

Teachers' opinions regarding the effectiveness of homework and their intentions towards homework assignments at the secondary school level

1- Sara Abid

Designation: Ph.D. Scholar, School of Education, Minhaj University Lahore,
Punjab, Pakistan

Email: sara.abid306@gmail.com

2- Dr. Shumaila Hameed

Designation: Lecturer Education

Affiliation: Institute of Education & research, University of Punjab, Lahore, Punjab,
Pakistan

Email: hshumaila1947@gmail.com

3- Dr. Fahd Naveed Kausar (Corresponding Author)

Designation: Assistant professor

Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan

Email: fahdnaveed1@hotmail.com

Abstract

The main goal of homework assignments is to improve the idea of learning outside of the classroom, promote healthy study habits, and prepare students for independent research. Find out how well the teacher, students, and parents communicate. Research the teachers' intentions about homework assignments and inform them of the value of well-planned homework. The study's main goal was to determine how secondary school instructors' usage of homework affected their students' academic achievement. The study used a survey method and was quantitative in character. All secondary school teachers (SSTs) in Kashmir's district of Kotli made up the study's population. 286 secondary school teachers from the district of Kotli made up the study's sample. The researcher created a questionnaire for the purpose of gathering data, and it featured questions about how successful giving assignments is. A preliminary investigation validated the instrument. Cronbach's alpha, a measure of dependability, was.776. To determine mean differences resulting from the effectiveness of their teacher's use of homework on the basis of their age groups, mean scores and standard deviation were determined. One-way analysis of variance (One-way ANOVA) and the t-test were then employed. The study's results showed that instructors' perceptions of the value of homework assignments made by their teachers differed significantly in a favourable way. Such as feedback, acknowledgement, performance, evaluation, working conditions, and authority delegation. Based on the findings, it is advised that the government hold frequent training sessions for school teachers on the effectiveness of homework through the Ministry of Education to give them the information and skills necessary for their managerial position. The policy of homework effectiveness needs to be implemented firmly. The instructor would be encouraged to improve their performance.

Keywords: Effective Homework, homework assignments, secondary school,

INTRODUCTION

Back when reading, writing, arithmetic, and rote learning were the only subjects covered in school, there was a lengthy tradition of homework (Vatterot, 2018). According to Cooper (1989), homework is any task given to pupils by teachers that is intended to be completed outside of class time. These were all the relatively easy things that kids performed during the turn of the century to strengthen their minds (Myrtaj, 2018). Additionally, it was thought that frequent brain workouts were necessary for the brain to strengthen itself (Cardenas, 2012). The impact of homework on pupils' performance has been a contentious issue because different schools of thought disagree with this antiquated practise. Since the introduction of the assignment, disputes concerning its efficacy as a teaching tool have arisen amongst instructors, students, and parents (Cooper, et al., 2006). Supporters of homework claim that it aids in the development of good study habits and self-control techniques (Beutlich, 2008). Homework assignments

are crucial to schooling. Well-planned homework can increase students' performance by 50%. As a result, the majority of educators think that giving students homework has advantages. Well-planned homework is a surefire way to help kids develop the kind of critical thinking, in-depth knowledge, problem-solving, and positive effect that our society so desperately needs.

In their 2013 study, Tsai and Jiang compared how Chinese and American third-graders perceived their homework assignments. The findings showed that Chinese pupils got more homework and enjoy completing it more than American students. Additionally, they preferred to complete their homework themselves rather than with support from others. The Confucius culture's rules, which are founded on the idea that practise makes perfect, are related to the way Chinese students conduct themselves. In contrast, according to Letterman (2013), kids who see their homework as "busy work" are less likely to finish it. The 1950s saw a rise in the significance of homework following the end of the Cold War, and the emphasis shifted from drill assignments to problem-solving ones (Spencer, 2017). He claims that the question of whether homework improves kids' overall academic ability and achievement is still being debated today. Students who attend school know how important homework is. It is viewed as a way to reinforce and retain the material covered in class (Spencer, 2017). Emami claims that the debate about how essential homework is and how it affects kids' everyday lives has been going on for years, and that over this period, public opinion has changed from being positive to being negative to being positive again. The USA passed laws in 1930 to outlaw homework. This went on for a long time prior to the Industrial Revolution when homework became a topic of information. As time went on, it became more careful and was rebuilt as a tool for academic achievement (Gill & Schlossman, 2004). Nearly all schools follow highly traditional teaching methods, and pupils receive daily homework that is regularly examined by teachers. This includes brief notes that can be learned at home (Iqbal, 2012).

The relationship between a student's homework and achievement is favourable. However, older students in comparison to younger students benefit more from this relationship (Patall, 2018). According to Carr (2013), homework serves as a guide for teachers alerting them of what a student knows or understands. Walberg (1986) summarised the findings of 11 reviews of research on the influences of teaching strategies and approaches on student accomplishment. If a grade level is taken into account, homework has a relatively tiny relation to accomplishment for elementary school students but a significant one for high school students. In today's society, homework is seen as a vital component of student performance. But there was a significant anti-homework campaign in America (Eren & Henderson, 2011) in late 19th and 20th centuries. There is no evidence, according to Sara Bennett and Nancy Kalish, that homework benefits primary pupils or even helps older students much. Many teachers struggle to create successful homework assignments. For pupils, a badly constructed assignment is a waste of time. There have been very few studies conducted in Pakistan on the relationship between homework and student accomplishment at the primary school level, but there are currently no studies available on the effectiveness of assigning homework and secondary school teachers' perceptions at the district level. On the academic performance in Pakistan's primary schools. Emami, Sharif, & Jafarigohar (2014), extension of the homework and assignment from the class. Inayat, N. (2014) conducted a comparison of British-Pakistani and Pakistani primary schools' relevant studies on the meaning and purpose of homework. Mehmood, Ahmed, and Sultana (2012) conducted a research of Pakistan's higher education sector to examine the relationship between homework and student grades. Secondary schools: public versus private (Wattoo, 2021). As we know, British India being a part of British India before Independence, the British educational system had an influence on the history of homework in Pakistan. Most public schools have adopted the concept of assigning homework. Since 1947, policies and plans have been developed and formed addressing homework in Pakistan; however, they have not yet been put into action. The type of homework that is assigned depends on and differs from school to school, according to the National Education Policy of 2017. One of the more inhabited cities in Azad Kashmir is Kotli, which is home to thousands of school-age children and hundreds of schools. The assessment of the literature reveals that there is still a dearth in the study of students' attitudes, perspectives, or perceptions towards homework (Letterman, 2013; Warton, 2001). In addition, there is still a dearth in the study of foreign languages and the natural sciences (Ramdass & Zimmerman, 2011). Even though the usefulness of

homework assignments in many contexts has been extensively researched, there is still a knowledge gap at the secondary school level. The fact that homework is assigned to children and required in our schools is a good thing. Students do need homework, but is it actually working? In our nation, plans and policies have been created. Although plans and policies have been developed, they have sadly not been put into action, therefore the gap still exists. Teachers of secondary classes will benefit from analysing the descriptive study and research findings since it will assist them in creating a homework structure that will foster students' creativity, critical thinking, and imagination. Additionally, homework could be utilised to assess students' academic progress, foster their ability to learn independently, and improve learning preparation outside of the classroom (Reynolds, & Muijs, 2015).

The field of education should take note of this study. Whatever would best promote pupils' learning must be decided by teachers. Teachers must be knowledgeable about the design of purposeful homework, how to arrange it, and what to do with the homework once students have finished it. Will the information be gathered, corrected, and graded? Is homework that is well-planned effective or not? Prior to assigning an assignment, the value of written feedback, the appropriate quantity of homework, and the development of healthy study habits will all be taken into account and communicated to the students. Students would waste valuable time at home when learning is essential to student progress if we did not learn about best practises for homework (Epstein, & Van Voorhis, 2001). I believe it is worthless for a student to attend school if he attends tuition once more after school. Teachers have a significant impact on this because once homework is assigned by a teacher, the student makes it a requirement.

Objectives of the study

- Find out the needs for effective homework, intention of teachers towards assigning homework and let the teachers know the effectiveness of a well-planned homework at secondary level.
- Examine homework effectiveness and which strategies teachers adapt to make homework effective.
- Find out the difference between secondary school teachers towards assigning homework on the basis of their gender, academic qualification, professional qualification and age of the students.

Significance of study

Well-planned and well-designed homework, including quality, quantity, grading, types of homework feedback, and number of homework assignments, are significant and most successful for secondary school students in the Kotli area. Teachers will have a great tool to aid students in making academic progress and performing to the best of their abilities if they can figure out how to take use of research-based best practises to increase the effectiveness of homework. Most research is done at a higher level in advanced nations. There hasn't been much research done in Pakistan, particularly on the usefulness of homework assignments in Kotli Azad Kashmir. Strong communication between students, teachers, and parents is crucial. One method to bring them into alignment is through homework. Students are better prepared for discipline, problem-solving, time management, and decision-making when their homework is well-planned. Stress, worry, poor performance, and physical health issues might result from unplanned homework. Late-night homework completion has a number of negative effects on one's health. As a teacher at the school, I am of the opinion that a consistent practise with predetermined homework will improve teachers' general satisfaction in the district of Kotli. For students who might not have support from the school, it will be beneficial to do well on homework that influences their class marks.

Literature review

Purpose of assigning homework:

Homework serves a variety of objectives beyond only enhancing learning and exam results and grades. When educators give students homework to complete outside of class, they emphasise the advantages of helping pupils form a strong work ethic (Dueck, 2014). Since almost all schools and teachers assign a certain amount of homework, the majority of teachers think that doing so has advantages. In general, parents agree with teachers that homework is useful, which suggests that parents generally support teachers' decision to give it (Xu, 2005). Cooper, a talented writer and proponent of homework, concurs that homework raises students' achievement. While homework is crucial, learning also occurs in a variety of settings outside of the classroom. This is one of the many examples we use, along with football

and the scouts, to demonstrate to our kids that learning can happen anywhere (Cooper, et al., 2007,).

Although it would seem that the primary goal of homework assignments is to improve students' learning. Studies have shown a positive impact on students' academic performance (Kohn, 2006). According to a meta-analysis research by Cooper (2007), homework completion was linked to improved accomplishment in 70% of the papers he reviewed (Kohn, 2006). Some educators and researchers viewed success as receiving good marks, while others said it meant performing well on examinations (Kohn, 2006). Results have indicated that as students' progress to higher levels of study, homework has larger individual benefits for their learning. According to Nunez et al. (2015), well-designed homework aids teachers in predicting student progress and improves self-control in pupils. According to Cooper, homework's nonacademic advantages include improved self-direction, time management skills, self-discipline, and independent problem-solving (Carr, 2013). According to several researches, doing homework has academic advantages (Dean et al., 2017). Researchers have argued for the positive relationship between (SRL) self-regulation learning and the motivation as well as effort in completing homework, which accelerates with grade. They have emphasised particular self-beliefs, self-regulation, and behavior's skills to homework activities utilised.

Homework completion has positive associations with self-efficacy, responsibility for learning, self-reflection, goal setting, and time, attention, and focus management (Yang, & Tu, 2020). When it comes to homework categories, the majority of participants prefer solo assignments to group and two-person ones. According to Janjua, Malik, and Rahman (2011), students had a significant opportunity to fully develop their knowledge and language skills as well as non-academic skills (like self-regulation, self-responsibility, and managing homework schedules) through the individual form of homework. Positive parental homework aid is positively correlated with kids' positive attitudes and behaviour towards their tasks (Dumont, 2012). More studies have revealed that because children do not understand the significance and value of homework, they have more negative views towards it and are less motivated overall (Hong, et al., 2011).

Effective Homework:

An instructional programme that uses homework effectively incorporates practise that advances the unit's learning objectives. According to several researchers, pupils typically complete the types of assignments that are sent home (Van Voorhis, 2001). This study claims that assignments suffer when students are asked lower level thinking questions that need them to look up the solution in a text book. Assignments that encourage critical thinking and encourage students to come up with their own solutions or ideas are more likely to be accepted outright, (Vatterott, 2010). When children are emotionally involved and allowed to express their opinions, use their creativity, solve an issue, compete with others, or be creative, homework completion enriches (Herrig, 2011). According to Dean et al. (2012), homework should be assigned since it is necessary to support and advance students' learning. In addition, he recommended that homework be created with the end goals in mind and that teachers should base their courses on inherited questions. He said that more students finish their assignments and gain from the outcomes when professors create homework to satisfy these particular aims (Facchinetti, 2016). There is no evidence, according to Sara Bennett and Nancy Kalish, that homework benefits primary pupils or even helps older students much. Many teachers struggle to create successful homework assignments. For pupils, a poorly planned assignment is a time waster. Because it interferes with their everyday routine, most students view their schoolwork as a burden. Students attend school for six to seven hours a day, and by the time they arrive home they are fatigued and ready for a nap rather than to resume their studies. They hardly ever have time for outside activities like playing or hanging out with friends. It's interesting to note that some pupils support homework. They see homework as a way to reinforce lessons learned in class. Additionally, kids are able to swiftly review the material they learned for assignments during tests. The parent's current perspective on homework is favourable in that it fosters responsibility and self-discipline. Parents are allowed to evaluate their children's performance. The purpose of homework is to inform teachers about the knowledge and understanding of each student (Brock, et al., 2011). Never use homework as a punishment or penalty; doing so would certainly convey the idea that homework is a burdensome assignment (Davies, et al., 2013). According to Vatterott (2009), homework should never be

used to supplement classroom instruction. According to her, teachers should use homework to more effectively gauge their pupils' progress. According to her, if children are doing "busy work," such as looking up answers in a book, it doesn't show what they know or have learned. Teachers must understand what makes homework useful in order to improve its efficacy.

Purpose, ownership, efficiency, aesthetic appeal, and competence are the five key qualities of effective homework, according to Cathy Vatterott (2010). All homework assignments must have a purpose in order to be meaningful. Teachers should assign pupils relevant work and use teaching strategies that fit their learning preferences. She recommended that teachers only offer homework when it serves a specific purpose and not as a regular practise. Moreover additionally, students need to comprehend the assignment's goal and why it is significant in the context of their academic career (Xu, 2011). It is counterproductive to give students "busy work" or rote (regular, mindless) assignments. Teachers should receive feedback on students' homework regarding their understanding (Redding, 2000) and should therefore strengthen abstraction. It's crucial that homework assignments do not cover subjects that have already been covered in class (Redding, 2000). In the end, students should know exactly what they are expected to do and how to execute it before leaving the classroom (Protheroe, 2009). The second characteristic of effective homework is efficiency. Lyn Corno and Jianzhong Xu are two additional prominent proponents of homework and its advantages for student accomplishment. In 2004, they worked together to create a research paper that strongly supports homework assignments as an efficient learning aid. Additionally, they concurred with studies that found homework to be helpful for classroom content. Corno and Xu relate homework to a job that helps students' future life as well as their present academic success.

Homework Teaches Responsibility

Teachers can play a significant part in this since students sometimes make homework mandatory after the teacher assigns it. One of the most ardent arguments in favour of homework is that it fosters discipline and responsibility. Many people still believe that homework is a sign of non-academic pressure, even though there is no research to support this notion (Kohn, 2006). Oftentimes, the phrase "responsibility" is code for "adherence" or "obedience". When we ask pupils to be responsible, what we really want is for them to be submissive. One teacher claimed that she believes a student's failure to complete their homework is an indication of disdain for her. When we argue that homework helps students develop discipline, does it mean they can be self-disciplined enough to complete tasks they dislike just because they have to? Since we don't have any other avenues, many teachers use homework as a technique to teach responsibility. We take steps to implement all the additional ways that students might be given accountability in the classroom, like involving them in decision-making about their learning, teaching them how to do self-evaluations, creating learning activities, or letting them assist in managing the classroom and school infrastructure (Anderman, & Koenka, 2017; Sun, et al., 2018).

Research Design and methodology

According to a review of the literature, a study on the variables influencing secondary school teachers' efficacy in giving homework was necessary. The study was quantitative in nature, and the data were gathered via a survey method. Through questioning a representative sample of the population at a specific period, a survey approach was used to describe the attitudes, beliefs, and opinions of the people (Creswell, 2012). Government secondary schools in District Kotli, Azad Kashmir, made up the study's sample. Although secondary school teachers were the study's target audience, all secondary school teachers who work in public schools can benefit from the study's conclusions about professional development.

Table 1

Total secondary schools of District kotli

	Total Secondary School		Total Teachers		SST Teachers		Sample size
District kotli	boys	girls	male	female	male	female	

68	57	320	352	163	122	285
125	762		285			

Instrumentation

A self-developed questionnaire was created to gather data after the researcher reviewed the literature and his or her own experiences. The first section of the questionnaire discussed demographic factors like gender, age, academic background, and professional background. The second section of the questionnaire included 30 items that dealt with the effectiveness of assigning homework at the secondary school level. A five-point Likert scale was employed to collect the data. Five experts' opinions were used to validate the instruments. By using Cronbach Alpha, the instrument dependability was determined.

Cronbach's Alpha	No. of Items
.902	30

The teachers' survey's dependability is displayed in the table. The scale included 30 elements, and the instrument's Cronbach's Alpha value was .902.

Data Collection

The researchers personally delivered the equipment during their visits to the chosen secondary schools. Teachers were permitted to inquire about any phrases or sentences that they didn't understand, and researchers provided them plenty of opportunity to do so.

Data Analysis

Data analysis was done using the statistical package for social science (SPSS) computer programme. Both descriptive statistics and inferential statistics were used to analyse the data. We computed the mean and standard deviation. In order to determine the significance of the differences between teachers for the efficiency of giving homework about various demographic parameters, a dependent sample t-test and an ANOVA were utilised.

DATA ANALYSIS AND INTERPRETATIONS

This section examined data interpretation and analysis to investigate the efficacy of homework. The information gathered via the questionnaire was examined, presented in tables and figures, and the outcomes were appropriately interpreted. The research topic was put to the test using both descriptive and inferential statistics.

Section 1

Proceeding table show the valid percentage of male and female teachers.

Table 2
Gender Distribution of SST's

	<i>Frequency</i>	<i>Percent</i>
Male	163	57.2
Female	122	42.8
Total	285	100.0

Gender distribution of SST's

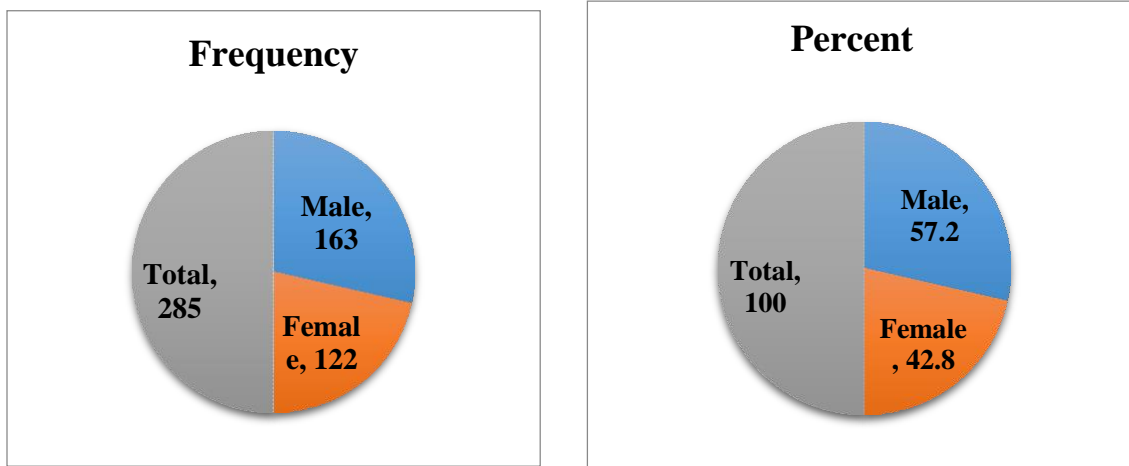


Figure 1: Gender Distribution of SST's

Above table 2 shows that the majority of SST's were male 57.2% whereas the female are 44%.

Table 3
Academic Qualification of secondary school teachers

<i>Academic Qualification</i>	<i>Frequency</i>	<i>Percent</i>
B.A/BSE	56	19.7
M.A/SE	210	73.9
Mphill	19	6.3
Total	285	100.0

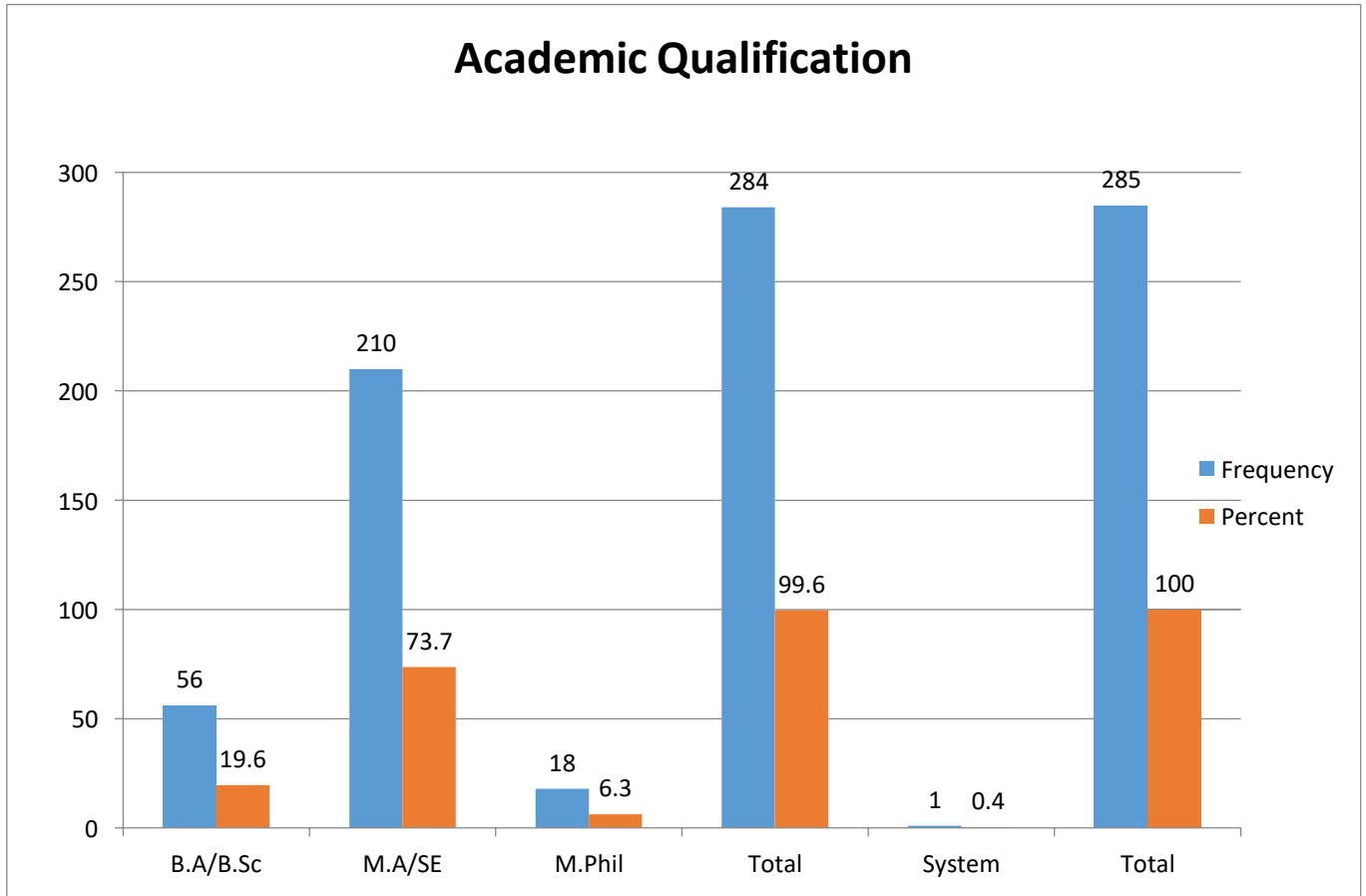


Figure 2: Academic Qualification.

Table 3 above demonstrates that the majority of SSTs (N=210, 73.7%) held a master's degree. (N=56, 19.6%) of people had bachelor's degrees. While (N=18, 6.3% of the respondents) held an M.Phil.

Table 4

The distribution of SST's professional qualifications is displayed in the table and graph that follows.

Professional qualification	Frequency	percent
Male	153	53.7
Female	132	46.3
Total	285	100.0

Figure 3: Professional Qualification.

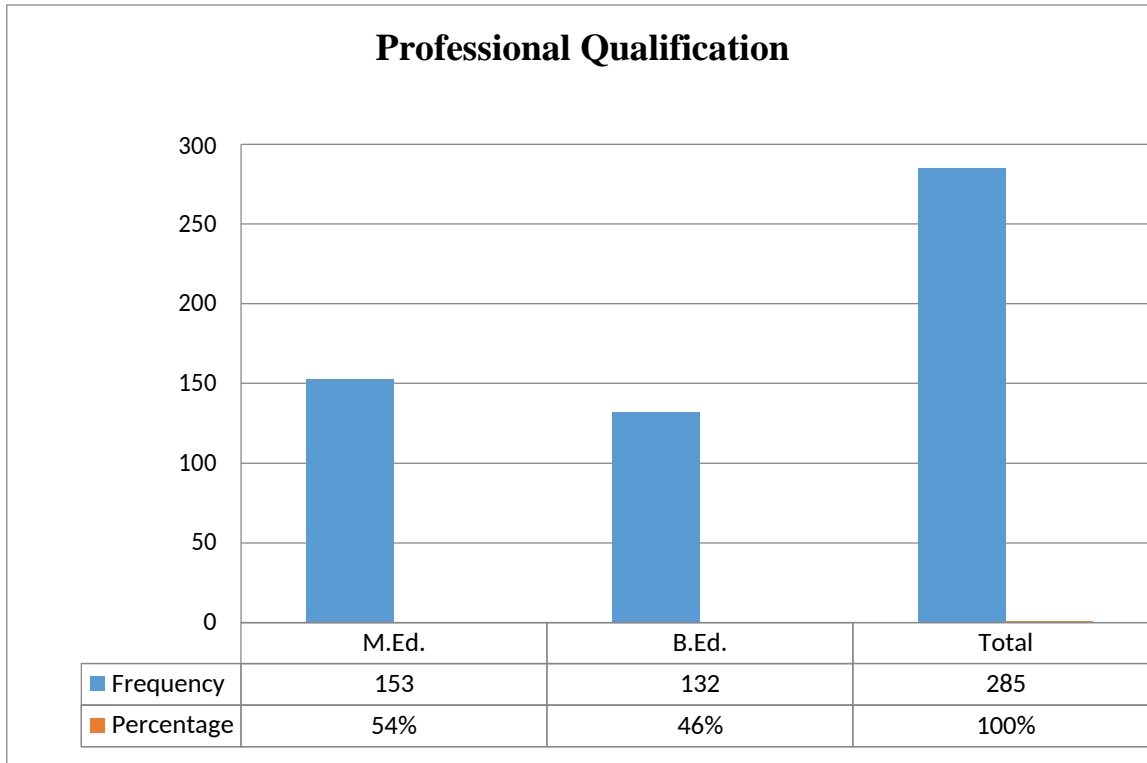


Figure 3: Professional Qualification.

Table 4 above demonstrates that a majority of the responding SSTs (N=153, 54%) held an M.Ed. In contrast, (N=132, 46%) had a B.Ed.

Table 5

The following table displays the respondents' age and gender disintegration

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
20-25	2	.7
26-30	40	14.0
31-35	53	18.6
More than 35	190	66.7
Total	285	100.0

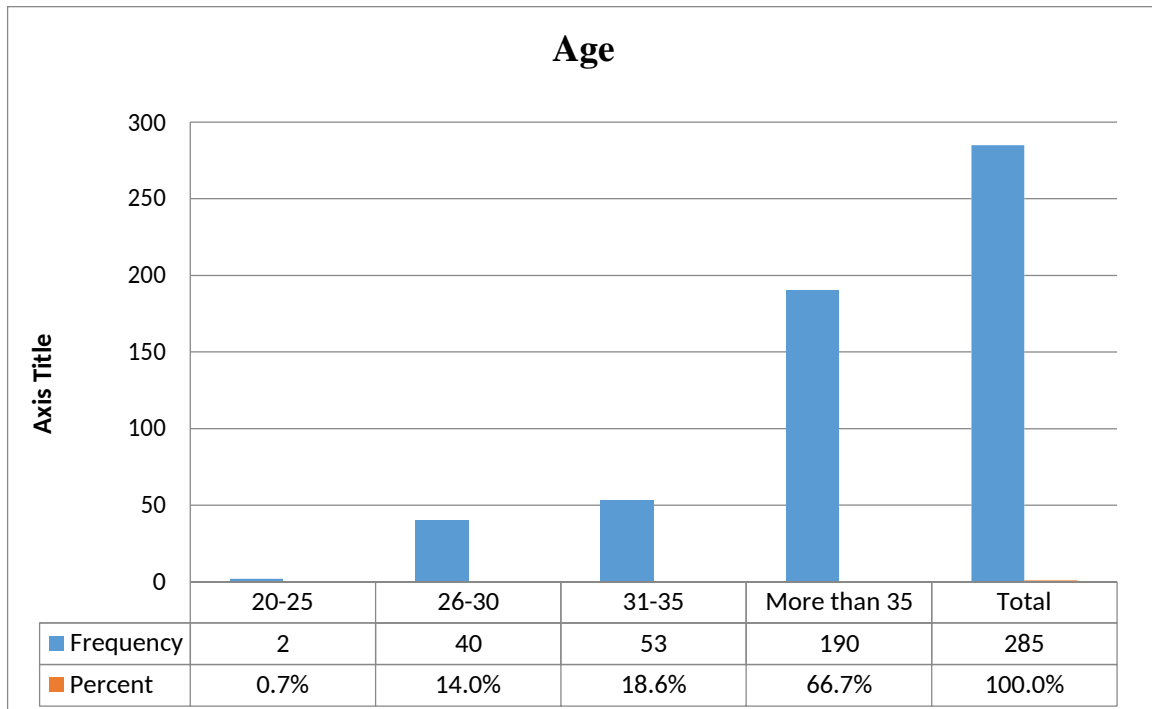


Figure 4: Age.

Table 5 above demonstrates that the majority of the SST teachers were over 35 years of age (N=190, 66.7%). The second-largest age group of participants (N=53, 18.6%) was between the ages of 31 and 35. The third-largest group of respondents (N=40; 14.0%) were between the ages of 26 and 30. The fourth and smallest group (N=2, 0.7%) of respondents were between the ages of 20 and 25.

Table 6

Scores that Characterize Teachers' Perceptions of the Effectiveness of Homework at the Secondary School Level, Male and Female.

Section 2

<i>Sr.no</i>	<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
1	On a regular basis, homework is assigned to students.	285	1	5	4.50	.808
2	Homework is crucial to students' learning.	285	1	5	4.48	.548
3	Students have the chance to practise with their homework.	285	1	5	4.48	.653
4	Students cannot achieve great grades without doing their homework.	285	1	5	3.96	.806
5	For struggling learners, homework is essential to success.	285	1	5	4.30	.821

Most SSTs firmly agreed that homework is given to students on a regular basis. This statement received a high mean and standard deviation score of (M=4.50, SD=.808). The majority of SST's strongly agreed that "homework plays important role for the students learning" (M=4.48, SD=.548). "Homework gives students the chance to practise." The majority of teachers — with a mean and standard deviation of (M=4.48, SD=.653) — firmly agreed that practise makes perfect. "Students can't get high grades without doing their homework" (M=3.96, SD=.806) Teachers claim that "homework is the key to success for the weak students" (M=4.3, SD=.821).

Table 7

Scores that describe how well male and female secondary school teachers believe homework is effective.

<i>Sr.no</i>	<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
6	Lesson effort is decreased by homework.	285	1	5	3.09	1.247
7	Students are burdened by homework.	285	1	5	1.95	1.057

8	Students gladly accept the assignments offered by the teacher.	285	1	5	3.01	1.132
9	Parents are happy with the assigned homework.	285	1	5	4.08	.763
10	The idea of homework is in opposition to contemporary educational methods.	285	1	5	2.54	1.133

The mean and standard deviation of the aforementioned assertions are displayed in Table 4.6. "Homework reduces teaching efforts" (M=3.09; SD=1.247). "Homework is a burden on students" (M = 1.95, SD = 1.057). With a mean value of (M=3.01, SD=1.132), "Students happily accept teachers giving homework." The majority of SSTs believed that "Idea of homework is against the modern teaching techniques" had a mean value of (M=2.54, SD=1.133) and that "Parents are satisfied with the given homework" had a mean value of (M=4.08, SD=.763).

Table 8
Scores that Characterise Teachers' Perceptions of the Effectiveness of Homework at the Secondary School Level, Male and Female.

<i>Sr.no</i>	<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
11	Homework assignments are activity-based.	285	1	5	3.69	1.118
12	Homework is created by teachers themselves.	285	1	5	3.85	.980
13	Students always reach out to teachers if they have any homework issues.	285	1	5	3.40	1.225
14	Every time, students bring their completed assignments.	285	1	5	3.32	1.119
15	It's crucial to correct errors in pupils' assignments.	285	1	5	4.40	.793

"Teachers give activity-based homework" (M=3.69, SD=1.118) is listed in Table 4.7. The average and standard deviation for "Teachers themselves plan homework" are (M=3.85, SD=.980). Students should get in touch if they have any homework-related issues (M=1.225, SD=3.40). Students always bring their finished assignment (M= 3.32, SD=1.119). The mean and standard deviation for "Teachers should correct the mistakes in students' homework" are (M=4.40, SD=.793) SSTs overwhelmingly concurred with the provided message.

Table 9
Descriptive scores of secondary school teachers' opinions on the effectiveness of homework, by gender.

<i>Sr.no</i>	<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
--------------	-------------------	----------	----------------	----------------	-------------	-----------

16	The assigned assignment can be understood by the students on their own.	285	1	5	3.53	1.036
17	Based on a moderate amount, homework.	285	1	5	4.02	.805
18	Students' learning is motivated and stimulated by their homework.	285	1	5	4.37	.677
19	Technology in the modern day aids in completing quality homework.	285	1	5	4.26	.790
20	The older group of students is performing their schoolwork well.	285	1	5	3.67	1.080

The above (table 4.8) comments that "Students are able to understand the given task by themselves" have a mean and standard deviation of (M=3.53, SD=1.036). (M=4.02, SD=.805) "Homework based on a moderate amount" The pupils' learning is motivated and stimulated by their homework (M=4.37, SD=.677). "Modern technology helps in producing a strong homework" (M = 4.26, SD =.791) the "older group of students shows good progress in doing homework" (M=3.67, SD=1.080).

Table 10

The effectiveness of homework at the secondary school level, as measured by descriptive scores from male and female teachers.

<i>Sr.no</i>	<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
21	Good study habits can be developed through homework.	285	1	5	4.26	.652
22	Teachers ought to consult one another regarding the schedule.	285	1	5	4.13	.841
23	Grades (whether a letter grade or a percentage) are less significant than written comments.	285	1	5	4.06	.966
24	Homework assignments that are thoughtfully created and carefully thought out are the most beneficial.	285	1	5	4.53	.695
25	The impact of homework on a	285	1	5	3.34	1.287

student's behaviour and attitude is negligible.

The above statements' median and standard deviation are shown in table 4.9. "Good study habits can be developed through homework (M=4.26, SD=.652). Teachers ought to coordinate their plans with one another (M=4.13, SD=.841). (M=4.06, SD=.966) "Written comments are more valuable than grades (letter grade or percentage)." The most relevant and effective homework assignments are carefully thought out and prepared (M=4.53, SD=.695). The student's attitude and actions are unaffected by homework (M=3.34, SD=1.287).

Table 11

The effectiveness of homework at the secondary school level, as measured by descriptive scores from male and female teachers.

Sr.no	Statements	N	Minimum	Maximum	Mean	SD
26	The effectiveness policy needs to be implemented with vigour.	285	1	5	4.08	.938
27	Teachers think that giving homework has advantages.	285	1	5	4.31	.693
28	Homework motivation and feedback are affected by students.	285	1	5	4.39	.696
29	Considering the quality of the homework, well planned homework	285	1	5	4.47	.700
30	Homework is seen as a task for after-school hours.	284	1	5	3.88	1.106

The above statements' median and standard deviation are shown in table 4.10 Effectiveness policy needs to be implemented with force (M=4.08, SD=.938). Teachers think that giving homework has advantages (M=4.31, SD=.693). The "Students Motivation and Feedback Impacts Homework" (M=3.39, SD=.696). Based on the quality of the homework, "well-planned homework" (M=4.47, SD=.700) was stated. (M=3.88, SD=1.106) "Homework considered a non- school hour's task".

Section 3

Table 12

Independent Samples t-Test to Determine the Professional Qualification of Male and Female Teachers for Efficient Homework Assignment

	Professional qualification	N	Mean	SD	t	Df=283	sig
Homework assignment	M.Ed.	153	115.4118	8.50688	11.36797	-1.664	0.26
	B.Ed.	132	117.4167				

Table 4.12 shows that independent samples *t*-test was applied to find out the difference between male and female teachers regarding professional qualification about effectiveness of assigning home work. Results showed that there was no significant difference between M.ed (M = 115.4118, SD

= 11.36797) and B.ed SSTs teachers $M = 117.4167$, $SD = 8.50688$, $t(283) = -1.664$ at $p = .026$, regarding effectiveness of assigning home work at secondary school teachers. Therefore, it is concluded that both M.ed and B.ed had same views about effectiveness of assigning home work

Table 13

Independent samples t-test to determine how the performance of male and female teachers differs in their attitudes towards the teaching profession

Homework assignment	Gender	N	Mean	Std. Deviation	t	Df=283
	Male	163	113.9264	10.50933		
	Female	122	199.5656	10.50933	-4.806	.000

The table demonstrates the independent samples t-test that was used to compare the efficacy of homework assignments made by male and female teachers. Results revealed that there was no significant difference in the efficacy of assigning homework between male ($M = 113.9264$, $SD = 9.23798$) and female ESTs teachers ($M = 199.5656$, $SD = 10.50933$, $t(283) = -4.806$ at $p = .000$).

It can be inferred that both male and female teachers held the same opinions about how ineffective assigning homework was.

Table 14

One method ANOVA for the Difference in Teachers' Perceptions of Homework Effectiveness Based on Qualification

	Sum of square	Df	Mean square	F	sig
Between groups	12.200	43	.284	1.201	.198
Within groups	56.716	240	.236		
Total	68.915	283			

The table shows that one-way analysis of variance was used to distinguish between variations in the efficiency of homework assignments. Results show that assigning homework based on a student's degree (M.A., M.Phil. or Ph.D.) made a significant difference, $F(283) = 1.201$, $p = .198$. Conclusion: Based on their qualifications, male and female teachers perceive teachers' efficacy in providing homework differently.

TABLE 15

One method ANOVA for the Difference in Teachers' Perceptions of the Effectiveness of Homework Assignment Based on Age

	Sum of square	Df	Mean square	F	sig
Between groups	21.320	43	.496	.842	.746
Within groups	141.887	240	.589		
Total	162.240	283			

Table 4.14 shows that a one-way analysis of variance was used to determine the differences in how well homework was assigned. Results show that the effectiveness of providing homework based on students' ages differed significantly, $F(241) = 1.133$, $p=.746$. Conclusion: Depending on their age, men and female teachers see the usefulness of assigning homework differently.

Findings

1. The overall mean score demonstrates that the majority of teachers think homework plays a crucial part in education. Mandatory homework is essential to pupils' progress. First, the majority of SSTs strongly agreed when asked whether they thought students were given homework on a regular basis. This statement had a high mean score ($M=4.50$, $SD=.808$), demonstrating that homework is frequently assigned to kids.
2. The majority of SSTs strongly agreed when asked whether homework has a significant influence in kids' learning; the mean ($M=4.48$, $SD=.548$) indicates this.
3. Homework gives kids the chance to practise when they are requested. The majority of teachers, with a mean value of ($M=4.48$, $SD=.653$), strongly agreed that practise makes perfect.
4. The majority of instructors felt that pupils cannot achieve high grades without doing their homework, as indicated by the mean value ($M=3.96$, $SD=.806$).
5. According to educators, homework is essential for the weaker children to succeed. The majority of SST teachers strongly agreed with the stated assertion, as indicated by the mean value ($M=4.3$, $SD=.821$).
6. The median score ($M=3.09$, $SD=1.247$) demonstrates that homework lessens the need for teaching. The majority of SST members agree with the stated opinion.
7. With a mean value of ($M=1.95$, $SD=1.057$), instructors were even more adamantly opposed to the idea that homework burdens kids.
8. In contrast, teachers thought that pupils enthusiastically accepted the homework they were assigned, with a mean value of ($M=3.01$, $SD=1.132$).
9. The vast majority of SSTs—Mean value: ($M=4.08$, $SD=.763$)—believed that parents are happy with the homework they were assigned, with teachers substantially concurring.
10. The majority of SSTs felt that the idea of homework is contrary to modern teaching practises, with a mean value of ($M=2.54$, $SD=1.133$).
11. As a result, it was decided by SST's teachers that teachers should assign activity-based homework to their students, with a mean value of ($M=3.69$, $SD=1.118$).
12. The average score ($M=3.85$, $SD=.980$) indicates that the majority of instructors agreed with the assertion that teachers organise their students' assignments.
13. Teachers agreed that students should contact them if they have any homework-related issues, even more so with the mean value of ($M=1.225$, $SD=3.40$).
14. The majority of SSTs agreed that their students should always bring their homework done, with a mean value of ($M= 3.32$, $SD=1.119$).
15. Teachers agreed that teachers should correct errors in students' assignments, and the SSTs' strong agreement with the supplied statement had a mean value of ($M=4.40$, $SD=.793$).
16. The number of students who can independently understand the presented problem is ($M=3.53$, $SD=1.036$). The majority of SSTs concurred that students can understand the offered work on their own at this level.
17. Assignments with a modest amount ($M=4.02$, $SD=.805$). At this stage, the majority of SSTs were approved.
18. Homework stimulates and motivates pupils' learning. Furthermore, teachers highly agreed with the stated opinion with a value of ($M=4.37$, $SD=.677$).
19. Given that the mean and standard deviation ($M=4.26$, $SD=.790$) reveal that SSTs were in agreement at this point, it may be concluded that teachers strongly believe that modern

technology aids in developing a quality homework assignment.

20. Evermore the older group of kids exhibits good progress in completing their homework, according to the SSTs teachers, with a mean and standard deviation of (M=3.67, SD=1.080).
21. Teachers strongly agreed with the mean and standard deviation of the statement that homework aids in the development of good study habits (M=4.26, SD=.652).
22. The majority of teachers SST's highly agreed with the statement that teachers should speak with one another about planning (M=4.13, SD=.841).
23. When asked whether written comments are more valuable than grades (letter grades or percentages), the majority of teachers strongly agreed (M=4.06, SD=.966).
24. Meaningful and successful homework assignments are carefully developed and prepared (M=4.53, SD=.695) Teachers firmly agreed with the stated claim.
25. According to the majority of teachers, homework has no impact on students' attitudes or activities (M=3.34, SD=1.287).
26. The statement's mean and standard deviation reveal that the majority of teachers were in complete agreement at this point. When that question was posed to them, they responded that a forceful implementation of an effective policy was necessary (M=4.08, SD=.938).
27. Even more here According to instructors (SSTs), giving students homework has advantages (M=4.31, SD=.693). Instructors significantly agreed with this assertion.
28. When asked about the supplied input regarding how students' motivation and feedback affect assignments, teachers agreed (M=3.39, SD=.696).
29. Teachers firmly agreed with the statement "47. Well planned homework based on the quality of homework" (M=4.47, SD=.700).
30. Homework is viewed as a task that should not be done during school hours (M=3.88, SD=1.106), and the majority of SSTs teachers concur with this assertion.

Discussion

The purpose of the study was to investigate the phenomenon of secondary school instructors' efficacy in delegating homework at the very base level. When the current analysis was run, the validity and reliability of the measures (efficacy of homework assignments) were evaluated. The results in this case debunk the myths surrounding test reliability and show that the test is reliable, relevant, and accurate for this study's analysis. It should also be used to evaluate research objectives. It was found that the teachers' opinions on homework and its worth are significant (0.000), which is less than ($p \leq 0.05$). The difference between secondary school male and female teachers' perceptions of the efficacy of assigning homework was assessed using an independent samples t-test. The effectiveness of homework was shown to be significantly different amongst secondary school teachers who were male and female. The study's findings demonstrated that homework assignments have a positive impact on students' learning. It aids in knowledge acquisition, gives pupils the chance to study, is the key to success for the less successful students, and aids in achieving excellent marks. These results are similar to those of the earlier study (Cooper, 1994), which suggested that homework helps students retain more useful information, understand concepts better, develop their critical thinking skills, and form more concepts during their studies. Additionally, homework may improve kids' learning outcomes and guide them to success (Cooper, 1994; Keith & Cool, 1992).

In addition, the majority of students, even those who place a high priority on learning in the present, disregard the assignment as crucial to their comprehension of the course topics (Letterman, 2013). Without homework, students would be less motivated, have less opportunity to practise their language abilities, and learn less useful information. These results are consistent with the earlier study (Slavin, 2014), which found that teachers can support students' learning and improve their positive attitudes towards homework. Additionally, when pupils are aware of what is correct or incorrect on activities, their learning performance is improved (Slavin, 2014). Paudel (2012) asserts that professors have a responsibility to provide feedback to students on their assignments. Teachers must make sure that their comments encourage students to learn from their mistakes and correct them. According to A Union

of Professionals, American Federation of Teachers (2011), pupils who receive personalised, pertinent comments about the accuracy of their homework perform better than those who merely receive grades on their assignments. Additionally, homework feedback helps teachers reflect on their own teaching methods and gives them tools to gauge their students' knowledge and track their academic progress. The majority of SSTs teachers, according to the study's findings, think that students' motivation and feedback have an impact on how well they complete their homework. In fact, positive comments can have a big impact on how well students learn. According to the findings, teachers should discuss homework planning with one another in order to take into account the roles that homework plays and how it affects pupils. Most SST teachers assign homework that is activity-based. To ensure that homework is meaningful and significant for students and parents, teachers must provide homework that satisfies the five criteria for an effective homework (Vatterot, 2010). In contrast, Janjua, Malik, and Rahman (2011) remarked that this study underscores that teachers are the essential person who can manage the efficacy of homework for students. Well-designed and carefully planned homework assignments are relevant.

They should assign the proper group members and give each group tasks that has been carefully thought out or organised. In fact, the American Federation of Teachers (2011), a union of professionals, states that effective homework should be immersive, reinforce and encourage teamwork, and prompt group discussion. Teachers also shouldn't give children too much homework. It has an impact on how students handle their spare time and gives them uneasy feelings. These findings support studies by Warton (2001) and Cooper (1994), according to which homework should be based on a reasonable amount. The student's mood and extracurricular activities are unaffected by a moderate quantity of homework, according to researchers (who also observed that homework can make pupils emotionally distressed and physically exhausted). Furthermore, it's critical to stress that how homework is assigned to students has a significant impact on how they behave (Gavin, et al., 2023). These results are consistent with Xu and Corno's (2004) theory that homework helps kids become lifelong learners by demonstrating to them that learning occurs outside of the classroom. Homework is often viewed as a non-school hour duty. The survey determined that while most SSTs teachers agreed with these assertions, there were certain areas where they disagreed. But they had a favourable opinion of schoolwork. Research analysis demonstrates that "PRACTISE MAKES PERFECT".

Conclusions

This study emphasises that teachers are the primary decision-maker in determining whether or not students' homework is beneficial. They should appoint the proper professors to each group and provide each group well-written assignments. Teachers were also in agreement at this time that they should consult other topic teachers about the volume and scope of planned assignments. Interesting assignments should promote and reward teamwork, foster group discussion, and reinforce group work. Teachers also shouldn't give children too much homework. It has an impact on how students manage their leisure time and causes them to feel uncomfortable. These findings support the notion that homework might make students emotionally distressed and physically exhausted. According to the findings of this study, achievement exams that are connected to homework practise should be utilised to gauge students' learning success. In order to ensure that homework motivates students rather than the contrary, teachers should pay attention to what their students have to say about it. This study makes the point that homework feedback affects how well it works. The majority of SSTs also concurred that a forceful implementation of the policy of homework effectiveness was necessary. Our findings indicate that homework is crucial to education, particularly at the secondary school level. When asked if kids should receive homework on a regular basis, SSTs strongly agreed. The majority of SSTs disagreed when asked if homework was a hardship for kids at this time. Following analysis of the data, it was determined that there were significant differences between male and female secondary school teachers' perceptions on the value of homework.

Recommendation

- The design and implementation of homework policies should take into account the learning objectives and success criteria of the students.
- Teachers ought to receive training on how to set homework that emphasizes application and inquiry-based learning.

- Teachers should provide feedback and suggestions to pupils to help them write better.
- Group assignments and projects ought to be assigned on the weekends solely for the purposes of deep learning, analytical thought, and problem solving.
- A well-planned homework schedule should take into account the quantity, quality, grading, and feedback.
- With respect to gender, teachers should employ various homework-effectiveness tactics.
- Teachers should discuss the volume and capability of planned homework with other subject-area teachers.

References

- Anderman, E. M., & Koenka, A. C. (2017). The relation between academic motivation and cheating. *Theory Into Practice, 56*(2), 95-102.
- Beutlich, J. T. (2008). Enhancing Homework's Effectiveness through Student Motivation and Parental Involvement.
- Brock, C., Lapp, D., & Fisher, D. (2011). Homework Practices: Myths and Realities. *California Reader, 45*(1).
- Cardenas, E. (2012). A brief history of homework: Why and how parents should get involved. *Latino Perspectives.*
- Carr, N. S. (2013). Increasing the Effectiveness of Homework for All Learners in the Inclusive Classroom. *School Community Journal, 23*(1), 169-182.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research, 76*(1), 1-62.
- Cooper, H., Steenbergen-Hu, S., & Dent, A. L. (2012). Homework.
- Cooper, H. (1994). Homework research and policy: A review of the literature. *Research/Practice, 2*(2), 1-10.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Pearson Education, Inc.
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development, 61*, 563-580.
- Dean, T., Lee-Post, A., & Hapke, H. (2017). Universal design for learning in teaching large lecture classes. *Journal of Marketing Education, 39*(1), 5-16.
- Dueck, K. (2014). Parental homework involvement for children with attention-deficit hyperactivity disorder (ADHD) symptomology.
- Dumont, H., Trautwein, U., Lüdtke, O., Neumann, M., Niggli, A., & Schnyder, I. (2012). Does parental homework involvement mediate the relationship between family background and educational outcomes?. *Contemporary Educational Psychology, 37*(1), 55-69.
- Emami, A., Sharif, M. R., & Jafarigohar, M. (2014). Extension homework and classroom assignments. *Journal of Novel Applied Sciences, 3*(1), 29-39.
- Eren, O., & Henderson, D. J. (2011). Are we wasting our children's time by giving them more homework?. *Economics of Education Review, 30*(5), 950-961.
- Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational psychologist, 36*(3), 181-193.
- Facchinetti, A. (2016). The dog ate my homework. *Education Today, 16*(3), 14-17.
- Gavin, B., Twomey, C., Minihan, E., O'Reilly, G., & McNicholas, F. (2023). Parenting interventions, ADHD and homework: a systematic review. *Irish Educational Studies, 1-21.*
- Gill, B. P., & Schlossman, S. L. (2004). Villain or savior? The American discourse on homework, 1850-2003. *Theory into practice, 43*(3), 174-181.
- Herrig, R. W. (2011). Homework research gives insight to improving teaching practice. *TEM White Paper.*

- Hong, E., Wan, M., & Peng, Y. (2011). Discrepancies between students' and teachers' perceptions of homework. *Journal of Advanced Academics*, 22(2), 280-308.
- Iqbal, M. (2012). Public versus private secondary schools: A qualitative comparison. *Journal of Research and Reflections in Education*, 6(1), 40-49.
- Keith, T. Z., & Cool, V. A. (1992). Testing models of school learning: Effects of quality of instruction, motivation, academic coursework, and homework on academic achievement. *School Psychology Quarterly*, 7(3), 207.
- Kohn, A. (2006). Abusing research: The study of homework and other examples. *Phi Delta Kappan*, 88(1), 9-22.
- Kohn, A. (2006). The truth about homework. *Education Week*, 26(2), 52.
- Kohn, A. (2006). Down with Homework. *Instructor*, 116(2), 43.
- Letterman, D. (2013). Students perception of Homework Assignments and what influences their ideas. *Journal of College Teaching & Learning (TLC)*, 10(2), 113-122.
- Mehmood, N., Ahmed, K., Sultana, A., & Irum, S. (2012). Relationship between homework and students' grades (a study of higher education sector in Pakistan). *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 700-713.
- Myrtaj, L. (2018). THE EFFICIENCY OF THE HOMEWORK AND THE IMPACT ON SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT OF THE STUDENTS. *European Journal of Research and Reflection in Educational Sciences Vol*, 6(4).
- Patall, E. A., Cooper, H., & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of educational research*, 78(4), 1039-1101.
- Protheroe, N. (2009). Good homework policy. *Principal*, 89(1), 42-45.
- Ramdass, D., & Zimmerman, B. J. (2011). Developing self-regulation skills: The important role of homework. *Journal of advanced academics*, 22(2), 194-218.
- Reynolds, D., & Muijs, D. (2015). Leading effective pedagogy. *Leading futures: Global perspectives on educational leadership*, 205.
- Slavin, S. (2018). Medical student mental health: Challenges and opportunities. *Medical Science Educator*, 28(Suppl 1), 13-15.
- Spencer, B. (2017). Research into the Importance of Homework.
- Sun, Z., Xie, K., & Anderman, L. H. (2018). The role of self-regulated learning in students' success in flipped undergraduate math courses. *The internet and higher education*, 36, 41-53.
- Van Voorhis, F. L. (2001). Interactive science homework: An experiment in home and school connections. *Nassp Bulletin*, 85(627), 20-32.
- Vatterott, C. (2018). *Rethinking homework: Best practices that support diverse needs*. ASCD.
- Vatterott, C. (2010). Five hallmarks of good homework. *Educational leadership*, 68(1), 10-15.
- Warton, P. M. (2001). The forgotten voices in homework: Views of students. *Educational Psychologist*, 36(3), 155-165.
- Wattoo, R. M., Malik, N. J., Shahzad, M. A., & Iqbal, J. (2021). A STUDY OF ORGANIZATIONAL CLIMATE AND STUDENTS' TRUANCY AT SECONDARY SCHOOL LEVEL. *Harf-o-Sukhan*, 5(3), 81-87.
- Xu, J. (2005). Purposes for doing homework reported by middle and high school students. *The Journal of Educational Research*, 99(1), 46-55.
- Yang, F., & Tu, M. (2020). Self-regulation of homework behaviour: Relating grade, gender, and achievement to homework management. *Educational Psychology*, 40(4), 392-408.