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**EFFECTS OF FUN PAMPHLET ON GRADE 12 TVL-HE STUDENTS' ACADEMIC
PERFORMANCE AS A TOOL TO MITIGATE ACADEMIC PROCRASTINATION**

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August 2022

ABSTRACT

PURPOSE. The main purpose of this study is to determine the effects of FUN Pamphlet in the academic performance of G12 TVL-HE students as a tool to mitigate academic procrastination.

DESIGN/METHOD/APPROACH. It is a quantitative in nature and employing quasi-experimental type of research. The gathered data was analyzed and interpreted using tables supported by the use of statistical treatment; frequency count and percentage.

FINDINGS. The findings of this study revealed that FUN Pamphlet helps the student to mitigation academic procrastination as a result of their completion rate. Students-respondents' progress report also revealed that FUN Pamphlets has a positive effect in increasing their academic performance.

RESEARCH LIMITATIONS/IMPLICATIONS. The respondents of this study were composed of 40 purposively chosen G12 TVL-HE students enrolled in San Andres National High School S.Y 2021-2022.

ORIGINALITY/VALUE. This action research is vital in educating students and teachers about academic procrastination disregard of learning modality used.

Keywords: academic procrastination, academic performance, TVL-HE students



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INTRODUCTION

Education plays an important role in changing one's life. In the process, the teacher serves as a primary instrument in delivering quality education. Due to the unexpected occurrence of COVID-19, there are a lot of changes happened in the current education landscape. The school learning modality in response to the pandemic adds restrictions on providing meaningful learning experiences to learners.

Despite efforts employed by teachers to provide various types of teaching strategies in bridging the gap between these restrictions and authentic learning, several students still tend to fail in their subjects. The reason behind this failure is the inability of learners to submit their requirements on time. These requirements include answer sheets, activity sheets, assignments, reports, and modules.

Other factors include the limited supervision of teachers to their students while they are learning at home. Students get easily distracted by other things and are prone to procrastinate most of the time resulting in non-compliance to school academic-related tasks. This was supported by the research conducted by Castroverde & Acala (2021), they found that the challenges encountered by teachers during distance learning are retrieval of modules and monitoring of student performance. They reiterated that teachers need to coordinate with their students and the parents to ensure that they will submit modules with complete answers, with names or labels for identification and if possible, will follow the schedule set the submission of outputs.

Furthermore, Dardo & Dimas (2021), revealed that there is a decrease in the GWA of learners after the implementation of Modular Distance Learning due to various limited teacher-learner interactions and exposure to home distractions. It denotes that in the current learning modality, learners are exposed to different distractions compared to the pre-pandemic period.

Even prior to the new normal setup of education, students tend to delay academic tasks like studying lessons, accomplishing assignments, projects, and another related tasks. This course of action is called academic procrastination. As defined by Dhull (2017), procrastination is the habit of delaying an important task, usually by focusing on less urgent, more enjoyable, and easier activities instead. She added that this form of procrastination was happen to 80-90% college students and results to poor academic performance.

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Meanwhile, Tiboron et al (2021), said that when a person procrastinates, it leads to cramming. And doing a task in a short period of time may destroy one's creativity and productivity. When students procrastinate, they tend to accomplish all activity sheets/modules in a short period of time and there is a possibility that they will not accomplish each activity effectively and efficiently. Hence, may result in getting low grades or poor academic performance.

The above-mentioned scenario prompts the researcher to develop a tool called FUN Pamphlet which primarily aimed to monitor the delivery and retrieval of answer sheets/activity sheets as well as students' performance with high involvement of students and their parents/guardians. This monitoring tool aimed to mitigate academic procrastination of Grade 12 HE-TVL students of Camflora National High School as it will serve as their guide in planning and monitoring their status in accomplishing their academic tasks weekly.

RESEARCH PROBLEMS

This study aimed to determine the effects of FUN Pamphlet on the academic performance of G12 TVL-HE students as a tool to mitigate academic procrastination. Specifically, it sought to answer the following questions: Specifically, this study aims to answer the following specific problems:

1. What is the retrieval/completion rate of student-respondent before they use the FUN Pamphlet?
2. What is the retrieval/completion rate of student-respondent after they use the FUN Pamphlet?
3. What is the effect of FUN Pamphlet in the academic performance of student-respondent?

METHODOLOGY

This study was conducted at Camflora National High School-Senior High School Department. Brgy. Poblacion San Andres Quezon. It started on the 1st week of Second Semester of S.Y 2021-2022 and completed until 8th week of the same semester. The respondents of this study are forty (40) Grade 12 TVL students enrolled under Home Economics S.Y 2021-2022 and who were advisees and handled by the researcher.



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Subject of the study

This study aims to determine the effect of FUN Pamphlet on the academic performance of Grade 12 TVL-HE students as a tool in mitigating procrastination.

Sampling

Chosen conveniently, 40 Grade 12 TVL-HE students who were enrolled for the school year 2021-2022 and handled by the researcher served as the subject of the study.

Data collection

The researcher collected the retrieval/completion rate of the student every scheduled modules/AS distribution and retrieval to determine the completion rate before and after they use the FUN Pamphlet.

To collect the data that offered answers to the specific problems of the study, the researcher recovered the retrieval/completion rate of the student every scheduled module/AS distribution and retrieval to determine the completion rate before and after they use the FUN Pamphlet. The researcher also retrieved the final grades obtained by student respondents during 1st quarter in all subject areas. It served as the baseline data that portrayed learners' progress and achievement before they use the FUN Pamphlet.

In the conduct of mitigating procrastination to uplift the academic performance of the student-respondent, a FUN Pamphlet was developed and was given to student-respondent. This Fantastic, Unique, Nice Pamphlet (FUN Pamphlet) is a monitoring tool designed to uplift student's enthusiasm of Grade 12-TVL-HE students to claim and submit accomplished answer sheets/activity sheets on the scheduled date. It is also designed to eliminate procrastination committed by students because of the new learning modality. This FUN Pamphlet includes; a. Introduction b. Tips for doing Modular Distance Learning c. Weekly Implementation Plan d. Checklist of Received ILMs e. Checklist of Returned ILMs f. Clarification Notes g. Weekly Notes to Reflect and h. Teacher-Student Agreement.

Furthermore, to determine the effect of the FUN Pamphlet on the learners progress of G12 TVL-HE students, the researcher also retrieved the final grades obtained by student-respondents during 2nd quarter in all subject areas and systematically determine if there a

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significance difference between the grades they obtained before and after they use the FUN Pamphlet.

RESULTS AND DISCUSSIONS

Table 1
**COMPLETION RATE OF MODULES RETRIEVAL DURING 1ST QUARTER
(WITHOUT FUN PAMPHLET)**

Week	Completion Rate	Percentage of Completion Rate
1-2	35/40	88%
3-4	31/40	78%
5-6	33/40	80%
7-8	34/40	85%

Table 1 shows the completion rate or the number of students who submitted accomplished modules on scheduled module distribution and retrieval. As revealed during Week 1-2, 35 out of 40 students submitted their answer sheet/activity sheets on time with an 88% completion rate. In the 3rd and 4th week, it decreases, where 31 out of 40 came and submit on time with 78% completion rate. During 5th and 6th week of the semester, there is 80% completion rate of 33 out of 40 students came on time to submit their accomplished modules while on the last scheduled of modules retrieval, there are only 34 out of 40 students submitted their output on time with 85% completion rate. In addition, the average completion rate in percentage of students-respondents during 1st Quarter is 83%.



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Table 2

**COMPLETION RATE OF MODULES RETRIEVAL DURING 2ND QUARTER
(WITH FUN PAMPHLET)**

Week	Completion Rate	Percentage of Completion Rate
1-2	37/40	93%
3-4	39/40	98%
5-6	40/40	100%
7-8	40/40	100%

Table 2 above revealed the completion rate or the number of students who submitted accomplished modules on scheduled module distribution and retrieval. As revealed during Week 1-2, there are 37 out of 40 students submitted their answer sheet/activity sheets on time with 93% completion rate. On the 3rd and 4th week, it increases, where 39 out of 40 came and submit on time with 98% completion rate. During 5th and 6th week of the semester, 100% completion rate with 40 out of 40 students came on time to submit their accomplished modules likewise, 100% completion rate is also recorded on the final week of the semester. The average completion rate of Grade 12 TVL-HE after they used the FUN Pamphlet is 98%.

Table 3

AVERAGE COMPLETION RATE OF MODULES RETRIEVAL

Quarter	Average Completion Rate
1 st Quarter (without FUN Pamphlet)	83%
2 nd Quarter (with FUN Pamphlet)	98%



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Table 3 shows that during 1st quarter, Grade 12 TVL-HE students obtained 83% completion rate in module retrieval, while in the 2nd quarter employing FUN Pamphlet, they got an impressive completion rate of 98%. An increase of 15% in completion rate denotes that FUN Pamphlet assist and encouraged student-respondent to comply and submit their specific requirements at the given time.

Table 4

LEARNERS PROGRESS PER LEARNING AREA BEFORE AND AFTER USING FUN PAMPHLET

FREQUENCY DISTRIBUTION OF LEARNERS' PROGRESS												
	PPSPL		CPAR		3 I s		P.E & H IV		Cookery		W.I	
	1st Q	2nd Q	1st Q	2nd Q	1st Q	2nd Q	1st Q	2nd Q	1st Q	2nd Q	1st Q	2nd Q
98-100	1	0	1	1	0	0	0	1	1	9	0	0
95-97	2	2	3	4	1	1	1	5	6	2	8	8
90-94	7	10	8	8	2	5	4	3	7	21	5	5
85-89	10	12	13	14	10	4	12	24	24	6	10	13
80-84	7	10	12	13	12	20	23	7	2	1	14	14
75-79	13	6	3	0	15	10	0	0	0	1	3	0
Below 75	0	0	0	0	0	0	0	0	0	0	0	0

Table 4 shows learners' progress per learning area in the 1st quarter (before they used FUN Pamphlet) and in the 2nd quarter (after they used FUN Pamphlet). It can be interpreted that the program is effective in reducing the procrastination of students resulting to the increase



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of thier learning progress. Thus, using FUN Pamphlet as an intervention to mitigate procrastination has a positive effect on the academic performance of Grade 12 TVL-HE students.

CONCLUSIONS

Based on the result of the study, the following conclusions were drawn:

1. This can be concluded that not all G12 TVL-HE students submit their accomplished answer sheet/activity sheets on time or during scheduled date of modules' retrieval.
2. It can be concluded that using FUN Pamphlet is an effective tool to mitigate academic procrastination for G12 TVL-HE students. Also, it is an instrumental tool in increasing the number of students who comply in submitting their accomplished answer sheet/activity sheets on time
3. Learners' progress in all subject areas elevates from 1st quarter to 2nd quarter of the semester, thus, using FUN Pamphlet has a positive effect in the academic performance of student-respondent.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended.

1. That the monitoring tool should be relaunched to guide and monitor continuously the student who tend to commit academic procrastination.
2. That other teachers may adopt the use of FUN Pamphlet as a tool in monitoring their student's academic progress.
3. That future researchers may study the applicability of FUN Pamphlet on lower grade levels specifically in the Junior High School.



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