

CHAPTER ONE

INTRODUCTION

This is a study entitled "Student Experiences and Teacher Perceptions towards homework. This chapter consisted of the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Homework is one type of assignment that is assigned by teachers to help students develop their knowledge outside the school. In the field of school education, homework is a compulsory task for students. The real inventor of homework is an Italian teacher named Roberts Nevilis. He invented homework in 1905 and made it compulsory for the students. Assigning homework is known as school work, which is assigned by teachers to develop knowledge, engage students outside of the classroom, and motivate them to study more in their homes (Rengma, 2006). Cooper (2007) states that homework is like medicine for the student; if we take too little, it does not show any reaction, but if we take to connect parents, teachers, and children. The teacher should change homework strategies and policies according to the modern period. A list is provided in the basic guidelines and principles that can help the classroom teacher arrive at a feasible homework policy (Doyle & Barber, 1990).

Homework is not only an academic task; it keeps us connected to our society, culture, and nation. It creates a good relationship with our friends, family, and teachers. Students are habitual in writing homework, but some of them ignore it due to various problems. A new conceptualization of homework is that it is not just an academic task but one that infiltrates family and peer dynamics and the nature of teaching in community organizations as well as in school. Moreover, self-regulation processes are an important factor in doing homework that teachers and parents alike can monitor and address directly. Students develop an aptitude for future homework from the regularity of ongoing homework (Corno, (2000). The english homework format is in dispute, and there is no consensus on this topic. At times, it appears that it may be customary to act by force of habit in formal education, as in other areas. Therefore, it is necessary to conduct further research on the subject and to explore whether there is a need for change in the

educational world following the many changes that society has undergone over the years (Davidovitch&Yavitch, 2017).

According to Oskamp (2005), students do not have congruent views on the aims and effectiveness of homework. Teachers are the most positive about homework, followed by students, and finally parents. The english homework format is in dispute and there is no consensus; it may be customary to act by force of habit in formal education as in other areas (Oskamp& Schultz, 2005). At the student level, the variation in english homework interest was positively associated with affective attitude toward homework, motivational orientation toward homework, student initiative in monitoring homework motivation, teacher feedback, and self-reported grade. Girls reported statistically significant higher scores in homework interest than did boys (Xu.J. (2008))since the time when english homework was invented, this practice has become popular around the world. In Nepal, Guru ordered chela to beg food in every house, and they should remember Guru's word as their homework in the traditional period. The practice of homework is developed by the teachers. Teachers give some work from their books to the students. In the context of government schools, some students do not write their homework due to different reasons. Usually, they do not respond when the teacher asks for reasons for not doing homework. So I plan to carryout in this area. I will try to find out the secondary level students perceptions and experiences with their english homework.

Research Objectives

This research has the following objectives;

- i. To explore the types and frequency of home assignments given to secondary level students.
- ii. To explore student's experiences and teacher's perception towardsenglish homework, including their perceived value and relevance.
- iii. To analyze the amount of time secondary level student's spent on English homework and its impact on their daily routines and extracurricular activities.

Research questions

This study has addressed the following research questions:

- i. What are the types and frequency of home assignments given to secondary level students?

- ii. What are the experiences of secondary level student and teacher perception towards english homework? How do they perceive its value and relevance?
- iii. How much time do secondary level students typically spend on english homework, and how does it impact their daily routines and involvement in extracurricular activities?

Statement of the problem

Writing homework is one of the most challenging tasks for students due to their abilities and knowledge. There are three aspects Teacher, student, and parents who are concerned with the student's homework. We should analyze student's experiences doing homework and their interests in english homework. Teachers think that english homework can improve students' knowledge and performance in their studies. However, there are no exact rules and regulations for assigning english homework to the students, but to engage the students and achieve the curriculum goals, most schools follow the trend of assigning homework.

I am a basic level government teacher; I choose this topic for my report writing because I have experienced many obstacles in students' english homework. There are many reasons for the problem of english homework, such as how the students complete their english homework, whereas they take help from parents, friends, teachers, etc. We should find out their interest in subject-wise homework; some students rarely bring homework for hard subjects.

Some students usually haven't brought homework, so on which day of the week does they mostly forget the homework and are less interested in it? Many parents complain that their children do not have any homework, but every teacher gives home assignment, so what's the main reason for this problem? I asked the students, parents and teachers, then, I found that some teachers give homework, but due to time management, large classes they rarely check student's homework which demotivates students to do homework. Parents cannot devote time to work hard and cannot concentrate on their children's home assignment.

Addressing these problems requires a multifaceted approach involving collaboration between teachers, parents, students, and educational policymakers to create a more conducive and equitable english homework environment.

Relevance and importance of the Research

The researcher was primarily focused on the good relationship between english homework and students perceptions. Homework provides opportunities to work independently and develop self-discipline. Homework encourages students to take initiative and take responsibility for completing a task. This research helps teachers find out the major problems of students who are not interested in doing homework regularly. In government schools, 40% of students are not interested in doing english homework. In comparison to students of Nepali medium, students of English medium bring regular english homework. Perhaps they are interested in their study; parents are good supporters of children's education. There may be various reasons. In some cases, there is misunderstanding between parents and teachers, so this research emphasizes understanding secondary students' perceptions towards their english homework, which helps to know the students, parents, and teachers perceptions towards homework and helps to solve the problem.

Delimitation of the study

The study was observed the following delimitations:

1. The research was carried out only in Itahari Sub Metropolitan City, Sunsari.
2. The research focused on secondary students' perceptions of english homework only.
3. The sample population for this study was the fourtystudents of grade nine, ten and tenteachers of five community schools of Itahari sub-metropolitan city.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of Theoretical Review

In examining teacher perceptions of homework, it is essential to consider the theoretical framework of Constructivism (Piaget, 1973). This theory posits that learning is an active, constructive process in which students build their knowledge through experiences. In this context, teachers' perceptions of homework as a tool for facilitating this construction of knowledge are crucial. Homework, when designed in alignment with Constructivist principles, can encourage active engagement and problem-solving, reinforcing the importance of teachers' perspectives in shaping effective homework assignments. Additionally, the Self-Determination Theory (Deci & Ryan, 1985) provides insights into teacher motivation and autonomy in assigning and designing homework. Understanding how teachers' perceptions of autonomy and competence influence their approach to homework can inform our understanding of teacher practices.

Educators and policymakers have advocated for increased home assignments as a means to enhance students' educational outcomes, a policy that our school system aligns with. In essence, homework encompasses the academic tasks that students bring home, which are designed to reinforce and practice the subjects taught in the classroom. Teachers assign homework not only to discourage excessive television watching but also to foster parent involvement in their children's education and to highlight the positive aspects of schooling. English homework is a multifaceted concept, contributing to the development of self-discipline and individual responsibility, as noted by Corno, 1996.

The primary factors influencing students' motivation and commitment to homework are parents and teachers. Numerous studies have emphasized the significant impact of parental involvement on student learning. Parents exert influence over student motivation, promote the learning process, and offer support in guiding problem-solving skills and time management strategies, as indicated by research conducted by Moè and colleagues Moè et al. 2018.

The primary objective of homework is to enhance the quality of education within schools. According to Janine, English homework offers motivational advantages for students. It also plays a crucial and enduring role in the intellectual growth of children.

English homework fosters a constructive approach to achieving academic success and aids in rectifying errors, overcoming challenges, and refining homework strategies. Regular engagement with english homework has been found to boost children's motivation and cultivate their development as more responsible and mature learners, as highlighted in research by Bempechat Bempechat, 2004.

While students bear responsibility for completing their home assignments, the pivotal role in homework design lies with the teachers. The act of assigning english homework is a reflection of a teacher's identity, competence, and overall quality as an educator. It is the teacher who initiates the homework process, shaping it by delivering content, determining topics, and setting tasks that align with specific learning objectives. In this context, a teacher functions not only as an assigner of homework but also as its designer. When a teacher undertakes the design of homework, careful consideration is given to its purpose, format, structure, and various components. These assignments not only convey the teacher's knowledge but also showcase their capacity, level of expertise, skills, and their ability to cater to the interests and needs of the students (Epstem, 2001).

Homework connects home and school for children. It connects parents with the education of their children. From the research, parents argue that homework is very important for parents so they can maintain good relationships with their children and schools. It promotes student initiative, independence, and parental responsibility for their children's education (Polsindli, 1995). There are various types of homework, but researchers identified among psychologists with cognitive behavior therapy and psychoanalytic therapists that they did not limit their choices to activity-based tasks; they needed other types as well. Psychodynamic therapists defined homework as "somewhat" or "moderately" important, whereas cognitive behavior therapists more often defined english homework as "very important" Kazantzis, 2010.

English homework holds significance for students, teachers, and parents, encompassing various dimensions like social, cultural, and educational aspects. A fresh perspective on english homework extends beyond its traditional academic boundaries, embracing family involvement, societal impact, peer interactions, and community-based teaching. In this contemporary context, english homework assumes a novel and distinct role, fostering social interaction and connections among friends and neighbors, ultimately enhancing community relationships Coutts, 2004.

Review of Empirical Literature

A Research carried out by Denise Letterman (2013) at Robert Morris University in Pittsburgh, Pennsylvania. Comprising the total population of 180 undergraduate students enrolled in select principles of finance and corporate finance classes. The main purpose of this study is to understand students' perceptions of english homework assignments and identify factors that influenced their ideas. The findings of the study indicated that the students opinions of english home assignments in high school as "busy work" create a negative connotation for such home assignments. Students felt english homework should be included as part of their course, which was confirmed by the study.

Likewise, Gu and Kristoffersson (2015) conducted research on "Swedish Lower Secondary School Teachers' Perceptions and Experiences Regarding English homework". Data is collected through an online survey with mixed standardized and open questions among 201 students. The main result of this research indicated that most teachers assign english homework and believe it will be beneficial for the students, learning, provide reinforcement of knowledge, and increase skills through repetition. The findings highlight the educational implications of critical reflections on the design of homework and the quality of english home assignments.

Carried out research on the "Impact of home assignments on students' learning". The study is conducted among 140 undergraduate students from a Thai university. A set of questionnaires and focus group interviews were used for the study. It has both academic and non-academic purposes, but its main focus is to find out the impacts of english homework on students' learning. The findings of the study are that homework provides benefits and supports students, although it has some psychological impacts on their learning. It affects their free time management. It enabled students to develop learning skills. It encouraged students to speak influentially with teachers and friends for homework clarification. Songsirisak 2019.

Carried out research on "Improving Secondary Students homework Completion". The purpose of this study was analyzed the rate of completion of secondary students' home assignments by comparing traditional paper and pencil assignments. Data was collected from two semesters of ninth grade with 62 participants during the corona virus pandemic. The researcher used a quasi-experimental study to complete the research. She found that implementing structured homework routines, providing clear

instructions, and offering support when needed significantly increased secondary students' completion rates. Additionally, creating a positive homework environment at home played a crucial role in improving completion rates and overall academic performance. Similarly, Carrie Olson, 2020.

Conducted research on "Students Need Teachers' Support and Motivation for Doing homework." To complete this, the researcher used a cross-sectional investigation of elementary and junior high school students. The purpose of this study is to examine the role of teachers' support and motivation for doing homework. The study also investigated the contribution of a match between teachers' support and students' psychological needs to autonomous motivation for homework. The findings of the study show that teacher support partially mediates the difference in autonomous motivation for doing homework. The research revealed that students' motivation for homework completion is strongly influenced by the support and encouragement provided by teachers. When teachers offer assistance, clarify instructions, and show genuine interest in students' progress, it significantly enhances their motivation to engage with and complete homework assignments Idit Katz, Kaplan&Gueta, 2009.

Conducted research on "Perceptions of Students and Teachers of on Home Assignment and concluded that difficulty, teachers' instruction, lack of interest, less support from parents, environmental factors of home, and external factors like light, room, learning materials, and parents' consciousness are the most influencing factors of home assignment as the perception of students and teachers summarized as major findings.Malla, 2016

On the topic Perceptions of the Effects of homework on Student Achievement at a Suburban Middle School: A Program Evaluation concluded that analysis of the individual grade reports reveals that some students do receive semester Fs based on work done outside the classroom. Half the semester Fs earned by students who were either required to complete summer school or who were retained occurred in classes in which those students had passing averages on the assessments. Participants in the teacher group interview voiced doubts that this scenario could occur. (The student grade analysis was not presented to the group beforehand.) The teacher survey showed that the majority of the faculty did not feel it was right for a student to be retained based on lack of work completion alone, yet the grade report archival data show that this happened to students at Lee last year. This discrepancy indicates a need to look further into how homework is

used at Lee Middle School Huisman, 2016.

Implication of the Review for the Study

From the above-mentioned review, I have got some insightful ideas related to my topic. Most of them are related to students' perceptions of their homework. Lots of insights have been received regarding the formulation of research tools, the adaptation of methodologies, analysis, and so on. Therefore, the review of the aforementioned studies has great relevance to this study.

Upon conducting a review of existing research in the field, I have gained valuable insights into the quantitative research process for my own study. As mentioned above, researchers have used questionnaires and interviews as tools of data collection. Those works have a good implication for my research study because I also used interviews, questionnaires, and class observation for data collection. Therefore, after reviewing those research works, I updated myself with research process design and methodological tools that were beneficial to my research work. From the review, some of the implications of the study are as follows:

1. At first, from the review of Denise Letterman (2013), I got some ideas regarding the perceptions of home assignments. It helps me to know that giving too many home assignments creates a negative connotation in high school.
2. Similarly, from Gu. & M. (2015), I gained knowledge about the design and methods of the study. It helps me increase my skills and provide reinforcement to improve the quality of my home assignments.
3. Likewise, from the review of Songsirisak (2010), I got ideas for the collection of data procedures by providing a set of questionnaires and focus group interviews. It helped me find out the psychological impacts on students learning.
4. In the same way, from Carrie Olson (2020), I gained knowledge about improving secondary students' homework completion in different ways. It helped me to use the homework trend and digital assignments rather than the traditional way.
5. Finally, from the review by Idit Katz (2009), I got the knowledge that students need teachers support and motivation for doing English homework. It helps me to know that the role of teachers is to provide support and motivation for doing

english homework, and students with different levels of expression need different levels of teacher support and psychological needs.

One prominent concern in the literature is the impact of the homework load on secondary-level students. Research by Cooper (2007) has highlighted that students often perceive excessive homework as a significant source of stress. They argue that excessive homework may lead to a decrease in students' overall well-being and academic performance. Similarly, Epstein and Van Voorhis (2001) found that students' perceptions of the amount and complexity of english home assigned were key factors influencing their overall attitudes towards it.

The effectiveness and purpose of home assignments have also been examined. Cooper (2001) suggested that homework serves as a valuable tool for reinforcing classroom learning when used appropriately. However, studies like Xu's (2008) have explored the notion that homework is often perceived as disconnected from classroom instruction, leading some students to question its utility.

Autonomy in completing english homework tasks is another critical aspect. Deci and Ryan's Self-Determination Theory (1985) posits that students who perceive their english homework as self-directed and aligned with their interests are more likely to be intrinsically motivated. This motivation can lead to improved engagement and positive perceptions of english homework (Trautwein et al., 2009).

Parental involvement in students' homework has been studied extensively. Xu (2013) found that students' perceptions of parental support were associated with their attitudes towards homework. When students felt supported and encouraged by their parents, they tended to view homework more positively.

Gender differences in students' homework experiences have also been explored. A study by Chang (2005) found that female students tend to report more positive perceptions of homework compared to their male counterparts. This discrepancy may be attributed to differences in learning styles or socialization patterns.

Additionally, research suggests that cultural and socio-demographic factors play a significant role in shaping students' perceptions of english homework. A study by Fernandez-Alonso et al. (2015) found variations in homework perceptions among students from different cultural backgrounds, highlighting the need for a nuanced understanding of this topic.

Conceptual Framework

Carrying out research needs some framework as the research is carried out in order to derive the findings and methods. To conduct good research, the researcher needs to develop a conceptual framework before the actual analysis of the study.

A conceptual framework is a major component of research. Jabareen (2009) defines a conceptual framework as linked concepts or a network. It analyzes a procedure of theorization for building conceptual frameworks based on the grounded theory method. The advantages of a conceptual framework are that it helps us easily understand our study and its flexibility and capacity for research.

Secondary Student perception towards their english homework

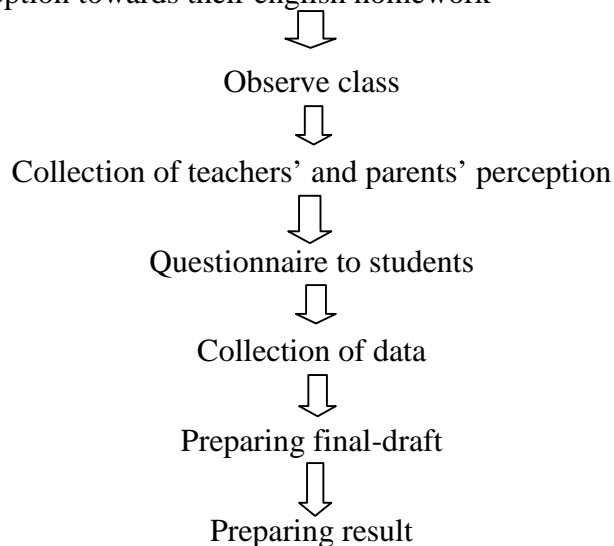


Figure 2.1: *Conceptual Framework*

The chart illustrates the process of gathering data, preparing the final draft, and the results regarding secondary students' perceptions of their homework.

The first step involves observing the class, where researchers or observers carefully monitor students' behavior, engagement, and attitudes towards their home assignments. This provides valuable firsthand insights into the students' experiences.

Next, the researchers collect the perceptions of both teachers and parents regarding the students' English homework. This involves conducting interviews or surveys to understand their perspectives on the students' attitudes, challenges, and the effectiveness of homework assignments.

To gather direct feedback from the students, a questionnaire is administered. This

allows for a systematic collection of data, capturing a wide range of opinions and perceptions from the students themselves.

Once the data collection is complete, the researchers proceed to analyze and interpret the gathered information. This includes categorizing and synthesizing the responses from students, teachers, and parents to identify common themes and patterns.

The final draft is then prepared, which involves organizing the findings, presenting key insights, and providing recommendations based on the data analysis. This report is intended to be a comprehensive summary of the students' perceptions of their english homework.

Finally, the researchers present the results, sharing their findings and recommendations with relevant stakeholders such as educators, administrators, and policymakers. This enables informed decision-making and potential improvements in english homework practices to enhance students' experiences and outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

I used Survey Research Design for preparing this report. Surveys involve the collection of data through structured questionnaires or interviews to gather information from a sample of participants. Employed in order to accomplish this study as it seeks to examine the quality of English homework. I visited five government schools in Itahari sub-metropolitan city to collect the data and views of students and teachers from the questionnaire.

Participants

The population of this study is two hundred students studying in grades 9–10 of five community schools situated in Itahari, a sub-metropolitan city. Similarly, ten teachers and forty students were selected as the sample population.

Sources of Data

.Primary and secondary data were used to gather information for this study.

Primary sources

In this research, the primary sources of data are the information extracted from forty students and ten teachers through open-ended questionnaires.

Secondary sources

In this research, the secondary sources of data are the information extracted from the previous dissertation, journals, websites, and articles.

Tools for data collection

In order to achieve the objectives of my study, I used a structured questionnaire and class observation as the major tools for data collection, whereas for secondary data, the researcher solely relied on the English homework of the nine class students.

Process of Data collection

The data was collected using the following procedures:

1. First, the researcher visited the concerned schools and explained the purpose of her visit to the administration, teachers, and concerned students.

2. Then she administers the questionnaire to the students, requesting that they provide information with the help of their friends and teachers if they do not know about any.
3. After that, the researcher requested that the subject teacher provide a record of the english homework of the students.
4. Then, Data from questionnaires and teacher records were matched and merged if necessary, ensuring a comprehensive dataset.
5. Then, The collected data were subjected to validation and cross-verification processes to ensure consistency and accuracy.
6. Finally, Data were securely stored in a designated location, following data protection and privacy guidelines.

Data Analysis and Interpretation procedure

Following the collection of data through methods such as class observation and questionnaires, a comprehensive data analysis and interpretation procedure was undertaken. This multifaceted process involved a dual approach, encompassing both descriptive and statistical analyses.

Descriptive analysis entailed summarizing the data, identifying trends, patterns, and relationships, and presenting the findings in a clear and understandable format. This allowed for a qualitative understanding of the collected information. Simultaneously, a statistical analysis was conducted to quantitatively assess the data, applying appropriate statistical tests and methods to derive meaningful insights and draw conclusions based on the evidence presented.

Together, these analytical approaches ensured a thorough examination of the data, facilitating a comprehensive understanding of the research topic and its implications.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The Results and Discussions section of a research paper presents the data and provides interpretation and analysis of the data quantitatively. In this section, the researcher summarizes the key findings, compares them to existing literature or theories, and discusses their implications and significance. The result has been derived from quantitative research through questionnaires. The result has been shown in tables.

Results

Here are the major findings from the provided information:

- i. Three teachers surveyed agreed that English homework serves an academic purpose. This means that homework is seen as a valuable tool for enhancing students' learning and educational development.
- ii. Half of the teachers in the survey, specifically five out of ten, indicated that assignments or exercises are a significant component of English homework.
- iii. The remaining twenty percent of teachers, also two out of ten, believe that the primary purpose of English homework is to reinforce learning outside the classroom.
- iv. Thirty percent believed in limiting English homework to three assignments, fifty percent felt that around five tasks were appropriate & twenty percent advocated for only two assignments.
- v. Sixty percent encounter assignments on a daily basis, thirty percent encounter assignments multiple times a week & ten percent encounter assignments once a week.
- vi. Forty percent are motivated to view English homework as an opportunity for learning and improvement, forty percent understand the purpose and relevance of English homework, leading to a positive attitude, ten percent approach English homework with a sense of responsibility and commitment & ten percent provided an "Other" response, indicating different influences.
- vii. Fifty percent mentioned managing a large volume of assignments and providing timely feedback, thirty percent expressed the difficulty of ensuring fairness and consistency in grading & ten percent noted the challenge of identifying and addressing misconceptions or errors in students' work.

- viii. Among the participating students, fifty percent consider english homework to be significant for their learning and academic progress.
- ix. The majority of students sixty percent believe that completing english homework assignments positively affects their attitudes and efforts towards them.
- x. When assigning english homework to students, seventy percent of teachers feel fulfilled, while a small portion ten percent feel ambivalent or challenged.
- xi. 40% of teachers strongly believe that english homework enhances students' academic performance, while twenty percent have a differing opinion.
- xii. The biggest challenge for teachers when grading english homework is managing a large volume of assignments and providing timely feedback.
- xiii. When students consistently fail to complete their english homework, fifty percent of teachers communicate with them to understand the underlying reasons.
- xiv. Teachers have observed progress or improvement in academic performance among sixty percent of students who consistently submit their english homework assignments.
- xv. Students overwhelmingly find english homework significant, as it helps reinforce learning, practice and apply concepts, and develop important skills.
- xvi. The most common challenges faced by students with english homework include managing a heavy workload, understanding instructions or concepts, and staying motivated.
- xvii. Students expect their teachers and parents to provide support by clarifying instructions, offering additional explanations, and providing timely feedback.
- xviii. Teachers provide feedback and corrections to students through written comments fifty percent and verbal feedback fifty percent but online platforms are not commonly used.
- xix. Students' interest in completing assignments varies, with forty five percent enjoying it, twenty five percent feeling neutral, and twenty five percent feeling stressed or burdened.
- xx. Difficulties with english homework are primarily attributed to a lack of understanding of instructions or subject matter 47.5 percent and insufficient time due to other commitments 17.5 percent.

- xxi. A majority of students fifty five percent believe their parents provide extensive support and guidance with their english homework.
- xxii. Twenty percent of students receive moderate support from their parents, while 17.5 percent handle their english homework independently with minimal parental support.
- xxiii. When it comes to students' feelings about completing english homework, forty five percent enjoy it, twenty five percent feel neutral, and twenty five percent feel somewhat stressed or burdened.
- xxiv. Students' completion rates for english homework vary, with fifty five percent always finishing on time, while fifteen percent often struggle to meet deadlines.
- xxv. Teachers play a crucial role in addressing students' difficulties with english homework by providing support, additional resources, and collaborating with parents or guardians.
- xxvi. English homework completion and support systems have an impact on students' academic performance and their overall attitude towards learning and personal growth.

Results from Teachers' Responses on Open-ended questions

The teachers' responses to open-ended questions regarding secondary level students' experiences and perceptions towards english homework revealed several key themes. Ten teachers participated in the study, and their feedback indicated that a majority of students considered english homework to be an essential tool for reinforcing concepts learned in class. However, some teachers also noted that a significant number of students felt overwhelmed and stressed due to the volume of english homework assigned. Additionally, a few teachers mentioned that students with extracurricular activities struggled to manage their time effectively. These findings highlight the complex nature of students' attitudes towards english homework and suggest the need for a balanced approach in assigning and managing english homework tasks. Similarly, some of the teachers said that students are attracted with project type of homework rather than reading and writing. Their interest is on project homework.

Teachers' opinion towards english homework

For teachers, an open-ended question on english homework could be a question that allows them to provide their perspectives, experiences, or insights regarding various aspects of english homework, such as its effectiveness, impact on student learning, strategies for assigning or evaluating english homework, or challenges faced in implementing english homework policies. The responses made by teachers were as follows.

Table 1

View about homework from teachers

Total Teacher	Academic tasks		Assignments or exercises		Reinforce learning outside the classroom	
	Number	Percentage	Number	Percentage	Number	Percentage
10	3	30	5	50	2	20

Source: Survey report, 2023

From the table 1, ten teachers were surveyed regarding their views on homework. Out of these teachers, 30% believed that the number of assignments or exercises given as homework should be limited to 3. Meanwhile, 50% of the teachers felt that a moderate amount of homework, around 5 tasks, is appropriate to reinforce learning outside the classroom. A smaller percentage, 20%, advocated for a lower amount of homework, suggesting that only 2 tasks should be assigned. These results indicate a range of opinions among teachers, with some favoring fewer english homework tasks while others support a slightly higher workload to enhance learning beyond school hours.

What is the significance of homework?

The significance of homework for a teacher's open-ended question lies in obtaining valuable insights and perspectives from teachers regarding their beliefs, experiences, and practices related to homework. It allows teachers to share their opinions on the effectiveness of homework, its role in student learning, and any challenges or successes they have encountered in implementing homework assignments, leading to a better understanding of its impact in the educational context.

Table 2*Opinion about significance of english homework*

Total Teacher	It reinforces and extends learning beyond the classroom		Enveloping independent thinking and problem-solving skills		Assessing and monitoring students' understanding and progress	
	Number	Percentage	Number	Percentage	Number	Percentage
10	1	10	5	50	4	40

Source: Survey report, 2023

From the table 2, ten teachers were surveyed regarding their opinion on the significance of english homework. Out of these teachers, 10% believed that english homework serves as a means to reinforce and extend learning beyond the classroom. They view it as an opportunity for students to delve deeper into the subjects and apply their knowledge independently. Additionally, 50% of the teachers emphasized that english homework plays a crucial role in fostering independent thinking and problem-solving skills. They see it as a valuable tool for students to develop critical thinking abilities and tackle challenges outside of the classroom setting. Another significant percentage, 40%, highlighted the importance of english homework in assessing and monitoring students' understanding and progress. These results demonstrate that a majority of the surveyed teachers recognize the significance of english homework in enhancing learning outcomes, promoting independent thinking, and evaluating student performance.

How often do they encounter these assignments?

The frequency at which teachers encounter open-ended questions or assignments can vary depending on the research or evaluation methods employed. In research studies, teachers may encounter such questions during surveys, interviews, or focus group discussions, which are conducted periodically or as part of specific research projects. In professional development or training programs, open-ended questions can be incorporated more regularly to gather teachers' reflections and feedback on their teaching practices and experiences.

Table 3*Opinion regarding how often they encounter these assignments*

Total Teacher	Daily		Multiple times a week		Once a week		Occasionally, as needed	
	Number	%	Number	%	Number	%	Number	%
10	6	60	3	30	1	10	-	-

Source: Survey report, 2023

From the table 3, ten teachers were surveyed regarding how often they encounter different types of assignments. Among these teachers, 60% stated that they encounter assignments on a daily basis. This suggests that a majority of the teachers regularly assign tasks to their students as part of their daily classroom routine. Additionally, 30% of the teachers reported encountering assignments multiple times a week. This indicates that these teachers incorporate assignments into their teaching approach frequently throughout the week. Only 10% of the teachers mentioned encountering assignments once a week, implying that they assign tasks less frequently. It's worth noting that no teacher in the survey reported encountering assignments occasionally or as needed, indicating that the majority of the teachers have a more regular and consistent approach to assigning tasks.

How does this perspective shape their attitudes towards completing english homework assignments?

The perspective gathered through teacher open-ended questions can shape their attitudes towards completing english homework assignments by providing insights into their beliefs, experiences, and understanding of the purpose and effectiveness of english homework. It allows teachers to reflect on the impact of english homework on student learning, adjust their approach, and implement strategies that promote meaningful and manageable english homework assignments, leading to a more positive and informed attitude towards english homework completion.

Table 4

Opinion regarding how this perspective shapes their attitudes towards completing english homework assignments

Total Teacher	Motivates me to see english homework as an opportunity for learning and improvement		Helps me understand the purpose and relevance of english homework, leading to a more positive attitude		Influences me to approach english homework with a sense of responsibility and commitment		Other	
	Number	%	Number	%	Number	%	Number	%
10	4	40	4	40	1	10	1	10

Source: Survey report, 2023

From the table 4, ten teachers were surveyed regarding how their perspective shapes their attitudes towards completing english homework assignments. Among these teachers, 40% mentioned that their perspective motivates them to see english homework as an opportunity for learning and improvement. They view english homework as a chance to deepen their understanding of the subject matter and enhance their skills. Additionally, another 40% of the teachers stated that their perspective helps them understand the purpose and relevance of english homework, leading to a more positive attitude. They recognize the value of english homework in reinforcing classroom learning and applying knowledge to real-world scenarios. Furthermore, 10% of the teachers mentioned that their perspective influences them to approach english homework with a sense of responsibility and commitment. They see completing english homework as a duty and prioritize it accordingly. Lastly, 10% of the teachers provided an "Other" response, indicating that their perspective might shape their attitudes towards completing english homework assignments in a different way not specified in the given options.

Table 5

Opinion regarding how this perception affects their attitudes and efforts towards completing english homework

Total Teacher	Positively		Influences me to		It has little impact on		Other	
	motivates me to approach english homework with enthusiasm and a sense of responsibility		recognize the importance of completing english homework for my learning and academic progress		my attitude towards completing assignments			
	Number	%	Number	%	Number	%	Number	%
10	6	60	2	20	1	10	1	10

Source: Survey report, 2023

From the table 5, ten teachers were surveyed regarding how their perception affects their attitudes and efforts towards completing english homework. Among these teachers, a majority of 60% stated that their perception positively motivates them to approach english homework with enthusiasm and a sense of responsibility. They view english homework as an opportunity for personal growth and actively engage in completing assignments. Additionally, 20% of the teachers mentioned that their perception influences them to recognize the importance of completing english homework for their learning and academic progress. They understand that completing assignments is vital for their educational development and strive to meet the requirements. On the other hand, 10% of the teachers stated that their perception has little impact on their attitude towards completing assignments. They may have a neutral or indifferent approach to english homework completion. Lastly, 10% of the teachers provided an "Other" response, suggesting that their perception affects their attitudes and efforts in a way not specified in the given options.

How do you feel when you assign english homework to a student?

When assigning english homework to students, teachers may feel a sense of responsibility to provide meaningful tasks that reinforce learning, foster independent thinking, and support overall academic progress. They may also consider factors like student workload, engagement, and the potential impact on their learning outcomes.

Table 6

Opinion regarding how you feel when you assign english homework to a student

Total Teacher	Fulfilled		Ambivalent		Challenged		Other	
	Number	%	Number	%	Number	%	Number	%
10	7	70	1	10	1	10	1	10

Source: Survey report, 2023

From the table 6, ten teachers were surveyed regarding how they feel when they assign english homework to a student. Among these teachers, a majority of 70% stated that they feel fulfilled when assigning english homework. They likely believe that english homework is an important part of the learning process and assigning tasks allows them to reinforce concepts and evaluate student progress. Conversely, 10% of the teachers mentioned feeling ambivalent about assigning english homework. This could indicate mixed feelings or uncertainty about the effectiveness or necessity of english homework. Additionally, 10% of the teachers mentioned feeling challenged when assigning english homework. They may view it as an opportunity to create engaging and thought-provoking assignments for their students. Lastly, 10% of the teachers provided an "Other" response, suggesting that their feelings when assigning english homework may vary and are not specifically captured by the given options.

"In your opinion, can english homework enhance students' academic performance?"

English homework can enhance students' academic performance when it is designed effectively, aligns with learning objectives, and provides opportunities for practice, reinforcement, and deeper understanding. However, the impact may vary based

on factors such as the quality of assignments, student engagement, and individual learning styles, so it's important to consider these factors when assigning english homework.

Table 7

Opinion regarding can english homework enhances students' academic performance

Total Teacher	Strongly believe		Depends on the type and quality of english homework assignments		I don't believe english homework significantly influences academic performance		Other	
	Number	%	Number	%	Number	%	Number	%
10	4	40	2	20	2	10	2	10

Source: Survey report, 2023

From the table 7, ten teachers were surveyed regarding their opinion on whether english homework enhances students' academic performance. Among these teachers, 40% strongly believe that english homework can enhance students' academic performance. They likely view english homework as a valuable tool for reinforcing learning, practicing skills, and extending knowledge beyond the classroom. Additionally, 20% of the teachers mentioned that the impact of english homework on academic performance depends on the type and quality of assignments given. They recognize that well-designed and meaningful english homework tasks can positively contribute to students' learning outcomes. Conversely, 10% of the teachers expressed the opinion that english homework does not significantly influence academic performance. They may have a different perspective on the effectiveness of english homework in improving academic results. Lastly, 10% of the teachers provided an "Other" response, suggesting that their opinion regarding the impact of english homework on academic performance may vary and is not explicitly covered by the given options.

"What challenges have you encountered while grading students' english homework?"

Teachers may face challenges such as managing a large volume of assignments, ensuring consistency in grading criteria, addressing subjective aspects, providing

constructive feedback, and balancing the time spent on grading with other responsibilities. Additionally, interpreting unclear or incomplete responses can pose grading difficulties.

Table 8

Opinion regarding what challenges has you encountered while grading students' english homework

Total Teacher	Managing a large volume of assignments and providing timely feedback		Ensuring fairness and consistency in grading across different students and assignments		Identifying and addressing misconceptions or errors in students' work		Other	
	Number	%	Number	%	Number	%	Number	%
10	5	50	3	30	2	10	-	-

Source: Survey report, 2023

From the table 8, ten teachers were surveyed regarding the challenges they have encountered while grading students' english homework. Among these teachers, 50% mentioned that managing a large volume of assignments and providing timely feedback is a significant challenge. Grading numerous assignments within a limited timeframe can be overwhelming, and providing timely feedback to students becomes challenging as well. Additionally, 30% of the teachers expressed the difficulty of ensuring fairness and consistency in grading across different students and assignments. Grading subjective tasks consistently and fairly can be a complex task, especially when dealing with diverse student abilities and varying assignment types. Furthermore, 10% of the teachers mentioned the challenge of identifying and addressing misconceptions or errors in students' work. Understanding and rectifying students' misunderstandings or mistakes can be time-consuming. Lastly, no teacher provided an "Other" response, suggesting that the mentioned challenges cover the main difficulties faced while grading students' english homework.

"How do you address students who consistently fail to complete their homework?"

When addressing students who consistently fail to complete their homework, it is important to employ strategies such as open communication, understanding the reasons for non-completion, offering support, providing clear expectations and consequences, exploring alternative approaches, and collaborating with students, parents, or guardians to foster a positive homework routine and encourage completion.

Table 9

Opinion regarding how you do address students who consistently fail to complete their homework

Total Teacher	I communicate with the students to understand any underlying reasons for non-completion		I provide additional support and resources to help students complete their english homework		I collaborate with parents or guardians to create a supportive environment for completing english homework		Other	
	Number	%	Number	%	Number	%	Number	%
10	5	50	2	20	1	10	2	20

Source: Survey report, 2023

From the table 9, ten teachers were surveyed regarding how they address students who consistently fail to complete their homework. Among these teachers, 50% mentioned that they communicate with the students to understand any underlying reasons for non-completion. They recognize the importance of open dialogue and aim to identify any challenges or obstacles that may hinder students from completing their homework. Additionally, 20% of the teachers stated that they provide additional support and resources to help students complete their homework. They offer extra assistance, guidance, or supplementary materials to help students overcome difficulties and successfully complete their assignments. Moreover, 10% of the teachers mentioned collaborating with parents or guardians to create a supportive environment for completing homework. They recognize the role of parents/guardians in supporting and encouraging students' homework completion. Lastly, 20% of the teachers provided an "Other"

response, indicating that they employ different strategies not specified in the given options to address students who consistently fail to complete their homework.

Have you observed any progress or improvement in students who consistently submit their english homework assignments?

It is generally observed that students who consistently submit their english homework assignments tend to demonstrate progress and improvement in their learning outcomes. Regular completion of english homework allows for practice, reinforcement, and deeper understanding of the material, leading to enhanced academic performance and a better grasp of the subject matter.

Table 10

Opinion regarding have you observed any progress or improvement in students who consistently submit their english homework assignments

Total Teacher	Yes, consistently completing english homework has positively impacted students' overall academic performance		I have noticed incremental improvements in students' understanding and application of concepts		The impact varies among students, with some demonstrating more significant progress than others		Other	
	Number	%	Number	%	Number	%	Number	%
10	6	60	2	20	1	10	1	10

Source: Survey report, 2023

From the table 10, ten teachers were surveyed regarding their observations of progress or improvement in students who consistently submit their english homework assignments. Among these teachers, 60% stated that they have observed that consistently completing english homework has positively impacted students' overall academic performance. They have seen a correlation between regular english homework completion and improved academic outcomes in their students. Additionally, 20% of the teachers mentioned noticing incremental improvements in students' understanding and application of concepts. Regularly completing english homework has contributed to a

gradual growth in students' comprehension and ability to apply learned material. Furthermore, 10% of the teachers stated that the impact varies among students, with some demonstrating more significant progress than others. This indicates that while english homework completion has a positive effect overall, individual students may show varying degrees of improvement. Lastly, 10% of the teachers provided an "Other" response, suggesting that they have observed progress or improvement in students who consistently submit english homework assignments in a way not specifically covered by the given options.

Result from Students' Responses on Open-ended questions

The results from the students' responses on open-ended questions provide valuable insights into secondary level students' experiences and perceptions towards their english homework. Overall, the majority of students expressed mixed feelings towards english homework. Some students acknowledged its benefits, stating that it reinforces learning and helps them practice and apply concepts. However, a significant number of students expressed challenges such as feeling overwhelmed by the workload, struggling to manage time effectively, and finding it difficult to stay motivated. These findings highlight the importance of considering students' perspectives when designing and assigning english homework, addressing workload concerns, and providing support to enhance their english homework experiences. Some of 10majoropinions from 40 students are given below:

What is the significance of homework?

Opinions of students on the significance of homework in secondary level student's experiences and perceptions vary. Some students believe homework is essential for reinforcing learning, improving academic skills, and preparing for assessments. Others may feel that excessive homework creates stress and limits free time. Overall, opinions reflect the individual student's perspective on the benefits and drawbacks of homework in their educational journey.

Table 11*Opinion regarding what is the significance of homework*

Participate Students	English homework helps reinforce what we learn in class and deepen our understanding of the topics		Practice and apply what we have learned		Develop important skills such as time management, responsibility, and self-discipline		Other	
	Number	%	Number	%	Number	%	Number	%
40	20	50	10	25	5	12.5	5	12.25

Source: Survey report from students, 2023

From the table 11, forty participating students were surveyed regarding their opinion on the significance of homework. Among these students, 50% stated that homework helps reinforce what they learn in class and deepens their understanding of the topics. They recognize that homework provides an opportunity to review and practice the concepts taught in the classroom, strengthening their knowledge. Additionally, 25% of the students mentioned that homework allows them to practice and apply what they have learned. They understand the value of hands-on application in solidifying their understanding and developing practical skills. Moreover, 12.5% of the students stated that homework helps them develop important skills such as time management, responsibility, and self-discipline. They see homework as a means to cultivate valuable attributes that are essential for academic and personal growth. Lastly, 12.25% of the students provided an "Other" response, indicating that their perception of the significance of homework may vary and is not explicitly captured by the given options.

What challenges or difficulties do you encounter with english homework?

Opinions of students regarding challenges or difficulties with english homework in secondary level student's experiences and perceptions vary. Some common challenges mentioned include time management, understanding complex assignments, balancing

multiple subjects, and feeling overwhelmed by workload. Students may also face distractions, lack of motivation, or difficulty seeking help when needed. These challenges can impact their overall english homework experience and require strategies to overcome them effectively.

Table 12

Opinion regarding what challenges or difficulties do you encounter with english homework

Participate Students	Managing a heavy workload and juggling multiple assignments from different subjects		difficult to understand the instructions or concepts in the english homework assignments		Struggling to stay motivated and focused when working on english homework		Other	
	Number	%	Number	%	Number	%	Number	%
40	15	37.5	15	37.5	5	12.5	5	12.25

Source: Survey report from students, 2023

From the table 12, forty participating students were surveyed regarding the challenges or difficulties they encounter with english homework. Among these students, 37.5% mentioned managing a heavy workload and juggling multiple assignments from different subjects as a significant challenge. They may feel overwhelmed by the volume of english homework and struggle to prioritize and allocate time effectively. Additionally, another 37.5% of the students expressed difficulty in understanding the instructions or concepts in the english homework assignments. They may find the content complex or unclear, making it challenging to complete the tasks accurately. Furthermore, 12.5% of the students stated struggling to stay motivated and focused when working on english homework. They may experience distractions, lack of interest, or difficulty maintaining concentration during english homework sessions. Lastly, 12.25% of the students provided an "Other" response, indicating that they encounter different challenges or difficulties with english homework not specifically covered by the given options.

In what ways can your teachers and parents provide support for your english homework?

Opinions of students on ways teachers and parents can provide support for their english homework in secondary level student's experiences and perceptions may clear explanations and guidance from teachers to understand assignments.

Accessible communication channels to ask questions or seek clarification.

Table 13

Opinion regarding in what ways can your teachers and parents provide support for your english homework

Participate Students	Clarifying instructions and providing examples to ensure understanding		Offering additional explanations or resources when concepts are challenging		Providing timely and constructive feedback on completed assignments		Other	
	Number	%	Number	%	Number	%	Number	%
40	12	30	18	45	7	17.5	3	7.5

Source: Survey report from students, 2023

From the table 13, forty participating students were surveyed regarding the ways their teachers and parents can provide support for their english homework. Among these students, 30% mentioned that clarifying instructions and providing examples to ensure understanding is a valuable form of support. Clear instructions and relevant examples help students grasp the requirements and expectations of the english homework assignments. Additionally, 45% of the students expressed the importance of their teachers and parents offering additional explanations or resources when concepts are challenging. This additional support assists students in overcoming difficulties and deepening their understanding. Furthermore, 17.5% of the students stated that receiving timely and constructive feedback on completed assignments is beneficial. Feedback allows students to learn from their mistakes, improve their work, and track their progress. Lastly, 7.5% of the students provided an "Other" response, indicating that there are alternative ways in

which their teachers and parents can support them with their english homework, not specifically mentioned in the given options.

Among your subjects, whom one does you enjoy the most for homework, and what are the reasons?

Opinions of students regarding their favorite subject for english homework in secondary level student's experiences and perceptions may vary. Many students enjoy subjects like English or Art because they offer creative expression and personal interest. some may prefer subjects like Math or Science for their logical problem-solving aspects. The enjoyment of a subject for english homework often stems from individual strengths, interests, and the level of engagement it provides.

Table 14

Opinion regarding among your subjects, whom one do you enjoy the most for english homework, and what are the reasons

Participate Students	English		Mathematics		Science		Social Studies	
	Number	%	Number	%	Number	%	Number	%
40	20	50	5	12.5	10	25	5	12.5

Source: Survey report from students, 2023

From the table 14, forty participating students were surveyed regarding which subject they enjoy the most for english homework and their reasons. Among these students, 50% mentioned English as the subject they enjoy the most for homework. They may find the logical problem-solving and structured nature of mathematics engaging and rewarding. Additionally, 25% of the students stated that they enjoy Science for homework. They likely appreciate the hands-on experiments, practical applications, and exploration of the natural world that Science offers. Furthermore, 12.5% of the students expressed a preference for Social Studies. They may enjoy learning about history, culture, and society, and find the research and critical thinking involved in Social Studies assignments stimulating. Lastly, 12.5% of the students mentioned Mathematics as the subject they enjoy the most for english homework. They may appreciate the opportunity

to express their thoughts, analyze literature, and enhance their communication skills through writing and reading tasks.

How do your teachers provide feedback and corrections after assessing your english homework?

Opinions of students regarding how teachers provide feedback and corrections on english homework in secondary level student's experiences and perceptions may be categorized into four main types: Written comments highlighting strengths and areas for improvement, In-person discussions or one-on-one feedback sessions, Use of rubrics or grading criteria for transparency & Timely return of graded assignments to facilitate learning.

Table 15

Opinion regarding how your teachers provide feedback and corrections after assessing your english homework

Participate Students	Written comments on the assignment or separate feedback sheets		Verbal feedback given in class or during one-on-one discussions		Online platforms or tools for submitting and receiving feedback		Other	
	Number	%	Number	%	Number	%	Number	%
40	20	50	20	50	-	-	-	-

Source: Survey report from students, 2023

From the table 15, forty participating students were surveyed regarding how their teachers provide feedback and corrections after assessing their english homework. Among these students, 50% mentioned that their teachers provide written comments on the assignment or separate feedback sheets. This form of feedback allows students to receive specific comments and suggestions directly related to their work. Additionally, another 50% of the students stated that they receive verbal feedback given in class or during one-on-one discussions. This interactive feedback method provides students with immediate clarification and personalized guidance. However, no students mentioned the use of online platforms or tools for submitting and receiving feedback. Lastly, no students provided an "Other" response, suggesting that the mentioned feedback methods cover the

primary ways in which their teachers provide feedback and corrections on their english homework.

What extent is you interested in completing assignments?

Opinions of students regarding their interest in completing assignments in secondary level student's experiences and perceptions may vary. Some students may express high interest and motivation, seeing assignments as opportunities for learning and showcasing their knowledge. Others may have moderate interest, completing assignments as required but not necessarily finding them highly engaging. Some students may have lower interest, viewing assignments as burdensome tasks. Individual interests and attitudes towards assignments influence the extent of student engagement and motivation.

Table 16

Opinion regarding what extent is you interested in completing assignments

Participate Students	I am highly interested and motivated to complete assignments		I am moderately interested in completing assignments.		I am not very interested in completing assignments		I have no interest in completing assignments	
	Number	%	Number	%	Number	%	Number	%
40	10	25	10	25	10	25	10	25

Source: Survey report from students, 2023

From the table 16, forty participating students were surveyed regarding their level of interest in completing assignments. Among these students, 25% mentioned being highly interested and motivated to complete assignments. They likely find value in the learning process and take pride in their academic achievements. Additionally, another 25% of the students expressed being moderately interested in completing assignments. They may have a reasonable level of engagement and see the importance of completing tasks but may not be as enthusiastic as the highly interested group. Furthermore, 25% of the students stated being not very interested in completing assignments. They may lack intrinsic motivation or struggle to find relevance in the assigned tasks. Lastly, 25% of the

students mentioned having no interest in completing assignments. This group may experience a lack of engagement or disinterest in academic work.

How frequently do you finish your english homework?

Opinions of students regarding the frequency of finishing english homework in secondary level student's experiences and perceptions may vary. Some students may consistently finish their english homework every day, prioritizing its completion and maintaining a regular study routine. Others may finish it most of the time but occasionally encounter challenges or distractions. Some students may struggle with finishing english homework regularly due to various reasons like time constraints, lack of motivation, or difficulties with specific subjects. Individual habits and circumstances affect the frequency of completing english homework.

Table 17

Opinion regarding how frequently do you finish your english homework

Participate Students	I always finish my english homework on time.		I usually finish my english homework on time, but there may be occasional delays		I often struggle to finish my english homework on time		I rarely or never finish my english homework on time.	
	Number	%	Number	%	Number	%	Number	%
40	22	55	8	20	6	15	4	10

Source: Survey report from students, 2023

From the table 17, forty participating students were surveyed regarding how frequently they finish their english homework. Among these students, 55% mentioned always finishing their english homework on time. They are consistently diligent and prioritize completing their assignments within the given deadlines. Additionally, 20% of the students stated that they usually finish their english homework on time, but there may be occasional delays. They generally manage their workload effectively but may encounter occasional challenges that cause minor delays. Furthermore, 15% of the students expressed often struggling to finish their english homework on time. They may face difficulties managing their time or have a heavier workload that poses challenges in

meeting deadlines. Lastly, 10% of the students mentioned rarely or never finishing their english homework on time. This group may struggle with time management or face significant obstacles that hinder their ability to complete assignments within the required timeframe.

What are your feelings regarding completing english homework?

Opinions of students regarding their feelings about completing english homework in secondary level student's experiences and perceptions may vary. Some students may feel a sense of accomplishment and satisfaction when completing their english homework, as it provides a sense of progress and learning. Others may feel a mix of both positive and negative emotions, depending on the difficulty of the assignments or their workload. Some students may experience stress or frustration, particularly when facing challenging tasks or time pressure. Personal attitudes and experiences shape students' emotional responses towards completing english homework.

Table 18

Opinion regarding what is your feelings regarding completing english homework

Participate Students	I enjoy completing english homework and find it rewarding		I feel neutral about completing english homework		I feel somewhat stressed or burdened by english homework		I dislike or strongly dislike completing english homework	
	Number	%	Number	%	Number	%	Number	%
40	18	45	7	17.5	10	25	5	12.5

Source: Survey report from students, 2023

From the table 18, forty participating students were surveyed regarding their feelings regarding completing english homework. Among these students, 45% mentioned enjoying completing english homework and finding it rewarding. They likely have a positive attitude towards academic tasks and see the value in learning and personal growth. Additionally, 17.5% of the students expressed feeling neutral about completing english homework. They may not have strong emotions or preferences towards english

homework, viewing it as a routine part of their academic responsibilities. Furthermore, 25% of the students stated feeling somewhat stressed or burdened by english homework. They may experience pressure or feel overwhelmed by the workload and expectations associated with completing assignments. Lastly, 12.5% of the students mentioned disliking or strongly disliking completing english homework. They may find it tedious, uninteresting, or perceive it as an unnecessary burden.

What factors contribute to difficulties with english homework?

Opinions of students regarding factors that contribute to difficulties with english homework in secondary level student's experiences and perceptions may Complexity of the assignments and difficulty understanding the concepts, Insufficient time due to other commitments or extracurricular activities, Lack of motivation or interest in the subject or assignment&Distractions from technology, social media, or personal circumstances.

Table 19

Opinion regarding what factors contributes to difficulties with english homework

Participate Students	Lack of understanding of the assignment instructions or subject matter		Insufficient time to complete english homework due to other commitments		difficulty managing time effectively		Feeling overwhelmed or stressed by the workload	
	Number	%	Number	%	Number	%	Number	%
40	19	47.5	7	17.5	10	25	4	10

Source: Survey report from students, 2023

From the table 19, forty participating students were surveyed regarding the factors that contribute to difficulties with english homework. Among these students, 47.5% mentioned that a lack of understanding of the assignment instructions or subject matter is a significant factor. They may struggle to comprehend the requirements or concepts involved, making it challenging to complete the english homework accurately. Additionally, 17.5% of the students stated that insufficient time to complete english homework due to other commitments is a contributing factor. They may have

extracurricular activities, family responsibilities, or other academic tasks that limit the time available for english homework. Furthermore, 25% of the students mentioned difficulty managing time effectively. They may struggle with prioritization, organization, or time management skills, leading to difficulties in allocating sufficient time for english homework. Lastly, 10% of the students expressed feeling overwhelmed or stressed by the workload, which can hinder their ability to focus and complete assignments effectively.

How much do you believe your parents support you with your homework?

Opinions of students regarding the level of support they believe their parents provide with their homework in secondary level student's experiences and perceptions may vary. Some students may feel that their parents offer extensive support, including assistance with understanding assignments, providing resources, and actively engaging in discussions. Others may perceive their parents' support as moderate, offering guidance when needed but primarily expecting independent work. Some students may feel that their parents provide minimal support or are not involved in their homework. Individual experiences shape students' perceptions of parental support with homework.

Table 20

Opinion regarding how much you believe your parents supports you with your homework

Participate Students	My parents provide extensive support and guidance with my homework		My parents offer moderate support and assistance when needed		My parents provide minimal support, and I primarily handle my homework independently		I don't receive any support from my parents regarding my homework	
	Number	%	Number	%	Number	%	Number	%
40	22	55	8	20	7	17.5	3	7.5

Source: Survey report from students, 2023

From the table 20, forty participating students were surveyed regarding their perception of their parents' support with their english homework. Among these students, 55% mentioned that their parents provide extensive support and guidance with their homework. They likely receive significant assistance, such as explanations, clarifications,

and help when facing challenges. Additionally, 20% of the students stated that their parents offer moderate support and assistance when needed. They may receive help when they encounter difficulties but also have opportunities to work independently.

Furthermore, 17.5% of the students expressed receiving minimal support from their parents, and they primarily handle their homework independently. They may have more autonomy in managing their assignments with limited assistance. Lastly, 7.5% of the students mentioned not receiving any support from their parents regarding their homework. This group may rely solely on their own resources and efforts to complete their assignments.

Discussion

The analysis section of a research paper on the topic " Student Experiences and teacher Perceptions towards their homework" would provide an analysis of the collected data and present the key findings related to students' experiences and perceptions of homework. ten teachers and fourty students have been taken for the study to achieve the objectives. The findings from this study present a comprehensive overview of the perceptions and experiences of both students and teachers regarding English homework. Significantly, 50% of the students acknowledge the importance of homework in their educational path, underscoring its contribution to academic advancement. Additionally, most students contend that fulfilling english homework tasks has a constructive impact on their attitudes and endeavors, underscoring the motivational element associated with English homework. On the teacher's side, a substantial percentage feel fulfilled when assigning english homework, indicating a commitment to this practice. A significant portion of teachers also strongly believe in english homework's positive impact on students' academic performance, underscoring its importance in their teaching strategies.

However, challenges exist in managing english homework, particularly regarding grading and providing timely feedback. The study reveals that a considerable number of students face difficulties in understanding instructions or coping with heavy workloads, calling for teacher and parental support. Teachers' involvement in addressing these difficulties is evident, emphasizing their role in helping students overcome english homework-related challenges.

Overall, these findings emphasize the multifaceted nature of english homework's impact on students' learning, attitudes, and academic performance. They also underscore

the importance of effective communication between teachers, students, and parents to maximize the benefits of english homework while addressing its challenges.

CHAPTER FIVE

SUMMARY AND CONCLUSION

Summary

The provided information reveals several key findings related to english homework in the context of secondary-level students. First, it is evident that homework holds significance for students, as it reinforces learning, allows for practice and application of concepts, and develops essential skills. The majority of students perceive completing english homework as valuable and relevant to their academic progress.

Teachers play a crucial role in assigning and grading homework while most teachers feel fulfilled when assigning homework, some encounter challenges such as managing a large volume of assignments and ensuring fairness and consistency in grading. Providing timely feedback and addressing misconceptions or errors in students' work are also important aspects of the grading process.

Students face various difficulties with english homework, including managing a heavy workload, understanding instructions or concepts, and staying motivated. However, their parents and teachers can provide support by clarifying instructions, offering additional explanations, and providing timely feedback. This support can help students overcome challenges and enhance their learning experience.

Interestingly, the subject preferences for homework vary among students, with English being the most enjoyed subject, followed by Science and Social Studies. Mathematics is the least preferred subject for homework.

Overall, completing english homework has a positive impact on students' academic performance and understanding of concepts. It is crucial for teachers, parents, and educators to foster a positive attitude towards english homework, create supportive environments, and tailor english homework strategies to meet the needs of students in the modern era. By implementing these recommendations, students' engagement, motivation, and academic success can be further enhanced.

Conclusions

In conclusion, the findings from the provided information shed light on various aspects of students' and teachers' perspectives on english homework. It is evident that both students and teachers recognize the significance of english homework in reinforcing

learning, practicing concepts, and developing important skills such as time management and responsibility. However, there are varying attitudes towards completing english homework, with some students expressing enjoyment and motivation, while others feel neutral, stressed, or burdened by the workload.

Teachers play a vital role in supporting students with their english homework. They provide feedback and corrections, manage a large volume of assignments, and strive to ensure fairness and consistency in grading. They also communicate with students and collaborate with parents to create a supportive environment for completing homework. Teachers believe that homework enhances students' academic performance, although there is a difference of opinion on the extent of its influence.

Students face challenges with homework, including difficulties understanding instructions or subject matter and managing time effectively. Some students struggle to stay motivated and focused when working on assignments. However, they expect teachers and parents to provide support through clarifying instructions, offering explanations, and timely feedback. Students also perceive their parents' support with english homework to vary, with some receiving extensive guidance while others handle it independently.

The choice of subjects for homework varies among students, with English being the most enjoyed, followed by Science and Social Studies. Mathematics is the least preferred. Teachers use different methods to provide feedback and corrections, such as written comments and verbal feedback, while online platforms are not widely utilized.

Overall, the findings highlight the importance of effective communication, support, and understanding between teachers, students, and parents in optimizing the english homework experience. Creating a balanced workload, providing clear instructions, and offering additional resources can help address challenges faced by students. Moreover, nurturing positive attitudes towards english homework and recognizing its impact on academic performance can contribute to a more engaging and fruitful learning environment.

Recommendation

Based on the above conclusion, here are five recommendations:

- i. **Enhance Communication and Support:** Teachers should establish open lines of communication with students to understand their challenges and provide necessary support. Regular feedback and guidance can help students overcome

difficulties and stay motivated. Collaboration with parents or guardians is crucial in creating a supportive environment for completing english homework.

- ii. **Provide Clear Instructions and Examples:** Teachers should ensure that englishhome assignments have clear instructions and provide examples when necessary. This will help students better understand what is expected of them and reduce confusion. Clear instructions can also mitigate the risk of students feeling overwhelmed or stressed by the workload.
- iii. **Promote Time Management Skills:** Teachers can incorporate activities or lessons that help students develop effective time management skills. This will assist them in managing their english homework alongside other commitments. Providing tools or strategies for prioritization and organization can also contribute to improved completion rates.
- iv. **Utilize Online Platforms for Feedback:** Teachers should explore the use of online platforms or tools to provide feedback and corrections on english homework. This can streamline the feedback process and make it more accessible to students. Online platforms can also facilitate ongoing communication and discussion between teachers and students.
- v. **Foster a Positive Attitude towards English homework:** Teachers, parents, and educators should work together to cultivate a positive attitude towards english homework. Emphasize the purpose and relevance of english homework in enhancing learning and academic progress. Recognize and celebrate students' efforts and improvements to reinforce their motivation and engagement.
- vi. Many students are interested on project type of homework so, teachers should emphasize project homework which motivates the student and develop active participation in classroom.
- vii. By implementing these recommendations, the english homework experience can be enhanced for students. It will help create a supportive and engaging learning environment where students feel empowered to complete their assignments, develop important skills, and achieve academic success.

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APPENDIX A**List of Students**

S.N	Name of the student	Grade
1	SamriddhiNiroula	9
2	AasmaKhadka	9
3	Sarswatikarki	9
4	BinaGurung	10
5	KarishmaKarki	10

APPENDIX B**List of Teachers**

S.N	Name of the teacher
1	UjjwalThapa
2	SunitaGiri
3	Bishnu Kumar Khadka
4	SushilaAdhikari
5	YogendraNiraula
6	GobindaShrestha
7	SurajShrestha
8	NawarajSubedi
9	Rita Puri
10	RabinaChaudhary

APPENDIX C**Questionnaire to the Teachers**

Dear Sir,

I am Uma Biswakarma. Now I would like to request you to help by answering this questionnaire. I hope you will write your experiences about the assignments (English homework) which will help me to explore more ideas related to my study. Your participation will be valued purposively.

Name:

School:

Address:

Teaching experiences (in Years):

Analysis and Interpretation of Teachers' Responses on Open-ended questions

Q No. 1. What is english homework?

Ans:

Q No. 2. What is the significance of english homework?

Ans:

Q No. 3. How often do they encounter these assignments?

Ans:

Q No. 4. How does this perspective shape their attitudes towards completing english homework assignments?

Ans:

Q No. 5. How does this perception affect their attitudes and efforts towards completing english homework?

Ans:

Q No6: How do you feel when you assign english homework to a student?

Ans:

Q No7: "In your opinion, can english homework enhance students' academic performance?"

Ans:

Q No8: "What challenges have you encountered while grading students' english homework?"

Ans:

Q No9: "How do you address students who consistently fail to complete their english homework?"

Ans:

Q No 10: "Have you observed any progress or improvement in students who consistently submit their english homework assignments?"

APPENDIX D**Questionnaires to the Students**

I am Uma Biswakarma, the primary teacher of a government school. I have 10 years of experience in the teaching field. I am going to research on topic secondary-level student's experiences and teachers' perceptions of their english homework. Through this research, I will find out the impact of english homework on student's daily activities, e.t.c.

Name:

School:

Grade:

Address:

Analysis and Interpretation of Students' Responses on Open-Ended Questions

Q No 1: What is the significance of english homework?

Ans:

Q No 2: "What challenges or difficulties do you encounter with english homework?"

Ans:

Q No 3: "In what ways can your teachers and parents provide support for your english homework?"

Ans:

Q No 4: "Among your subjects, which one do you enjoy the most for english homework, and what are the reasons?"

Ans:

Q No 5: "How do your teachers provide feedback and corrections after assessing your english homework?"

Ans:

Q No 6: What extent is you interested in completing assignments?"

Ans:

Q No 7: "How frequently do you finish your english homework?"

Ans:

Q No 8: "What are your feelings regarding completing english homework?"

Ans:

Q No 9: "What factors contribute to difficulties with english homework?"

Ans:

Q No 10: "How much do you believe your parents support you with your english homework?"

Ans:

Feedback from Students

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Feedback from Teachers

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