

ATTITUDES TOWARDS HOMEWORK

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by
Dinesh Mani Sharma**

**Faculty of Education
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
2009**

ATTITUDES TOWARDS HOMEWORK

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Dinesh Mani Sharma
Faculty of Education
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
2009**

**T.U. Reg. No.: 23470-95
Second Year Examination
Roll No.: 2400084/2064**

**Date of Approval of the
Thesis Proposal: 2065-10-22
Date of Submission: 2066-01-18**

DECLARATION

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

Dinesh Mani Sharma

Date :2066/01/17

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Dinesh Mani Sharma** has prepared this thesis entitled “Attitudes Towards Homework” under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 2066/02/10

Mr. Rishi Bhakta Gautam (Guide)

Asst. Lecturer

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Mr. Dharma Raj Ghimire

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Chairperson

Mr. Rishi Bhakta Gautam (Guide)

Asst.Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Member

Mr. Padam Lal Bharati

Asst. Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Member

Date: 2066/02/15

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and approval Committee.

Signature

Mr. Dharma Raj Ghimire

Lecturer and Head

Chairperson

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Prof. Dr. Jai Raj Awasthi

Chairman

Expert

English and Other Foreign Languages Education

Subject Committee,

T.U., Kirtipur

Mr. Rishi Bhakta Gautam(Guide)

Asst. Lecturer

Member

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Date :

DEDICATION

**Dedicated
to respected guru, guruma
and parents**

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and heartfelt gratitude to my honourable guru and thesis supervisor **Mr. Rishi Bhakta Gautam**, Asst. Lecturer, Department of English Education, Saptagandaki Multiple Campus, Bharatpur, for his invaluable guidance, constructive suggestions, insightful comments and encouragements. Without his help, this study would never have been completed.

I would like to express my deep gratitude to Respected guru **Mr. Dharma Raj Ghimire**, Lecturer and Head of English Department, Saptagandaki Multiple Campus, Bharatpur, Chitwan for his invaluable suggestions and encouragements.

Similarly, I would like to offer my sincere gratitude to **Mr. Padam Lal Bharati**, Asst. Lecturer of Saptagandaki Multiple Campus, Bharatpur, Chitwan for his encouragements and inspirations.

I would like to express my sincere gratitude to respected guru **Prof. Dr. Jai Raj Awasthi**, Chairman of English and Other Foreign Languages Education Subject Committee, for giving me invaluable suggestions and encouragements.

I owe much to my teachers **Mr. Om Prakash Pokharel, Mr. Min Prasad Sharma, Mr. Purnananda Sharma, Mr. Prem Prasad Shivakoti** and all the teachers of English Department of Saptagandaki Multiple Campus for their direct and indirect contributions.

I am grateful to the students, English teachers and Head teachers of related schools of Kathmandu valley for their kind co-operation in data collection. My thanks also go to my wife **Mrs. Babita Kumari Sharma** and my son

Research Subedi without whose love and co-operation, I could not have completed this research work. I would like to thank **Mr. Subash Sharma**, who helped me a lot in searching materials. Finally my appreciation goes to **Mr. Nirdesh Mani Sharma** for his help with computer work.

Dinesh Mani Sharma

ABSTRACT

This study on “Attitudes Towards Homework” conducted in Sixteen private high schools of Kathmandu valley has aimed at presenting the attitudes of teachers and students towards homework and to recommend some pedagogical implications. The researcher selected 160 students and 40 English teachers from 16 private high schools of Kathmandu valley. He used two sets of questionnaires consisting closed ended questions in order to collect the required information, which was expected to meet the objectives of the study. He met all 160 students and 40 teachers personally and requested them to fill up the questionnaires. The data collected from them were analyzed and interpreted to find out the attitudes of teachers and students towards homework. The most important conclusion drawn out from this study is that both the students and teachers had positive attitudes towards homework. Reading was the best and only worthwhile homework for students.

Chapter one introduces the study in terms of general background, review of related literature, objectives of the study and significance of the study. Chapter two deals with the methodology applied to carry out the research work. It consists of sources of data, sample population and sampling procedures, tools for data collections, process of data collections and limitations of the study. Chapter three presents the analysis and interpretation of the data. Chapter four discusses the findings of the study. Some recommendations and pedagogical implications are made on the basis of the findings. References and appendices are included at the end.

TABLE OF CONTENTS

	Page No.
DECLARATION	i
RECOMMENDATION FOR ACCEPTANCE	ii
RECOMMENDATION FOR EVALUATION	iii
EVALUATION AND APPROVAL	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi-vii
ABSTRACT	viii
TABLE OF CONTENTS	ix-xi
LIST OF TABLES	xii-xiii
LIST OF ABBREVIATIONS AND SYMBOLS	xiv
CHAPTER ONE : INTRODUCTION	1-16
1.1 General background	1
1.1.1 The English language in Nepal	2
1.1.2 The English language in secondary level	4
1.1.2.1 Aims of secondary education	6
1.1.2.2 General objectives of teaching English	6
1.1.3 The English language in class nine	6
1.1.4 Activities of teachers and students to meet objectives	8
1.1.5 Homework	8
1.1.6 Advantages and disadvantages of homework	10
1.1.7 Factors influencing homework	11
1.1.8 What does too much homework look like?	13
1.1.9 Correction technique	13
1.2 Review of the related literature	15
1.3 Objectives of the study	16
1.4 Significance of the study	16
CHAPTER TWO : METHODOLOGY	17-18
2.1 Sources of data	17

2.1.1	Primary sources of data	17
2.1.2	Secondary sources of data	17
2.2	Sample population and sampling procedure	17
2.3	Tools for data collection	18
2.4	Process of data collection	18
2.5	Limitations of the study	18
CHAPTER THREE : ANALYSIS AND INTERPRETATION		19-46
3.1	Analysis of the responses obtained from the students	19
3.1.1	Types of homework and its regularity	19
3.1.2	Types of homework students like	20
3.1.3	Assistance on doing homework	21
3.1.4	Punishment for not doing/incomplete homework	21
3.1.5	Activities after not completing/not doing the homework	22
3.1.6	Response towards reading homework	23
3.1.7	Reasons to like reading homework	24
3.1.8	Items of reading homework	25
3.1.9	Ways to learn reading homework	25
3.1.10	Evaluation routine of homework	26
3.1.11	Problems on doing homework	27
3.1.12	Methods of checking homework	28
3.1.13	Volume of writing homework	29
3.1.14	Sources of making homework easier	30
3.1.15	Preferable writing of students	31
3.1.16	Preferable grammar test of students	31
3.1.17	Perception of students towards homework	32
3.1.18	Students' satisfaction on getting homework	33
3.2	Analysis of the responses obtained from the teachers	33
3.2.1	Frequently repeating homework types	33
3.2.2	Ways of evaluating homework by its types	34
3.2.3	Techniques used for homework corrections	35

3.2.4	Nature of students who come to school without homework	36
3.2.5	Actions taken by teachers for most difficult students	37
3.2.6	Problems of teachers in checking homework by its types	38
3.2.7	Types of composition mostly provided by teachers	39
3.2.8	Types of grammar mostly provided by teachers	40
3.2.9	Need and importance of homework	40
3.2.10	Reinforcement of homework in learning	41
3.2.11	Role of homework in achieving the determined objectives	42
3.2.12	Perception of teachers on homework	43
3.2.13	Teachers' satisfaction on providing homework	45
3.2.14	Differentiation between assigned work and completed work	45
3.2.15	Pressure from schools and parents for homework	46
CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS		47-50
4.1	Findings	47
4.1.1	Attitudes of teachers towards homework	47
4.1.2	Attitudes of students towards homework	48
4.2	Recommendations	49
4.2.1	Recommendations for teachers	49
4.2.2	Recommendations for students	50

REFERENCES

APPENDICES

Appendix-I : Questionnaires for the students

Appendix-II : Questionnaires for the teachers

Appendix-III : Name list of the selected schools

LIST OF TABLES

	Page No.
Table 1 Percentage distribution of students by regularity of homework with its types	19
Table 2 Percentage distribution of students by type of homework they like	20
Table 3 Percentage distribution of students by their assistants on doing homework	21
Table 4 Percentage distribution of students by types of punishment they receive	22
Table 5 Percentage distribution of students by the activities they do if they are without homework	23
Table 6 Percentage distribution of students by their views towards the response of reading homework	23
Table 7 Percentage distribution of students with reasons to like reading type of homework	24
Table 8 Percentage distribution of students by the items of reading homework they mostly get	25
Table 9 Percentage distribution of students by the ways they apply to learn reading homework	26
Table 10 Percentage distribution of students by checking schedule of homework by their teachers	27
Table 11 Percentage distribution of students with the problems on doing homework	28
Table 12 Percentage distribution of students by the methods that are used by their teachers in checking homework	29
Table 13 Percentage distribution of students by their views on length of writing homework	30
Table 14 Percentage distribution of students with the sources of doing homework	30
Table 15 Percentage distribution of students by their preferable writing	31
Table 16 Percentage distribution of students by their preferable grammar test	31

Table 17	Percentage distribution of students by the perceptions towards homework	32
Table 18	Students' satisfaction on getting homework	33
Table 19	Percentage distribution of teachers by homework types that they frequently provide	34
Table 20	Percentage distribution of teachers by ways of evaluating homework with its types	35
Table 21	Percentage distribution of teachers by the techniques they use for homework correction by its type	36
Table 22	Percentage distribution of teachers by nature of students who come to school without homework.	37
Table 23	Percentage distribution of teachers by the actions they use against most difficult students in homework related issues	38
Table 24	Percentage distribution of teachers by the problems they face while checking homework by its types	39
Table 25	Percentage distribution of teachers by types of composition they mostly provide	39
Table 26	Percentage distribution of teachers by types of grammar they mostly provide	40
Table 27	Percentage distribution of teachers by reasons of homework being important	41
Table 28	Percentage distribution of teachers by their views in reinforcement of homework in learning	42
Table 29	Percentage distribution of teachers by the views in achieving the determined objectives through homework	43
Table 30	Percentage distribution of teachers on homework by different perceptions	44
Table 31	Teachers' satisfaction on providing homework	45
Table 32	Differentiation between assigned work and completed work	45
Table 33	Pressure from schools and parents for homework	46

LIST OF ABBREVIATIONS AND SYMBOLS

EFL	=	English as Foreign Language
ELT	=	English Language Teaching
ESP	=	English for Specific Purposes
i.e.	=	That is
TEFL	=	Teaching English as foreign Language
TESL	=	Teaching English as a Second Language
TESOL	=	Teaching English for Speakers of Other Languages
%	=	Percentage