

Impact of Home Assignment on the Achievement of Students in Makawanpur District, Nepal

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KEYWORDS

Home assignment

Homely environment

Parental support

Students achievement

ABSTRACT

The main goal of the study is to analyze the impact of home assignment on the achievement of students. The null hypothesis states there is no association between practices of home assignment and the achievement of the students. The study was guided by Achievement Goal Theory of Nicholls as well as descriptive and analytical research design was applied. At the same time, the cross-sectional data collection method was administered. The study was carried out among 386 students of 14 sampled schools of Makawanpur district, Nepal 2024 AD. The students were selected with the stratified random sampling method. The study shows that the students of educated parents spent less time in doing home assignment as compared with the students of illiterate parents. The parental support seems to have positive result on doing home assignment of the students. The location of school and students did not have any effect on doing home assignment. The result shows that there was the positive impact of home assignment on the achievement of the students and statistically, there significant association ($p=0.022 \leq 0.05$) between home assignment and the achievement of students. Home assignment for both the students and parents is a burden. There was a debate on home assignment that it harmed the mental health of the children, at the same time some studies claimed that it had a positive impact on the achievement of the students if administered effectively. The study also emphasized the importance of home assignment for the better achievement of the student in school life. The study helps educational institutions to form a strategic plan and develop the model of home assignment that enhance the achievement of students.

1. INTRODUCTION

Home assignment includes the social, cultural and educational aspects. The modern concept of home assignment is not only the academic task but it also indicates

the process of teaching in school and community organizations through family and peer dynamics. The home assignment culture in modern era is to establish the sense of community through the social

communication and interactions. The important aspect of home assignment is self-regulatory process where parents and teachers both can monitor the students directly (Corno, 2000).

There debate for and against home assignment had started since 1980. Afterward the views against home assignment became popular where the learning theorist claimed that home assignment is harmful for mental health of students. On the other hand, various studies showed the usefulness of home assignment if effectively employed (Marzano, 2007).

Chen and Stevenson (1989) claimed that Chinese children were given more home assignment and spent much time than Japanese and American children. Chinese children similarly get more help from family members as compared to Japanese and American children. Chinese children's attitude towards homework was more positive than of American and Japanese children.

Ronning (2011) stated that the students of higher socio-economic status performance in relation to home assignment is better than those of lower socio-economic status. On the other hand, disadvantaged students get less help for home assignment from parents.

Hoover-Dempsey et. al (2001) stated that parents believed that their involvement in children's home assignment make a positive difference and their children and teachers also want their involvement. Parental involvement influences the students' achievement. Furthermore, Eren and Henderson (2008) added that home assignment determines the students score in the tests. Regular and extra home assignment has a significant impact on test score of the students. There are not the uniform effects of home assignment among all the students. The study showed that additional home was most effective for low and high achievers.

Trautwein (2007) claimed that home assignments are positively associated with the achievement of the students, where Cooper, Robinson and Patall (2006) concluded that there was a strong

correlation between home assignment and achievement in higher grades (7-12) than the lower grades(K-6).

On the other hand, Cooper, Lindsay and Nye (2000) reported that the students of higher level want independence on home assignment and other activities. The parents of low economic status never provided the independency to their children and interfered more. Whereas, the male parent of elementary school children directly involved in home assignment, while female parent of higher level of school students involved directly in-home assignment.

Effective parental involvement strategies vary depending on the child's age, needs, and the subject matter of the assignments. For younger children, direct involvement, such as sitting with them during homework time and guiding them through tasks, is beneficial (Epstein & Van Voorhis, 2001). But the parents do not have time for their children because of nuclear family with struggling life for the better living standard. The main aim of the study was to analyze the impact of home assignment on the achievement of student.

1.1 THEORY

The study was guided by Achievement Goal Theory (AGT), a modern theory of motivation that highlights the sense of individual goals and the outcomes, meaning conveying motivational procedures and achieve the behaviour (Duda, 2004).

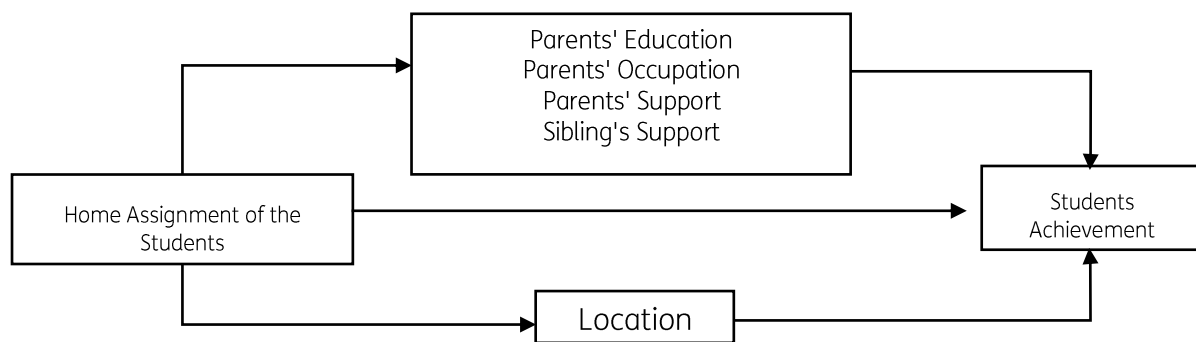
Harwood and Thrower (2020), stated that Achievement Goal Theory of Nicholls was developed in 1984, which describes that youths always move through time-based process whereby the capacity of youth differs by efforts, difficulty of task, and luck. They further stated that the achievement goal is determined within a specific situation, by an achievement goals, within a specific environment are determined by intricate interaction between one's personal goals and the broader motivational environment created by key social agents (parents, peers etc.).

Motivational environment is established by a way of personal influences, standards techniques of evaluation, rewards and consent, group discussion, and values transferred by social representatives within achievement contexts (Smith et al., 2008) as cited by (Harwood and Thrower, 2020).

The major constructs of Achievement goal theory (AGT) are group

differences, interrelations, predictors (personal and contextual) and outcomes (personal and contextual). In the conceptual framework below (figure 1) location, parents' education and occupation come under the group differences. Support of parents and siblings comes under interrelations and predictors. And students' achievement comes under outcomes.

Figure 1: Conceptual Framework



The figure shows that there are various factors that can influence students' academic performance. Parents' educational levels, professions, and support are all independent variables that impacts students' home assignments. This set of variables serves as a moderator. The location has a significant impact on students' overall performance and homework assignments. This variable is irrelevant to the main discussion. This correlation indicates that a student's classroom performance is influenced by both their immediate parental involvement and their immediate physical and social environment. Because of how these elements interact, it is clear that a loving family and a safe neighborhood are essential for a child's academic success.

2. METHODS AND MATERIALS

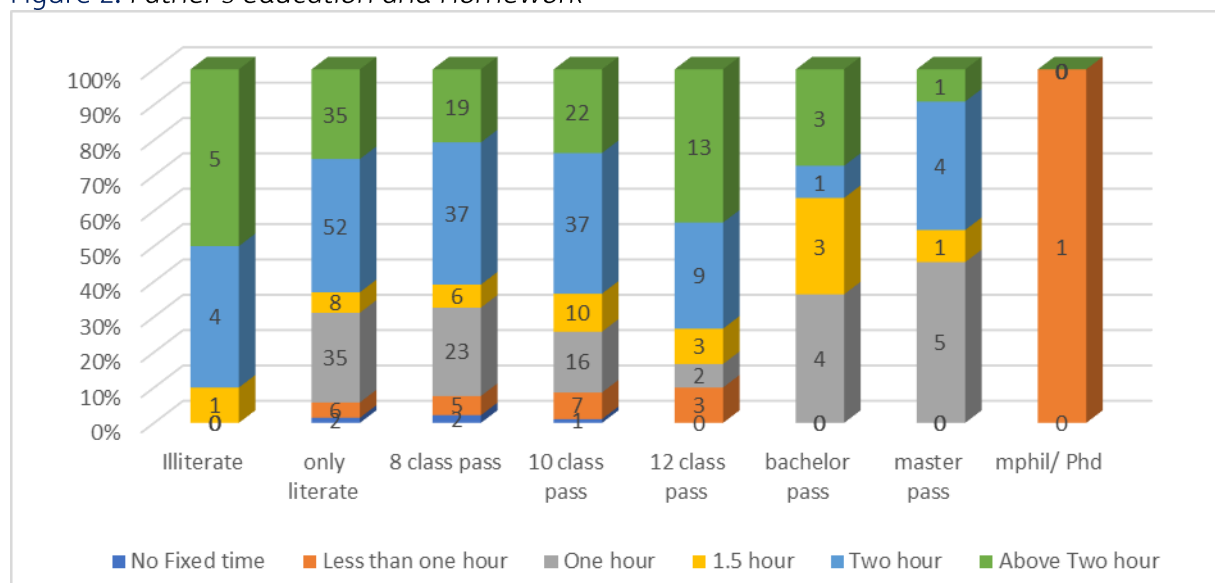
The study was qualitative and quantitative method under this method analytical as well as descriptive study

design was used. Researcher was used cross-sectional data collection design. The study was carried out in the 14 secondary schools of Makawanpur District of Nepal. A sample of 386 students were selected for the study. The respondents were selected with stratified random sampling method. The data were collected by pre-tested structured questionnaire and analyzed with chi-square test using SPSS-22 version.

3. RESULT AND DISCUSSION

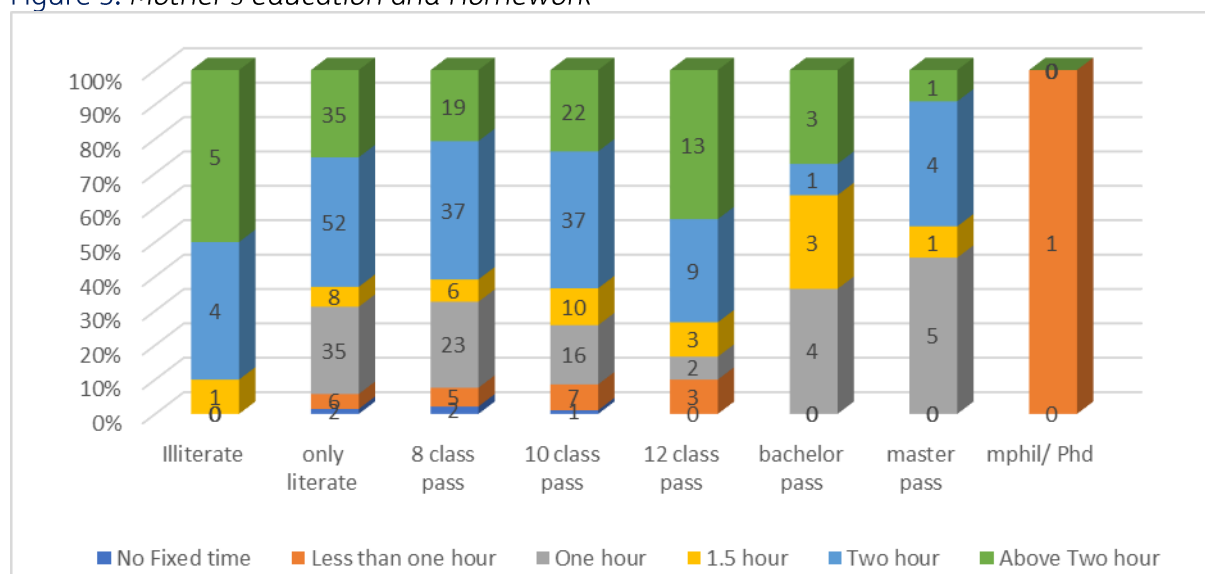
Higher the education level of father, lower the time given to home assignment and lower the education level of father, higher the time given to home assignment. This shows that father with higher education involved in the jobs and they had less time to home assignment of their children. There was a significant association ($p=0.036 \leq 0.05$) between the education level of father and the time given to the home assignment.

Figure 2: Father's education and Homework



Source: Data Collection, 2023

Figure 3: Mother's education and Homework

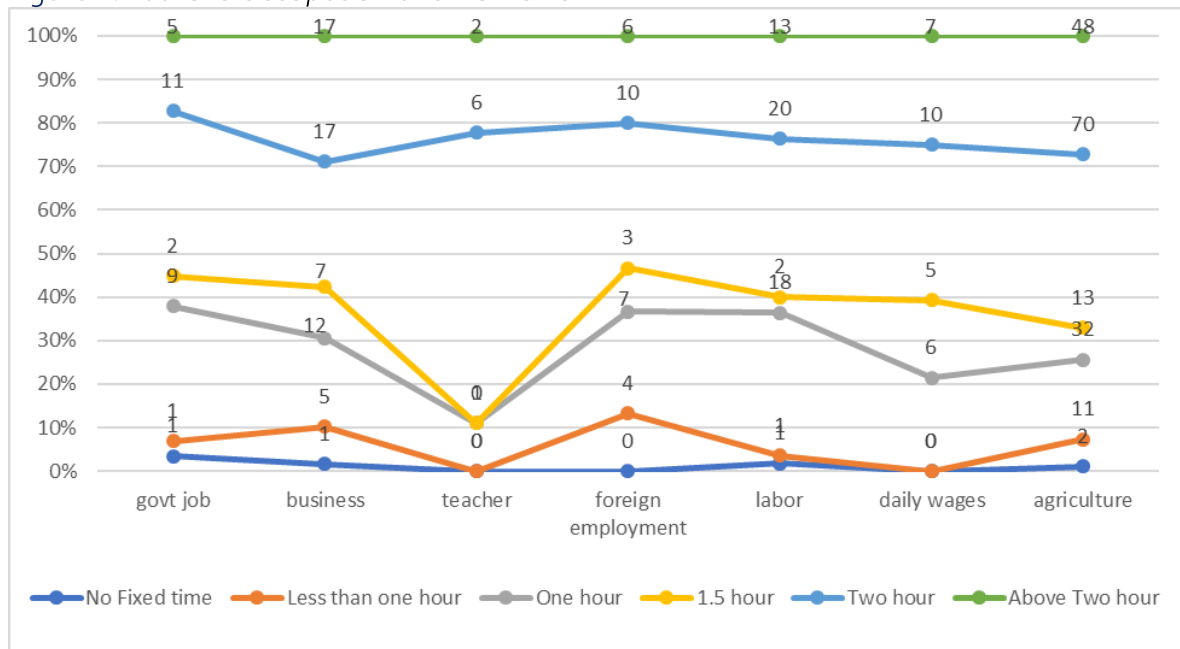


Source: Data Collection, 2023

Higher the education level of mother, lower the time given to home assignment and lower the education level of mother, higher the time given to home assignment. This shows that mother with higher education involved in the jobs and

other economic activities, had less time to home assignment of their children. There was a significant association ($p=0.006 \leq 0.05$) between the education level of father and the time given to the home assignment.

Figure 4: Father's Occupation and Homework

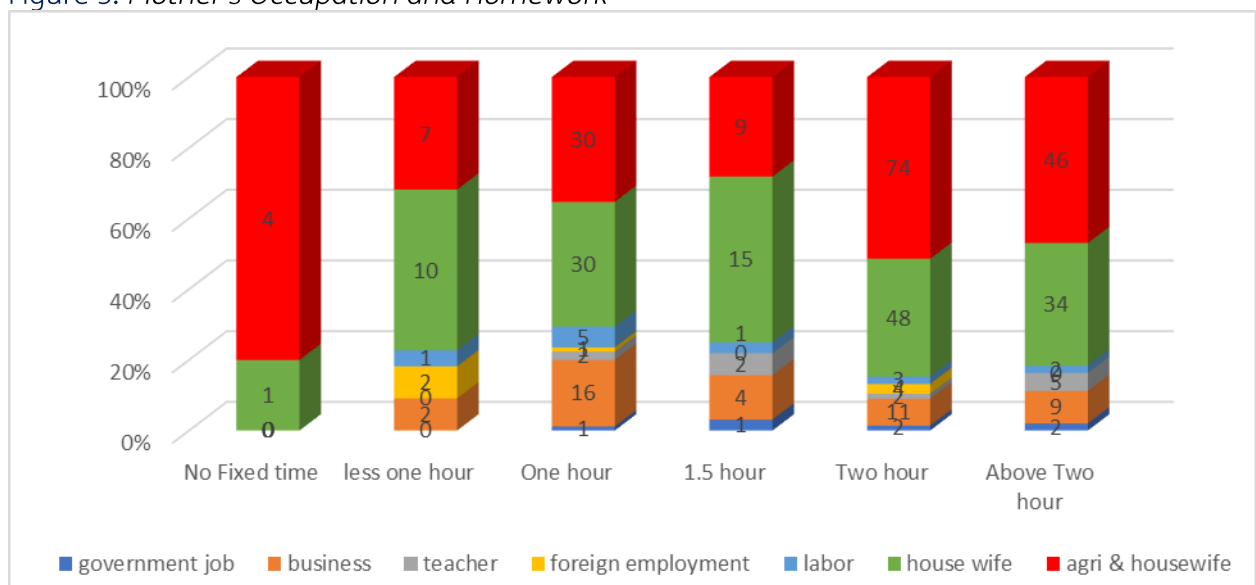


Source: Data Collection, 2023

The figure 4 shows that the students of father involved in agriculture had given much time in their home assignment than of father with other occupation. The father involved in agriculture mostly stayed around home, which contributes to monitor the students that they were going home

assignment or not. But the result showed that the occupation did not impact on doing home assignment. There was no significant association ($p=0.595 \geq 0.05$) between the father's occupation and the time given to the home assignment of their children.

Figure 5: Mother's Occupation and Homework



Source: Data Collection, 2023

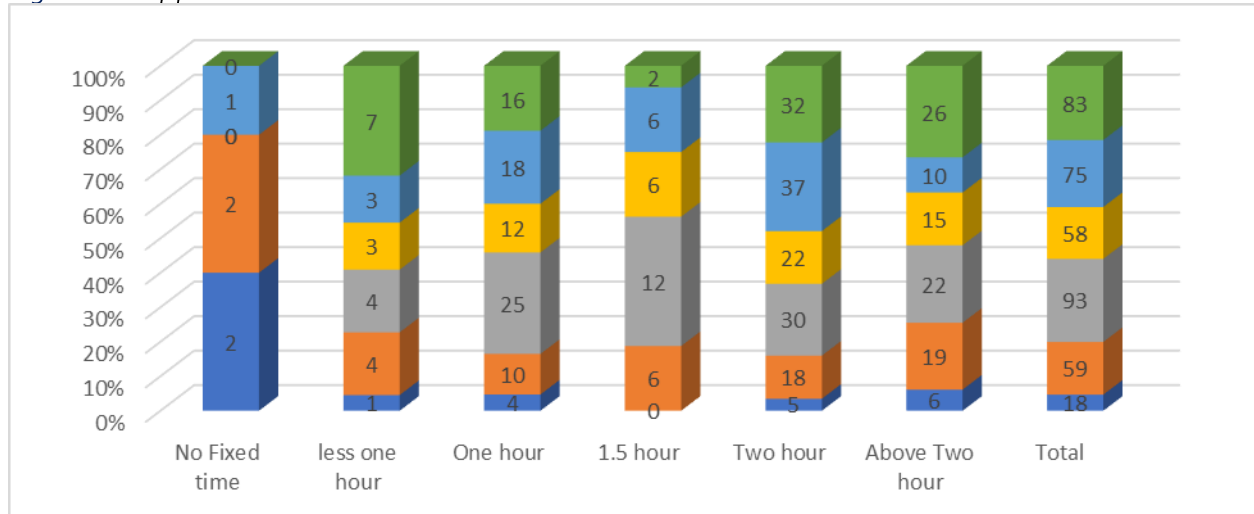
The figure 5 shows that the students of mother involved in agriculture had given much time on their home assignment than

of mother with other occupation. The mother involved in agriculture mostly stayed around home, which contributes to

monitor the students that they were going home assignment or not. But the result showed that the occupation did not impact on doing home assignment. There was a no

significant association ($p=0.200 \geq 0.05$) between the mother's occupation and the time given to the home assignment of their children.

Figure 6: Support of Parents and Homework

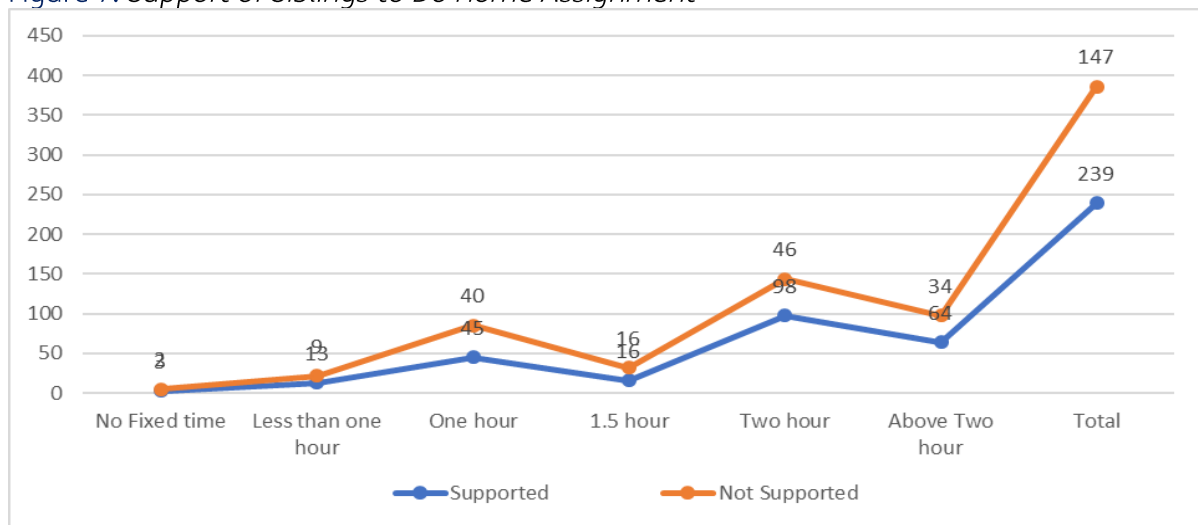


Source: Data Collection, 2023

The figure 6 shows that higher number of parents supported more than 2 hours to their children's home assignment, who involved in agriculture, where the parents involved in other occupation could not support much time to their children's

home assignment. But the support of parents impacted on doing home assignment. There was significant association ($p=0.017 \leq 0.05$) between support of parents and home assignment.

Figure 7: Support of Siblings to Do Home Assignment

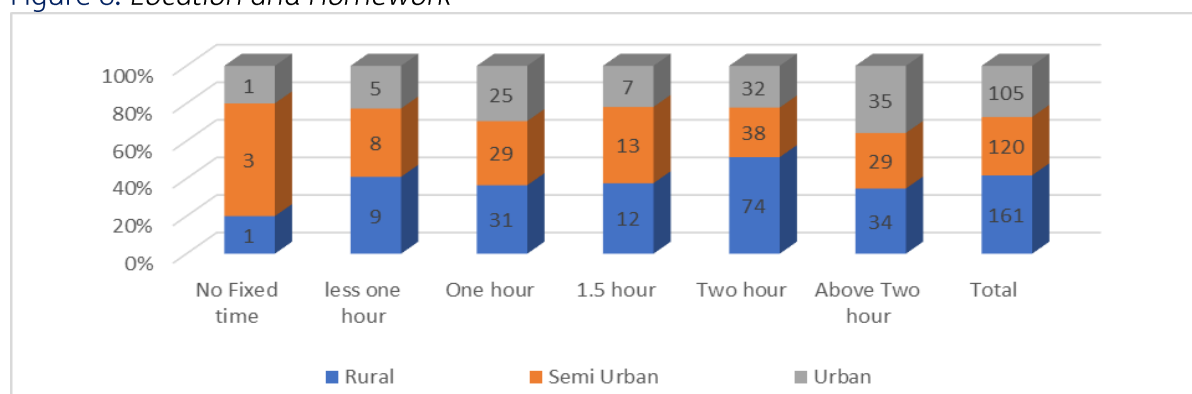


Source: Data Collection, 2023

Higher number of siblings supported for two hours to their sibling's home assignment. But the support could not impact on doing home assignment because siblings role was different than of

parents. There was no significant association ($p=0.174 \geq 0.05$) between support of siblings and home assignment.

Figure 8: Location and Homework



Source: Data Collection, 2023

The above table shows that the higher number of students of rural areas spent two hours of time on their home assignment. Similarly, the higher number of students of urban areas spent more than two hours on their home assignment. The

location of the school students had not the impacted doing home assignment. There was no significant association ($p=0.167 \geq 0.05$) between location and home assignment.

Table 1: Homework and Students achievement

		Students Achievement							Total	
		Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+		
To do homework	No Fixed time	Count	1	2	1	1	0	0	0	5
	% within to do homework		20.0%	40.0%	20.0%	20.0%	0.0%	0.0%	0.0%	100.0%
	Less than one hour	Count	5	8	8	1	0	0	0	22
	% within to do homework		22.7%	36.4%	36.4%	4.5%	0.0%	0.0%	0.0%	100.0%
	One hour	Count	21	43	12	2	3	4	0	85
	% within to do homework		24.7%	50.6%	14.1%	2.4%	3.5%	4.7%	0.0%	100.0%
	1.5 hour	Count	5	9	8	5	3	2	0	32
	% within to do homework		15.6%	28.1%	25.0%	15.6%	9.4%	6.3%	0.0%	100.0%
	Two hours	Count	33	61	34	13	3	0	0	144
	% within to do homework		22.9%	42.4%	23.6%	9.0%	2.1%	0.0%	0.0%	100.0%
Above Two hour	Count	10	36	22	13	9	7	1	98	
% within to do homework		10.2%	36.7%	22.4%	13.3%	9.2%	7.1%	1.0%	100.0%	
Total	Count	75	159	85	35	18	13	1	386	
% within to do homework		19.4%	41.2%	22.0%	9.1%	4.7%	3.4%	0.3%	100.0%	

Source: Data Collection, 2023

Above table shows that higher number of students spending two hours achieved the grade C to C+, where the least number of students spending more than two hours got the grade A to A+. There was a significant association ($p=0.022 \leq 0.05$) between home assignment and achievement of students. The result

showed that the home assignment had the positive impact on the achievement of the students. The students practiced more during the period of regular home assignment, which leads the students to memorize continuously during a year resulted better achievement.

Oyelana (2020) and Gelder-Horgan (2016) highlight the positive impact of parental involvement on children's academic performance in their study. Similarly, Hill and Tyson (2009) assert that students whose parents are involved in their homework tend to have higher academic achievements.

4. CONCLUSION

Home assignments have been a subject of controversy for an extended period of time, resulting in stress for both students and their parents. There has been an ongoing debate regarding the potential detrimental effects of homework on the mental health of children since the 1980s. There many individuals who contend that students' lives can become unbalanced, anxious, and fatigued as a result of excessive assignment. Numerous studies have presented the advantages of homework when implemented effectively, despite these reservations. Research indicates that well-designed home assignments can enhance students' comprehension of the material, foster the development of good study habits, and reinforce their learning. Additionally, these investigations underscore the significance of homework in the pursuit of academic success. It is possible for assignments to promote student achievement and cultivate a sense of responsibility and time management when they are meaningful and appropriately challenging. Consequently, although homework is a substantial concern, its potential advantages can be beneficial to a student's educational journey if carefully managed.

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