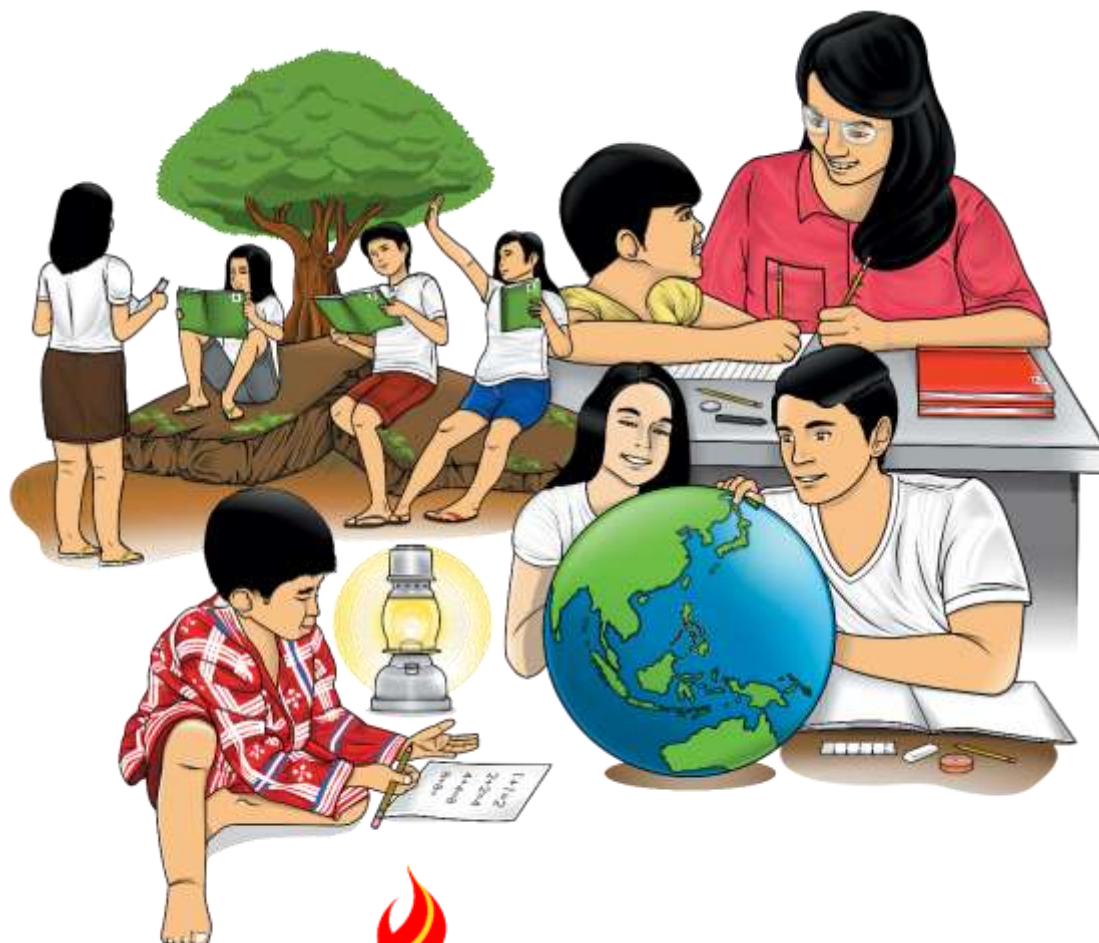


Inquiries, Investigation and Immersion

Quarter 2 – Module 5: Finding the Answers to the Research Questions



**Inquiries, Investigation and Immersion
Alternative Delivery Mode
Quarter 2 – Module 5: Finding the Answers to the Research Questions
Second Edition, 2021**

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Inquiries, Investigation and Immersion

Quarter 2 – Module 5: Finding the Answers to the Research Questions

Introductory Message

The purpose of this module is to guide the teacher as to what to do in dealing the students. This is an interactive way to test and evaluate the students' learning process. The writer simplifies the instruction of every activity to be understood well. The importance of the module is to explore the literacy of the students. Motivating the students to use module is a great help to adapt the education for all programs.

To our dearest students let yourself be free in exploring the module made for your literacy and learning process. This module is designed to test your skills in understanding and comprehending the different activities. This module involves logical flow of ideas to spread essential context regarding the learning process. The purpose refines completely new approach in selecting topic which inclined the interests of the learners. Additional insights might investigate the implications in identifying new problems and re-conceptualize.

1. What I Need to Do – the part used to introduce the learning objectives in this module.
2. What I Know – this is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge previous knowledge.
3. What's In – the part used to connect your previous learning with the new lesson.
4. What's New – the part used to introduce new lesson through a story, an activity, a poem, song, situation or activity.
5. What is It – the part that will help you discover and understand the lesson.
6. What's More – the part that will help enrich your learnings of the lesson.
7. What I Have Learned – the part that will help you process what you have learned in the lesson.
8. What I Can Do – the part that allows you to apply what you have learned into real life situations.
9. Assessment – the part that evaluates your level of mastery in achieving the learning objectives.
10. Additional Activities – the part that enhances your learning and improves your mastery of the lesson.



What I Need to Know

Data is all around us, it's everywhere, and every action we do results in new data and information. Research data such as questionnaires, Focus Group Interview (FGI), Focus Group Discussion (FGD), and other related documents should be collected, observed, or created for analysis to come up with original research results. You cannot simply move to a conclusion in your research study without doing the correct process and methodology used to analyze and interpret the data gathered. In other words, data analysis, interpretation, and implications are needed. As a researcher, this is very important to you, in the same manner as a doctor to analyze the condition of the patient before giving him any advice, treatment, and medicines. Data analysis helps the researcher to come up with a valid and concrete conclusion.

This module will guide you on how to do the interpretation of data and data analysis methods. It contains activities that can help you enhance your knowledge and skill in data analysis, interpretation, and implication. You can improve your skills in this area. Nothing is impossible.

This module contains activities that guide you on the appropriate method of analysis of data obtained, interpretation, and presentation of results (if applicable).

This module has two lesson lessons in qualitative data analysis:

- Data Analysis method
- Interpretation of Data



What you are expected to learn?

After going completed this module, you are able and expected to gather analyze data with intellectual honesty using suitable techniques.



How to learn this module?

- Take your time to read and understand the concepts in this module
- Follow the instruction carefully in every given task
- Answers all the given tests and exercises
- Present an output in every performance task given
- Familiarize yourselves with the given terms

The following terms will be encountered in the lesson:

- Research data- is any information that has been collected, observed, generated, or created to validate a research study.
- Data analysis- a process that involves examining, and molding collected data for interpretation to discover relevant information, draw or propose conclusions, and support decision-making to solve a research problem.
- Data Interpretation- is the process of making sense of numerical data that has been collected, analyzed, and presented.
- A Conceptual framework is an analytical tool that is used to get a comprehensive understanding of a phenomenon. It can be in different fields of work and is most commonly used to visually explain the key concepts or variables and the relationships between them that need to be studied.



What I Know

As an initial activity, you will be assessed on your prior knowledge about finding the answers to the research questions. This is to find out what are the things you need to learn more about the subject matter.

Multiple Choice. Write the letter of the best answer on a separate sheet of paper.

1. Which method of data analysis is used to analyze documented information in the form of texts, media, or even physical items characteristics?
 - a. content
 - b. grounded theory
 - c. narrative
 - d. thematic
2. Which statement is related to the thematic analysis of data?
 - a. It involves looking at each case narratives
 - b. It is used in conjunction with other methods
 - c. All the views collected are summarized as the main theme
 - d. It is focused on human behavior indirectly by analyzing the way they communicate
3. It is a process of asking questions done by the interviewer to gather information in a form of conversation following a structured guide.
 - a. Individual Interview
 - b. Observation
 - c. Questionnaires
 - d. Vlog
4. Which of the following showed the best description of analyzing qualitative data?
 - a. It is a random, unsystematic process.
 - b. It will start soon after all the data are being collected.
 - c. It builds from complex to specific with tangible examples.
 - d. It is a continuing and repeated process integrated into all phases of research.

5. Which of the following is not part of qualitative data preparation and analysis?
 - a. Getting close and personal with the data
 - b. Revisiting research objectives
 - c. Identifying patterns, design, and connections
 - d. Describing the relationship between two or more variables
6. It used qualitative data to explain the occurrence of a certain phenomenon happening by studying a variety of similar cases in a different setting and using the data to derive causal explanations.
 - a. Content Analysis
 - b. Discourse Analysis
 - c. Grounded Theory
 - d. Framework Analysis

For questions 7 – 9, refer to the following problem

A survey was conducted to know the audience’s feedback on a dance presentation. The question being asked is: “In your opinion, the dance presentation was entertaining, boring, or neither?”

Respondents	Entertaining	Boring	neither
A	1		
B		1	
C	1		
D	1		
E			1
Total	3	1	1

7. What percentage of the respondents said that the dance presentation is entertaining?
 - a. 50%
 - b. 60%
 - c. 70%
 - d. 20%
8. What percentage of the respondents said that the dance presentation is boring?
 - a. 50%
 - b. 60%
 - c. 70%
 - d. 20%
9. What percentage of the respondents said that the dance presentation is neither entertaining nor boring?
 - a. 50%
 - b. 60%
 - c. 70%
 - d. 20%
10. Which of the following is NOT true about qualitative data interpretation?
 - a. Interpretation does not necessarily depend on the point of view of the researcher
 - b. Interpretation of findings gives meaning to the data collected.
 - c. Interpretation of qualitative findings is a process of giving meaning to a higher perspective.
 - d. In interpreting results, categorize responses to patterns to derive meanings from unrelated and wordy responses
11. The following are steps in data interpretation, except for ____ .
 - a. Think beyond the data
 - b. Consider the data from various perspectives
 - c. Disregard outlying data or data that seems to be an exception
 - d. Assumptions and beliefs should be made to influence your interpretation

For questions 12 - 13, refer to the following problem:

A study was conducted to determine G10 students of ABC National High School to enroll in the ABM strand based on their academic performance and NCAE result. The following data were given.

Profile of the Participants		
Age	Frequency	Percent
15	5	17.9
16	17	60.7
17	5	17.9
18	1	3.6
Total	28	100.0
Mean 16.07		
Gender		
Male	6	21.4
Female	22	78.6
Total	28	100

12. Based on the age of the respondents, what can be inferred?
- Most of the Grade 10 students were at their correct age level which is grade 10
 - Only 3.6% of the respondent is 18 years old
 - Most of the grade 10 students age is 16 years old
 - All of the above
13. Based on the respondent's gender, what can be inferred?
- Most of the Grade 10 students are female
 - Most of the Grade 10 students are male
 - Both A and B
 - None of the above

For questions 14-15 Refer to the Table of Responses of Grade 11 learners in Bulua National High School when asked about their General Mathematics subject.

Question	Response	Theme
Kumusta man ang inyong General Mathematics Subject?	“Medyo lisod ang uban excercises wala man gud lain textbook kami pa mangitauglaing resources.” <i>“I find some exercises a little harder because we don’t have a textbook”.</i>	LEARNING RESOURCES
	“Pwed man ma research online ang mga topic pero wala free internet sa school.” <i>“I find some exercises a little harder because we don’t have a textbook”.</i>	
	“Wala mi libro sa balay para makareview.” <i>“We don’t have books to review.”</i>	
Translation: How do you find your General Mathematics Subject?	“Gusto ko magpatutor kang Mam pero maulaw ko mangutana sa klase.” <i>“I want my teacher to tutor me, but I’m ashamed of the class”.</i>	STUDENTS’ PREFERENCES TO ACHIEVE LEARNING
	“Unta manghatag si mam ug kopya sa iyang powerpoint.” <i>“We want our teacher to give us a copy of PowerPoint”</i>	
	“Naa untay online tutorial.” <i>“We want online tutorial”</i>	
	“Kay gatrabaho man ko gamay ra akong time mag review sabalay.” <i>“I have no time to review at home because I’m working”</i>	
	“Dugay nako nakaundang mao medyo lisod namakasabot.” <i>“I find it hard to understand because I stopped schooling long time ago.”</i>	SITUATIONS THAT HAMPER STUDENTS TO ACHIEVE LEARNING
	“Kulang ra gyud ang isa ka adlaw nga Discussion sa kadaghan sa module.” <i>“One day in a week is not enough to handle all the module”.</i>	

14. Which of the following statements does NOT belong to the theme Learning Resources?
- “I find some exercises a little harder because we don’t a have textbook”.
 - “We can research online, but we don’t have internet connectivity”
 - “We don’t have books to review.”
 - “One day in a week is not enough to handle all the modules.
15. Which of the following is not among the theme of the Responses of Grade 11 Open High Learners in Bulua National High School when asked about their General Mathematics Subject?
- Learning Resources
 - Students Preferences to achieve the learning
 - General Mathematics
 - Situations that Hamper Students to Achieve Learning

Lesson 1

Interpretation and Data Analysis



What's In

Activity 1. Mix and Match!

Match the term/terms in Column A to the phrase/statement in Column B. Write your answer on a separate sheet of paper.

A	B
1. Individual Interview	A. These are ideas or categories that emerge from a grouping of lower-level data points
2. Questionnaires	B. It can be open or closed-ended questions
3. Observation	C. It deals with an actual encounter with respondent particular activities of the day.
4. Surveys	D. These are series of questions and other prompts for the purpose of gathering information from respondents
5. Themes	E. It is a conversation between the interviewer and the interviewee to gather relevant information using prepared questions.



What is It

What is Data Analysis in Research?

Data analysis is a way of simplifying numerous and wordy data to a meaningful story and interpreting it to arrive at an insight to behold. It is a process of converting a multitude of data into a smaller group of sensible data.

Since it is a process, it involves several stages. To start with, data must be organized. The next step is to summarize and categorize data together. Through data analysis, you can find patterns and themes to identify and link ideas. Lastly, is to really analyze data from the start to finish, or one may go backward in analyzing it.

Most beginner researchers, find data analysis very tasking and time-consuming. It is very hard to navigate with data, especially if it entails vague data. However, the end result will fascinate anyone as it will bring about clear, well-structured, and meaningful data.

Why do we need to analyze data in research?

For a researcher, to tell a story about a problem solved, large-scale data might be too boring for the spectators. Although they rely mainly on data, it cannot give a clear picture or answer to some questions. Well-analyzed data will reveal patterns that may be interesting and worth exploring. Through data analysis, researchers can have a bigger, meaningful, and beautiful picture of data. Organized and analyzed data can guide the researcher to find patterns and provide shape and beauty to the story they want to tell. On the other hand, an open-minded researcher must remain unbiased in whatever data is gathered. Along the way, unexpected patterns, expressions, and results may arise. Remember that data analysis can sometimes reveal the most unexpected yet intriguing stories that were not anticipated at the time of data collection. As a result, trust the information you have and enjoy the voyage of exploratory investigation.

Data analysis in qualitative and quantitative research

Qualitative data analysis usually involves texts, phrases, images, objects, and sometimes symbols. Some details in this part have been discussed in your Practical Research 1.

On the other hand, quantitative data analysis involves numbers and statistics. Statistical analysis is the core of quantitative analysis. It deals with basic calculations including average and median to more sophisticated analyzes like correlations and regressions.

While descriptive statistics gives details on your specific data set, inferential statistics aim to make inferences about the population. It makes two common times of predictions. One is prediction between groups, for example, weight differences between learners grouped according to their favorite meal. The second is relationships between variables. For example, the relationship between body weight and the number of hours a week a person does Zumba dance. In other words, inferential statistics allows you to connect the dots and make predictions based on what you observe in your sample data.

A. Define the following Common Inferential Methods

1. T-Tests
2. ANOVA
3. Correlation Analysis
4. Regression Analysis

B. Direction: Read and answer the questions carefully. Write and explain your answer on your answer sheet.

1. What type of data analysis did you use in your research paper?
2. Identify the methods that you used in analyzing your paper.
3. Whether your research used qualitative data analysis or quantitative data analysis, present the process of analyzing you did.

Sample interpretation of data using the extracted table from the unpublished research paper of Ms. Cristy G. Dablo, entitled, “TEENAGE PREGNANCY AND ITS INTERVENTIONS: MINIMIZING FUTURE RISKS AMONG HIGH SCHOOL STUDENTS.”

Table 1. Experiences knowing that you are pregnant

R1	<p>“Yung natatakot akong hindi panagutan ng nobyo ko, pero mas natakot akong hindi matanggap ng parents ko ang aking nobyo dahil ayaw nila sa kanya.”</p> <p><i>{I’m afraid that my boyfriend won’t carry the responsibility, but I am more afraid of my parents not accepting me as they don’t like my boyfriend}</i></p>
R2	<p>“Nung nalaman kung buntis ako para akng na down kasi nag overthink ako sa mga posebling mangyari at hindi ko alam ang aking gagawin.</p> <p><i>{As soon as I know that I’m pregnant, I felt so down because I overthink of possibilities and do not know what to do}</i></p>
R3	<p>“Natakot ako... kasi mapapahiya ang aking pamilya. Iniisip ko na hindi ituloy ang aking dinadala. Gusto ko magpakalayo na lang, titigil sap ag aaral. Nawalan ako ng pag-asa sa buhay ng dahil sa bata.”</p> <p><i>{I’m afraid... because I put shame on my family. I thought of aborting my baby inside my tummy. I want to stay away from them, I want to stop schooling. I lost hope in my life because of the baby.}</i></p>

Interpretation for Table 1:

All respondents’ responses were about fear, worries, and apprehensions. Table 1 showed the emotions that respondents felt knowing that they were pregnant at an early age. Three (3) directly blurted out the feeling of fear, and the rest indirectly said. Fear on how the parents reacted to the shame they brought up, fear of hopelessness that the baby shuttered their future dreams, fear on how they raise the child knowing that they are incapable of supporting themselves. The fear felt a push to worry, apprehend and think of the worst deed to abort the child.

According to Enyegue (2004) teenagers raised in a culture where parents are really afraid to broach the topic to their kids are at risk of early pregnancy. With this, many teens worry about what their families will say when they find out that they are pregnant. So, they avoid telling their parents or someone else who might be able to

help them find support. This delays their prenatal care, making the pregnancy even riskier for themselves and their baby. With that fear, abortion came to their thinking trying to solve the problem, facing the grim realities of teen pregnancy is not pleasant.

Suppose a study is conducted to one of the companies in El Salvador City Misamis Oriental to determine the factors affecting customer preferences among the residence of one barangay of El Salvador City ages 22 to 60 years old. The following data were given.

Table 1
Distribution of Respondents by Age

Age	Frequency	Percent
21 – 30 yrs. old	170	45.33
31 – 40 yrs .old	90	24.00
41 – 50 yrs. old	80	21.33
51 – 60 yrs. old	35	9.33
Total	375	100

Interpretation of Data (Table 1)

Table 1 reveals that 45.33 percent of the respondents are in the age bracket of 21-30 years old compared to only 9.3 percent in ages 51 – 61 years old and above and 21.33 percent belonged to the 31- 40 age range.

This age profile is important as it also reflects the current age demographic for the Filipinos according to Philippine Statistics Authority (PSA). There is a much younger age cohort of teachers entering the workforce.

There is a much younger cohort who has the capacity to purchase products and services

Table 2
Distribution of Respondents by Sex

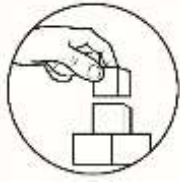
Sex	Frequency	Percent
Male	230	61.33
Female	145	38.67
Total	375	100

Interpretation of Data (Table 2)

Table 2 shows that 61.33 percent of the respondents are female, compared to 38.67 percent males. This is representative of the current gender distribution of the population in the Philippines.

According to Philippine Statistics Authority (PSA) in 2015 of the total population in the Philippines, 50.40% are males and the rest are females.

This gender distribution is common among most countries where male becomes more in population than female (Skelton, 2012).



What's More

Activity 2. Fact Check!

Directions: Read the sentences. After each number, mark check (√) if you think that the sentence is true about the purpose of analyzing data irrespective of whether that data is qualitative or quantitative. Mark cross (X) if you think that it is not. Write your answers in your notebook or on a separate sheet of paper.

1. Data analysis describe and summarize the data. _____
2. Data analysis identify relationships between variables _____
3. Data analysis compare variables _____
4. Data analysis identify difference between variables _____
5. Data analysis forecasts outcomes. _____



What I Have Learned

Activity 3. My Take-aways!

Complete each statement below

1. We analyze data because

2. We interpret data because

3. I used the method in _____ (quantitative or qualitative) because



What I Can Do

Activity 4. Let's try this!

1. Suppose a study is conducted to one of the stores in your barangay to determine the factors affecting customer preferences among the residences ages 22 to 60 years old. The following data were given.

Table 3
Distribution of Respondents by Age

Age	Frequency	Percent
21 – 30 yrs. old	38	42.22
31 – 40 yrs .old	21	23.33
41 – 50 yrs. old	18	20
51 – 60 yrs. old	13	14.44
Total	90	100

Kindly give your interpretation of the given data in table 3. Write your answer on a separate sheet of paper

2. Suppose you want to sell your product to one of the school canteens of El Salvador City thus you conducted a study to one of the schools in El Salvador City Misamis Oriental to determine the factors affecting consumer preferences of the student's ages 16 to 19 years old. The following data were given.

Table 4
Distribution of Respondents by Age

Age	Frequency	Percent
16 yrs. old	370	45.12
17 yrs. .old	200	24.39
18 yrs. old	150	18.29
19 yrs. old	100	12.20
Total	820	100

Kindly write your interpretation, based on the data given in table 4. Remember to write first the comparison and contrast of the data given, its implication to the study, and connect it with a review of related literature.

3. The same research study given in activity 2 was conducted. The following data were given below.

Table 2
Distribution of Respondents by Sex

Sex	Frequency	Percent
Male	430	52.43
Female	390	47.56
Total	820	100

Kindly write your interpretation, based on the data given in table 2.

4. The same research study given in activity 2 was conducted. The following data were given below: Remember to write first the comparison and contrast of the data given, its implication to the study, and connect it with a review of related literature.

Table 3
Distribution of Respondents by Daily Allowance

Daily Allowance	Frequency	Percent
Below Php20	120	14.63
Php20 – below Php30	200	24.39
Php30 – below Php40	150	18.29
Php40 – below Php50	100	12.20
Above Php50	250	30.49
Total	820	100

Kindly write your interpretation, based on the data given in table 3. Remember to write first the comparison and contrast of the data given, its implication to the study, and connect it with a review of related literature.



Assessment

Multiple Choice. In a separate sheet of paper write the letter of the best answer.

For questions 1 – 2, refer to the following problem.

A study was conducted to determine G7 students of Wuhan National High School to enroll in GAS strand based on their academic performance and NCAE result. The following data were given.

Profile of the Participants		
Age	Frequency	Percent
15	5	17.9
16	17	60.7
17	5	17.9
18	1	3.6
Total	28	100.0
Mean 16.07		
Gender		
Male	6	21.4
Female	22	78.6
Total	28	100

- Based on the age of the respondents, what can be inferred?
 - Most of the Grade 10 students was at their correct age level which is grade 10
 - Only 3.6% of the respondent is 18 years old
 - Most of the grade 10 students age is 16 years old
 - All of the above
- Based on the respondent's gender, what can be inferred?
 - Most of the Grade 10 students are female
 - Most of the Grade 10 students are male
 - Both A and B
 - None of the above
- What does quantitative data refer to?
 - graphs and tables.
 - numerical data that could usefully be quantified to help you answer your search question(s) and to meet your objectives.
 - any data you present in your report.
 - Statistical analysis

4. Which measure of central tendency is obtained using the middle score when all scores are organized in numerical order?
 - a. Mean
 - b. Median
 - c. Mode
 - d. None of these
5. Which measure of central tendency is obtained by calculating the sum of values and dividing this figure by the number of values there are in the data set?
 - a. Mean
 - b. Median
 - c. Mode
 - d. None of these
6. Which measure of central tendency is derived from the most common value?
 - a. Mean
 - b. Median
 - c. Mode
 - d. None of these
7. What method is used to compute the average or central value of collected data?
 - a. measures of positive variation
 - b. measures of central tendency
 - c. measures of negative skewness
 - d. measures of negative variation
8. What does standard deviation refer to?
 - a. a way of measuring the extent of spread of quantifiable data.
 - b. inappropriate in management and business research.
 - c. a way of describing those phenomena that are not the norm.
 - d. a way of illustrating crime statistics.
9. It is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions.
 - a. Content
 - b. Grounded Theory
 - c. Narrative
 - d. Thematic
10. Which method of data analysis is used to analyze documented information in the form of texts, media, or even physical items characteristics?
 - a. Content
 - b. Grounded Theory
 - c. Narrative
 - d. Thematic
11. It is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee following structured guidelines or pointers.
 - a. Individual Interview
 - b. Observation
 - c. Questionnaires
 - d. Vlog
12. Which statement pertains to thematic analysis of data?
 - a. It involves looking at each case narratives
 - b. It is used in conjunction with other methods
 - c. It shows the main themes that summarize all the views collected
 - d. It enables one to focus on human behavior in an indirect way by analyzing their communication.
13. Which of the following best describes qualitative data analysis?
 - a. It is an awkward, haphazard process.
 - b. It begins after all data has been collected
 - c. It builds from abstraction to specific, concrete examples.
 - d. It is an ongoing, cyclic process integrated into all phases of research

14. Which of the following theme will best fit the question “What is the most common reason for Students who enrolled in the Open High School?”
- a. No Smoking Policy
 - b. No plastics Policy
 - c. Working Student
 - d. No wearing of uniform
15. It is the range of processes and procedures whereby we move from the qualitative data that has been collected and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding, or interpretation of the people and situations we are investigating.
- a. Qualitative Data Analysis
 - b. Quantitative Data Analysis
 - c. Interpretation of Data
 - d. Data Gathering Method

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<http://onlineqda.hud.ac.uk/methodologies.php>

<https://gradcoach.com/quantitative-data-analysis-methods/>



Answer Key

<p>What I Know</p> <p>1. A 2. C 3. A 4. B 5. D 6. C 7. B 8. B 9. C 10. A 11. A 12. D 13. A 14. D 15. C</p>	<p>Activity 1</p> <p>1. E 2. D 3. C 4. B 5. A</p>	<p>Assessment</p> <p>1. B 2. B 3. B 4. B 5. A 6. C 7. B 8. A 9. C 10. C 11. A 12. C 13. B 14. C 15. A</p>
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