

**THE POSITIVE EFFECT OF ASSIGNMENT FROM THE CULMINATING  
ACTIVITY SUBJECT TOWARDS THE IMPROVEMENT OF THE ACADEMIC  
PERFORMANCE OF THE GRADE 12 HUMSS STUDENTS**

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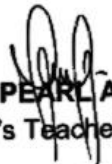
**A Research Paper Submitted to the Faculty of the Department of Education,  
Francisco Ramos National High School-Senior High School, In Partial Fulfillment  
of the Requirements of the Subject**

**Inquiries, Investigations and Immersions**

**May 2024**

Approval Sheet

In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions this research paper entitled "INCREASING PRICE OF RICE: ITS EFFECT TO THE FAMILIES OF BARANGAY BUAYAN", prepared and submitted by Mark N. Mag-usara, John Teves Faustino, Xander John Abne are hereby recommended for Oral Examination.

  
**CASSANDHRA PEARL A. EMPERADO**  
31's Teacher

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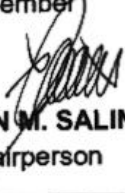
In partial fulfillment of the requirements in Inquiries, Investigations, and Immersions, and on the recommendation of the Oral Examination Panelists, this research paper is presented by Mark N. Mag-usara, John Teves Faustino, Xander John Abne on March 05, 2019, hereby:

Approved: \_\_\_\_\_  
Approved with minor revisions and amendments: \_\_\_\_\_  
Approved with major revisions and amendments: \_\_\_\_\_  
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Accepted in partial fulfillment of the requirements in Inquiries, Investigations, and Immersions, it is also noted that the candidates have passed the Examination.

  
**MA. HELEN S. JARCIA**  
School Principal II

## RESEARCH ABSTRACT

This research paper aims to investigate the positive effect of giving assignment towards grade 12 humss students.

This study explore the positive effects of assignments from culminating activity subjects on the academic performance of Grade 12 humss students. By examining how these assignments contribute to subject mastery, critical thinking skills, and overall academic achievement, this research aims to Explain the importance of culminating activities into the curriculum for enhancing student learning outcomes.

Using random sampling, 15 Grade 12 HUMSS students were randomly selected from the entire student population. These students were chosen to participate in in-depth interviews aimed at exploring their experiences and perceptions regarding the impact of assignments on their academic performance. The study aims to understand how involvement with assignments affects students' comprehension, critical thinking abilities, and overall academic success.

The research findings provide insights into the significance of assignments in enhancing students' learning experiences and academic performance. The study aims to contribute to the existing literature on educational practices, offering recommendations for educators and policymakers to optimize the design and implementation of assignments to promote student success in the HUMSS curriculum.

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## Chapter 1

### Background of the Study

The common problems of giving assignment towards grade 12- HUMSS student facing right now are struggling tricky topics, managing time, dealing with assignment stress, and handling issues, and understanding what teacher want when working on assignment and some may also face challenges in accessing resources and handling deadlines.

According to the study of Smith et al.(2018) explored the impact of assignment frequency and complexity on the academic performance of Grade 12 students. The researchers conduct a survey questionnaire to determine the impact of giving assignment to Grade 12 HUMSS students towards their academic performance

The purpose of our qualitative research was to explore and understand the positive of assignments from the culminating activity subject on the academic performance of Grade 12 Humss students. Through in-depth interviews, observations, and analysis, we aim to uncover insights into how these assignments contribute to enhancing the learning outcomes and achievements of students in their academic endeavors.

### Statement of the Problem

This study examines the positive effect of assignment from the culminating activity subject towards their academic performance such as outputs ,essays and other paper works . Ultimately, we aim to provide valuable

insights about how the assignment from the culminating activity will improve or enhance the student academic performance.

Specifically, it aims to answer the following queries:

1. In what ways do assignments from culminating activity subjects enhance the academic performance of Grade 12 students ?
2. How do assignments from culminating activity subjects relate to the academic success of Grade 12 students?
3. How is the academic performance of Grade 12 students influenced by assignments from culminating activity subjects?

#### Scope and Delimitations of the Study

The study examines the positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students especially evaluating the positive effect assignment and improvement of the academic performance. It also investigates students perspective of the effectiveness of assignment in enhancing Their learning experience. The delimitation for this study include focusing on Grade 12 HUMSS student, excluding other grade level or academic streams. The research will specifically asses written assignments and Their impact on academic performance, excluding other form of assessment. Time constraints may limit the depth of exploring into individual student circumstances.

#### Significance of the Study

The qualitative research "The Positive Effect of Assignments from Culminating Activity Subjects towards the Improvement of the Academic

Performance of Grade 12 Students" holds significant implications for educators, curriculum developers, Grade 12 students, educational policy makers, parents, and the academic community and other researchers or future researcher's . The findings of this study can provide valuable insights for educators and curriculum developers to enhance teaching strategies and assignment designs that promote better learning outcomes. Grade 12 students can benefit by understanding the positive effects of these assignments, motivating them to actively engage and develop effective study habits. Educational policy makers can use the research findings to inform curriculum design and assessment methods, leading to a more comprehensive education system. Parents can gain insights to support their children's academic success, while future research can build upon this study to advance knowledge in education and learning. Overall, this research has broad implications for various stakeholders, contributing to the improvement of academic performance and educational practices.

#### Definition of Terms

The following terms will be used extensively in this study and shall be taken according to the definition given below.

**Correlation.** Statistical measure that expresses the extent to which two variables are linearly related.

**Circumstances.** A condition or fact connected with or relevant to an event or action.

## Chapter 2

### Review of Related Literature

In this review of related literature, we delve into the existing body of knowledge about the effect of giving assignment to grade 12 HUMSS students towards their academic performances.. The exploration encompasses key research findings, theoretical frameworks, and empirical studies that have contributed to the understanding. By critically examining these sources, we aim to identify gaps, highlight trends, and establish a foundation for the current study. This review provides a comprehensive overview, paving the way for a nuanced exploration of The impact of giving assignment to grade 12 HUMSS students towards their academic performances.

Steven Fulton and Dino Schweitzer (2011) explore the impact of allowing students to choose homework assignments in an introductory computer science class. Traditionally, assignments serve as crucial tools for reinforcing class material, and the researchers aim to enhance their effectiveness by increasing student interest. While providing assignment choices is a common strategy, the study emphasizes the need for careful consideration to ensure equal learning experiences for all students. The research, conducted in a diverse introductory computer science class, sheds light on potential advantages and challenges associated with incorporating student choice. Thirty American undergraduate college students participated, split into experimental and control groups based on the alphabetical order of their last names, providing insights into student engagement and learning outcomes.

At SMA Negeri 12 Pekanbaru, the purpose of this study is to ascertain the impact of providing incentives on the discipline of economics teachers in completing tasks. Because the population is small-there are only eight teachers-the authors chose to employ a sample of the population. The author use interviews, questionnaires, and documentation as methods of gathering data. The author also employs product moment correlation and a straightforward linear regression model with the aid of the SPSS version 16.0 software for data processing.

Dicki hatdonto (2009) The purpose of this study is to ascertain the impact of providing incentives on the discipline of economics teachers at SMA Negeri 12 Pekanbaru in completing assignments. The authors created a sample of the population, which consists of 8 teachers, due to the small size of the community. The author use surveys, interviews, and documentation as methods of gathering data. Additionally, the author processes the data using the SPSS version 16.0 software, a straightforward linear regression model, and product moment correlation. It is evident from the data's presentation and analysis that offering incentives significantly affects the discipline with which economics teachers at SMA Negeri 12 Pekanbaru carry out their tasks.

Hobbs. Harriet t et. Al (2021) This study looks at the success patterns of students at a research-intensive university in classrooms with high DFW rates. We looked into whether assignment grade patterns were similar to final grade patterns and whether some assignment types were linked to unfair mark distributions for transfer and underrepresented minority (URM) students. The

grades of 745 students from 27 assignments-which included examinations, papers, projects, homework, and oral reports-were examined over the course of eight classes.

Snead William et. Al (2023-july-23) The purpose of this study was to ascertain whether pre-reading assignments affect students' academic achievement. It's never easy to learn a new topic, especially one that appears foreign to you. Pre-reading assignments, sometimes referred to as reading a brief article or going over a slide-show presentation on the lecture topic before it happens, can assist lessen the numerous difficulties associated with picking up new material in class. Thirty American undergraduate college students made up the research participants, who were split into two groups according to the alphabetical order of their last names: the experimental group and the control group.

Haave, Neil et. Al (2018) This study examined how students' intellectual growth and comprehension of the material covered in first-year biology and second-year biochemistry courses were affected by a learning philosophy assignment. We evaluated students' cognitive complexity using pre- and post-surveys, and we evaluated their comprehension of the course material by comparing their midterm and final exam scores. Students in the biology course were saving their cognitive complexity from a decline thanks to the learning philosophy assignment. Furthermore, second-year students demonstrated increases in cognitive complexity and were saved from doing poorly on the biochemistry final exam in comparison to the midterm.

Prommin, songsirisak et. Al (1-19-2019) For more than 50 years, homework has grown in importance in elementary and secondary education. Despite having both academic and non-academic goals, very little research at the tertiary level has been done on it. This study looked into how homework affected kids' learning. 140 undergraduate students from a Thai institution took part. Focus group interviews and a series of questionnaires were employed. The results showed that while homework had some psychological effects on students' learning and interfered with their ability to manage their leisure time, it nevertheless helped and encouraged their learning. Students' academic achievement grew, their learning skills were developed, and they were able to gain knowledge.

C Cordova et. Al (2019) Education's perennial hot potato has always been homework. Views regarding homework have experienced numerous cycles. (Schlossman and Gill, 2000). In the initial several decades of the In the 20th century, teachers widely held the view that homework promoted mental discipline. By 1940 saw a backlash as worries about homework interfering with other household activities grew. opposing the habit of doing homework. In the late 1950s, this trend was reversed when the Soviets the Sputnik launch raised concerns about the lack of rigour in American education, with institutions seeing as increased homework as a supplementary measure to address the issue. By 1980, the pattern had changed.

These studies explore different aspects of student learning and academic achievement. Steven Fulton and Dino Schweitzer (2011) focus on the impact of

allowing students to choose homework assignments, highlighting the importance of equal learning experiences. At SMA Negeri 12 Pekanbaru, researchers investigate the effect of providing incentives on the discipline of economics teachers. Harriet T. Hobbs et al. (2021) analyze success patterns in classrooms with high rates of D, F, or Withdrawal (DFW) grades, examining assignment grade patterns and unfair mark distributions. William Snead et al. (2023) study the influence of pre-reading assignments on academic achievement. Neil Haave et al. (2018) explore the effect of a learning philosophy assignment on students' intellectual growth and comprehension. Prommin Songsirisak et al. (2019) investigate the impact of homework on learning, while C Cordova et al. (2019) provide a historical overview of the changing perspectives on homework in education. These studies contribute to our understanding of factors that affect student learning and academic outcomes.

#### Theoretical framework

Culminating activity assignments, such as research papers, presentations, and projects, serve as pivotal learning experiences for Grade 12 HUMSS students. These assignments not only consolidate their understanding of course material but also provide opportunities for creative expression and critical thinking. This qualitative research aims to investigate how these culminating activities positively impact the academic performance of Grade 12 HUMSS students.

This study aims to investigate what are the possible effect of giving assignment towards grade 12 humss students to their academic performance.

Do you want to know more possible effect of giving assignments toward their academic performance. Between this research with the researcher talk about possible effect of giving assignments to grade 12 humss students towards the academic performance. And we will ask the student what are the effect of giving assignments and how hard doing assignment. The finding of our study can help the teacher and understand the possible effect of giving assignment to grade 12 humss student. It will give them how hard giving assignments to the students towards academic performance. By studying the effect of giving assignments to guide to view the students towards the academic performance we contribute the awareness of giving assignments. This will help the students what are the possible effect of giving assignment.

This study will be limited to grade 12 humes students at francisco ramos national high school of what are the negative effect of giving assignments to grade 12 HUMSS students toward their academic performance

## Chapter 3

### Research Methodology

This research explores the link between assigning assignments to Grade 12 Humanities and Social Sciences (HUMSS) students and their academic performance. Through a methodical analysis of assignment types and frequency, we aim to understand the impact of these tasks on students' academic achievements. This study seeks to provide valuable insights into the effectiveness of assignments as a pedagogical tool within the HUMSS curriculum, with the goal of informing and improving educational practices for enhanced student learning and success.

#### Research Design

Dovetail Editorial Team (2023). Phenomenological researchers record and analyze the beliefs, feelings, and perceptions of the audience they're looking to study in relation to the thing being studied. Only the audience's views matter—the people who have experienced the phenomenon. The researcher's personal assumptions and perceptions about the phenomenon should be irrelevant. Phenomenology has also a disadvantages such as researchers bias is difficult to avoid, even if you try to remove your own experiences and prejudices from the equation. Bias can contaminate the entire outcome. Phenomenology relies on audience experiences, so its accuracy depends entirely on how well the audience can express those experiences and feelings. Phenomenology has many advantages, including that it can present authentic accounts of complex phenomena; it is a humanistic style of research that demonstrates respect for the

whole individual; and the descriptions of experiences can tell an interesting story about the phenomenon and the individuals experiencing it.

### **Research Locale**

The research will be conducted in Concepcion Kabasalan , focusing on Grade 12 HUMSS students within Francisco Ramos National High school, a prominent educational institution known for its diverse student population and rigorous academic programs. The chosen locale ensures a representative sample and facilitates access to a variety of perspectives and experiences. This specific educational setting will offer valuable insights into the impact of assignments on academic performance in the context of Grade 12 HUMSS students, enhancing the study's applicability and relevance to similar academic environments.

### **Research Respondents**

The research respondents are Grade 12 HUMSS students from Francisco Ramos National High School. They represent a diverse group of learners in their final year of high school, studying subjects such as History, Psychology, Sociology, and Political Science. These students will provide valuable insights into the impact of assignments on their academic performances, contributing to our understanding of effective teaching and learning practices in the HUMSS strand.

### **Sampling Techniques**

#### **Sampling Techniques**

In this qualitative research focusing on Grade 12 HUMSS students, a simple random sampling technique is utilized for participant selection. This method involves assigning each student in the Grade 12 HUMSS population a number and then randomly selecting participants from this pool. By using simple random sampling, every student has an equal chance of being selected, ensuring fairness and reducing bias in participant selection. Once participants are chosen, both open-ended and close-ended questionnaires are administered to gather insights into students' experiences and perceptions regarding the impact of assignments on their academic performances. This sampling approach allows for a representative sample of Grade 12 HUMSS students, contributing to a comprehensive understanding of the research topic.

#### **Instruments**

The research instruments for this study will consist of an interview questionnaire and academic records analysis. The interview questionnaire will be designed to gather insights from Grade 12 Humanities and Social Sciences (HUMSS) students regarding their experiences with assignments and perceived impact on academic performance. It will be open-ended questions to capture and qualitative data. Additionally, academic records, including grades and assignment scores, will be examined to provide objective measures of student performance.

#### **Data Gathering Procedure**

The data collection procedure will involve several steps. First, we will obtain ethical approval from relevant authorities and seek informed consent from

participating schools and students. Following this, a survey questionnaire will be distributed to Grade 12 Humanities and Social Sciences (HUMSS) students, ensuring clarity and simplicity in the questions. Simultaneously, academic records will be requested from the schools for analysis. The survey responses will be collected electronically or through paper forms, depending on the schools' preferences. To maintain confidentiality, data will be anonymized and securely stored. After collecting the survey responses and academic records, the research team will conduct a thorough analysis to draw correlations between assigned assignments and academic performance among Grade 12 HUMSS students, contributing valuable insights to the study.

#### Data Analysis

The data analysis for this study will involve qualitative approaches. For the qualitative aspect, thematic analysis will be applied to extract patterns and themes from open-ended interview questions, providing a deeper understanding of students' perspectives on the impact of assignments. The qualitative findings will offer a comprehensive view of how assigned tasks relate to academic outcomes for Grade 12 Humanities and Social Sciences (HUMSS) students. The results will be presented in a clear and concise manner, contributing to a nuanced interpretation of the study's objectives.

## Chapter 4

### Presentation, Analysis and Interpretation of Data

This chapter contains the presentation and interpretation of data. The researchers give a interview questioners to the 12 Humss student as a respondents at FRNHS the researchers select 15 respondents randomly. After doing the interview with their willingness to participate in this study ,the respondents completed their interview.

#### Interpretation of Data

1. In what ways do assignments from culminating activity subjects enhance the academic performance of Grade 12 students ?

Answer: The respondents stated that by those assignments from the culminating activity it helps them remember thier topic because at home the assignment can also serve them as a reviewer because they can recall thier previous topic when doing their assignment.

2. How do assignments from culminating activity subjects relate to the academic success of Grade 12 students?

Answer: The respondents stated that the assignment from the culminating activity can help you under stand the subject much better it because According to their answers, some students say that giving assignments for the subject's culminating activity can help them gain knowledge about what the teacher has assigned, which they will acquire after finishing reading their answer.

3. How is the academic performance of Grade 12 students influenced by assignments from culminating activity subjects?

**Answer:** The respondents say that implementing assignments can improve their academic grades. According to their answers, all students say that their grades are increasing because giving assignments can help them improve their knowledge and skills.

4. The assignment from the culminating activity can help contribute a academic success to grade 12 Humss student

**Answer:** The respondents stated that by those assignments from the culminating activity they develop their critical thinking skills because they need to analyze their answer at their assignments so that if the teachers will ask them about their assignments they can answer well.

5. The assignment from the culminating activity helps the study participate more in class and improve it critical thinking skills?

**Answer:** The respondents' responses about increasing student engagement in class discussions vary according to their answers. Some students say it increases because they gain new knowledge after reading the answers to their assignments. And some students say this can also help improve their class participation.

(Roberts & Jenkins, 2017; Johnson, 2021).academic success and professional growth. Research has shown that assignments contribute to the cultivation of critical thinking, communication, and research skills of the students .Giving assignment to students can help the students develop their academic performance such us participating in class discussion and activities,can develop the students critical thinking skills and also by doing the

assignment can help the student understand their previous topic and also can help enhances thier grades.The data that has been obtained from R1 to R5 shows the positive effect of implementing assignments from the culminating activity subject for the student development of their academic performance at school .Overall this finding reinforce the positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students.

#### Interview of Findings

The interview finding shows that the assignment from the culminating activity subject can help improve the academic performance of the grade 12 Humss students in FRNHS. The use of engaging assignment from the culminating activity subject can help the students improve their academic performance such us the students can participate more in their class because they can still remember thier previous topic by answering their assignments and also it can develop the critical thinking skills ,and can help under stand thier topic much better. These findings highlight the positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students .

## Chapter 5

### Summary of Findings, Conclusion/s and Recommendations

This chapter presents the summary of findings conclusion and recommendation of The positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students

#### Summary of Findings

This study was conducted to determine the positive effect of assignments from the community activities subject on the academic performance of Grade 12 Humss students. The purpose of the study was to determine the positive effect of assignments from the culminating activity subject.

The researchers interviewed 15 randomly selected students from the Humss strand to answer the research questions. The respondents stated that doing assignments from the culminating activity subject can enhance academic performance. It can boost the students' confidence to participate in class and improve their critical thinking skills. Additionally, it serves as a review to remember the different topics covered in the culminating activity subject. Doing assignments from the culminating activity subject can contribute to the academic success of Grade 12 Humss students. By completing these assignments, students can enhance their thinking abilities, increase their participation in class, and improve their grades through various tasks and activities related to the culminating activity subject.

Doing assignments from the culminating activity subject can improve the academic performance of Grade 12 Humss students. In order to answer or complete their projects for the culminating activity, students need to analyze and remember their previous topics. This helps them develop their critical thinking skills it also helps sharpen their memory and can actively participate in class, ensuring that they do not forget the subject lessons.

1. (Question 1):In what ways do assignments from culminating activity subjects enhance the academic performance of Grade 12 students ?

Answer to Question 1:The researchers interviewed 15 randomly selected students from the Humss strand to answer the research questions. The respondents stated that doing assignments from the culminating activity subject can enhance academic performance. It can boost the students' confidence to participate in class and improve their critical thinking skills. Additionally, it serves as a review to remember the different topics covered in the culminating activity subject.

2. (Question 2):.How do assignments from culminating activity subjects relate to the academic success of Grade 12 students?

Answer to Question 2:Doing assignments from the culminating activity subject can contribute to the academic success of Grade 12 Humss students. By completing these assignments, students can enhance their thinking abilities, increase their participation in class, and improve their grades through various tasks and activities related to the culminating activity subject.

3. (Question 3): How is the academic performance of Grade 12 students influenced by assignments from culminating activity subjects?

Answer Question 3: Doing assignments from the culminating activity subject can improve the academic performance of Grade 12 Humss students. In order to answer or complete their projects for the culminating activity, students need to analyze and remember their previous topics. This helps them develop their critical thinking skills it also helps sharpen their memory and can actively participate in class, ensuring that they do not forget the subject lessons.

#### Conclusion/s

Through interviews with 15 randomly selected students, it was found that completing assignments from the culminating activity subject has several benefits. These assignments enhance academic performance by boosting students' confidence, improving their critical thinking skills, and serving as a review of previous topics. Additionally, they contribute to the students' overall academic success by improving their thinking abilities, increasing their classroom participation, and ultimately improving their grades. By analyzing and remembering their previous topics, students develop their critical thinking skills and actively engage in class discussions. Overall, the findings suggest that assignments from the culminating activity subject positively impact the academic performance of Grade 12 Humss students.

#### Recommendations

To enhance the academic performance of Grade 12 Humss students, it is recommended to incorporate assignments from the culminating activity subject

into the curriculum. Design assignments that encourage critical thinking by challenging students to analyze, evaluate, and apply their knowledge. Provide clear instructions and guidelines to ensure students understand assignment objectives and expectations. Offer timely feedback to guide students' learning and improvement. Foster a collaborative learning environment that promotes peer collaboration and discussion. By implementing these practices, educators can maximize student engagement, promote deeper learning, and ultimately improve overall learning outcomes.

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## Appendix A

[Permission to conduct the study]

April 12, 2024

Ma. Helen S. Jarcia

School Principal

Francisco Ramos National High School

Dear Ma'am,

In partial fulfillment of our requirements for our subject 3 I's (inquires, investigation and immersion), we grade 12 students in section Love in Francisco Ramos National High School (formerly Buayan National High School). We namely Xander John Abne, John Teves Faustino, Mark N. Mag-usara would like to ask formally for a permission to conduct a research study entitled "The positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students".

The purpose of the study is to explore about The positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students. The researchers address this issue with the research methodology interview questionnaire will be designed to gather insights and that will be analyze to understand about The positive effect of assignment from the culminating activity subject towards the improvement of the academic performance of the grade 12 Humss students. We, rest assure that the data that will be gathered will remain confidential and to be used in academic purpose only

We believe that you are with us to finish the requirements for us to comply for our subject. Thank you for you time and attention to this matter. Your approval to conduct this study will be greatly and highly appreciated.

Recommending Approval:

  
CASSANDRA PEARL A. EMPERADO

Teacher

Approved by:

  
MA. HELEN S. JARCIA

School principal

**Appendix B**  
**(Instrument A)**

**Instruction:** Please answer the following questions with your own insight or your own understanding .

**Questionnaire:**

1. Does giving assignment from the culminating activity can help you remember your previous topic? How?
2. Does that assignments from the culminating activity subject helps students understand the subject much better?
3. Have you observed an improvement in to your grades after implementing assignments from the culminating activity subjects ?
4. Does assignments from culminating activity subject enhance students' critical thinking skills?
5. Have you noticed an increase of students' engagement in class discussions and activities due to assignments from the culminating activity? How?

## Curriculum Vitae

Name : John Teves Faustino  
 Date of Birth : June 14, 2005  
 Place of Birth : Timuay Danda, Kabasalan, Zamboanga  
 sibugay



Present Address : Timuay Danda, Kabasalan, Zamboanga sibugay

## Parents

Father : Remy Faustino

Mother : Jocelyn Faustino

## Educational Background

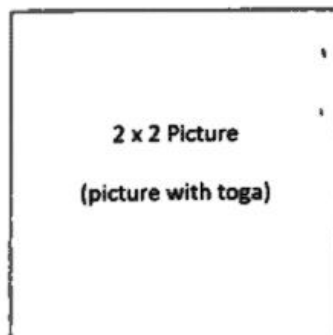
Senior High School (School)	:	Francisco Ramos National High School
(School Address)	:	Concepcion, Kabasalan, Zamboanga sibugay
(Strand/Track)	:	HUMSS/ACADEMIC
Junior High School (School)	:	Francisco Ramos National High School
(School Address)	:	Concepcion, Kabasalan, Zamboanga sibugay
(Month & year graduated)	:	June 2022
Elementary (School)	:	Timuay Danda Elementary school
(School Address)	:	Timuay Danda, Kabasalan, Zamboanga sibugay
(Month & year graduated)	:	May 2017

## Curriculum Vitae

Name : Xander John Abne

Date of Birth :

Place of Birth :



Present Address :

Parents

Father :

Mother :

#### Educational Background

Senior High School (School) : Francisco Ramos National High School

(School Address) : Concepcion, Kabasalan, Zamboanga  
sibugay

(Strand/Track) : HUMSS/ ACADEMIC

Junior High School (School) : Francisco Ramos National High School

(School Address) : Concepcion, Kabasalan, Zamboanga  
sibugay

(Month & year graduated) : June 2022

Elementary (School) :

(School Address) :

(Month & year graduated) : May 2017

