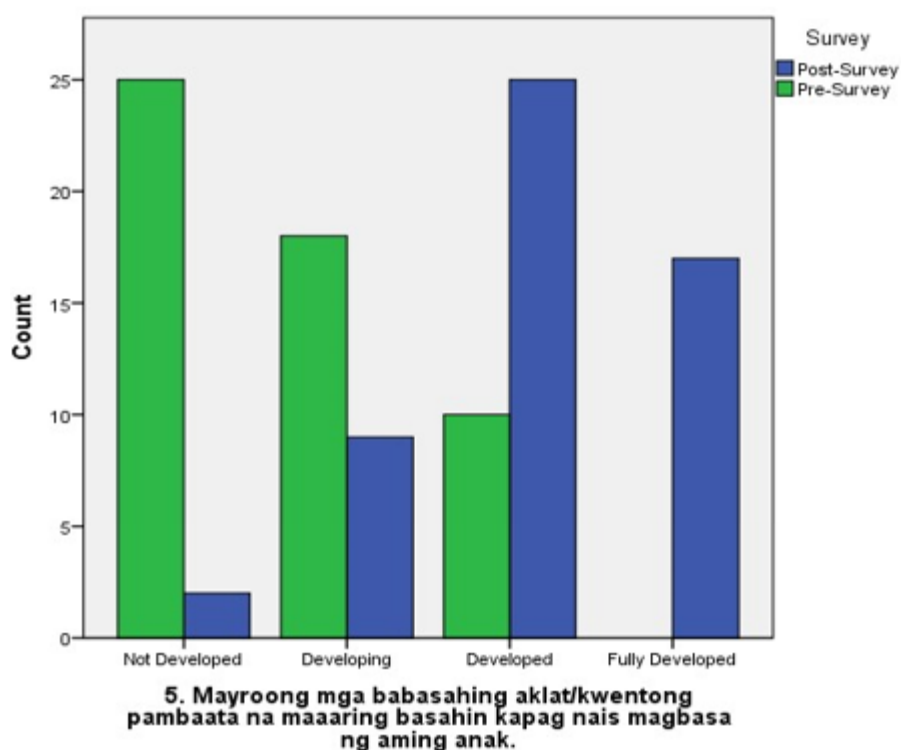


Figure 6. Availability of Reading Materials in Learners' Study Areas at Home

1.6. Learners' Study Area at Home as to Environment.

The following 3 figures below describe the learners' study area environment at home. In terms of availability of organizers and child-friendly environment, participants dominated the response Not Developed in the pre-survey while Fully Developed in the post-survey. Likewise, it resulted positively by majority response as Developed in presurvey to Fully Developed in the post in terms of peaceful environment.

This implies that parents are now aware that providing peaceful and motivating environment help learners develop their study habit.

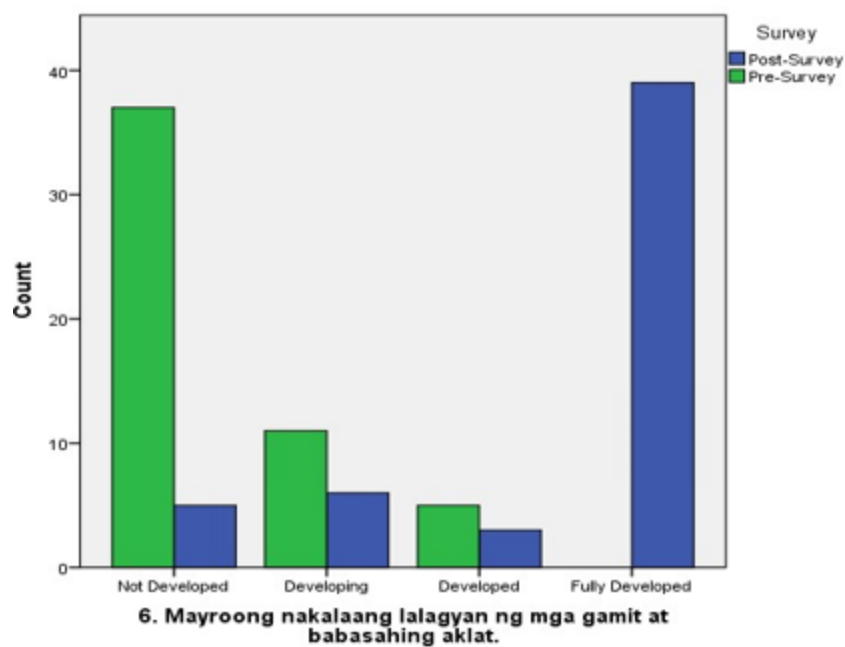


Figure 7. Availability of Organizers in Learners' Study Areas at Home

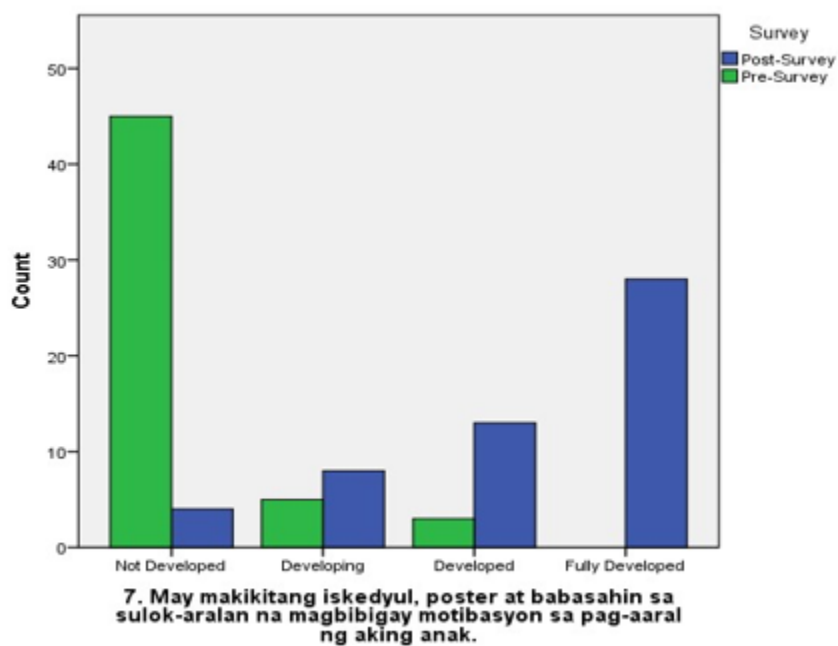


Figure 8. Presence of Child-Friendly Learners' Study Areas at Home

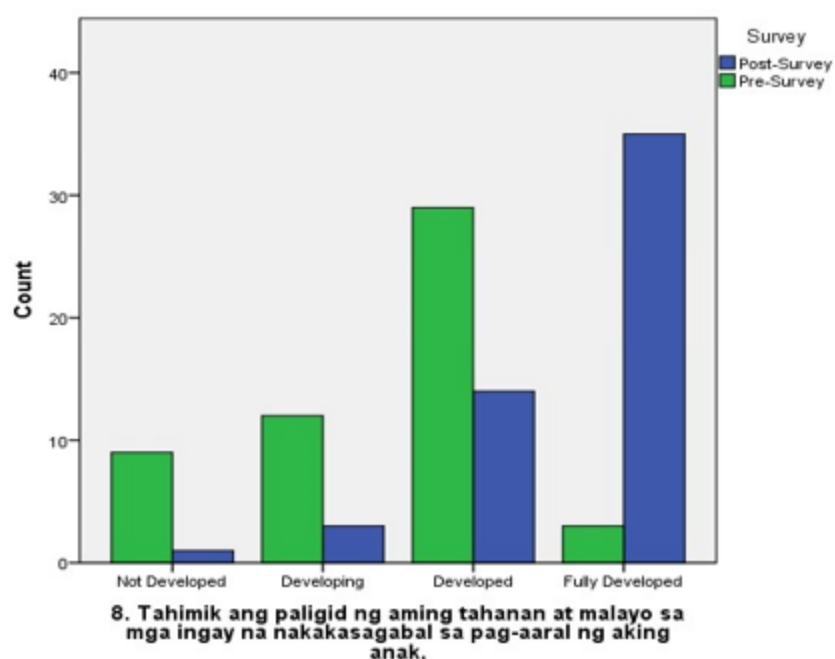


Figure 9. Peaceful Learners' Study Areas at Home

Description on Status of Learners' s Study Area at Home Before the Project

Intervention

Table 1 presents the description on status of learners' s study area at home before the project intervention. As common requirements in studying in school, availability of learning materials such as ballpen/ pencil, pad papers, notebooks, and ballpen got the highest mean in all the statements (2.64) which was interpreted as Developed. Other statements describing the space, lightings, availability of table and chair, availability of reading materials, and environment fall to Not Developed and Developing. The overall mean of 1.71 shows that learners' study area at home were just on developing before the project intervention of Sulok-Aralan Handa sa Tahanan.

The data imply that parents lacked knowledge or ideas on constructing study areas at home. Likewise, they do not have materials that may be used in developing their own. These findings were supported by the statement of Aliston (2020) that it has been a challenge for many parents to facilitate schooling at home. From limitations in spaces to budgeting difficulties, there are several things that make home learning an overwhelming task for the whole family.

Table 1
Status of Sulok-Aralan sa Tahanan During Pre-Survey

Statement	Mean	SD	Description	Interpretation
<i>Space</i>				
1. Nakahiwalay ang sulok-aralan sa aming tahanan at sapat ang lawak nito para sa pag-aaral ng aking anak/ mga anak.	1.28	0.72	Lubos na hindi sang-ayon	Not Developed
<i>Lighting</i>				
2. Mayroong ilaw na magagamit sa sulok-aralan sa aming tahanan kapag nais mag-aral ng aking anak sa gabi.	1.60	0.82	Bahagyang hindi sang-ayon	Developing
<i>Availability of Table and Chair</i>				
3. Mayroong mesa at upuang nakalaan sa sulok-aralan at nagagamit sap ag-aaral ng aking anak.	1.34	0.76	Lubos na hindi sang-ayon	Not Developed
<i>Availability of Learning Materials</i>				
4. Mayroong mga gamit sa pag-aaral sa aming sulok-aralan tulad ng sulatang papel, kuwaderno, lapis o bolpen, at kagamitang pansining.	2.64	0.71	Sang-ayon	Developed
<i>Availability of Reading Materials</i>				
5. Mayroong mga babasahing aklat/kwentong pambaata na maaaring basahin kapag nais magbasa ng aming anak.	1.72	0.77	Bahagyang hindi sang-ayon	Developing

Environment

6. Mayroong nakalaang lalagyan ng mga gamit at babasahing aklat.	1.40	0.66	Bahagyang hindi sang-ayon	Not Developed
7. May makikitang iskedyul, poster at babasahin sa sulok-aralan na magbibigay motibasyon sa pag-aaral ng aking anak.	1.21	0.53	Lubos na hindi sang-ayon	Not Developed
8. Tahimik ang paligid ng aming tahanan at malayo sa mga ingay na nakakasagabal sa pag-aaral ng aking anak.	2.49	0.85	Bahagyang hindi sang-ayon	Developing
Overall Mean	1.71	0.73	Sang-ayon	Developing

Status of Sulok-Aralan During Post Survey

After the pre-survey, orientation on the elements of study area at home were facilitated to parents. Contest on best study area were done followed by awarding. Certificates and prizes that useful to study areas were given to winners and all participants.

After “Sulok-Aralan Handa sa Tahanan Project”, space (M=3.34), availability of table and chair (M=3.43), environment (M=3.41) and availability of reading materials (M=3.08) were described by the participants as Developed. Moreover, lightings (M=3.55) and availability of learning materials (M=3.70) were rated as Fully Developed. The overall mean of 3.42 describes that learners' sulok-aralan as Developed after the project intervention.

The development occurred in the status of learners' study area at home were due to the benefit of parents' orientation, contest and awarding, and provision of materials useful to learners' study areas. This result was supported by the statement by Aliston (2020) who believed that even if we don't have a home big enough to fit a classroom, we can still create a space for our kids to study. Whether we live in a grand mansion or a small studio unit, it helps if you can assign areas in your home to accommodate your child's learning activities and materials.

Table 2
Status of Sulok-Aralan During Post Survey

Statement	Mean	SD	Description	Interpretation
<i>Space</i>				
1. Nakahiwalay ang sulok-aralan sa aming tahanan at sapat ang lawak nito para sa pag-aaral ng aking anak/ mga anak.	3.34	1.21	Sang-ayon	Developed
<i>Lighting</i>				
2. Mayroong ilaw na magagamit sa sulok-aralan sa aming tahanan kapag nais mag-aral ng aking anak sa gabi.	3.55	0.85	Lubos na Sang-ayon	Fully Developed
<i>Availability of Table and Chair</i>				
3. Mayroong mesa at upuang nakalaan sa sulok-aralan at nagagamit sap ag-aaral ng aking anak.	3.43	1.05	Sang-ayon	Developed
<i>Availability of Learning Materials</i>				
4. Mayroong mga gamit sa pag-aaral sa aming sulok-aralan tulad ng sulatang papel, kuwaderno, lapis o bolpen, at kagamitang pansining.	3.70	0.50	Lubos na Sang-ayon	Fully Developed
<i>Availability of Reading Materials</i>				
5. Mayroong mga babasahing aklat/kwentong pambaata na maaaring basahin kapag nais magbasa ng aming anak.	3.08	0.81	Sang-ayon	Developed
<i>Environment</i>				
6. Mayroong nakalaang lalagyan ng mga gamit at babasahing aklat.	3.43	1.03	Sang-ayon	Developed
7. May makikitang iskedyul, poster at babasahin sa sulok-aralan na magbibigay motibasyon sa pag-aaral ng aking anak.	3.23	0.97	Sang-ayon	Developed
8. Tahimik ang paligid ng aming tahanan at malayo sa mga ingay na nakakasagabal sa pag-aaral ng aking anak.	3.57	0.69	Lubos na Sang-ayon	Fully Developed
Overall Mean	3.42	0.89	Sang-ayon	Developed

2. Efficiency of Learners' Study Habits

Efficiency of Learners' Study Habit During Pre-Survey.

Half of ten statements on the efficiency of learners' study habit were interpreted as Not Efficient and rest were Nearly Efficient as can be seen in Table 3. The overall mean of 1.75 shows that learners' study habit at home during pre-survey were just Nearly Efficient. This result may be link to the difference of formal classroom setting in school than what they have in their homes. This study noticed that the physical environment has something to do with the learning style of learners.

The study of Khan (2019) supports this result saying that majority of his respondents who are lacking separate study rooms at their homes have a very low interactional opportunity at home in home related matters.

Moreover, Logical Science (2018) mentioned that it can be difficult to encourage kids to study. It stated further that kids often resist sitting down to study or do their homework, and once they do, you'll only get a short period of concentration before they are off doing other things.

Table 3
Efficiency of Learners' Study Habit During Pre-Survey

	Statement	Mean	SD	Description	Interpretation
1.	Nag-aaral ako ng aking modyul sa bahay kahit hindi sabihan ng aking magulang.	2.38	0.81	Bihira kong Ginagawa	Nearly Efficient
2.	Sa aming sulok-aralan ako nag-aaral ng aking modyul.	1.30	0.67	Hindi ko Ginagawa	Not Efficient
3.	Iniiwasan ko ang paglalaro sa cellphone o anumang gadyet sa oras ng aking pag-aaral.	2.36	0.94	Bihira kong Ginagawa	Nearly Efficient
4.	Nagbabasa ako ng aklat upang makakuha ng karagdagang impormasyon sa pagsagot sa aking modyul.	1.60	0.77	Bihira kong Ginagawa	Nearly Efficient

5. Sinusunod ko ang iskedyul na ibinigay para tapusin ang aking modyul.	2.04	1.00	Bihira kong Ginagawa	Nearly Efficient
6. Tinatapos ko ang lahat na kailangang gawin sa aking modyul bago maglaro o gumawa ng ibang gawain.	2.21	0.86	Bihira kong Ginagawa	Nearly Efficient
7. Nagbabasa ako ng mga kuwentong pambata kapag tapos na ang gawain sa aking modyul.	1.30	0.57	Hindi ko Ginagawa	Not Efficient
8. Nagsasanay ako sa pagsulat kapag tapos na ang gawain sa aking modyul.	1.49	0.78	Hindi ko Ginagawa	Not Efficient
9. Nagsasanay ako sa mga gawaing pangmatimatika pagkatapos ng iskedyul sa modyul.	1.32	0.61	Hindi ko Ginagawa	Not Efficient
10. Gumagawa ako ng mga gawaing sining bilang aking libangan sa bahay.	1.47	0.73	Hindi ko Ginagawa	Not Efficient
Overall Mean	1.75	0.77	Bihira kong Ginagawa	Nearly Efficient

Efficiency of Learners' Study Habit During Post-Survey.

Making the learner's feel that they are in the classroom setting even this time of pandemic is very helpful in the efficiency of their study habit as shown by Table 4 of the overall mean of 3.25. Almost all the statements were described by the participants as efficient and even highly efficient.

This implies that the project intervention done was a great help in improving study habit of pupils at home in this time of new normal. It was a great aid to boost mental health of learners since they are mainly affected by the health problem we are facing today.

This result was supported by the statement in Logical Science (2018) saying that we can encourage children to spend more time on their schoolwork by giving them own study space.

Table 4

Efficiency of Learners' Study Area to Learners' Habit During Post-Survey

Statement	Mean	SD	Description	Interpretation
1. Nag-aaral ako ng aking modyul sa bahay kahit hindi sabihan ng aking magulang.	3.36	0.56	Paminsan-minsan kong Ginagawa	Efficient
2. Sa aming sulok-aralan ako nag-aaral ng aking modyul.	3.40	1.10	Paminsan-minsan kong Ginagawa	Efficient
3. Iniiwasan ko ang paglalaro sa cellphone o anumang gadyet sa oras ng aking pag-aaral.	3.62	0.63	Madalas kong Ginagawa	Highly Efficient
4. Nagbabasa ako ng aklat upang makakuha ng karagdagang impormasyon sa pagsagot sa aking modyul.	3.02	0.84	Paminsan-minsan kong Ginagawa	Efficient
5. Sinusunod ko ang iskedyul na ibinigay para tapusin ang aking modyul.	3.25	0.76	Paminsan-minsan kong Ginagawa	Efficient
6. Tinatapos ko ang lahat na kailangang gawin sa aking modyul bago maglaro o gumawa ng ibang gawain.	3.42	0.75	Paminsan-minsan kong Ginagawa	Efficient
7. Nagbabasa ako ng mga kuwentong pambata kapag tapos na ang gawain sa aking modyul.	3.06	0.82	Paminsan-minsan kong Ginagawa	Efficient
8. Nagsasanay ako sa pagsulat kapag tapos na ang gawain sa aking modyul.	3.13	0.86	Paminsan-minsan kong Ginagawa	Efficient
9. Nagsasanay ako sa mga gawaing pangmatimatika pagkatapos ng iskedyul sa modyul.	2.85	0.69	Paminsan-minsan kong Ginagawa	Efficient
10. Gumagawa ako ng mga gawaing sining bilang aking libangan sa bahay.	3.42	0.82	Paminsan-minsan kong Ginagawa	Efficient
Overall Mean	3.25	0.78	Paminsan-minsan kong Ginagawa	Efficient

3. Significant Difference on the Status of Status of Sulok-Aralan sa Tahanan During Pre- and Post-Survey.

A series of Wilcoxon Signed-Rank test was conducted to determine if significant mean differences between the pre- and post-survey ratings existed on the status of Sulok-Aralan sa Tahanan. Beforehand, a paired samples t-test was deemed appropriate but normality in the data had been violated.

Table 5 presented the result of the Wilcoxon Signed-Rank test for each of the statements. It revealed that the intervention elicited statistically significant changes in the survey ratings. The results suggested that after utilizing the intervention, status of Sulok-Aralan sa Tahanan had improved.

Table 5
Mean Difference between the Pre- and Post-Survey on the Status of Sulok-Aralan sa Tahanan

Statement	Z	p
1. Nakahiwalay ang sulok-aralan sa aming tahanan at sapat ang lawak nito para sa pag-aaral ng aking anak/ mga anak.	-6.013	$p < .001$
2. Mayroong ilaw na magagamit sa sulok-aralan sa aming tahanan kapag nais mag-aral ng aking anak sa gabi.	-6.064	$p < .001$
3. Mayroong mesa at upuang nakalaan sa sulok-aralan at nagagamit sap ag-aaral ng aking anak.	-6.103	$p < .001$
4. Mayroong mga gamit sa pag-aaral sa aming sulok-aralan tulad ng sulatang papel, kuwaderno, lapis o bolpen, at kagamitang pansining.	-5.618	$p < .001$
5. Mayroong mga babasahing aklat/kwentong pambaata na maaaring basahin kapag nais magbasa ng aming anak.	-5.648	$p < .001$
6. Mayroong nakalaang lalagyan ng mga gamit at babasahing aklat.	-5.952	$p < .001$
7. May makikitang iskedyul, poster at babasahin sa sulok-aralan na magbibigay motibasyon sa pag-aaral ng aking anak.	-6.082	$p < .001$
8. Tahimik ang paligid ng aming tahanan at malayo sa mga ingay na nakakasagabal sa pag-aaral ng aking anak.	-5.345	$p < .001$

Mean Difference between the Pre- and Post-Survey on Learners' Study Habit.

A series of Wilcoxon Signed-Rank test was conducted to determine if significant mean differences between the pre- and post-survey ratings existed on the learners' study habit.

Beforehand, a paired samples t-test was deemed appropriate but normality in the data had been violated.

Table 6 presented the result of the Wilcoxon Signed-Rank test for each of the statements. It revealed that the intervention elicited statistically significant changes in the survey ratings. The results suggested that after utilizing the intervention, learners' study habit had improved and became more efficient.

The result was supported by the statement of Pacifica Companies (2019) which states that one of the most important reason for having the dedicated area for study is that it sharpens the mind and improves concentration.

Table 6
Mean Difference between the Pre- and Post-Survey on Learners' Study Habit

Statement	Z	ρ
1. Nag-aaral ako ng aking modyul sa bahay kahit hindi sabihan ng aking magulang.	-5.579	$\rho < .001$
2. Sa aming sulok-aralan ako nag-aaral ng aking modyul.	-6.066	$\rho < .001$
3. Iniiwasan ko ang paglalaro sa cellphone o anumang gadyet sa oras ng aking pag-aaral.	-5.487	$\rho < .001$
4. Nagbabasa ako ng aklat upang makakuha ng karagdagang impormasyon sa pagsagot sa aking modyul.	-5.805	$\rho < .001$
5. Sinusunod ko ang iskedyul na ibinigay para tapusin ang aking modyul.	-5.481	$\rho < .001$
6. Tinatapos ko ang lahat na kailangang gawin sa aking modyul bago maglaro o gumawa ng ibang gawain.	-5.592	$\rho < .001$

7. Nagbabasa ako ng mga kuwentong pambata kapag tapos na ang gawain sa aking modyul.	-6.185	$p < .001$
8. Nagsasanay ako sa pagsulat kapag tapos na ang gawain sa aking modyul.	-5.904	$p < .001$
9. Nagsasanay ako sa mga gawaing pangmatimatika pagkatapos ng iskedyul sa modyul.	-6.093	$p < .001$
10. Gumagawa ako ng mga gawaing sining bilang aking libangan sa bahay.	-6.196	$p < .001$

Conclusions

Based on the findings, the following conclusions were derived:

1. Learners' study area at home were just on the status of developing before the project intervention of Sulok-Aralan Handa sa Tahanan. Data imply that parents lacked knowledge or ideas on constructing study area at home. Likewise, they do not have materials/ resources that may be used in developing their study areas. However, the project intervention was a great aid in improving the status of learners' study area at home. After the intervention project, space, availability of table and chair, environment, and availability of reading materials were described by the participants as Developed. Lightings and availability of learning materials were rated as Fully Developed. The overall mean of 3.42 describes that learners' sulok-aralan as Developed after the project intervention.
2. Efficiency of learners' study habit at home before the project intervention were just on Nearly Efficient. The new normal brought big difference in the learning practice since learners were not in the formal classroom setting where there is teacher, available reading materials and learning stuff. The project intervention was a useful assistance in improving the learners' study habit to Efficient in the post-survey.

3. There was a significant difference on the status of learners' study area and efficiency learners' study habit before and after the intervention. Learners' study area had improved from Developing to Developed and the learners' nearly efficient study habit became efficient. Utilization of SulokAralan sa Tahanan Project was a great support in responding the problem met with the learners. Providing own study area for the pupils motivates them to study harder and build good study habit.

Recommendations

Based from derived conclusions, the following recommendations were raised.

1. Parents shall continue to support their children's educational needs specially this time of pandemic where they are just staying at home to still feel motivated to learn and boost their mental health.
2. Parent-Teacher Association shall continue to find sources to give aid for the materials needed by learners.
3. Teachers, in the opening of classes, should conduct orientation/ information dissemination on the elements and importance of study area at home and shall find sources to assist parents in constructing their own.
4. Toytoy Elementary School shall continue the utilization of Sulok-Aralan sa Tahanan Project to maintain the improvement on learners' study habit.
5. Schools should adopt Sulok-Aralan Handa sa Tahanan Project and conduct contest to serve as motivation for parents' cooperation in the said project.
6. School administrators may consider procurement of learners' materials for learners' study areas at home in the School Plans.

7. District of Dipaculao should implement this project in the whole District to extend awareness on the importance of Sulok-Aralan to learners' study habit in this time of pandemic.

References

- Aliston, V. (2020). Creating a learning space at home. Philippine Daily Inquirer.
@inquirerdotnet <https://business.inquirer.net/301726/creating-a-learning-space-at-home#ixzz6fXYwmDRQ>. (Retrieved on December 03, 2020).
- Logical Science (2019). Why it's Important for Kids to Have a Study Space at Home.
logicalscience.com. (Retrieved on December 03, 2020)
- Pacifica Companies (2019). Tips To Create A Dedicated Study Space. (Retrieved on December 03, 2020)
- Ries, J. (2020). How to Create a Learning Space for Your Child .
<https://www.familyeducation.com>. (Retrieved on December 13, 2020)
- Khan, et.al (2020). Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level. Pakistan Journal of Distance & Online Learning Volume: V, Issue II, 2019, 223-234
- Llego, M. (2020). DepEd Learning Delivery Modalities for School Year 2020-2021. Buhay Guro . <https://www.teacherph.com>. Retrieved on December 6, 2020.
- Vanichvatana, S. (2020). Who uses home as informal learning spaces: A Bangkok private university case study. World Journal on Educational Technology: Current Issues. 12(1), 037–047 <https://doi.org/10.18844/wjet.v12i1.4416>