

The Impact of Homework on Teaching and Learning in Secondary Schools. Case of Adventist Secondary Schools in Goma/ D.R CONGO.

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Abstract

Homework is the means by which the relationship between home and school is demonstrated and developed, leading to more consistent progress in all aspects of school life. The research was carried out in Secondary Adventist schools in Goma to find out the impact of homework on teaching and learning in general and the impact on English language acquisition in particular. The research was carried out by contacting teachers of English in different secondary Adventist schools in Goma, parents of pupils and learners. Teachers of English, parents and learners were chosen at each secondary school to make a sample for data round the subject to be studied.

The study found that homework impacts learning for learners, its impact differs with the age of students, and it plays an important role in student achievement. The study proposed that homework should be purposeful, that it should include the introduction of new content, the practice of skills, the creation of any data and the ability for students to explore topics of their own interest.

Key Words: Homework, impact, acquisition.

Résumé

Le devoir est le moyen par lequel se manifeste la relation entre la maison et l'école, en développant et en orientant les progrès des apprenants dans tous les aspects de la vie. La recherche a été faite sur les écoles secondaires adventistes de Goma pour vérifier s'il y a de l'impact de devoir à domicile sur l'enseignement et l'apprentissage des élèves. La recherche a été menée et faite auprès des enseignants des écoles secondaires adventistes de Goma, les parents et les apprenants. Les enseignants d'anglais, les parents et les apprenants ont été choisis à l'école secondaire pour faire un échantillon pour les données autour du sujet à étudier.

L'étude a trouvé que l'impact de devoir à domicile sur l'apprentissage des élèves, vaut de pair avec l'âge des apprenants, et joue un rôle important dans l'apprentissage. L'étude propose que le devoir soit objectif, en introduisant des nouvelles matières, la mise en pratique des compétences, l'introduction des nouvelles données et l'habilité d'exploiter d'autres sujets selon les intérêts des apprenants.

Mots clés : Devoir, impact, acquisition.

01. Introduction

Homework is defined as any task assigned to pupils by school teachers that are meant to be carried out during non-school hours. Homework is a prominent activity submitted to learners in order to clarify and prepare the future lesson of teachers (Corno, 1996). This activity is given for helping pupils to develop their skills and accomplish a work with personal effort. In many schools under our study, have shown that homework is given either to fill school regulations or to favor a pupil to increase the max during the assessments.

According to Cooper in (Cooper H. , Does homework improve academic achievement? If so, how much is best?, 2008) homework is an extension of the learning happened at school. The purpose of homework is to enhance the learning skills, develop self-study skills and motivate parent involvement in student learning.

As far as the quotation above is concerned, pupils learning is extended by this activity from the classroom till home. There, he ought to use his own effort, imitating the teacher procedure. In addition to this, the work produced must be clear and neatly done.

In (Trautwen, 2007) the homework can be effective in learning process if designed correctly and meets the needs of pupils. Contrary to this homework can have no effect in pupils learning if it is too difficult and considered as useless. According to (Petall, 2006) homework that is too difficult can create frustration, stress and loss of confidence; that which is too easy does not further the knowledge base and create attitude of nonchalance and reduce motivation to learn new skills. The major question is to have homework not done, the pupil comes to school without having done anything. Another problem is to have the teacher's behavior regarding to homework. Some teachers are very angry when they met the homework submitted is not done correctly or even completely not done by pupils.

In this study, we are going to point out roles, impact homework has to pupils learning and how their skills are developed. The challenge is to have and observe whether homework has or not an impact on a pupil depends on amount of homework assigned, its relation to the class activities, level of difficulty, time spent on completion of the homework and parental support and guidance or independent completion of the homework (Kouzma, 2002).

0.2. Purpose of The Study

Homework views ascribed by teachers and parents exert important but more distal influences on student homework behavior than do children's own views. (Bryan T. N., 1995) Researches have shown that doing carefully homework by students affects learning and teaching in general and assessment in particular. It is important for everyone, every researcher to examine the role of homework assigned by the teacher and the parental involvement in the learner acquisition. In this study we would like to carry out effects produced by homework in Adventist secondary schools in Goma DRC; to determine impact it has on teaching and learning in general and the impact on English Language acquisition in particular. Homework plays the role of a bridge between school and the pupil dwelling place (home, parents). Homework needs to be assigned carefully considering pupils needs and their performance levels (Kralovec, 2000). This study determines the role that homework plays; implication of the pupil, the teacher and the parent in pupils acquisition. According to (Harris, 1985) the purpose of homework assignment can be divided into: instructional purpose and non-instructional purpose

Instructional objective because the homework provides the student with an opportunity to practice or review material that has already been presented in class. Preparation assignments introduce material to help student obtain the maximum benefit when the new material is covered in class.

Non-instructional: It can be used to establish communication between parents, teachers and children (Coutts, 2004) It fulfills directives from school administrators, punish students. It is to inform parents about what is going on in school.

What is the impact of homework to pupils acquisition in Adventist secondary schools in Goma D.R.Congo?
What are the process can be taken to assign homework?

Does the pupil's home environment favor homework achievement?

Does the homework influence the pupil score after the assessment?

0.3. Review of Literature

Many of the schools we have visited we noticed that secondary schools assign less homework than primary schools. In addition to this, teachers of elementary levels at secondary schools give more homework than other

teachers. This section will be a review of all the ways followed by teachers in assigning homework but also the relationship between a student's skill level and the homework. However, many scholars have shown that homework can help students in learning and teachers in teaching. For instance Canter, Lee and Hausner 1993, Margaret Spellings 2005, Cooper, Harris M. 2001, Rich, Dorothy 1992, Bryan T.N. 1994, Petal R. H. 2006 (Bursuck, 1994) indicates that homework creates huge challenges for students in special education programs and their families when the students are mainstreamed into the general education classes. We are going to see also the relationship between pupils learning and the time allotted to homework; at the end we are going to depict parental affects involvement with homework.

According to (Canter, 1993) stated that homework helps your child to do better in schools when the assignments are meaningful, are completed successfully and are returned with clear instructions. Homework can help children to develop the good study habits and positive attitudes described earlier. Students who complete more homework, score better on standardized tests and earn better grades, on the average, than do students who do less homework.

The difference in test scores and grades between students who do more homework and those who do less increase as students move up through the grades. Margaret added: (S., 2005) Make time to take your child to the library to check out materials needed for homework and read with your child as often as you can. Therefore, mastering literature can help learners to enrich their abilities in writing, because literature feeds thinking and enriches vocabulary (Sa'eed, 2021) Talk about school and learning activities in family conversations. Ask your child what was discussed in class that day. If the child does not have much to say, try another approach.

From previous scholars on assigning homework, have shown that homework helps students learn, teachers progress in in materials and parents to take care of their children.

0.3.1. Effective Homework

During the study of this question stated whether homework can have any impact on learning and teaching, some strategies are provided to make homework effective. To make sure that homework is appropriate and effective, teachers should follow these guidelines:

- ❖ Assign purposeful homework. This means to include new content, practicing a skill or process that pupils can do independently but not fluently, elaborating on information that has been addressed in class to deepen pupil's knowledge and providing opportunities for pupils to explore topics of their own interest (Bloom, 1984)
- ❖ Design homework to maximize the chances that a pupil will complete it. This is to ensure that homework is at the appropriate level of difficulty.
- ❖ Pupils should be able to complete homework assignments independently with relatively high success rates.
- ❖ Involve parents in appropriate ways without requiring parents to act as teachers or to police pupils' homework completion.
- ❖ Carefully monitor the amount of homework assigned so that it is appropriate to students 'age levels and does not take too much time away from other home activities (Epstein, 2001).

0.3.2. Types Of Homework

According to Rosario in (Rosario, 2015) there are three types of homework:

1. Practice: These practices can be used by teachers when assigning homework tasks to promote student engagement and meaningful learning.
2. Preparation: Activities focus on preparing students for next lesson.
3. Extension: Homework focuses on promoting the shift of previous learning to new tasks. Teachers use these use this form of homework to encourage students to collaborate with peers and be more creative during students' learning.

Furthermore, homework should be appropriately assigned for pupils. During this research on impact of homework on learning, investigations have shown that overloading homework does not only make students lose their school interests, but also leads them to physical and emotional fatigue (Cooper H. &., 2006) . Warton states that homework impacts on young children's emotional and creates conflicts between them and their parents (Warton, *The Forgotten Voices in Homework: Views of Students*, 2001); In some cases, students are unwilling to do homework since they do homework to satisfy their teachers (Paudel, 2012). This scientific research studies and investigates the impact of homework in secondary Adventist schools in Goma. To achieve the study, here are some research questions we are following:

- ❖ What is the importance of homework regarding to learners?
- ❖ What impact does the homework have on learning and teaching?
- ❖ What methodology can the teacher use to make homework effective?

0.4. Methodology

In order to know the role and the impact of the homework in Adventist secondary schools in Goma; many strategies were to be observed. With qualitative data, we would like to collect and observe assignments pupils got from their teachers. After collecting homework, the study would be on determining the score it brought, the change it brought in the mind of the learner, and the progress in acquisition of materials. As the study is on Adventist secondary schools in Goma is particularly selected, pupils would be identified with their behavior regarding to assignments submitted. We would like to know the main goal of the school in giving homework, and how they instruct learners. Apart from this procedure, we would like to have the time the pupil spends in doing specifically in different domains (Cooper H. , *Homework: What the research says. Research Brief. The National Council of Teachers of Mathematics.*, 2008). During the study, we would contact pupils in different classrooms, parents at home and ask them the way their children do the homework; teachers to ask their reason of assigning tasks to be done at home.

Teachers in Adventist secondary schools gathered all surveys in asking pre-test, post-test and test as sample worksheets and submitted it to this research for analysis. In the analysis of data, teachers recorded the result of both the post and pre- test and the parent and responses of learners. The analysis of data conducted to a comparison with general education population to determine whether or not there is an overall difference in progress in learning (Bryan T. &., 1994)

0.4.1. Data Collection, Overview of the Results And Their Explanation

Data would be gathered from parents of pupils, teachers and pupils. Teachers select material from taught lessons or preceding daily lesson and submit to pupils. Pupils take the tasks for their dwelling places. Parents control and conduct pupils the way the task should be done. Some questions can be asked while collecting data and analyzing them.

- 1) Do parents find the homework beneficial in learning for their children?
- 2) Do homework influence children learning?
- 3) Do parents help their children to do the homework?
- 4) When the parents are unable to help their children, what does the school do to help them?
- 5) What is the amount of time used to do the homework?

0.4.2. Procedures

The procedures done for collecting data, were to submit a questionnaire to learners, teachers and parents. The completed questionnaire was returned to the researcher. Some parents were interviewed about homework assigned for their children. 18 teachers, 203 pupils and 93 parents were submitted to a questionnaire. 11 parents, 4 teachers and 21 pupils were interviewed.

Chart 1. Questionnaire related to different Adventist Secondary schools,

| School | Teacher | Pupils | Parents | Outcome |
|------------------------|-----------|------------|-----------|-----------------|
| MARANATHA High school | 5 | 62 | 23 | Positive |
| UENEZAJI High school | 3 | 31 | 17 | Positive |
| INJILI High school | 2 | 25 | 11 | Negative |
| LA LUMIERE High school | 2 | 21 | 9 | Negative |
| TYAZO High school | 2 | 23 | 13 | Positive |
| UJUMBE High school | 2 | 22 | 11 | Positive |
| ANGALISHO High school | 2 | 19 | 9 | Positive |
| TOTAL | 18 | 203 | 93 | Positive |

203 pupils were submitted to a questionnaire, 157 answered positively. They generally said that doing homework enables pupils to have positive score and good progress in learning. 14 teachers reacted and argued that homework reinforce scientific experiences in learning. 73 parents declared that good teachers are those who regularly assign homework. Some lessons were taught and homework was assigned to ensure attitude and scores of pupils who do homework and those who do not do homework.

0.6. Discussion Of The Results And Their Implications

To identify impact of homework on pupils 'learning, the present research linked school activities to those of the teacher at school. The position of parents regarding homework assigned by the teacher.

The impact of homework on secondary pupils 'learning came from these findings:

- a) Analyze the position and condition of the pupil when he is assigned a homework and when he is not. There he can do the homework knowing what he is following and defines its importance. In terms of qualitative data, we proceeded by statistical value to identify proportion between pupils who know the importance of homework and those who does not. 21 pupils were interviewed results are here above:

Results

Chart 2. Values of homework for pupils (questionnaire)

| Questions | Positive pupils answers | Negative pupils answers | Positive % | Negative % |
|---|-------------------------|-------------------------|------------|------------|
| 1.I do regularly homework | 13 | 8 | 61,9 | 38,1 |
| 2.I do the homework individually | 11 | 10 | 52,4 | 47,6 |
| 3.I know that homework impacts on my grade score | 17 | 4 | 80,9 | 19,1 |
| 4.The time allotted to homework is enough | 13 | 8 | 61,9 | 38,1 |
| 5.No impact of homework on my learning | 7 | 14 | 33,3 | 66,7 |
| 6.I like to do a lot of homework | 13 | 8 | 61,9 | 38,1 |
| 7.When the homework is assigned, others do it for me | 6 | 15 | 28,5 | 71,5 |
| 8.I find interesting when the teacher corrects homework | 14 | 7 | 66,6 | 33,4 |

| | | | | |
|--|----|---|------|------|
| 9. When I don't do the homework I get zero on my grade | 12 | 9 | 57,1 | 42,9 |
| 10. I cannot fail if I do regularly the homework | 15 | 6 | 71,4 | 28,6 |

As the result, the qualitative and quantitative findings revealed that homework is an important activity for student learning. The number of pupils who finds the time allotted to homework enough is at 61,9% from 21 pupils interviewed. Homework develops their skills and helps them acquire knowledge in all scientific domains. 14 pupils out of 21 assert that there is impact of homework on their learning. Almost pupils prefer doing individual homework because they think it can impact on their grade score. In question n° 2 "I do the homework individually" implies that pupils may have lack skills in a large group homework. So, to make it effective, homework should be organized depending on the will of student in order to work with appropriate role, responsibility. The student should also be taught cooperative, working skills for effective work management to achieve learning goal.

The teacher composes and assign the homework and grades it. The value the teacher give to any homework assigned.

The pupil notes the homework and the amount of time he does it at home.

b) The parent and other people involved in doing the homework assigned.

b. The studies revealed that pupils who does not make any effort in doing homework assigned by the teacher his score is always bad. This came from the questionnaire submitted to learners in this ways:

Chart 3. Score when pupils do the homework.

| Schools | Number of Pupils | Pupils who do homework | Average percentage | Conclusion |
|------------------------|------------------|------------------------|--------------------|------------|
| MARANATHA High school | 62 | 53 | 85,5% | Positive |
| UENEZAJI High school | 31 | 22 | 70,9% | Positive |
| INJILI High school | 25 | 19 | 76% | Positive |
| LA LUMIERE High school | 21 | 08 | 38,1% | Negative |
| TYAZO High school | 23 | 13 | 56,5% | Positive |
| UJUMBE High school | 22 | 14 | 63,6% | Positive |
| ANGALISHO High school | 19 | 10 | 52,6% | Positive |
| Total | 203 | 139 | 68,5% | Positive |

The studies revealed that pupils who make any effort in doing homework assigned by the teacher his score is always good. This came from the questionnaire submitted to learners in answering questions submitted by the teacher. 53 pupils out of 62 in Maranatha high school do regularly homework and the average of score raises at 85,5% of success;

While taking example of quiz done on 11th May 2022 in 2nd form at Maranatha High school which consisted of filling blanks with adverbs of frequency, and at Uenezaji high school on 12th May 2022 with the same questions; another questionnaire was given to the rest of schools and here are the results.

Chart N° 4: The chart of pupil's score who do not do the homework

| Schools | Pupils | | | | |
|------------------------|---------------|-----------|--------------|-----------|--------------|
| | Numbers | succeeded | Percentage | Failed | Percentage |
| MARANATHA High school | 9/62 | 2 | 22,2% | 7 | 77,8% |
| UENEZAJI High school | 9/31 | 3 | 33,3% | 6 | 66,7% |
| INJILI High school | 19/25 | 3 | 15,7% | 16 | 84,3% |
| LA LUMIERE High school | 13/21 | 4 | 30,7% | 9 | 69,3% |
| TYAZO High school | 10/23 | 2 | 20% | 8 | 80% |
| UJUMBE High school | 8/22 | 1 | 12,5% | 7 | 87,5% |
| ANGALISHO High school | 9/19 | 4 | 44,4% | 5 | 55,6% |
| TOTAL | 64/203 | 21 | 32,8% | 43 | 67,2% |

Observing at Maranatha High school, we notice that 14,5% of pupils or 9 out of 62 do not do regularly their homework and the score at the test above gives 22,2% of success and 77,8% of pupils who failed. At the total of 64 pupils who do not do homework, 21 or 32,8% succeeded the test. But, 43 or 67,2% failed because of not doing regularly homework. With these results, the research has shown that with this analysis, homework has a considerable impact on teaching and learning because it has affected pupil's scores.

0.7. Conclusion

Homework is often a popular topic among the educational society, how much homework should be given, what kind of homework should be given and what the outcomes of homework are. These questions become more pertinent and questionable when homework issues are related to students who are attending in Adventist secondary schools. This study investigated impact of homework using pre and post test scores of some pupils attending special lessons in Adventist secondary school. Qualitative and quantitative data analysis show that homework restrict student from social activities. This research was done in Adventist secondary schools in Goma, to identify impact of homework on pupils learning. The research reveals that assigning homework is a part of continually learning. Homework should never be used as a punishment (Bennet, 2006)

There is a great need to know whether homework assigned in Adventist secondary schools in Goma impact on pupils' learning. A research question on homework as stated before, what is the importance of homework regarding learners? We would like to make the teacher, parent even the pupil or whoever will read this paper know that "when students really know and believe that learning will directly benefit them in their lives, they will have better attitudes and more success towards school grade score and positive progress intellectually (Vatterot, 2010)

Another question is this: what impact does the homework have on learning and teaching? The research and findings in Adventist secondary schools in Goma have shown that teachers assign homework subjectively. From this attitude, expected results are not reached. Some parents do not take into consideration the outcome of homework because they think any one can do the homework at the place of the student. This research paper helps to define homework attitude, identify different types of homework, reason for homework incompleteness, homework completion strategies, parent involvement, effective homework and a good time allotted to achieve homework.

This study shows that teachers are the key person who can manage the effectiveness of homework. They should assign appropriately, knowing that homework must be interesting, reinforce and encourage collaborative working, and stimulate group discussion. Teachers should avoid overloading homework. It affects student's free time management and makes them encounter uncomfortable feelings. The results found here

in Adventist secondary schools in Goma agree the studies of (Cooper H. , Homework reasearch and Policy, 1994) and (Warton, The forgotten Voices in homework: Views of Students., 2001) who noted that homework can cause emotional difficulties and physical fatigue for students.

Because this research paper pointed out impact of homework in learning focusing on Adventist secondary schools, further studies concerning this area are worthy to investigate particularly the effectiveness of homework in all schools in Goma.

Recommendations on assigning homework

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

0.8. References

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