



Republic of the Philippines
CAVITE STATE UNIVERSITY

Bacoor City Campus

SHIV, Molino VI, City of Bacoor

☎ (046) 476-5029

✉ cvsbacoor@cvsu.edu.ph

Title: “An Interview Report on Teachers’ Views Regarding Pro-Learn in Cavite State University- Bacoor Campus”

1. Introduction

Procrastination is one of the most common challenges that affect students’ academic performance and personal growth. Many learners tend to delay tasks, which often leads to stress, lower productivity, and poor learning outcomes. To address this issue, the Pro-Learn AI was developed as a strategy to help students manage their time effectively and develop better study habits.

This interview report aims to present the insights and perspectives of teachers regarding the Pro-Learn AI and its potential to prevent procrastination among students. Teachers, being directly involved in guiding learners, play a vital role in identifying the causes of procrastination and in implementing interventions that promote discipline and motivation. By gathering their views, this report seeks to understand how teachers perceive the usefulness, challenges, and possible improvements of the Pro-Learn AI initiative in the school setting.

2. Objectives of the Interview

The main objectives of this interview were to:

1. Identify teachers’ observations about the common causes of student procrastination.
2. Explore teachers’ perceptions of the Pro-Learn AI and its potential effectiveness in preventing procrastination among students.
3. Determine the possible challenges in implementing the Pro-Learn AI within the school setting.

4. Gather suggestions from teachers on how to improve and promote the Pro-Learn AI strategy to enhance students' time management and productivity.

3. Methodology

1. **Participants:** Computer Science & Information Technology professionals in Cavite State University- Bacoar Campus participated in the interview.
2. **Data Collection Method:** Structured interviews were conducted in person, each lasting approximately 10–20 minutes. The researchers used a prepared questionnaire that contained specific questions about student procrastination and the **Pro-Learn AI**. The same set of questions was asked to all participants to ensure consistency in the data gathered.

Interview Questions:

1. What common challenges do you observe among students when it comes to managing their time and academic workload?
2. Based on your observation, what are the usual reasons why students struggle to focus or finish their tasks on time?
3. In your experience, how big of a factor is procrastination in students' academic underperformance?
4. What learning difficulties do you often observe among students — such as understanding lessons, reviewing before exams, or retaining information? What aspects of tracking student performance would you like to see improved?
5. Have you noticed any patterns of cramming or late submission of outputs among your students?
6. Do you think a system that provides automated reminders or a structured task planner would be helpful for students?
7. What learning platforms do students commonly use?
8. Are there any limitations in these platforms that you would like a new system to address?
9. In your opinion, would it be effective if a system could temporarily block distractions while students are studying?
10. Is it sometimes difficult to identify which students need help or are falling behind in lessons?
11. If there were a system that provides automated insights about student performance, do you think it would be useful for you as a teacher?

4. Summary of Responses

Theme	Summary of Responses
Time Management and Academic Challenges	Teachers observed that many students struggle to balance multiple academic requirements. Common issues include poor time management, lack of prioritization, and difficulty in setting study goals.
Causes of Procrastination	Most teachers agreed that distractions (such as social media and mobile games), lack of motivation, work, and ineffective study habits are the main reasons students procrastinate. Some also mentioned that unclear deadlines and overwhelming workloads contribute to delays in submission.
Impact of Procrastination	Participants emphasized that procrastination significantly affects academic performance. It often results in cramming, late submissions, incomplete tasks, and lower comprehension of lessons.
Learning Difficulties	Teachers commonly noticed that students struggle with understanding lessons, reviewing for exams, and retaining information. They also observed that students' behavior toward completing schoolwork is greatly influenced by the people around them; such as their friends or classmates who tend to procrastinate can encourage similar habits, leading students to delay tasks until close to the deadline.
Patterns of Cramming and Late Submissions	All respondents confirmed that cramming and late submissions are frequent among students, especially near project deadlines, activities, and examinations.
Use of Learning Platforms	The most commonly used platforms mentioned were Google Classroom, Canva, and Microsoft Teams. While these tools help organize tasks, teachers noted that students still tend to procrastinate even when reminders are available.
Limitations of Current Platforms	Teachers stated that existing learning platforms lack features that help students manage distractions or monitor time usage effectively. They also said these platforms provide limited personalized feedback about student productivity.
Perception of the Pro-Learn AI System	The majority of teachers believed that an AI-driven system that offers automated reminders, structured task planning, and distraction-blocking features could significantly help students stay focused and productive. They also saw potential in AI-generated insights to help identify students who are struggling academically.

5. Analysis and Discussion

The interviews with Computer Science and Information Technology teachers revealed several key insights regarding student procrastination and the potential impact of the **Pro-Learn AI** system. Teachers expressed strong support for an AI-based system that provides structured task planning, automated reminders, distraction-blocking features, and performance tracking. Such a system could address the key challenges identified: improving focus, reducing procrastination, and offering teachers actionable insights into student progress. The proposed features also respond to the limitations of current learning platforms, which often lack personalized and motivational components.

6. Conclusion

The findings of this study indicate that procrastination remains a significant barrier to students' academic success, influenced by both individual habits and peer behavior. Teachers recognize that existing learning platforms provide limited support in addressing these issues and expressed strong interest in the development of a **Pro-Learn AI**.

The proposed system, with its automated reminders, structured task management, distraction-blocking tools, and performance analytics, has the potential to help students manage their time more effectively, reduce procrastination, and improve overall academic performance.

In conclusion, integrating **Pro-Learn AI** into the educational environment could serve as a proactive and innovative approach to fostering better study habits, enhancing student engagement, and supporting teachers in monitoring and guiding learners toward academic success.