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# Mathematics

## Quarter 4 – Module 36: Descriptive Research



**Mathematics – Grade 10**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 36: Descriptive Research**  
**First Edition, 2021**

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**Mathematics**  
**Quarter 4 – Module 36**  
**Descriptive Research**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

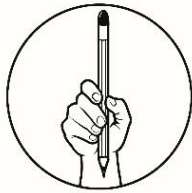
Thank you.



## ***What I Need to Know***

This module was designed and written with you in mind. Also, the scope of this module permits it to be used in many different learning situations. The arrangement of the lessons follows the standard sequence of the course. But the pacing in which you read the contents and answer the exercises in this module is dependent on your ability.

This module is here to indulge you on how to do a statistical mini research. It is expected that after this module, you will be able to do a descriptive research using one or a combination of any of the descriptive measures discussed in the previous module. This module will also help you write an introduction, methodology, results and discussion, conclusion and recommendations, and reference list sections of a research manuscript.



## ***What I Know***

Read and answer each of the following items. Write the letter of the correct answer on a separate sheet of paper.

1. Which of the following does not describe a Descriptive Research?
  - a. It can answer the question “what?”
  - b. It can answer the question “when?”
  - c. It can answer the question “how?”
  - d. It can answer the question “why?”
  
2. Which of the following is an example of a research problem under descriptive research?
  - a. Why do the Grade 10 Learners in Bail National High School procrastinate?
  - b. What is the level of academic procrastination of the Grade 10 Learners in Bail National High School?
  - c. Is there a significant difference between the academic procrastination of male and female Grade 10 learners in Bail National High School?
  - d. Is there a significant correlation between the academic procrastination and quality of outputs submitted by the Grade 10 learners in Bail National High School?

For items 3-7, refer to the sample Introduction of a Research in the box that follows.

*Academic Procrastination Among the  
Grade 10 Learners of Bail National High School*

**Background of the Study**

*In Bail National High School, it was observed that most of the Grade 10 learners obtained a not satisfactory rating from the outputs they submitted. School records show that this was due to poor quality of outputs submitted on or after the due date. The poor quality of outputs is seemingly associated with academic procrastination as the guidance counsellor and subject teachers observed.*

*This Academic Procrastination refers to the tendency of postponing school-related activities such as assignments and projects where it occurs to students of all ages (Schraw, Wadkins & Olafson, 2007). According to McCloskey (2011), it can affect individuals who are procrastinating by experiencing stress or anxiety in hastening to meet the deadline in a short span of time.*

*In a research conducted by Saleem and Rafique (2012) about the correlation of self-esteem and procrastination, procrastination affects academic performance by increasing the students' anxiety and lowering their self-esteem, therefore causing academic and career problems. Without appropriate attention and concentration, the quality of the student's performance and work are certain to drop.*

*According to Dr. Jim Bell and Dr. Dave Dickens (2010), there are 11 ways to avoid procrastination. First is to organize on what you will do and form a plan of prioritizing your goals. Second is to assess the task that you will do. Third is to break the task into smaller pieces so that it will be manageable. Next is to create a to-do list of the tasks from the most you prioritize down to the least. Fifth is to create a schedule to set the things that you need to do. Sixth is to fix time limits. Seventh is to know the consequences. Next is to set a reward whenever you complete a task on time. Ninth is if you are having hard time on completing a task, seek help from your teachers, tutors, parents, or friends. Tenth is to have an appointment book. Lastly is to do first the hardest task at a time when you are feeling the most productive.*

*With the presented concepts, this research is conceptualized. This research plans to investigate the academic procrastination of Grade 10 Bail National High School learners.*

**Conceptual Framework**

*Regardless of the effects of academic procrastination, there appears to be numerous components of academic procrastination. In the study of McCloskey (2011), he identified personal initiative, psychological beliefs about abilities, laziness, distraction of attention, time management skills, and social factors as components of academic procrastination.*

*Personal initiative is the general readiness or ability of a person to begin or carry out tasks energetically. Generally, if a person lacks initiative, he will not be motivated to finish a task on time. Lack of personal initiative is a reason for academic procrastination (Caruth and Caruth, 2002).*

*Psychological beliefs about abilities related to academic procrastination is for the students to rationalize their tendency to put things off and their ability to work under pressure (Wohl, Pychyl & Bennett, 2010). The more students have confidence in their ability, the more the students have the tendency to procrastinate and “cram” to get things done near the due date.*

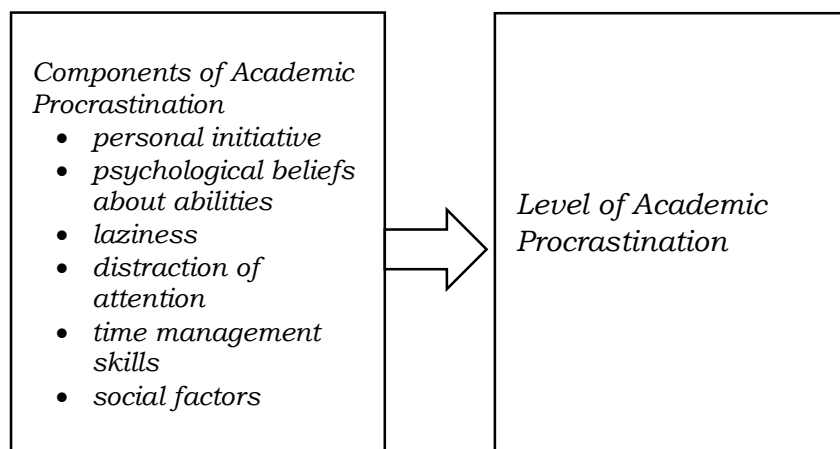
*Laziness is a tendency to avoid work even if they are able (Mish, 1994). Students tend to avoid schoolwork. They purposely put off their work as days pass.*

*Distraction of attention is intentionally doing more interesting activities ahead of time. According to studies students who academically procrastinate are easily distracted by interesting and more fun activities. (McCloskey, 2011).*

*Time management skills can be defined as having an ability to consciously control activities and behaviors so as to maximize one’s available time (Mish, 1994). Difficulty in managing one’s time was discovered in previous studies as a reason why students academically procrastinate (Solomon & Rothblum, 1984).*

*Social factors could also contribute to academic procrastination (Schraw et al, 2007). Students attempt to juggle and schedule time with family, friends, and work. Students choose to socialize with friends and turn away from schoolwork and deadlines.*

*Figure 1 shows the paradigm of the study. The figure also shows the interaction between variables. The independent variables in the study are the components of academic procrastination which in turn affects the dependent variable which is the level of academic procrastination.*



*Figure 1: Paradigm of the Study*

### **Statement of the Problem**

*The main objective of this research is to investigate the academic procrastination of Grade 10 Bail National High School learners. Specifically, it aims to answer the question:*

*What is the level of academic procrastination among the Grade 10 learners of Bail National High School?*

### **Significance of the Study**

*The success of the study would primarily give an insight on the existing problem of learners on procrastination. The data gathered through this study would provide a scope on the severity of the problem on procrastination. The results and discussion presented herein could help administrators and other stakeholders like parents to assess the situation and take appropriate measures to address the problem. Also, the researcher's recommendations to solve the problem could be taken as options that can be considered when dealing with the problem of procrastination among learners. Lastly, if the problem of procrastination among students will be lessened, then it might also solve the problem of learners submitting late unsatisfactory outputs.*

### **Scope and Delimitation**

*The study focuses on the level of Academic Procrastination of all the Grade 10 Bail National High School learners for the academic year 2019 -2020. To identify the level of procrastination, all the 63 Grade 10 learners regardless of their sex, will answer the revised questionnaire developed by McCloskey J. D. The revision of the questionnaire was based on the recommendation of the school's Guidance Counsellor.*

### **Definition of Terms**

#### *Academic procrastination*

*Academic procrastination is the tendency of students to delay school related works such as but not limited to doing assignments and projects, researching, and studying.*

#### *Grade 10 Learners enrolled in Bail National High School*

*Grade 10 learners enrolled in Bail National High School are the Grade 10 learners officially enrolled in the school during the SY 2019 – 2020.*

#### *Level of academic procrastination*

*Level of academic procrastination is the result after the Grade 10 learners answered the revised questionnaire developed by McCloskey J.D. on determining the level of procrastination. Depending on the computed score, the levels may mean “no problem with academic procrastination”, “have a bit of problem with academic procrastination”, “have a problem with academic procrastination”, “have a considerable problem with academic procrastination”, or “have a significant problem with academic procrastination”.*



### **Review of Related Literature**

*Academic procrastination is prevalent among students today and has become a hindrance to positive academic achievement. People experience the effects of wasting time and not meeting deadlines. Procrastination may result in stress, a sense of guilt and crisis, severe loss of personal productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings can combine and may create further procrastination. (Dobson, 2010)*

*Procrastination is a common phenomenon in elementary schools, secondary schools and even university level (Jaffe, 2013). In other words, most students today prefer to carry out their school duties in the last minute. They seem adept at procrastination. Some of them seem to be involved in procrastination consistently regardless of the consequence.*

*Students who were considered high procrastinators performed below average in their academics, whereas low procrastinators scored average or above average in their academic performance which implies that there is a significant relationship between procrastination and academic performance (Potdar, 2011).*

3. Which of the following is the community problem or issue mentioned in the Introduction?
  - a. In Bail National High School, it was observed that most of the Grade 10 learners obtained a not satisfactory rating from the outputs they submitted. School records show that this is due to poor quality outputs submitted on or after the due date.
  - b. Procrastination affects academic performance and student grades by increasing the students' anxiety and lowering their self-esteem, therefore causing academic and career problems.
  - c. Subject teachers and the guidance counselor observed that the learners do not practice proper time management.
  - d. The level of academic procrastination among the Grade 10 learners of Bail National High School.
4. Which of the following may not be considered in choosing a research problem to work on?
  - a. Researcher's interest and knowledge.
  - b. Research locale must be at least a whole province.
  - c. Research benefits to the respondents and target readers.
  - d. Researcher's resources but not limited to time and money.
5. Which of the following is the specific issue the study attempts to describe?
  - a. The possible causes of students' academic procrastination.
  - b. The improper time management of students, teachers, and guidance counselors.
  - c. The unsatisfactory ratings of the Grade 10 students as a result of delayed submission of outputs.
  - d. The level of academic procrastination among the Grade 10 learners of Bail National High School.

6. Which of the following is a finding of the research study conducted by Saleem and Rafique in 2012?
  - a. Procrastination affects academic performance by increasing the students' anxiety and lowering their self-esteem, therefore causing academic and career problems.
  - b. The unsatisfactory quality of outputs submitted by the Grade 10 learners of Bail National High School is associated with academic procrastination.
  - c. The eleven ways to get rid of academic procrastination.
  - d. The six characteristics of academic procrastination.
7. Which of the following is the identified potential benefit of the research?
  - a. Results of the study will give the school, parents, and any other stakeholders a basis in designing an intervention program or activity needed to lessen procrastination.
  - b. Results of the study will give tips to prevent learners from submitting unsatisfactory outputs.
  - c. Results of the study will give tips on how to lessen academic procrastination.
  - d. Results will give tips in proper time management.
8. Which of the following is not a part of the Methodology?
  - a. Explanation how to obtain results.
  - b. Procedure on how to gather data.
  - c. Description of participants.
  - d. Interpretation of results.

For items 9-11, refer to the sample parts of the Methodology in the box.

*Academic Procrastination Among the  
Grade 10 Bail National High School Learners*

**Data Gathering Procedure**

*A letter of intent will be given to the school head of Bail National High School for the administration of a survey for the study. If approved, google forms for those who have internet connection will be utilized, or a printed copy of the questionnaire will be included in the modules to be given to the Grade 10 learners. For the printed questionnaire, the Grade 10 learners need to return it together with the activities to be submitted to the school the following week.*

*The data to be gathered from the Grade 10 learners will be used for the research only. It will be kept confidential, and the result of the study will not be associated with any of the Grade 10 learners.*

**Data Analysis**

Once the questionnaires will be retrieved, the computed total scores of the Grade 10 learners will be tabulated using the intervals identified in the questionnaire developed by McCloskey J.D.. The intervals are as follows:

- 5 - 15
- 16 - 35
- 36 - 55
- 56 - 75
- 76 - 95

After which, get the frequency of each interval.

Further, the total scores will be classified according to its corresponding levels as follows.

- 5-15 (does not have a problem with academic procrastination)
- 16-35 (have a bit of problem with academic procrastination)
- 36-55 (have a problem with academic procrastination)
- 56-75 (have a considerable problem with academic procrastination)
- 76-95 (have a significant problem with academic procrastination).

Lastly, mode will be used to determine the level of academic procrastination of the Grade learners.

- 9. Who are the respondents of the research?
  - a. administrators
  - b. guidance counsellors
  - c. grade 10 learners
  - d. parents
- 10. Which of the following was utilized in gathering the data?
  - a. Adopted questionnaire developed by McCloskey J.D.
  - b. Revised questionnaire developed by McCloskey J.D.
  - c. Questionnaire developed by the Guidance Counselors.
  - d. An instrument containing the feedback and recommendations of the Guidance Counselors.
- 11. Which of the following descriptive measures were utilized in analyzing the gathered data?
  - a. Relative frequency and mode
  - b. Measures of variation
  - c. Frequency and mean
  - d. Measures of position

For items 12-14, refer to the sample Results and Discussion in the box.

*Academic Procrastination Among the  
Grade 10 National High School Learners*

*The table that follows shows the results of the study.*

<i>Levels</i>	<i>Interpretations</i>	<i>Number of the Participants with Total Scores that are Classified Under Such Level</i>
25-39	do not really procrastinate academically	0
40-54	rarely procrastinates academically	5
55-69	often procrastinate academically	37
70-84	frequently procrastinates academically	20
85- 100	always procrastinates academically	1
<b>Total</b>		<b>63</b>

*It can be seen from the table that no Grade 10 learner does not procrastinate academically. Furthermore, 5 out of 63 learners rarely procrastinate academically. In addition, 37 out of 63 of the learners do procrastinate academically. Moreover, 20 out of 63 learners often procrastinate academically and lastly, 1 out of 63 learners always procrastinate academically.*

*Based on the results, it can be concluded that majority of the respondents do procrastinate. This supports the findings of Schraw, Wadkins & Olafson (2007) and Jaffe (2013) which generally state that students are committing academic procrastination. Although not that much but there is a significant number from the Grade 10 learners who often procrastinate academically. With the fact that 1 participant always procrastinates academically, this should also alarm the school administrators and concerned stakeholders in the community specifically parents to take appropriate measures to fight the problem on academic procrastination.*

*These findings point out that with such problem on academic procrastination, the self-esteem of the students is surely affected. This adds to their stress which lowers their academic performance, thus, affecting their future career.*

*Findings about academic procrastination among the Grade 10 learners is alarming. This serves as a challenge for all those concerned which includes the learners themselves to respond to do appropriate action.*

12. Which of the following is not a result of the research study?
  - a. No learner does not really procrastinate.
  - b. 5 often procrastinates academically.
  - c. No learner always procrastinates academically.
  - d. 37 of the respondents procrastinates academically.
  
13. Based on the results, which of the following is the conclusion?
  - a. Majority of the Grade 10 learners of Bail National High School rarely academically procrastinate.
  - b. Majority of the Grade 10 learners of Bail National High School does procrastination academically.
  - c. Majority of the Grade 10 learners of Bail National High School often procrastinates academically.
  - d. Majority of the Grade 10 learners of Bail National High School always procrastinates academically.
  
14. From the results, which of the following could be the best recommendation for the school to undertake?
  - a. Identify specific learners who procrastinate academically then advise them to transfer hoping that these learners will not procrastinate in their new school.
  - b. Conduct another research on the relationship between academic procrastination and submission of unsatisfactory outputs after the due date.
  - c. Conduct another research on the reasons why learners submit an unsatisfactory output after the due date.
  - d. Introduce interventions programs and activities to lessen the procrastination among learners.
  
15. Which of the following is NOT a reason for citing references in writing a research manuscript?
  - a. It gives proper credit to the writers or other researchers in borrowing their ideas used in the manuscript.
  - b. It helps the researcher review all the references read whether related or not related in the research topic.
  - c. It allows readers to locate your reference in cases they want to learn more about the topic.
  - d. It helps build the credibility of the researcher.

## Lesson

# 1

## Descriptive Research



### *What's In*

In the previous module, you learned how to use descriptive measures in analyzing research data. To review us, identify what specific descriptive measure/s is/are used in the following results of surveys by the Philippine Statistics Authority.

1. Average family monthly income in 2015 is 22 thousand pesos.
2. Filipino Families in the poorest decile earn an average of six thousand pesos monthly last 2012.
3. In 2015, the occupation group with highest injury at work is Plant and Machine Operators and Assemblers.
4. In 2015, there are 55.3% households who own the house where they are staying.
5. One in every 10 Filipino children and youth are not attending school in 2013.
6. The highest paid occupations as of 2018 is aircraft pilots and associate professionals.
7. Unemployment rate rose to 17.7 percent accounting to 7.3 million unemployed Filipinos in the labor force as of April 2020.

Were you able to identify what descriptive measure was used in each statement? Compare your answer with the following.

1. **Mean** was used.
2. **Deciles and mean** were used. The monthly family income was ranked from the highest down to the lowest. After which, the average income using mean was computed in the lowest decile.
3. Consolidate first the **frequency** of employees who were injured per category. After which, use **mode** to identify which group has the highest number of frequencies.
4. **Relative Frequency** was used.
5. **Frequency** of Filipino children and youth who are not attending school was obtained. After which, ratio of the obtained frequency to the total population of children and youth was formed. The obtained ratio is simplified to the denominator of 10. This is still considered as relative frequency since if you can remember from the previous module, **relative frequency** was defined as ratio of a frequency to the total frequency.
6. **Mean** average of salary of per occupation was solved. Then it was ranked obtaining the highest paid occupation.

7. **Frequency** of unemployed was obtained. Next, **relative frequency** was solved by dividing the frequency of unemployed to the population of employable Filipinos then multiplied by 100%.

How did you find the activity? If you obtained a high score, proceed with the next part of the module. Otherwise, review the previous module.



## ***What's New***

Have you tried conducting a descriptive research? If not, you will experience conducting one in this module. It is important that you mastered the previous module since you will use it as you proceed. Further, regularly update your teacher on your answers in the activities found in this module.



## ***What is It***

A descriptive research aims to describe a group of persons, a situation or phenomenon being studied. It answers the questions how, what, when and where. There are a lot of statistical methods that can be used in descriptive research, but we will concentrate in any or combination of the following: Relative Frequency, Measures of Central Tendency, Measures of Variability or/and Measures of Position.

Generally, conducting a research is divided into 3 tasks. First is to write a research proposal, second is to implement the proposal and third is to report the findings. Writing a proposal is doing the first two chapters of your descriptive research manuscript. The first two chapters and the corresponding parts are as follows.

Chapter I: Introduction

Background of the Study

Conceptual Framework

Statement of the Problem

Significance of the Study

Scope and Delimitation of the Study

Definitions of Terms

Review of Related Literature

Chapter II: Methodology

Research Design

Sampling Techniques and Participants

Research Locale

Instrumentation

## Data Gathering Procedures Data Analysis

Once your proposal is approved, the next step is to implement or more specifically, implement the steps in your Chapter II, Methodology. The third and last step is to report your findings. You are to write your Chapter III and Chapter IV of your descriptive research manuscript. Chapter III and Chapter IV are as follows.

Chapter III: Results and Discussion

Chapter IV: Conclusion and Recommendation

Looking at the sections, writing a research is seemingly a big challenge. To overcome this challenge, this module might be of great help.

Further, you can use ideas of other authors for as long as you acknowledge them and rephrase their statements. In this module, the proper citation will not be evaluated. Proper citation is needed to avoid plagiarism, but looking over the MELC, no subject will be discussed about proper citation. However, it is strongly recommended to properly cite using APA 6<sup>th</sup> edition format in your manuscript.

### **PREPARING THE RESEARCH PROPOSAL**

#### **Step 1:**

The first step in conducting a research is to think of a problem or an issue in the community that needs to be addressed. It would be recommended that you are well knowledgeable with the problem or the identified issue. The community we are referring to could be a small group or a large group of people. Example of a small group is a class or an organization in a school. While the example of a large group is the whole barangay, or whole municipality or the whole nation.

Examples of community problem or issue are:

#### *Issue A: Academic Procrastination*

*In Bail National High School, it was observed that most of the Grade 10 learners obtained a not satisfactory rating from the outputs they submitted. This is due to poor quality of outputs submitted on or after the due date.*

#### *Issue B: Garbage Collection*

*For three months, the garbage collector assigned in the garbage collecting area A does not regularly pick up the accumulated garbage.*

#### *Issue C: Expired Medicines*

*For five years, the Provincial Health Unit have been disposing unused expired medicines.*

#### **Step 2**

The second step is to read articles related to or interview persons knowledgeable to the community problem or issue identified. These related articles could be from books, magazines, newspapers, online articles, journals, published and unpublished



researches, etc. While reading articles or during the interview, take down important details.

The purpose of interviewing persons and/ or reading articles is to have a better understanding on the issue you want to research on. In addition, there might be an existing solution that is being implemented or has to be implemented. If this is the case, then it is recommended that you postpone the conduct of your research. Your research might hinder or have an effect on the implementation of the on-going solution or about to be a solution. Using the examples identified earlier, the following could be the topics related.

*Issue A: Academic Procrastination*

1. *Informal interview of the reasons why students submit outputs of not good quality on or after due date.*
2. *Previous studies on reasons of students submitting unsatisfactory late outputs. Experts will say that although foreign studies are of great help, it is also best to consider local studies since the local respondents have more similar characteristics with that of your target respondents.*

*Issue B: Garbage Collection*

1. *Existing guidelines on garbage collection.*
2. *Interview of the assigned garbage collector and LGU officials on the implementation of the garbage collection guidelines and how do residence nearby comply.*
3. *Previous studies on how to manage wastes.*

*Issue C. Expired Medicines*

1. *Existing guidelines on how to purchase medicines.*
2. *Expected sickness caused by the weather and environment of the locality. Environment could have negative effects on health like industries or it could be the hazardous farm practices.*
3. *Treatment of the expected sickness in the locality.*
4. *Studies on how the locals treat their sickness.*
5. *Possible negative effects of taking expired medicines.*

### **Step 3**

After gaining enough knowledge, you are now ready to proceed to the third step which is to formulate the research question/s. In this module, these are specific question/s that will be answered by the descriptive measures discussed in the previous module. Using again Issues A, B and C the following could be the formulated research question/s.

*Issue A: Academic Procrastination*

*After conducting an interview and based on the readings, seemingly the reason why students passed unsatisfactory and late outputs is due to academic procrastination.*

*Thus, your research question could be:*

1. *What is the level of academic procrastination among the Grade 10 Bail National High School learners?*

### *Issue B: Garbage Collection*

*From your interview, the garbage collectors shared that previously, one trip was sufficient to collect the accumulated garbage from the two collection sites assigned to them. But for three months there was a rapid increase of accumulated garbage. Due to this, one trip was not already sufficient to transport the garbage to the dump site. They also added that at least one hour was used to check and collect the accumulated garbage to their truck and takes them a 6-hour trip to the dump site. With this, two trips in a day are not possible. They kept on reporting this to the officials, but no action was done. Thus, what they did was to alternately collect the accumulated garbage from the two garbage collection sites assigned to them. After knowing this information and hoping that a research data will help the garbage collectors convince the LGU that there is a rapid increase of accumulated garbage, the possible research question could be:*

- 1. What is the average amount of residual waste accumulated in a day in Garbage Collection Site A?*

### *Issue C: Expired Medicines*

*After reading articles regarding management system of medicines, you found out that medicines available in local unit health facilities are being regularly monitored through the National Online Stock Inventory Reporting System. However, this is not helpful in your locality due to poor internet connection. As a result, medicines being delivered to your Provincial Health Unit did not match with the common sickness by the locals. With this, a possible research question could be:*

- 1. What is the medicine management system of the Provincial Health Unit?*

## **Step 4**

The fourth step is to review your output in Step 3. Use the criteria that follow to re-assess it.

### Criteria 1: Within your interest and knowledge

If the community problem or issue you chose is not within your interest, there is a big possibility that you lose your motivation along the way. Since interest depends on a person, your teacher cannot help you so much with this criterion.

You must have a clear understanding about the variables that are involved in your research study. Through this, you will be able to identify an appropriate instrument that you need to use in your data gathering.

Further, if the statistical method needed to analyze the collected data is not within your knowledge, then it might lead to an erroneous data analysis or failed work.

### Criteria 2: Relevant to your respondents/ audience

The findings of the research you chose to conduct about the community problem should be beneficial to the respondents or to the institution the respondents are affiliated in. The result of the research should suggest a possible solution to the community's problem or issue the respondents are currently experiencing. These could be used in justifying the need to conduct a particular research.

**Criteria 3: Availability of resources for completion**

You may come up with an interesting topic and relevant to your respondents or audience, however it may require you a month or more time to finish which will fall after the due of your research. Or it might be a topic that requires you to spend a lot of money beyond your financial capability just to collect the needed data. In conducting a research, you should keep in mind how much time you have, what is inside your pocket and other resources needed to finish the research.

**Criteria 4: Manageable**

Stating relevant and specific research questions will provide a clearer direction. These questions will help you set the schedule for the different tasks that need to be done like developing instruments, gathering of relevant data, analyzing data, interpreting the results, and writing the research manuscript.

There is no research study that attempts to solve problems of the world. You should make your research simple but beneficial to your target population. Consider a research problem that can be accomplished within a given time.

Applying step 4 to the 3 issues, we have:

<i>Criterion</i>	<i>Issue A: Academic Procrastination</i>	<i>Issue B: Garbage Collection</i>	<i>Issue C: Expired Medicines</i>
<i>Criteria 1: Within your knowledge Note: interest depends on the researcher, thus it will not be included in the discussion</i>	<i>Frequency and relative frequency will be used in finding the possible causes of academic procrastination and mean for the level of procrastination of Grade 10 learners. Wider and more comprehensive understanding about procrastination can be obtained through readings.</i>	<i>Mean or median will be used in finding the daily average accumulated garbage in the garbage collection site.</i>	<i>In determining the medicine management system of the Provincial Health Unit, the researcher needs to interview respondents. Since Grade 10 learners in general still don't know how to gather and treat data from interviews, then more guidance must be sought from the research advisers of the student-researchers.</i>
<i>Criteria 2: Relevant to your respondents/ audience</i>	<i>Making sure that a learner is physically, mentally, and emotionally ready to learn are important to maximize the learning process. Thus, it is important to know the level of procrastination of the learners to be able to know what</i>	<i>If the daily average of accumulated garbage in the collection site increases in amount as the garbage collectors claim, then this research will support the report of the garbage collectors to the LGU. With this, there will be a</i>	

	<i>intervention programs can be provided by the school for the learners to undertake.</i>	<i>greater possibility that the LGU will look into this matter. Hoping that this will eventually lead to a regular hauling of accumulated garbage in the collection sites.</i>	
<i>Criteria 3: Availability of resources for completion</i>	<i>In determining the level of procrastination, there should be an appropriate instrument/ tool that will be administered to the respondents. This tool can be developed or adapted and validated by experts in the school. An example of a tool to measure level of academic procrastination is the tool developed by McCloskey J. D. which can be downloaded from the web.</i>	<i>To be able to find the daily average accumulated garbage, the researcher needs to weigh the accumulated garbage in the collection site. This should be done daily before the hauling of garbage.</i>	
<i>Criteria 4: Manageable</i>	<i>To be able to collect data, the researcher can let the Grade 10 learners answer the questionnaire. After which do necessary computation. So far, this process is manageable for a grade 10 learner.</i>	<i>The pandemic we experience due to Covid-19 might not be lifted by the time the data should be gathered. In connection, a Grade 10 learner who is a minor might not be allowed to regularly go out and weigh the accumulated garbage. Instead, he may coordinate with the staff of the garbage collection company in determining the</i>	

		<i>daily amount of accumulated garbage. This can be facilitated by a proper coordination of the school where the student is enrolled and the local authorities.</i>	
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**Activity 1: What community problem/issue am I interested in?**

Identify a community problem/issue and propose a specific research study you want to work on by completing the table that follows. To have a better output, read several research studies related to the topic of your choice or conduct an informal interview on the issue you are interested in. Ask your subject teacher the format and other essentials that must be complied with in making the proposal. It is important that a rubric is provided for you to be guided on what to include and how to make the proposal.

What is the community problem/issue you want to work on?	
From the identified community problem/issue, what specific research problem you like to answer?	
<i>Criteria 1: Within your knowledge Note: interest depends on the researcher, thus it will not be included in the discussion</i>	
<i>Criteria 2: Relevant to your respondents/ audience</i>	
<i>Criteria 3: Availability of resources for completion</i>	
<i>Criteria 4: Manageable</i>	

**Step 5**

The fifth step is to start to write your Introduction. This is the first part of your research manuscript. Here, you are to present a clear rationale why there is a need for a new research study with the problem that you are interested in. You should also discuss the attempts done to solve the problem/issue, the specific question you intend to answer, who are your respondents and who will benefit your study. To serve as a guide, consider the following questions:

1. What is the problem/issue in the community you intend to work on?
2. What has been done to address the problem/issue?
3. What specific problem/questions do you intend to answer?

4. What is the parameter of the study? Specifically, when and where the study will be conducted? Who are the people to be involved in the study or what are the subjects of interest?
5. What would be the potential contribution of your research study?

Using Issue A, the table that follows summarizes possible answers for the guide questions.

<i>Guide Questions</i>	<i>Possible Answer</i>
<i>What is the problem/ issue in the community you intend to research?</i>	<i>In Bail National High School, it was observed that most of the Grade 10 learners obtained a not satisfactory rating from the outputs they submitted. School records show that this was due to poor quality of outputs submitted on or after the due date. The poor quality of outputs is seemingly associated with academic procrastination as the guidance counsellor and subject teachers observed.</i>
<i>What has been done to address the problem/ issue?</i>	<i>According to McCloskey (2011), academic procrastination can affect individuals who are procrastinating by experiencing stress or anxiety in hastening to meet the deadline in a short span of time. In a research conducted by Saleem and Rafique (2012) about the correlation of self-esteem and procrastination, procrastination affects academic performance by increasing the students' anxiety and lowering their self-esteem, therefore causing academic and career problems. Without appropriate attention and concentration, the quality of the student's performance and work is certain to drop. According to Bell and Dickens (2010), there are 11 ways to avoid procrastination. First is to organize on what you will do and form a plan of prioritizing your goals. Second is to assess the task that you will do. Third is to break the task into smaller pieces so that it will be manageable. Next is to create a to-do list of the tasks from the you prioritize most down to the least. Fifth is to create a schedule to set the things that you need to do. Sixth is to fix time limits. Seventh is to know the consequences. Next is to set a reward whenever you complete a task on time. Ninth is to seek help from your teachers, tutors, parents, or friends if you are having hard time on completing a task. Tenth is to have an appointment book. Lastly is to do first the hardest task at a time when you are feeling the most productive.</i>
<i>What specific problem/question do you intend to answer?</i>	<i>What is the level of academic procrastination among Grade 10 learners of Bail National High School?</i>
<i>What is the parameter of the study? Specifically, when and where the study will be conducted? Who are the people to</i>	<i>The study focuses on the level of Academic Procrastination of all the Grade 10 Bail National High School learners for the academic year 2019-2020. To identify the level of procrastination, all the 63 Grade 10 learners regardless of their sex will answer a revised questionnaire developed by McCloskey J. D.</i>

<i>be involved in the study or what are the subjects of interest?</i>	
<i>What would be the potential contribution of your research?</i>	<i>The success of the study would primarily give an insight on the existing problem of learners on procrastination. The data gathered through this study would provide a scope on the severity of the problem on procrastination. The results and discussion presented herein could help administrators and other stakeholders like parents to assess the situation and take appropriate measures to address the problem. Also, the researcher's recommendations to solve the problem could be taken as options that can be considered when dealing with the problem of procrastination among learners. Lastly, if the problem of procrastination among students will be lessened, then it might also solve the problem on learners submitting late unsatisfactory outputs.</i>

**Note:**  
Before you continue with this module, it is recommended to do first item number one in the “What’s More” section.

## Step 6

The sixth step is a continuation of your Introduction. You need to read more literatures related to the specific question or problem you intend to answer. This is for you to better understand your research topic. In most cases, it is recommended to use literatures that are more recent.

Related literatures are published works related to your topic from reliable sources. Related literatures could also be published or unpublished studies that might be important in substantiating your findings in Chapter 3. While reading these related literatures, take down important details.

Using Issue A, you can read more literatures on how to determine the level of academic procrastination, what are the possible causes and effects of academic procrastination, how to lessen or eradicate academic procrastination, etc. You can also read previous researches on level of academic procrastination with similar situation with your target respondents.

Aside from reading related literature, you must define the important terms to be used in your research manuscript. Defining terms is important to avoid confusion. The definition could be from a dictionary (theoretical definition) and should be defined based from its usage in the study (operational definition).

To serve as a guide, you can answer the following questions:

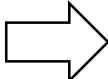
1. What are the findings from previous researches that might agree or disagree with your future results?

2. What are the important variables connected to your research problem? How are these variables related to one another?
3. What are the important terms to be used in your research manuscript? What is its definition in the context of your research?

Using Issue A, the following could be a possible answer for the guide questions.

Guide Questions	Possible Answer
<p>What are the findings from previous researches that might agree or disagree with your future results? Note: It is recommended to put more answers in this question.</p>	<p><i>Academic procrastination is prevalent among students today and has become a hindrance to positive academic achievement. People experience the effects of wasting time and not meeting deadlines. Procrastination may result in stress, a sense of guilt and crisis, severe loss of personal productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings can combine and may create further procrastination. (Dobson, 2010).</i></p> <p><i>According to Jaffe (2013), procrastination is a common phenomenon in elementary schools, secondary schools and even university level. In other words, most students today prefer to carry out their school duties in last minute. They seem adept at procrastination. Some of them seem to be involved in procrastination consistently regardless of the consequence.</i></p> <p><i>According to Potdar (2011), students who were considered high procrastinators performed below average in their academics, whereas low procrastinators scored average or above average in their academic performance which implies that there is a significant relationship between procrastination and academic performance.</i></p>
<p>What are the important variables connected to your research problem? How are these variables related to one another?</p>	<p><i>McCloskey (2011) identified personal initiative, psychological beliefs about abilities, laziness, distraction of attention, time management skills, and social factors as components of academic procrastination.</i></p> <p><i>Personal initiative is the general readiness or ability of a person to begin or carry out tasks energetically. Generally, if a person lacks initiative, he will not be motivated to finish a task on time. Lack of personal initiative is a reason for academic procrastination (Caruth and Caruth, 2002).</i></p> <p><i>Psychological beliefs about abilities related to academic procrastination is for the students to rationalize their tendency to put things off and their ability to work under pressure (Wohl, Pychyl &amp; Bennett, 2010). The more students have confidence in their ability, the more the students have the tendency to procrastinate and “cram” to get things done near the due date.</i></p> <p><i>Laziness is a tendency to avoid work even if they are able (Mish, 1994). Students tend to avoid school work. They purposely put off their work as days pass.</i></p> <p><i>Distraction of attention is intentionally doing more interesting activities ahead of time. According to studies students who academically procrastinate are easily distracted by interesting and more fun activities. (McCloskey, 2011).</i></p> <p><i>Time management skills can be defined as having an ability to consciously control activities and behaviors so as to maximize one’s</i></p>



	<p>available time (Mish, 1994). Difficulty in managing one’s time was discovered in previous studies as a reason why students academically procrastinate (Solomon &amp; Rothblum, 1984). Social factors could also contribute to academic procrastination (Schraw et al, 2007). Students attempt to juggle and schedule time with family, friends, and work. Students choose to socialize with friends and turn away from schoolwork and deadlines. Figure 1 shows the paradigm of the study. The figure also shows the interaction between variables. The independent variables in the study are the components of academic procrastination which in turn affects the dependent variable which is the level of academic procrastination.</p> <div data-bbox="459 594 1362 1157" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><i>Components of Academic Procrastination</i></p> <ul style="list-style-type: none"> <li>• <i>personal initiative</i></li> <li>• <i>psychological beliefs about abilities</i></li> <li>• <i>laziness</i></li> <li>• <i>distraction of attention</i></li> <li>• <i>time management skills</i></li> <li>• <i>social factors</i></li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><i>Level of Academic Procrastination</i></p> </div> </div> <p style="text-align: center;"><i>Figure 1: Paradigm of the Study</i></p>
<p><i>What are the important terms to be used in your research manuscript? What is its definition in context of your research?</i></p>	<p><i>Academic procrastination</i> <i>Academic procrastination is the tendency of students to delay school related works such as but not limited to doing assignments and projects, researching, and studying.</i></p> <p><i>Grade 10 Learners enrolled in Bail National High School</i> <i>Grade 10 learners enrolled in Bail National High School are the Grade 10 learners officially enrolled in the school during the SY 2019-2020.</i></p> <p><i>Level of academic procrastination</i> <i>Level of academic procrastination is the result after the Grade 10 learners answered the revised questionnaire developed by McCloskey J.D. on determining the level of procrastination. Depending on the computed score, the levels could be does not have a problem with academic procrastination, have a bit of problem with academic procrastination, have a problem with academic procrastination, have a considerable problem with academic procrastination or have a significant problem with academic procrastination</i></p>

## **Step 7**

The seventh step is to organize step 5 and 6 into the sections of the Introduction. This will be organized into paragraphs, observing the logical flow of ideas. Using the example in Step 5 and Step 6, the following could be an equivalent Introduction.

### **Background of the Study**

*In Bail National High School, it was observed that most of the Grade 10 learners obtained a not satisfactory rating from the outputs they submit. School records show that this was due to poor quality of outputs submitted on or after the due date. The poor quality of outputs is seemingly associated with academic procrastination as the guidance counsellor and subject teachers observed.*

*This Academic Procrastination refers to the tendency of postponing school-related activities such as assignments and projects where it occurs to students of all ages (Schraw, Wadkins & Olafson, 2007). According to McCloskey (2011), it can affect individuals who are procrastinating by experiencing stress or anxiety in hastening to meet the deadline in a short span of time.*

*In a research conducted by Saleem and Rafique (2012) about the correlation of self-esteem and procrastination, procrastination affects academic performance by increasing the students' anxiety and lowering their self-esteem, therefore causing academic and career problems. Without appropriate attention and concentration, the quality of the student's performance and work are certain to drop.*

*According to Dr. Jim Bell and Dr. Dave Dickens (2010), there are 11 ways to avoid procrastination. First is to organize on what you will do and form a plan of prioritizing your goals. Second is to assess the task that you will do. Third is to break the task into smaller pieces so that it will be manageable. Next is to create a to-do list of the tasks from the most you prioritize down to the least. Fifth is to create a schedule to set the things that you need to do. Sixth is to fix time limits. Seventh is to know the consequences. Next is to set a reward whenever you complete a task on time. Ninth is if you are having hard time on completing a task, seek help from your teachers, tutors, parents, or friends. Tenth is to have an appointment book. Lastly is to do first the hardest task at a time when you are feeling the most productive.*

*With the presented concepts, this research is conceptualized. This research plans to investigate the academic procrastination of Grade 10 Bail National High School learners.*

### **Conceptual Framework**

*Regardless of the effects of academic procrastination, there appears to be numerous components of academic procrastination. In the study of McCloskey (2011), he identified personal initiative, psychological beliefs about abilities, laziness, distraction of attention, time management skills, and social factors as components of academic procrastination.*

*Personal initiative is the general readiness or ability of a person to begin or carry out tasks energetically. Generally, if a person lacks initiative, he will not be motivated to finish a task on time. Lack of personal initiative is a reason for academic procrastination (Caruth and Caruth, 2002).*

*Psychological beliefs about abilities related to academic procrastination is for the students to rationalize their tendency to put things off and their ability to work under pressure (Wohl, Pychyl & Bennett,2010). The more students have confidence in their ability, the more the students have the tendency to procrastinate and “cram” to get things done near the due date.*

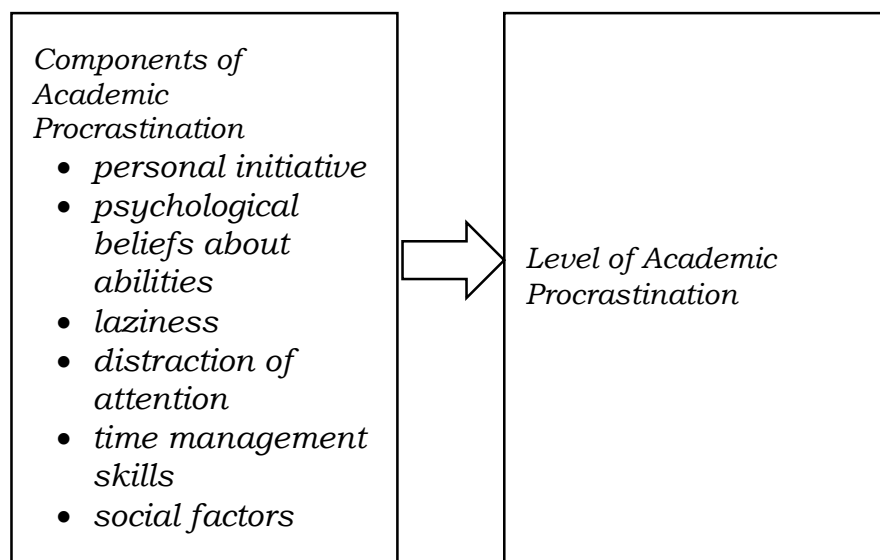
*Laziness is a tendency to avoid work even if they are able (Mish, 1994). Students tend to avoid schoolwork. They purposely put off their work as days pass.*

*Distraction of attention is intentionally doing more interesting activities ahead of time. According to studies students who academically procrastinate are easily distracted by interesting and more fun activities. (McCloskey, 2011).*

*Time management skills can be defined as having an ability to consciously control activities and behaviors so as to maximize one’s available time (Mish, 1994). Difficulty in managing one’s time was discovered in previous studies as a reason why students academically procrastinate (Solomon & Rothblum, 1984).*

*Social factors could also contribute to academic procrastination (Schraw et al, 2007). Students attempt to juggle and schedule time with family, friends, and work. Students choose to socialize with friends and turn away from schoolwork and deadlines.*

*Figure 1 shows the paradigm of the study. The figure also shows the interaction between variables. The independent variables in the study are the components of academic procrastination which in turn affects the dependent variable which is the level of academic procrastination.*



*Figure 1: Paradigm of the Study*

## **Statement of the Problem**

*The main objective of this research is to investigate the academic procrastination of Grade 10 Bail National High School learners. Specifically, it aims to answer the question:*

*What is the level of academic procrastination among the Grade 10 learners of Bail National High School?*

## **Significance of the Study**

*The success of the study would primarily give an insight on the existing problem of learners on procrastination. The data gathered through this study would provide a scope on the severity of the problem on procrastination. The results and discussion presented herein could help administrators and other stakeholders like parents to assess the situation and take appropriate measures to address the problem. Also, the researcher's recommendations to solve the problem could be taken as options that can be considered when dealing with the problem of procrastination among learners. Lastly, if the problem of procrastination among students will be lessened, then it might also solve the problem on learners submitting late unsatisfactory outputs.*

## **Scope and Delimitation**

*The study focuses on the level of Academic Procrastination of all the Grade 10 Bail National High School learners for the academic year 2019-2020. To identify the level of procrastination, all the 63 Grade 10 learners regardless of their sex will answer a revised questionnaire developed by McCloskey J. D. The revision of the questionnaire were based from the recommendation of the school's Guidance Counsellor.*

## **Definition of Terms**

*Academic procrastination*

*Academic procrastination is the tendency of students to delay school related works such as but not limited to doing assignments and projects, researching, and studying.*

*Grade 10 Learners enrolled in Bail National High School*

*Grade 10 learners enrolled in Bail National High School are the Grade 10 learners officially enrolled in the school during the SY 2019-2020.*

*Level of academic procrastination*

*Level of academic procrastination is the result after the Grade 10 learners answered the revised questionnaire developed by McCloskey J.D. on determining the level of procrastination. Depending on the computed score, the levels could be does not have a problem with academic procrastination, have a bit of problem with academic procrastination, have a problem with academic procrastination, have a considerable problem with academic procrastination or have a significant problem with academic procrastination.*

## **Review of Related Literature**

*Academic procrastination is prevalent among students today and has become a hindrance to positive academic achievement. People experience the effects of wasting time and not meeting deadlines. Procrastination may result in stress, a sense of guilt and crisis, severe loss of personal productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings can combine and may create further procrastination. (Dobson, 2010)*

*Procrastination is a common phenomenon in elementary schools, secondary schools and even university level (Jaffe, 2013). In other words, most students today prefer to carry out their school duties in last minute. They seem adept at procrastination. Some of them seem to be involved in procrastination consistently regardless of the consequence.*

*Students who were considered high procrastinators performed below average in their academics, whereas low procrastinators scored average or above average in their academic performance which implies that there is a significant relationship between procrastination and academic performance (Potdar, 2011).*

It should be noted here that the content of the Review of Related Literature in the example is insufficient. In the actual Review of Related Literature, you should have further discussion on related articles and studies that might be helpful to confirm or support the future results of your study.

### **Note:**

Before you continue, it is recommended to do first item number two in the “What’s More” section.

## **Step 8**

The eight step is to write your methodology. Methodology includes the a) Research Design, b) Sampling Techniques and Participants, c) Research Locale, d) Instrumentation, e) Data Gathering Procedure, and f) Data analysis.

### **Research Design**

This includes the specific design to be used in the research study. The design must be defined and described theoretically. The reason/s why that design is appropriate to use in the study must be discussed thoroughly.

### **Sampling Techniques and Participants**

This part of the methodology describes population where the respondents or participants are to be draw. The manner of drawing the sample must also be described and the justifications why that sampling technique is best to use in the study.

## Research Locale

The location where the study is to be conducted is also necessary to mention in the study. This may be the place where the group or the research participants are situated during the conduct of the study. Descriptions of the environment may be of great value in understanding the kind of data to be collected from the respondents/participants.

## Instrumentation

It is in this part of the manuscript where the data gathering tools are mentioned. It should be made clear whether the tools or instruments are adopted or developed by the researcher. If the tool is adopted, there must be an authority for the researcher to use it coming from the author or developer of the tool. It must be mentioned who made it and must be properly acknowledged. But if the tool is developed by the researcher, the procedures on how it was developed and validated must be discussed in full details starting from the planning up to the validation.

## Data Gathering and Analysis

Data gathering procedure talks about the preliminary procedures you will do before gathering the data. This includes preparation and distribution of intent letter to concerned agencies if any. Then, enumerate the procedures you will do to gather the data such as setting the respondents and, distribution and retrieval of questionnaires. Lastly, the proper handling of data from respondents like keeping the data anonymous and/ or confidential.

Aside from the steps mentioned in the previous paragraph, incorporate the guidelines in conducting research set by your school.

Data analysis discusses the measures to use and how to do the interpretation.

Using Issue A as an example, the following table summarizes the data gathering procedures in the methodology.

<i>Content of Methodology</i>	<i>Your Answer</i>
<i>Preliminary procedure</i>	<i>A letter of intent will be given to the school head of Bail National High School for the administration of a survey for the study.</i>
<i>Steps to follow in gathering the data</i>	<i>The questionnaire will be administered using google form for those who have internet connection, or a printed copy of the questionnaire will be included in the modules to be given to the Grade 10 learners. For the printed questionnaire, the Grade 10 learners need to return it together with the activities to be submitted to the school the following week.</i>

<i>Proper handling of data</i>	<i>The data to be gathered from the Grade 10 learners will be used for the research only. It will be kept confidential and the result of the study will not be associated with any of the Grade 10 learners.</i>
<i>Descriptive measure to use</i>	<i>Tabulate the computed total scores of the Grade 10 learners from the questionnaire using the following intervals which will later serve as the levels</i> 5-15 16-35 36-55 56-75 <i>After which, get the frequency of each interval. Lastly, use the mode to obtain the level with the highest frequency.</i>
<i>How to interpret computed data</i>	<i>The total scores are classified according to its corresponding levels as follows.</i> <i>(does not have a problem with academic procrastination)</i> <i>(have a bit of problem with academic procrastination)</i>  <i>(have a problem with academic procrastination)</i> <i>(have a considerable problem with academic procrastination)</i> <i>(have a significant problem with academic procrastination).</i> <i>Levels are the same levels used to interpret the total scores of the questionnaire developed by McCloskey J. D.</i>

### **Activity 2: How Can I Obtain and Interpret you?**

Using the approved research problem, you plan now for your methodology. Organize your plan in the table that follows.

<i>Content of Methodology</i>	<i>Your Answer</i>
<i>Preliminary procedure</i>	
<i>Steps to follow in gathering the data</i>	
<i>Proper handling of data</i>	
<i>Descriptive measure to use</i>	
<i>How to interpret computed data</i>	

After which, coordinate with your subject teacher how will he/she check your output.

### **Step 9**

The ninth step is to write your methodology in paragraph form. At this point, you are still about to implement the methodology. Thus, in the paragraph form of the methodology, use future tense.

Using again Issue A, the following could be an equivalent methodology.

#### **Data Gathering Procedure**

*A letter of intent will be given to the school head of Bail National High School for the administration of a survey for the study. If approved, google forms for those who have internet connection will be utilized, or a printed copy of the questionnaire will be included in the modules to be given to the Grade 10 learners. For the printed questionnaire, the Grade 10 learners need to return it together with the activities to be submitted to the school the following week.*

*The data to be gathered from the Grade 10 learners will be used for the research only. It will be kept confidential, and the result of the study will not be associated with any of the Grade 10 learners.*

#### **Data Analysis**

*Once the questionnaires will be retrieved, the computed total scores of each Grade 10 learners will be tabulated using the intervals identified in the questionnaire develop by McCloskey J.D. The intervals are as follows:*

5-15  
16-35  
36-55  
56-75  
76-95

*After which, get the frequency of each interval.*

*Further, the total scores will be classified according to its corresponding levels as follows.*

5-15 (does not have a problem with academic procrastination)  
16-35 (have a bit of problem with academic procrastination)  
36-55 (have a problem with academic procrastination)  
56-75 (have a considerable problem with academic procrastination)  
76-95 (have a significant problem with academic procrastination).

*Lastly, mode will be used to determine the level of academic procrastination of the Grade learners.*



**Note:**

Before you proceed with this module, it is recommended to do third item in the “What’s More” section.

## IMPLEMENTING THE RESEARCH PROPOSAL

### Step 10

The tenth step is for you to gather the needed data. Follow the steps indicated in the Data Gathering procedure in step 9.

#### Activity 4: How will I Organize You?

Using approved Activity 3, gather now the needed data. Summarize your data using a table or other appropriate statistical graphs, but if there are few respondents then just encode and print or write your gathered data. After which coordinate to your subject teacher how will he/she check your output.

## REPORTING THE FINDINGS

### Step 11

The eleventh step is to write the third part of the research manuscript, the Results and Discussion. This part shows a summary of the collected data, result after computation and interpretation of the result. The result is the value obtained after the computation and the discussion is the interpretation or the meaning of the result in the context of your research. Included also in the discussion is a discussion whether the results agree or do not agree with previous studies.

For instance, using Issue A the result with description of the result could be as follows:

<i>Levels</i>	<i>Interpretations</i>	<i>Number of the Participants with Total Scores that are Classified Under Such Level</i>
25-39	<i>es not really procrastinate academically</i>	0
40-54	<i>rely procrastinates academically</i>	5
55-69	<i>es procrastinate academically</i>	37
70-84	<i>ten procrastinates academically</i>	20
85-100	<i>ways procrastinates academically</i>	1
	<b>Total</b>	<b>63</b>

*It can be seen from the table that no Grade 10 learner does not procrastinate academically. Furthermore, 5 out of 63 learners rarely procrastinate academically. In addition, 37 out of 63 of the learners do procrastinate academically. Moreover, 20 out of 63 learners often procrastinate academically and lastly, 1 out of 63 learners always procrastinate academically.*

A corresponding discussion based on the results could be:

*Based on the results, it can be concluded that majority of the respondents do procrastinate. This supports the findings of Schraw, Wadkins & Olafson (2007) and Jaffe (2013) which generally state that students are committing academic procrastination. Although not that much but there is a significant number from the Grade 10 learners who often procrastinate academically. With the fact that 1 participant always procrastinates academically, this should also alarm the school administrators and concerned stakeholders in the community specifically parents to take appropriate measures to fight the problem on academic procrastination.*

*These findings point out that with such problem on academic procrastination, the self-esteem of the students is surely affected. This adds to their stress which lowers their academic performance, thus, affecting their future career.*

*Findings about academic procrastination among the Grade 10 learners is alarming. This serves as a challenge for all those concerned which include the learners themselves to respond to do appropriate action.*

## **Step 12**

The 12<sup>th</sup> step is to write the last chapter Conclusions and Recommendations of the research manuscript. The Conclusion is the implication of the results while the recommendation is a suggestion on how to solve the issue identified in step 1. The recommendation is based on the conclusion. Using again Issue A the following would be the equivalent conclusion and recommendation based on the results.

### **Conclusion**

*The Grade 10 Bail National High School learners does procrastinate academically.*

### **Recommendation**

*Since majority of the Grade 10 Bail National High school learners procrastinate academically, this might really be the reason why the learners submit an unsatisfactory output after the due date. Thus, the school should plan and implement an intervention program that can be given to the students to minimize academic procrastination.*

## **Step 13**

The last section of the research manuscript is to make your reference list. This is to acknowledge the contribution of other writers and researchers in your work. This is also one way to show respect with the intellectual property rights of the writer and researcher whom you borrowed ideas, insights, findings, and arguments. Many of these other writers and researchers have spent years researching and writing.

A good reference list allows a reader to figure out the who, what, when and where the source is. It is also best to mention how it was accessed. Thus, the content of the reference list would be the name of the author/s, year the article was published, title of the article, title of the book, edition, volume, url, and publisher. Omit in the reference list detail/s that are missing.

In writing the reference list, this module recommends using APA 6<sup>th</sup> edition format. But in case you do not have a background on how to do APA 6<sup>th</sup> edition format, you use any format of your preference. But the format should be the same for all reference you used for consistency.

The following is an example of a reference list used in making the research manuscript of Issue A.

McCloskey, J. (2011). *Finally, My Thesis on Academic Procrastination*. Retrieved from <https://utair.tdl.org/utair/bitstream/handle/10106/9538/McCloskeyuta2502M11260.pdf?sequence=1>.

Reynolds, J. (2015). *Factors Affecting Academic Procrastination*. *Masters Theses & Specialist Projects*. Retrieved from <https://digitalcommons.wku.edu/cgi/viewcontent.cgi?referer=https://www.google.com.ph/&httpsredir=1&article=2516&contet=theses>.

Saleem, M & Rafique, R. (2012). *Procrastination and Self-Esteem among University Students*. *Pakistan Journal of Social and Clinical Psychology* 10(2), pp. 50-53. Retrieved from <https://www.questia.com/library/journal/1P3-2955075251/procrastination-and-self-esteem-among-university-students>.

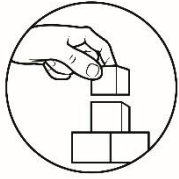
Schraw, G., Wadkins, T. & Olafson, L. (2007). *Doing the things, we do: A grounded theory of academic procrastination*. Retrieved from [https://vt.instructure.com/files/242300/download?download\\_frd=1&verifier=XEGaWvliZAizZYOnftsV2qyHw3pmpnVBzSsusLp](https://vt.instructure.com/files/242300/download?download_frd=1&verifier=XEGaWvliZAizZYOnftsV2qyHw3pmpnVBzSsusLp).

Sokolowska, J. (2009). *Behavioral, affective, cognitive, and motivational dimensions of academic procrastination among community college students: A Q methodology approach*. Retrieved from <https://search.proquest.com/docview/304887929>.

Tagata, A & Que, M. (2013). *Procrastination, Focal Tasks and Academic Performance: A Correlational Analysis*. Retrieved from <http://fs.mapua.edu.ph/MapuaLibrary/Thesis/PROCRASTINATION%20FOCAL%20TASKS%20AND%20ACADEMIC%20PERFRMANCE%20A%20CORRELATIONAL%20ANALYSIS.pdf>.

## Step 14

The last step is for you to finalize your research manuscript. Review the content of your manuscript if it follows a logical flow of discussion. In addition, since the research is already conducted, there must be changes in the tense of the verbs used in the research proposal to past tense.



## What's More

The activity that follows is an application of what you learned in conducting a statistical mini research. In addition, it is recommended that you let your teacher evaluate your output for an item before proceeding to the next item. Also make an agreement with your teacher where to put your answer and the manner on how you will submit your output and how you will be updated with the feedback to be given.

1. Propose a research problem you want to pursue by filling out the table that follows. It is recommended that you use the checked output in Activity 1 of the “What is It” section of this module.

<i>Guide Questions</i>	<i>Possible Answer</i>
<i>What is the problem/ issue in the community you intend to research?</i>	
<i>What has been done to address the problem/ issue?</i>	
<i>What specific problem/question do you intend to answer?</i>	
<i>What is the perimeter of the study? Specifically, when and where the study will be conducted? Who are the people to be involved in the study or what are the subjects of interest?</i>	
<i>What would be the potential contribution of your research?</i>	

2. Write your Introduction in paragraph form using the checked answer in item 1.
3. Write your Methodology in paragraph form using your approved answer in Activity 3 in the “What is It” section of this module.
4. Write your Results and Discussion based on Activity 4 in the “What is It” section of this module.
5. Acknowledge your references by writing your Reference List.

Your final output will be rated as follows:

Sections	Developing	Approaching Proficient	Proficient
Introduction			
Rationale of the research (points)	The introduction gives a general description of the community issue or problem. (7 points)	The introduction gives a specific description of the community issue or problem (10 points)	

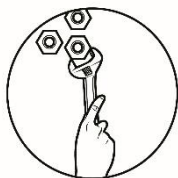
Actions done by other researchers related to the issue (10 points)	Cites theories and/or previous studies related to the community issue/problem. (7 points)	Viewpoints of other researchers were connected to the community problem/issue identified. (10 points)	
Research problem/s	There is a research problem. (5pts)	Research problem mentioned specific respondents. (7 pts)	Research problem logically proceed from the context of the introduction. (10pts)
Methodology	Developing (1)	Approaching Proficient (3)	Proficient (5)
Description of Data	Description of general respondents was described (Eg. Learners, it was not specified from what grade level and school)	Respondents where described.	Respondents and what data to obtain from them were described.
How to obtain required Data	Presents a general description how to obtain data.	Presents a description on how to obtain the data. (Eg. use the questionnaire of Mr. D in obtaining the data)	Presents a detailed description on how to obtain the data.( Eg. Describe what questionnaire to use, how and when to administer and retrieve the questionnaire)
How to solve and interpret result	Descriptive measure to use was mentioned	Descriptive measure to solve the needed result was discussed.	Descriptive measure to solve the needed result was discussed. In addition, interpretation of results was presented
Results and Discussion	Developing	Approaching Proficient	Proficient
Results	Appropriate statistical graph was used to present the result (7 pts)	Appropriate statistical graph was used to present the result. In addition, the graph was briefly described. (10 pts)	
Interpretation of the result	An interpretation was presented (5 pts)	An interpretation was presented and was compared to previous studies mentioned in the introduction.	An interpretation was presented and was compared to previous studies mentioned in the introduction. In addition, a possible recommendation to solve

		(7 pts)	the identified community problem/ issue was discussed. (10 pts)
Conclusion and Recommendation	Developing (1)	Approaching Proficient (3)	Proficient (5)
Conclusion	Did not answer the research problem	Somewhat answers the research problem	Answers the research problem
Recommendation	Not parallel with the conclusion.	Somewhat parallel with the conclusion	Parallel with the conclusion.
Reference List	List of references were presented (3 pts)	All authors mentioned in the manuscript are listed in the reference list. (5pts)	



## ***What I Have Learned***

Make a summary of the different sections of a research manuscript. After which briefly describe each part.



## ***What I Can Do***

Based on your results and discussion in item 4 of “What’s More” section, write the Conclusion and Recommendation section.



## Assessment

Read and answer each item carefully. Write the letter of the correct answer on your answer sheet.

1. Which of the following is a function of Descriptive Research?
  - a. States the demographic profile of the Grade 10 students in a Regional Science High School.
  - b. Determines the significant difference between observed and expected frequencies.
  - c. Identifies the correlates of academic performance.
  - d. Predicts the occurrence of a phenomenon.
  
2. Which of the following is an example of a research problem under descriptive research?
  - a. Why are teenagers experiencing depression?
  - b. What is the depression severity of Grade 10 National High School learners?
  - c. Is there a significant difference between the depression severity between the male and female Grade 10 learners in a National High School?
  - d. Is there a significant relationship between the depression severity and quality of outputs submitted by the Grade 10 learners in a National High School?

For items 3-8, refer to the sample of some sections of an Introduction of a Research Study in the box that follows.

### **Background of the Study**

*In our society today, depression is becoming a pressing issue on childcare. Depression is a common and serious medical illness that affects one's feelings, thoughts, and actions negatively (Parehk, R., 2017). It is an issue that changes the performance and even the outlook of a person to others and to oneself. It causes major changes to how a person acts and treats him/herself. As depression continues and thrives in a person, it may cause him/her to think differently, which may lead to a lot of problems such as suicide or death.*

*Although depression is considered to be a mental health issue, it can also take its toll on the physical aspect of one's body. It can cause physical pain, fatigue, high blood pressure, and even nausea (Schimelpfening, N., 2020). Proving that it is a serious issue that must be addressed. Not only that, but this ailment also affects the people close to those who are suffering from depression. According to Psychology Today, as time passes on the thoughts of the people around those that are depressed feel negative thoughts. Not only that but they feel anxiety and worry towards their affected loved one.*

*Even if there is no exact cause of depression, there are factors that may increase or worsen the chance of this issue. One of the most common reasons may be about problems in the family, abuse, death or a loss of a family member, poverty, and many others (Causes of Depression, n.d.). Because of these, a lot of people especially*

*teenagers suffer from depression. It may not be noticeable, but people suffering from this problem tends to hide their true feeling or show that they are happy but are sad and depressed in the inside. Depression can be avoided but if it worsens, it may be hard for a person to get rid of it. Everyone can feel sadness, loneliness, and even hopelessness. But if these feelings cannot be controlled and become overwhelming, it may cause physical symptoms which can lead us astray from living a normal and active life.*

*Depression can be classified according to different stages. It can be classified as mild, moderate, major or severe. For mild depression, it involves feeling blue temporarily or for a short time and its symptoms usually affects the daily life of a person as it is noticeable from time to time; moderate where it is just a level up from mild depression that can cause more symptoms and can even cause problems for the person at home or at work and even affect your social life; and finally severe or major depression wherein the symptoms are more life threatening and it really is noticeable even from your loved ones or family (Signs and Symptoms of Mild, Moderate, and Severe Depression, n.d.). People with major or severe depression is recommended to consult with a professional like a doctor to avoid dangerous scenarios just like suicide. Also, once a person has this issue, it is advisable to take action to avoid symptoms that may harm the person or even other people.*

*This pressing issue is considered to be the major cause of years lived with disability and by 2020 is expected to be among the two main causes of disability adjusted years together with ischemic heart disease. The functional limitations caused by depression are equal to or even sometimes greater than the ones endangered by many other chronic medical conditions (Beck, F., 2014). This means that depression even in these modern times is still an ongoing issue that is at par with people who have ischemic heart disease. This also says that there are a lot of people suffering from depression just like the people who have ischemic heart disease.*

*According to PhilStar Global, the Department of Health (DOH) stated that in the Philippines, 3.3 million Filipinos suffer from depressive disorders with suicide rates in 2.5 males and 1.7 females per 100,000 Filipinos as of 2019. This evidence shows that males in the Philippines are more prone to depressive disorders. Around 3.3 million people with depressive disorders in the Philippines is already a huge number that cannot be unseen or unnoticed.*

*Region A has also started experiencing the effects of depression among its citizens. According to the Global-Based Student Health Survey (GSHS) conducted last April 18, 2018, 16 in 100 students in the region aged 16 - 17 years old seriously attempted suicide. Locally, majority of those affected are females. The most common cause of this phenomena is due to extreme loneliness and depression. In relation to this, suicide cases in one of the provinces of Region A rose in an alarming rate. Dr. Tubera, medical officer of the province, said that it could be caused by the worsening depression among the residents.*

*Province A is also experiencing its fair share of the rising problem. During a depression suicide prevention campaign at the Municipal Hall last April 2018, 12% among adolescents suffer from depressive disorders. To prevent any more cases in the province, a seminar workshop regarding depression was conducted last August 23,*



2019, to seventy-six class advisers of B National High School (BNHS) to help in the management of depression and suicide among students, the common victims.

Unfortunately, even the Grade 10 learners of a certain National High School are seemingly affected with this depression. Interviews from government employees at the Provincial Capitol would claim that there are Grade 10 learners from the National High School who are observed to be suffering from depression.

**Statement of the Problem**

What is the depression severity of the Grade 10 learners of National High School?

**Significance of the Study**

This research study aims to identify those who are depressed, and in need of treatment, for the school and parents to do necessary intervention to avoid fatalities.

*note: The data in the introduction is for this assessment only. Alteration of information was made to fit in the objective of the assessment.*

3. Which of the following is the community problem or issue the research would want to address as mentioned in the Introduction?
  - a. Depression is a pressing issue in childcare.
  - b. Depression can cause physical pain, fatigue, high blood pressure, and even nausea.
  - c. Interviews from government employees at the Provincial Capitol would claim that there are Grade 10 learners from National High School who are observed to be suffering from depression.
  - d. According to the Global-Based Student Health Survey (GSHS) conducted last April 18,2018, 16 in 100 students in the region aged 16-17 years old seriously attempted suicide.
  
4. Which of the following is least to consider in choosing a research problem to work on?
  - a. Within the interest and knowledge of the researcher.
  - b. Should be beneficial to the respondents and target readers of the research.
  - c. Within your resources like but not limited to time and money.
  - d. Questionnaire is the only tool to be used in gathering the needed data.
  
5. Which of the following is the specific research problem the study would want to address?
  - a. What is the severity of depression among the learners of Region A?
  - b. What is the severity of depression among the learners of Province A?
  - c. What is the severity of depression among the learners of National High School?
  - d. What is the severity of depression among the Grade 10 learners of National High School?

6. Which of the following claims is NOT based on previous studies?
- Depression is a common and serious medical illness that affects one's feelings, thoughts, and actions negatively.
  - There are a lot of people suffering from depression just like the people who have ischemic heart disease.
  - 16 in 100 students in the region aged 16-17 years old seriously attempted suicide.
  - Grade 10 learners from National High School are observed to be seemingly suffering from depression.
7. Which of the following is the identified potential benefits of the research?
- Results of the study will prevent any more cases of depression in the province.
  - Results of the study will help school and parents identify learners experiencing depression for necessary intervention.
  - Results of the study will give tips to prevent learners from committing suicide.
  - Results will give tips on depression management for the whole nation.
8. Who are the identified subjects of the research?
- |                         |                      |
|-------------------------|----------------------|
| a. Administrators       | c. Grade 10 learners |
| b. Guidance Counsellors | d. Parents           |
9. Which of the following is not part of the content of a Methodology?
- Explanation how to obtain results.
  - Procedure on how to gather data.
  - Description of participants.
  - Interpretation of results.

For items 10-11, refer to the sample Methodology in the box.

***Data Gathering Procedure***

*The questionnaire that was used for the study was based on the patient health questionnaire on depression severity created by the Philippine Pediatric Society (PPS), Task Force on Mental Health for Children and Youth. The structure of the questionnaire is aimed for children and students since the approach of PPS is more towards childcare, to those aged below 18 years old.*

*The researchers handed out a questionnaire to each Grade 10 learner. Attached to the questionnaire was a letter informing the learners about the research objective and guidelines in answering the questionnaire. The questionnaire contains the common signs of depression, with columned boxes that helped in indicating its severity. The learners ticked the columned box corresponding to their answer to a given problem.*

**Data Analysis**

*In the questionnaire, each column had a corresponding score that were added and was organized in a table. After which, relative frequency was computed and mode was used to identify the depression severity of majority of the learners. The following table was used for the organization and interpretation of results.*

<i>Total Score</i>	<i>Depression Severity</i>
<i>1-4</i>	<i>minimal depression</i>
<i>5-9</i>	<i>mild depression</i>
<i>10-14</i>	<i>moderate depression</i>
<i>15-19</i>	<i>moderately severe depression</i>
<i>20-27</i>	<i>severe depression</i>

10. Which of the following was utilized in gathering the data?
- a. Grade 10 learners answered the patient health questionnaire on depression severity created by the Philippine Pediatric Society (PPS), Task Force on Mental Health for Children and Youth.
  - b. Grade 10 learners answered the revised patient health questionnaire on depression severity created by the Philippine Pediatric Society (PPS), Task Force on Mental Health for Children and Youth
  - c. From numbers 1-10, the Grade 10 learners assessed their depression severity.
  - d. The Grade 10 learners listed reasons why they are depressed.
11. Which of the following descriptive measure was utilized to solve for the result?
- a. mean and mode
  - b. median and relative frequency
  - c. relative frequency and mode
  - d. relative frequency and mean

For items 12-14, refer to the sample Results and Discussion in the box.

The table that follows summarizes the depression severity of the Grade 10 learners.

Total Score	Frequency	Percentage	Depression Severity
1-4	10	19.23	minimal
5-9	15	28.85	mild
10-14	4	7.69	moderate
15-19	19	36.54	severe
20-27	4	7.69	severe
Total	52	100.00	

*The table shows that 19.23% of the learners are suffering from minimal depression, 28.85% from mild depression, 7.69% from moderate depression, 36.54% from moderately severe depression and 7.69% from severe depression.*

*Based from the results there are 51.92% of the Grade 10 learners who are suffering from at least moderate depression. This result is alarming since according to dNet(n.d) when diagnosed with at least moderate depression, he/she is advised to seek medical*

*attention and take medicines to prevent feeling depressed. If appropriate intervention is not made, learners suffering from moderate depression can cause problems at home or at work and even affect their social life. While learners suffering from moderately severe or severe depression are more life threatening (Signs and Symptoms of Mild, Moderate, and Severe Depression, n.d.). People with major or severe depression is recommended to consult with a professional like a doctor to avoid dangerous scenarios just like suicide. Also, once a person has this issue, it is advisable to take action to avoid symptoms that may harm the person or even other people.*

*There are numerous causes of depression. May it be family problems, abuse, or happenings from the past, and even personality. However, a common cause is due to stress. The Filipinos may be known for their avid happy faces and smiles, but the second most stressed-out country is the Philippines in 2018 (Cabico, G., April 26, 2019). Students also suffer from stress. According to Dy, M., et.al, academics and workload turned out as top stressors of college*

12. Which of the following is not a result of the research study?
  - a. 0% Grade 10 learners are suffering from depression.
  - b. 28.85% Grade 10 learners are suffering from mild depression.
  - c. 7.69% Grade 10 learners are suffering from severe depression.
  - d. 36.54% Grade 10 learners are suffering from moderately severe depression.
  
13. Based from the results, which of the following is the conclusion?
  - a. No Grade 10 learners is suffering from depression.
  - b. Majority of the Grade 10 learners are suffering from mild depression.
  - c. Majority of the Grade 10 learners are suffering from moderate depression or moderately severe depression or severe depression.
  - d. Majority of the Grade 10 learners are not suffering from alarming type of depression.
  
14. From the results, which of the following could be a recommendation for the school?
  - a. Since no Grade 10 learner is suffering from depression, then the school would continue doing their practices concerning students.
  - b. Since most of the Grade 10 learners are suffering from mild depression, then the school can introduce programs to prevent these from increasing their depression severity.
  - c. Since most of the Grade 10 learners are suffering from at least moderate depression severity then the school should identify who are these learners and personally advise them to seek for professional help. In addition, the school should introduce programs for the learners to lessen their depression severity.
  - d. Since most of the Grade learners are suffering from severe depression severity then they should be advised to stop going to school to have time to seek for professional help.

15. Which of the following is NOT a reason for citing references in writing a research manuscript?

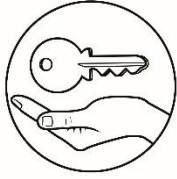
- a. It gives proper credit to the writers or other researchers for borrowing their ideas used in the manuscript.
- b. It is a compilation of references you visited when you finished your research manuscript.
- c. It allows readers to locate your reference in cases they want to learn more about the topic.
- d. It helps build credibility of the researcher.



## ***Additional Activities***

Aside from your answer in the “What’s More” section identify at least 3 community problems or issues you observe in your locality which can be addressed by conducting a descriptive statistic. After which, think of a research question that might address the identified community issue or problem. Use the table that follows to summarize your answer.

Brief description of the Community Issue/ Problem	Research Question



## ***Answer Key***

<b>WHAT I KNOW</b>	<b>ASSESSMENT</b>
1.D	1. A
2.B	2. B
3.A	3. C
4.B	4. D
5.D	5. D
6.A	6. D
7.A	7. B
8.D	8. C
9.C	9. D
10.B	10. A
11. A	11. C
12. C	12. A
13. B	13. C
14.D	14. C
15.B	15. B

# References

## A. Book

1. Dizon et.al, *Academic Procrastination Among the Grade 10 Cordillera Regional Science High School Learners* (Cordillera: Regional Science High School, 2018). Unpublished Research Output.
2. Tinda-an et. al, *Inside the Mind: Studying One of the Pressing Issues on Childcare Today* (Cordillera: Cordillera Regional Science High School, 2020). Unpublished Research Output.
3. Safary Wa-ambaleka, *Thesis and Dissertation Writing Fear No More* (Philippines: Oikos Biblios Publishing House, 2016).

## B. Electronic Resources

4. "Preparing Manuscripts for Publication in Psychology Journals: A Guide for New Authors," American Psychological Association (APA), <https://www.apa.org/pubs/authors/new-author-guide.pdf>
5. "Medicines management in the Philippine public sector during the response to Haiyan," PubMed Central (PMC), 2015, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4710069/>
6. <http://www.psa.gov.ph/pages/survey>

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