

DE LA SALLE UNIVERSITY

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THE EFFECTS OF HOMEWORK FEEDBACK SYSTEM AND HOMEWORK  
ORGANIZATIONAL PATTERNS ON THE ACHIEVEMENTS OF  
STUDENTS IN COLLEGE ALGEBRA

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by

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## ABSTRACT

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### Statement of The Problem

This research study was conducted to determine the effects of three types of homework feedback system, two types of homework organizational patterns, and their interaction in the academic achievements of students in College Algebra. The study was done at the Nueva Vizcaya State Institute of Technology, Bayombong, Nueva Vizcaya from August 25, 1989 to October 25, 1989, using 210 freshmen students comprising six intact classes during the first semester of the school year 1989-1990.

Specifically, the study sought to answer the following questions:

1. Is there a significant difference in the academic achievement of the students in College Algebra subjected to the following various treatments of their homeworks:



- 1.1 returned with grade only?
- 1.2 returned with comment and grade?
- 1.3 returned with correct answers or solutions and grade?

2. Is there a significant difference in the academic achievement of the students who were subjected to the oblique organizational pattern and the vertical organizational pattern of giving homework?

3. Is there a significant interaction between the homework feedback system and the homework organizational patterns in terms of inducing differences in the academic achievement of students in College Algebra?

Findings

1. Significant differences have been detected in the students' achievement in College Algebra exposed to various treatments of their homeworks at the 0.05 level of significance.

2. No significant difference has been discovered at:

- a. the academic achievement of the students who were subjected to the oblique organizational pattern and the vertical



organizational pattern in giving homeworks.

b. the interaction between the homework feedback system and the homework organizational patterns in terms of inducing differences in the achievement of students in College Algebra.

## Conclusions

1. Students generally perform better in their achievement test when they are exposed to positive comments aside from the corresponding grade from their returned homework every lesson.

The results of the achievement test revealed that the groups exposed to homework returned with "comment and grade" performed better than the groups exposed to homework returned with "correct answers/solutions and grade" and the groups exposed to homework returned with "grade only".

2. Although the homework prepared via the oblique organizational pattern is more effective than the vertical organizational pattern due to the inclusion of some exploratory items, there is no definite advantage of the former over the latter. Although the oblique organizational pattern gave a relatively higher means than that of the vertical organizational pattern.



7.

The difference between the two was not statistically significant.

3. The groups exposed to homework returned with "comment and grade" have uniformly obtained higher achievement results regardless of which organizational pattern was used. Thus, it can be said that there is no interaction between the homework feedbacks and the homework organizational patterns.

