Phase 1B
Group 24
User Study Submission

Project Name

QuestCrunch

Group Members

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1. Project Overview

1.1. Problem

Many students see studying to be a daunting experience, and may find lack of motivation to cultivate their own self-studying habits outside of school and tuition classes. When studying at home, due to being in their comfort zones, they may lose the drive to self-study, and get distracted.

1.2. Solution

Our group is planning to design a mobile application that can help teachers facilitate online self-study sessions. Teachers are able to schedule self-study sessions for students in groups, and set virtual rewards upon completion of each study session by their students. This may help to motivate students to focus and develop self-study habits away from school and tuition.

2. User Study

2.1. Target Audience

As the main group that benefits from this application are students, we have made students our primary user group, and have designed the following user study plan to find out more about the needs and concerns of students in studying from home in addition to researching about the difficulties teachers face in enabling students to be motivated.

Primary User Group

Students enrolled in public Secondary or Junior College Schools
- To get an understanding of the struggles and difficulties students may face when trying to cultivate self-study habits at home
- To understand what are some things that can motivate students to develop self-study habits

Secondary User Group

Teachers teaching in public Secondary or Junior College Schools
- To get an understanding of students' needs and struggles when approaching self-study
- To get an understanding of what can be done to help teachers in guiding students towards developing self-study habits away from school

2.2. Sample Size and Type

Sample Size

Online Interviews
6 people for the primary user group and 6 people for the secondary user group
Rationale
- Guest, Bunce, and Johnson (2006) propose that saturation often occurs around 12 participants in homogeneous groups.
- However, due to limited manpower, we will only be conducting 6 interviews for each group.

Online Survey
At least 30 people each for primary and secondary user groups
Rationale
- Going by central limit theorem, this gives us a more reliable result that can give us the general opinion for each user group.

Sample Type

Convenience Sampling
Rationale
- Able to ensure that only Singapore students and teachers are being interviewed
- Due to the pandemic, it would also be harder to conduct random sampling, as the public might be more hesitant of approaching strangers. Hence inviting people to participate from a physical booth or approaching our target group directly would be challenging. Sending out electronic mail to gather participants then filtering them out to ensure that they fit our target group may also be too labour intensive.

2.3. User Study Method

We will conduct Online Unscripted Interviews first followed by Online Surveys through Google Forms.

Online Unscripted Interviews (individual/ focus group)

<u>Rationale</u>

- Allows for us to have a more empathetic and personal view of the user groups
- It is hard to schedule focus group meetups during this period as there are restrictions on the number of people that can gather together in a public place
- More convenient for interviewers and interviewees to facilitate as there is no commute time between the interviews
- Allows us to uncover the different viewpoints that the target users have
- To get a general overview of the user groups' opinions and thoughts on the topics discussed and touched upon

Online Surveys through Google Forms

<u>Rationale</u>

- To check whether our target users general opinions and thoughts align with the response from the interviewees
- Online forms are convenient to complete through mobile/web devices, and easier to disseminate through URLs, which will give us a wider reach for our target users

2.4. Recruitment Methods

For Online Interview

Online application forms where our target user groups are able to volunteer to participate in the interview

Rationale

- Online forms are convenient to complete through mobile/web devices, and easier to disseminate through URLs, which will give us a greater chance of yielding responses

We can also approach students and staff in secondary schools and ask them if they are willing to be interviewed by us

Rationale

- This would be more effective in reaching out to potential interviewees that fit target group as we are able to directly approach secondary school students and teachers

For Online Survey

The application form for the google survey link can be disseminated through the following method:

- Our team will approach teachers/students that are within our social circle first before asking them to disseminate to their colleagues/peers.

Rationale

- This would be an effective way of reaching out to our target group, as many students and teachers currently use WhatsApp/Telegram to communicate with one another.
- Instead of mass emailing a large group of target users, wasting the participant's time in the process, by directly approaching target users that are within our social circle will prove to be a better alternative.
- If we reach out to our target users this way, we would not need to provide incentives that could be unrealistic.

3. Personas

3.1. Primary User Group (Student)

Jim

"I wish I could be successful without doing any work at all... "

Age 17

Gender Male

Occupation Junior College Student

Backstory

Jim is a student from XYZ Junior College who likes to sleep, listen to metal music and play computer games. Although he wants to get good grades and enter a good university, he constantly finds himself falling asleep during class and submitting homework late due to procrastination. He loses focus easily and finds it difficult to find motivation to study.

In his free time, he is an avid musician. He loves to play the drums, and is part of a local band. He spends a lot of time composing drum parts for his bands new releases, and practicing for auditions for local concerts.

Motivations

- Bubble tea rewards
- Playing FPS games
- Attending concerts

Frustrations

- Having to sit through boring and dry lessons
- Being forced to study
- Thinking you will do well in a test then being very disappointed

3.2. Secondary User Group (Teacher)

Mrs Victoria

"Seeing my students succeed is my greatest reward..."

Age	56
Gender	Female
Occupation	Junior College Teacher
Subject Taught	H2 Mathematics

Backstory

Mrs Lim is an experienced math teacher in XYZ Junior College. She has a strong passion for teaching and is always glad to help any struggling student in understanding difficult math concepts. Beyond teaching, she cares a lot about her students and wishes to see them succeed in exams and in life.

Aside from teaching, she has a variety of hobbies. She loves watching Korean dramas, and takes time on Tuesday nights for Zoomba classes to keep fit. She also loves to cook and enjoys experimenting with different dishes with her adult children as guinea pigs for her cooking experiments whenever they come to visit her.

Motivations

- Seeing students asking questions in class
- Seeing students being proactive in study
- Looking forward to the next episode of the latest k-drama serieses

Frustrations

- Having to chase students for submissions and tutorials
- Unable to find k-drama episodes on Youtube
- Husband complaining she cooks too much food

4. Scenarios and Storyboard

4.1. Primary User Group (Student)

Storyboard

Please refer to 'Team24_StudentStoryboard.png' that is in the same zip file.

Scenario

Jim wants to begin revision for his upcoming exams. He wants to spend at least 4 hours of his free time in the day to focus 100% on doing homework and revision. Looking at his timetable, he selects a time in the day dedicated to his studies. He looks at his handbook to look for upcoming exams and homework due soon, and prioritizes and plans the topics and assignments he will do during his study session. At the start of his session, he is successful for focusing for about 45 minutes, however he starts to get social media notifications on his phone and laptop. He struggles to stay focused, and decides to take a break to check his phone and laptop for notifications, and as a result gets distracted by the content and posts on his social media. His short break soon turns into a few hours of browsing Youtube and Instagram. 4 hours had passed and he barely studied at all as he was distracted.

4.2. Secondary User Group (Teacher)

Scenario

<u>Background</u>

Mrs Victoria sets an exam question regarding atoms and assigns homework to her students regarding atoms. She encourages her students to finish it as it is good for learning but states that is not compulsory. However, at the mention of "optional" homework, only around 5 students in class complete it despite it being a short assignment. When she bumped into Jim on the way out of class, she asked him, for curiosity's sake, "why did you not do the homework on atoms?" Jim heaved a sigh and mentioned that he only manages to finish compulsory homework as deadlines get her moving and that he does not have the motivation to do any other optional homework and she can always do it "later" when he has free time. Having then heard the problem, Mrs Victoria decides to motivate the students herself.

<u>Scenario</u>

Mrs Victoria wants to motivate her students even outside of class. Even though she has already assigned them homework, she wants to ensure that students are motivated to complete them. Before assigning them the new homework, she splits the class into groups and assigns them a quest in QuestCrunch with a deadline. The next day, she finds the class buzzing with excitement on the bounty rewarded by the QuestCrunch upon completion of the quest. This time, Jim comes up to her voluntarily and asks to set more quests for them!

5. Reflective Design Notebook

Student Interview Process

Through general observation on how secondary school students around us study and our current experience as a university student, we initially assumed that are experiences would be similar.

However, when we interviewed them we realised that a lot of things changed such as the system they use for receiving tasks (gradual transition from askNLearn to student learning space) and the studying preference of students.

It was indeed an eye-opening experience for us and we were glad that we decided to choose a target audience that we were not part of so that our judgement and biases would not cloud the authenticity of the responses.

After conducting the interview on students, we completely modified our draft of students survey to include popular options as expressed by students in the survey and from the results, we realised that the general sentiment of students varies slightly from what the teachers think of students.

Teacher Interview Process

The teachers were surprisingly consistent on what they thought of the students' motivation level and what is expected of them. Hence, while they were able to understand the challenges students face when they are having self-studying sessions and most of their motivating factors, one result that we were surprised by was what the teacher considered as the least motivating factor for a student, which is "fear of failure", was in fact one of the most motivating factor for students.

Prototype Considerations

- The design layout of QuestCrunch should be visually appealing to the students
- User interaction should not be too complicated for the teachers
- The study session should terminate when students leave the application
- The Quest and Bounty reward system should be interactive and motivating for students
- We should gamify the study process such that students can be encouraged to study more to unlock more features

Mood Board

6. Other Information

6.1. Interview Question Lists

6.1.1. Student Interview Question List

Background Questions

1. What level of study are you at now?

Starter Questions

2. How would you define self-study?

3. How often do you self-study in a week?

4. What are some things that can motivate you to study?

Main Questions

5. How do you typically get motivated to study?

6. Have you faced any difficulty when trying to self-study?

7. What are some of the problems you face when trying to self-study?

8. What do you consider as the biggest distraction when you self-study?

9. How involved is your teacher in guiding your self-study sessions?

10. How do you think a teacher can contribute to your self-study habits?

6.1.2. Teacher Interview Question List

Background Questions

1. How many years have you been teaching?

2. What level of students are you teaching now?

Starter Questions

3. Generally, do you think your students are motivated to self-study?

4. What is your definition of "self-study" for students?

Main Questions

5. What are your opinions of teachers being involved in the students' self-study? And why?

6. What are some of the challenges faced when trying to motivate or get students to complete work assigned to them?.

7. What are some activities you have done in class that have successfully motivated students to complete a task/homework?

8. What do you think is a good self-study plan for a student? (eg: frequency / duration)

9. Are you currently using any platforms/apps that help to cultivate self study habits for the students?

10. IF NO to Q9, why do you not use such platforms?

11. IF YES to Q9,

    a. What is the name of the application and what does it do?

    b. Are there any limitations in the application that you feel can be improved?

    c. Are there any features in the application that are particularly useful for you?

6.2. Interview Responses

In our user study plan, we interviewed 6 individuals from each of our target groups, 6 students and 6 teachers. From each of the 6 interview responses, we decided to choose 2 responses from each target group.

For students, we used a random number generator to select 1 student from 2 levels, 1 student from Secondary School (lower and upper) and 1 student from Junior College. This is to show a more diverse view of the pain points students may face at different levels of education.

For teachers, we decided to choose the top 2 most experienced teachers from our interviewees as their long experience in teaching would give us a greater insight on students' habits, needs and pain points when approaching self-study.

6.2.1. Student Interview Responses

Student 1

Background Questions

1. What level of study are you at now?
   Upper Secondary

Starter Questions

2. How would you define self-study?
   Revision for exams

3. How often do you self-study in a week?
   Never (if you exclude homework), 3-4 hours per day

4. What are some things that can motivate you to study?
   Revision everyday, Good grades (suffer now don't suffer later)

Main Questions

5. How do you typically get motivated to study?
   Study alone, Good grades

6. Have you faced any difficulty when trying to self-study?
   Yes

7. What are some of the problems you face when trying to self-study?
   Content just doesnt go in, Distractions: phone, friends

8. What do you consider as the biggest distraction when you self-study?
   Phone

9. How involved is your teacher in guiding your self-study sessions?
   Teacher is not involved, no self study in school
   Teacher gives what is commonly tested but doesn't check
   But if you tell her, she'll give you advice

10. How do you think a teacher can contribute to your self-study habits?
    When you go through notes, tell us what is commonly tested
    Not during revision (too late), then would have revised unnecessary content
    Monitor on a regular basis

Background Questions

1. What level of study are you at now?
   Junior College

Starter Questions

2. How would you define self-study?
   Extra studying done outside of school time, such as revision after lectures.

3. How often do you self-study in a week?
   Around 4 hours per day

4. What are some things that can motivate you to study?
   Studying with friends, Thinking of getting good grades

Main Questions

5. How do you typically get motivated to study?
   Discord my friends to study together when at home
   Keeping a todo list with deadlines to meet

6. Have you faced any difficulty when trying to self-study?
   Yes

7. What are some of the problems you face when trying to self-study?
   Distractions from youtube and phone messages

8. What do you consider as the biggest distraction when you self-study?
   Youtube and social media

9. How involved is your teacher in guiding your self-study sessions?
   Some teachers provide a lot of additional help such as consultations but we must initiate it first

10. How do you think a teacher can contribute to your self-study habits?
    Perhaps can give us more tips on how to study, would be nice if they could check up on us regularly

6.2.2. Teacher Interview Responses

Teacher 1

Background Questions

1. How many years have you been teaching?
   32 years

2. What level of students are you teaching now?
   Junior College

Starter Questions

3. Generally, do you think your students are motivated to self-study?
   Yes

4. What is your definition of "self-study" for students?
   Students have the self-discipline to manage their learning without having to be reminded to do so by their teachers constantly. Students are also aware of their shortcomings in learning and do the necessary to catch up with their work.

Main Questions

5. What are your opinions of teachers being involved in the students' self-study? And why?
   Teachers are expected to monitor that students keep up with the assigned tasks, especially those given as homework. As teachers, we track the learning of students and the progress of their learning using the assigned tasks. If students do not complete the tasks, the feedback channel may be lost.

6. What are some of the challenges faced when trying to motivate or get students to complete work assigned to them?
   Students must be aware of the consequences of their actions, for example, their results will be affected or they will face disciplinary actions for recalcitrant cases. As education institutions, schools are expected to instil discipline in students and this includes students doing their work and completing assigned tasks for submission.

7. What are some activities you have done in class that have successfully motivated students to complete a task/homework?
   For JC students, if the results of their work count towards their promotion to the next level or will affect their performance in the national examinations, they would usually be motivated to complete their work. The type of feedback that teachers give to the students also helps in getting students to submit their work. For example, writing comments to help them understand their mistakes or misconceptions helps students learn better.

8. What do you think is a good self-study plan for a student? (eg: frequency / duration)
   It depends very much on the nature of the subjects. For the sciences and mathematics, the feedback could be given to students much faster than the humanities subjects. So for Mathematics, for example, each new topic will have at

least 1 worksheet for the students to practise and this may translate to one worksheet per fortnight.

9. Are you currently using any platforms/apps that help to cultivate self study habits for the students?
    No

10. Why do you not use such platforms?
    Not aware of such Apps.

Background Questions

1. How many years have you been teaching?
   16 years

2. What level of students are you teaching now?
   Junior College

Starter Questions

3. Generally, do you think your students are motivated to self-study?
   Yes

4. What is your definition of "self-study" for students?
   Pre & Post-lecture readings, completion of homework & assignments, consolidation of concepts learnt such as writing summaries, etc

Main Questions

5. What are your opinions of teachers being involved in the students' self-study? And why? Involvement of teachers is a necessary evil. With our experience & our knowledge of the demand of the final assessment (A-level Exam in this context). We are there to introduce the various means of study techniques, reminding them to consolidate their learning, setting relevant homework & assignments to support their attainment of knowledge & pacing them in their progress.

6. What are some of the challenges faced when trying to motivate or get students to complete work assigned to them?
   To get students buy-in on why we do the things mentioned in the previous question.

7. What are some activities you have done in class that have successfully motivated students to complete a task/homework?
   Deadlines are the motivation. Just be very clear & specific in your instructions & deadlines.

8. What do you think is a good self-study plan for a student? (eg: frequency / duration)
   Work towards an upcoming assessment, may it be a quiz, test or exam. Spiral style plan, in cycles, visit a new concept learnt at level one when preparing for Quiz, visit the same concept learnt at a higher level with more in-depth learning when preparing for Test... this plan will need the help of experience teachers to set relevant questions at the different levels to support the students in their learning.

9. Are you currently using any platforms/apps that help to cultivate self study habits for the students? No

10. Why do you not use such platforms?
    Nothing is better than an experienced teacher in catering and adjusting to the different needs of the students at different points of the two years A-Level course. However students also have the onus to develop their own study habits apart from relying on support given by the school and teachers.

6.3. Survey Question Lists

6.3.1. Student Survey Question List

1. Are you currently studying?
    a. Yes
    b. No
2. What is your current level of education?
    a. Lower Secondary
    b. Upper Secondary
    c. Junior College
    d. Other
3. How often do you engage in self-study outside of school or tuition?
    a. 4 - Very Often
    b. 3 - Often
    c. 2 - Seldom
    d. 1 - Never
4. On average, how many hours do you spend self studying in a day?
    a. 1 - 2 hours
    b. 3 - 4 hours
    c. 5 - 6 hours
    d. 6 - 7 hours
    e. 8 hours and above
5. How often do you find yourself resorting to doing your work at the last minute?
    a. [Scale of 1 to 5, where 1 = Never 5 = Very Often]
6. Is it difficult for you to focus and self-study?
    a. Very Difficult
    b. Difficult
    c. Average
    d. Easy
    e. Very Easy
7. What are some challenges you face when trying to self-study? (You may select more than one)
    a. Unconducive environment at home
    b. Too distracted by the comforts of home
    c. Unable to study alone
    d. General disinterest in studying
    e. General lack of discipline
    f. Other: (Please specify)
8. Have you ever used a mobile application to aid with your self study before?
    a. Yes
    b. No
9. Which one of the following applications have you used before?
    a. Pomodoro
    b. Forest
    c. Plantie
    d. Focus Plant
    e. Study Bunny

      f.   Other: (Please specify)

10. How helpful are the applications in helping you to focus on your studies?
    a. Very Helpful
    b. Helpful
    c. Average
    d. Not that helpful
    e. Not helpful at all

11. What are some features of the application(s) that you feel are most useful in helping you study?
    a. [Long-answer text]

12. Are there any improvements that you would like to see in the application(s)?

13. What are some factors that can motivate you towards self-studying?
    a. Rewards
    b. Peer motivation
    c. Good assessment results
    d. Friendly competition
    e. Fear of failure in exams
    f. Others:

14. Please rank the following factors for motivation in order of importance from 1 (Most Important) - 6 (Not Important). If you had not added 'Other' in the previous question, please rank 'Other' at 6.
    a. Rewards
    b. Peer motivation
    c. Good assessment results
    d. Friendly competition
    e. Fear of failure in exams
    f. Other: (Please specify)

6.3.2. Teacher Survey Question List

1. Are you currently a teacher teaching at the Secondary school/Junior College level?
   a. Yes
   b. No

2. What is the current level of education of your students?
   a. Lower Secondary
   b. Upper Secondary
   c. Junior College

3. What is the main subject you are currently teaching?
   a. Mathematics
   b. English
   c. Mother Tongue
   d. Science (Physics, Chemistry, Biology)
   e. Humanities (Geography, Literature,
   f. History, Economics, Social Studies, Art, Design)

4. How often do you assign optional quizzes/assignments/homework to students meant for self-study?
   a. [Scale of 1 to 5, where 1 = Never 5 = Very Often]

5. If you have answered "1" for the previous question, why do you not assign students optional quizzes/assignments/homework meant for self-study?
    a. [Short Answer Text Input]
6. How often do students complete optional quizzes/assignments/homework meant for self-study that you assign to them?
    a. [Scale of 1 to 5, where 1 = Never 5 = Very Often]
7. Why do you think students do not complete optional assignments meant for self-study?
    a. [Short Answer Text Input]
8. On average, how often do you expect students to self-study outside of school hours, per day?
    a. 1 - 2 Hours
    b. 3 - 4 Hours
    c. 5 - 6 Hours
    d. 6 -7 Hours
    e. 8 hours and above
9. Do you think students meet the minimum self-study hours expected of them?
    a. Yes
    b. No
10. If you have answered "No" to the previous question, what do you think are some of the challenges faced by students when trying to self-study?
    a. Uncondusive environment outside of school
    b. Easily distracted
    c. Lack of discipline
    d. Unable to study alone without friends
    e. General disinterest in studying
    f. Other (Please Specify)
11. Based on your teaching experience, what are some activities or things that can motivate students towards self-study?
    a. Rewards
    b. Peer motivation
    c. Good results
    d. Friendly competition between peers
    e. Fear of failure
12. Based on the previous question, please rank the following factors for motivating students in order of importance from 1 (Most important) to 6 (Least important)
    a. [Matrix with row as rank from 1 - 6, and columns as activities that can motivate students]

6.4. Survey Results

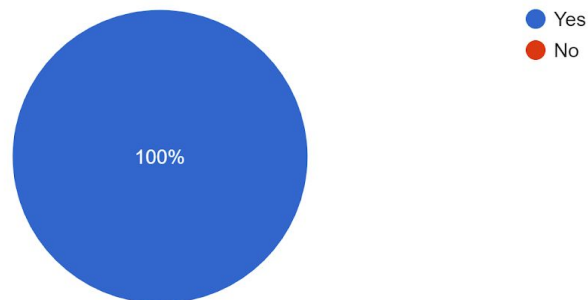Our survey results comprise auto-generated metrics based on the respondents of our online survey.

Number of Respondents for Student Survey: 30

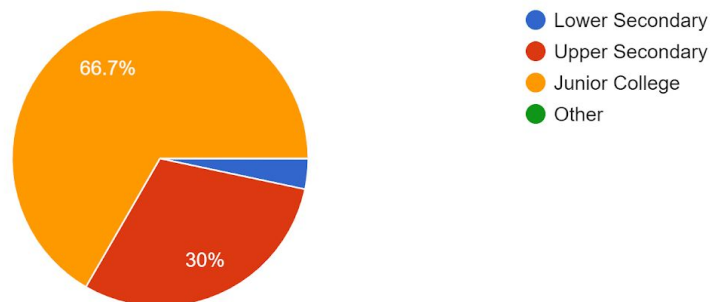Number of Respondents for Teacher Survey: 30

6.4.1. Student Survey Results
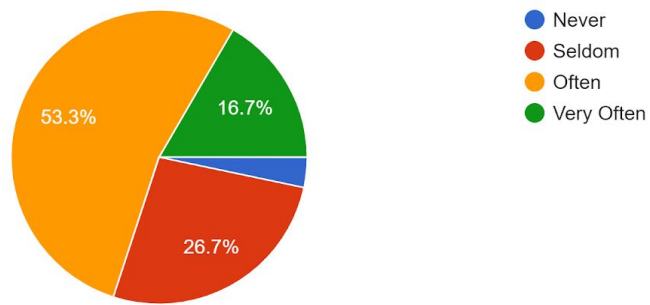
1. Are you currently studying?

30 responses

2. What is your current level of education?

30 responses

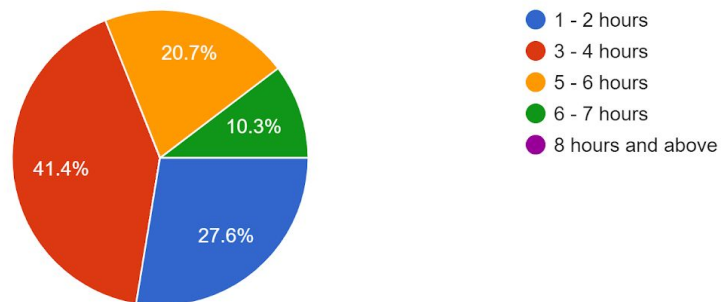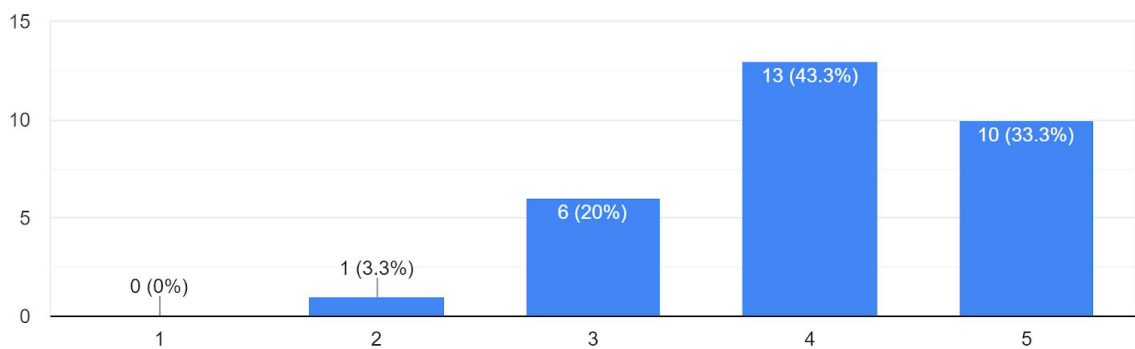3. How often do you engage in self-study outside of school or tuition?
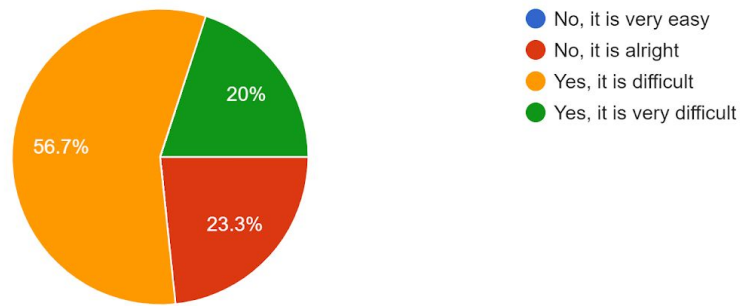
4. On average, how many hours do you spend self studying in a day?

29 responses

5. How often do you find yourself resorting to doing your work at the last minute?

30 responses

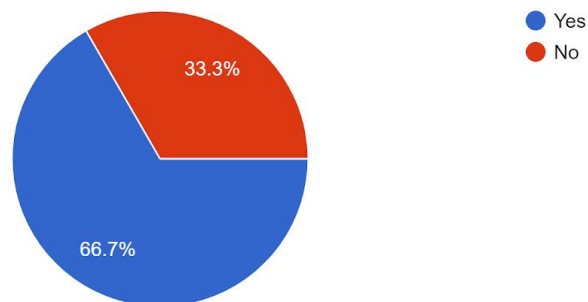6. Is it difficult for you to focus and self-study?

7. What are some challenges you face when trying to self-study? (You may select more than one)
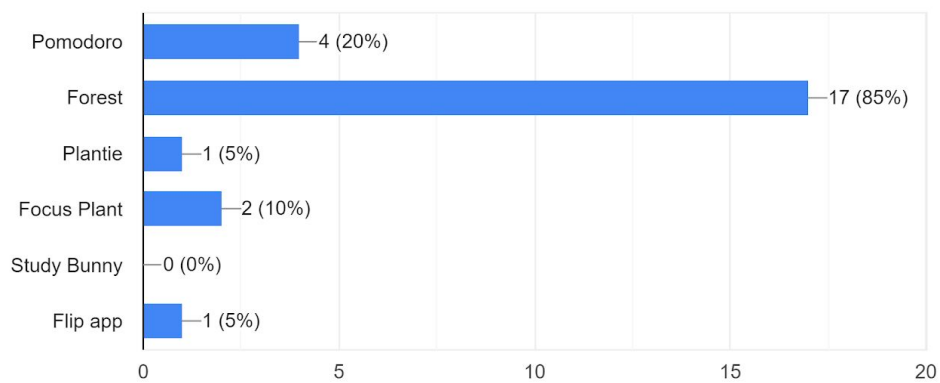
23 responses
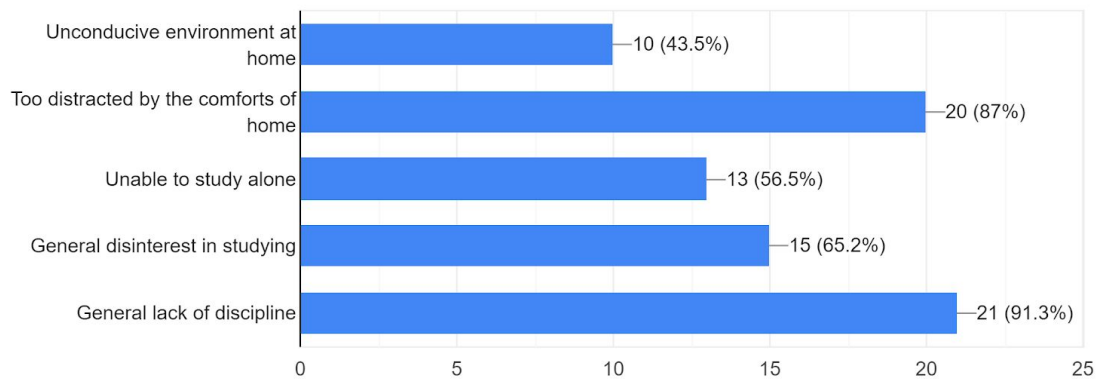
8. Have you ever used a mobile application to aid with your self study before?
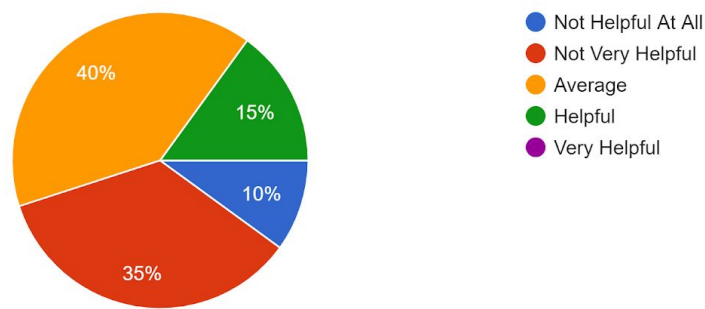
30 responses

9. Which one of the following applications have you used before?

10. How helpful are the applications in helping you to focus on your studies?

20 responses

- Not Helpful At All
- Not Very Helpful
- Average
- Helpful
- Very Helpful

11. What are some features of the application(s) that you feel are most useful in helping you study?

8 responses

that its cute to use and like you can see the plant grow, so that means I've clocked some hours studying

The forest app makes sure that i will not touch my phone otherwise my plant will die

The disabling of other irrelevant apps

Planting trees motivate me to use the app more and not use my phone

it locks your phone until time's up

locking my phone so that I cannot use it

Can't use other apps

it makes sure that if i use another application other than that app, my plant dies and i would have to restart my timer

12. Are there any improvements that you would like to see in the application(s)?

not at the moment

More exciting rewards instead on receiving coins only to buy new plants

I suppose, the biggest downfall of forest, is that it does not actively stop the using of phone. Instead, a lot of it requires pure self-control with the so-called "dying plants if you play" only serving as minimal deterrance. Perhaps, they can add in some functions like those in "StayFree" which immediately cuts off access to applications after certain timing.

make it free for ios

Complete Lock down mode for phone

maybe an option to stop the timer and a better design would help

It would be nice if i could see my friends studying as well.

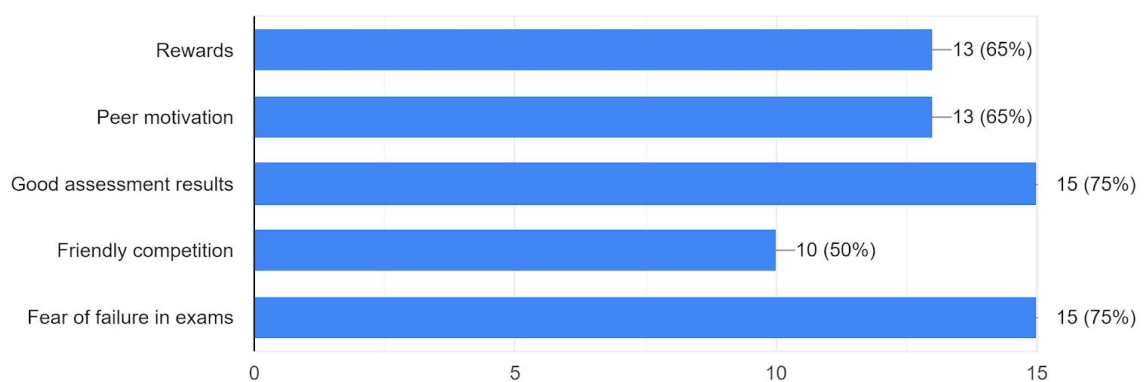rewards that can be redeemed in real life like vouchers

No

normally get distracted if i'm the only one holding myself accountable so maybe can have someone else hold me accountable as well

Not really

give more incentives

13. What are some factors that can motivate you towards self-studying?

20 responses

| Factor	Count
Rewards	13 (65%)
Peer motivation	13 (65%)
Good assessment results	15 (75%)
Friendly competition	10 (50%)
Fear of failure in exams	15 (75%)

14. Please rank the following factors for motivation in order of importance from 1 (Most Important) - 6 (Not Important). If you had not added 'Other' in the previous question, please rank 'Other' at 6.
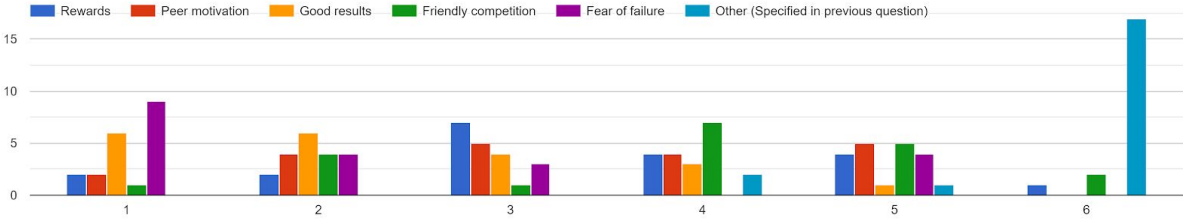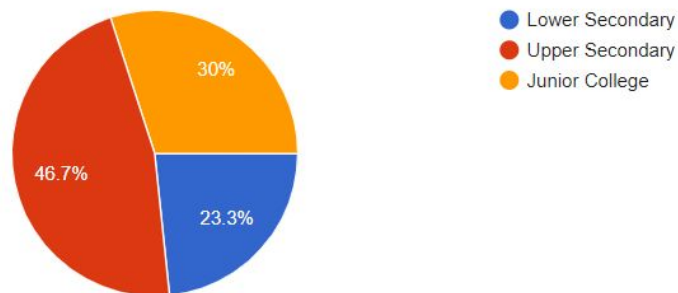
6.4.2. Teacher Survey Results

1. Are you currently a teacher teaching at the Secondary school/Junior College level?
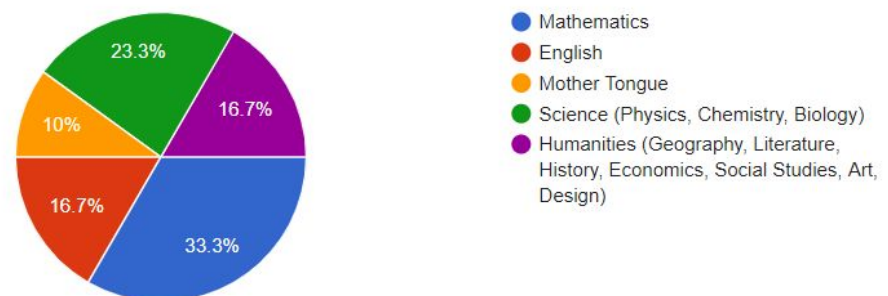
30 responses

- Yes
- No

100%
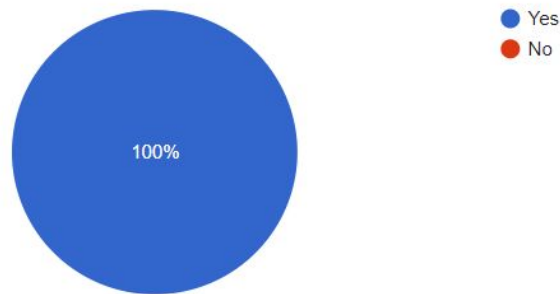
2. What is the current level of education of your students?

30 responses

- Lower Secondary
- Upper Secondary
- Junior College

30%
46.7%
23.3%

3. What is the main subject you are currently teaching?

30 responses

- Mathematics
- English
- Mother Tongue
- Science (Physics, Chemistry, Biology)
- Humanities (Geography, Literature, History, Economics, Social Studies, Art, Design)

23.3%
16.7%
10%
16.7%
33.3%

4. How often do you assign optional quizzes/assignments/homework to students meant for self-study?

30 responses
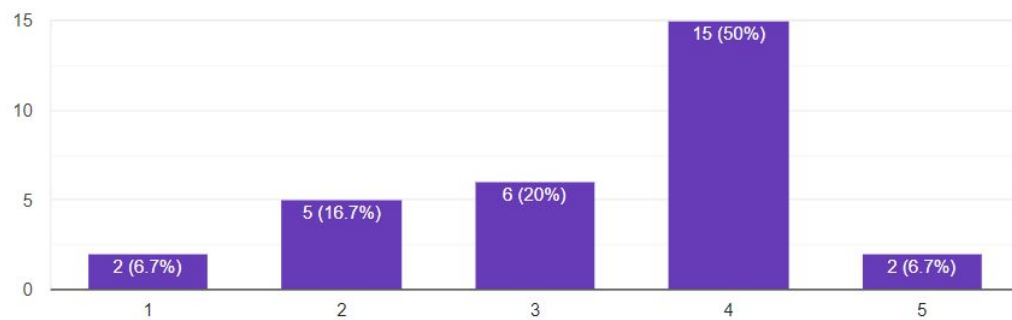
5. If you have answered "1" for the previous question, why do you not assign students optional quizzes/assignments/homework meant for self-study?
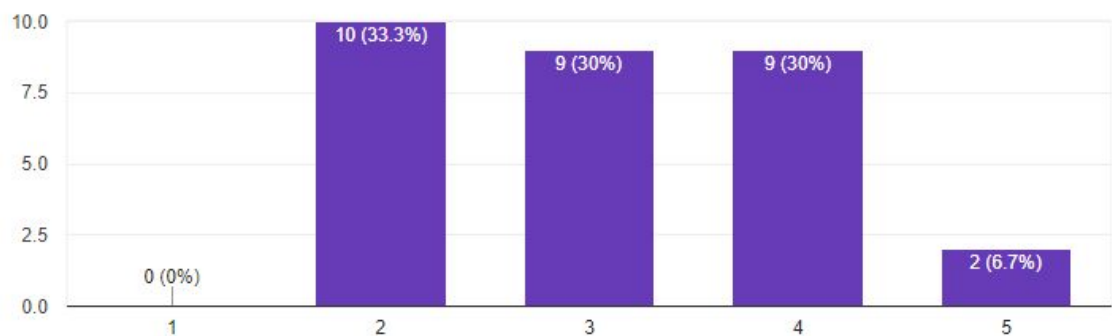
2 responses

do not want to burden students with too much work

there is a low rate of completion of optional tasks from the students

6. How often do students complete optional quizzes/assignments/homework meant for self-study that you assign to them?

30 responses

7. Why do you think students do not complete optional assignments meant for self-study?

26 responses

no time

if students are not interested in the subject, completion rate will also be low

compulsory workload from other subject already takes up alot of their time

They would rather study using their own materials

Not interested in the subject. Does not think that the subject is important. Aims to simply pass the subject.

i guess whether the students like the subject also plays a role in whether they are interested in doing those assignments

Students are not motivated when there are no deadlines and require regular monitoring for them to be on track

not enough time

total workload across all subject could be overwhelming for the student

Already heavy workload. Can't cope with their current tutorial load.

bad time management, lack of interest

too much work from other subjects as well

complacency

no interest

There might not be enough time to complete both graded assignments and optional assignments

lack of interest and discipline

They assume that the prescribed materials is enough. Anything beyond is viewed as additional/optional

They have no time or do not see any direct benefit to doing non compulsory work

unless its compulsory, optional assignment tends to be at the end of their todo list

The subject may not be interesting to them

no time, too many other commitments

too much homework given by all subjects

They might not see the importance in studying continually over the entire school term. Instead, many students have the habit of procrastinating over the entire school term then spending an almost obscene amount of time studying when it is near examination periods.

Some do not have the discipline required to sit down voluntarily and study over a long period of time.

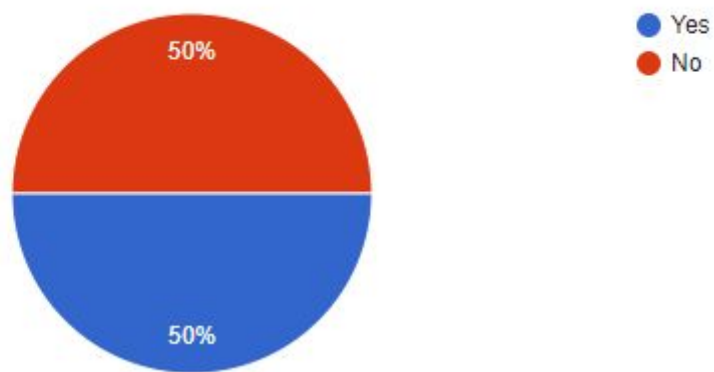additional materials such as readings can be a dry topic

8. On average, how often do you expect students to self-study outside of school hours, per day?
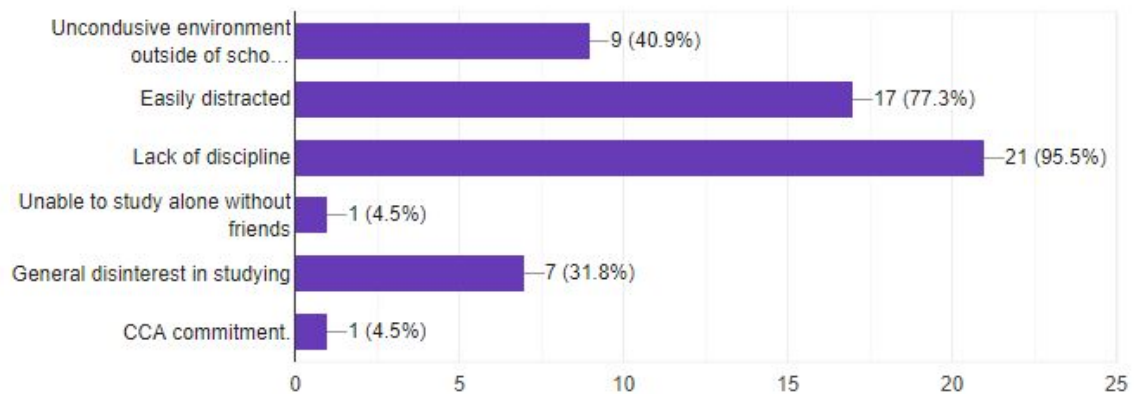
30 responses
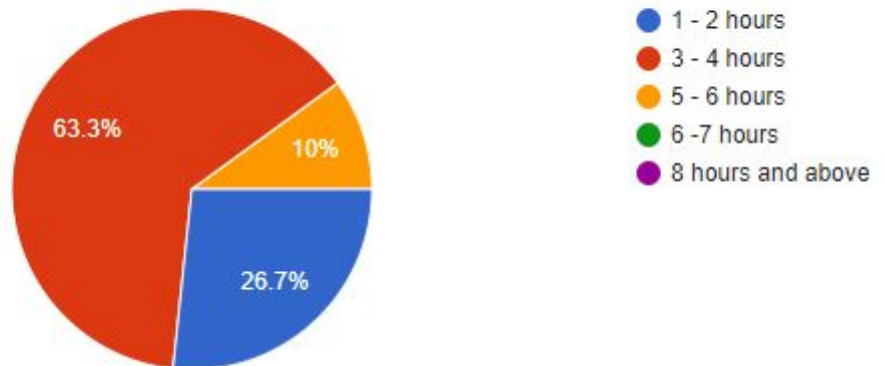
9. Do you think students meet the minimum self-study hours expected of them?

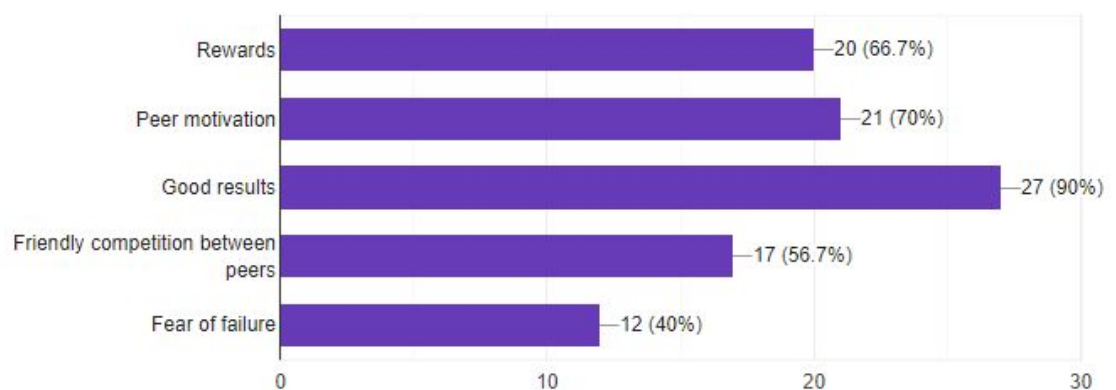30 responses

- Yes 50%
- No 50%

10. If you have answered "No" to the previous question, what do you think are some of the challenges faced by students when trying to self-study?

22 responses

- Uncondusive environment outside of scho… — 9 (40.9%)
- Easily distracted — 17 (77.3%)
- Lack of discipline — 21 (95.5%)
- Unable to study alone without friends — 1 (4.5%)
- General disinterest in studying — 7 (31.8%)
- CCA commitment. — 1 (4.5%)

11. Based on your teaching experience, what are some activities or things that can motivate students towards self-study?

30 responses

- Rewards — 20 (66.7%)
- Peer motivation — 21 (70%)
- Good results — 27 (90%)
- Friendly competition between peers — 17 (56.7%)
- Fear of failure — 12 (40%)

12. Based on the previous question, please rank the following factors for motivating students in order of importance from 1 (Most important) to 6 (Least importa