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DILIGENCE IN ACCOMPLISHING ASSIGNMENTS AND ACTIVITIES IN THE LMS IN THE CONTEXTS OF GRADE 9 STUDENTS IN ECONOMICS: BASIS FOR AN ACTION PLAN TOWARDS STUDENTS' EFFICACY

An Action Research

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Research Title: Diligence in Accomplishing Assignments and Activities in the LMS in the Contexts of Grade 9 Students in Economics: Basis for an Action Plan towards Students' Efficacy

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Abstract:

Pandemic compelled schools to provide delivery of learning in a more flexible manner and Holy Trinity Academy were among the schools provided this through fully online learning and home-based learning modalities. Despite the flexibility it provided, some students still failed to submit their assignments and activities in the LMS. Because of this alarming situation, the researcher was motivated to conduct this action research. This was conducted during the school year 2021-2022. Twenty-three students were purposively selected and descriptive phenomenology was used. Responses of the student were derived using a questionnaire sent to them through the google form. Open-minded reading was used to derive meanings and themes.

Based on the findings, distractions, lack of time, and stress were the factors identified by the students affecting their diligence which are classified under environmental conditions, time, and emotional conditions. Furthermore, they believed that promptness, initiative in answering and submitting the activities, a positive mindset, and proper management of time are helpful in their diligence. Finally, they recommended lessening the activities in the modules, providing enough reminders, giving clear instructions, expanding the date of submission, and giving enough motivation to enhance their diligence.

It is hereby recommended that parents should ensure a conducive environment at home. Parents and teachers should ensure that students are not exposed to stressful situations. Teachers should follow-up on students' conditions. The activities in the modules are in the right amount and the schedule of submission is set in a reasonable time. Students must apply proper time management, initiative, and conscientious observance of the reminders. Lastly, an action plan for students' efficacy was created.

Keywords: Economics, Efficacy, Diligence, LMS or Learning Management System, Open-minded reading

Chapter 1

Introduction

The time of pandemic compelled the schools in our country to implement delivery of learning in a more flexible manner using various modalities. In Holy Trinity Academy, the modalities that have been implemented since 2020 until the present time are fully online learning modality and home-based learning. In the fully online modality, the school utilizes a learning management system in posting the modules, assignments, and activities for the students to access and answer them. Meanwhile, google meet has been utilized to conduct the synchronous classes for the fully online students.

On the other hand, home-based learning is a modality that utilizes modules for the students who do not have strong internet connectivity. The modules are either posted in the LMS or sent to the email address of the students for them to access and answer. Once the modules are already answered, the students send them back to the teachers for checking and giving feedback.

Despite the flexibility provided by the school to the students to accommodate their learning needs in this time of pandemic, there are still some students who cannot submit their assignments and activities on time. The researcher of this study who is also a teacher in the Grade 9 level teaching Economics has observed this concern among his students since the time when these modalities in learning were implemented by the school. In the observation of the researcher, diligence of the students in submitting their assignments and activities is a matter of concern. It is based from this context that this research is conceived.

Diligence is defined as a steady, earnest, and energetic effort. It is also defined as a devoted and painstaking work and application to accomplish an undertaking (Merriam Webster, 2021). Diligence is one of the values that is expected to be exemplified by the students especially

in this time they are expected to work independently because of the limited synchronous or face to face class being facilitated by the teachers.

According to Siddiqui (2014), diligence is primordial in all aspects of life. It is considered as one of the essential keys for success. It was found that those people who use the strength of diligence succeed in their goals. The students can make themselves successful in their studies on the basis of their diligence. Diligence can be manifested by the students for being active in the learning process, taking responsibility in their own learning and doing many good things on their own free will (BYU Hawaii, 2021). These citations only confirmed that diligence is really an important characteristic among the students to possess and it can be manifested in varied ways.

The article written by Tolustar (2018) shows and explains how to become diligent students. There are steps that students need to implement so that they can successfully become diligent. These steps include keeping a planner/task scheduler, starting early with school projects, not overextending oneself with extra-curricular activities, and overcoming distractions. These steps are beneficial and helpful to the students for them to be properly guided on how to become more diligent in their studies.

Since it is clear that diligence can be developed by adopting the steps provided above, it is also important to determine the factors affecting diligence of the students so that teachers can find out how these factors can be properly mitigated and translated to opportunities. The study conducted by Andrews et.al. (2019) reveal that adolescents chose to view the non-social stimuli significantly less than did the adults in the non-social ADT or Academic Diligence Task. This suggests that adolescents are less motivated to seek out non-social stimuli than the adults. Adolescents preferred the social stimuli more than non-social stimuli. In short academic diligence of adolescents is influenced by the social stimuli which must be considered by the teachers in the classroom.

Meanwhile, in the study conducted by Bernard et.al. (2009) about diligence and academic performance explains that the combination of diligence and academic performance found no statistical relation but these two can predict 35 percent of the variance in the academic performance of 237 high school students. The implication of this study includes a greater need to affirm the efforts of the youth in their quest to a balanced educational development. Based on this study, the factor that affects students' diligence is the extent of recognition afforded by the teachers to the efforts they exerted to achieve their academic objectives.

Furthermore, the study conducted by Arthur (2002) reveals that students' diligence is affected by the support coming from parents, teachers, and other significant others. These people should encourage the students to be motivated, concentrate on school, be disciplined, and exhibit conformity and responsibility. This study further revealed that increased parental diligence also contributes to increased students' diligence.

After looking into the available literature about the factors affecting students' diligence, it is also necessary to know what available literature tells about how students can effectively apply diligence in their studies to make sure that they can accomplish all the assignments and activities provided to them by their teachers. The article written by Abello (2021) discusses some examples of doable and concrete actions the people can do to attain diligence. These actions can be applied by the students themselves to become more diligent in their studies. Abello (2021) suggests that there is a need to rise up early. There is also a need to have a goal in a certain period. Be a good planner. Inspire yourself or by your loved ones. Finish tasks on time. Be focused. Last but not the least is to value the time.

In addition to these actions suggested by Abello (2021), Lin (2021) in her article adds another action to become diligent. This action refers to learning to become flexible. According to Lin, an individual needs to re-schedule, re-work and re-evaluate one's goal. Adopting these actions suggested in those articles mentioned above will help students to attain diligence.

It was already mentioned at the beginning of this introduction that diligence is essential to the success of the students. But, what does the literature say about the impact of diligence on the academic performance of the students in the school? According to Minami et.al. (2017), diligence is quite important for students to learn effectively. Similarly, Arthur (2002) finds in his study that there was a significant correlation between diligence and academic performance. Furthermore, Sumo et.al. (2006) reveal in their study that the level of diligence and attitude of the students towards academics were considered significant predictors of grade point average of students. They also find out that diligence is one of those behaviors that can be modified and has implications for academic success. These studies proved that diligence has a significant correlation with the academic performance of students. If they manifest this characteristic, they are more independent in doing their tasks which will contribute significantly to their efficacy. In addition, Honea (2007) proves that diligence and self-efficacy are considered as contributory to the academic success of the students.

The researcher hopes that this study will elicit significant findings about diligence in the contexts of Grade 9 students. The researcher would like to know from the students the factors affecting their diligence, how they can effectively apply diligence, and the recommendations they can give to their teacher to enhance their diligence. In the end, the findings will be the basis in making an action plan for students' efficacy.

Conceptual Framework

This research was conceived based on the observation of the researcher on the failure of some students to submit on-time their assignments and activities in the Learning Management System. The researcher believes that the diligence of the students is a concern hence, there is a need for them to improve in this attitude. In order to determine the context of students about diligence, the researcher conceived this study. This began with raising four questions which were presented in the preceding paragraph.

To derive the qualitative data needed to answer these questions, the researcher used descriptive phenomenology. The figure shown below is the framework used by the researcher in the conduct of this study.

The researcher would like to know from the students the factors affecting their diligence, how they can effectively apply diligence, and the recommendations they can give to their teacher to enhance their diligence. At the end, the findings will be the basis in making an action plan towards students' efficacy.

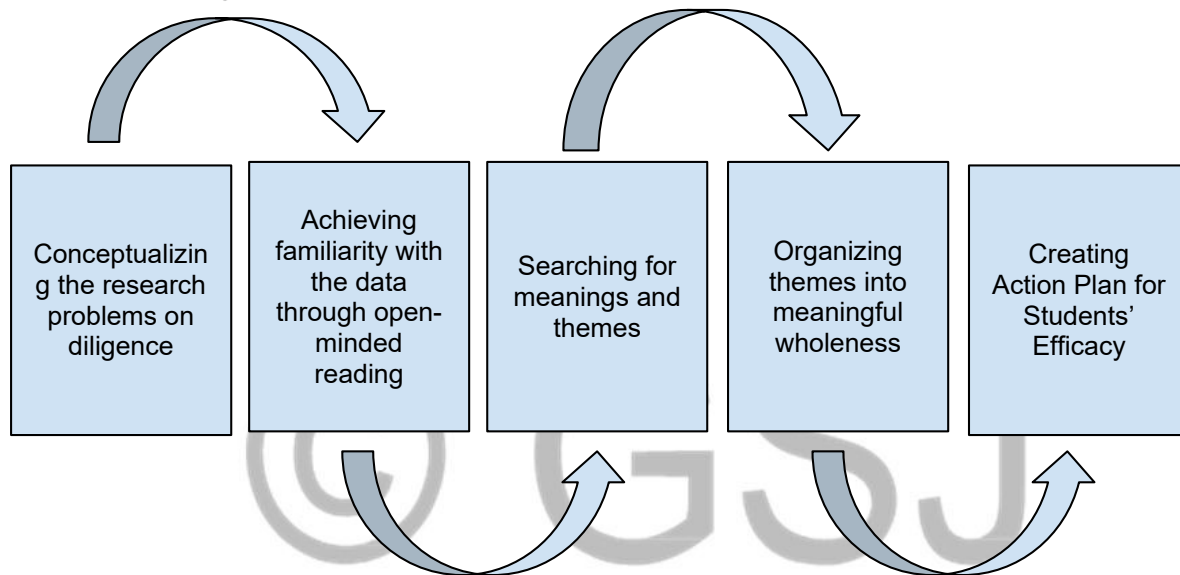


Figure 1

Conceptual Framework of the Study

As shown on the figure above, the research began with conceptualizing the research problems on diligence which are composed of four questions which include the following. First, what are the factors affecting the diligence of the students? Second, what do the students do to make sure that they effectively apply diligence in accomplishing their activities and assignments in the LMS? Third, what can the students recommend to the teachers so that their diligence in accomplishing their assignments and activities will be enhanced? Fourth, what action plan can be developed towards students' efficacy?

After developing the four questions, thematic analysis was used in analyzing the qualitative data derived from the informants. This technique observes a definite process. First, achieving familiarity. The researcher read the data so that he will become familiar with them. Through this, he was able to explore the meanings and understand the data. He also searched for the novel side of this data.

Next to achieving familiarity is searching for meanings and themes. This was done so that the researcher will be able to find meanings in the lived experiences of the informants. The meanings were described with few words and notes in the margins. The researcher also compared the similarities and differences between these meanings. Then, the meanings were organized in patterns. From these patterns, themes emerged.

Once themes emerged, they were organized into meaningful wholeness. The researcher wrote and rewrote the findings while the meanings were organized. The themes were described in a meaningful text. Explicit naming of themes was done so that the meanings of lived experiences in the actual context will be described. Based on the themes created, an action plan towards students' efficacy was developed. This is the intended output of this research.

Statement of the Problem

This study focuses on the diligence in accomplishing assignments and activities in the LMS in the contexts of Grade 9 students in Economics. The findings of this study will serve as a basis for an action plan towards students' efficacy. The following questions will be answered in this study.

1. What are the three factors affecting diligence of students to accomplish the activities and assignments given to them in the Learning Management System?
2. What do the students do to make sure that they effectively apply diligence in accomplishing their activities and assignments in the LMS?
3. What can the students recommend to the teachers so that their diligence in accomplishing their assignments and activities will be enhanced?
4. What action plan can be developed towards students' efficacy?

Chapter II

Methodology

This part explains the methodology used in this study. In order to gather the needed data, the researcher utilized a qualitative method specifically phenomenology. This method is found to be fitted for this research since the intention of the research is to describe diligence based on the context of the Grade 9 students.

Research Method

According to the article from Universitas Medan Area which provided a definition of qualitative research method by Creswell (2013), qualitative research method is defined as an inquiry process that aims to explore and understand the meaning that some individuals or groups of people come from social or human problems (2021). This utilizes inductive style. This method focuses on individual meanings and translates the complexity of the problem.

The researcher used phenomenology as the specific design used in this study. Phenomenology is used if the researcher aims to describe an event, activity, or phenomenon (Sauro, 2015). Specifically, the researcher used descriptive phenomenology in dealing with the phenomenon in this study. When descriptive phenomenology is used in a research, the researcher is required to practice openness of the lifeworld and phenomenon. Openness means that the researcher needs to adopt an open stance with sensitivity to the meaning of the lived experiences presently looks into the study.

This openness on the part of the researcher must focus on towards self, one's pre-understanding, and understanding of the data. But aside from these, the researcher also needs to be more reflective and critical towards the data as well as how to understand the meanings of the data. Questioning can help the researcher to become aware of his pre-understanding and sets aside previous assumptions about the phenomenon.

The specific phenomenon that the researcher would like to describe is the diligence of the Grade 9 students in accomplishing the assignment and activities of the students. The first data derived from the students are the factors affecting their diligence. Aside from this, the students were also asked about how they effectively apply diligence in their studies. Lastly, they were also asked to give recommendations to their teachers so that their diligence in accomplishing their assignments and activities in the learning management system will be enhanced. The students were asked to provide their lived experiences relevant to diligence by asking them to narrate these experiences in the questionnaire sent to them using the google form.

Respondents

The informants in this study were the 23 Grade 9 students of the researcher. These students were purposively selected by the researcher based on the set criteria such as they are enrolled in the school year 2021-2022 when the research was conducted, they are enrolled in the subject which is Economics, they are willing to participate in the study, they are willing to provide substantial answers to the questionnaire sent to them, they experienced challenges on their diligence in their studies.

Research Instrument and Data Gathering Procedure

The researcher-made questionnaire contains three questions which focus on three factors affecting diligence of students, how the students effectively apply diligence, and the recommendations they can give to their teachers to enhance their diligence. This questionnaire was validated by the principal. After it was validated, the questionnaire was uploaded in the google

form and sent to the students for them to answer. The students were advised to provide or narrate meaningful experiences based on the questions provided in the questionnaire. A letter of consent was also attached with the questionnaire in order to seek permission from the students and inform them about the nature of the study. Interviews were used to verify and confirm the answers of some selected students who participated in the study.

Analysis of Data

To analyze the meaningful experiences in relation to diligence provided through narratives by the informants in this research, the researcher used thematic analysis of these experiences. The first step undertaken by the researcher is familiarity with the data. To achieve this, open-minded reading was utilized. The researcher read the texts or narratives of the informants in their entirety for several times. Here, the researcher desired to illuminate novel information rather than confirm what is already known while keeping the aim of the study in mind.

After this step, the parts of the data are further illuminated and the search for meanings is further deepened. The researcher used sensitive dialogues with the texts or narratives of the informants by moving back and forth between the whole and its parts. While the researcher read the narratives of the informants, meanings in relation to the aim of the research were marked. The researcher also used notes and descriptive words to give meanings a preliminary name.

As the analysis of the narratives progresses, the researcher compared the meanings related to each other to identify the similarities and differences. The researcher saw to it that meanings developed are related to each other to achieve a sense of patterns. The patterns of meanings developed by the researcher were further examined. To achieve this intention, the researcher made sure to practice openness so that meanings emerge.

The last step was organizing the themes into meaningful wholeness. Here, the researcher maintained the reflective mind, while he was developing the meanings into themes. He organized the meanings into patterns and finally themes. While deriving meanings from texts or narratives of the informants, he also compared the meanings and themes from the original data. He made sure that nothing was taken for granted and he was very careful and thoughtful in this process. The researcher reflected on the tentative themes emerging from the narratives of the informants. He used the techniques naming and wording in order to achieve meaningful findings of the study. The purpose of the researcher in using these techniques is to make sure that he was able to outline meanings inherent in the described experiences of the informants about diligence. The researcher wrote and rewrote the findings. He also made sure that faithful description of the meanings by not only using a single word was done in the last step.

Chapter III

Results and Discussion

This part presents the results and discussion for the given problems in this study.

1. What are the three factors affecting the diligence of students to accomplish the activities and assignments given to them in the Learning Management System?

Table 1

Factors Affecting Diligence of Students

Informants	Data	Meaning/s	Theme/s
1,3, 6, 11, 12, 13, 14, 17, 22	Distractions, getting distracted by playing videos, watching TV, house chores, surroundings	Nine or 39% of the informants admitted that distractions of various forms affect their diligence.	The three factors that affect the diligence of the informants are distractions, lack of time, and stress. These three factors can be summarized as environmental condition, time, and emotional condition.
1, 2, 3, 4, 12, 13, 23	Lack of time and lack of time management	Seven or 30% of the informants mentioned that lack of time or time management affects their diligence.	
5, 7, 13, 19	Stress	Four or 4% of the informants that stress affects their diligence	

Table 1 presents the three factors affecting the diligence of the students based on their context in answering the activities and assignments in the learning management system. The first data pertains to distractions or getting distracted by playing videos, watching TV, house chores, and the surroundings. Informants 1, 3, 11, 12, 13, 14, 17, and 22 provided this answer. They are 30% of the total number of informants in this study. They recognize that various forms of distraction affect their diligence. Since the students are studying at home, various distractions are common. However, there is a need for the students to exercise their discipline and focus so that they will not be affected by any form of distraction in their respective homes. It is also important that the parents at home will help the students to overcome these distractions and make sure that they will not contribute to this factor that diverts the attention of the students from their studies. Strong support and a conducive environment are the keys to avoid these distractions.

The second factor provided by the informants is lack of time or lack of time management. Informants 1, 2, 3, 4, 12, 13, and 23 also commonly agreed to this factor. They are 30% of the total informants. They stated that lack of time or lack of time management affects their diligence. One among these informants shared that due to many assignments and activities given to them in the other subjects sometimes he also forgot to do his assignments in economics. Because, he

admitted that he also requested from his teacher an extension in the submission of the assignment or activities in the LMS. Another informant also shared a similar experience. He said that he also has the tendency to submit late his assignment in the LMS because he needs to accomplish first the other assignment from other subjects.

The third and last factor given by the informants is stress. Five or four percent among the respondents considered stress as a factor that affects their diligence. One informant mentioned that this stress comes from too many activities given to them by their teachers. Another informant said that this stress comes from the condition of their own family and the situation affecting their own community. He felt he was not secure because of various problems affecting his family due to the pandemic. This situation of the students must be looked into by the teachers. There is really a need to constantly check their condition and ask them if they are still fine.

The overall themes derived from the three factors affecting the diligence of the students such as distractions, lack of time, and stress are **environmental condition, time, and emotional condition**. This result is similar to the findings of Andrews et.al (2019) that adolescents preferred the social stimuli more than non-social stimuli. In short academic diligence of adolescents is influenced by the social stimuli which must be considered by the teachers in the classroom. Meanwhile, Arthur (2002) revealed that students' diligence is affected by the support coming from parents, teachers, and other significant others. These people should encourage the students to be motivated, concentrate on school, be disciplined, and exhibit conformity and responsibility. This study further revealed that increased parental diligence also contributes to increased students' diligence.

2. What do the students do to make sure that they effectively apply diligence in accomplishing their activities and assignments in the LMS?

Table 2

Actions done by the Students to Effectively Apply Diligence

Informants	Data	Meaning/s	Theme/s
1, 3, 12, 13, 15, 16, 17, 23	Answering and submitting the activities early or on time	Eight or 35% of the informants shared that they effectively apply diligence through answering and submitting their activities in the LMS early or on time	Most of the students shared that in order for them to effectively apply diligence, they adopt being on time or promptness in answering and submitting the activities, they also independently check the activities
2, 9, 10, 18, 22	Check independently or personally the LMS. Remind oneself	Five or 22% of the informants revealed that they check	

	of the activity that needs to be done.	independently or remind themselves of the activity that they need to do.	or they apply initiative . The others practice positive mindset and proper time management .
4, 5, 19	Practice positive or efficient mindset	Three or 13% of the informants shared that they practice a positive or efficient mindset to apply diligence.	
14	Set the time in doing the activities and proper time management.	One or 4% of the informants mentioned that he sets the time and applies proper time management to effectively apply diligence.	

Table 2 presents the actions done by the students to effectively apply diligence. Eighth or 35% of the informants revealed that they apply diligence by answering their activities and assignments in the LMS on time. They all agreed that they should make sure that their assignments are submitted before the deadline set by their teachers. One student shared that he regularly checks the reminder that pops up in his LMS. Another student said that he diligently writes in his notebook the lists of assignments that he needs to accomplish within the week for he not to forget. While the other students revealed that he always checks the reminders given by the teachers in the LMS or in the group messenger to ensure that he did not miss answering any assignment posted in the LMS.

Meanwhile, five or 22% revealed that they manifest diligence through checking independently or personally the learning management system. They also remind themselves of the activity that needs to be done. One student said that he makes sure that he regularly checks the LMS and thoroughly reads the instructions provided by his teachers so that he can successfully accomplish the assignments or activities. Another student shared that he personally checks the LMS even without being reminded by his parents because he listed all the reminders of his teachers. While another student explained that he practices initiative in checking her own LMS and checks thoroughly all the posted activities of the teachers to ensure that all of them are properly answered. She really allots time in doing her assignments in the LMS in a day within the week.

In addition, three or 13% of the informants shared that they practice a positive and efficient mindset. One student shared that she practices a positive mindset in doing the assignment in the LMS. She looks at the assignment provided by the teachers as means to gauge her learning in the topics discussed. Meanwhile, one student shared that she maintains a positive mindset despite the challenging situation affecting her studies. She believes that she needs this kind of attitude so that she will not lose her motivation to continue and become successful.

Lastly, one or 4% of the informants mentioned that he practices diligence by setting time in doing the activities and applies proper time management. He added that he makes sure that the available asynchronous time is utilized in answering the activities and assignments in the LMS.

The themes created based on these data provided by the informants in terms of the actions they have done to effectively apply diligence include **promptness in answering and submitting the activities, independently checking the activities or initiative, practicing a positive mindset and proper time management**. This result is aligned with the findings of Abello (2021) which explained that diligence can be done through doable and concrete actions such as the need to rise-up early, have a goal in a certain period, be a good planner, inspire oneself or by love ones, finish task on time, be focused, and value time. In addition, Lin (2021) explained that diligence requires flexibility. Individual needs to re-schedule, re-work, and re-evaluate one's goal. Adopting these actions suggested in those articles mentioned above will help students to attain diligence.

3. What can the students recommend to the teachers so that their diligence in accomplishing their assignments and activities will be enhanced?

Table 3

Recommendations of the Student to their Teachers to Enhance their Diligence

Informants	Data	Meaning/s	Themes/s
1, 9, 10, 11, 13, 18, 20	Lessen the activities in the modules.	Seven or 30% of the informants recommend to their teachers to lessen the activities in the modules.	The overall themes on the recommendations of the students to their teachers to enhance their diligence include lessening of the activities in the modules or providing manageable or reasonable amounts of activities, providing enough reminders, giving clear instructions, expanding the time limits or date and time of submission,
2,10, 12, 17, 22	Remind or notify the students about the activities in the LMS	Five or 22% of the informants recommend that they should be reminded or properly notified by their teachers about the activities.	
1, 6, 7'	Give clear instructions	Three or 13% of the informants recommend to the teachers to give clear instructions to	

		enhance their diligence.	and giving enough motivation to the students.
4, 15	Expand the time limits provided in the activity so that the students ensure quality outputs.	Two or 9% of the informants recommend to their teachers that students should be motivated.	

Table 3 shows the recommendations of the students to their students so that their diligence will be enhanced. There are seven or 30% of the informants recommended to their teachers to lessen the activities in the modules. One among these informants mentioned that too many activities in the modules give them the tendency not to attend to their other activities in the other subjects. He admitted that this also caused him stress and an inability to have time with his family. Another respondent shared that too many activities in the modules gives the tendency to rush his work.

On the other hand, five or 22% of the informants recommended that teachers remind or notify them about the activities in the Learning Management System. One respondent shared that she is reminded to work on her activities in the module if the teachers constantly remind them in the synchronous class or in the messenger. Aside from this, one student said that reminder helps him to be prompted about what he needs to accomplish. He personally checks the messenger and other reminders being given by the students.

Meanwhile, three or 13% of the informants recommended to their teachers to give clear instructions to enhance their diligence. One informant admitted that he is sometimes confused when instructions given in the modules are not clear. He said that it is better if the teachers give clear instructions so that it would be easy for the students to accomplish the modules on their own during the asynchronous time. It is for this reason this student shared that he appreciates when the teachers respond to the queries of the students about the modules.

Lastly, two or 9% of the informants recommended to their teachers that students should be motivated. One informant mentioned that motivation for oneself and from others will help him to enhance his diligence. She said that she is more motivated if her teachers recognize the efforts she gave in accomplishing the activities in the modules through meaningful feedback.

The overall themes on the recommendations of the students to their teachers include **lessening the activities in the modules or providing manageable or reasonable amounts of activities, providing enough reminders, giving clear instructions, expanding the time limits or date and time of submission, and giving enough motivation to the students.** These recommendations of the students to the teachers need to be addressed since it was found out in various researched that diligence has a direct connection with the performance of the students. These results indicate that most students care about their own diligence and their own academic

performance. According to Minami et.al. (2017), diligence is quite important for students learn effectively. Similarly, Arthur (2002) found in his study that there was a significant correlation between diligence and academic performance. Furthermore, Sumo et.al. (2006) revealed in their study that the level of diligence and attitude of the students towards academics were considered significant predictors of grade point average of students. They also found out that diligence is one of those behaviors that can be modified and has implications to academic success.

4. What action plan can be developed towards students' efficacy?

Proposed Action Plan towards Students' Efficacy

Research Findings	Objectives	Action/s	Time Frame	Expected Outcome
The three factors that affect the diligence of the informants are distractions, lack of time, and stress. These three factors can be summarized as environmental condition, time, and emotional condition.	Inform administrators, teachers, and parents on the factors affecting diligence of the students	Share the results of the action research and conduct webinar for the parents and the teachers on how to mitigate the effects of the factors affecting students' diligence through online or web application.	Before the start of the school year 2022-2023 July 2022	School administrators, teachers, and parents will become aware on the factors affecting their diligence and how to mitigate the effects of these to students' diligence.
To effectively apply diligence students adopt being on time or promptness in answering and submitting the activities, they also independently check the activities or they apply initiative . The others practice positive mindset and proper time management .	Make the teachers become aware of what students adopt to apply diligence.	Share the result of this study to the teachers. Hold webinar on how to develop initiative, positive mindset, and proper time management among the students.	Before the start of the school year 2022-2023 July 2022 September 2022-October 2023	Teachers become aware about what the students adopt to apply diligence.
The students	Inform the	Share the results	Before the start	School

<p>recommend to their teachers to enhance their diligence include lessening of the activities in the modules or providing manageable or reasonable amounts of activities, providing enough reminders, giving clear instructions, expanding the time limits or date and time of submission, and giving enough motivation to the students.</p>	<p>teachers about the recommendations of the students to enhance their diligence</p>	<p>to the school administrators and the teachers.</p> <p>Conduct seminars on how to enhance students' diligence</p>	<p>of the school year 2022-2023 July 2022</p> <p>October - November 2022</p>	<p>administrators and the teachers will become aware on the recommendations of the students on how to enhance their diligence.</p>
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General Findings

The following are the general findings derived based on the questions given in this study.

1. What are the three factors affecting the diligence of students to accomplish the activities and assignments given to them in the Learning Management System?

The three factors affecting the diligence of the students are distractions, lack of time, and stress are specifically classified as part of environmental condition, time, and emotional condition.

2. What do the students do to make sure that they effectively apply diligence in accomplishing their activities and assignments in the LMS?

The students do promptness in answering and submitting the activities, independently checking the activities or initiative, and practicing a positive mindset and proper time management to effectively apply diligence.

3. What can the students recommend to the teachers so that their diligence in accomplishing their assignments and activities will be enhanced?

The overall themes on the recommendations of the students to their teachers include lessening the activities in the modules or providing manageable or reasonable amounts of activities, providing enough reminders, giving clear instructions, expanding the time limits or date and time of submission, and giving enough motivation to the students.

Conclusions

The following are the conclusions in based on given findings:

1. Various factors affect the diligence of the students and these include environmental conditions, time and emotional conditions.
2. Diligence can be effectively applied by the students through their promptness and initiative, positive mindset and time management.
3. To enhance students' diligence, teachers should lessen the activities in the modules, provide enough reminders, give clear instructions, expand the time limits for submission, and give them enough motivation.

Recommendations

Based from the given findings and conclusions, the following are hereby recommended:

1. Since students are attending their online classes in their respective homes, they should make sure that distractions in their respective homes must be minimized. Parents can help ensure that a conducive environment for learning is really observed at home. Students should also make sure that proper time management is applied in dealing with their activities and assignments in the LMS.
2. Parents and teachers should make sure that students are not exposed to conditions or situations that will expose them to stress since it adversely affects their diligence towards their studies. Teachers should from time to time make a follow-up of students' conditions.
3. Students should have the initiative to check the activities and assignments in the LMS and conscientiously observe the reminders given to them by their teachers. On the other hand, teachers should not diminish their patience in providing reminders to the students. Students should also practice a positive mindset and proper management of their time.
4. Teachers should make sure that activities in the modules are in the right quantity and really focused on essential learning objectives. They should also give clear instructions, and set the schedule of submission in a reasonable time frame.

5. The results of this study is not conclusive, therefore it is also recommended that this research will be replicated using a quantitative method to verify its results. The next study should involve a bigger number of participants and correlate diligence with the academic performance of the students in the subject.
6. These recommendations should be considered in crafting the action plan for students' efficacy.

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