



## Introduction

### RESEARCH PAPER

## Exploring Student's Perspectives about Effectiveness of Homework Phenomena's

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### ABSTRACT

Homework is one of the most important aspects of our lesson planning. There are multiple reasons behind assigning homework by teachers. In this research article, the researcher want to explore student's perspectives on the effectiveness of different homework phenomenon. This is a qualitative research in which interviews (based on unrestricted response questions) were conducted with the students of grades 5th to 8th of Municipal Model High School for data collection. The researcher selected 100 students from 150 through a purposive sampling technique. A thematic analysis was performed which indicates that the study was based on students' perceptions and opinions. The results suggest that there is a need to develop different types of skills such as creative writing, different types of projects and models as homework so that problem-solving and decision-making skills are developed in the students rather to do class work as their Homework.

**KEYWORDS** Grade, Homework, Phenomena's, Students Perspectives

### Introduction

You will undoubtedly hear teachers griping about kids not turning in their assignments if you spend any time in the teacher's lounge. Homework can become a big problem, whether it's the devoted few who are always unprepared or the masses who seem to be rebelling against the system. There are several possible justifications that students can give for not meeting the standards. Some people chose not to complete the work out of conscience, while others did not grasp the assignment and others lacked help at home. What role do educators have in this process? According to research, instructor actions like giving out, collecting, and evaluating homework can also have an impact on how well students do in class . Homework is explained as any task which is fulfilled outer of the regular school daytime. This might contain particular everyday work, study and projects either it is long term or either it is short term. There are multiple reasons behind assigning homework by the teachers. For example, revision of the lesson, prepare students for a forthcoming lesson which a teacher will teach in the next class. Teachers can use homework as a strategy of participation (VanVoorhis, 2004). Moreover, homework is used as an indicator of understanding and its conclusion can be associated with success of students. In this article researcher wants to explore that how thinking and attitude of a student manipulate the homework procedure. Result of the study benefited the school administrators and teachers motivated to enhance homework success. Recent research on homework have largely concentrated on extracurricular factors including parental participation and after-school activities.

Connection between family and school (VanVoorhis, 2004). This study looked at how students' attitudes and beliefs affect how they complete their schoolwork. The professors and administrators of schools aiming to improve homework success profited from these findings.

### **Literature review**

Practically every school and classroom does homework. It can be used for many different purposes, and the teacher assigning homework may have various goals in mind when deciding which activity is acceptable. But not all schoolwork is created equal. The demands and outcomes of assignments differ. Teachers can make better use of their assigned homework and decide how it will affect learning if they have the necessary understanding and practice. The majority of parents, teachers, and lawmakers still support homework. Many people hold the opinion that doing homework improves one's character, work habits, and academic abilities. The assumption that Pakistani students need to work harder is influenced by the emphasis on global competitiveness. There are worries that if homework isn't assigned, kids will waste their after-school hours on television, instant messaging, or playing video games.

Both instructional and non-instructional purposes can be used to assign homework. Students may be given instructional homework to: (1) reinforce what they learned in class that day; (2) get ready for new content; (3) broaden their understanding by using what they have learned in new contexts; or (4) integrate several skills by using them on projects. The majority of the homework that teachers assign is for preparation and practice. Non-instructional homework can be given to pupils to: (1) help them learn time management and work skills; (2) enhance parent-child communication; (3) motivate them to collaborate with their peers; or (4) complete school or district homework obligations. For younger children than for older students, homework is more frequently used for non-instructional purposes.

According to the 1996 National Assessment of Educational Progress, two thirds of all students complete their homework each night for at least 30 minutes (Bursuck et al., 1999). Every night, homework is a common theme that runs across all of America's diverse households. Teachers continue to offer homework even though many experts disagree about its effectiveness in raising student achievement (Kralovec & Buell, 2000). The quantity and nature of tasks frequently depend on the child's academic level. The practice of previously taught skills is one of several purposes for which teachers assign homework (Wiesenthal, Cooper, Greenblatt, and Marcus, 1997). Students are attempting to improve their skills in a "practice makes perfect" manner. Additionally to the academic component, homework has non-instructional advantages. Children learn to work independently and develop strong work habits when they complete homework at home (Wiesenthal et al.). Researchers appear to concur that collaboration between parents, teachers, and students is necessary for homework to be truly effective. Parents support the process, teachers design appropriate assignments, children complete the work, and teachers provide feedback (Chelden, Friedman, & Tiersky, 1998). There are several studies on the subject of parents' and instructors' involvement in the homework process. Contradictory viewpoints can be perplexing (Cooper and Valentine, 2001). Research on homework from the perspective of students is lacking, but let's look at instructor and family obligations.

## **Responsibilities of teachers**

School administrators and teachers should collaborate to create a conducive homework environment in order to assure students' success with their assignments (Wiesenthal, Cooper, Greenblatt, and Marcus, 1997). A clear and succinct homework policy should be developed by educators, institutions of higher learning, and school districts (Cosden, Morrison, Albanese, and Macias, 2001). The community's perceptions of learners and the importance it accords to other parts of education, such as athletic programs, should be taken into account (Kralovec and Buell, 2000). Since homework affects how a school is run, both parents and students should evaluate the policy. According to a study by Wiesenthal, Cooper, Greenblatt, and Marcus, teachers are more likely to assign, collect, grade, and return homework when they work in schools with clearly established homework policies. These teacher actions helped students feel more positively about their homework. even in districts with a homework policy that is carefully thought out. According to Wiesenthal, Cooper, Greenblatt, and Marcus (1997), the majority of decisions on homework are still determined on a teacher-by-teacher basis. Schools should offer professional development in this area if they want to encourage high-quality homework experiences (Van Voorhis, 2004). demonstrating to instructors the best and most suitable ways to use homework. For instance, instructors must take into account whether the families they work with have the resources, the desire, and the ability to assist their child (Cooper, Lindsay, and Nye, 2000) if they are going to require parental engagement. Some families can lack the educational foundation necessary to support their child. They might not have the essential supplies, such pencils and paper, or they might be "too busy" to help.

Investigating Homework 13 Teachers still have to undertake the challenging duty of informing parents about the requirements for their children's homework (Bursuck et al., 1999). Specific homework designs, such as interactive homework, can be beneficial. According to the Teachers Involve Parents in Schoolwork (TIPS) program (Kralovec and Buell, 2000), students are required to demonstrate what they have learnt to a family member. Students who completed TIPS interactive tasks received higher report card grades than those who completed non-interactive work, according to a research by Frances Van Voorhis (2001). Unfortunately, such homework plans are not often communicated to teachers. This problem deserves more consideration (Van Voorhis, 2004). This knowledge appears particularly pertinent when talking about students with disabilities. kids with disabilities are frequently expected to perform at the same high standards as their peers because many of these kids are enrolled in the normal classroom (Bursuck et al., 1999). Teachers cannot alter homework assignments, and these pupils are particularly vulnerable to failure when given the same amount of work. According to Bursuck et al., students with disabilities will spend more time than their counterparts without impairments and will also need more parental assistance. Teachers can support disabled students' success in a variety of ways. It's critical to set up clear expectations for homework when working with pupils who have impairments, including a purpose, detailed instructions, and structure (Salend&Schliff, 1989). The pupils will be able to clarify instructions and raise questions as a result. Teachers should provide instructions and permit students to start the assignment in class while following their advice (Salend and Schliff). Before the pupils leave the classroom, any necessary adjustments can be made.

## **Parental Responsibilities**

Homework serves as a link between parents and schools. From the viewpoint of the school, it is possible to keep track of how well pupils are doing on their own. Parents

may be able to express their pride in their children's accomplishments and grow in their respect of education.

According to Claden, Friedman, and Tiersky (1998), homework serves as a bridge between home and school in several research. Reviewing parental engagement is frequently included in discussions about the homework process. The first known study connecting parental participation to academic achievement was carried out in 1916 by E.C. Brooks. After observing 268 families, Brooks came to the conclusion that successful kids were housed in houses with parents who were able and willing to offer advice. Despite the study's fairly straightforward design, the findings are nevertheless relevant. Parental involvement in the homework process might be a key indicator of achievement, depending on the students' ability. Researchers Cooper, Lindsay, and Nye's study from 2000 found that parents should become involved actively while their children are young and having academic difficulty. Parental participation is most helpful during this period. Successful students should finish their schoolwork independently. Their independence will be fostered by this (Cooper, Lindsay, & Nye 2000).

Family structures have seen tremendous upheaval in recent years. Students frequently reside in single-parent homes or, in divorce circumstances, may alternate between two homes. The structure of American families has changed significantly in recent years. Students often live in single-parent households or, in cases of divorce, may split their time between two homes. With innovations in technology such as laptop computers and cell phones, parents who work outside the home now spend a greater portion of their day on work related activities (Kralovec and Buell, 2000). Families with working parents often rely on after-school care for their children. A quality after-school program will often offer a time for homework help. This can be an advantage for parents who do not have the time or skill to help their kids (Cosden, Morrison, Albanese, and Macias, 2001). The necessity of extended day programs has just been acknowledged by the administration. Funding at the state and federal levels has increased (De Kanter, 2001). According to Cosden, Morrison, Albanese, and Macias (2001), these initiatives frequently concentrate on raising academic achievement among students from disadvantaged socioeconomic backgrounds. For those who cannot afford after-school care, this is welcome news. Even if homework problems are more serious at this level, older kids are less likely to participate in after-school care programs

According to 66% of parents of middle school-aged children, their children seek for homework assistance (New Study, 2007). When middle and high school kids participate in top-notch after-school programs, research has shown that their academic achievement, behavior, and attendance increase (De Kanter, 2001). The likelihood of receiving assistance tends to be lowest for people who most need it.

### **Student and Parent Perspectives**

Each group participating in completing homework must be taken into account when assessing the effectiveness of homework. Students receive homework from teachers, and they can choose whether or not to complete it. School administrators and staff members may offer advice or instruction to teachers. Parents are yet another important primary source of information for students. Homework completion and student beliefs may be greatly impacted by parental attitudes and behaviors toward it. Parents might decide to support their children in finishing their homework or they can opt to show apathy. While some parents are more involved and actively help their kids with their schoolwork, other parents may be less so but nonetheless foster a conducive

environment for academic study. It is crucial to comprehend parents' and children' perspectives on homework because there are many different actions that they could exhibit. Although there are differences in how parents approach schoolwork, one survey found that they are becoming less and less concerned about it. According to Kukk et al. (2015), from 2005 to 2013, the percentage of parents who think homework is very important fell from 95% to 73%. Parents, according to this study, think homework is crucial because it can give kids a sense of success, help them learn responsibility and time management, and solidify their learning. The fact that the homework assignment is not always obvious, that it takes too much time and interferes with hobbies or other activities, and that it might only be helpful for some kids raises some concerns among parents. Parents who argued that homework was not vital complained that there was an excessive amount of it.

### **Homework and Stress**

Numerous assignments are frequently associated with higher stress in both students and parents. Long-term high stress levels can have detrimental physical and emotional effects, especially throughout puberty. According to a study from 2002, the amount of time high school students spent on their homework and their levels of anxiety, melancholy, anger, and other mood disorders were directly correlated (Kohn, 2006, p. 11). When evaluating the effect of homework on kids, it is imperative to take this troubling reality into serious consideration. Others, though, assert that time management rather than schoolwork is the bigger issue. In his analysis, Zuzanek (2009) stated that "we face not so much a 'homework problem' but rather, in a broader sense, a societal time use problem" (p. 115). Zuzanek used the estimate of 0.9 hours of homework each school day for high school students in the United States to base this judgment on a comparison of homework loads across other countries (Zuzanek, 2009, p. 112). This falls far short of other projections. It is not surprising that Zuzanek determines that schoolwork is not a top priority. Anecdotal evidence and other studies, however, indicate that actual homework loads in high school are substantially greater than an hour each day. These demanding demands in high school have considerably increased teen stress levels, which has dangerous repercussions. According to some research, homework has a negligible positive effect on academic performance; but, for high school students, the benefits seem to peak at around 2 hours each night (Galloway, Conner, & Pope, 2013, p. 491). But it's crucial to take a comprehensive approach to homework, taking into account the wide range of effects it has on the student and their family.

Numerous research, according to Galloway, Conner, and Pope (2013) (p. 492-493), show that students' homework burdens are a substantial source of stress. These studies identified homework as the main cause of pupils' stress. Further studies by Yang, Kim, Patel, and Lee (2005) revealed that students' lack of sleep is frequently caused by their homework (as mentioned in Galloway, Conner, & Pope, 2013, p. 493). These reports demonstrate how anxious pupils are about their mountain of homework. Peers, teachers, and parents may put pressure on students to finish their assignments. Numerous harmful outcomes of stress have been demonstrated, including: headaches, stiffness or discomfort in the muscles, exhaustion, disturbed sleep, anxiety, restlessness, impatience and irritability, depression, overeating or undereating, drug and alcohol usage, smoking, and social withdrawal (Mayo Clinic, 2019). These are grave repercussions for young kids who might not have much experience managing stress in a healthy way. Being overwhelmed, a common side effect of stress, makes it even harder to manage while trying to establish healthy and beneficial stress management behaviors. Many adolescents are also going through a variety of other changes, including as puberty, shifting social norms, elevated demands for responsibility, and significant life

decisions. Growing up and doing your studies at the same time can have major long-term effects. Suldo, Shaunessy, and Hardesty (2008) state that "adolescence is a developmental period when children may be particularly vulnerable to the negative effects of stress" (p. 273). According to their study (Suldo, Shaunessy, & Hardesty, 2008, p. 273), numerous research relate stress to both academic underachievement and a decrease in life satisfaction. In the hopes that it will help pupils study more and do better on exams, teachers may assign homework to their students. But the negative impacts of stress can defeat this purpose while bringing about other undesirable outcomes. As a result, the whole purpose of homework is compromised by the stress it causes, which is amplified by the age group it is intended for. According to the Suldo et al. (2008) study, some coping mechanisms can improve stress management while others can decrease life satisfaction. They discovered that while negative avoidance and anger coping decreased life satisfaction, positive appraisal coping and family communication boosted it (Suldo et al., 2008, 32 p. 281). Positively, these findings show that there are effective techniques to manage stress, and that if they are put to use, some of the harmful consequences of stress can be reduced. These techniques include having meaningful conversations with family members and keeping a positive attitude and outlook on one's circumstance.

### **Material and Methods**

The research article was based on qualitative research study. Purposive sampling technique was used to select the participants of the study I selected 100 students from Grade 5 to 8 and conduct an interview session which is based on both demographic information and open-ended questions. After taking interview opinions and suggestions of the students was analyze. Analysis of data was based on thematic analysis. Data was coded and themes were developed on the bases of similarities.

### **Results and Discussion**

Results were organized according to question after completing all questions. In order to identify recurring themes, the questions' answers were coded as words. How much time the children were allotting to schoolwork each night was the first item on the questionnaire. Three students said that the amount of homework they have influences how much time they have. 50% of the students said they stayed up each night for less than 30 minutes. 31% of respondents claimed they spend 30 to 60 minutes. No one kid claimed to have spent longer than an hour. This study's key hypothesis was that instructor actions like collecting and scoring homework influence students' achievement rates. For this purpose, a range of questions were posed of the students regarding these actions by the teachers. Keep in mind that these are just the perceptions of the students. Students reported that 78% of teachers typically give explanation the homework earlier than giving it out.

The Two respondents towards the survey felt an explanation wasn't necessary. Only one child claimed that teachers never explain things. There are 69% of students who were says how frequently their homework was collect by the teacher. To determine how external factors impact the homework process, extensive study has been conducted. To that purpose, we added a few questions on the survey concerning such impacts.

On their participation in extracurricular activities, students were questioned. 85% of the pupils said they participate in extracurricular activities of some kind. Just 15% of those surveyed claimed to have no extracurricular activities. 62% of the pupils

said yes when say that if somebody at home help them with their schoolwork. 23% of those surveyed reported receiving no assistance. Four pupils stated that they rarely require assistance.

The participants were asked to give potential excuses for not doing their homework. The majority of respondents (48%) said they had forgotten or materials at the school about it. Five students said they don't have the time since they're too busy. Three pupils acknowledged that their lack of participation is due to laziness. One of the students described how he gets irritated and gives up. The students responded to the questionnaire by completing sentences that expressed their thoughts on assignments. The replies from the pupils revealed a number of themes. Participants were asked to complete the following statement:

### **Homework is essential for knowledge**

- Because, It is the revision of the work which is done by the students during the classroom.
- Because, Homework helps students to achieve higher marks or grades.
- Because, It's helpful for students learning.
- Because, it's essential students do more and more practice on a subject or a topic.

### **Homework is unexciting**

- Because, It is not attention-grabbing.
- Because, It is tedious.
- Because, It is not interesting.
- Because, students wants to play with their friends that's why they think homework is unexcited.

### **Homework is tricky**

- Because, It's hard sometime somebody at home helps students to do their work.
- Because, It's not effortless.
- Because, It's difficult sometimes.
- Because, Sometimes its complex.

### **Teachers thought that homework is essential for the process of learning**

- Because, its help to revise the lesson.
- Because, its help students to achieve higher grades in exams.
- Because, its helps students to participate during the class.
- Because. Its helps students to be aware of further subject matters.

**Teachers thought that homework is helpful**

- Because It's good for students' knowledge.
- Because, its helps students to understand a topic in an effective way.
- Becauseit'suseful for students to learn things better.
- Becauseits helps students to revise their lesson which they can study during the class.

**Teachers acquire satisfaction from assigning homework.**

- Because, teachers feel excitement to assign homework to students. (Just joking)
- Because, teachers feel pleasurable to assigning homework.
- Because, teachers thought that its helpful to grade their students performance.
- Because, teachers feel cool (few teachers do not believe it is).
- Just a single student indicate that teachers believe homework is full of activity work and they thought they must provide it on a daily basis.
- Students were instructed to complete the following sentence with advice on how to make the homework process easier: If... I would finish my homeork more frequently.

**The household setting, according to the students, is not ideal for doing homeork.**

- I alighted from the bus first.
- I didn't constantly leave my residence.

**Students said they wanted their schoolwork to be more engaging.**

- Having more fun.
- If only it were more enjoyable.
- More enjoyable were the assignments.
- Fun was had.

**Many students believed they lacked the necessary abilities to finish the task.**

- if I was sure of it.
- if things were simpler.
- if it wasn't so mentally taxing.
- if I had a fresh head.
- if I had the necessary knowledge.
- if I had lots of assistance

**The length of homework was mentioned by students.**

- There weren't as many.
- It was cut down.
- We were required to write a little less than usual.

**Several pupils requested more time to finish their assignments.**

- In study hall, we had additional time.
- I finish my homework every day (more study hall).
- Time was on my side. In the afternoon, I wasn't as busy.
- By completing the sentence: When it comes to homework, teachers should..., students had the chance to offer advice to their instructors.



**Even homework should not be given by teachers.**

- not even distribute it.
- Give it less times.
- Don't make too much homework.
- Less is more.
- not give us as much so that we can "study" afterward.
- Don't be so generous.
- not assign assignments to us from all teachers.
- give less.

**The teachers' assistance is needed, according to the students.**

- Explain it to us, then assist us, but do not provide the solution!
- Inform us of its topic.
- More often than usual, explain it.
- Please assist us.
- If aid is required.
- Help those who require it.

**Many students believed that the amount of homework should be determined by need.**

- Just enough problems should be completed for us to grasp the lessons.
- Think about if everyone actually requires it every night.
- give you a reasonable sum.
- Provide the number of problems in accordance with how the class has absorbed the lesson.

**Discussion**

Even though assigning homework is a common practice, more and more study is being done to determine its efficacy. Students should be able to voice their opinions on the issue they encounter on a daily basis. Teachers at Municipal Model High School frequently complain about children who "don't do school." All of the children who are not finishing the homework they are assigned each night fall under this category. Given these remarks, the researcher was astonished to hear that many kids had homework assignments that are less than 30 minutes each night. It would appear that kids are not meeting even the lowest standards, despite this.

Students gave generally good replies when questioned about teachers behavior's such as explaining, collecting, and grading. Although it seems like the teachers are doing their jobs, it's possible that the students aren't doing the assignments seriously. The students' responses to questions about the teacher's explanation, collection, and grading practices were generally favorable. It would seem that the teachers are carrying out their duties, but the pupils could not be treating the assignments seriously. The responses to the questionnaire's section on sentence completion were fairly predictable. If the schoolwork was more engaging or enjoyable, according to the students, they would complete it more frequently. Assigning homework, in the opinion of many, should be avoided. Regarding whether the task is too difficult or too simple, opinions appeared to be divided. The number of children who acknowledged that homework is an important component of learning was quite shocking. Additionally, they established a link between what occurs in the classroom and the extracurricular activities that serve as their homework. To allocate tasks individually was one idea that was gaining traction. This would enable teachers to provide students who require more practice with it.

## **Conclusion**

Although homework is now a crucial component of the educational process, it is frequently given without adequate thought. As a matter of habit or in response to outside factors like parental expectations or policy, many teachers provide homework to their students. School administrators and teachers should collaborate to create a conducive homework environment in order to assure students' success with their assignment. The community's perceptions of learners and the importance it accords to other parts of education, such as athletic programs, should be taken into account. Because homework is failing to have any real impact on learning, this sad situation arises. Before giving homework to pupils, teachers must take into account all of its facets. They need to think about the assignment's goal and the 35 most efficient ways to get there. It is crucial that the teacher articulates the homework's explicit, defined, and understood goal. There are approximately ten various purposes for homework, some of which may or may not be advantageous. Practice, planning, involvement, personal growth, parent-teacher communication, parent-child relationships, peer interactions, policy, public relations, and punishment are some of these areas.

Study habits and autonomous learning are developed through homework. Additionally, it encourages students to buy tools like dictionaries and grammar manuals. According to research, homework enhances factual knowledge, self-control, learning attitudes, and problem-solving abilities. Students might benefit from homework in many different ways. It enables pupils to put what they are learning into practice and reinforce it. Through repeated exposure, they get a deeper comprehension and mastery of the material, which can enhance their performance on exams and homework. By offering chances for repetition and practice – both essential to memory retention – homework and tasks might aid with memory.

## **Future Implications**

The study's findings weren't very revelatory, but they did provide some fascinating information. The fact that pupils engage in a variety of extracurricular activities should be made clear to teachers. A factor is finding the time for schoolwork. Additionally, forgetting to remember was the most frequently cited excuse given by students for not finishing their work. Perhaps a little more prodding is necessary for this group of youngsters. Teaching time for developing organisational skills might be increased. Every grade level should be required to use agendas, and posting reminders on class websites would be helpful.

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