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Impact of Homework on the Student Academic Performance at Secondary School Level

Abstract

Homework is the means by which the relationship between home and school is demonstrated and developed, leading to more consistent progress in all aspects of school life. The current research was carried out in Gilgit Baltistan to find out the impact of homework on the academic performance of students at secondary level. The research was observed by teachers of Gilgit Baltistan public schools while 100 teachers were chosen by a random sampling technique as a sample. Questionnaires were as a research instrument. The study found that homework impacts learning for learners, its impact differs with the age of students, and it plays an important role in student achievement. The study proposed that homework should be purposeful, i.e. it should include the introduction of new content, the practise of skills, the creation of any data and the ability for students to explore topics of their own interest.

Key Words: Homework, Academic, Performance, Skills, Ability

Introduction

Students are becoming increasingly involved in extracurricular activities in our modern society that extend beyond the school day. Athletics, music, religious groups, as well as holding a part time job are also part of these extracurricular activities. These events are applied to an already strenuous school day of 7-8 hours where students are involved in learning activities. Galloway et. al. discuss that completed on 4,317 high-performing students, found that it is difficult for students to maintain their personal lives, extracurricular activities, and homework ([Galloway, 2013](#)).

Homework is something children do beyond regular school day to help them understand. In response to school guidance. Homework provides a broad variety of educator and parent / career events to foster child learning.

Homework builds a connexion between school and home. When you're in school, parents can't spend much time with you. Homework helps you keep up with what you do in your classes daily. For over five decades, homework has been a big problem for elementary and secondary schools. There have been only few tertiary researches both in academic and non-academic areas.

Homework is an important part of a child's education and can add a lot to the development of a child. Proponents and opponents are making arguments in support of their views on the need and value of homework in the growth of students and the creation of knowledge. Homework is an significant example of collaboration between teachers and parents / careers. One of the goals of our teaching is for children to develop as independent learners, and we agree that doing homework is one of the key ways in which children can learn independently.

Homework is "any job assignment that the school teachers expect to conduct during a non-school time," as defined by [Cooper \(1989\)](#). A more generally described concept of housework by the [De Jong, Westerhof, and Creemers \(2000\)](#) indicates the household work as "running school curriculums outside of daily schooling." Cooper 's idea has been common in homework research

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[\(Cooper, Lindsay, Nye, & Greathouse, 1998; Cooper, Robinson, & Patall, 2006; Dettmers, Trautwein and Ludtke, 2009\).](#)

[Paschal, Weinstein and Walberg \(1984 \)](#) found that, through a meta-analysis of fifteen quantitative studies, homework had a positive effect in certain categories. In particular, traditional, routine and graduated work had the most positive impact on student achievement.

The part of homework in scholarly accomplishment is an old conversation that enhanced the competitiveness of a country and an age of domestic life that is almost outlawed ([Cooper, 2001; Walberg et al . 1985](#)) thus talks about the housing movement and starts debates and discussions.

The subject is known as being nuanced ([Corno, 1996](#)), enigmatic (Trautwein et al. 2003), camelaon ([Trautwein et al. 2009](#)) and Janus-faced ([Flunger et al . 2015](#)). This subject is a very difficult one. Cooper et al. must be decided. (2006) Homework is a practise fraught with inconsistencies, with positive as well as negative consequences. According to Cooper (1989), data that support the claim that homework benefits all students can be found depending on our preferences or it does and does not matter, this is not relevant ([Barber, 1986](#)).

Historically more studied was the relation between the time at home and the output of education (Cooper, 1989; Cooper et al., 2006; [Fan et al., 2017](#)). The first duration analysis (Paschal et al., 1984). It focuses on the idea that the time spent at home reflects the interest, engagement and positive relationship between homework and success for each student. At the end of the 20th century it was the same idea that more positive than negligent results were found (Cooper, 1989). The relationship, however, was also not strictly linear (2001), and the intensity depended upon the student's age. The relationship is also understood.

Linear hierarchic modelling at the turn of the century opposed this idea by showing that the situation in the homework and its impact on success was based rather than on the attitude of individuals on their classroom variables (e.g. the frequency or number of tasks). Multi-stakeholder research showed that individual time changes did not impact on the results of academics ([Farrow et al., 1999; De Jong et al., 2000; Dettmers et al., 2010, Murillo and Martinez-Garrido 2013; Fernández-Alonso et al, 2013](#)).

The explanations for that zero or negative relationship are that positive variables contradict academic opportunities with time to work. For example, Some children don't have to spend too much on homework because they learn easily and experience extremely. or because they don't have to do their homework and do their study ([Trautwein, 2007; Dettmers et al., 2010](#)) (Flunger et al., 2015).

Often, because they are unable to learn and focus, because they lack aspirations and want more direct support ([Trautwein et al., 2006](#)), or because they do a lot of work and take care of theirself. (Flunger et al., 2015). Sociological variables like gender are similar: girls spend a lot of time working at home ([Gershenson and Holt, 2015](#)). However, in structured trials, they are more readable than boys and less scientific and logical ([OECD 2013](#)).

By comparison, multi-level studies have shown systemic effects on results when the time to work at class or school level is considered. De Jong et al. (2000) found a strong and important correlation with the results in mathematics in the number of tasks assigned to homework in one year. Similarly, the amount or quantity of homework and the regular assignment of homework have a positive impact on results. The evidence indicates that the effects of the former have more effect on performance than the latter when viewed together as frequency and volume ([Trautwein et al., 2002; Trautwein, 2007](#)).

The relation between homework and the achievement of language acquisition in the third graders was examined by Townsend (1995). Results of her research showed that students with homework tested more than students with vocabulary tests.

The learning of the student increases when homework serves a specific goal and combines the skills of each student with current subjects. Feedback enhances homework performance, especially if delivered in time (within 24 hours). Efficient feedback enhances learning through the correction of confusion, confirmation of procedures and confusion.

However, students should have enough homework. Research has shown that the overloading of homework causes students not only to neglect school interests, but also to fatigue physically and emotionally (Copper 1994). It also affects students' homework behaviours and does not achieve good learning outcomes. [Warton \(2001\)](#) notes that homework influences the emotional effects of young children and causes tensions with their parents. In some circumstances, students do not want to do homework because they do homework to meet their teachers ([Paudel, 2012](#)).

Statement of the Problem

The present study was conducted to find out the Impact of Homework on the Student Academic Performance at Secondary School Level in Gilgit Baltistan

Research Objectives

The main objectives of the study were:

- To find out Impact of Homework on the Student Academic Performance at Secondary School Level in Gilgit Baltistan.
- To identify the importance of homework at Secondary School Level in Gilgit Baltistan.
- To explore the positive or negative effects of homework on students' learning.

Research Questions

The research questions of the study were:

- What is the importance of homework at secondary level?
- What are the positive or negative effects of homework on students' learning?
- Which is the best form and format of homework for the students at at secondary level?

Significance of the Study

The key focus of this analysis was on the " Impact of Homework on the Student Academic Performance at Secondary School Level in Gilgit Baltistan. The findings will benefit students, parents and legislators. They will be supportive. This study will support further studies in this field and open new research door.

Delimitation of the Study

The study was delimited to all the public secondary school of Gilgit Baltistan.

Research Methodology

Research Design

Description and survey form were the nature of the analysis.

Materials and Methods

The aim of the study was to learn how homework impacts the student's academic performance at Gilgit Baltistan secondary school level. This study was carried out using the overview and survey analysis methodology. With regard to the study, the following variables were exceptional.

Population of the Study

In this research study, the total number of teachers at Gilgit Baltistan's public schools, three hundred (300), was allocated to the students by preference.

Sample of The Study

100 teachers were sampled from the population. The sample size is 34% of the population representing the population of the study. To pick the samples, simple random sampling was used.

Research Instrument

A questionnaire was built on the Likert scale for collecting data, with 20 closely interrogated questions. The five-point spectrum was strongly agreed, agreeable, neutral, disagreeable and sharply disagreeable with each question argument.

Data Collection

A questionnaire was completed by hundred (100) respondents chosen as population samples. The investigator visited the sample school personally and sent the questionnaire to the respondents for data collection.

Data Analysis

The data gathered were analysed and tabled. To draw any conclusion table was used to represent the collected data for a basic percentage and frequency distribution.

Result and Discussion

Research demands involves a thorough analysis of the problems to find a workable solution. The main aim of the study is to know the impact of multimedia on the academic achievements of secondary school students in the district of Gilgit Baltistan. The survey was conducted to get the respondents' opinions for this. The nature survey of research as well as descriptive analysis. The methods of proportion are simple and viable to use for studying performance; boldness and features are given in the counters as follows.

Table 1. Homework Affects Student Learning.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	43	42	06	02	03	100
Percentage	43	42	06	02	03	100

Table 1 showed that 43% of the respondents were strongly agreed with the statement. 42% were agreed, 06% were neutral, 02% were disagreed 03% of respondents were strongly opposed to the declaration. On the basis of above percentages were concluded that homework affects students learning.

Table 2. The Effect of Homework Varies with Student Age.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	27	63	06	00	04	100
Percentage	27	63	06	00	04	100

Table 2 showed that 27% of the respondents were strongly agreed with the statement. 63% were agreed, 06% were neutral, 00% were disagreed and 04% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that the effect of homework varies with students' age.

Table 3. Homework Helps the Children in Developing their Independent Working.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	50	48	01	01	00	100
Percentage	50	48	01	01	00	100

Table 3 showed that 50% of the respondents were strongly agreed with the statement. 48% were agreed, 01% was neutral, 01% was disagreed and 00% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that homework helps the children in developing their independent working.

Table 4. Homework Improves Thinking and Memory of Students.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	45	50	03	01	01	100
Percentage	45	50	03	01	01	100

Table 4 showed that 45% of the respondents were strongly agreed with the statement. 50% were agreed, 03% were neutral, 01% was disagreed and 01% respondents was strongly disagreed with the statement. On the basis of above percentages were concluded that homework improves thinking and memory of the students.

Table 5. Home Work is the Wastage of Time.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	10	18	09	35	28	100
Percentage	10	18	09	35	28	100

Table 5 showed that 10% of the respondents were strongly agreed with the statement. 18% were agreed, 09% were neutral, 35% were disagreed and 28% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that homework is not the wastage of time because 63% people disagreed with this statement that homework is the wastage of time.

Table 6. Yours' Child/Student Completes Homework in Time.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	30	43	12	05	10	100
Percentage	30	43	12	05	10	100

Table 6 showed that 30% of the respondents were strongly agreed with the statement. 43% were agreed, 12% were neutral, 05% were disagreed and 10% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that majority of students complete their homework in time.

Table 7. Homework Reinforces Classroom Instructions.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	40	38	12	04	06	100
Percentage	40	38	12	04	06	100

Table 7 showed that 40% of the respondents were strongly agreed with the statement. 38% were agreed, 12% were neutral, 04% were disagreed and 06% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that homework reinforces classroom instruction.

Table 8. Homework Keeps in Touch the Students with their Classwork.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	42	47	02	02	07	100
Percentage	42	47	02	02	07	100

Table 8 showed that 42% of the respondents were strongly agreed with the statement. 47% were agreed, 02% were neutral, 02% were disagreed and 07% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that homework keeps in touch the students with their classwork.

Table 9. Homework Keeps the Students busy at Home.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	48	48	02	01	01	100
Percentage	48	48	02	01	01	100

Table 9 showed that 48% of the respondents were strongly agreed with the statement. 48% were agreed, 02% were neutral, 01% was disagreed and 01% respondents was strongly disagreed with the statement. On the basis of above percentages were concluded that homework keeps the students busy at home.

Table 10. Through Homework Students are Engaged with their Studies.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	50	44	03	00	03	100
Percentage	50	44	03	00	03	100

Table 10 showed that 50% of the respondents were strongly agreed with the statement. 44% were agreed, 03% were neutral, 00% was disagreed and 03% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that through homework students are engaged with their studies.

Table 11. The Limit of Homework is Necessary.

Responses	SA	A	UN	DA	SDA	Total
Frequencies	51	42	02	01	04	100
Percentage	51	42	02	01	04	100

Table.11 showed that 51% of the respondents were strongly agreed with the statement. 42% were agreed, 02% were neutral, 01% was disagreed and 04% respondents were strongly disagreed with the statement. On the basis of above percentages were concluded that the limit of homework is necessary.

Findings, Discussion, Conclusions, And Recommendations

The few findings that are obtained by the research and the data that is collected through the aerial survey is as under;

Findings

1. Students' learning is affected by homework and its effect varies with students' age.
2. Homework helps the students in developing their independent working.
3. Homework helps in improving thinking and memory of students.

4. Homework reinforces classroom instructions and focuses on understanding.
5. Homework is not given only for grading, although it plays an important role in the success of students.
6. Homework does not cut into family time, but it keeps the students in touch with their class work.
7. Homework does not burden the students but it is responsible for engaging the students busy with their studies at home.

Discussion

Homework refers to schoolwork that a student would do outside the classroom. Homework is something children do in response to feedback from the school beyond their regular day at school, which contributes to their learning. Homework involves a range of teacher and parent / career events that help children learn. Homework builds a bridge from school to home. Parents never spend a lot of time at school with you. Homework helps them to keep up with what you do everyday schoolwork during your lessons, which a student has to do at home. The purpose of the homework is to help improve what has been learned. It often seeks to obtain additional knowledge outside classroom instruction. Homework provides a significant example of collaboration between teachers and parents.

The aim of assigning homes to children is to develop as independent students and one of the key way's children can gain the know-how of independent learning is to do homework. Homework is intended to improve the students ' academic skills and to help them grow their skills. Homework is important because it offers a better option for students to learn and enhances the thought and memory of children. Housework helps children to make prudent use of time. It teaches children to work themselves.

The study found that homework affects learning among students, its implications differ with the age of the students and is important to the success of the students. It has also been found that neither time-consuming homework nor students were burdened but the emphasis was on understanding and improving education in schools. It was noted that homework helps students build their self-employment, develops students' thought and memory and keeps them in touch with the work they do.

Homework should ensure that students were independent staff, the results of this research indicated. The priority should be on homework. It should be given a small amount of homework so students shouldn't be burdened by homework. This kind of homework that made students imaginative should be given. Homework should be stringent as it plays a major role in the performance of students. In addition, homework should be targeted because it is a key to success.

Conclusions

The research study after going through detailed analysis has deduced a conclusion.

In student development, homework plays an important role. Current research has shown that attractive methods of teaching can affect the minds of students for a long period of time. Homework is therefore also a significant factor of knowledge building. Homework refers to school work for a student outside the classroom.

Studies have shown that most teachers claim that homework is a screening tool that allows teachers to track the progress of students on a daily basis. Homework has a beneficial impact on learning and the results of learning are different from the students' age and generate curiosity for learning.

It is the responsibility of the teacher to create productive homework tasks and to give students and parents the required tools to make the process as effective as possible. If teachers strive together to use student support techniques in classrooms, plan homework in a way that indicates is most successful,

offers opportunities for constructive parent engagement and teaches self-regulation effectively, they are setting up a homework programme, which allows all students to achieving.

Furthermore, this study has been linked to previous studies and results overlap, namely homework that influences learning for students and plays an important role in the success of students.

Recommendations

- Deliver purposeful homework i.e. add new material, practice skills, prepare knowledge, and provide students with opportunities to discuss issues in which they are interested.
- Homework may be carried out as realistic activities that improve skills newly learned.
- Students should develop homework for students to increase the probability of completing homework at high success rates individually.
- Careful management of the amount of homework given should not take too much attention from other home activities and makes it acceptable for the students' age ranges.
- Parents should be interested in a way that will allow students to summaries what they have learnt from homework, e.g. as a sounding board. Homework may establish study habits among the students.
- Students need a home diary as it will keep their parents mindful of their children's duties in the homework.
- Homework will ensure that students have become self-employed.
- Homework should concentrate on learning.
- The small amount of homework should be completed so the students should not be burdened.
- Students should be required to think at home.
- There may be such kinds of homework that created the students.
- Homework can be strict, since it plays an important part in students ' progress.

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