EFFECTS OF PSHS-EVC GRADE 11 STUDENTS' HOMEWORK TO ACADEMIC PERFORMANCE AMIDST COVID-19 PANDEMIC

A Research Paper Presented
to the Faculty of
Philippine Science High School
Eastern Visayas Campus

In Partial Fulfilment of the
Requirements for the Subject
English 5: Effective Communication
for Pre-University Students 1

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by

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ABSTRACT

The purpose of this study is to find and analyze the effects of homework on the academic performance of students. Questions like how many and how frequent the and homework is being given, the time and effort students exert to finish their homework, and how close the relationship between this effort and academic performance is will be answered by the results of the study. To do this, the researchers will have selected students answer a set of questions about homework. Data obtained from the questionnaire will then be analyzed to get the final result. It shows that the results are aggregated with very few outliers. Respondents have almost the same habits and perceptions in regard to their homework. It can be assumed that these findings will remain uniform. Due to the lack of time, the correlation of the data gathered and the grades of students, which acts as the quantitative variable for academic performance, was not done. Even without the correlation, homework can be concluded to have a net positive effect on the participants' performance. The conclusion was made basing solely on the data obtained from the survey and the related literature used in interpreting the results. A few tweaks could solve the research gap this study has revealed. Making the homework subject in question focus on all instead of singling out mathematics, increasing the number of respondents, and having an actual correlation of data are some of those recommendations that can help future studies of the same topic as this.

ACKNOWLEDGEMENT

We would like to express our sincerest and humblest gratitude to all the people who supported us in making this study.

Advice given by our research adviser, Mr. Dennis Bruce Lerion, has been a great help in guiding our study towards a successful completion. He gave essential notes in writing the paper. We would also like to thank the campus director, Mr. Erick John Marmol, for allowing us his consent to conduct our study. Mr. Jhun Jheff Cobacha provided us student data that were needed for our study.

We wish to acknowledge the support from the families of the researchers, namely Mr. and Mrs. Colasito, Mr. and Mrs. Merales, and Mr. and Mrs. Segura. We are extending our heartfelt thanks to our seniors, who have given us advice and techniques on how we should deliver the survey to the targeted respondents. Last but not the least, the respondents themselves are also greatly appreciated, taking part in the study without expecting anything in return.

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Rationale of the Study

Ever since the 20th century, homework research has attempted to analyze and quantify the effects of homework. Despite the breadth of knowledge, there is no definite conclusion on the effects of homework (Trautwein and Köller, 2003). Many studies imply that homework has no effect; according to student data taken from 1990 to 2002, there is little correlation between time spent on homework and academic performance in science and math high school courses (Maltese et al., 2012), and little correlation was found in the quantity of homework and student achievement (Cooper et al., 1998). On the other hand, there are as much studies stating the opposite, a commonality being that the main benefit of homework is not only the reinforcing of educational concepts but development of positive social-cognitive behaviors. Bempechat (2004), using a meta-analysis of studies regarding achievement motivation, argues that homework in an instructional capacity plays an important role in the development of motivation in achieving goals. Ramdass and Zimmermann (2011) took subjects ranging from elementary grades to college and found that students learn to self-regulate and allocate time and resources for task completion.

Given that the country is currently experiencing the COVID-19 pandemic, resulting in most educational systems transferring to online learning, the researchers found it apt to review literature regarding online learning-based homework. Magalhães et al. (2020) found following a meta-analysis that a digital

medium boosted test performance compared to traditional pen-and-paper. However, the study only accounted for occasional use of a digital medium, while in the current situation, the main method of instruction are self-learning modules, which would be considered homework as they are accomplished away from a live discussion or classroom setting. This motivated the researchers to analyze the effect of homework in a purely digital medium on student performance in Math. The paper will address the question: "How does homework affect PSHS-EVC Grade 7 student's academic performance in Mathematics during online learning?"

Statement of the Problem

Online learning, while having been examined at the cusp of the 20th century and the early decades of the new millennium, has hitherto never been pushed to the forefront until the COVID-19 pandemic. Thus, an assessment of homework delivered through a digital medium is needed. This study aims to get a better understanding of the effects of homework during online/remote learning. Both qualitative and quantitative methods will be used to obtain insights of student motivation and homework frequency. Results will be contextualized using multilevel models with data acquired from questionnaires.

To do this, these sub-questions were posed:

1. What is the frequency and quantity of Math homework being given to the students during online learning?
2. How much time and effort do students use to answer their homework?

3. How close is the relationship between time and effort used for homework and academic performance?

The first question will see how much and how often homework is being given to students. Frequent intersection between academic duties and free time may result in a higher risk of academic burnout (Shih, 2012) and over-frequent homework may yield the same outcome. The second question will provide insight on how much time and effort students exert to finish their Mathematics homework which in turn leads to the answering of the third sub-question, which is the relationship of that time and effort and their academic performance on the same subject.

Significance of the Study

This study may be deemed as significant in the field of basic education. The results aim to help reconsider whether teachers should give homework or not by examining data reflected by teacher and student surveys and relationship analyzation of homework quantity and student performance (Alonso and Álvarez, 2015).

Both students and teachers can benefit from this study in a way that their workload will lessen if the effectiveness of homework is debunked. Students will no longer spend their supposedly free time on needless homework (Neilson, 2005) and teachers, on the other hand, will no longer spend much time preparing said homework. Reduction of time spent on gratuitous effort will give more space in both parties' schedule.

Scopes and Limitations

The study focuses on finding the effects of homework to students' academic performance by having randomly selected students answer a set of questions in regard to their homework during the 3rd quarter. The subject of the homework in concern will Mathematics and the participants will be 11th grade students, 10 from each section, from Philippine Science High School – Eastern Visayas Campus. Other subjects will not be put in to consideration, making the range of homework materials lesser. Homework in mathematics focuses more on problem sets rather than laboratory activity.

Since the gathering of data will be done remotely through an online platform, distance is not a problem. Respondents might however experience some difficulties in engaging with the study if they have poor or no internet connection at all. The gathering will be done in a span of 1 month to allocate time for students with the said situations. The analyzing of data will take up to 2 weeks.

CHAPTER 2. REVIEW OF RELATED LITERATURE

Homework has, since its introduction, been a contentious issue in the circles of educators regarding its effects and its status as an aid or a detriment. Now, as the world faces the COVID-19 pandemic, educators are forced to restructure their curricula and methods of instruction to accommodate learners in quarantine, giving a heightened emphasis on self-accomplished learning materials, or "modules", and a decreased emphasis on live discussions and lectures. In many aspects, modules can be described as homework, which can

be defined as tasks assigned to learners to be accomplished away from the class setting (Cooper, 1989). Given a new surge of homework-based learning, the debate on the merits of homework is revisited, especially regarding performance. In this review, the researchers will analyze studies regarding the effect of homework on areas such as student achievement, comprehension, and performance, its effectiveness in relation to the frequency and quantity given, and whether time and effort in homework accomplishment plays a factor. Neilson (2005) analyzed the relationship between amount of homework and performance on exams with the presence of time constraints in accomplishing homework. The theoretical model used stands on four assumptions: Students have varying abilities, homework is to some degree beneficial, students each need a different amount of time to complete tasks, and students are time-constrained (meaning at some point they cannot accomplish any more tasks). The researcher concluded that if students are given any amount of time to finish homework, it will benefit all students, whereas if there are time constraints, homework will benefit only better-performing students. This study shows that homework should be given based on the abilities and spare time of the lower-performing and most time-constrained students (assuming all students are given the same homework), so as to close the gap between the higher-ability and lower-ability students. This study could show a possible negative effect of homework.

Songsirisak and Jitpranee (2018) suggest that homework enables students to enhance their knowledge, attain self-learning skills, and increase overall academic performance, though it may have some psychological impacts

on their current learning style and free time management. Songsirisak and Jitpranee support their claim by citing previous literatures on the effects of homework and by giving a set of questionnaires and focus set groups to undergraduates from a single university. The authors' purpose is to fulfill gaps in homework research and to provide information to teachers whether their current teaching practice of giving homework to students is practical. The authors write in a persuasive tone with a hint of logical manner for an audience comprising of students, teachers. and school administrations. The researchers' findings could serve as an aid to the improvement of the current education system. It could help school administrations reconsider whether giving homework could actually help students learn. Data was gathered using the mixed-method approach (combination of qualitative and quantitative research methods). The approach is a multi-process approach which has high validity and reliability of analyzing both qualitative and quantitative data. Students' perceptions of homework, impact of homework, and strategies used by students to deal with homework can all be reflected from the study. A connection can be established between this source and the original research project at hand such that the research project aims to identify the factors of a workplace affect students' homework performance and the alternative materials that could be used to replace homework for the students to benefit. The latter can be answered with the help of source's findings towards the perceptions of students on homework and their strategies used when dealing it.

Trautwein (2007) conducted a research to determine whether homework is positively related with achievement. He tested the claim in three studies. Students' homework behavior and other homework assignment indicators such as frequency is correlated to the time spend by students on homework. Participants of the study include 2939 students from 120 classes in Germany. Data gathered to be used were Mathematics achievement, basic cognitive abilities, and homework variables. All of which is measured by using a questionnaire, one for each. With the help of statistical analysis and hierarchical linear modeling, results show that homework was frequently assigned (M=3.92, SD=1.07), homework time spent by students is mostly 30 minutes, followed by 15 minutes and 1 hour. Most of the students have increased Mathematics achievement. A correlative analysis conducted shows that homework time and frequency are two separate elements, with homework frequency having more effect in Mathematics achievement. In conclusion, homework does have a positive effect on students' achievement, but time spent on homework is not necessarily a decisive factor.

The students that participated in the study were randomly picked. They voluntarily joined with written consent from their parents. With this, research ethics is not a concern. The modeling method used was the multilevel model approach, which is known to have several advantages in terms of data reliability. However, the study isn't completely exemplary. Other elements may factor students 'homework participation. Quality of homework, teacher's attitude towards students, and students' motivation and interests on the topic have the

aptness of raising students' participation on homework, thus leading to a raise of academic achievement. The study needs to describe the entire homework process more in detail to expand homework research.

Using multilevel models, Fernández-Alonso et al. (2015) studied the effect of homework on the performance of adolescent students in science and mathematics. The researchers analyzed the time and effort spent and the method in which homework was achieved on the individual level, alongside four individual variables: gender, socioeconomic status, grades, and whether or not the student had repeated the year level. The class level examined frequency and quantity of homework. The results indicated that the most important factors in indicating success were grades (indicating prior knowledge), frequency of homework, and autonomy in accomplishing the tasks. These results could inform how much and how often homework must be given, and how homework is to be accomplished. This study shows the effects of homework on science and mathematics-based subjects.

Fernández-Alonso et. al (2015) propose that there is a positive relationship between doing homework and academic performance. To support this, a 48-item questionnaire (24 each for Mathematics and Science), were given to students from a Spanish high school. The data gathered were analyzed by using multilevel models such as a 2-level hierarchical linear analysis. The general aim of the researchers' work is to systematically investigate the effect of doing homework, specifically in Mathematics and Science, on adolescents' academic results. Students, teachers, and school administrations were the key

audience of this article. The study utilized various statistical graphs (bar, line) and models (hierarchical-linear) to straightforwardly portray its results. Results of this study could be a breakthrough towards the educational system since it could help administrations consider modifying the current teaching method. Since both the research project and this article focuses on the effect of homework to students' academic performance, a connection can be established. While this article focuses on the homework given in the subjects Math and Science, the research project aims to tackle a much broader field than just the two. Both also have the same approach of using a questionnaire for the tool needed to gather data.

Pool et al. (2006) analyzed the effect of "background media" – media such as radio and television playing in the background – on the homework performance of eighth-grade students. 160 subjects were asked to do written and memorization assignments with four possible media running in the background: music, music videos, a soap opera, and no medium at all. The results showed that a soap opera in the background negatively affected performance on both types of assignments. Music and music videos, however, had no effect on performance. None of the media affected the amount of time spent.

The study is backed up by other studies done by the researchers in the same line of topics. The results of this study confirmed the findings of prior studies. Not only are the results doubly verified, there is an existing database from which the present research can glean insight. However, different subjects may have been more affected by the media in accordance with their preferences; thus, there is a slight difference in condition, which may jeopardize the validity of

the study. The present study and the study being reviewed both intend to analyze the effects of a workplace in homework performance. They differ in the overall aim, as the present study intends to analyze the relationship between homework performance and student performance on tests.

These studies on school homework attempt to find and analyze its correlation to students' academic performance. Though other previous studies on the same topic have different results than the related studies, all these studies arrived at the same conclusion: homework positively affects academic performance of students. Contradictory results of numerous studies of the same field made it ambiguous as to what system should schools follow to enhance their teaching prowess. Homework may improve students, but the poor choice of homework, be it may frequency, timing, or quality, may lead to the downfall of it. Too much homework might cause students to get unmotivated and too little will have students losing their focus (Cooper, 1989; Fernández-Alonso, 2015). Poor timing or quality might disinterest students (Trautwein, 2007). Hence, with the proper way of giving homework, students' academic performance will improve.

CHAPTER 3. RESEARCH METHODOLOGY

Research Design

The study followed a causal research design. It aims to relate and analyze student effort to academic performance in the 11th grade mathematics subject of PSHS-EVC. It is a theory-based research design which is made by gathering,

analyzing, and presenting the collected data. The results of the study will provide an analysis of how student effort correlates to academic performance.

Sampling Method

The participants were selected through stratified random sampling; Trost (1986) states that it is apt for studies with variations in independent variables. The participants – PSHS Batch 2026 – were stratified in regard to their sections. 10 participants were randomly selected from each section; the sample size per strata was derived from the formula provided by Williams (2000):

$$sample\ size\ = \frac{1}{\frac{1}{N}+\left(\frac{e}{t\times\frac{N_h}{N}}\right)^2}$$

where N = population size, Nh = population size of strata, t = t-value, and e = margin of error in percentage form.

To obtain consent, forms were given to participants. Afterward, with the participant's agreement, a survey questionnaire was employed by the researchers for data collection. The survey was a modified version of the MetLife, Inc. (2007) survey regarding homework. The participants were given a link to a Google Docs form. To allow for schedules and internet fluctuations, the participants were given 3 days to answer.

Data Collection Procedures

The researchers will explain the study at hand along with its purpose. While ensuring data confidentiality, the researchers will also allow the participants to stop and back out from the survey if ever they feel uncomfortable from answering the questions provided to them. This study demands honesty for accuracy purposes, so the researchers will also explain that. The students serving as the participants will answer through Google Documents.

Data Analysis Procedures

The regression formula will be used to statistically analyze the data gathered from the survey.

Regression formula:

$$\gamma = a + bX$$

where slope is calculated as

$$b_1 = \frac{\sum(x-\bar{x})\times(y-\bar{y})}{\sum(x-\bar{x})^2}$$

and intercept is calculated as

$$b_0 = y - (b_1 \times X)$$

The researchers will first analyze the students' effort in doing homework. To relate this said effort to academic performance, another set of analysis using percentage will be done. The regression value, or r-value, will determine the

linear relationship of these two data. Having an r-value of ±1 will determine a high correlation, +1 is positive relationship while -1 is negative relationship, and 0 will determine no correlation.

CHAPTER 4. PRESENTATION, INTEPRETATION, AND ANALYSIS OF DATA

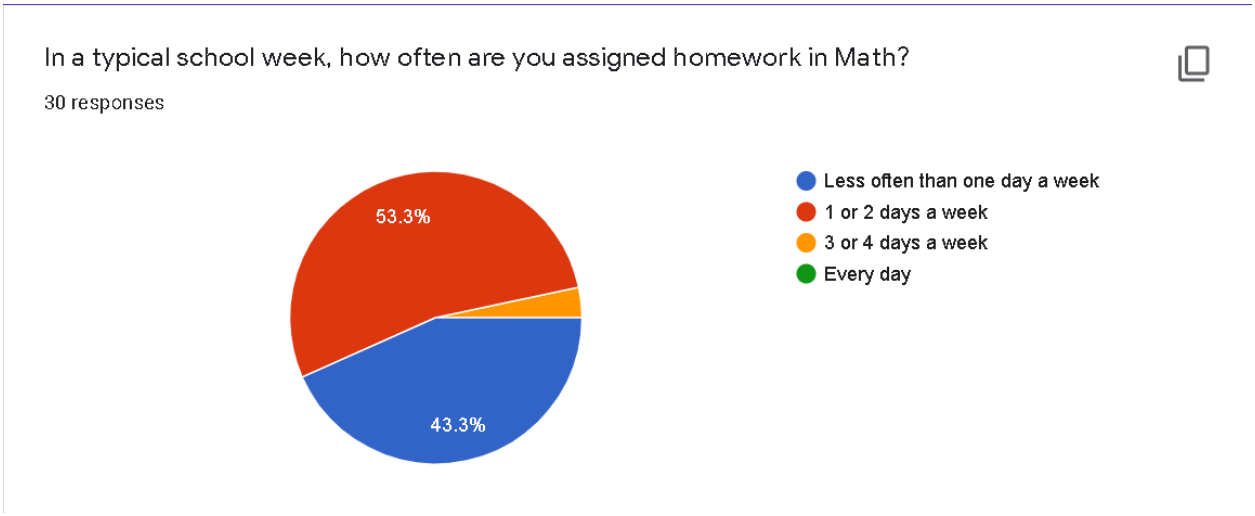


Figure 1. Frequency of homework

The pie graph illustrates the responses of participants regarding the frequency of homework assignment in Math 5.

The graph shows a bit above half the respondents indicating they were assigned homework 1 or 2 days a week, with a sizeable portion saying they were assigned less often than one day a week, and a minority saying they were assigned 3 or 4 days a week.

The different responses may be attributed to the sectioning of the respondents into either the Level 1 or Level 2 sections of Math 5, the basis of which were the grades in Math prior to Math 5.

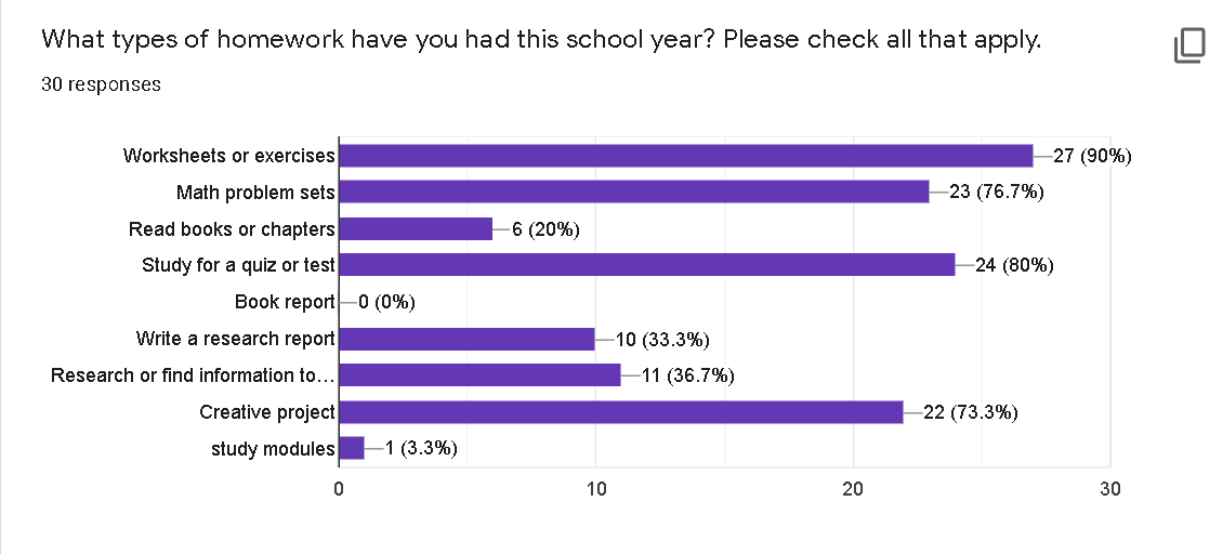


Figure 2. Types of homework

The bar graph shows the types of homework assigned to the respondents in Math 5.

Worksheets and exercises were indicated near-unanimously by respondents as being assigned as homework, at around 90 percent. Math problem sets, studying for a quiz or test, and creative projects were indicated by around 70 to 80 percent of respondents. Research-heavy types such as writing a research report and researching or finding information sat at similar levels, with a third of the respondents indicating as such. Around a fifth said they were assigned to read books and chapters.

It can be derived that Math 5 is an “active” subject, relying more on hands-on activities, such as worksheets and research, and passive activities such as reading and studying often precede an “active” task, like reading before a test (Kohn, 2007).

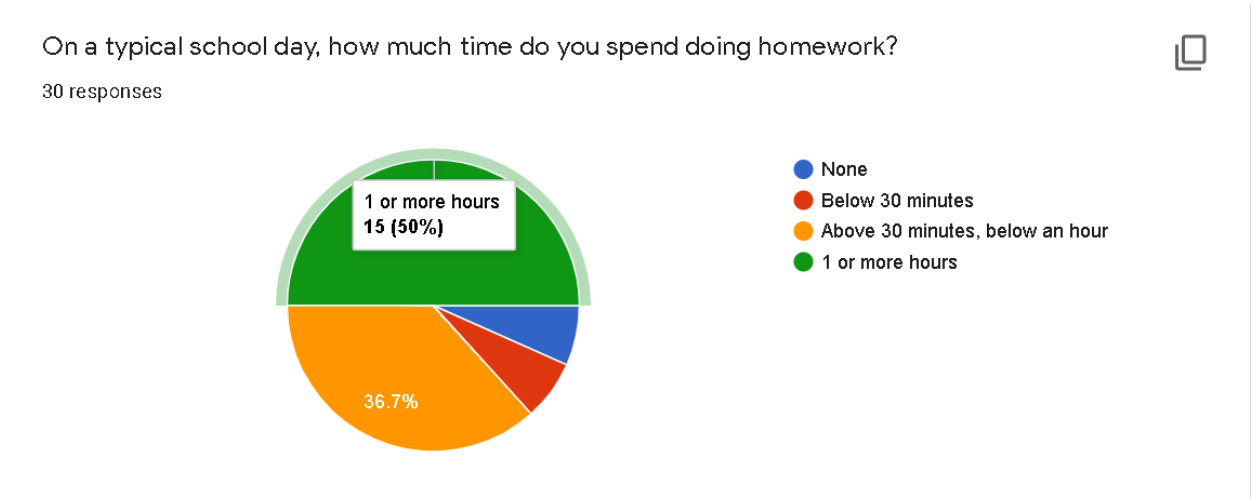


Figure 3. Time spent on homework (school day)

The pie graph shows the amount of time indicated as spent by respondents in accomplishing homework on a school day.

Half of the respondents said they spent 1 or more hours accomplishing homework, while a third said above 30 minutes but below an hour. Responses indicating none and below 30 minutes each occupied 6 percent.

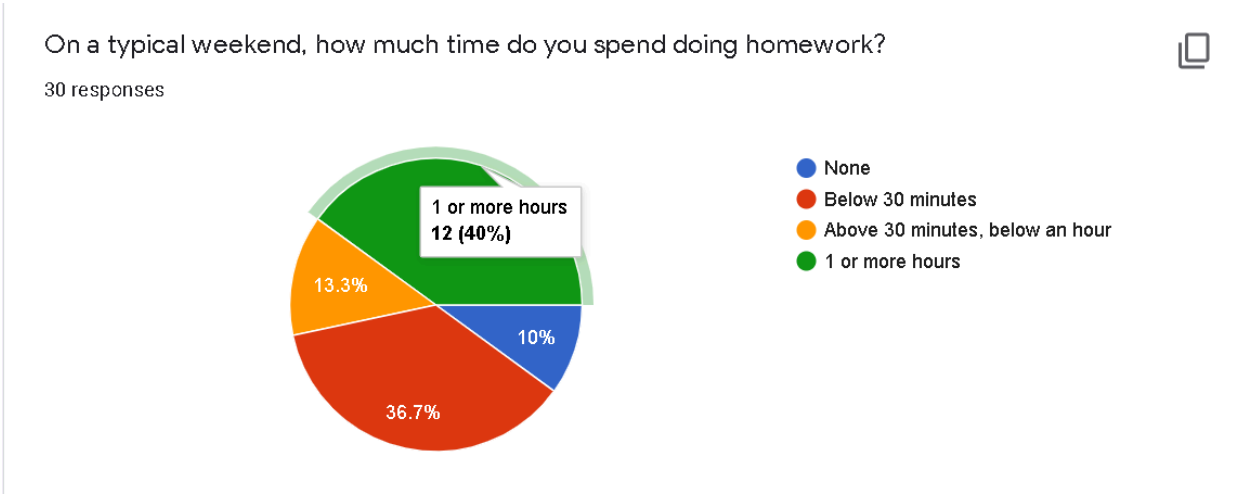


Figure 4. Time spent on homework (weekend)

The pie graph shows the amount of time indicated as spent by respondents in accomplishing homework on a weekend.

Here the responses indicating 1 or more hours and below 30 minutes spent are close, each taking around 40 percent each. Respondents who said they spent either said above 30 minutes but below an hour or no time at all both had close to 10 percent each.

When compared to prior, the figures shifted dramatically. While the number of respondents spending 1 or more hours or none remained relatively the same, the “below 30” response shot up 24 points. Moreover, the “above 30, below an hour” response decreased 24 points. This may be tied to the weekends being viewed as “rest” time.

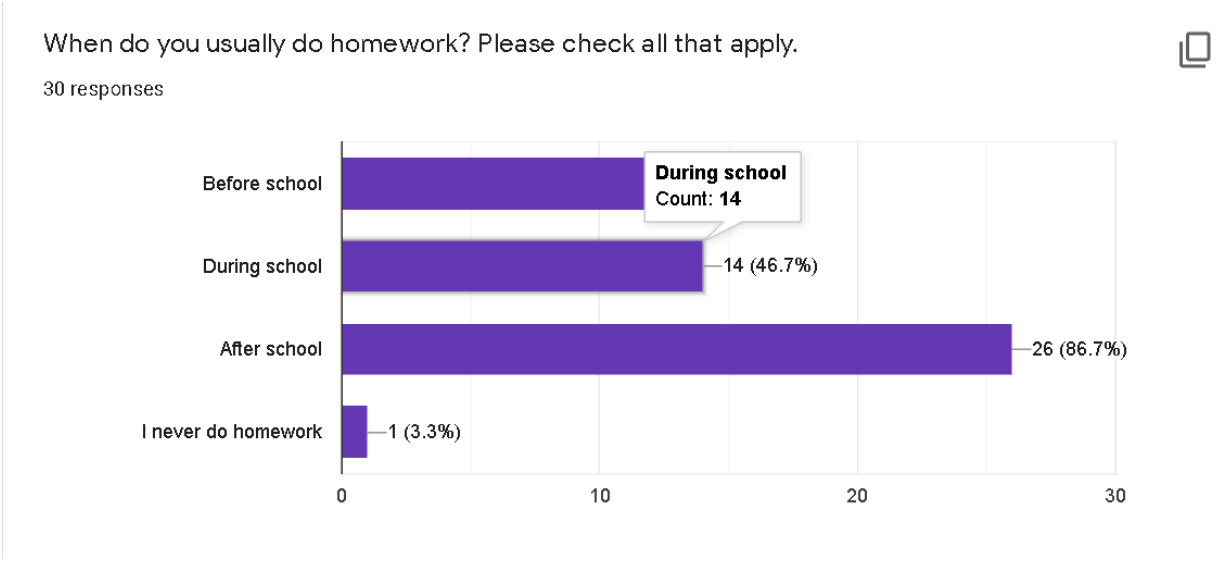


Figure 5. Time period of performing homework

The bar graph indicates the period of time wherein respondents perform homework-related tasks.

86.7 percent indicated they did homework after school. 46.7 said they did homework during school, and 43.3 said they did it before. 1 respondent said they never did homework.

Research conclusions regarding this topic, much like many aspects of homework research, vary.

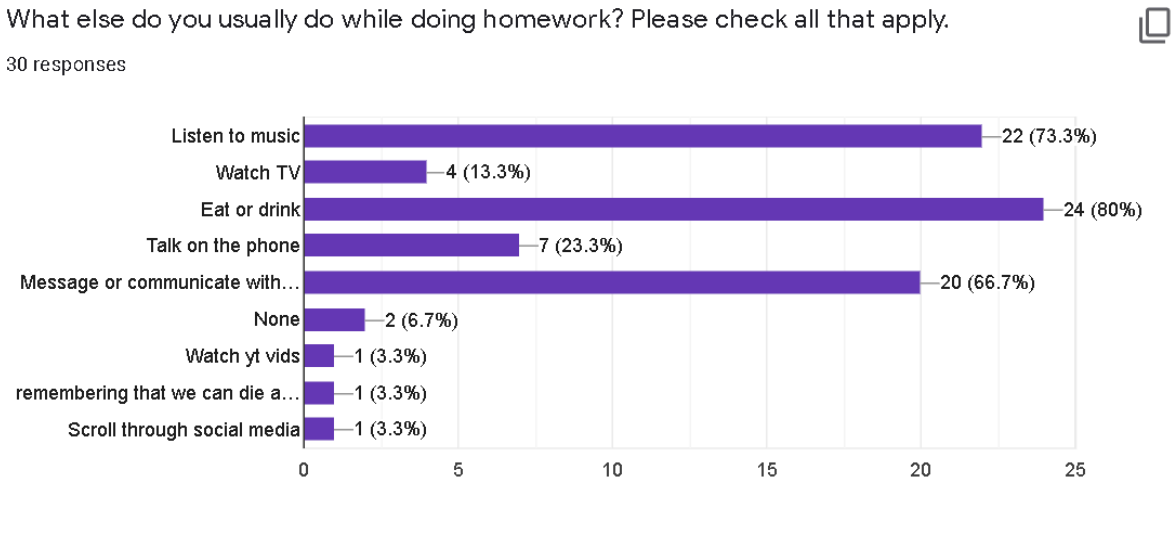


Figure 6. Activities done while performing homework

The bar graph indicates the activities done by respondents while performing homework-related tasks.

Eating and drinking is indicated by around 80 percent of respondents. Music listening is at 73.3 percent, and social media is indicated by 66.7 percent. Talking on the phone is at 23.3 percent, while TV is at 13.3 percent.

Beentjes et al. (2007) found that background media such as general TV programming impaired performance on homework on Grade 8 and 10 students. However, music and music TV increased performance. Tang & Patrick (2018) found that using social media was detrimental to homework performance in Grade 8 and 10 students.

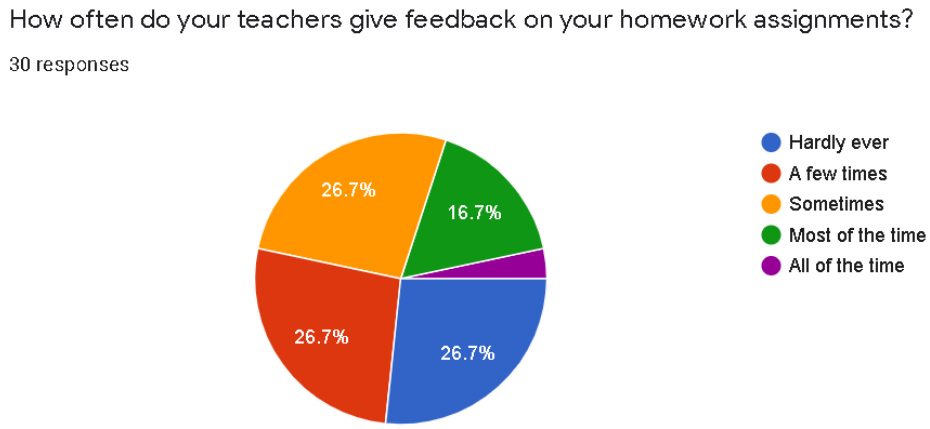


Figure 7. Frequency of feedback regarding homework

This pie graph indicates the frequency of feedback given to respondents regarding homework.

The responses are split relatively evenly between the choices, with the exceptions of “most of the time” at 16.7 percent and “all of the time” at 3.2 percent.

Núñez (2014) showed, in Grade 5 to 12 students, that at higher grade levels, there is a perception of a decrease in homework feedback, which reflects similarly here.

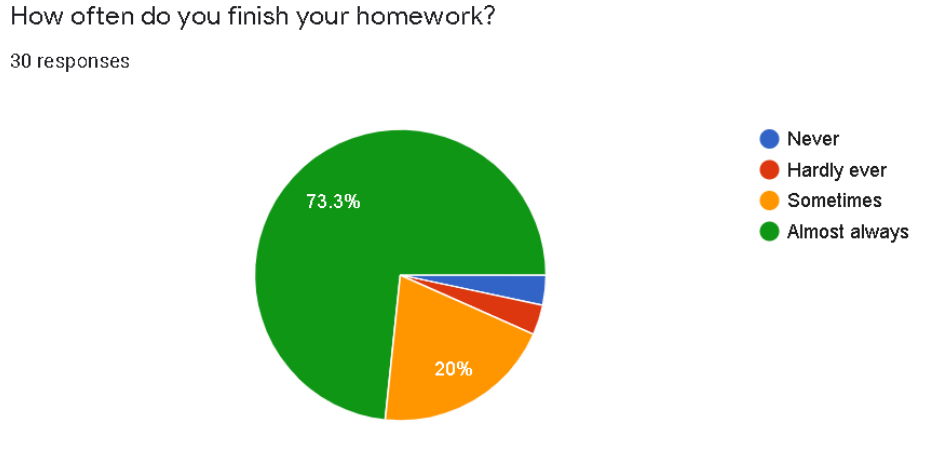


Figure 8. Frequency of completion of homework

The pie graph shows the frequency of completion of homework.

Respondents almost always completed their homework, as indicated by a 73.3 percent rating. A fifth said they sometimes finished homework, while a minority said they hardly or never finished homework.

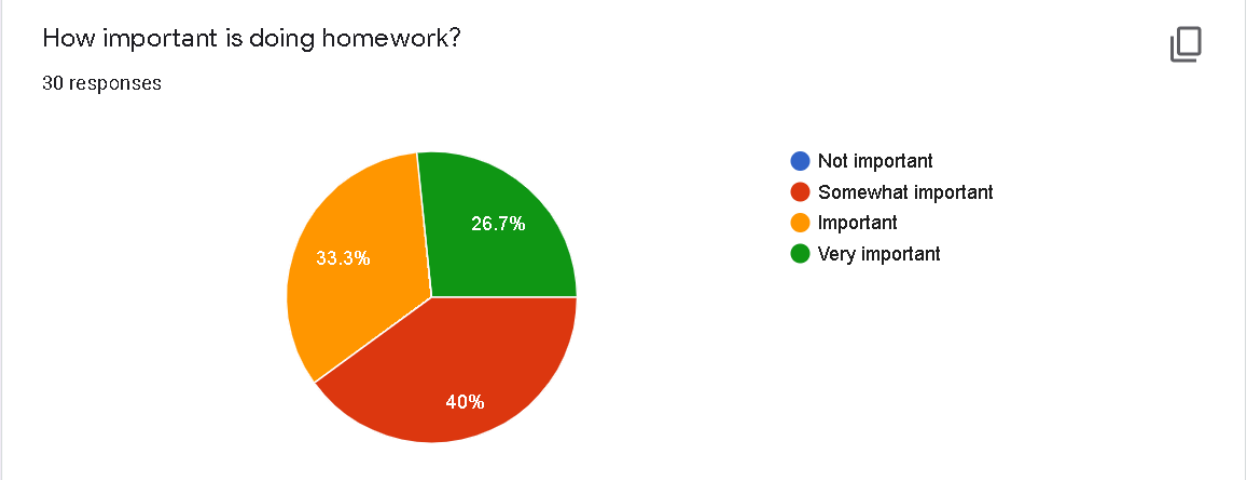


Figure 9. Perceived importance of homework

The pie graph shows the perceived importance of homework amongst respondents.

40 percent said they thought homework was somewhat important, while a third said homework was important. 26.7 percent said homework was very important, while no respondents said homework was not important.

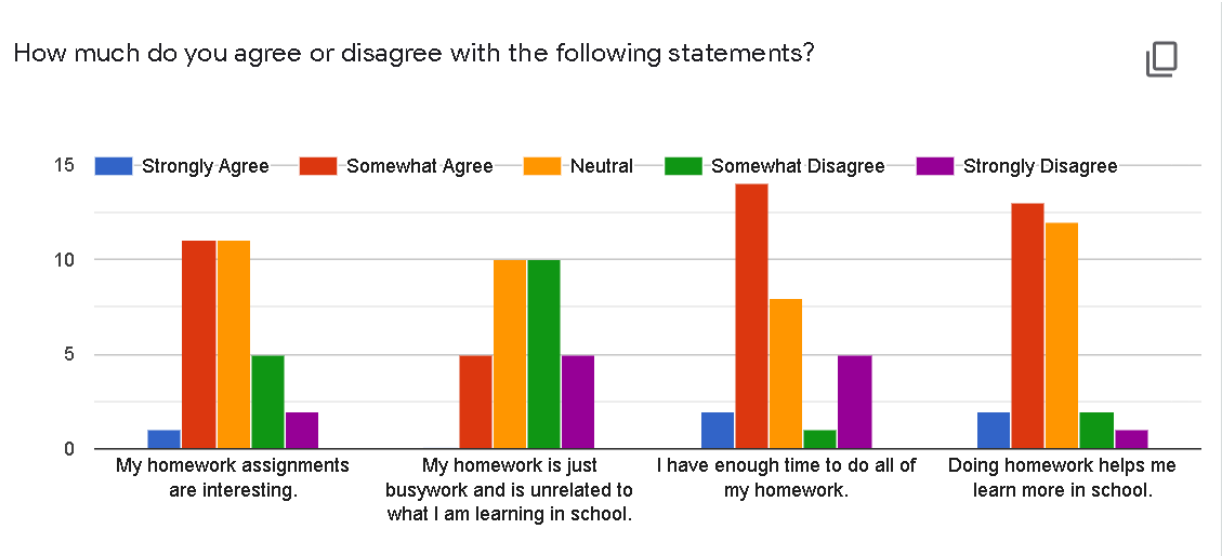


Figure 10. General perceptions of homework

The bar graph shows the general perceptions of respondents toward homework, as represented by blanket statements.

Overall, statements indicating a positive attitude toward homework (1st, 3rd, and 4th) were the ones respondents mostly agreed with, with responses trending between "neutral" and "somewhat agree". Conversely, respondents were neutral or "somewhat" disagreed with the 2nd statement.

Bhatta (2020) found that a positive perception toward homework boosted grades and test scores in Grade 12 students.

CHAPTER 5. SUMMARY OF FINDINGS, AND CONCLUSION

Conclusions

The graphs show an aggregation of results with very few outliers. When subjected to correlation, it can be assumed that the data will remain relatively uniform, and thus any connections or implications that can be derived will be definite, due to the near-homogenous habits and perceptions of the respondents

in regard to homework. With the related literature used in interpreting the results, however, even without correlations it seems that homework in Mathematics 5 has a net positive effect on the respondents.

Recommendations

One of the major limitations of the study is that the survey's questions singles out Mathematics as the subject for research. Results would be much more significant if the focus were all the subjects instead of just one. Homework materials would be more diverse. Another is that correlation of data gathered with their grades was not done due to lack of time. Having this key variable to be non-existent reveals a major gap in this research.

Furthermore, there should be more items in the survey questionnaire. The survey in this study only consists of 10 items. A higher number could lead to a more significant result. Aside from the items of the survey, the number of participants could also come off as too few in this study. The study may have followed a formula for getting the number of participants to achieve peak efficiency, but the original batch where the sample size was derived is still little. Students from other grade levels aside from the 11th grade could also be targeted for the data gathering.

APPENDICES

A. Letter of Request to Conduct a Study

Republic of the Philippines
Department of Science and Technology
PHILIPPINE SCIENCE HIGH SCHOOL
Eastern Visayas Campus
Pawing, Palo, Leyte
AJA18-209

February 19, 2021

MR. ERICK JOHN H. MARMOL
Campus Director
Philippine Science High School
Eastern Visayas Campus
Pawing, Palo, Leyte

Thru: **MS. YVONNE M. ESPERAS**
Division Chief
Curriculum and Instruction Division
PSHS-EVC

Dear Dir. Marmol:

Pleasant day to you!

We are student researchers from Grade 11-C. We are planning to conduct a study entitled *"Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance in Mathematics amidst COVID-19 Pandemic"* in partial fulfillment of our 3rd quarter requirements in English 5. This study will make use of a survey; in which will be given to selected Grade 7 students, 10 from each section with a total of 30 students, in your campus of the S.Y. 2020-2021. This survey will be used to obtain data regarding the students' opinion on their homework as well as their grades on Math.

As such, we desire the permission from your office to conduct our study among the students. We assure you the utmost confidentiality of the data obtained from them. If you have further clarifications on this request, you may reach us through this email bjmerales@evc.psbs.edu.ph or through this mobile number 0956 092 6202.

We would sincerely appreciate it if we could get a positive response from you as soon as possible. Thank you so much for your time and consideration.

Respectfully yours,

Claire Eleanor M. Colasito — Researcher
Benedicto M. Merales Jr. — Researcher
Gabriel P. Segura — Researcher

Noted by:

MR. DENNIS BRUCE A. LERION
Research Adviser

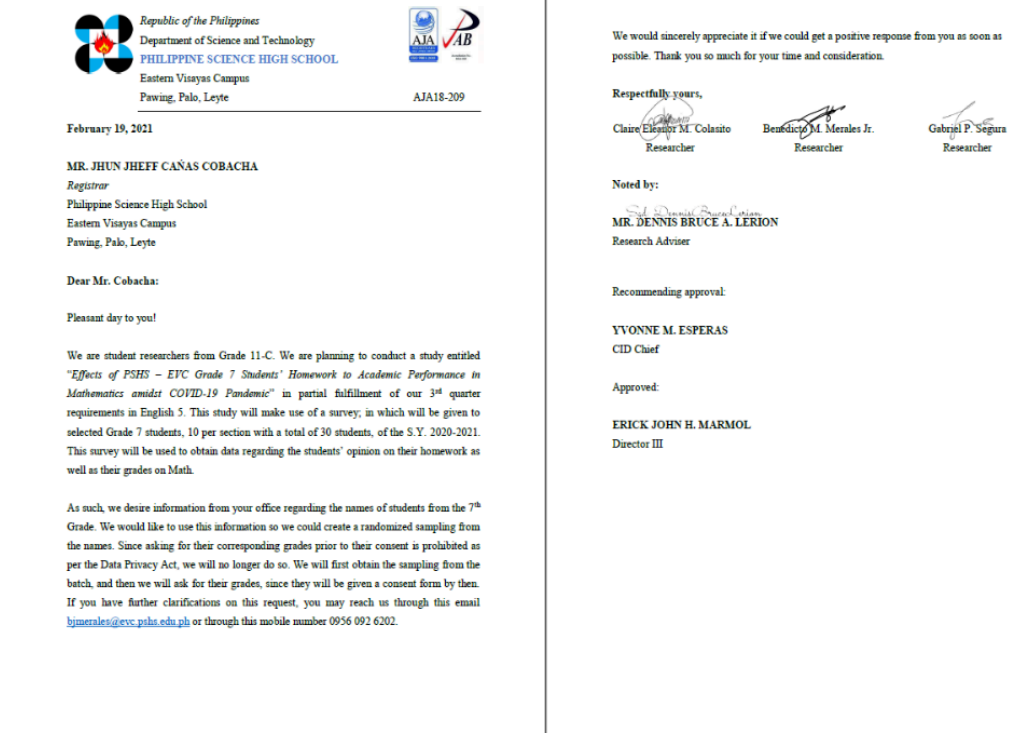
Recommending approval:

YVONNE M. ESPERAS
CID Chief

Approved:

ERICK JOHN H. MARMOL
Director III

B. Letter of Request for the School Registrar



Republic of the Philippines
Department of Science and Technology
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February 19, 2021

MR. JHUN JHEFF CAÑAS COBACHA
Registrar
Philippine Science High School
Eastern Visayas Campus
Pawing, Palo, Leyte

Dear Mr. Cobacha:

Pleasant day to you!

We are student researchers from Grade 11-C. We are planning to conduct a study entitled *"Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance in Mathematics amidst COVID-19 Pandemic"* in partial fulfillment of our 3rd quarter requirements in English 5. This study will make use of a survey; in which will be given to selected Grade 7 students, 10 per section with a total of 30 students, of the S.Y. 2020-2021. This survey will be used to obtain data regarding the students' opinion on their homework as well as their grades on Math.

As such, we desire information from your office regarding the names of students from the 7th Grade. We would like to use this information so we could create a randomized sampling from the names. Since asking for their corresponding grades prior to their consent is prohibited as per the Data Privacy Act, we will no longer do so. We will first obtain the sampling from the batch, and then we will ask for their grades, since they will be given a consent form by then. If you have further clarifications on this request, you may reach us through this email bjmerales@evc.psbs.edu.ph or through this mobile number 0956 092 6202.

We would sincerely appreciate it if we could get a positive response from you as soon as possible. Thank you so much for your time and consideration.

Respectfully yours,

Claire Eleanor M. Colasito — Researcher
Benedicto M. Merales Jr. — Researcher
Gabriel P. Segura — Researcher

Noted by:

MR. DENNIS BRUCE A. LERION
Research Adviser

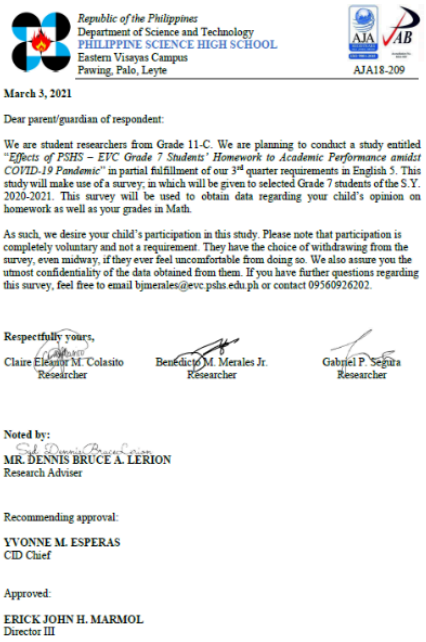
Recommending approval:

YVONNE M. ESPERAS
CID Chief

Approved:

ERICK JOHN H. MARMOL
Director III

C. Letter of Consent (Parent)



Republic of the Philippines
Department of Science and Technology
PHILIPPINE SCIENCE HIGH SCHOOL
Eastern Visayas Campus
Pawing, Palo, Leyte
AJA18-209

March 3, 2021

Dear parent/guardian of respondent:

We are student researchers from Grade 11-C. We are planning to conduct a study entitled "*Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance amidst COVID-19 Pandemic*" in partial fulfillment of our 3rd quarter requirements in English 5. This study will make use of a survey; in which will be given to selected Grade 7 students of the S.Y. 2020-2021. This survey will be used to obtain data regarding your child's opinion on homework as well as your grades in Math.

As such, we desire your child's participation in this study. Please note that participation is completely voluntary and not a requirement. They have the choice of withdrawing from the survey, even midway, if they ever feel uncomfortable from doing so. We also assure you the utmost confidentiality of the data obtained from them. If you have further questions regarding this survey, feel free to email bjmerales@evc.pshs.edu.ph or contact 09560926202.

Respectfully yours,

Claire Eleanor M. Colasito
Researcher

Benedicto M. Merales Jr.
Researcher

Gabriel P. Segura
Researcher

Noted by:

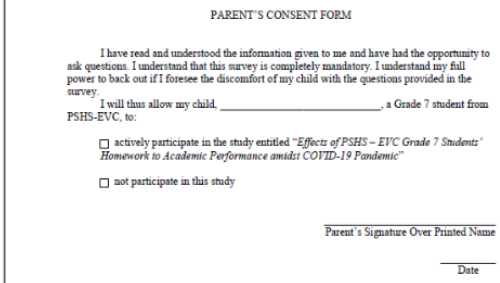
MR. DENNIS BRUCE A. LERION
Research Adviser

Recommending approval:

YVONNE M. ESPERAS
CID Chief

Approved:

ERICK JOHN H. MARMOL
Director III



PARENT'S CONSENT FORM

I have read and understood the information given to me and have had the opportunity to ask questions. I understand that this survey is completely mandatory. I understand my full power to back out if I foresee the discomfort of my child with the questions provided in the survey.

I will thus allow my child, _____, a Grade 7 student from PSHS-EVC, to:

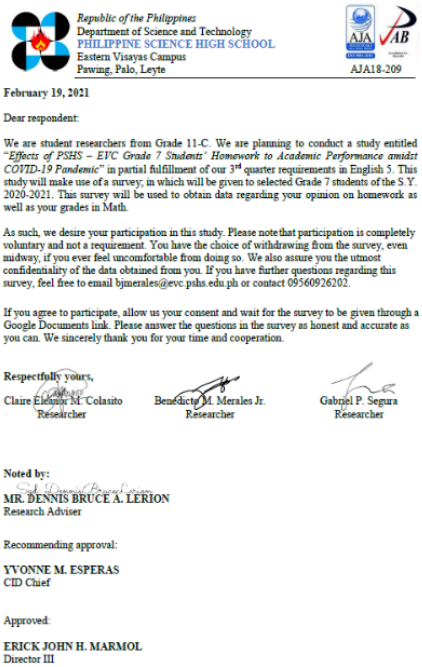
☐ actively participate in the study entitled "*Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance amidst COVID-19 Pandemic*"

☐ not participate in this study

_____
Parent's Signature Over Printed Name

_____
Date

D. Letter of Consent (Student)



Republic of the Philippines
Department of Science and Technology
PHILIPPINE SCIENCE HIGH SCHOOL
Eastern Visayas Campus
Pawing, Palo, Leyte
AJA18-209

February 19, 2021

Dear respondent:

We are student researchers from Grade 11-C. We are planning to conduct a study entitled "*Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance amidst COVID-19 Pandemic*" in partial fulfillment of our 3rd quarter requirements in English 5. This study will make use of a survey; in which will be given to selected Grade 7 students of the S.Y. 2020-2021. This survey will be used to obtain data regarding your opinion on homework as well as your grades in Math.

As such, we desire your participation in this study. Please note that participation is completely voluntary and not a requirement. You have the choice of withdrawing from the survey, even midway, if you ever feel uncomfortable from doing so. We also assure you the utmost confidentiality of the data obtained from you. If you have further questions regarding this survey, feel free to email bjmerales@evc.pshs.edu.ph or contact 09560926202.

If you agree to participate, allow us your consent and wait for the survey to be given through a Google Documents link. Please answer the questions in the survey as honest and accurate as you can. We sincerely thank you for your time and cooperation.

Respectfully yours,

Claire Eleanor M. Colasito
Researcher

Benedicto M. Merales Jr.
Researcher

Gabriel P. Segura
Researcher

Noted by:

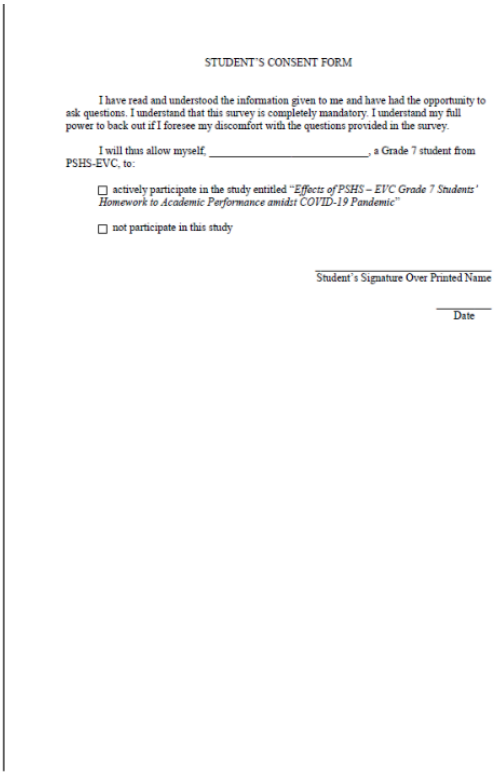
MR. DENNIS BRUCE A. LERION
Research Adviser

Recommending approval:

YVONNE M. ESPERAS
CID Chief

Approved:

ERICK JOHN H. MARMOL
Director III



STUDENT'S CONSENT FORM

I have read and understood the information given to me and have had the opportunity to ask questions. I understand that this survey is completely mandatory. I understand my full power to back out if I foresee my discomfort with the questions provided in the survey.

I will thus allow myself, _____, a Grade 7 student from PSHS-EVC, to:

☐ actively participate in the study entitled "*Effects of PSHS – EVC Grade 7 Students' Homework to Academic Performance amidst COVID-19 Pandemic*"

☐ not participate in this study

_____
Student's Signature Over Printed Name

_____
Date

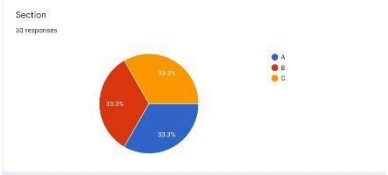
E. Survey Questionnaire

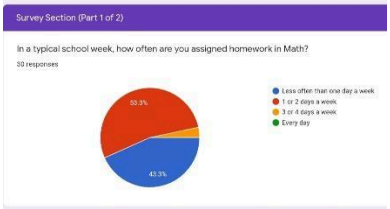
1. In a typical school week, how often are you assigned homework in Math?
    a. Less often than one day a week
    b. 1 or 2 days a week
    c. 3 or 4 days a week
    d. Every day
2. What types of homework have you had this school year? Please check all that apply.
    a. Worksheets or exercises
    b. Math problem sets
    c. Read books or chapters
    d. Study for a quiz or test
    e. Book report
    f. Write a research report
    g. Research or find information to prepare for class
    h. Creative project
    i. Other: _____
3. On a typical school day, how much time do you spend doing homework?
    a. None
    b. Below 30 minutes
    c. Above 30 minutes, below an hour
    d. 1 or more hours
4. On a typical weekend, how much time do you spend doing homework?
    a. None
    b. Below 30 minutes
    c. Above 30 minutes, below an hour
    d. 1 or more hours
5. When do you usually do homework? Please check all that apply.
    a. Before school
    b. During school
    c. After school
    d. I never do homework
6. What else do you usually do while doing homework? Please check all that apply.
    a. Listen to music
    b. Watch TV
    c. Eat or drink
    d. Talk on the phone
    e. Message or communicate with my friends
    f. Other: _____
7. How much do you agree or disagree with the following statements?

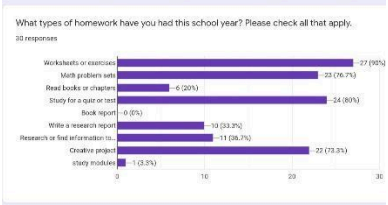
	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
My homework assignments are interesting.					
My homework is just busywork and is unrelated to what I am learning in school.					
I have enough time to do all of my homework.					
Doing homework helps me learn more in school.					

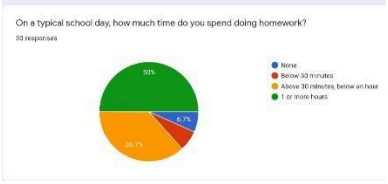
8. How often do your teachers give feedback on your homework assignments?
    a. Hardly ever
    b. A few times
    c. Sometimes
    d. Most of the time
    e. All of the time
9. How often do you finish your homework?
    a. Never
    b. Hardly ever
    c. Sometimes
    d. Almost always
10. How important is doing homework?
    a. Not important
    b. Somewhat important
    c. Important
    d. Very important

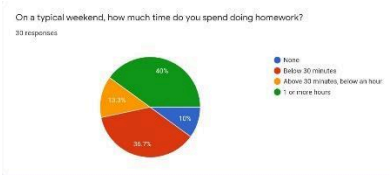
F. Raw Statistical Data

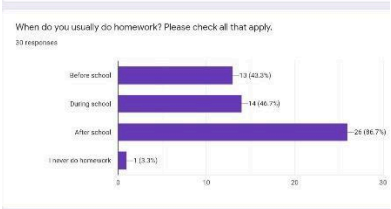


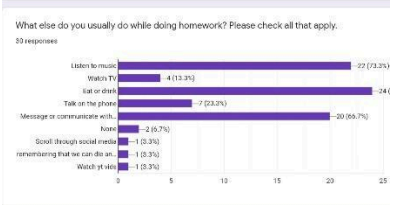


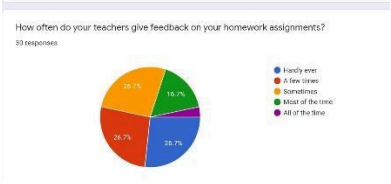


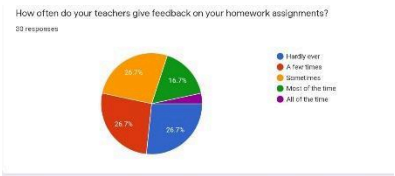


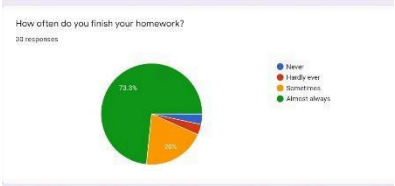


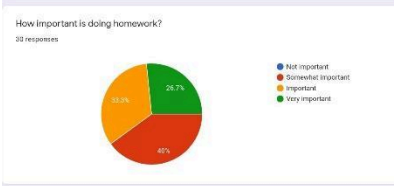


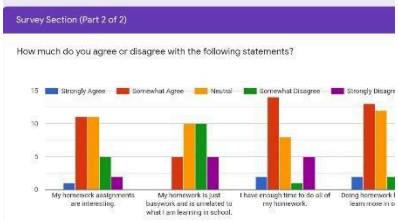












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