

# Analysis of Home Assignments of students at the Primary Level An Evaluative Study

KUSUM BHATIA\*

---

## Abstract

*Home assignments (HA) are not meant to keep children occupied at home. These serve several educational needs which are essential to receive complete education. Practicing home assignments allow children to review what they have learnt in the class. Doing home assignments increases comprehension of a subject or topic by helping children retain it for a longer period of time. Extension of HA includes long term assignments such as small projects appropriate to the age and class of the children. If a teacher can create a desire to engage the children in activities and to participate in learning experiences, learning will become more functional and better designed to meet the objectives. An assignment denotes this aspect of teaching. To know how far teachers in primary schools have realised the potential of the assignment as an important part of teaching the present study was undertaken.*

---

## Introduction

Primary education is the first tender step towards planned and deliberately organised learning process with specific objectives,

which constitutes a very important part of the entire structure of education. It is to let children know their environment better and perform to the best of their abilities.

---

\* Sr. Lecturer, DIET, FU Block, Pitampura, Delhi - 110088

Children should be able to read, write and perform arithmetical operations whenever they need to. They should be able to express themselves orally as well as in writing. They should also be able to perform activities, and express their feelings to an extent children are expected to at the age of 10+.

Unfortunately, it is observed that children get very little time in school to work independently and do some of the learning activities on their own. In a classroom they either listen to the teacher or copy the work from the blackboard. According to the *National Curriculum Framework-2005* “the concept of time on task is an essentially reckoned criterion for taking into account the total time that children spend actively on learning. This would include time spent on listening, reading, writing, doing activities, discussing concepts, etc. Total study time that is expected from students in both face-to-face interaction, self-study and homework need to be accounted for, while planning the syllabus or course of study for students”.

Homework or home assignments not only present an opportunity to the children to work independently, but it is also an important tool to know their progress. It gives them an opportunity to manage and organise their routine in such a way that they get time to revise the concepts and lessons learnt in the class. HA reduces the gap in terms of time span between teaching and learning processes and is used to encourage

children to study outside the school also. It also helps children to develop the ability to take responsibility for their own learning. Homework fosters discipline and personal responsibility. Corno (1996, p.28) says that this finding is only “one small piece of the bigger pie” and that parents foster these characteristics in larger, broader ways than through “doing homework”. Cooper, Harris (1994) emphasise that homework can lead to greater parental involvement in schools. Bruce and Singh (1996) found that homework improved not only the students’ grades but also their scores on standardised tests.” “Opinion and practices with respect to homework vary widely. Arguments are both for and against giving home assignments” Cooper (2007). In a larger study, Trawein (2007) analysed data from the Programme for International Student Assessment (PISA) and brought to light that time spent on homework was a predicting factor on the relationship between homework an achievement. According to Cooper, Lindsey, Nye and, Greathouse 1998; Hoover-Dempsey, 2001, “parents involvement in homework influence the skills, behaviors, positive attitudes about school, increased time on homework and greater persistence in learning tasks. Epstein and colleagues’ approach to interactive homework may also be very helpful in guiding parent responses to student homework (Epstein and Van Voorhis, 2001). These research findings help

teacher, children and parents to see home-assignments as a vital part of home-school partnership which supports children as they learn. The purpose of the present study is to analyse home assignments in some of the primary schools of Delhi.

### **Objectives of the Study**

The study was conducted keeping following objectives in mind:

- to assess assignments with reference to their type, frequency, periodicity, and utilisation in feedback of teaching and learning.
- to analyse the strengths and weaknesses of assignments with reference to strengthening learning among learners, and
- to give suggestions, if required and to provide training to teachers, if needed.

### **Sampling**

Incidental sampling technique was used for selection of schools. All the MCD Primary Schools and Primary Sections of Sarvodaya Vidyalayas of North West District, Delhi comprised of the population. Schools selected for School Experience Program by DIET Pitampura, comprised of the sample of the study.

### **Terms Used in the Study**

#### *(a) Home assignment (HA)*

Home Assignments refer to tasks assigned to the students by their teachers to be completed outside the class. These may include reading,

writing, problem solving, project work and other skills to be practiced. In lay man language it is also known as home work.

#### *(b) Analysis*

Analysis of home assignments has been done with reference to their number, frequency, type, content, feedback etc. It included quantitative and qualitative analysis of home-assignments.

### **Delimitations of the Study**

In view of the resources available, the present study had the following delimitations:

- Student sample comprise Social Studies students of class-IV in MCD schools and Sarvodaya schools of North-West district of Delhi.
- Selection of the school sample is based on incidental sampling technique.
- Tools are validated using the technique of content validity by the experts of the field.
- Gender and socio-economic background have not been treated as significant variables in this Social Studies study.

Data was collected during School Experience Programme i.e. from 22nd October to 22nd December 2010.

### **Procedure of the Study**

Every researcher evolves a plan to tackle best the research problem on which she works in the best possible way. This makes the conduct of the

research not only planned correctly to the last detail but systematic as well. Following are the steps taken to conduct the study:

- all the course books of the students of class-IV were studied in order to analyse the content of different subjects taught.
- tools were developed by the coordinator.
- a workshop was conducted in which tools were got validated by the experts of the field namely, Prof. M. C. Sharma (IGNOU) and Prof. Anita Rastogi (JMI Univ.). Suggestions regarding the tools were incorporated and tools were finalised.
- just before the School Experience Programme, one day orientation programme was organised to acquaint the pupil teachers of D.I.E.T., Pitampura regarding the administration of tools of the study.
- a set of all the Tools were provided to the pupil teachers.
- coordinator of the study visited maximum number of schools during the administration of tools in the sample schools.
- data was collected and compiled.
- analysis of the data was done.
- conclusions and suggestions were made accordingly.
- complete report of the research study was prepared.

### **Developments of Tools**

A workshop was conducted for the finalisation of tools where Professor

M. C. Sharma (IGNOU) and Dr. Anita Rastogi (Professor, JMI) were invited. They appreciated the first draft of the tools as maximum aspects of the study were included in the tools. They gave many valuable suggestions regarding the improvement of the tools further e.g., proper classification of items of the tools in Questionnaire, Interview Schedule and Content Analysis, which were duly incorporated.

### **Administrations of Tools**

All the three tools namely, Questionnaire, Interview Schedule and Content Analysis, were compiled in the month of October 2010 as School Experience Programme (SEP) was scheduled from 22nd October to 22nd December 2010. The pupil teachers were oriented about the study as well as about the administration of the tools before the start of SEP. The tools were administered during SEP by the pupil teachers of ETE first year in the M.C.D. schools selected for SEP. Tools were administered to teachers and students of selected classes in all the fifteen schools selected for the study. Since, the tools were to be administered in Class IV of the sample schools, all the sections of Class IV were selected for the study. This way the Interview Schedule was conducted on forty four (44) teachers and the Questionnaire and the Content Analysis was administered on one thousand nine hundred and Twenty-three (1923) students.

## Major Findings

### Type of Assignments

#### (I) Nature of home assignments

<i>Subjects</i>	<i>Repetition of class work</i>	<i>Practice Question based on class work</i>	<i>Activities related to class work</i>	<i>Exercises from Textbook</i>	<i>Integrate different subjects</i>	<i>Enrichment of class work</i>
English	92	0	0	92	0	0
Hindi	87	0	0	87	0	0
Maths	91	20	10	91	0	0
Social Studies	93	0	0	93	0	0
Science	85	0	10	85	0	0

In almost all the subjects the home assignments were a repetition of the class work done. No assignments were for the purpose of enriching class-room activities. It may be due to the reason that purpose and importance of HA may not be clear to the teachers. They might not have been aware that by assigning well planned and meaningful assignments to the students, their learning can be extended and enriched.

Most of the assignments in all subjects were mechanical in nature. These assignments were question-answers from the end of the lesson or from the exercise given in the textbook. Assignments classified as interesting were crossword, puzzles, match the answer, filling the appropriate answer or the one which involve some activities by students. These assignments were also given from the textbook. The percentage

#### (II) Quality of home-assignments

<i>Subjects</i>	<i>Mechanical</i>	<i>Interesting</i>	<i>Related to Specific Objective</i>	<i>Involving drawing and colour work</i>
English	75	7	10	8
Hindi	77	8	10	5
Maths	70	10	5	15
Social Studies	64	7	15	14
Science	55	12	15	18

of assignments developed by the teachers themselves was very meager.

The assignments classified as related to specific objectives were those assignments which fulfill the objective of teaching that particular lesson/unit. The percentage of such assignments was also very small. Assignments classified under, involving drawing and colour work were those assignments in which students were required to draw something or fill some figure with colour. The percentage of such assignments was not as desired from the teachers teaching at primary level.

### (III) Skills and Levels of learning involved in home-assignments

For the language subjects like English and Hindi the analysis of home-assignments was done on the basis of all the four skills i.e. Listening, Speaking, Reading and Writing. Data gathered is tabulated below:

Subjects	Listening	Speaking	Reading	Writing
English	0	0	15	77
Hindi	0	0	21	79

Subjects	Knowledge			Understanding			Application		
	ET	OT	AB	ET	OT	AB	ET	OT	AB
Mathematics	0	32	8	19	20	12	17	0	0
Social Studies	30	16	0	20	18	0	16	0	8
Science	12	28	14	18	21	0	12	0	5

ET: Essay type

OT: Objective Type

AB: Activity Based

For other subjects i.e. Mathematics, Social Studies and Science the analysis of home assignments was done on the basis of levels of learning: knowledge, understanding and application. The data gathered is tabulated below:

Most of the home assignments should have been activity based, but were objective type which required answering in one word or a sentence. Essay type assignments in Mathematics were either word problems or finding L.C.M., H.C.F. etc. Home assignments in Social Studies were given from those given at the end of the lesson in the textbook. Activity based assignment was limited to filling of the map only. Most of assignments in Science were also from those given at the end of the lesson in the textbook. Activity based assignments were drawing of the diagrams given in the textbook.

### Frequency and Periodicity of home-assignments

<i>Subjects</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Units covered</i>	<i>Assignments per Unit (approx)</i>
English	0	26	10	5	2
Hindi	0	50	13	7	2
Maths	0	45	17	8	2
Social Studies	0	25	14	7	2
Science	0	30	12	9	1.5

Number of HA given during a particular period were recorded. In one of the sample schools teachers informed that no HA were given to the students as they perceived that students would not do it. Further, if they would compel or punish the not doers to do it then these students may even drop out from the school system. The mean of number of assignments was highest in mathematics. It may be due to the reason that teachers believed that the learning in mathematics took place through drill and practice. Number of assignments

per unit in each subject was more or less same. This shows that teachers' didn't consider the nature of the subject as a criterion for giving HA. For example more assignments could have been planned for English which was considered to be a difficult subject by the Govt. school students at the primary stage.

The frequency of HA was found to be less in English and Social Study. It should be realised that assignments play an important role for better understanding in all the subjects.

<i>Subjects</i>	<i>Once a week</i>	<i>Twice a week</i>	<i>Thrice a week</i>	<i>Daily</i>	<i>Never</i>
English	18.75	31.12	8.25	18.75	6.25
Hindi	6.25	25.00	18.75	43.75	6.25
Maths	6.25	18.75	18.75	50.00	6.25
Social Studies	6.25	56.25	18.75	12.50	6.25
Science	6.25	37.50	31.25	18.75	6.25

## Utilisation of Feedback

### (I) Evaluation of home-assignments

Regular checking of HA motivates the students to complete the assigned work. The way the checking is done also has a deeper impact on their

<i>Subjects</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Never</i>
English	35.8	44.2	20.0
Hindi	25.5	46.7	28.0
Maths	39.0	40.5	28.5
Social Studies	36.3	36.4	27.3
Science	38.5	39.5	22.0

Regular evaluation of HA was done only in about one third of the sample schools. Where as in a significant number of schools (nearly one fourth), the evaluation of the assigned work was never done. In large proportion of schools say, 36.4 per cent to 44.7 per cent, a casual approach of teachers was observed regarding the regular evaluation of HA.

motivational level. Very few teachers checked the assignments with remarks or by correcting their errors. Evaluation with the mark of right/wrong was done by about one half of the teachers in sample schools which neither make the learners aware of their errors nor motivate them to work better next time. The data give an impression as if the teachers were not

### (II) Nature of Feedback

<i>Subjects</i>	<i>Simply Checked (right/ wrong)</i>	<i>Checked with remarks</i>	<i>Highlighted</i>	<i>Corrected</i>	<i>Reinforcement Provided</i>
English	48.0	10.0	31.4	10.0	0.6
Hindi	45.0	10.0	23.3	12.0	1.3
Maths	44.3	8.6	30.3	16.3	0.6
Social Studies	47.7	11.4	25.0	15.7	0.6
Science	42.6	12.6	32.9	10.6	1.3

### (III) Frequency of Correction Work

<i>Subjects</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Never</i>
English	26.2	40.0	33.3
Hindi	20.0	53.3	26.6
Maths	43.4	30.0	26.6
Social Studies	26.6	40.1	33.3
Science	26.8	46.6	26.6



aware of the importance of providing reinforcement to the students and its role in applying the concepts learnt in the in day to day life.

Correction of the errors committed was done in just one-fourth of the sample schools. Correction work is required in every subject at the primary level in general and in the subject like mathematics it is a must due to the reason that it is a subject of practice and drill.

Follow of the correction work by the maximum teachers was done, in mathematics regularly. Maximum teachers were not doing follow up of the correction work in Social Studies and Science. There was no gap between the number of teachers who followed up correction work in English regularly and the number of students who actually did correction

in the same subject regularly. This shows that better results could be achieved if more efforts are put in by the teachers as far as correction work in English is concerned.

Only one-fourth of the students only in the sample schools did their HA independently. It may be due to the reason that they were not given opportunity for working independently or they did not comprehend either the class work or the HA. A large percentage (ranging from 40 per cent to 51 per cent) sought help from others i.e. they had joined private tuitions for completing their HA. It is a pity that poverty is one of the main hurdles in achieving Universalisation of Elementary Education on one hand and parents are sending their wards to the private tuitions for completion of HA on the other.

#### **(IV) Follow up of Correction Work**

<i>Subjects</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Never</i>
English	26.8	53.3	20.0
Hindi	13.7	53.3	33.0
Maths	60.0	20.0	20.0
Social Studies	23.0	36.6	40.0
Science	20.0	40.0	40.0

#### **(V) Support required in doing the home-assignments**

<i>Subjects</i>	<i>Independently</i>	<i>With parents/ sibling help</i>	<i>Help from others</i>
English	20.4	33.3	46.4
Hindi	33.3	26.8	40.0
Maths	20.0	28.8	51.0
Social Studies	28.8	28.8	41.8
Science	20.1	33.3	46.6

**(VI) Keeping record of the defaulters**

<i>Subjects</i>	<i>Maintained</i>	<i>Sometimes Maintained</i>	<i>Not Maintained at all</i>
English	20.0	23.5	56.5
Hindi	20.0	35.0	45.0
Maths	31.0	23.0	46.0
Social Studies	30.0	32.5	37.5
Science	26.25	18.75	55.0

Keeping a record of defaulters may not be used as a punishment of any type, but the purpose is that they should be paid more attention by the teachers so that they develop the habit of doing HA regularly. Nearly one fourth teachers of the sample maintained the record of defaulters, which shows that a small proportion of teachers were making efforts to bring not doers of HA in to the category of doers.

attending school, attempting the HA partially and not regular in doing HA i.e. they were attempting the HA sometimes, fell in this category. Reasons for this may be attributed to their irregular attendance, casual attitude towards HA, inability to complete HA on their own or lack of support at home.

Maximum number of students did not attempt HA in the English. The reason is clear from the following

**Status of Home-Assignments**

<i>Subjects</i>	<i>Completed</i>	<i>Partially Completed</i>	<i>Not Done at all</i>
English	6.25	46.5	47.25
Hindi	37.5	50.5	12.0
Maths	31.25	51.75	17.0
Social Studies	31.25	62.5	6.25
Science	31.25	56.25	12.25

Most of the students partially completed their HA in all the subjects. Students who were: not regular in

table which shows that they did not have any note book (four-lined) for doing English HA.

<i>Subjects</i>	<i>Separate note book</i>	<i>C W note book</i>	<i>Any note book</i>	<i>No note book</i>
English	26.8	20.0	13.4	39.8
Hindi	22.0	40.6	13.4	24.0
Maths	26.6	50.6	6.6	16.2
Social Studies	23.4	50.6	10.0	16.0
Science	40.0	30.3	6.6	23.1

## Conclusions

Based on the findings of the present study and the experience gained while conducting study, it may be concluded that the planning and assigning of Home-Assignments (HA) in Class IV is a much neglected area of school teaching. Teachers are not aware of the importance and utility of HA in teaching-learning process. No desirable efforts are being put by the teachers to plan HA which is an extension of class room teaching. Students' interests are not taken care of while assigning work to the students. Answers to the questions given at the end of the lesson/unit are written on the black board and the same questions are given as HA for practice to the students. Other uses of HA like: confirmation of the concepts taught in the class, better understanding, improvement in students' learning, providing appropriate experiences to the students and the application of the concepts taught in the class are being ignored. The whole process of assigning HA, their checking, correction work, follow up of correction work, maintenance of record of defaulters etc. are being taken in a routine way. Many students in the sample schools are not doing their assignments due the reason that they do not have note books to work on. Those students who are not very regular in attempting HA given to them either due to the reason that they are not regular in schools or sometimes they do not bother to complete their

HA, are not motivated effectively to make them regular in doing HA. It has been felt by the coordinator that by the implementation of Continuous and Comprehensive Evaluation in classroom teaching, it is necessary to improve the status of Home-Assignments in schools. If well organised and systematic HA are planned and checked by providing need based feedback to the students then it will not only help in improving learning in students but it also in assigning appropriate grades for Formative Evaluation i.e. Formative Assessment (FA)-I, FA-II, FA-III and FA-IV to the students as well.

## Implications of the Study

Based on the various findings and conclusions of the study, the following implications have been formulated.

### 1. Type of Assignments

#### (i) Nature of home assignments

The importance of home assignments as extension and enrichment of class work may be realised by the teachers. Efforts may be put in to prepare those assignments for the students which confirm their classroom learning, develop their interest in class room teaching and explore concepts related to class work.

#### (ii) Quality of home-assignments

Home assignments at the primary level should be more interesting, joyful and related to specific objectives of the lesson/unit. Assignments should be

planned in such a way that students complete them on their own without any feeling of burden and boredom. Students' interest may be taken care of while planning assignments for them as at the primary level they are at the take on stage of developing the habit of self learning and working independently. Students usually take more interest in drawing and colour work, so more assignments involving drawing and colour work may be planned. Assignments involving cross-words, puzzles, riddles, matching, exploring, collecting objects, locating on map etc. should be planned more. Students may be motivated to perform activities mentioned in the textbook along with the activities given as assignments by their teachers. One thing should also be taken care of those activities given as assignment must be discussed the next very day and positive reinforcement is provided otherwise students would not take interest in assignments.

### **(iii) Skills and Levels of learning involved in home-assignments**

For teaching languages like English and Hindi, home assignments which strengthen skills of listening and speaking in students, may be given. Teachers may chalk out certain activities like giving a list of programs on radio or television to the students for listening and a discussion regarding the same may be held the very next day. Students who have listened to these programs

must be appreciated and others may be motivated for the same. Likewise students may be given opportunities to speak about their school, any successful event or celebration that has taken place in the school to their family members and friends and discuss with other students of the class for a period or two in a week. This will help in developing the speaking skills of the students.

For teaching at the primary level more activity based assignments may be given so that interest of the students may be created in doing home assignments. Teachers may plan activities to be given as home-assignments, related to the concept or lesson they are teaching in such a way that students not only feel joy in performing them but their interest in learning is also developed. If possible group activities may be planned for the social development of students. Group activities also help in developing the feeling of cooperativeness and respect for others in the group.

### **2. Frequency of Home-assignments**

Teachers may be advised to design assignments according to the nature of the topic/subject. The assignments should be provided to the students as they facilitate better understanding and clarity of the subject matter. Coordinated policies on HA may be formulated at the district, school, and classroom levels by the consensus of the concerned authorities and teachers.

A clear and broad rationale for assigning homework, as well as general guidelines for the amount of how much HA should be assigned may be prepared at the District level. Schools need to provide more specific time requirements, coordinate assignments between classes, and describe the role of teachers and principals.

### **3. Periodicity of Home-assignments**

No home assignment should require more than half an hour for completion because if students get home assignments in two subjects then these would require more than one hour to complete them which may become a burden for students, rather than learning process. While assigning home assignment students' age group, mental level and their concentration span must be taken care of, otherwise the purpose of assigning home work will be defeated.

For development of good study habits, learning on one's own and to enrich/revise the concepts taught in the class learners may be assigned tasks which require about one hour of inputs at home. Since, the five subjects are being taught in the class, the teachers may develop a HA time table. They may also decide upon a minimum number of assignments at class level to be given from each lesson. It would be certainly better if this activity is done by consensus of all the concerned teachers before the beginning of the session.

## **4. Utilisation of Feedback**

### **(i) Evaluation of home assignments**

Regular evaluation of the home-assignments has always motivated the students for doing their home-assignments for all the subjects. Teacher should plan their work in such a way that regular evaluation may be done by them in the class.

### **(ii) Nature of Feedback**

Not only regular checking of home assignments motivates the students to work assigned to them but the way the checking is done, has deeper impact on their motivational level. Checking with mark of right /wrong neither makes them aware of their errors nor motivates them to work better. Very few teachers checked the assignments with remarks or by correcting their errors. Number of teachers provided reinforcement while checking/evaluating was negligible. Teachers may provide positive reinforcement wherever possible as it motivateSocial Studiesudents not only to work but to work to their best. Also errors may be highlighted and corrected, otherwise the very purpose of giving and checking home-assignments of the students fails.

### **(iii) Frequency of Correction Work**

One of the benefits of giving assignments to students and checking them is that teachers and students come to know the errors, difficulties and bottlenecks of learning. These errors and difficulties

may be overcome by doing correction work. In correction work the practice of the correct spellings, meanings of difficult words, correct method of solving problems, correct diagrams, exact location on the map etc. are done and repeated three to five times, thereby reducing the chance of committing the same mistake again to a great extent. Therefore, students need to do correction work regularly for every home assignment.

#### **(iv) Follow up of Correction Work**

Every home assignment may be followed by correction work. Teachers may develop a habit that before evaluating any assignment they turn back the pages of the note-book to see whether correction work of the previous assignment has been done or not. Adopting this practice by the teachers will definitely help to develop the habit of doing correction work by the students.

#### **(v) The support required in doing the home-assignments**

It was informed by the teachers that a significant number of students who sought others help had joined private tuitions. The students therefore may be given adequate inputs in the class so that they may complete the home assignments on their own. Moreover the assignment may be explained well in the class by the teachers and if still students have some difficulty then they should be motivated to ask the teachers for help rather than joining private tuitions.

#### **(vi) Keeping record of defaulters**

Teachers should maintain a record of students who do their home assignments regularly and those who default it. Students who are regular and punctual should be given some credit in the form of badges etc., or stars on their assignments so that defaulters may also be motivated.

#### **5. Status of Home-Assignments**

The present status of HA shows that little attention is being paid to HA in schools. It may be due to the reason that during most teachers education courses, (in-service and pre-service teacher trainings) teachers receive a little or no training on: how to plan or devise good assignments? how to motivate students for attempting work assigned to them? how to make effective assignments? etc.

#### **6. Demand on the Part of Teachers**

Mostly home-assignments are written without any novelty. This is one of the many reasons why to most of the students home-assignments are not a challenge or joyful activity but a burden. Some other reasons may be: the mechanical nature of HA; HA being repetition of class work; teaching methods may not fit the student's learning style; expectations from the students may be unclear or unreasonable; students may not have notebooks for attempting HA; students may not have confidence in attempting HA etc. It is demanded from the teachers that they should

find out the reason for the same and put all their efforts to make effective use of HA in their teaching learning process. They should follow as has been suggested in NCF, 2005 that in primary classes, no homework should be assigned up to Class II and two hours assignments may be assigned a week from Class III to V.

### **7. General Policy Guidelines**

Based on results of various researches, articles, and findings and conclusions of the present study the coordinator felt the need of following general policies to be adopted for improving the status of Home-Assignments in schools.

1. Coordinated policies on HA may be formulated and suggested by consensus of the concerned persons at district, school, and classroom levels.
2. A clear and broad rationale for assigning homework, as well as general guidelines on the quality and quantity of HA may be prepared at District level. Examples of various motivational strategies for attempting HA effectively and joyfully by the students may be provided to the teachers to make use of, in their classrooms.
3. Primary school students should be assigned homework, even if it does not improve their achievement, as HA help young students develop good study habits, promote positive attitudes toward school, and communicate to students that learning takes place outside as well as inside the school. The assignments for students at the primary level should be brief, involve materials commonly found in the home and should not be too demanding and time consuming.
4. The academic function of HA as a motivational tool should not be ignored.
5. Teachers should NEVER use homework as punishment.
6. Teachers should view the homework as an extension of the classroom. Homework that involves practice and review of lessons previously taught and simple introductions to material prior to its coverage in class is desirable. Assignments that require students to integrate skills or differing parts of the curriculum should also be involved in HA.
7. Regardless of students' ages, the formal role of parents in homework should be minimal.
8. It is also advised that teachers should individualise few assignments within the class. However, developing individualised homework demands considerable teacher time.
9. Finally, teachers should not view homework as an opportunity

to test the students. Almost all students may complete assignments successfully, thus, teachers should not differentiate much among performance levels. Having students do homework out of fear of negative consequences turns a situation ideal for building intrinsic motivation ("I must enjoy this; I'm doing it and the teacher isn't standing over me") into one that implies that the teacher believe Social Studies students need rewards or punishment in order to complete assignments. Teachers may collect homework, check it for completeness,

and give clear and supporting feedback. This procedure shows that the teacher takes homework seriously and that it is purposeful. The major purpose should be to identify individual students' learning problems.

10. Special attention may be paid to sensitise the teachers about the remarks/comments made on the assignments while correcting the assignments. Follow up action of correction/improvement to be carried out in the assignments is needed. This will reinforce better understanding of the subject matter to the learners.

### REFERENCES

- BRUCE, FRANKLIN A., JR., AND KUSUM SINGH. 1996. Academic achievement: a model of school learning for eighth grade students. *Research in Middle Level Education Quarterly*. 19(3). 95-111
- COOPER, H. 2007. *The Battle Over Homework* (3rd ed.). Thousand Oaks, CA: Corwin Press
- COOPER, HARRIS. 1994. 'Homework research and policy: A review of the literature.' *Research/ Practice*, 2(2) (online). Retrieved from the website. <http://carei.coled.umnedu/ResearchPractice/v2n2/homework.html>. 20 October 1997.
- CORNO, LYN. 1996. Homework is a complicated thing. *Educational Researcher*. 25(8). 27-30
- COOPER, H, J. J. LINDSAY, B. NYE, AND S. GREATHOUSE. 1998. "Relationships among attitudes about homework. amount of homework assigned and completed, and student achievement". *Journal of Educational Psychology*. 90, 70-83
- Cooper, Harris. 2007. *The Battle over Homework: Common Ground for Administrators, Teachers, and Parents*. Thousand Oaks. Calif.: Corwin Press
- EPSTEIN, J.L. AND F.L. VAN VOORHIS. 2001. "More than minutes: Teachers' roles in designing homework". *Educational Psychologist*. 36(3), 181-193
- HOOPER-DEMPESEY, K. V., A. C. BATTIATO, J. M. T. WALKER, R. P. REED, J. M. DE JONG AND K. P. JONES. 2001. "Parental involvement in homework". *Educational Psychologist*. 36, 195-210



ROSENBERG, M. S. 1989. "The effects of daily homework assignments on the acquisition of basic skills by students with learning disabilities". *Journal of Learning Disabilities*. 22 (5). 314-323

NCERT. 2005. *National Curriculum Framework*, New Delhi

TRAUTWEIN, U. 2007. "The homework-achievement relation reconsidered: Differentiating homework time, homework frequency, and homework effort". *Learning and Instruction* 17(3), 372-388