

**PERCEPTIONS OF STUDENTS AND TEACHERS OF  
ENGLISH ON HOME ASSIGNMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Birendra Bahadur Malla**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu**

**2016**

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A

## DECLARATION

I, hereby, declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: April 19, 2016

.....

**Birendra Bahadur Malla**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Birendra Bahadur Malla** has prepared this thesis entitled **Perceptions of Students and Teachers of English on Home Assignment** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: April 19, 2016

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# DEDICATION

*Dedicated*

*to*

*My parents who spent their whole life to make me what I am today.*



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**Birendra Bahadur Malla**

## ABSTRACT

This research work entitled **Perceptions of Students and Teachers of English on Home Assignment** has been carried out to identify the students' perception on home assignment. The researcher used purposive non-random sampling procedure to select 4 English teachers and 40 students as the respondents from lower secondary level community schools in Kathmandu district with the main objective to identify the perceptions of students and teachers on home assignment in terms of regularity, difficulty, time, help in home and correction feedback. Two sets of questionnaire were used to gather the teachers' and students' perceptions separately. The data obtained from the respondents were analyzed and interpreted descriptively. It was found that difficulty, teachers' instruction, lack of interest, less support from parents, environmental factor of home, and external factors like light, room, learning materials, parents' consciousness are the most influencing factors of home assignment as the perception of students and teachers summarized as major findings.

This study is divided into five chapters. The First chapter deals with introduction. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of theoretical literature, empirical literature, implications of the review for the study and theoretical / conceptual framework respectively. Likewise, the third chapter includes the design and method of the study, population, sample and sampling strategy, study area, tools and techniques for data collection, data collection procedure, data analysis and interpretation procedure. The fourth chapter deals with the analysis of data and interpretation of the results and summary / discussion of findings. Similarly, the data obtained from the students have been described, analyzed and interpreted descriptively. Finally, the last chapter deals with the conclusions and recommendations followed by references and appendices.

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## LIST OF ACRONYMS / ABBREVIATIONS

%	Percentage
&	and
CW	Class Work
DEO	District Education Office
e.g.	for example
ELL	English Language Learning
ELT	English Language Teaching
etc.	Etcetera
GoN	Government of Nepal
HW	Homework
i.e.	That is
L.W.	Lower Secondary
M.Ed.	Master of Education
MoE	Ministry of Education
p.	Page
S.No.	Serial Number
S.S.	Secondary School
TU	Tribhuvan University
viz.	Such as



# CHAPTER - ONE

## INTRODUCTION

The present study entitled **Perceptions of Students and Teachers of English on Home Assignment** consists of five chapters: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

According to Saud (2010) "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."

Home assignment is school work assigned to be done outside the classroom (distinguished from classroom). The obvious aim of assigning homework is to get students to practise and strengthen academic skills by devoting them in their study. It is one of the most essential elements in the language learning phase of learner.

On the other hand, it is an opportunity for students to help them and be involved in their learning at school level. It reinforces what they learnt at school and encourages them to maintain lifelong study habits.

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

home”. It is taken as an integral part of instructional activities and learning programmes which is articulated throughout curriculum. At 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.

## **1.2 Statement of the Problem**

Students face several problems while doing home assignments. They do not know how to do on the one hand, and other reasons like lack of time, no supporting hand at home, difficulty in completion of home assignment, irregularity in follow up of teachers, students' ability and motivation, home environment of the students and so on. There may be so many other factors and causes behind it. It was necessary to study for identifying perception as well as exploring affecting factors related to home assignment in relation to the home assignment given by English teachers. So, this study was conducted to identify the perception of students on home assignment in terms of difficulty, time, correction feedback and regularity and analyse them.

## **1.3 Objectives of the Study**

The study had the following objectives:

- i) To identify the perceptions of students on home assignment in terms of regularity, difficulty, time, help in home and correction feedback, and
- ii) To provide recommendations to improve teaching learning process.

## **1.4 Research Questions**

The study used the following distinctive research questions in order to explore factors related to the problem under the study.

1. What are the problems in home assignment?
2. What are the influencing factors of home assignment?
3. How do teachers and students perceive about home assignment?

## **1.5 Significance of the Study**

Clearly, home assignment is the stubborn problem in the field of teaching nevertheless and the problem of homework has not got the proper solutions/ suggestion the students learning can't be improved. On the other hand, the problem is occurring because of the amount of the homework and home environment. Many more issues are there thus to find out the actual findings require different instructional procedures. Thus, it is important to have a close look at the specific problems of teaching. On the other side home assignment is important because it is at the intersection between home and school. So this study will be beneficial for all the people who are involved in research work. Thus, it will be significant to those who are directly or indirectly concerned in teaching sector. It is very significant in the sense that based on the result from this study educators may need to help students to see and know that their homework assignments are meaningful and that it is not just "busy work" students need to realize that home assignment can help them succeed academically and intellectually. Thus, it is useful to those school having similar problems which they are facing in their teaching learning process. It may be useful for the planner and policy maker, too. Finally, It also opens the gate of further studies related to this issue. It is useful for those students and 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.

## **1.6 Delimitations of the Study**

Delimitations describe the scope of the study or establish parameters for the study which generally does have some degree of control. Every research has its own delimitations. The study was limited to:

- Kathmandu district.
- Only four public school.
- 40 students of lower secondary level and 4 teachers of the same school.
- Home assignment.

## **1.7 Operational Definitions of the Key Terms**

**Assignment:** the task that is given for students to complete.

**Homework:** The task given by teacher to students to do at home within the stipulated deadline.

**Perception:** The way notice things, especially with the sense.

**Attitude:** One thinks and feels about something /somebody.

## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review and conceptual framework are two essential aspects of a research study. This chapter consists the details of reviewed studies and their implications on the study on the same way, the theoretical and conceptual framework also included under this chapter.

#### **2.1 Review of the Theoretical Literature**

Research is controlled rigorous, systematic, empirical, valid and critical study of certain situation or phenomenon. To carry out an investigation, the researcher locates an issue or some unanswered question in the existing body of knowledge for which a thorough study of existing literature is required. It provides a theoretical background to the study.

In the initial stage of research it helps to establish theoretical roots study clarify ideas and develop methodology later on the literature review serves to enhance and consolidate knowledge base and helps to integrate findings A theoretical literature review offers an overview of significant literature published in the related area which carries a theoretical value for the study it provides the foundation for the report and gives theoretical background to the choices made during the course of the work . In addition it gives the reader and understanding of what she/he needs to know in order to interpret and understand the results of the study.

##### **2.1.1 Meaning of Home Assignment**

Home assignment, 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 indifferent way. The problems of home assignment and homework related issues are highlighted in this research.

### **2.1.2 Factors Influencing Home Assignment**

Difficulty, length, objectives, feedback, support and scheduling time are variables related to home assignment that appear to make the most difference in result of achieving achievement. Home environment plays the vital role for the students in completion of their homework but some of the students they haven't got the favorable home environment for their study. Social status is another component to play role in home assignment. Because of their poor family background some of the students do not get time to study. Directly or indirectly, home assignment plays important role in students' achievements. So, who are punctual in school and regularly submit their homework, they are ahead in study comparing to others. Time management as well as sincerity and even in good moral behaviours have been seen on those students. Home assignment does not improve the study only, but it improves the habit and morality too. On the other hand, they face different problems based on given assignment. So, they can develop the habit of facing different difficulties of usual life. Walberg (1986) indicated in his journal, entitled 'does home work help?' that the different factors play a vital role in influencing homework such as:

#### **i. Students characteristics**

According to Walberg (1986, P. 14 ) It focuses on students' ability, motivation and study habits are the factors of influencing homework. Some students are genius, some are average and weak, and so by concerning all level of students assignment should be given. If the level of students is not concerned it influences in home assignment. Another point is study habits of students, some students have the habit of doing task which is given to them, some do not have that kind of habit to complete task within the dead line, so they feel uneasy/

difficult to complete their task. On the other hand, subject matter and grade level also the matter which influences the home assignment.

**ii. Assignment characteristics**

It is an another striking point which shows that amount, purpose, skill areas, degree of individualization, degree of students' choice and completion deadlines are the influencing factors of home assignment.

The nature assignment also influences the home assignment. If the work will be given more in amount students do not get time to play so they feel bored.

Beyond their interest if the work is given they do not want to complete. So according to the choice of students' assignment should be given. On the other hand, they feel pressure by the daily homework and its dead line.

**iii. Initial classroom factors**

It is an another influencing factor which highlight the role of facilitators, provision of materials, suggested approaches, links to curriculum are the points which should be concerned. It highlights role of teachers whether teacher has suggested to students with proper approaches or not, if not they will be confused on doing their assignment. On the other hand, the assignment should link to curriculum. If such things are avoided, it creates problem on students assignment. The teacher has to use related teaching materials to make clear.

**iv. Home community factors**

Home environment is another issue of concern which focuses on proper space , light, quiet and materials are the home and community influential factor.

It is another important point, its' the duty of parents whether the child getting proper environment or not, if not it will be the problem for their children to complete their assignment. The appropriate space, light, quiet and availability of materials is needed to complete their daily assignment. On the other part families' economic status also plays role in influencing the homework. If they

get leisure time, they have to support their parents in their economic activities, so they do not get much time to complete their assignment.

**v. Classroom follow-up**

It is another factor which depends on teachers' feedback, like written comments, grading, incentive and testing related context. Teachers' corrective feedback is important for every learner so if the assignment has checked the proper written comments, grading and incentives they expect from teachers. So according to their performance in assignment teacher has to provide such kind of remarks. If those kinds corrective feedback is not given, they will not be motivated. It influences in homework.

**2.1.3 Problems of Homework**

Students face several problems while doing homework. They do not know how to do, on the one hand, and other reason like lack of time, no supporting hand may also appear at the time of solving problems as homework. On the other point of view assignment characteristics also ignored by teacher suppose amount of assignment in order to his/her age. Degree of student choice, skill and utilized, degree of individualization, social context are the problematic issues of home assignment. Home environment is another issue.

The article by Goldstein and Zental (1999) analyses various factors that are responsible for not improving the problems of home assignment: such as (i) practice (ii) participation in learning task (iii) development of personal skills such as time management gained by completing (iv) positive aspects of relationship with others (v) keeping parents informed about classroom activities and policies (vi) An administrative role in helping schools achievements.

Several techniques are used for checking and correcting the home assignment. Mostly self correction group correction, peer correction etc. But among them



all self correction is only one technique of correction in public school. Teacher does not get time to check homework thoroughly so he\ she does not get time to correct their mistakes and instruct them properly On the other hand teacher does not follow-up to those student who come to school without homework because of the large number of students. Home environment is an external influential factor. So, if the environment is suitable and parents support to their children, the students become habitual for their regular work.

#### **2.1.4 Role of Guardians in Home Assignment**

To make able to students school and family partnership is essential, Epstein (1996) has listed six broad categories about home assignment, they are as follows:

- a. **Parenting:** In which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning friendly home environment.
- b. **Learning at home:** In which school and educators share ideas to promote at home learning through high expectations and strategies so parents can monitor and help with homework.
- c. **Communicating:** working to educate families about their child's progress and school services.
- d. **Decision-making:** in which school include families as partners in school organization advisory panels, and similar committees.
- e. **Volunteering:** which ranges from offering opportunities for parents to visit their child's school to findings the way to recruit and train them to work in the school or classroom.
- f. **Community collaboration:** two-way outreach strategy in which community or business groups are involved in education and school encourages family participation in the community.

### **2.1.5 Need and Importance of Home Assignments**

Homework plays a crucial role in teaching and learning activities. In order to achieve the determined goal of teaching learning activities, homework is essential. It provides students with an opportunity to study a subject in-depth and complete project that cannot easily fit in to the regular school day.

Homework teaches students to develop self- reliance, follow directions and organize their time to improve their study skills and work habits. It encourages students' initiative and develops independent learning skill.

According to Sam et al. (1999), "homework helps students to develop responsibility and life skills and the ability to manage tasks and that it provides experiential learning, increased motivation, opportunities to learn to cope with difficulties and academic benefits".

### **2.2 Review of Empirical Literature**

In the department of English language education, some studies has been carried out in home assignment which are more or less related to this study can observed as follows. The literature review is an important aspects in the development of any research work.

Sharon and Richards (1995) "Home Assignment: A concern for the whole family" attempts to highlight some of the problems and issues that are challenging Nepali public schools too. Findings mention that the teachers' role is vital. In it the teacher should be aware about the level of the student and amount of home assignment. It also highlights the role of family. The findings suggest to teachers, they should assign appropriate homework at instructional levels that match students' skills and provide positive consequences for homework completion. The role of guardians is also important to provide the supportive role and to create favorable environment at home.

Sapkota (2002) carried out a research entitled “The attitude of teachers towards grade ten teachers’ guide”. His objective was to present the attitudes of teachers towards the teachers’ guide for grade ten English. He carried out that study with survey research design. A set of questionnaire was used as the tool for data collection in order to draw the teachers’ attitude towards teachers’ guide. Thirty teachers were the population sample of the study. He found that all teachers have positive attitude towards teachers’ guide.

Sharma (2009), has carried a study entitle “Attitudes towards homework of the students”. He mentions that the students' attitude is positive towards the home assignment. The main aim of this research was to present the attitude of students and teachers towards homework. He used questionnaire as research tools. The sample populations were 40 English teachers of secondary level and 160 students of grade 11. He used the random sampling procedures for this study. About 90% teachers believed in the academic achievement among students through homework. Around 70% of students faced the problems while doing writing type of homework since they did not know how to do. Finally students were satisfied with reading and writing homework provided to them but were dissatisfied with drawing homework.

Ojha (2009) has carried out research entitled “A Study on Assignment of Homework”. The main objective of this study was to identify the problems of homework. 60 students were selected randomly for this study. Questionnaires were used as a tool. He found the student taking it as a simple and non profitable task and guardians have not guided to the children properly and home environment, which is not in the favour of some students. Students take it as a given task by teacher to make them busy.

Puri (2014) carried out a research on "Perception of Teachers and Students towards CW and home work HW". His objective was to find out the perception of secondary level English teachers about CW and HW. He carried out that study with survey research design. A set of questionnaire was used as the tool

for data collection in order to draw the teachers' views. As the major findings of his study, class work and homework are most necessary and considered as the best means of evaluating the students in English language teaching and learning.

Adhikari (2014) carried out a research entitled ""Practices of English Teachers to overcome the Problems/Behaviours of Students. His objective was to identify practices of English Teachers to overcome problem, behaviour of students in secondary level classes. Four teachers who were teaching in secondary level in Palpa district and thirty students from government and private schools were the population sample of the study. Questionnaire and observation were the major tools for primary data collection. He found that there were multiple problems existing in the classroom such as students speaking slang language, engaging themselves in side-talking , gum chewing and lacking concentration towards teachers. These sorts of problems were tried to control by teachers using different measures. Some tried smiling faces rather than angry ones while entering classes whereas some other used different greetings to drag their attention.

### **2.3 Implications of the Review for the Study**

Since an important responsibility is to compare findings with those of others, It is here that the literature review plays an extremely important role during the right up of report it helps to integrate findings with adjusting knowledge that is, to either support or contradict earlier research. The literature review is an integral part of the entire research process which makes a valuable contribution to almost every operational step. Firstly it provides a theoretical background to the study and broadens the knowledge base in the research area. Secondly it helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. For the proposed study, review of the theoretical literature provides a theoretical background and broadens the knowledge base of the researcher in the research

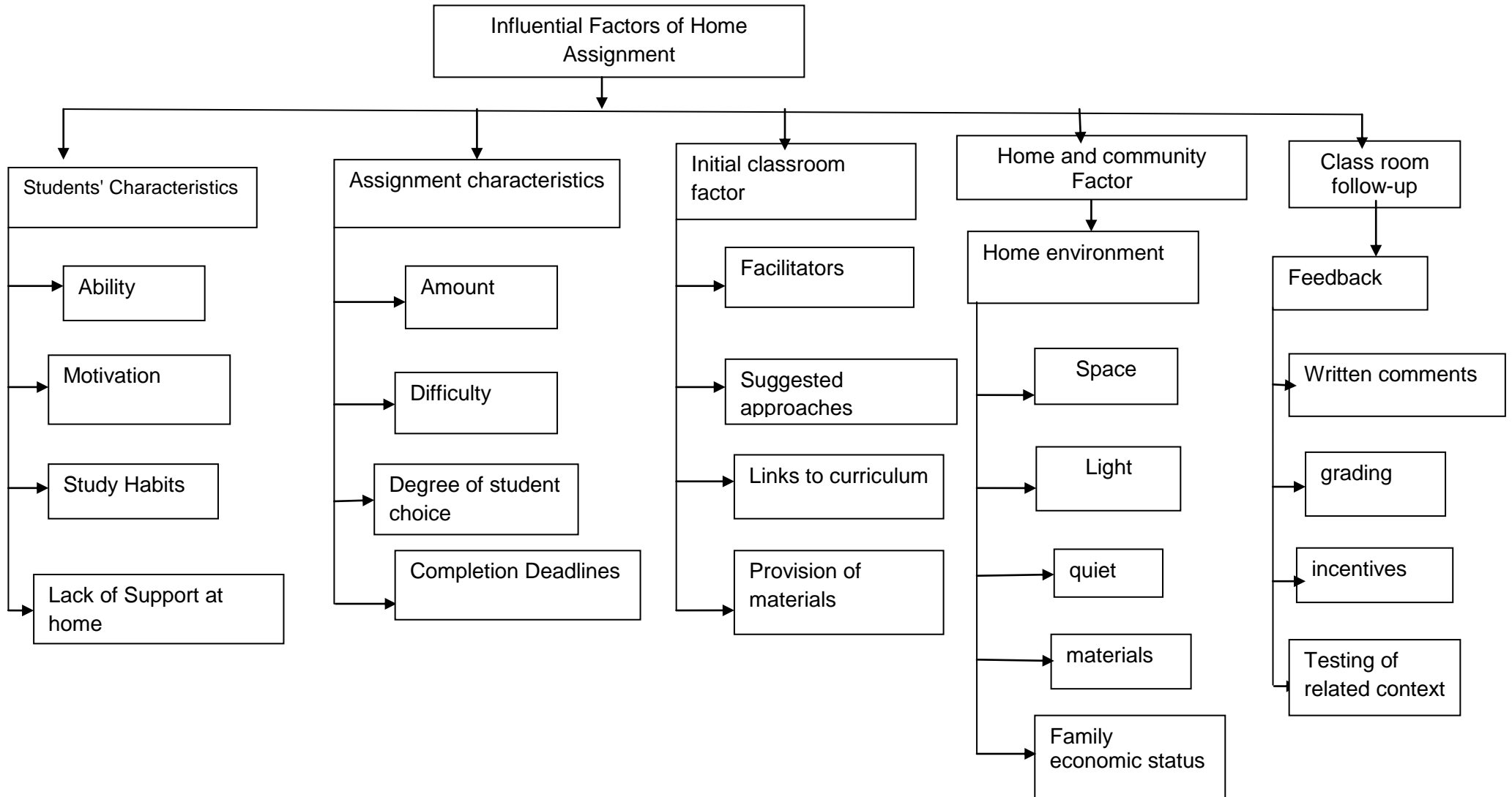
area. Similarly, review of the empirical literature helps to develop the conceptual framework and to bring clarity and focus to the research question. And it helped to improve the methodology as well as to contextualize the findings.

From the review of empirical literature review, I got support in different chapters Sharon and Richards helped in chapter one Introduction, it broaden its areas to research and highlighted the family concern on student or their child education as well as the teachers responsibility is also vital so it helped to enter in background issues related to my topic . Sharma(2002) supported in tool building process because his research design is similar to mine so he investigated the perception of teacher on teacher guide and similarly, Ojha shared the idea about the same tools for data collection and question making process. On the same way Puri and Sapkota helped in chapter four analysis and interpretation and in chapter five conclusions and recommendations. Both the research were supported materials for the analysis and interpretation similarly both the researcher were used tabulation table to short out the percentage of the respondents in different options so I also took help from those research to take out the result of my collected data.

## **2.4 Theoretical / Conceptual Framework**

Theoretical / conceptual framework is a type of intermediate theory that attempts to connect all aspects of an inquiry. I followed the following conceptual framework for the completion of this study. It can act like a map that gives coherence to empirical inquiry of a study. The following figure presents the theoretical and conceptual framework for this study.

**Figure 1: Theoretical / Conceptual Framework**



## **CHAPTER - THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology is a vital element of a research work. So, it is designed in such a way which helps to carry out the study systematically and scientifically. I adopted the following methodology to carry out this research.

#### **3.1 Design and Method of the Study**

Survey is a superficial study of an issue or phenomena. It is a general view and characterization of the circumstances and the testing of its status. According to Cohen and Marion (1985, as cited in Nunan, 1992, p. 140), “Surveys are the most commonly used descriptive method in educational research and may scope from large- scale government investigation through to small- scale studies carried out by a single researcher”. It mainly depends up on the nature of the study to be carried out by a group of researchers or by an individual. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and events at a single point of time. The discussion above entails that survey is one of the important research method used in educational investigation. It is mainly carried out to find out people’s attitudes, opinions and the specified behaviour on certain issues, phenomena, events, and/or situation. The finding of survey is generalizable and applicable to the whole group. Survey is the best research design carried out to find out public operation and the behaviours and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. Survey research in education passes through a series of steps similar to those for other types of educational research but the procedures are somehow different from other research types.

The research tradition and procedure followed by the department of English Education to address the survey research processes, which will be followed in the proposed study are as follows:

- a. Identifying the problem
- b. Specifying the objectives



- c. Formulation of hypothesis
- d. Expanding the theoretical knowledge
- e. Writing research proposal and preparing research tools
- f. Piloting the research tools
- g. Field visit
- h. Contacting the selected institutions and authorities to establish rapport with them
- i. Requesting the authority for the permission to conduct the research
- j. Requesting for the list of informants, if permission is granted
- k. Sampling the required number of informants
- l. Fixing the time for data collection
- m. Eliciting the required data
- n. Presentation, Analysis, and interpretation of the data

### **3.2 Population, Sample and Sampling Strategy**

The students and English teachers of lower secondary level schools in Kathmandu district were the population of this study. Likewise, 40 students studying at lower secondary level and 4 English teachers were the sample of my study. They were selected 10 students and 1 English teacher from each school. So, the required sample consisted of 40 students and 4 English teachers from lower secondary level schools. The schools names were as follows:

- i. Nirmal Vdhaya Pith lower Secondary school;
- ii. Ajad lower secondary school;
- iii. Vidhodaya lower secondary School;
- iv. Bal Sewa lower secondary school.

These samples were selected using purposive non-random sampling procedure.

### **3.3 Study Area / Field**

The research area of this study was lower secondary level schools of Kathmandu district. The District Education Office (DEO) and concerned

school authorities are the stakeholders where the 40 students and 4 English teachers from lower secondary level were the respondents. The field of the research study was English language teaching and learning at school level in relation to perception on home assignment given by English teachers. The main focus of this study was to identify students' perception with the most influencing factors of home assignment.

### **3.4 Data Collection Tools and Techniques**

The main tool of data collection for this research study was questionnaire. Two sets of questions were used to elicit the perception, causes and problems regarding home assignment. The questionnaires were used as the primary tool for data collection for this study, one for students and another for English teachers from lower secondary level. It contains open - ended and close-ended questions provided to the respondents only. The sample of questionnaire used as the tool for data collection is also attached in the Appendices.

### **3.5 Data Collection Procedure**

First of all, the researcher contacted District Education Office (DEO) so as to get the list of schools and rapport building explaining the objectives of this study. Then 4 lower secondary level schools were recommended and selected. The researcher visited the school authority separately. Then, it was discussed and described about the research study and objectives with topic and conducted with the help of questionnaire. The data was collected from the primary sources by conducting the following procedure or steps:

- i. First of all, the researcher prepared questionnaires and other materials for collecting data.
- ii. Then, the researcher visited the selected schools and coordinated with the concerned authorities for rapport building.
- iii. The researcher explained to the respondents about the purpose and process of research.

- iv. The researcher distributed the questionnaires to the respondents to respond the asked questions.
- v. Finally, the researcher collected the questionnaire filled up by the respondents.

### **3.6 Data Analysis and Interpretation Procedure**

After data collection, the data was analyzed and interpreted with the help of simple statistical computation and presented in tabular forms. The process of data analysis started with the coding and minute analysis of the collected data. In this study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand various elements of the raw data collected in course of the research study. In this study, questionnaire was used as the primary tool of data collection. The collected data were put under different headings and then analyzed and interpreted descriptively.

## CHAPTER - FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data from primary sources. This study primarily was aimed at identifying the perception of students and teachers on home assignment. The analysis and interpretation of results are as presented below:

#### 4.1 Analysis of Data and Interpretation of the Results

In this section, the collected data have been analysed descriptively. The result from the collected data have been interpreted and summarized. Total 40 students and 4 English teachers were the respondents from lower secondary schools in Kathmandu district. In this study, two separate sets of questions were asked to the students and teachers of lower secondary level respectively in order to identify the perception of students and teachers on home assignment.

##### 4.1.1 Analysis and Interpretation of Students' Responses on Close Ended Questions

This section deals with analysis and interpretation of data obtained from students using questionnaire with 10 close ended questions. The responses on closed ended questions asked to the 40 students are as follows:

###### 4.1.1.1 Students' Interest in Doing Homework

The question no. 1, '*How much are you interested in doing homework ?*', was asked to express students' interest in doing homework at home. The responses made by students were as follows:

**Table 1: Students' Interest in Doing Homework**

Total Students	Interested		Very much interested		Not interested	
	Number	%	Number	%	Number	%
40	39	98	1	2	-	-

By analyzing the table, it is clearly seen that out of total population 39 students (98%) like to do homework, 1(2%) student is very much interested. In this question participants' view was 100% positive they answered that they have keen interest on doing homework. Here it is found that students are interested in doing homework, if their home and community factors are in right order.

#### 4.1.1.2 Regularity on Doing Homework

The question no. 2, '*How often do you complete your homework ?*', was asked to find out the regularity on completion of students' homework how often they do and submit to their teachers. The responses made by students were found as given below:

**Table 2: Regularity on Doing Homework**

Total Students	Usually		Always		Sometimes	
	Number	%	Number	%	Number	%
40	25	61	7	18	9	21

The above mentioned table indicates the fact that 61% students 'usually' submit homework, to their teacher and 18% students only 'always' submit their homework and rest 21% students 'sometimes' they submit their work. So that is difficult to find out their weakness that so many factors may have affected in doing homework.

#### 4.1.1.3 Perception on Homework

The question no. 3, '*How do you feel about doing homework ?*', was asked to students whether they take home assignment positively or negatively and how they feel while doing homework. Regarding this question, the responses were made by students as shown in the following table on page 22:

**Table 3: Perception on Homework**

<b>Total Students</b>	<b>It is very important</b>		<b>It is important</b>		<b>It is not important</b>	
	Number	%	Number	%	Number	%
40	7	19	33	81	-	-

Regarding the table most of the students 81% they take it as important task, on the same was 19% students think that it is very important task. And in another option no any student stands in tshe support of this logic. From the data obtained from the students, it can be interpreted that all the students feel about the importance of doing homework.

#### **4.1.1.4 Causes of Homework Difficulties**

The question no. 4, '*What are the causes of homework difficulties ?*', was asked to find out the causes of homework in terms of difficulties. The responses made by the students are as given below:

**Table 4: Causes of Homework Difficulties**

<b>Total Students</b>	<b>Instruction of teachers</b>		<b>Confusion in subject matter</b>		<b>Parents' education</b>	
	Number	%	Number	%	Number	%
40	10	27	23	69	1	2

Regarding this question students' opinions were varied, the majority of the participants pinioned that 69% students were confused about homework. And some students about 27% were in problem with instruction about homework. In the same way 2% students were there in the support of parents cause. From the above responses, it can be interpreted that instruction of teachers, confusion in subject matter and parents' education are as the causes of difficulties in homework.

#### 4.1.1.5 Parents' Support in Homework

The question no. 5, 'How much do you think your parents support in your homework?', was asked to get perception on parents' role or support in completion of homework of their children. The responses made by the students are as follows:

**Table 5: Parents' Support in Homework**

Total Students	Very much		To some extent		They don't care	
	Number	%	Number	%	Number	%
40	20	50	18	45	2	5

Regarding this question students' opinion were different. Most of the students 50% showed that they were supported by their parents. Similarly nearly 45% students got support from their parents on the same way 5% students don't get any support from their parents. It can be interpreted that somehow the parents support their children in completion of homework but it should be focused more regarding the parents' consciousness.

#### 4.1.1.6 Teachers' Support to Students

The question no. 6, 'How much do you think your teachers support in your homework?', was asked to get perception on teachers' support in completion of homework of students. The responses made by the students are as follows:

**Table 6: Teachers' Support to Students**

Total Students	Very much		To some extent		They don't care	
	Number	%	Number	%	Number	%
40	31	77	9	23	-	-

Here more than 75% students answered that their teacher supported them very much. Similarly 23% students agreed on 'to some extent' and no students believed on ignorance of teacher. From the above responses, it can be interpreted that students get support from teachers for the completion of homework.

#### 4.1.1.7 Problems in Doing Homework

The question no. 7, 'What is your main problems in doing homework ?', was asked to the students for getting perception about the problems in doing homework. The following responses were made by students:

**Table 7: Problems in Doing Homework**

Total Students	Lack of Materials		Lack of interest		Lack of educated parents	
	Number	%	Number	%	Number	%
40	5	12	33	83	2	5

Regarding this question, more than 80% students answer that lack of interest is the reason behind their incomplete homework. On the same way only 12% students responded that they faced problems in completion of homework due to lacking material and at last 5% students showed the lack of educated parents as the reason. From the above analysis, it seems that lack of required materials and lack of parent education are the main problems in doing homework. It can be interpreted that students should be encouraged and motivated regarding to home assignment and parents should be serious and responsible to their children managing required materials.

#### 4.1.1.8 Teachers' Evaluation Routine of Homework

The question no. 8, 'How often do your teachers check your homework ?', was asked to find out the perception on teachers' evaluation routine for checking homework. The responses were made as given below:

**Table 8: Teachers' Evaluation Routine of Homework**

Total Students	Daily		Twice/Thrice a week		Once a week	
	Number	%	Number	%	Number	%
40	10	25	22	55	8	20



Regarding this question, students' opinions seem different. The majority of the participants about 55% participants shared that their teacher check their homework twice or thrice a week similarly 25% participants answered that their homework were checked daily. On the same way 20% participants shared that their homework were checked once a week. It can be interpreted that mostly the teachers check homework twice or thrice a week. So, it can be suggested that teachers should check homework of the students daily and as a result, students get feedback and updates regularly.

#### 4.1.1.9 Students' Strategies for Incompletion of Homework

The question no. 9, 'When you do not complete the given homework, what do you do?', was asked to find out the strategies taken by students for incompletion of homework. They responded as given below:

**Table 9: Students Strategies for Incompletion of Homework**

Total Students	Remaining absent at school		Going to school as usual		Apologize to the teacher		Copy from the other friends	
	Number	%	Number	%	Number	%	Number	%
40	3	8	10	25	12	30	15	37

Regarding this question more than 37% students answered they copy from other and submit to their teachers, similarly 30% students apologize with teachers. And 25% students present in class without homework, and 8% students remain absent in school. It can be said that most of the students copy their home assignment from other friends. Similarly, some students remain absent at school, some students apologize to teacher and some of them go to school as usual.

#### 4.1.1.10 Students' Choice for Homework

The question no. 10, '*What sort of homework you like most ?*', was asked for getting perception on students' choice for homework with their expectation.

The responses made by the students are as follows:

**Table 10: Students' Choice for Homework**

Total Students	Reading		Writing		Drawing		Project assignment	
	Number	%	Number	%	Number	%	Number	%
40	5	12	5	12	5	12	25	64

Analyzing the above table, it is clearly seen that out of total population 64% like the project assignment and reading, writing and drawing have the same 12% responses. From the above data analysis, it can be interpreted that students like project assignment most. Likewise, reading, writing and drawing are also the choice of students as home assignment.

#### 4.1.2 Analysis and Interpretation of Students' Responses on Open Ended Questions

It deals with the analysis and interpretation of data obtained from the students through open ended questions. Five open ended questions were asked to the students and the responses have been analyzed and interpreted as presented below:

##### 4.1.2.1 Students' Perception about the Necessity of Homework

The question no. 1, '*Why is the homework important ?*', was asked to find out the importance of homework. The major themes with analysis of the responses made by the students are as follows:

- Homework makes students active
- Homework update students about their lesson

- Homework helps to broaden their learning skills
- Homework helps to expand the knowledge
- Homework helps to develop the creativity.

#### **4.1.2.2 The Problems in Homework**

The question no. 2, '*What are the problems in homework ?*', was asked to find out students' perception about the major problems faced by the students in completion of homework. The major themes with analysis of the responses made by the students are as follows:

- Lack of materials
- Lack of facilities
- Family background
- Complexity of homework and confusion
- Lack of daily homework correction.

#### **4.1.2.3 Support of Parents and Teachers in Homework**

The question no. 3, '*How can your teachers and parents support in your homework ?*', was asked to discover the students' perception about the parents' and teachers' support in their homework. The followings were the major themes of analysis and interpretation:

- Parents can help by providing all the facilities at home
- Parents can help when they are in confusion
- Teachers can help by giving clear instructions about homework
- Teachers can concern on the students' degree of choice.

#### **4.1.2.4 Students' Interest on Subject**

The question no. 4, '*For homework, which subject do you like most and why ?*', was asked to find out the students' interest in relation to the subject. The major themes with analysis of the responses made by the students are as follows:

- Out of total 40 students, 75% like subjects in native language that they can write and understand easily
- Thirty Six students responded as English and Maths are difficult subjects regarding homework.

#### **4.1.2.5 Correction Feedback**

The question no. 5, '*How do you get correction feedback after checking your homework from your teachers?*', was asked to discover students' perception about the correction feedback of teachers after they check homework. The major themes with analysis of the responses made by the students are as follows:

- Students become happier after getting positive feedback.
- Students get most of the remarks related to handwriting problems.
- Teachers' irregularity seems in homework checking.
- Correction feedback encourages to students.

#### **4.1.3 Analysis and Interpretation of Teachers' Responses on Close Ended Questions**

This section concerns with the analysis and interpretation of data obtained from the English teachers through close ended questions. Twelve close ended questions were asked to the teachers and the responses have been analyzed and interpreted as presented below:

##### **4.1.3.1 Types of Home Assignment**

The question no. 1, '*What sort of homework would you like to provide most to your students ?*' was asked for getting teachers' perception about types of home assignment which they mostly prefer to give their students. The responses were made as presented below:

**Table 11: Types of Home Assignment**

Total Teachers	Writing		Reading		Reading and Writing		Project Assignment	
	Number	%	Number	%	Number	%	Number	%
4	-	-	-	-	2	50	2	50

The above table shows that 50% teachers prefer to reading and writing as giving home assignment to the students whereas 50% prefer project assignment for the same. From the data analysis, it can be interpreted that teachers prefer project assignment as well as reading and writing for home assignments.

#### **4.1.3.2 Perception of Teacher on Evaluating Homework**

The question no. 2, '*How do you check the writing homework ?*' was asked for getting teachers' perception about homework evaluation. The responses were made as follows:

**Table 12: Perception of Teacher on Evaluating Homework**

Total Teachers	Written		Written and Oral		Do not check	
	Number	%	Number	%	Number	%
4	2	50	2	50	-	-

Regarding the responses of the teachers, 50% respondents evaluate homework through written and 50% evaluate both written and oral form. From the above responses, it can be interpreted that teachers usually check students' homework in both written and oral form.

#### **4.1.3.3 Correction Techniques of Teachers**

The question no. 3, '*Which techniques of correction would you prefer most in writing homework ?*' was asked to find out the teachers' correction techniques during home checking. The following responses were made:

**Table 13: Correction Techniques of Teachers**

Total Teachers	Self Correction		Group Correction		Peer Correction		Group and Peer Correction	
	Number	%	Number	%	Number	%	Number	%
4	1	25	1	25	1	25	1	25

The above table presents that all the correction techniques as self correction, group correction and peer correction have equal responses as 25% each. It can be interpreted that teachers prefer self correction, group correction and peer correction equally as the correction techniques for assigning homework to the students.

#### **4.1.3.4 Occurrence of Problems in Completion of Homework**

The question no. 4, '*Have you faced the problems of such students who come to school without doing homework ?*' was asked to find out the teachers' perception on completion of home assignment by students. The responses were made as given below:

**Table 14: Occurrence of Problems in Completion of Homework**

Total Teachers	Yes		No		Sometimes	
	Number	%	Number	%	Number	%
4	3	75	-	-	1	25

The above table shows that 75% teachers responded 'yes' as they have problems faced that students come to school without completion of homework. Similarly 25% teachers responded 'no' that some students come to school completing homework. It can be interpreted that most of the students in government school come to school without completion of home assignment due to various reasons. It should be focused and seriously addressed by the teachers, school management as well as the parents of the students.

#### 4.1.3.5 Types of Composition Writing as Homework

The question no. 5, 'In composition writing, which of the following do you provide most to your students ?' was asked to find out the teachers' perception on types of composition writing. The responses were made as given below:

**Table 15: Types of Composition Writing as Homework**

Total Teachers	Free Writing		Guided Writing	
	Number	%	Number	%
4	1	25	3	75

The above table shows that 75% teachers preferred guided writing whereas 25% teachers preferred free writing to assign homework to their students. It can be said that most of the teachers prefer guided writing rather than free writing as the home assignment providing to students.

#### 4.1.3.6 Teachers' Perception on Necessity of Homework

The question no. 6, 'In your opinion, why do school students need homework ?' was asked to find out the teachers' perception on necessity of homework. The following responses were made by the teachers:

**Table 16: Teachers' Perception on Necessity of Homework**

Total Teachers	for Purposeful Learning		for Link between School & Outside World		for Review of Taught Lesson		All of the Above	
	Number	%	Number	%	Number	%	Number	%
4	1	25	-	-	1	25	2	50

The above table shows that 50% teachers responded as all of the above that the students need homework for purposeful learning, developing link between school and outside the world and for review of taught lessons. Likewise, 25% responded only for purposeful learning and the rest 25% for developing link between school and outside the world. As the interpretation of the above analysis, it can be said that students need home assignment for purposeful learning, developing link between school and outside the world and for review of lesson.

#### 4.1.3.7 Reinforcement of Homework in learning

The question no. 7, '*How does homework reinforce different types of learning in your opinion ?*' was asked to find out the teachers' perception about the reinforcement in homework to their students. The following responses were made by the teachers:

**Table 17: Reinforcement of Homework in learning**

Total Teachers	Prior information about new lesson		Reinforces already learned concepts		Topical areas to reinforcement connection	
	Number	%	Number	%	Number	%
4	3	75	-	-	1	25

Regarding the question, 75% teachers stand on the supports of prior information about new lesson. Similarly 25% teachers' answered reinforcement moves learning across topical areas to reinforce connection between and among subject areas. It can be said that homework reinforces that it gives prior information about lesson, review of previously learned lessons and connection to topical areas as well.

#### 4.1.3.8 Positive Impact of Homework on students study

The question no. 8, '*Homework encourages the students towards study. Do you agree ?*' was asked to find out the teachers' perception about the homework impact on their study. The teachers responded as follows:

**Table 18: Positive impact of Homework on students study**

Total Teachers	Strongly Agree		Agree		Neutral		Strongly disagree	
	Number	%	Number	%	Number	%	Number	%
4	1	25	3	75	-	-	-	-

Regarding this question 75% teacher agreed on positive impact of homework over students whereas 25% teachers strongly agreed with the statement. From the above data, teachers agree that homework encourages the students towards study.



#### 4.1.3.9 Self Actualization on Students

The question no. 9, '*Homework develops self study habits in students. Do you agree ?*' was asked to find out the perception of teachers about the students' habits if they continuously receive the homework. The responses were made as follows:

**Table 19: Self Actualization on Students**

Total Teachers	Strongly Agree		Agree		Neutral		Strongly disagree	
	Number	%	Number	%	Number	%	Number	%
4	-	-	3	75	1	25	-	-

The above table shows that 75% teachers chose 'agree' with subsection and similarly 25% teachers went for 'neutral'. From the above data, most of the teachers agree with that homework develops habits of self study of the students.

#### 4.1.3.10 Homework is part of Evaluation

The question no. 10, '*Homework can be used as a part of evaluation. Do you agree ?*' was asked to find out the perception of teacher on homework. The following table reflects the analysis of the responses:

**Table 20: Homework is part of Evaluation**

Total Teachers	Strongly Agree		Agree		Neutral		Strongly disagree	
	Number	%	Number	%	Number	%	Number	%
4	-	-	4	100	-	-	-	-

Regarding the above response, 100% teacher 'agree' with that they take homework as part of evaluation. From the above responses, it can be interpreted that homework can also be a part of evaluation.

#### 4.1.3.11 Homework develops the habit of revision on study

The question no. 11, '*Homework helps to revise and practice the taught lesson. Do you agree ?*' was asked to find out the perception of teacher about homework develops the habits of revise and practice the taught lesson. The responses were made as given below:

**Table 21: Homework develops the habit of revision on study**

Total Teachers	Yes		No		Partially	
	Number	%	Number	%	Number	%
4	4	100	-	-	-	-

Regarding the questions, 100% teachers responded 'yes' and they agree with that homework helps to revise and practice for the students. From the responses, it can be said that homework helps to revise and practice the taught lessons.

#### 4.1.3.12 Homework Makes Teacher Attentive

The question no. 12, '*Homework makes teachers attentive. Do you agree??*' was asked to find out the perception of teacher about their alertness on students study. The responses were made as given below:

**Table 22: Homework Makes Teacher Attentive**

Total Teachers	Agree		Disagree		Neutral	
	Number	%	Number	%	Number	%
4	4	100	-	-	-	-

The above table shows that 100% teachers agree with homework makes the teachers attentive. So, it can be said that homework also helps to the teachers as well.

#### **4.1.4 Analysis and Interpretation of Teachers' Responses on Open Ended Questions**

This section concerns with the analysis and interpretation of data obtained from the English teachers through open ended questions. Five open ended questions were asked to the teachers and the responses have been analyzed and interpreted as presented below:

##### **4.1.4.1 Positive Aspects of Homework**

The question no. 1, '*Do you think homework can improve the study of students ?*' was asked to find out the positive aspects of homework. By analyzing the responses from the teachers, followings are the major themes of their answer:

- Homework makes students active
- Homework helps to enlarge the knowledge
- Homework regulate students about lessons
- Homework helps to develop creativity.

##### **4.1.4.2 Correction Problems of the Teachers**

The question no. 2, '*What type of problems have you faced during correcting students homework ?*' was asked to find out the correction problems of the teachers. By analyzing the responses, the followings are the major themes:

- Large class
- Imprudent administration of school
- Time consuming
- Hand writing problem
- Copying homework from other friends.

##### **4.1.4.3 Strategies Used to Tackle the Problems**

The question no. 3, '*How do you tackle to those student who come school without homework ?*' was asked to find out the teachers' strategies used to

tackle the problem. The responses made by the teachers are analysed and interpreted as given below:

- To make students complete their homework in the presence of teachers
- Direct guidance of the teachers
- Different reinforcement and encouragement
- Rarely punished.

#### **4.1.4.4 Problems of Checking Homework**

The question no. 4, '*What are the major problems to check homework regularly ?*' was asked to discover teachers' perception about problems of checking homework. The responses from teachers were found as given below:

- Lack of time - it is difficult to check homework thoroughly
- Large class size - it is difficult to cover all the students.

#### **4.1.4.5 Students' Improvement on Regularity of Homework**

The question no. 5, '*Have you seen any improvement on those students who regularly submit homework ?*' was asked to find out the perception on students' improvement on regular submission of homework. The responses made by teachers are as follows:

- Regularity in submission of homework made students more active, confident.
- Students became up-to-date about the lessons.
- It expanded students' knowledge.
- It improved the ranking position of students in the class.

## **4.2 Summary / Discussion of Findings**

From the data analysis and interpretation obtained from the students and teachers, the summary and discussion of findings are presented below:

### **4.2.1 Students' Perceptions on Homework**

As the obtained data were analysed, the summary of findings as responded by students is as follows:

- Regarding the problems on homework 33(83%) students agreed on their lack of interest to do the task.
- Regarding the difficulties of homework 23(69%) students confused about teachers instruction.
- About the regularity on submitting homework to teachers' 25(61%) students usually submit their homework. Only 7(18%) students submit their homework daily.
- In the responses to supporting of parents at home 20(50%) students only get support from parents 18(45%) get support to some extent.
- About the correction feedback teacher generally check 22(55%) their copies twice thrice a week. So they don't get correction feedback on time about their homework.

### **4.2.2 Teachers' Perception on Homework**

As the obtained data were analysed, the summary of findings as responded by teachers is as follows:

- Regarding the necessity of homework, 50% teacher 'agree' that homework revises the taught lesson and makes student active.
- Regarding the role of teacher 100% teacher 'agree' on that homework makes teacher attentive
- About 'homework develops the self actualization on students', 75% teacher 'agree' 25% teachers are undecided.
- In the response of the statement 'homework brings positive changes on students' study ', 75% teachers 'strongly agree'.

## **CHAPTER - FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and recommendations of the study as the data analysis and interpretation made.

#### **5.1 Conclusions**

This study entitled **Perceptions of Students and Teachers of English on Home Assignment** was carried out to identify the perception of students and teachers on home assignment. The perceptions were collected from lower secondary level students and teachers who were teaching in lower secondary level of community based schools in Kathmandu district.

From the research it was concluded that students seem interested in doing homework if their home and community factor is in right order and all the student feel about its importance. Parents education complexity in subject matter teachers' instruction, interest, less support from parents, environmental factor of home, external factor like room, light, learning materials, and family background are the most influential factor of home assignment.

The whole study has been summarized in the five chapters. The first chapter consists of background of the study, statement of the problem and the objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

The second chapter contains the review of both theoretical and empirical literature. I broadened my knowledge related to my topic. In this chapter it was tried to provide authenticity to the study by presentation theoretical literature, empirical literature and conceptual frame works develop on basis of the review.

Third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population sample, and sampling strategy, study area/field, data collection tool and technique data

collection procedure and data analysis and interpretation procedure. It attempts to lead the whole research study.

The collected data are presented, analyzed and interpreted and summary/discussions of finding in the fourth chapter. It is divided into two sections. In the first section students' opinion collected from closed ended question and open ended question to both teacher students' and presented and analyzed in different parameters.

The fifth chapter concludes and recommends the whole study in the first two sections and some implication are presented in the last section. The implications of the study are categorized under the policy related, practice related, and for further research. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

On the basis of data interpretation and findings, it was found that difficulty, teachers' instruction, lack of interest, less support from parents, environmental factor of home, and external factors like light, room, learning materials, parents' consciousness are the most influencing factors of home assignment as the perception of students and teachers summarized as major findings.

## **5.2 Recommendations**

On the basis of findings from the analysis and interpretation of data some recommendations have been made. The recommendations of this research have been divided into three levels like policy level, practice level and further research related. They are briefly discussed in the following sub headings.

### **5.2.1 Policy Related**

Some recommendations of this research for the policy level are mentioned here in the following points:

- While designing syllabus for grade7-8, project assignment types of homework should be included.

- To change the misconception regarding the government aided schools of Nepal, the rules and regulations should be made stronger and to be applied.
- The government should develop new policies, procedures and guidelines regarding the school education.

### **5.2.2 Practice Related**

The following recommendations have been made for the practice level:

- Students should be oriented about the strengths of home assignments with motivation and reinforcement
- Teachers should prepare lesson plan for time consuming.
- The teacher has to concern the difficulty level and students' choice.
- Teachers can carry out action research on issues of home assignment with their solutions in relation to ELT.

### **5.2.3 Further Research Related**

- This research report will provide the valuable secondary source for the researchers.
- This will be the evidence to investigate the main casual factors for the poor achievement of students.
- It will provide new research areas which are left to be investigated.
- Parents' perception on home assignment will be the another research topic for the further research.



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