

# CHAPTER ONE

## INTRODUCTION

### 1.1 General background

Language is the most widely used means of communication through which we exchange our feelings, thoughts and emotions between each other. Oxford Advanced Learners' Dictionary (2005,p.862) defines language as “The use by humans of a system of sounds and words to communicate”. This definition clarifies that language is a complex system of sounds and words, which is used by human beings for communication. So, we can say that language is a system of sub-systems because there are sub-systems like phonology, morphology semantics and syntax under a large system of a language.

Every normal human being acquires his/her first language without being explicitly taught. A child by the age of four or five becomes linguistically adult, who is otherwise immature in almost all activities of his life. When children acquire their first language, they not only grasp the formal properties of language but also the functional aspects of it. So, a child becomes not only linguistically competent but also communicatively competent.

A language user becomes communicatively competent when he knows when to use a particular structure, to whom and about what. He has to be situationally appropriate in using the exponents. For this, the person should have the knowledge of particular structures that are to be used in appropriate situations. And, most probably, almost all the speakers have this knowledge in their first language.

It has been recognized that English is a major language for global communication. In addition to their national languages, nowadays, most

countries around the world have put more emphasis on the English language education, realizing that English has played greater roles in international trade, technology, education, entertainment and other aspects of social life. English language achievement of students, therefore, has become one of the significant criteria determining how successful foundation education is. A large amount of resources and a considerable portion of time, especially in formal education situations, have been spent on English education: planning, implementing, supervising, testing, evaluating and training.

Numerous papers and studies have been carried out to determine factors that influence achievement levels of EFL students. The structure, processes and content of classroom instruction are certainly their major influences on EFL achievement. In addition, educational researchers agree that characteristics of individual students', their families and how students spend their non-school hours are also important contributors as to how well or not so well their achievement at school is.

### **1.1.1 The English language in Nepal**

Since English is a world language, its teaching takes place all over the world. The world has entertained the taste of speaking English for many decades. Nepal is no exception to it. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circle since Rana regime. Although the standard and value of English persists all around the world, we cannot say whether teaching of English should take place in a native-like environment or not. Teaching of English is taking place with its myriad terminologies like Teaching English as a second Language (TESL), Teaching English as Foreign Language (TEFL), Teaching English for Speakers of Other Languages (TESOL) and English for Specific Purposes (ESP), English Language Teaching (ELT), and so on.

Teaching of the English language in Nepal remains in vicious circle with nebulous ideas and practices. Nepali teachers of English have been lobbying with many vibes: some are already established and some are emerging. The greatest misfortune for adapting such vibes is that they lack relevancy to our context. They are experimented in America, Britain and other English speaking countries in a native language context and we try adapting to these which may no longer be suitable in our context. For the best instance we are still using Grammar Translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students and we have no longer used communicative method and task-based learning methods. We do not know which method is suitable for us. Thus, standard of ELT in Nepal is no more than parasite. Simply putting it in other words ,the teaching on English is in chaos with a number of methods and techniques along with vague approaches.

There is no doubt that English has got ovation in Nepal in its use in pedagogy, mass media and so on. But because of the lack of its professional development teaching of English does not seem to go satisfactorily. Generally there are two factors affecting the effective teaching of English : sociolinguistic situation of Nepal and lack of expertise in ELT. Former is concerned with multilingual nature of Nepalese society. According to the Census (2001), there are more than 92 languages having different status which are grouped under four language families: Indo-Aryan, Tibeto-Burman, Dravidian and Astro-Asiatic group. Among these languages, Nepali is only the language which has entertained the status of an official language which is used in mass media and politics. Because of this mono-model language policy, children from speech communities other than Nepali face many difficulties such as dropout, low rate of achievement, etc. at their primary level. In this social background, English

has been introduced from Grade One in Nepal. How can a child, for whom English is a third language, learn English?

The second issue is related to the lack of trained and qualified manpower in the country. We know that the scope of English is wider. Thinking this, different private boarding schools have already started using English as medium of instruction for teaching all subjects except Nepali. Although English has been introduced from Grade One, because of its effective teaching, it has created another problem for children.

### **1.1.2 The English language in secondary level**

English is the appropriate international language for Nepal and a vital tool for any student to become successful in local, national and international communication. Undoubtedly it is the means of international communication and it is also the major world language.

English is taught as a foreign language in all schools of Nepal starting from Grade One and up to grade 12. It is also taught as a compulsory subject in Bachelor level in different universities of the country. During the secondary education, students will spend 80 Percent of their time on the six core subjects: English, Nepali, Mathematics, Science, Social Studies, and Health, Population and Environment, and the remaining 20 percent on optional subjects. The importance of English in Nepalese education is also indicated by the fact that additional English is one of the optional subjects.

The structure of Nepal education system is outlined below:

Pre-primary education	a preparatory phase for primary
Primary Classes	1-5
Lower Secondary Classes	6-8
Secondary Classes	9-10
Higher Secondary Classes	11-12

The two year English curriculum for Grade 9 and 10 has two main purposes: one is to enable students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English.

With these purposes in mind, the curriculum has been prepared in order to make the grade 9 and 10 courses more applicable to society, both in Nepal and outside. Language has been described through language functions such as expressing likes and dislikes, good wishes etc. A single language function can usually be expressed through more than one grammatical structure or set of vocabulary items. For this reason English is used at the Grade 9 to 10 level. Functions remain the same at advanced level but they are recycled with an increasing expansion of structure, vocabulary and register. The curriculum also includes instructional objectives and skills in content areas, and a scope and sequence chart specifying the number of periods for each unit. Further assessment procedures have also been established to assist in the student's educational development.

In short, it is hoped that the curriculum will support, promote and strengthen the aspirations and interests of the nation.

### **1.1.2.1 Aims of secondary education**

The following aims of secondary education focus the national goals of education within the Grade 9 and 10 age range. The aims of secondary education are to produce healthy citizens who are:

- familiar with national traditions, culture and social environment and with democratic values.
- able to use language in daily life.
- creative, co-operative, industrious and independent
- able to contribute to economic development.

### **1.1.2.2 General objectives of teaching English**

The general objectives of teaching English are to enable students to

- a. develop an understanding of and competence in spoken English
- b. communicate fluently and accurately with other speakers of English
- c. develop competence in understanding a variety of reading texts
- d. gain the skill necessary to write English appropriately
- e. develop an ability to use simple reference materials
- f. read, appreciate and enjoy literary texts, and
- g. develop an awareness of cultural and ethical values relevant to Nepal.

### **1.1.3 The English language in class nine**

The new Grade 9 curriculum is based on a functional or communicative approach to language teaching. The functional language teaching approach emphasizes the teaching of language functions along with grammatical items and languages structures. We use language to get things done, for example, to

greet someone, to ask for permission, or to express intentions or plans, each of these is a language function.

The main thrust of the new curriculum is on the development of communicative competency in students. This means that students should be able to communicate both in spoken and written English, not only by using grammatically correct sentences but also by using the appropriate utterances according to the demands of the situation.

The new Grade 9 English curriculum and text book implemented by the curriculum Development Center are different from the old ones; it is therefore essential to familiarize teachers with the modern approaches, methods and techniques that they need to follow to use the text book in the spirit of the new curriculum.

In this book, the lessons are organized consistently in each unit. Each unit of the book has reading material, followed by a variety of exercises. Each unit has a lot of materials involving listening and speaking activities and exercises designed for listening and speaking will give students the opportunity to use the language in their day to day activities and improve their communicative competency in English.

At the beginning of the book, exercises and activities revising previous learning are included, referring to grammatical structures that have been learnt and taught in the previous grades. There is also a glossary.

The Grade 9 textbook is based on the communicative approach and is therefore, student-centered allowing the teacher to play the role of a facilitator.

#### **1.1.4 Activities of teachers and students to meet objectives**

At the end of Grade 9, students should be able to integrate receptive and productive work in the four major skills (Listening, Speaking, Reading and Writing). To meet these objectives, both teachers and students have to do different activities.

Teaching and learning in the classroom should be learner-centered. Children learn by doing. Language teachers should give students every opportunity to use language. The teacher's role should be that of a manager, guide and a facilitator, not that of an authority. Teachers should provide students with the materials and opportunities to use the language. Mainly demonstration with realia, 'dramatization and role play' and 'group and pair work' are some of the activities applied by teachers.

Similarly, students also perform varieties of activities while learning. Among them, class work and homework are the main activities. Class work is provided in the classroom during teaching learning activities under the direct supervision of the teacher where as homework is provided to solve at home.

#### **1.1.5 Homework**

Homework is defined as student learning activities conducted outside of school hour not under the direct supervision of the professional educator. It is taken as an integral part of the instructional activities and learning programmes which is articulated throughout curriculum. In school level education, it is an effective academic tool for students' and learners' academic success. Homework is accomplished at home where parents can support students' learning.

Homework is generally regarded as school work formally assigned for completion outside school time. Oxford Advanced Learner's Dictionary (2005,p.746) defines homework as "Work that is given by teachers for students to do at home"

According to Parajuli (1999,p.24), the quantity of homework depends on the progress of the class and the individual pupil. Homework need not be given on every occasion in every subject. The homework given in the first and second year will not normally be more than one hour per evening. In the third and fourth year, the home work should be increased. "Homework was viewed as an intrusion on student's extra-curricular activities" (Cooper, 2001,p.214).

Mainly the types of homework assigned to the students are: writing exercises, grammatical exercises, reading comprehension exercises. However, homework assignments can be classified in various ways. On the basis of their purpose, there are four types of homework following Harold (1982,p.117). They are:

- a. **Practice:** designed to drill or reinforce skills and information covered in class.
- b. **Preparation:** given to prepare students to profit from subsequent lessons.
- c. **Extension:** provided to ascertain if a student can extend the concept or skill learned in a class to a new situation.
- d. **Creative:** designed to require students to integrate many skills and concepts in producing some project.

In fact, whatever the type of homework is, it develops within children a lifelong interest and desire for continual learning. Regularly assigned homework contributes to the higher academic achievement of students.

However, homework of course, is a controversial issue. It has both advantages and disadvantages. They are discussed below:

### **1.1.6 Advantages and disadvantages of homework**

#### **a. Advantages**

Homework is one of the most important parts of a lesson plan out of 5 parts. So, it also highlights the necessity of homework.

Homework has the following advantages:

- a. Reinforces ideas and concepts that have been introduced during the day.
- b. Helps teachers determine whether or not students have mastered those ideas and concepts.
- c. Keeps parents connected to the school and shows them what their children are learning.
- d. Provides students with an opportunity to study a subject in-depth and complete project that can not easily fit in to the regular school day.
- e. Teaches responsibility and accountability.
- f. Prepares children for the demands of college and the work face.
- g. It creates a closer bond between the home and the school.
- h. It encourages students' initiative and develops independent learning skills.
- i. It provides opportunities to use human and physical resources not available in the school.
- j. It teaches students to develop self-reliance, follow directions and organize their time to improve their study skills and work habits.

#### **b. Disadvantages**

Everything has both merits and demerits. Even though homework has a lot of advantages, it has some disadvantages too, no doubt. Homework has the following disadvantages:

1. Satiation
  - a. Loss of interest in academic material.
  - b. Physical and emotional fatigue.
2. Denial of access to leisure and community activities.
  - a. Parental interference.
  - b. Pressure to complete and perform well.
  - c. Confusion of instructional techniques.
3. Cheating
  - a. Copying from other students.
  - b. Help beyond tutoring.
4. Increases differences between high and low achievers.

### **1.1.7 Factors influencing homework**

Difficulty, length, objectives, feedback, support and scheduling time are variables related to homework that appear to make the most difference in results of achieving achievement.

Walberg (1986, p.14) indicated in his journal , entitled ‘Does homework help?’ that the different factors play a vital role in influencing homework. That model has been presented here.

#### **a. A model of factors influencing the effects of homework.**

1. Exogenous Factors
  - a. Student characteristics
    - i. ability
    - ii. motivation
    - iii. study habits
  - b. Subject Matter
  - c. Grade level

## 2. Assignment Characteristics

- a. amount
- b. purpose
- c. skill area utilized
- d. degree of individualization
- e. degree of student choice
- f. completion deadlines
- g. social context

## 3. Initial classroom factors

- a. facilitators
- b. provision of materials
- c. suggested approaches
- d. links to curriculum
- e. other rationales

## 4. Home community factors

- a. Competitors for student time
- b. Home environment
  - i. space
  - ii. light
  - iii. quiet
  - iv. material
- c. Others involvement
  - i. parents
  - ii. siblings
  - iii. other students

## 5. Classroom follow-up

- a. Feedback
  - i. written comments
  - ii. grading
  - iii. incentives

- b. Testing of related context
- c. Use in class discussing
- 6. Outcomes or effects
  - a. assignment completion
  - b. assignment performance

### **1.1.8. What does too much homework look like?**

Too much homework is the culprit:

- a. A child does not have time to relax, have fun, play or hang out with friends.
- b. A child does not have time for extra curricular activities, sports, scouts.
- c. A child spends hours doing busy work.
- d. A child misses dinner.
- e. A child misses family events entirely.
- f. A child stays up late or losses sleep worrying.
- g. A child is stressed out.
- h. A child no longer enjoys reading or exploring new ideas and topics.
- i. Family schedule revolves around the child's homework.
- j. Family's weekends, holidays and vacations seem just like regular school nights.

### **1.1.9 Correction technique**

At the end of the lesson, some homework is assigned to the students on the same topic. The purpose of homework is to make practice and to organize and study the topic. We can say that some errors of the learners should be corrected although some theorists of language learning put forward to their argument in favour of not correcting the errors. Then a vital question arises how to correct the errors. In this regard, there are two ways of correcting them. They are:

- a. Implicit technique and
- b. Explicit technique

### **a. Implicit technique**

In implicit correction, the teacher does not provide the correction. He uses different strategies to make the learners realize the errors made by them. Different ways of implicit correction are given below:

#### **i. Self-correction**

The students should be carefully trained to study their own scripts systematically in order to eliminate as many errors as possible before presenting them to the teacher. Carelessly presented works should be refused and given back to students for re-writing. The teacher should instruct them to follow easy to complex, known to unknown and part to whole methods.

#### **ii. Peer correction**

Students can correct their classmates' works themselves. In such activities, the students can exchange their notebooks. They also make attempts to correct their mistakes or errors themselves. In a large class, the correction job is very difficult. So, some students can be asked to write on the blackboard so that such kind of homework can be corrected at a time. By this work, the whole class will be benefited at a time.

### **b. Explicit correction**

In this technique the teacher shows the learners' ignorance and corrects the errors immediately. The teacher says 'No', and 'Wrong' and provides the correct version. The teacher uses different types of symbols for different types of errors. For instance, he might underline the mistake and put a mark somewhere for indicating different errors on spelling, wrong tense, agreement, wrong tense use etc.

## **1.2 Review of the related literature**

Researchers at several major universities in the world are carrying out researches on homework. They have different attitudes towards it. Goldestein (1960) concluded that the potential power of homework is directly related to the quality and evenly planned distribution of assignments. Similarly, England and Flatley (1985) noted that homework is an essential part of an effective and well instructional program. Zentail and Goldstein (1999) noted that Homework completed outside of school should be skill-level appropriate and relate in meaningful way to the ongoing instruction in the classroom. Cooper (2001) discovered that appropriate homework and well designed student practice will increase students learning. A few key changes in practice may make a significant difference in student achievement by increasing the positive effects. Likewise, Cooper et al. (2006) noted that the homework leaves positive effects on graders, test scores and attitudes towards formal learning.

Awasthi (1979) carried out a research entitled “A study of attitudes of different groups of people towards the English language in the secondary schools of Kathmandu district”. His objective was to identify the attitudes of different groups of people towards the English language. He found that all the groups had positive attitudes towards the English language. Sapkota (2002) carried out a research entitled “The attitudes of teachers towards grade ten teachers’ guide” His objective was to present the attitude of teachers towards the teachers’ guide for grade ten English. He found that all teachers had positive attitude towards teachers’ guide. Ojha (2005) conducted a research entitled “A study on assignment of homework”. His objectives were to find out trained teachers’ view of homework, to find out the types of homework assigned to the students, to find out how homework is being corrected. He found that the trained teachers defined homework as a necessary task assigned to students for practice, revision and understanding of the lesson taught in the class. The types

of homework assigned to students were writing exercises, grammatical exercise and reading comprehension exercise. It was found that most of the teachers had not been using any correction technique.

Hence only one research has been carried out under homework which wanted to find out trained teachers' views of homework. The present study differs from this because it aims to identify the attitudes of teachers (trained and non-trained both) and students towards homework.

### **1.3 Objectives of the study**

The objectives of this study were:

- a. To present the attitudes of teachers and students towards homework.
- b. To recommend some pedagogical implications

### **1.4 Significance of the study**

This study attempts to identify the attitudes of teachers and students of private schools towards homework. Thus, it is useful to those schools having similar geographical and social features. It may be useful for the planner and policy makers too. Finally, it also opens the gate of further studies related to this issue. It is useful for those students or teachers who have keen interest in the consequences of reading, writing and drawing homework on teaching and learning activities since this study has fully covered these issues practically.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the source of data, sample population and sampling procedure, tools for data collection and process of data collection.

#### **2.1 Sources of data**

In this study, both primary and secondary sources were used. Primary source was used for collection of data and secondary source was used to facilitate the study.

##### **2.1.1 Primary sources of data**

The primary data included the responses to the questionnaires collected from the students of grade nine, and secondary level English teachers of various private high schools of Kathmandu valley.

##### **2.1.2 Secondary sources of data**

Apart from primary sources, the researcher went through the related books, journals, reports, theses etc. to facilitate the study. Some of them were Goldestein (1960), Cooper (2001), Parajuli (1999).

#### **2.2 Sample population and sampling procedure**

The sample population of this study consisted of one hundred and sixty students studying in Grade IX and forty English teachers teaching in secondary level from 16 private schools of Kathmandu valley. The students and the teachers as well as the schools were selected randomly. However, to make the homogeneous characters among all sample schools, as far as possible, "1" is to '4" formula had been applied for suitable proportion between teachers and

students. Due to this, the drawbacks and errors at the time of determining sample size have been tried to be minimized.

### **2.3 Tools for data collection**

Only one type of research tool - questionnaire - was prepared and used to elicit the required data. The mode of questionnaire was close-ended. (This is given in appendix I and appendix II)

### **2.4 Process of data collection**

The researcher first visited the randomly selected secondary schools with the official letter from the campus. He requested the authorities to assign to him a convenient time for the study. He administered the questionnaires to the students with proper suggestions and indications. The researcher himself was present when the questionnaires were being completed by the students. He, then, distributed the questionnaires to the English teachers and collected the completed ones.

### **2.5 Limitations of the study**

The limitations of the study were as follows:

- a. The research was conducted only in sixteen private high schools of Kathmandu valley.
- b. The informants of the study were one hundred and sixty students studying in class IX and forty English teachers teaching in secondary level.
- c. There were not any particular socio-economic factors while selecting the sample population i.e. castes, sex, age, family background among the sampled population.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

#### **3.1 Analysis of the responses obtained from the students**

Homework, indeed, is one of the activities performed by students without the direct supervision of teachers. It is taken as the important and effective way for learners' academic success. However, the students/learners take it in different way. The problems of homework and homework related issues are briefly discussed in terms of attitudes of students towards homework.

##### **3.1.1 Types of homework and its regularity**

Reading, writing and drawing are the important aspects of homework that the students get. Since homework is an effective tool/learning process, it is provided daily. Students get homework in either this or that subject regularly. Hence, under this study area, the percentage of getting homework by its types has been discussed.

**Table 1**

**Percentage distribution of students by regularity of homework with its types**

S.N.	Types of homework	Number of students	Percentage
1.	Reading	47	29.37
2.	Writing	99	61.87
3.	Drawing	14	8.75
Total		160	100

From the above table, it can be said that most of the students got writing-type of homework daily. In fact, 61.87 percent of them received writing homework,

followed by reading (29.37%). Ninety One percent of them did not get drawing type of homework daily. Reading and writing homework were the daily given type of homework.

### 3.1.2 Types of homework students like

As above said, reading, writing and drawing are the major aspects of homework. The intention of students play crucial role on defining homework types. Some students like reading and others like drawing. There is not any particular measurement of defining homework as to what and why they like the particular one. Here, the following table illustrates the types of homework with students' intention.

**Table 2**  
**Percentage distribution of students by type of homework they like**

S.N.	Types of Homework	Number of students	Percentage
1.	Reading	78	48.75
2.	Writing	21	13.12
3.	Drawing	45	28.12
4.	Project Assignment	16	10.00
Total		160	100

The above table clearly demonstrates the percentage of students by their favourite types of homework. Reading, among all types, was the popular (48.75%) followed by drawing (28.12%). Students who liked writing were of 13.12%. In fact, only 10 percent students liked project assignment type of homework.

### 3.1.3 Assistance on doing homework

Home such as tutor, father, mother, elder brother/sister, can help the students on solving the homework related problems. Assisting students in such cases help to achieve the targeted objectives. The following table shows the percentage of students who get the assistance from different people.

**Table 3**

**Percentage distribution of students by their assistants on doing homework**

S.N.	Assistants	Number of students	Percentage
1.	Family Members	34	21.25
2.	Home Tutor	50	31.25
3.	Friends	53	33.12
4.	No Support	23	14.37
Total		160	100

Friends had the highest percent from which the students received help while they faced problem on doing homework. In fact, one third (33.12%) students were assisted by their own friends. Tuition teachers, on the other hand, had the second highest percentage. Family members also supported to 21.25 percent students. But, 14.37 percent students did not get any support.

### 3.1.4 Punishment for not doing/incomplete homework

Mental, physical and other types of punishment are still prevalent in our country. Scolding in front of all students, slapping, beating etc. are common in most of the institutions. They have carried some negative impacts on students learning process. The following table indicates the percentage of students responding to punishment system.

**Table 4**

**Percentage distribution of students by types of punishment they receive**

S.N.	Types of Punishment	Number of students	Percentage
1.	Physical Punishment	93	58.12
2.	Scold in front of all	43	26.87
3.	Take to principal	10	6.25
4.	Report to parents	14	8.75
Total		160	100

From the above table, it can be said that 58 percent students got physical punishment in case of not doing homework or incomplete work. Teachers also scolded the students in front of all whose percentage is 27 and reporting to the respective guardians was also another type of punishment. The percentage of students responding to the option 'takes to principal' was the least.

**3.1.5 Activities after not completing/not doing the homework**

Homework has positive impacts on students learning process, but it also carries negative aspects, if it is taken unscientifically. There are several results that students might receive after not doing the homework. Due to the possible punishment given by teachers, students may suffer from several negative impacts. The following table shows it clearly.

**Table 5**  
**Percentage distribution of students by the activities they do if they are without homework**

S.N.	Results	Number of students	percentage
1.	Remain absent	10	6.25
2.	Go to school without h/w	5	3.12
3.	Apologize with teachers	110	68.75
4.	Copy from friends at school	35	21.87
Total		160	100

From the above table, we can conclude that 69 percent students apologized with their respective teachers and 21.87 percent of them copied their homework in the classroom. Only 6 percent students remained absent, if they were without homework.

### **3.1.6 Response towards reading homework**

Reading homework is a type of homework which is comparatively less responded by the learners. Students take it easily and teachers also feel it easy to evaluate. The following table shows how students response the reading homework.

**Table 6**  
**Percentage distribution of students by their views towards the response of reading homework**

S.N.	Responses	Number of students	Percentage
1.	Really study at home	90	56.25
2.	Do not study at home	29	18.12
3.	Partially study at home	30	18.75
4.	Do not bother about it	11	6.87
Total		160	100

From the above table, we know that more than half of students were committed to their study. The data shows that 18% students were not habituated to read at their home by their own. One fifth of students partially studied at home and only 7 percent of them did not bother about it.

### **3.1.7 Reasons to like reading homework**

No extra burdens, physical easiness, gaining extra knowledge, time saving are some reasons from which students like reading homework rather than writing. Teachers also like reading homework because of its evaluating system. In this regard the following table has been drawn out.

**Table 7**  
**Percentage distribution of students with reasons to like reading type of homework**

S.N.	Reasons	Number of students	Percentage
1.	Easy to learn	53	33.12
2.	No extra effort	45	28.12
3.	Development of reading habit	6	3.75
4.	Even though not read, its ok	56	35.00
Total		160	100

The above table illustrates that one-third of total students preferred reading homework because it is easy to do. The highest percentage of students i.e. 35 liked it because of the option "even though not read, it's ok". Four percent students liked to develop their reading habit via reading homework.

### 3.1.8 Items of reading homework

Lessons taught previously or to be taught the next day, notes, guides are some items of reading homework. The following table provides the percentage of students with items of reading provided by their teachers to them.

**Table 8**  
**Percentage distribution of students by the items of reading homework they mostly get**

S.N.	Items	Number of students	Percentage
1.	Notes provided by teachers	48	30.00
2.	Lessons of books	37	23.12
3.	Self-written answers	61	38.12
4.	Guides/Manual book	14	8.75
Total		160	100

Out of 160 students, 38.12% responded that they are provided 'self-written answers' item of reading homework. Similarly, 30% students said that they are provided notes of teachers and 23.12% said that they are provided lessons of books. Only 8.75% students responded that they are provided guides as item of reading homework.

### 3.1.9 Ways to learn reading homework

There are several ways of learning homework. It can be learnt through writing, reading aloud, discussing to each others etc. It varies according to the nature of students. The following table highlights it clearly.

**Table 9**  
**Percentage distribution of students by the ways they apply to learn reading homework**

S.N.	Ways	Number of students	Percentage
1.	By writing	18	11.25
2.	By reading loudly	125	78.12
3.	By discussing with friends	7	4.37
4.	By reading silently	10	6.87
Total		160	100

Above table shows the highest percentage of students who read loudly for learning reading homework. In fact, their percentage was 78 and only 4 percent of them discussed with their colleagues. Eleven percent of them learnt reading homework through writing and 7 percent of them read silently. It indicates that most of the students like to learn reading types of homework loudly.

### **3.1.10 Evaluation routine of homework**

In order to achieve the determined goals of teaching and learning activities, checking and evaluating the homework play crucial role. However, lack of time, huge student numbers and nature of homework are several factors that influence the teachers for evaluating the homework. In this regard, the following table shows how teachers check and evaluate the given work.

**Table 10**  
**Percentage distribution of students by checking schedule of homework by their teachers**

S.N.	Schedule/Routine	Reading		Writing		Drawing	
		Number of students	%	Number of students	%	Number of students	%
1.	Daily	134	83.75	37	23.12	146	91.25
2.	Once a week	5	3.12	5	3.12	0	0
3.	Twice a week	0	0	2	1.25	0	0
4.	Every three days	10	6.25	6	3.75	2	1.25
5.	Depends upon teachers' mode	5	3.12	74	46.25	8	5.00
6.	Alternatively	6	3.75	36	23.12	4	2.50
Total		160	100	160	100	160	100

The above table shows that most teachers were likely to check the reading and drawing types of homework daily. In fact, their percentage is 83.75 for reading and 91.25 for drawing. There was not a system of homework checking twice a week. Writing homework checking depends upon teachers' mode as 46 percent students accepted so. There was equal percentage of writing homework checking daily and alternatively.

### **3.1.11 Problems on doing homework**

Students face several problems while doing homework. They do not know how to do, on the one hand, and other reasons like lack of time, no supporting hand may also appear at the time of solving problem as homework. The following table shows the percentage of students with the problems that they face while doing homework.

**Table 11**

**Percentage distribution of students with the problems on doing homework**

S.N.	Problems	Reading	Percentage	Writing	Percentage
1.	Do not know how to do	24	15.00	110	68.75
2.	No support while doing	31	19.37	28	16.87
3.	Lack of time to do	51	31.87	16	10.00
4.	No any problems	54	33.75	6	3.75
Total		160	100	160	100

From the above table, we can easily analyze that more than two-third students (i.e. 69%) could not do the writing homework because of its difficulty. However, only one-third students did not face any type of problems while doing reading type of homework. Thirty-two and 10 % of total students faced the time problem while doing reading and writing homework respectively. Around 15 percent students did not get support from anyone while doing both types of homework.

**3.1.12 Methods of checking homework**

Methods which are used in homework checking vary according to the number of students, nature of homework, time frame etc. On the basis of homework, teachers can apply different methods such as peer checking, individual checking, group checking etc. The following table shows the methods of checking homework in detail.

**Table 12**  
**Percentage distribution of students by the methods that are used by their teachers in checking homework**

S.N.	Methods of checking	Types of homework			
		Reading	Percentage	Writing	Percentage
1.	Peer checking	10	6.25	3	1.87
2.	Group checking	10	6.87	0	0
3.	Individual checking	130	81.25	154	96.25
4.	No checking	10	6.25	3	1.87
Total		160	100	160	100

The table has illustrated the methods of checking homework. According to it, 81.25 percent reading homework was individually checked whereas 96.25 percent of writing homework also remained in the same way. Peer checking and group checking were less used in both types of homework. Six percent of reading and 1.87 percent of writing homework were never checked. In this way, individual homework checking system was famous.

### **3.1.13 Volume of writing homework**

Writing homework depends upon its volume. Sometimes it is given long and sometimes short. It might depend upon the time boundary and homework checking schedule. The following table has been drawn to focus upon length of homework.

**Table 13**  
**Percentage distribution of students by their views on length of writing homework**

S.N.	Length	Number of students	Percentage
1.	One page	10	6.25
2.	Two pages	27	16.87
3.	Three pages	78	48.75
4.	More than 4 pages	45	28.12
Total		160	100

According to the table, approximately half of the students wanted three pages homework daily. Twenty eight percent students wanted more than four pages writing homework followed by two pages and one page respectively. It results that most students wanted three pages writing homework daily. It means most students did not want more homework in case of writing.

### **3.1.14 Sources of making homework easier**

Students take the support and assistance from several things at the time of difficulty they feel on doing homework. Most of the students like to copy from friend's note as well as from reference materials and text books. Here, the following table has been drawn out with the sources of doing homework.

**Table 14**  
**Percentage distribution of students with the sources of doing homework**

S.N.	Sources	Number of students	Percentage
1.	Reference materials	106	66.25
2.	Tuition teacher	19	11.87
3.	Parents support	11	6.87
4.	Friends support	24	15.00
Total		160	100

According to the table, 66.25 percent of total students used reference materials if they faced any problem at the time of doing home assignment. Secondly, 15 percent of them received help from their respective friends and 11.87 percent of them depended upon their tuition teachers. Only 6.87% got support from their parents. In this way, reference materials had been found the most commonly used sources of doing homework.

### 3.1.15 Preferable writing of students

**Table 15**

**Percentage distribution of students by their preferable writing**

S.N.	Preferable writing	Number of students	Percentage
1	Guided writing	120	75
2	Free writing	40	25
Total		160	100

The table shows that 75% students preferred guided writing where as only 25% preferred free writing.

### 3.1.16 Preferable grammar test of students

**Table 16**

**Percentage distribution of students by their preferable grammar test**

S.N.	Preferable grammar test	Number of students	Percentages
1	Subjective test	24	15
2	Objective test	136	85
Total		160	100

The table shows that 85% students preferred objective test in case of grammar where as only 15% preferred subjective test.

### 3.1.17 Perception of students towards homework

The students' perceptions may be different to each other in terms of homework issues. There are differences in the academic success of students and those differences are mostly found in the students' homework performance, their characteristics, difficulty of assignment, support for doing homework etc. In these issues, the following table has been merged to show students' perception on it.

**Table 17**

**Percentage distribution of students by the perceptions towards homework**

S. N.	Role of Homework	Strongly agree		Agree		Neutral		Strongly disagree		Total Students
		Number	%	Number	%	Number	%	Number	%	
1.	Creativity	51	31.87	42	26.25	32	20.00	35	21.87	160
2.	Enforcement	54	33.75	51	31.87	45	28.12	10	6.25	160
3.	Encouragement	43	26.87	53	33.12	37	23.12	27	16.87	160
4.	As a revision and practice	51	31.87	48	30.00	51	31.87	10	6.25	160
5.	To achieve to determined objectives	50	31.25	70	43.75	20	12.25	20	31.25	160

From the above table we can say that in fact 31.87% students strongly agreed and 26.25% agreed the role of homework as creativeness. Similarly, 33.75% students strongly agreed and 31.87% agreed the role of homework as enforcement. Likewise 43.75% students agreed and 31.25% strongly agreed the role of homework to achieve the determined objectives. Thus, this table shows that most of the students had positive attitudes towards homework regarding its role.

### 3.1.18 Students' satisfaction on getting homework

**Table 18**  
**Students' satisfaction on getting homework**

S.N.	Types of Homework	Yes	Percentage	No	Percentage	Total
1.	Reading	125	78.12	35	21.87	160
2.	Writing	90	56.25	70	43.75	160
3.	Drawing	16	10.00	144	90.00	160

The table shows that 78 percent students were satisfied with the reading homework provided by their teachers where as only 56 percent were satisfied by writing homework. On the contrary, 90 percent students were dissatisfied with the homework they got in case of drawing.

### 3.2 Analysis of the responses obtained from the teachers

The attitudes of teachers towards teaching learning activities, techniques, homework providing and checking, evaluating and encouraging students vary. That is why, mainly it has been organized for highlighting the attitudes of teachers towards homework concerned issues based on the outcomes of the research.

#### 3.2.1 Frequently repeating homework types

Reading, Writing, Drawing as well as other research-oriented project assignments are the commonly provided homework types in private schools. Well grouped and scientifically as well as systematically managed homework obviously encourage the students in learning process. That is why teachers should arrange the homework giving schedule by its types. Here, the following

table shows how the teachers of private schools repeat the homework frequently.

**Table 19**  
**Percentage distribution of teachers by homework types that they frequently provide**

S.N.	Types of Homework	Number of teachers	Percentage
1.	Reading	5	12.5
2.	Writing	11	27.5
3.	Both reading and writing	22	55.0
4.	Project assignment	2	5.0
Total		40	100

As above table stated, 55% teachers frequently provided either reading or writing type of homework. Only 5 percent of them provided project assignment type of homework where as writing and reading types of homework were frequently provided by teachers whose percent was 27.5 and 12.5. In this way, most of the teachers were likely to provide both reading and writing homework frequently.

### **3.2.2 Ways of evaluating homework by its types**

The ways of evaluating homework depend upon the nature of homework and teachers too. Oral test, written test, group checking and individual checking are commonly used methods for checking and evaluating different types of homework. The following table shows it.

**Table 20**

**Percentage distribution of teachers by ways of evaluating homework with its types**

S.N.	Types of homework	Ways of evaluation						Don't check	Total
		Oral test	%	Written test	%	Both tests	%		
1	Reading	24	60.0	8	20	8	20.0	0	40
2	Writing	3	7.5	26	65	11	27.5	0	40
3	Drawing	0	0	40	100	0	0	0	40

According to the table, cent percent teachers had been found using written test for evaluating drawing homework, 65% teachers had been found using written test for evaluating writing homework and 60% teachers had been found using oral test for reading type of homework.

**3.2.3 Techniques used for homework correction**

Several techniques are used for checking and correcting the homework. Mostly, self-correction, group correction, peer corrections etc. are used for the correction of homework. However, they are also influenced by the nature of teachers and homework. The following table has shown the percentage of teachers by the methods of homework correction, with the types of homework.

**Table 21**  
**Percentage distribution of teachers by the techniques they use for**  
**homework correction by its type**

S.N.	Techniques of homework	Reading	%	Writing	%	Drawing	%
1.	Self correction	26	64	22	55	37	92.5
2.	Group Correction	8	20	6	15	3	7.5
3.	Peer correction	3	8	2	5	0	0
4.	B and C both	3	8	10	25	0	0
Total		40	100	40	100	40	100

From above table, it is clearly seen that 92.5% teachers had been found using self-correction method for the correction of drawing type of homework. In fact, the same technique users were 55% for writing and 64% for reading type of homework. Group correction and peer corrections were less used techniques for all types of homework. To sum up, self-correction method was highly used overall.

### **3.2.4 Nature of students who come to school without homework**

Several reasons play a vital role in doing or not doing homework. Sometimes, those who are the best in class also come to the school without homework. Naturally, weak students and those who do not have support at home come to the school without homework. Hence, the following table is drawn out with respect to the nature of students who come to school without homework from teachers' point of view.

**Table 22**

**Percentage distribution of teachers by nature of students who come to school without homework**

S.N.	Students' nature	Number of teachers	Percentage
1.	Best students	4	10.0
2.	Normal students	6	15.0
3.	Weak students	19	47.5
4.	Students who do not receive support from parents	11	27.5
Total		40	100

As the table stated above, approximately half percentage teachers believed that the students who were weak in the class would come to school without doing homework. At the same time, 27.5% of them marked to those students who did not get any support at home from their parents. The percentage of teachers who had found students without homework is 15% for normal students and 10% for the best students. In conclusion, weak students were found mostly in the class without homework.

### **3.2.5 Actions taken by teachers for most difficult students**

Homework related issues are common in private schools of Nepal. Several physical as well as mental treatments are done by the teachers for the students who come to school without homework. Here, the sorts of actions shown by the teachers to those students have been stated as follows.

**Table 23**

**Percentage distribution of teachers by the actions they use against most difficult students in homework related issues**

S.N.	Actions	Number of teachers	Percentage
1.	Shout Angrily	6	15.0
2.	Make ironic comments	13	32.5
3.	Hit/slap	10	25.0
4.	Advise them positively	11	27.5
Total		40	100

From the above table, it is stated that 32.5% of teachers made ironic comments to the students who come to school without homework, 28% of them advised them positively where as 25% of them gave physical treatment and only 15% of them shouted angrily with those students. This shows that most of the teachers make ironic comments for the students who come to school without homework.

**3.2.6 Problems of teachers in checking homework by its types**

There are varieties of problems which have to be faced by the teachers. Some of the problems are students' attitude related whereas some of them are situationally originated and existed. The following table illustrates the above mentioned problems.

**Table 24**  
**Percentage distribution of teachers by the problems they face while checking homework by its types**

S.N.	Problems	Types of homework					
		Reading	%	Writing	%	Drawing	%
1.	Lack of time	3	7.5	26	65	11	27.5
2.	Extra burden	31	77.5	6	15	2	5.0
3.	Students' pressure	2	5.0	3	7.5	19	47.5
4.	Guardian's pressure	2	5.0	2	5.0	3	7.5
5.	Principal's pressure	2	5.0	3	7.5	5	12.5
Total		40	100	40	100	40	100

From the above table, it can be stated that 77.5% of total teachers felt extra burden while checking reading type of homework. Forty eight percent of them faced students' pressure in terms of checking drawing homework. Eight percent of them felt lack of time, students' pressure as well as guardians' pressure for checking all three types of homework. We can say that most of the teachers did not get time and felt extra burden too, to check homework.

### 3.2.7 Types of composition mostly provided by teachers

**Table 25**  
**Percentages distribution of teachers by types of composition they mostly provide**

S.N.	Types	Number of teachers	Percentages
1	Guided writing	32	80
2	Free writing	8	20
Total		40	100

Out of 40 teachers, majority of them (80%) provided guided writing whereas only 20% of them provided free writing.

### **3.2.8 Types of grammar mostly provided by teachers**

**Table 26**

**Percentage distribution of teachers by types of grammar they mostly provide**

S.N.	Types	Number of teachers	Percentage
1	Subjective	26	65
2	Objective	14	35
Total		40	100

Majority of the teachers (65%) would like to provide subjective type of questions in case of grammar where as only 35% would like to provide objective type of test.

### **3.2.9 Need and importance of homework**

Homework plays a crucial role in teaching and learning activities. In order to achieve the determined goal of teaching learning activities, homework is essential. At the time of field survey, the teachers were asked about why homework is essential. As a result, the following table has been created.

**Table 27**  
**Percentage distribution of teachers by reasons of homework being important**

S.N.	Reasons	Number of teachers	Percentage
1	For purposeful role in learning process	10	25.0
2	Establish good relation between school and out of school	2	5.0
3	For revising the taught lesson	7	17.5
4	All of the above	21	52.5
Total		40	100

As the table illustrates, 52.5 percent teachers accepted that homework has great role in all above mentioned options equally. However, only 25 percent of them accepted that there is a purposeful role of homework in learning process. The percentage of teachers who had accepted homework as revising materials is found only 17.5 %. In this way, homework has great and significant role in learning activities.

### **3.2.10 Reinforcement of homework in learning**

To achieve the objectives of teaching learning activities, reinforcement is a must. It sometimes provides prior information as background for the study. On the other hand, it also helps to review the concept from different ways. In this regard, the following table has been drawn out.

**Table 28**  
**Percentage distribution of teachers by their views in reinforcement of homework in learning**

S.N.	Reinforcement	Number of teachers	Percentage
1	Prior background information	19	47.5
2	Already learned concepts	5	12.5
3	Reviewing the concept differently	11	27.5
4	Moving the learning process across topical areas	5	12.5
Total		40	100

From the above table, it can be said that nearly half of the teachers viewed that reinforcement provides prior background information. Twenty eight percent of them believed that it reviews the concept differently. Nearly thirteen percent of them, however, believed that reinforcement helps to retain either already learned concepts or moving the learning process across topical areas. To sum up this in brief, most of the teachers believed that reinforcement heavily provides the prior background information.

### **3.2.11 Role of homework in achieving the determined objectives**

Both teachers and students highly believe in achieving the goals through homework. In reality, homework is a part of learning process. That is why, the teachers were asked to elicit the role of homework in achieving goals. As a result, the following table has been sorted out.

**Table 29**  
**Percentage distribution of teachers by the views in achieving the**  
**determined objectives through homework**

S.N.	Options	Views	
		Number of teachers	Percentage
1	Strongly agree	35	87.5
2	Agree	5	12.5
3	Neutral	0	0
4	Strongly disagree	0	0
Total		40	100

From table, it can be stated that 87.5 percent teachers strongly agreed in achieving the determined objectives by doing homework. Similarly, 12.5% of them agreed that homework would achieve determined objectives.

From this, it can be concluded that the role of homework is a must in the teaching activities.

### **3.2.12 Perception of teachers on homework**

There may be either positive or negative relationship between the portion of given homework by teachers and completed by students with their achievement. Teacher made tests are better than standardized tests. Likewise, there is a causal link between the attitudes of the role play and student achievement. In this circumstance, the following table has been merged by different components of homework's role.

**Table 30****Percentage distribution of teachers on homework by different perceptions**

SN	Role of homework	Strongly agree		Agree		Neutral		Strongly disagree		Total teachers
		Number	%	Number	%	Number	%	Number	%	
1	As a reinforcement	25	62.5	13	32.5	2	5.0	0	0	40
2	Makes teacher attentive	11	27.5	8	20.0	19	47.5	2	5.0	40
3	Develops self study habits in students	13	32.5	21	52.5	3	7.5	3	7.5	40
4	As a part of evaluation	6	15	10	25.0	19	47.5	5	12.5	40
5	Helps to revise and practice the lesson taught	8	20	19	47.5	10	25.0	3	7.5	40

From the above table, it is seen that 62.5 percent teachers strongly accepted that homework helps to encourage the students. On the other hand, 47.5 percent of total teachers remained neutral in the matter of homework as a part of evaluation. However, 47.5 percent of them also stood on the option 'homework as the tool of making teacher attentive'. Same percentage of teachers also accepted homework as the revision of practice of the lesson taught.

### 3.2.13 Teachers' satisfaction on providing homework

**Table 31**

**Teachers' satisfaction on providing homework**

S.N	Types of homework	Yes	Percentage	No	Percentage	Total
1.	Reading	30	75	10	25	40
2.	Writing	22	55	18	45	40
3.	Drawing	15	37.5	25	62.5	40

The table shows that 75 percent teachers were satisfied with the reading homework provided by them to their students where as only 55 percent were satisfied with the writing homework. But, 62.5% teachers were dissatisfied with the drawing homework provided by them to their students.

### 3.2.14 Differentiation between assigned work and completed work

**Table 32**

**Differentiation between assigned work and completed work**

S.N.	Response	Number of teachers	Percentage
1	Yes	35	87.5
2.	No	5	12.5
Total		40	100

Majority of teachers (87.5%) said that there is a differentiation between the amount of assigned work and the amount that was actually completed by the students.

### 3.2.15 Pressure from schools and parents for homework

**Table 33**

**Pressure from schools and parents for homework**

S.N.	Response	Number of teachers	Percentage
1.	Yes	31	77.5
2.	No	9	22.5
Total		40	100

The table shows that 77.5% teachers were under pressure from schools and parents to assign loads of homework. Only 22.5% teachers denied on pressure from schools and parents.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of the findings.

#### **4.1 Findings**

The main aim of this research was to present the attitudes of teachers and students towards homework. On the basis of the analysis and interpretation of the data, the findings of the present study are summarized below:

##### **4.1.1 Attitudes of teachers towards homework**

The findings of the study derived from what the teachers say are summarized as follows:

- a. They had positive attitudes towards homework.
- b. About 90% teachers believed in the academic achievement among students through homework.
- c. Most of them provided both reading and writing homework frequently.
- d. Most of them used self-correction technique to evaluate homework.
- e. Teachers said that mostly weak students of the class would come to school without doing homework.

- f. Most of the teachers were found making ironic comments to the most difficult students in homework related issues.
- g. They did not get time and feel extra burden too, to check homework.
- h. Eighty percent teachers liked to provide guided writing where as only 20% teachers liked to provide free writing to their students.
- i. Sixty five percent teachers liked to provide subjective type of test where as only 35% teachers liked to provide objective type of test in case of grammatical portion.
- j. Nearly 88% teachers said that there is a differentiation between the amount of assigned work and the amount that was actually completed by the students.
- k. They were under pressure from schools and some times, parents to assign loads of homework.

#### **4.1.2 Attitudes of students towards homework**

The findings of the study derived from what the students say are summarized as follows:

- a. They had positive attitudes towards homework.
- b. The best kind of homework was reading.
- c. Around 70% of students faced the problems while doing writing type of homework since they did not know how to do.
- d. The most disliked type of homework was the projectment.

- e. While they faced problem on doing homework, they mostly received help from their friends.
- f. To make the homework easier, they studied reference materials.
- g. They did not like too much homework in case of writing.
- h. Reading homework occupied 29.3%, writing homework occupied 61.87% and drawing homework occupied 8.75% of total home assignments.
- i. Seventy five percent students liked guided writing whereas only 30% student liked free writing.
- j. Eighty five percent students preferred objective type of test where as only 15 % students preferred subjective type of test in case of grammatical portion.
- k. Students were satisfied with reading and writing homework provided to them but were dissatisfied with drawing homework.

## **4.2. Recommendations**

On the basis of findings from the analysis and interpretation of the data, the following recommendations have been made for teachers and students.

### **4.2.1 Recommendations for teachers**

The following recommendations can be suggested on the basis of the findings:

- a. Teachers should assign appropriate homework at instructional levels that match students' skills and provide positive consequences for homework completion.
- b. Students should receive feedback at their homework. Student achievement can vary based on the kind of feedback provided by the teachers.
- c. Teachers should collaborate to each other to assure that the amount of homework assigned is reasonable.

- d. Assignments should not be too lengthy. They should consider carefully the time necessary for students to complete their assignments.
- e. Teachers should determine which skills are worth practicing and monitor the effort of homework on student learning.
- f. Teachers should communicate with parents and appropriate staff when the students demonstrate difficulty in completing homework, responsibilities.
- g. Teachers should concentrate on the time extension, application, completion and assistance while providing the homework.
- h. Kids should enjoy school and learning. Too much homework can destroy that.

#### **4.2.2 Recommendations for students**

The following recommendations can be suggested on the basis of the findings.

- a. Students should be interactive regarding the policy on missed and late assignments, extra credit and available adaptations with their teachers.
- b. Students should note the assignments provided on the diary or notebook until the assignment is done.
- c. Students should work together while performing the assignments with their classmates as far as possible.
- d. Students should consult with their teachers, parents, or any other at the time of difficulty of performing homework.
- e. Students should be sure about having all materials available and organized.
- f. Students should develop a sequential plan for completing multi-task assignments.
- g. Students should confirm about the checking assignments and its accuracy and completion before turning them in.

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## Appendix I

### Questionnaire for the teachers

Dear Sir/Madam

As a student of M.Ed. second year with major English, I want to work on a research study on the "Attitudes towards Homework." I humbly and respectfully present you a set of questionnaire for getting the information. The fruitfulness of the study will depend on your unbiased and accurate responses. Your opinions will be used only for the research purposes. They will not be used for other purposes.

You are requested to give your opinions on each of the following statements. Please, indicate your opinion by putting a tick mark (✓) on the response.

Thank you for your cooperation.

---

Dinesh Mani Sharma

Name:

School's Name:

Experience

Qualification:

Subject:

Sex:

**Tick the best answer which suits you most.**

1. What sort of homework would you like to provide most to your students'?'
  - a) Reading
  - b) Writing
  - c) Both Reading and Writing
  - d) Project assignment
2. How do you check the writing homework?
  - a) Through oral test.
  - b) Through written test.
  - c) Through both tests
  - d) Do not check
3. How do you check the reading homework?
  - a) Through oral test
  - b) Through written test
  - c) a and b both
  - d) Do not check
4. How do you check drawing homework?
  - a) Through oral test
  - b) Through written test
  - c) a and b both
  - d) Do not check
5. Which technique of correction would you prefer most in writing homework?
  - a) Self correct
  - b) Group correction
  - c) Peer correction
  - d) b and c both
6. Which technique of correction would you prefer most in drawing homework
  - a) Self correct
  - b) Group correction
  - c) Peer correction
  - d) b and c both
7. Which technique of correction would you prefer most in reading homework?
  - a) Self correct
  - b) Group correction
  - c) Peer correction
  - d) b and c both







## Appendix II

### Questionnaire for the Students

Dear respondents

As a student of M.Ed. second year with major English, I want to work on a research study on the "Attitudes towards Homework." I humbly and respectfully present you a set of questionnaire for getting the information. The fruitfulness of the study will depend on your unbiased and accurate responses. Your opinions will be used only for the research purposes. They will not be used for other purposes.

You are requested to give your opinions on each of the following statements. Please, indicate your opinion by putting a tick mark (✓) on the response.

Thank you for your cooperation.

---

Dinesh Mani Sharma

Name:

Class:

School's Name:

Sex:

Roll No.:

**Tick the best answer which suits you most.**

1. What sort of homework do you get regularly from your teachers?
  - a) Reading homework
  - b) Writing homework
  - c) Drawing homework
  - d) Others .....
2. What sort of homework do you like most?
  - a) Reading homework
  - b) Writing homework
  - c) Drawing homework
  - d) Project assignment
3. Who assists you at home when you have problem on doing homework?
  - a) Family members
  - b) Tuition teacher
  - c) Friends
  - d) No support
4. Tell me please, if you are found not done homework/incomplete work, what treatment do you get from your teachers?
  - a) Physical punishment (slap/bit/up and down)
  - b) Scolds in front of all friends
  - c) Takes to principal/headmasters
  - d) Report to parents
5. When you do not complete the given homework, what do you do?
  - a) You remain absent in school
  - b) You go to school as usual
  - c) You apologize with teachers before the class
  - d) You copy from your friends
6. When you are given reading homework, you .....
  - a) Really study at home
  - b) Do not study at home
  - c) Partially study at home
  - d) Don't bother about it
7. You like reading homework because
  - a) It is easy to learn
  - b) No extra effort is needed
  - c) Even though not read its ok
  - d) Reading habit is developed
8. In reading homework, you are asked to read.....
  - a) Notes provided by teachers
  - b) Lessons of books
  - c) Answers written by yourself
  - d) Guides/manual books

9. What will be the easy way for you to memorize reading task?
  - a) By writing
  - b) By reading loudly
  - c) By discussing with friends
  - d) By reading silently
  
10. How often do your teachers check whether you have read or not?
  - a) Daily
  - b) Once a week
  - c) Twice/thrice a week
  - d) If any others.....
  
11. What problems have you been facing regarding reading homework?
  - a) You do not know what to write
  - b) No any problems
  - c) No support while doing
  - d) No time to do
  
12. How do your teachers check reading homework?
  - a) Through peer checking
  - b) Through group checking
  - c) Through individual checking
  - d) No checking
  
13. What is the length of writing homework you get?
  - a) One page
  - b) Two pages
  - c) Three pages
  - d) More than four pages
  
14. What problems have you been facing regarding writing homework?
  - a) You do not know what to write
  - b) No any problems
  - c) No support while doing
  - d) No time to do
  
15. Which of the sources makes you feel easy to solve writing homework?
  - a) Reference materials
  - b) Tuition teacher
  - c) Parent's support
  - d) Friends support
  
16. How do your teachers check writing homework?
  - a) Through pair checking
  - b) Through group checking
  - c) Through individual checking
  - d) No checking
  
17. How often do your teachers check writing homework?
  - a) Daily
  - b) Once a week
  - c) Twice/Thrice a week
  - d) If any other.....
  
18. In composition writing, which of the followings do you prefer most?
  - a) Guided writing
  - b) Free writing

19. In case of grammar, which of the followings do you prefer most?  
a) Subjective questions                      b) Objective questions
20. How often do your teachers check drawing homework?  
a) Daily    b) Once a week  
c) Twice/Thrice a week      d) If any other.....
21. Homework should be creative.  
a) Agree    b) Disagree  
c) Strongly agree                      d) Strongly disagree
22. Homework works as a reinforcement.  
a) Agree    b) Disagree  
c) Strongly agree                      d) Strongly disagree
23. Homework encourages the students towards study.  
a) Agree    b) Disagree  
c) Strongly agree                      d) Strongly disagree
24. Homework helps to revise and practice the taught lesson.  
a) Agree    b) Disagree  
c) Strongly agree                      d) Strongly disagree
25. Homework helps to achieve the determined objectives.  
a) Agree    b) Disagree  
c) Strongly agree                      d) Strongly disagree
26. Are you satisfied with the drawing homework given by your teachers?  
a) Yes    b) No
27. Are you satisfied with the writing homework given by your teachers?  
a) Yes    b) No
28. Are you satisfied with the reading homework given by your teachers?  
a) Yes    b) No

**Thanks for your kind cooperation**

### **Appendix III**

#### **Name list of the selected schools**

<b>S.N.</b>	<b>Name of the schools</b>	<b>Address</b>
1.	British Gurkha Academy	Bansbari, Kathmandu
2.	Gandaki Public School	Nayabazar, Kathmandu
3.	Rainbow International School	Dallu, Kathmandu
4.	Manjari Secondary School	Hattigauda, Kathmandu
5.	Little Angles' School	Hattiban, Lalitpur
6.	Birendra Sainik School	Kharipati Bhaktapur
7.	Laboratory H. Secondary School	Kirtipur, Kathmandu
8.	Nilgiri Secondary School	Pakanajol, Kathmandu
9.	Panga Secondary School	Kirtipur, Kathmandu
10.	Kirti Secondary Boarding School	Kirtipur, Kathmandu
11.	Modern Indian School	Chovar, Kathmandu
12.	Puspa Sadan English Secondary School	Kirtipur, Kathmandu
13.	Ujwal Shishu Niketan Secondary School	Kirtipur, Kathmandu
14.	V.S. Niketan Secondary School	Minbhawan, Kathmandu
15.	Hill Town International School	Kirtipur, Kathmandu
16.	Lali Guras Secondary School	Chapali, Kathmandu