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## Teachers' Perception Regarding the Effect of Homework on Students' Academic Achievement

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### Abstract

Purpose of this paper was to know the teachers' perceptions regarding the effect of homework on students' academic achievement. Population of the study consisted teacher of government primary, middle and high schools. Using multi stage sampling technique researcher selected a total of three hundred teachers out of which hundred were primary school teachers (PST), hundred CT teachers and hundred senior English teachers SET as a sample of the study.

Data was collected through a self-made questionnaire. For statistical analysis percentage was applied.

Results of the study showed that majority of teachers were found strongly agree on, that homework is helpful in students' cognitive, affective, psychomotor development, most of the teachers were strongly agree that homework compels students to study at home, they perceived that homework provides opportunity for revision, practice; enriches memorization and vocabulary and thus helps them to explore subjects more fully than time permits in the

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294

11 : 5 May 2011

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classroom, they were agree that homework enables students to learn organize and manage their time properly, motivates sense of responsibility and self learning. Thus, they develop confidence to deal with frustration and solve problems themselves. It was suggested by the researcher that reasonable amount of homework should be regularly given to the students because it discourages cheating, develops the habit of hard work and provides feedback to the teachers about students' strengths and weaknesses.

**Key words:** Home work, academic achievement, development, cognitive, affective, psychomotor.

## **Introduction**

According to Cooper (1998) homework, or homework assignment is “tasks assigned to students by school teachers that are meant to be carried out during non-school hours”. Common homework assignments may include some or at least one task e.g. some reading to be performed, writing to be completed, problems to be solved, a project to be built, or other skills to be practiced. Alanne and Macgregor (2007) define homework as the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly acquired skills and knowledge and to learn necessary skills of independent study. More simply, Meyer (2005) defines homework as “acts of researching, studying or completing assignments”. The Queensland Government (2004) in Australia defines homework as, “any activities that school students are asked to complete outside of lesson time”. Finally, Keith (2004) states “Homework may be defined as work assigned for completion outside of the normal class period whether completed at home or at school”.

## **History of Home work**

The impact of homework on students is a contested and polarizing issue. Gill and Schlossman (2004) examined the history of homework in the United States and found that a homework debate had begun as early as the 19<sup>th</sup> century. The dominant influence of the progressive political movement upon education between 1890 and 1940 meant that homework was harshly criticized and discouraged by educators. Not only was it deemed harmful to health, character and family, it was also considered an ineffective instructional tool.

By the 1930s, measurement experts used evidence to confirm that in the pre-high school grades, homework had no beneficial effect on student achievement. This reinforced the pervasive discourse in education circles that homework represented a serious problem and “the less of it the better”. Harris Cooper (1989) charted the movement of the homework debate since the middle of the last century.

During the 1950s, the USSR's launch of Sputnik generated striking changes to North American education policies and attitudes in general. Part of Sputnik's legacy was an increased call for students to focus more, and perform better, in school, particularly in science and

mathematics. Homework was seen as a necessary condition of guaranteeing learning, achievement, and future national accomplishments.

During the 1960s and 1970s however, opposition to homework grew, possibly as part of a greater backlash against the authority and rigidity of institutional structures. Some perceived homework as simply an added pressure on students. Opponents began to question the value of homework and its strong link to an ideological focus on achievement and production. The attention to global economic competition in the 1980s and 1990s once again made the argument for homework's necessity fashionable. Currently though, anti-homework sentiment in the United States appears to be on the rise.

### **Aims and Objectives of Homework**

According to Epstein, (1988) and Van Voorhis, (2004) regarding the general purposes of homework assignment, some teachers and researchers identify three main purposes of homework assignment which are as under:

- (a) The instructional purposes (practice, preparation, participation, personal development),
  - (b) The communicative purposes (peer interactions, parent-child relations and parent-teacher communications),
  - (c) The political purposes (policy, public relations) and punishment.
  - (d) To enable pupils to achieve their full potential
  - (e) To help pupils develop the skills of an independent learner
  - (f) To promote a partnership between home and school
  - (g) To consolidate and reinforce learning done in school and allow children to practice skills taught in lessons
  - (h) To help pupils to develop good work habits for the future.
- (Xu, J. (2005) "Journal of Educational Research".

### **Types of Homework Assignments**

Types of homework assignments traditionally assigned in schools tend to fall into one of four categories identified by Professors Jackson Lee and Wayne Pruitt (1979). Each type of homework has individual characteristics and has a specific objective. The four types are: practice homework, preparation homework, extension homework and creativity homework.

#### **Practice homework assignments**

According to Professors Jackson Lee and Wayne Pruitt (1979), this is the sort of assignment that allows the student additional opportunities to complete a task or apply knowledge learned in class. It is the most common type of homework assigned, and has a history reaching back to the earliest days of pioneer schools. Practice assignments reinforce newly acquired skills. For example, students who have just learned a new method of solving a

mathematical problem should be given sample problems to complete on their own. Moreover, Practice homework assignment is what a child or student is getting when the teacher assigns a worksheet of division problems after teaching long division that day in class. Similarly, if a child or student is sent home to memorize additional facts or times tables or verb conjugations that is also practice homework. Practice homework may also consist of doing numbered grammar exercises from a textbook or learning a dictation or a list of spelling or vocabulary words.

Ronald Laconte, (2007) says that the most effective kind of practice homework is to ask students to apply recently learned skills in "a direct and personal way." He gives the examples of having students who have been taught about different kinds of clouds identify them in pictures from old magazines. Other examples of such practice include playing games, having a child teach the newly learned skill to a parent or sibling, and asking the student to write a story that incorporates newly learned facts or vocabulary.

### **Preparation homework assignments**

Preparation homework assignments is most often reading, but it can also consist of library or internet research, completing a pretest, watching a news report, gathering a number of items from home to bring to class, or answering questions designed to get the student thinking about a specific topic. In other words, such assignments help students get ready for activities that will occur in the classroom. Students may, for example, be required to do background research on a topic to be discussed later in class. Ronald T. Laconte, "Homework as a learning experience" NEA Professional Library <http://www.kidsource.com>

### **Extension homework assignments**

Extension homework assignments are frequently long-term continuing projects that parallel class work. Students are required to apply previous learning to complete such assignments, which include science fair projects and term papers.

In addition, extension homework is exactly what it sounds like: assigned work that asks students to go beyond the straightforward skills or facts they have learned in class and practiced at home. Extension homework may take longer than preparation or practice assignments, or it may be completed in a single evening. The most important distinction between extension homework and practice homework is that it applies what has been learned in a new way. It is aimed at production of something new, rather than at the kind of reproduction that is the focus of much practice homework.

### **Creative homework assignments**

Book reports, term papers and research projects are good examples of creative homework. This type of homework typically requires a number of days or even weeks to complete, and allows the student an avenue for creative self-expression. Creative homework is a

good opportunity for teachers to evaluate cross-curricular skills, as it may ask students to bring together learning from more than one academic field. The resultant work will be highly individualized, and while students may not receive marks for preparation or practice homework, creative homework may represent a large part of a term or course mark. (Ronald T. Laconte, 2007).

## **The Seven Hidden Values of Homework**

### **Responsibility**

The ability to assume “ownership” rightly belongs to the student, to fulfill their obligations, not to hesitate to pick up their responsibility and to hold themselves fully accountable for both their mistakes as well as their successes. Homework is a responsibility that rightfully belongs to the child/student, not the parents. When parents get too involved, they set the process on its head. The “lessons” get done, but the real lesson doesn’t get learned.

### **Autonomy**

Homework helps students in self-governing and standing on their own two feet. Homework is the first time someone other than a parent has assigned tasks to the child/student on a consistent basis. In that sense, homework breaks new ground. The child/student is now accountable outside the family. The manner in which this golden opportunity is managed will either enhance or obstruct the child’s gradual emancipation. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents*” Thousand Oaks, CA: Corwin Press).

### **Perseverance**

Homework contributes in confronting challenges with determination and striving in spite of difficulties. There’s no point to a child doing homework if every time he becomes frustrated, parents absorb that frustration and make it all better. They seem to believe that standing aside and letting a child fight with frustration, especially when the grappling could have been prevented, is neglectful, and perhaps even abusive. Little do they realize that more often than not, making a child’s life easier in the present will only make it harder in the future. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents*” Thousand Oaks, CA: Corwin Press).

### **Time Management**

Homework helps in developing the ability to recognize time in an effective, productive manner, to complete tasks on schedule without compromising quality. In this regard, it’s most unfortunate that most parents tell children when to start their homework, but not when it must be finished. This sets the stage for a nightly homework marathon. Instead of learning to manage

time, the child learns to waste it. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents*". Thousand Oaks, CA: Corwin Press).

### **Initiative**

Homework enables students to be self-motivated and assertive, to be decisive in defining and pursuing personal goals. It boils down to this - Who decides when it's time for the child to begin his homework? Initiative is like a muscle. If it's exercised, it strengthens. If, on the other hand, other people are assuming initiative for the child, he will not ever develop the strength to exercise it on his own. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents*" Thousand Oaks, CA: Corwin Press).

### **Self-Reliance**

Homework assists students to boast trust and self-confidence in their abilities. Managed properly, homework empowers, affirms, enlarges, fulfills, actualizes, and enables the child's capacity for competence. Mismanaged, it diminishes, deflates, and disables. And there is no in-between. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents* "Thousand Oaks, CA: Corwin Press).

### **Resourcefulness**

Homework strengthens the capacity to find, invent or adapt creative means of solving problems. This is the business, the very stuff of being human. Homework provides the child with a great deal of material.

In short, the manner in which the issue of homework is negotiated, managed, and otherwise handled within a family sets certain precedents that impact greatly the child's/students response to future challenges and problems. Most importantly, through homework assignments the child/student develops skills that help him in developing and enjoying a successful adulthood. (Cooper, Harris. *The Battle over Homework: Common Ground for Administrators, Teachers and Parents*" Thousand Oaks, CA: Corwin Press).

According to Hallam (2004) homework has become an issue of research and media attention all over the world. In the United Kingdom, the news media follow this issue closely and new research continues to be conducted. According to Alanne & Macgregor, 2007, in Australia, both governments and independent researchers have analyzed homework. In the United States, the issue of homework has been dealt by various researchers such as Cooper et al. systematic reviews on homework, (1989 & 2006), United States Department of Education, (2007), and advocates of homework such as Kohn, (2006). All of them pronounce upon the issue of homework. According to Cameron & Bartel, (2008) in Canada, there has been substantial media attention over the past few years and new research has been published by the Canadian Council

on Learning in (2007). In short, homework is an important issue both inside and outside the academic world. (Walker, J., & Hoover-Dempsey, 2008).

### **Statement of the Problem**

The problem under study was to investigate the teachers' perception regarding the effect of homework on students' academic achievement.

### **Objectives of the Study**

The objectives of the study were:

- 1 To know the teachers' views regarding the effect of homework on students' academic achievement.
- 2 To give suggestions and recommendation in the light of the study.

### **Research guiding question**

- 1 Does homework effect students' academic achievement?

### **Delimitation of the study**

The study was delimited to:

- a) Teachers teaching at Government Primary Schools at District Bannu.  
Teachers teaching at Government Middle Schools at District Bannu.
- b) Teachers teaching at Government High Schools at District Bannu.

### **Research Methodology**

#### **Population**

Population of the study consisted teacher of government primary, middle and high schools at district Bannu.

#### **Sample**

The sample of the study was drawn as under.



### **Sample of schools**

The researcher randomly selected using cluster sampling technique a total of sixty schools out of which twenty were Government Primary, twenty Middle and twenty High Schools.

### **Sample of teachers**

The researcher conveniently selected a total of three hundred teachers out of which hundred were Primary School Teachers (PST), hundred CT and hundred Senior English Teachers (SET) from the sampled schools at district Bannu.

### **Research instrument**

A questionnaire was developed in the light of review of literature and with the help of research and language experts.

### **Pilot Testing**

The questionnaire was tried out by administering it to fifty respondents of government boys' primary, middle and high schools. They were asked to point out those terms and statements, which they could not understand properly. Keeping in view their responses and comments the questionnaire was modified. The questionnaire was again tried out. The respondents showed their satisfaction and reported that all question were understandable and clear.

### **Data Collection**

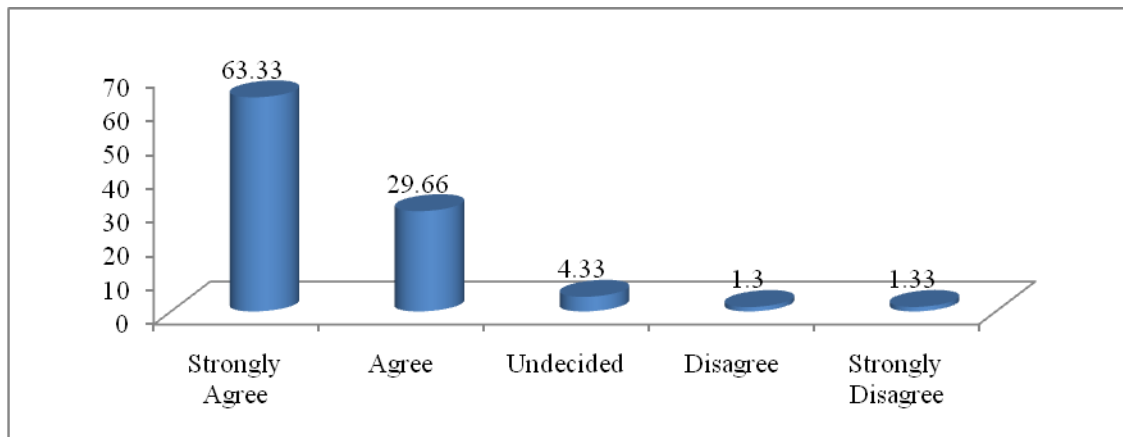
The researcher personally visited all the sampled schools for collection of data. The questionnaire was distributed among the teachers of Primary, Middle and High Schools in order to know their perception about the effect of homework on students' academic achievement. They were requested to fill and return the questionnaires within a week. Thus, more than three hundred filled questionnaires were collected from target teachers.

### **Analysis & Interpretation of Data**

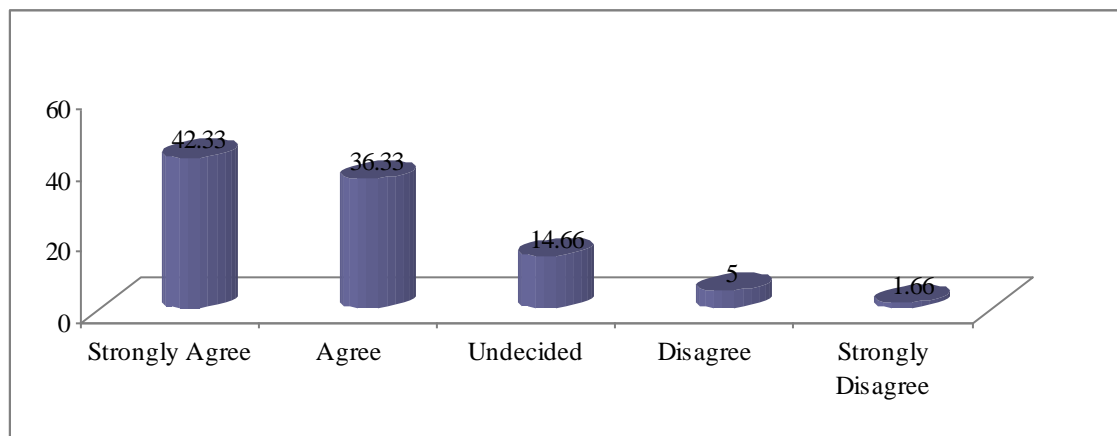
Data collected through questionnaire was arranged, tabulated and it was analyzed and interpreted in the light of objectives of the study. For statistical analysis percentage was applied.



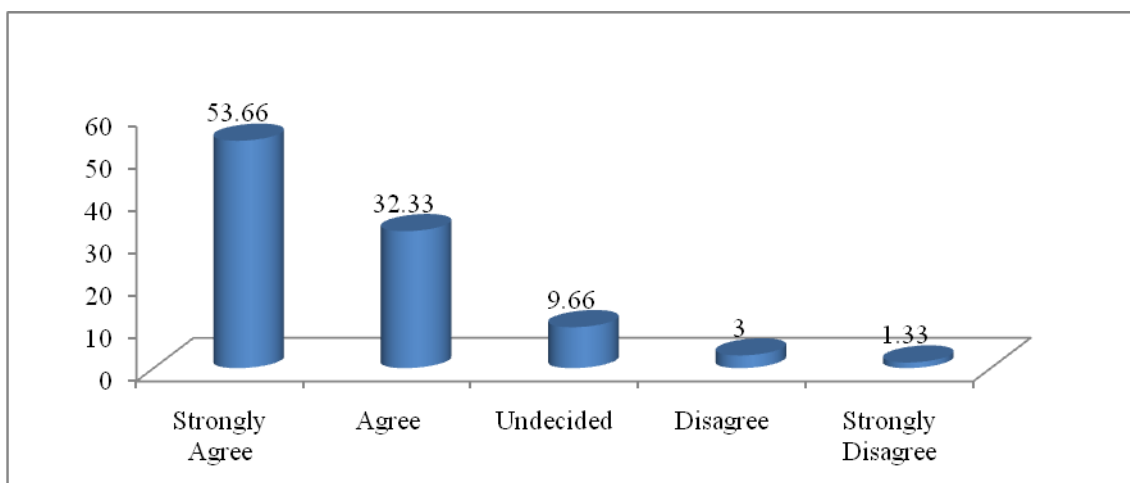
**Table No: 1 Homework contributes to students' intellectual development.**



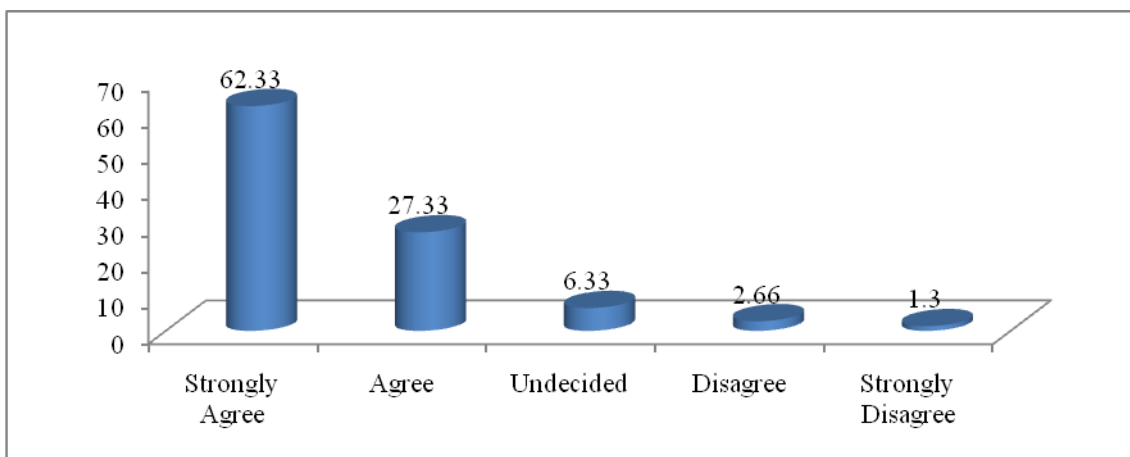
**Table N: 2 Homework enriches students' affective capabilities.**



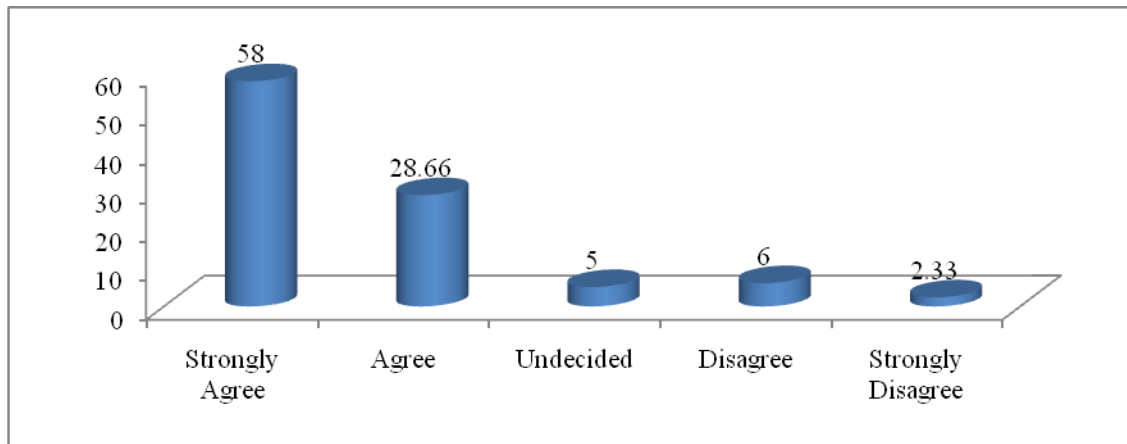
**Table No: 3 Homework helps students in psychomotor development.**



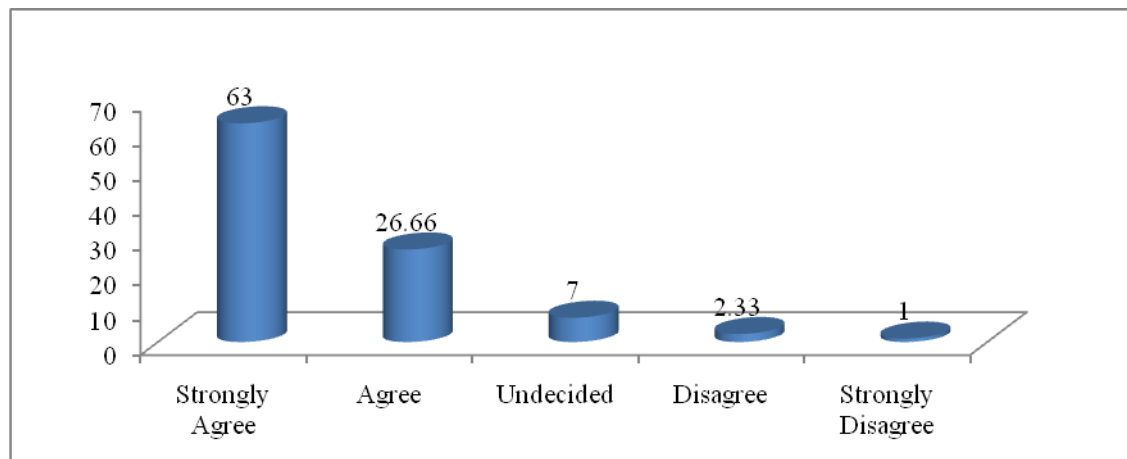
**Table No: 4 Homework improves students' individual development.**



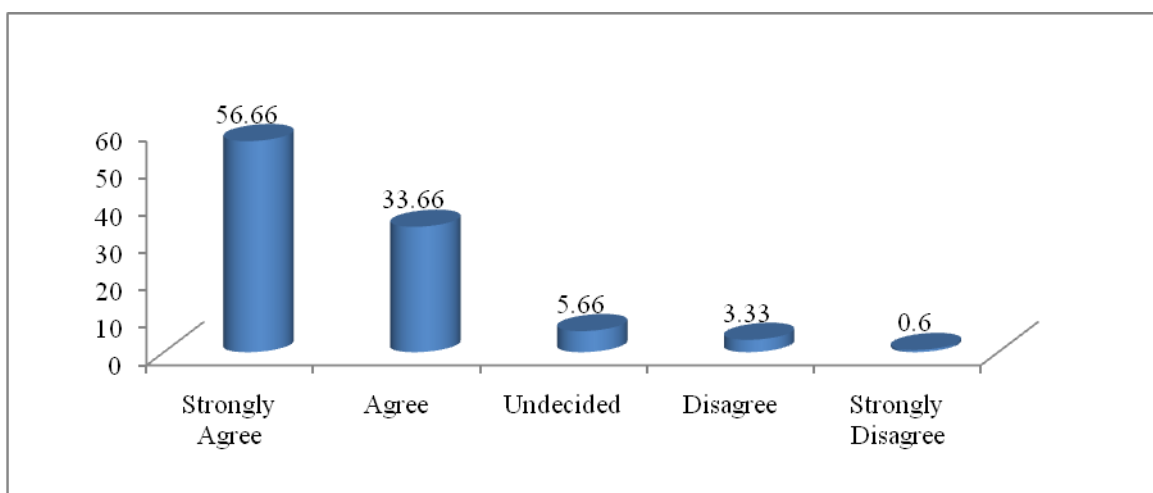
**Table No: 5 Homework compels students' to study at home.**



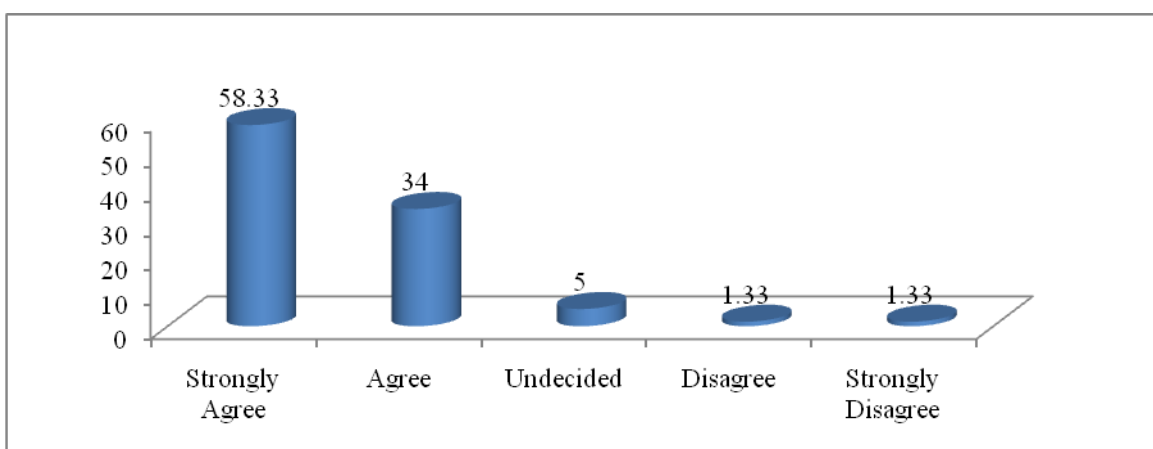
**Table No: 6 Homework develops students' habit of study.**



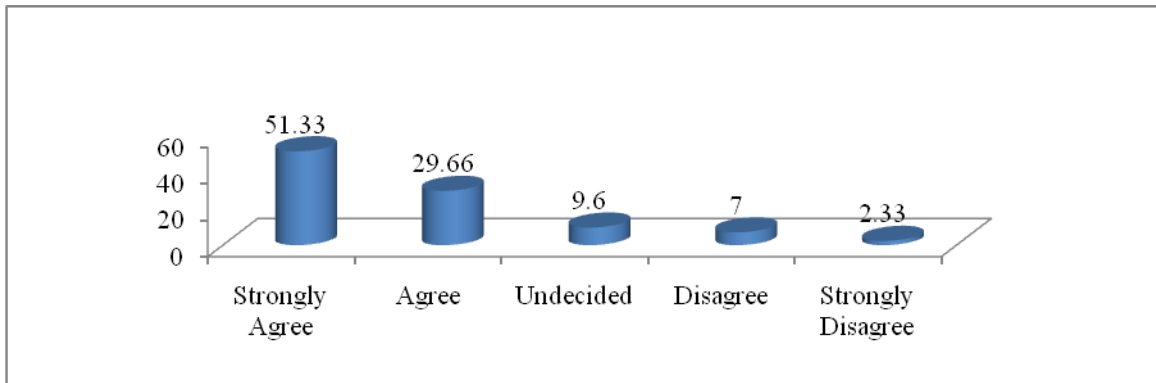
**Table No: 7 Homework improves students' spelling, reading and writing.**



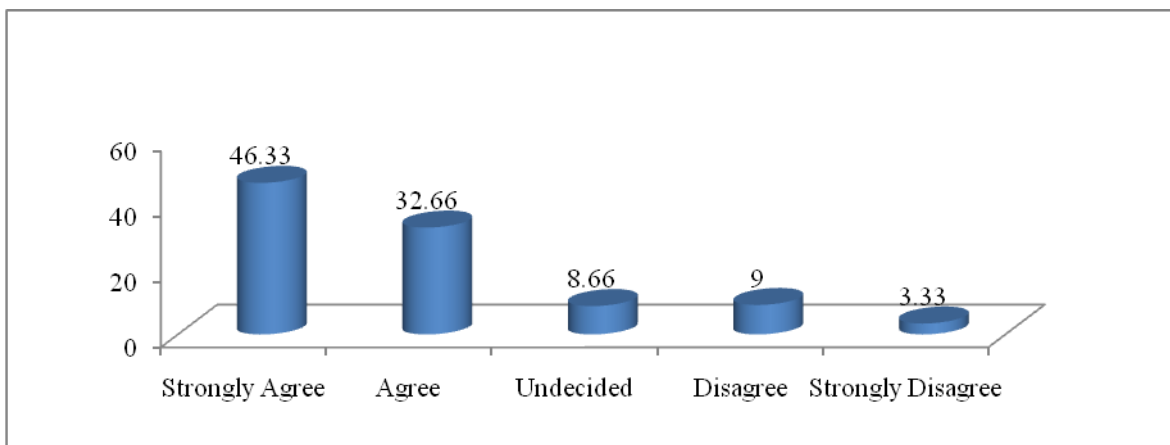
**Table No: 8 Homework provides opportunity for revision and practice.**



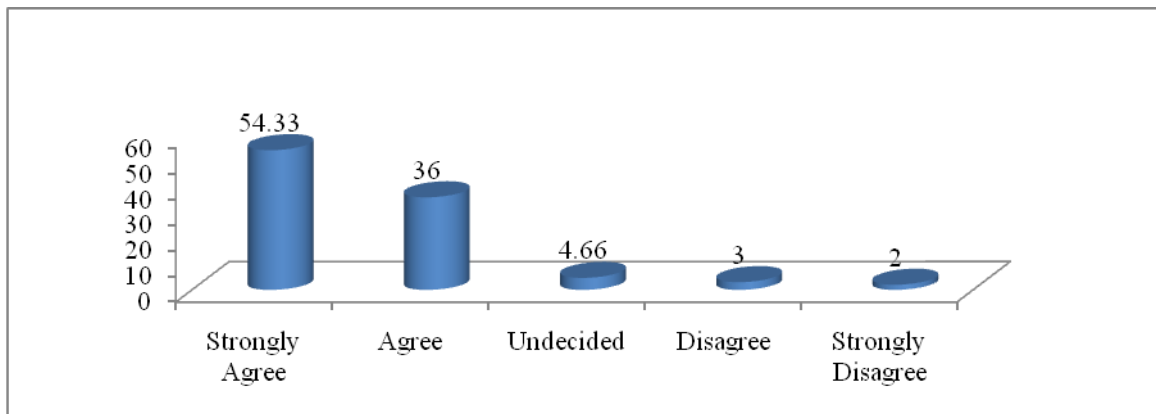
**Table No: 9 Homework helps students' to explore subjects more fully than time permits in the classroom.**



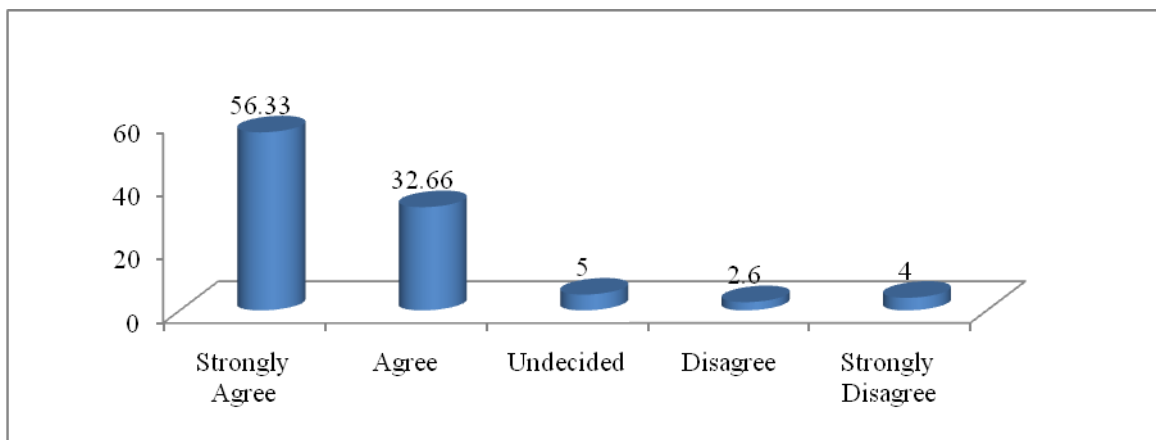
**Table No: 10 Homework inhabits students in using resources such as library.**



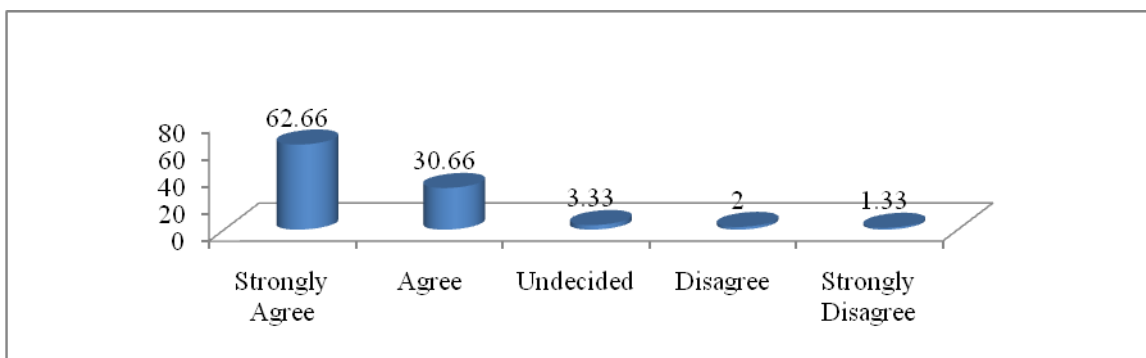
**Table No: 11 Homework enables students' to learn, organize and manage their time properly.**



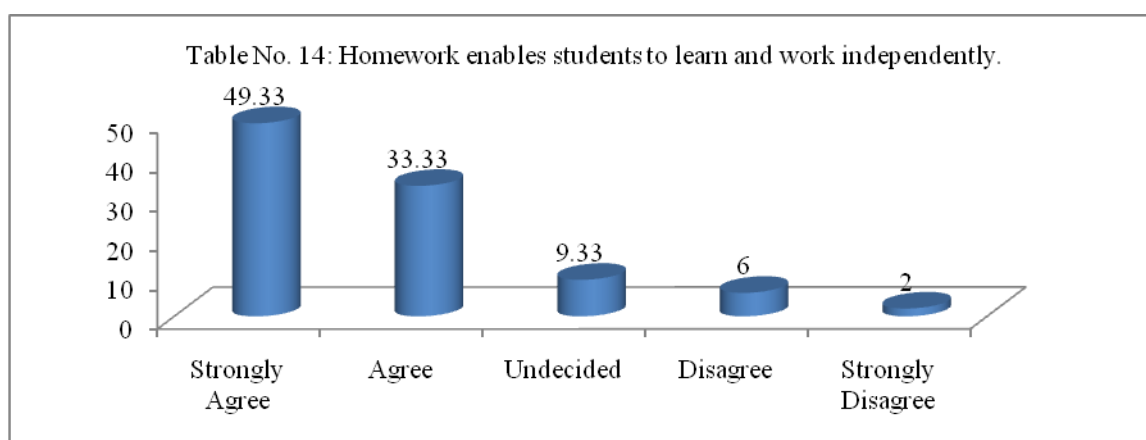
**Table No: 12 Homework motivates sense of responsibility and self-learning.**



**Table No: 13 Homework helps in better learning of different subjects especially English, Math and Science as they need much time.**

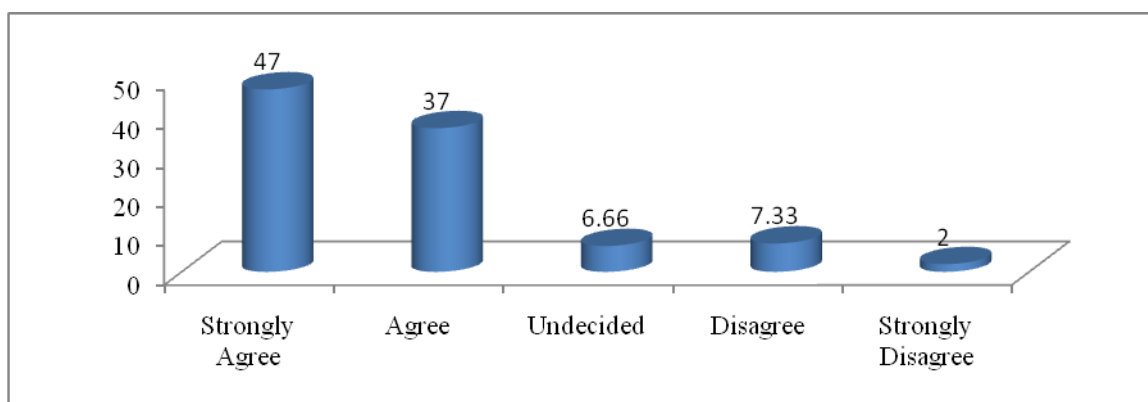


**Table No: 14 Homework enables students to learn and work independently.**

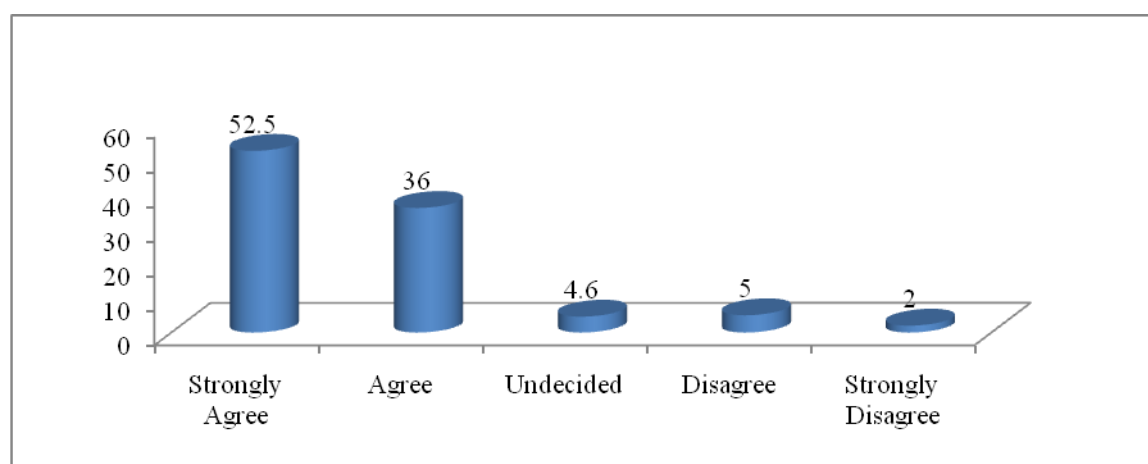




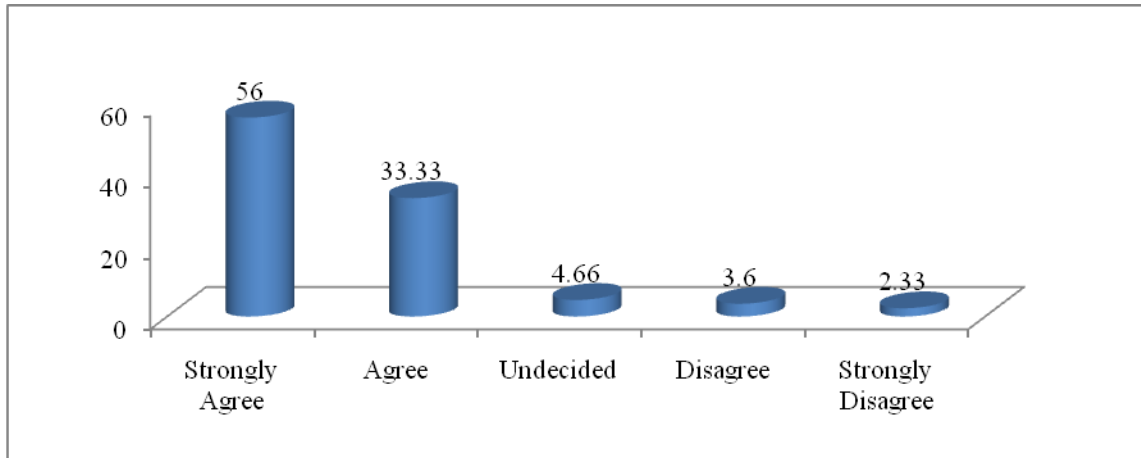
**Table No: 15 Homework develops confidence to deal with frustrations and solve problems themselves.**



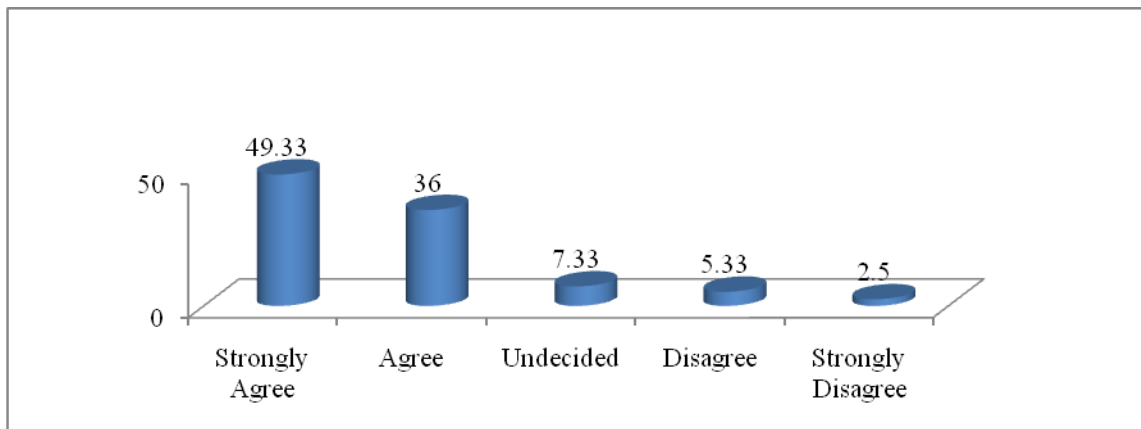
**Table No: 16 Homework enriches memorization.**



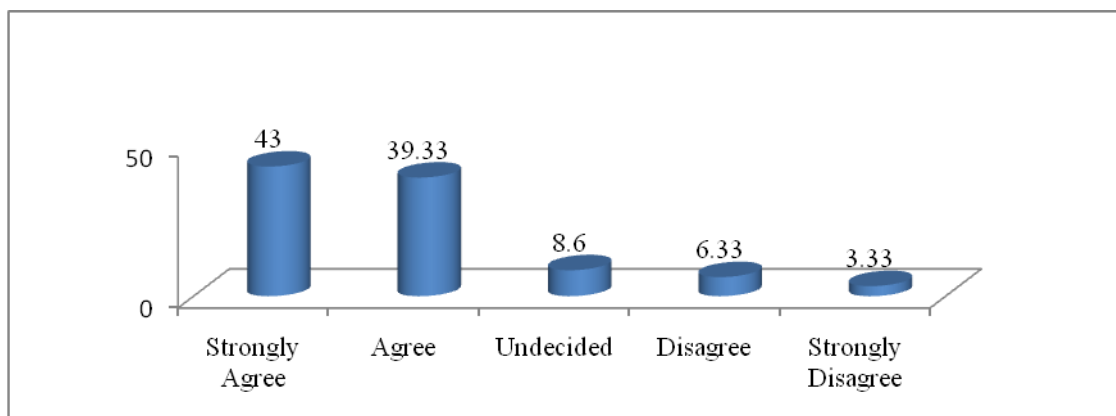
**Table No: 17 Home work enriches vocabulary.**



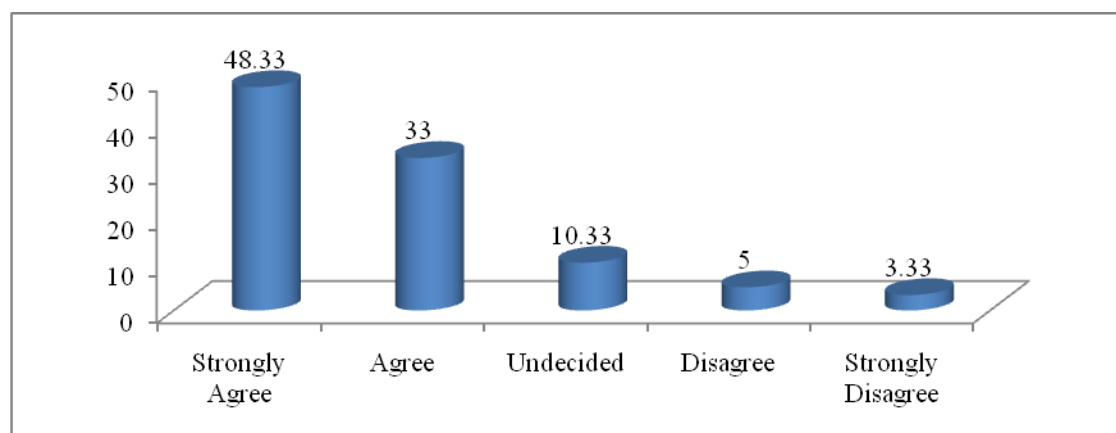
**Table No: 18 Homework discourages cheating and develops the habit of hard work.**



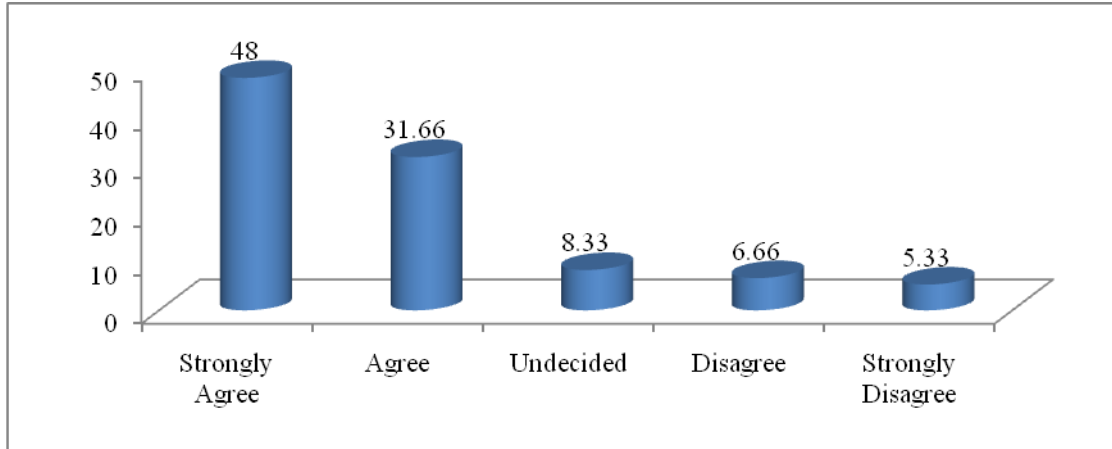
**Table No: 19 Homework provides feedback to the teacher about students' strengths and weaknesses.**



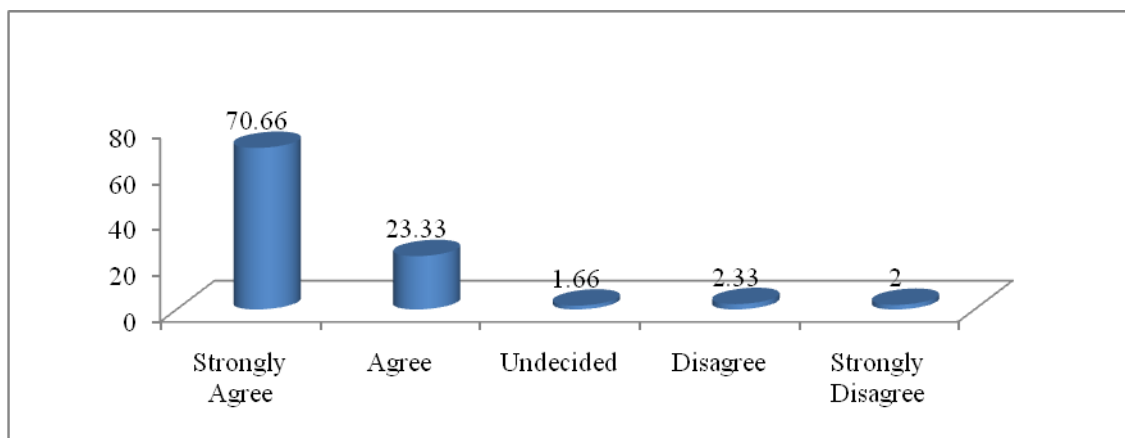
**Table No: 20 Homework helps the teacher in grouping students.**



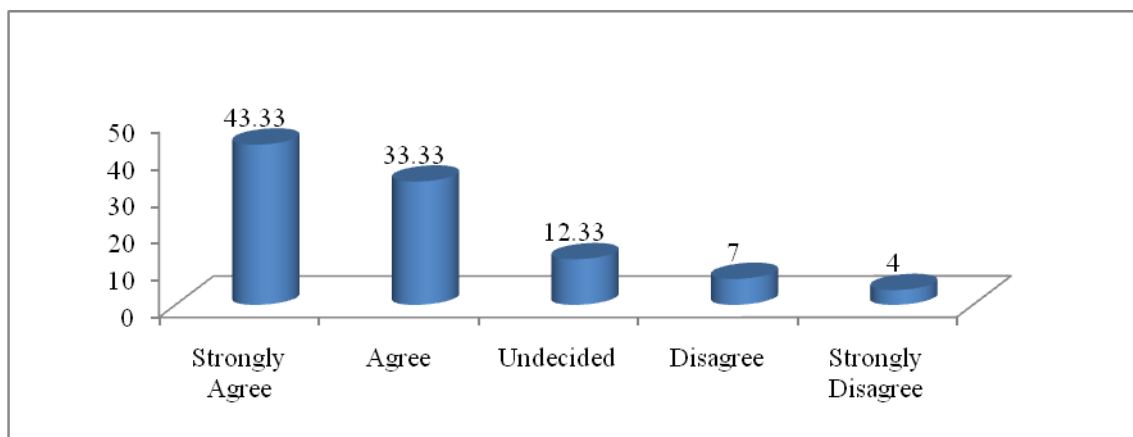
**Table No: 21 Homework prepares students for the next day's class.**



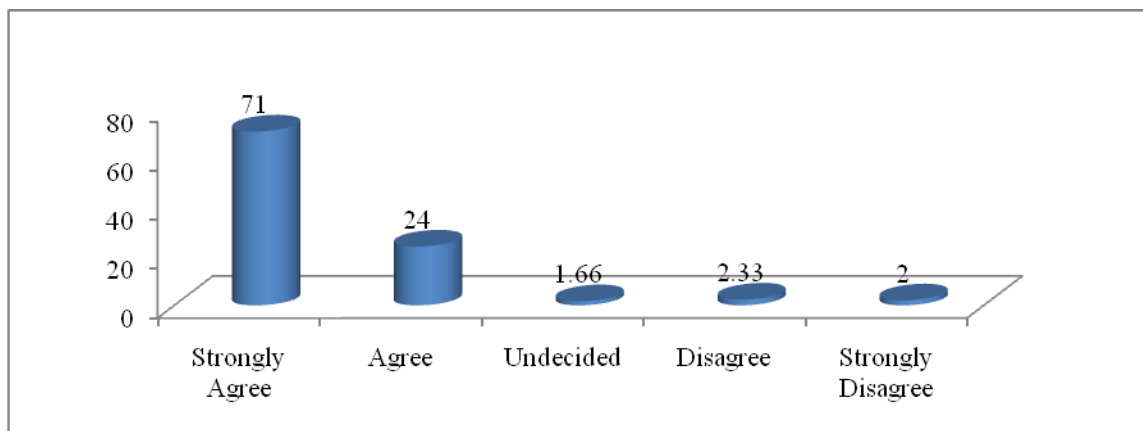
**Table No: 22 Homework facilitates teacher in teaching.**



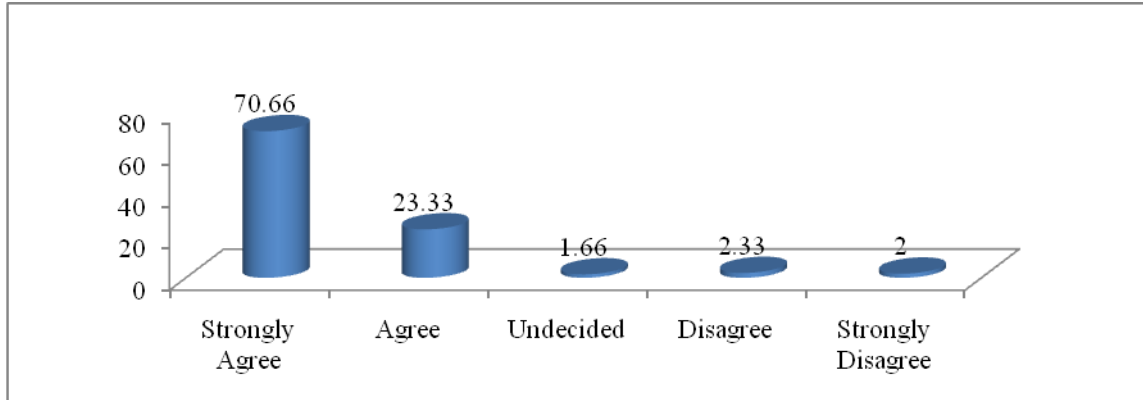
**Table No: 23 Homework enables the teacher to complete the syllabus in time.**



**Table No: 24 Homework helps students in good preparation for examination.**



**Table No: 25 Homework improves students' academic achievement.**



### Findings

1. Majority of teachers were strongly agreed that homework contributes to students' intellectual development.
2. A large number of teachers were strongly agreed that homework enhances affective capabilities.
3. Most of teachers were strongly agreed that homework helps in psychomotor development.
4. Most of the teachers were strongly agreed that homework compels students to study at home and improves their spelling, reading and writing.
5. Most of the teachers were strongly agreed that homework provides opportunity for revision and practice and helps them to explore subjects more fully than time permits in the classroom.
6. Most of the teachers were strongly agreed that homework enables students to learn organize and manage their time properly and motivates sense of responsibility and self learning in them.
7. Most of the teachers were strongly agreed that homework helps in learning subjects such as English, Mathematics and Science as they need much time.
8. Most of the teachers were strongly agreed that homework enables students to work independently and develops confidence to deal with frustration and solve problems themselves and thus discourages cheating and develops the habit of hard work.
9. Most of the teachers were strongly agreed that homework enriches memorization and vocabulary.
10. Most of the teachers were strongly agreed that homework provides feedback to the teacher about students' strengths and weaknesses and helps him grouping them.
11. Most of the teachers were strongly agreed that homework prepares students for the next day class.
12. Most of the teachers were strongly agreed that homework facilitates teacher in teaching and completing the syllabus in time.

13. Most of the teachers were strongly agreed that homework helps students in good preparation for examination and consequently improves their academic achievement.

## **Conclusions**

Based on findings the following conclusions were drawn.

1. Majority of teachers were found agreed and strongly agreed that homework is helpful in students' intellectual, affective, psychomotor development.
2. Majority of the teachers perceived strongly that homework improves students' individual development.
3. Majority of the teachers perceived that homework provides opportunity for revision, practice; enriches memorization and vocabulary and thus helps them to explore subjects more fully than time permits in the classroom.
4. They were agreed that homework enables students to learn organize and manage their time properly, motivates sense of responsibility and self learning. Thus, they develop confidence to deal with frustration and solve problems themselves.
5. Majority of the teachers were strongly agreed that homework helps students in learning subjects such as English, Mathematics and Science as they need much time, homework provides feedback to them about students' strengths and weaknesses, homework facilitates teacher in teaching and completing the syllabus in time as regular homework prepares students for the next day class and homework helps in good preparation for examination and as a result improves students' academic achievement.

## **Recommendations**

1. There is a dire need for raising awareness about the assignment, amount and proper check up of homework.
2. Teachers should be trained properly regarding the assignment, amount and proper check up of homework.
3. A reasonable amount of homework should be assigned to students.
4. Teachers should explain the purpose of homework assignments and ensure that the assignment is understood.
5. Teachers should use a homework planner. It should also be used to communicate with parents
6. Teachers should compare the amount of time students require to complete homework assignments with an anticipated completion time, and modify assignments as needed.
7. Teachers should communicate parents for suggestions about homework assistance, appropriate involvement and provision of congenial environment for homework.
8. Teachers should review homework promptly and provide students with feedback and additional instruction as appropriate.
9. Teachers should assign homework to students while keeping in view the learning disabilities of students.



10. A proper homework policy regarding homework should be devised and implemented in primary, middle and high schools.
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Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Teachers' Perception Regarding the Effect of Homework on Students' Academic Achievement

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