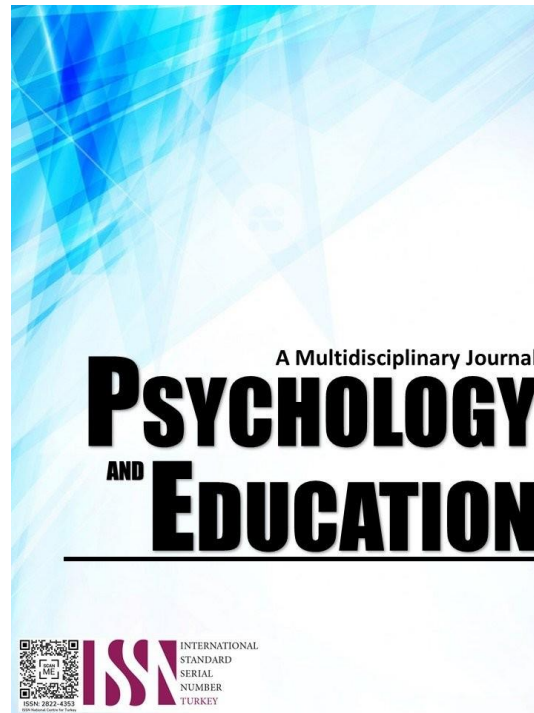


**EFFECTIVENESS OF THE SELF-MONITORING  
TOOL IN TRACKING THE ACADEMIC PROGRESS  
OF GRADE III PUPILS AT DISTRICT I-A, CITY  
SCHOOLS DIVISION OF ANTIPOLO**



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## Effectiveness of the Self-Monitoring Tool in Tracking The Academic Progress of Grade III Pupils at District I-A, City Schools Division of Antipolo

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### Abstract

As the needs arise due to the current situation of the country, Department of Education changed its Learning Delivery Modality from the traditional face to face to alternative distance learning delivery modality. In this present status where pupil's education is one of the most important consideration. Support and encouragement from the family with collaboration with the safety protocol of the government to stay safe and healthy while studying is a must. This descriptive survey study intends to determine the effectiveness of self-monitoring tools in tracking the academic progress of District I-A Grade III pupils at City Schools Division of Antipolo. Based on the responses of the participants/respondents in terms of mode of answering, most of the students prepares printed type in monitoring their academic progress. With regards to Interest on Learning, the greater number of pupils, 515 or 42.49 percent, answered Madalas. (Often), and the lesser number, 45 or 3.71 percent, answered Hindi (Never). The result implies that pupils show a great interest on learning their lesson through asking question. In lights on the findings of the study, the researcher recommended the following: (a) Use the self-monitoring tool mandatorily in tracking the academic progress of learners based on the learner's perception. (b) Provide a digital platform for self-monitoring tool to pupils for more convenient and accessible distribution, accomplishment and retrieval without compromising the welfare of the learners.

**Keywords:** *self-monitoring tool, track academic progress, assessment of learning*

### Introduction

Assessment of learning is one of the impending challenges that we face in the new normal. It plays an important role in the process of learning, grading and motivation. Under distance learning delivery modality, it is necessary to utilize alternative tools and strategies for assessing and supporting learning. Assessment is more than grading the learners. It's about tracking the progress of student learning.

Amidst the pandemic we are all experiencing a great struggle on how teachers can deliver the learning to their students and on measuring the pupil's academic progress. We are limited on mobility and face to face interaction. In the Philippines, Modular and Blended distance learning modality were used. For those area where online can be used as a platform in teaching it is highly recommended to have Blended Distance Learning modality considering the status of our wireless connection. For the rest of the area that blended are not applicable, modular distance learning modality were recommended. The challenge for effective assessment is crucial. To do this, the Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled Adoption of the Basic Education Learning Continuity Plan (BELCP) for School Year (SY) 2020-2021 in light of the COVID-19 Pandemic.

To supplement the said DO, the DepEd issues DepEd Order No. 31, S. 2020 also known as the Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan (Enclosure No. 1) to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year.

As DepEd pursues learning continuity, it is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this time.

The policy is grounded on the following principles: (1) Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies. (2) Assessment is integral for understanding student learning and development, (3) A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery, (4) Assessment and feedback should be a shared responsibility among learners, teachers and their families, and (5) Assessment and grading should have a positive impact on learning.

The policy shall be implemented in all public elementary and secondary schools nationwide for SY 2020-2021. While DO No. 8, s 2015 titled Policy

Guidelines on Classroom Assessment for the K to 12 Basic Education Program is still in effect, provisions inconsistent with these new guidelines are suspended for this school year.

In addition, on DepEd Order No.31, S.2020 the policy guidelines state that, to ensure that all learners are fairly assessed and graded in the continuation of education during this health crisis; and to emphasize that, learning standards shall be attained with the provision of reasonable leniency and considerations for possible difficulties met by the learner. To be proactive in updating their teacher of their situation, progress and challenges encountered. A Self-Monitoring Tool (not required but highly recommended) may be accomplished independently or with assistance of their parent/guardian.

### Research Questions

This study primarily aims to determine effectiveness of the Self-Monitoring Tool in tracking the academic progress of Grade III pupils at District I-A City Schools Division of Antipolo. Specifically, it sought to answer the following questions:

1. How is the self-monitoring tool used by the learners in terms of:
  - 1.1. mode of answering (print or digital); and
  - 1.2. schedule in distribution and retrieval?
2. What is the academic progress of the grade three pupils based only on the perception of the learners themselves in terms of the following:
  - 2.1. Study Habits;
  - 2.2. Lesson Content; and
  - 2.3. Interest on Learning?
3. What is the academic progress of the grade pupils as perceived by the parent in terms of the following:
  - 3.1. Independent Learning;
  - 3.2. Dependency to Others;
  - 3.3. Quality of Learning;
  - 3.4. Reporting; and
  - 3.5. Feedback and Assessment?

### Literature Review

According to Dullas (2010), academic performance is one of the facets of student's effectiveness. It is the basis of teacher's evaluation and grading and a sort of information on student's weaknesses and strengths – the basis of student's learning skills in his/her study. It is widely accepted that student's academic success is influenced primarily by their cognitive abilities. That is, students with great intellectual potential will often

succeed at a higher level of than with students with lower ability. However, given that correlation between I.Q. and achievement is typically only in the moderate range. Students may experience pressure and stressful situation in their study. In their level of cognition, they sometimes think they cannot function well or can not do well on a certain assignment, task or requisite in their study. And when they experience failure, they may turn out and lose their capability and troubled to regain in a certain task or job which is considered flaw in their academic performance.

Many recent studies were carried out to explore factors that affecting university student's academic performance. Student's academic performance and graduation rates have been the area of interest for higher education institutions. Investigation of factors related to the academic performance of university students become a topic of growing interest in higher educational circle. Many recent studies were carried out to explore factors that affecting university student's academic performance. In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

Self-monitoring is a process by which the student is actively engaged in reflecting, assessing and working toward academic, behavioral and social goals, with the support of a teacher or mentor, the student has determined the skills and steps necessary to achieve a pre-determined goal. In order to learn how self-monitor, the student might start off with a checklist of the tasks required to achieve a certain goal. As the student is working, he would assess progress with the goal using the task list. He is able to compare his behavior or skills to a determined set of tasks or behaviors that are listed as necessary to reach a goal and determine whether he is on target.

Academic progress of an individual is one of the harder aspects of learning which is difficult in tracking special if were are using Distance learning Modality. Many aspects can affect its effectiveness. As one of the tools in tracking the academic progress of a pupil during distance learning, many schools, institution use self-monitoring tools. However, its effectiveness in

using is also one of the questionable aspects. A study was conducted to investigate the effectiveness of a self-monitoring procedure on increasing attending to task and academic accuracy in two elementary students with autism in their self-contained classroom. Results are interpreted to conclude that the self-monitoring procedure was effective for both students and resulted in immediate increases in attending to task and academic accuracy even though results in academic accuracy were variable. Social validity was documented by the increase in two behaviors relevant for student success (attending to task and academic accuracy) and greater student independence. (Holifield, et al, 2010)

In a study conducted by Compernelle, et al (2019), Despite the small sample sizes, and the large heterogeneity, results of the current meta-analysis suggested that interventions using self-monitoring as a behavior change technique have the potential to reduce sedentary behavior in adults. If future – preferably large-scale studies – can prove that the reductions in sedentary behavior are attributable to self-monitoring and can confirm the sustainability of this behavior change, multi-level interventions including self-monitoring may impact public health by reducing sedentary behavior.

In addition, research shows that when students pay close attention to their own behavior and learning data, they make better choices and achieve better results in learning targets. Self-monitoring is a useful technique for many students to achieve these results in the classroom. This technique has two parts. The first part involves the student recording data, and the second part involves the student comparing that data to a set of standards and previous data that has been recorded. Self-monitoring can be used for behavior modification and learning achievement. Whether used for behavior or learning, self-monitoring is most successful when specific expectations are clearly communicated to students. Teachers must also follow seven critical steps. First, set expectations and specifically state what is being monitored. Second, determine a method for students to record data and use it consistently. Third, set a schedule for students and communicate it clearly. Forth, teach students the monitoring cue, such as a bell, beep, or clapping sound. Fifth, if desired, determine what rewards will be given for showing improvements or meeting expectations. Sixth, meet with students regularly to check progress. Lastly, help students move away from the monitoring as they become stronger in behavior and learning.

## Methodology

The researcher used the descriptive survey methods of research because it describes the phenomena under study in its natural setting. According to Aggarwal (2008), descriptive survey is a method of research which concerns itself with present phenomena in terms of condition, practices, trends and relationships. It is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation.

The descriptive survey involved the description on the effectiveness of self-monitoring tool in tracking the academic progress of Grade III pupils at District I-A, City Schools Division of Antipolo. Furthermore, the study presented the academic progress of the grade three pupils based only on the perception of the learner's themselves in terms of the study habits, lesson content and feedback. And also, as perceived by the parent in terms of independent learning, dependency to others, quality of learning, reporting, feedback and assessment. The researcher found it very suitable to utilized for her study because descriptive survey research design only collects information regarding the effectiveness of the self-monitoring tool.

## Participants

This study was conducted to assess the effectiveness of the Self-Monitoring Tool in tracking the academic progress of Grade III pupils at District I-A City Schools Division of Antipolo. The factors cover in the study are kinds of distance learning delivery modality, mode of answering the self-monitoring tool and schedule of distribution and retrieval of self-monitoring tool.

The study used the qualitative descriptive method of research utilizing the questionnaire checklist. The items of the checklist were adopted from the sample Annex E, Self-Monitoring Tool of DepEd Order No. 31, s. 2020 known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan dated October 2, 2020

There are thirty-four (34) sections of Grade III pupils at District I-A City Schools Division of Antipolo, with a total population of one thousand two hundred twelve (1,212). The researcher accommodated the said number of pupils for this research.

Table 1 presents the population of Grade III pupils at District I-A City Schools Division of Antipolo.



Table 1. *Population of Grade III pupils at District I-A City Schools Division of Antipolo.*

No. of Section	Population
1	38
2	38
3	37
4	37
5	37
6	37
7	37
8	37
9	38
10	38
11	38
12	37
13	37
14	22
15	25
16	37
17	36
18	38
19	38
20	38
21	38
22	38
23	38
24	36
25	22
26	37
27	38
28	38
29	37
30	36
31	22
32	37
33	37
34	38
<b>Total</b>	<b>1,212</b>

**Instruments of the Study**

The researcher used the descriptive survey methods of research because it describes the phenomena under study in its natural setting. According to Aggarwal (2008), descriptive survey is a method of research which concerns itself with present phenomena in terms of condition, practices, trends and relationships. It is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. The descriptive survey involved the description on the effectiveness of self-monitoring tool in tracking the academic progress of Grade III pupils at District I-A, City Schools Division of Antipolo. Furthermore, the study presented the academic progress of the grade three pupils based only on the perception of the learner’s themselves in terms of the study habits, lesson content and feedback. And also, as perceived by the parent in terms of

independent learning, dependency to others, quality of learning, reporting, feedback and assessment. The researcher found it very suitable to utilized for her study because descriptive survey research design only collects information regarding the effectiveness of the self-monitoring tool.

**Procedure**

After the approval of the propose research, the researcher immediately prepared the permission to conduct the study. Followed by the preparation of survey questionnaire. After the construction of survey questionnaire, the researcher secured a permit from the District Supervisor to conduct the study and approved request to the principal. Then administration and retrieval of survey questionnaire checklist followed. In data processing, the data gathered was tabulated, analyzed and subjected to appropriate or proper interpretation. The data collected guide the researcher on the construction of findings and recommendation.

**Ethical Considerations**

In order to adhere on the ethical principles of research and RA 10173 (Data Privacy Act of 2012), RA 10175 (Cybercrime Prevention Act) and other subsequent laws. The data to be gathered will be treated with utmost confidentiality. This is in compliance with the recommendations brought by the National Privacy Commission on the protection of personal data and information.

**Results**

Question No. 1: How is the self-monitoring tool used by the learners in terms of:

Mode of Answering (print or digital)

Table 2. *Frequency and Percentage of Grade III pupils at District I-A, City Schools Division of Antipolo in terms of Mode of Answering*

<i>Mode of Answering</i>	<i>Frequency</i>	<i>Percentage</i>
Printed	1,104	91.09%
Digital	108	8.91%
<b>Total</b>	<b>1,212</b>	<b>100%</b>

Schedule in distribution and retrieval



Table 3. Composite Table of Frequency and Percentage of Grade III pupils at District I-A, City Schools Division of Antipolo in terms of Schedule of Distribution and Retrieval of Self-monitoring Tool

Schedule of Distribution of Self-monitoring Tool	Frequency	Percentage
Araw-araw (Daily Basis)	3	0.25%
Lingguhan (regular basis – with specific day)	409	33.94%
Ayon sa itinakda ng guro (irregular basis)	793	65.81%
<b>Total</b>	<b>1205</b>	<b>100%</b>
Schedule of Retrieval of Self-monitoring Tool	Frequency	Percentage
Araw-araw (Daily Basis)	6	0.50%
Lingguhan (regular basis – with specific day)	202	16.76%
Ayon sa itinakda ng guro (irregular basis)	997	82.74%
<b>Total</b>	<b>1205</b>	<b>100%</b>

Question No. 2: What is the academic progress of the grade three pupils based only on the perception of the learners themselves in terms of the following:

Table 4. Composite Table of Frequency and Percentage of Grade III pupils at District I-A, City Schools Division of Antipolo in terms of Study Habits, Lesson Content and Interest on Learning

2.1. Study Habits	Frequency	Percentage
Napag – aralan mo ba ang mga asignaturang dapat aralin mula Lunes hanggang Biyernes?	Palagi (Always) 717	59.16%
	Madalas (Often) 378	31.19%
	Bihira (Seldom) 102	8.42%
	Hindi (Never) 15	1.24%
<b>Total</b>	<b>1212</b>	<b>100%</b>
2.2. Lesson Content	Frequency	Percentage
Nahihirapan ka ba saiyong mga aralin?	Palagi (Always) 82	6.77%
	Madalas (Often) 435	35.89%
	Bihira (Seldom) 639	52.72%
	Hindi (Never) 56	4.62%
<b>Total</b>	<b>1212</b>	<b>100%</b>
2.3. Interest on Learning	Frequency	Percentage
Nagtatanong ka ba saiyong guro tungkol sa iyong aralin?	Palagi (Always) 163	13.45%
	Madalas (Often) 515	42.49%
	Bihira (Seldom) 489	40.35%
	Hindi (Never) 45	3.71%
<b>Total</b>	<b>1212</b>	<b>100%</b>

Question No. 3: What is the academic progress of the grade three pupils as perceived by the parent in terms of the following:

Table 5. Composite Table of Frequency and Percentage of Grade III pupils at District I-A, City Schools Division of Antipolo in terms of Independent Learning, Dependency to Others, Quality of Learning, Reporting and Feedback and Assessment

3.1. Independent Learning	Frequency	Percentage
Palagi (Always)	313	25.83%
Nagawa ba ng iyong anak ang kanyang mga gawain sa paaralan ng mag – isa?	Madalas (Often) 398	32.84%
	Bihira (Seldom) 431	35.56%
	Hindi (Never) 71	5.86%
<b>Total</b>	<b>1212</b>	<b>100%</b>

3.2. Dependency to Others	Frequency	Percentage
Palagi (Always)	270	22.28%
Nagawa ba ng iyong anak ang kanyang mga gawain sa paaralan ng may tulong ng iba?	Madalas (Often) 532	43.89%
	Bihira (Seldom) 373	30.78%
	Hindi (Never) 37	3.05%
<b>Total</b>	<b>1212</b>	<b>100%</b>

3.3. Quality of Learning	Frequency	Percentage
Palagi (Always)	559	46.12%
Maayos ba ang pag – aaral niyong anak?	Madalas (Often) 449	37.05%
	Bihira (Seldom) 159	13.12%
	Hindi (Never) 45	3.71%
<b>Total</b>	<b>1212</b>	<b>100%</b>

3.4. Reporting	Frequency	Percentage
Palagi (Always)	260	21.45%
Nag-uulat at nagtatanong ka basa guro ng iyong anak?	Madalas (Often) 540	44.55%
	Bihira (Seldom) 385	31.77%
	Hindi (Never) 27	2.23%
<b>Total</b>	<b>1212</b>	<b>100%</b>

3.5. Feedback and Assessment	Frequency	Percentage
Palagi (Always)	889	73.35%
Nagbibigay ba ng feedback o komento ang guro hingil sa mgakatanungan at kasagutan ng iyong mga anak sa aralin?	Madalas (Often) 211	17.41%
	Bihira (Seldom) 104	8.58%
	Hindi (Never) 8	0.66%
<b>Total</b>	<b>1212</b>	<b>100%</b>

## Discussion

The table 2 demonstrates that printed mode of answering was used by the majority with the number of 1,104 pupils or 91.09% of the population while the remaining 108 pupils or 8.91% used digital type of Self-Monitoring Tools.

The data exemplify that in terms of mode of answering

the self-monitoring tools, most of the students prepares printed type in monitoring their academic progress.

The finding contradicts to what Naomi said, compared how students read in print and on-screen, and reports that participants 'praised digital reading on a number of counts, including the ability to read in the dark, ease of finding material ("plenty of quick information") saving paper and even the fact they could multitask while reading.'

As presented in table above, majority of the pupils, 793 or 65.81 percent, answered 'Ayon sa itinakda ng Guro' (irregular basis). The data indicate that the pupils preferred to follow the given schedule of their teacher in distribution of the Self-Monitoring Tool.

In similar table, the greatest number of the pupils, 997 or 82.74 percent, responded 'Ayon sa itinakda ng Guro' (irregular basis). This means that the pupils prepare to follow the given schedule of their teacher in retrieval of the Self-Monitoring Tool.

In terms of Study Habits, the greater number of pupils, 717 or 59.16 percent, are studying there lessons every week as scheduled on their Weekly Home Learning Plan. This means that more than the half of the population are diligent pupils and exemplified good study habits.

Relative to Lesson Content, majority of the pupils, 639 or 52.72 percent, answered Bihira (Seldom). It means that pupils can understand their lesson using their module. With regards to Interest on Learning, the greater number of pupils, 515 or 42.49 percent, answered Madalas (Often), and the lesser number, 45 or 3.71 percent, answered Hindi (Never). The result implies that pupils show a great interest on learning their lesson through asking question.

As presented on table 4, majority of pupils, 431 or 35.56 percent, answered Bihira (Seldom). This means that there are more pupils who can't do their learning task on their own.

In terms of dependency to others, the greater number of pupils, 532 or 43.89 percent, answered Madalas (Often). This means that more than half of the population seek assistance on their parents or guardian, siblings, relatives and others to accomplish their learning tasks.

While in terms of quality of learning with respect to its frequency in doing shows that majority of the Grade III pupils, 559 or 46.12 percent are serious in their study. The data indicate that more than half of the

Grade III pupils are not studying well.

In the same table above, it demonstrates that in terms of Reporting, parents of the pupils respond as Madalas (Often), 540 or 44.55 percent ask about their children performance in school. The data exemplify that in reporting, parents of Grade III pupils are not vigilant in asking the academic growth of their children.

As seen in the table, according to the parents/guardian of Grade III pupils, the majority, 889 or 73.35 percent, responded Palagi (Always). This implies that the teacher gives feedback and assessment about the academic progress of the pupils to their parents or guardians.

## Conclusion

In lights on the findings of the study, the researcher recommended the following: (1) Use the self-monitoring tool mandatorily in tracking the academic progress of learners based on the learner's perception. (2) Provide a digital platform for self-monitoring tool to pupils for more convenient and accessible distribution, accomplishment and retrieval without compromising the welfare of the learners. (3) Conduct LAC Session for the teachers regarding the importance of the strict implementation of Self-Monitoring Tool in tracking the academic progress of learners based on the learner's perception. (4) Strengthen the school programs and projects to lighten the problems confronting our learners in this time of pandemic like access to education, lack of gadgets or learning resources, limited supervision and proper assessment must be strongly supported. (5) Education Program advocates and Policy-makers must be informed about the findings of this study in order to create suitable programs and policies that will help to alleviate the academic progress of learners using the alternative distance learning modality.

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