

Homework practices and effectiveness: Research among the pre and young adolescent children attending three private schools in Kathmandu.

By

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A thesis proposal submitted to the BRAC Institute of Educational Development in partial fulfillment of the requirements for the degree of Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that,

1. The thesis submitted is my own original work while completing my degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate reference.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Approval

The thesis titled “Homework practices and effectiveness: Research among the pre and young adolescent children attending three private schools in Kathmandu” submitted by

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of evening 7th batch, session 2021-2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on [Date-of-Defense].

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Ethics Statement

The study was conducted with among following participants:

- Principals: 1 Female, 2 Male from 3 schools located in Kathmandu, Nepal
- Teachers: Mainly 6 female and 3 Male contributed in the KII but other teachers who were also present in the teacher's room during the KII also contributed to the responses.
- Students: Total 27 (14 Female, 13 Male)
- Parents: Total 9 (8 Female, 1 Male)

The names of the schools and the personal identification of the participants involved in the study are not mentioned anywhere in this research.

Consent was taken in advance from all the participants who participated in KII in this study, principals and teachers at the schools facilitated the consent from the parents of the students interviewed. Records of all the collected data and forms are preserved. These records will not be shared with anyone or any organization and however, these records will be destroyed/deleted after 3 years of completing this research.

During the study I clarified my role as an academic researcher for conducting the KIIs. Also, for respecting the gender norms and considering the principles of protection a female friend accompanied me during the KIIs with the female students and parents.

Abstract

The paper explores various aspects related to homework practices and their impact on students' academic achievements and mental health. The study reveals that private schools generally have well-equipped infrastructure that creates an ideal learning environment for students. The findings suggest that students' academic performance is closely linked to the assignments they receive, with higher-ranking students displaying a more positive attitude towards homework compared to lower-ranking students. However, it is unclear whether assignments directly influence students' rankings or if their academic motivation shapes their perception of homework.

The study notes that students often spend more time on homework than recommended, which can negatively impact their mental health and reflect the difficulty or volume of the assignments. Parental involvement is found to be significant, with positive engagement positively affecting students' attitudes and academic performance. In short, the study highlights the importance of considering individual student requirements, learning styles, and goals when determining the appropriate quantity and frequency of homework.

The prevailing homework practices in the studied schools largely rely on traditional approaches, such as assigning textbook exercises. However, there is a need for adjustments and improvements in homework practices, including incorporating technology, designing differentiated and engaging assignments, and providing feedback to students. Recommendations include reevaluating homework load and curriculum, encouraging parental involvement, utilizing technology effectively, and implementing creative and differentiated approaches to assignment design.

The paper concludes by emphasizing the importance of balanced and thoughtful homework practices that consider individual student needs, foster engagement and motivation, and support academic achievement and mental well-being. Further research and collaboration among educators, parents, and policymakers are recommended to refine and improve homework practices for the benefit of all students.

Dedication

This Thesis is dedicated to my beloved wife and daughter for all the support they have provided to me for completing this master's Programme. Also, would like to dedicate this work to all the faculty members of BRAC IED whose guidance and support encouraged me to complete this course.

Acknowledgment

I am profoundly grateful to the individuals and institutions who played a crucial role in the successful completion of this research. Their unwavering support and dedication have been invaluable, and I would like to express my heartfelt appreciation:

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In conclusion, I extend my sincerest appreciation to all those mentioned above for their unwavering support and contributions to this research. It is through their patience, guidance, and cooperation that this study has come to fruition.

Abbreviations:

BRAC:	Bangladesh Rural and Advancement Committee
CDC:	Center of Disease Control and Prevention
COVID:	Coronavirus disease
ICT:	Information, Communication and Technology
IED:	Institute of Educational Development
IEG:	Independent Evaluation Group
KII:	Key Informant Interview
M.Ed.:	Master of Education
NCED:	National Center for Educational Development
NEB:	Nepal Examinations Board
N-PABSON:	National Private and Boarding Schools Organization Nepal
PABSON:	Private and Boarding Schools Organization Nepal
UNICEF:	United Nations Children's Fund
UK:	United Kingdom

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Chapter 1

Introduction and Background

1.1 Introduction

Education is the most important tool to bring a change in society. A country's development is almost directly proportional to literacy rates along with other development indicators of the country as shown in the research done on literacy rates in Pakistan (Rehman, Jingdon & Hussain, 2015). The government's focus has been very minimal towards the education sector which is why Pakistan is lagging in terms of development. Pakistan's lack of attention towards the education sector gives a glimpse into their realization of the importance of education. Similarly, the literacy rate of Nepal is considered one of the lowest in the world. However, increased investment and attention from the government has had an impact on the literacy rates of Nepal (O'Hara-Glaspie, 2020). However, students enrolling in schools is not enough. According to the research done by Boissiere (2004), there are five main contributing factors to education effectiveness: curriculum, learning materials, instructions, teaching techniques and the learning capacity of students. Therefore, the contributing factors must be strong and effective for student learning. One of the ways schools enforce learning effectiveness is through homework.

Homework is merely a tool that is supposed to assist the students in their learning process. The students' engagement is crucial while learning since students prefer to be an active learner themselves (Harris & Haydn, 2008). There are several theories of learning such as cognitive learning theory, social learning theory, behaviorism that researchers like Thorndike, Piaget, Dewey and Vygotsky came up with (Western Governors University, 2020). Their main idea is about student's engagement through content, collaboration, reflection, etc. that helps them grasp new

ideas and concepts more easily and learn about the subject matter. If the homework is designed in a manner that can captivate the student's attention thereby enhancing their engagement, then the students will learn and grow holistically.

It is essential that students are capable of surviving in the 21st century. Given the fact that the recent global advancements, it is important that students remain up to date with the relevant skills and knowledge. With complex technologies and subjects that arise in today's world, the students need to be equipped with "21st Century Skills". 21st century learning is not only about the 3Rs, that are reading, writing and arithmetic, but also skills such as critical thinking, creativity, collaboration, digital literacy, etc. The skills are divided into 3 subgroups: Learning and innovation skills, Digital literacy skills and Career and life skills. It is believed that it is very important for that the people are equipped with these skills to be able to thrive in modern day era. Therefore, it is important that whatever tools are being used in schools, be it homework or anything else, they should focus on fostering these 21st century skills within the students.

1.2 Research Topic

Education system in Nepal is still highly traditional with a teacher-centric and examination driven instructional approach (Mainali & Heck, 2017). Teacher-centric is centered around a deeply rooted Asian culture of considering teachers as "guru" that has been pertained from ancient times and whatever they teach is believed to be right (Sharma, 2022). However, the shortcomings of certain educational practices still seem to be prominent in developing countries like Nepal and may be detrimental to children's growth and development. One of them is homework culture.

Homework is given a lot of importance around the world. A student's priority after getting home is to finish their assignments given by their teachers. According to Coleman, Hoffer & Kilgore (1982), more homework and discipline in private schools made the learning environment favorable for their students compared to the public schools. However, assigning more homework than necessary may be counterproductive to a student's learning (Epstein, 1983). While there is research that are in favor of assigning homework, even though homework's relation to better performance and student achievement is still blurry, there are research since the early 19th century that claim homework is detrimental to student's achievement as well (Brown, 2020). Parents in Nepal still seem to fully believe homework to be important for student's development when there is no actual evidence that homework is beneficial to their growth (Pokharel, 2016). This creates a gap in implementing different [and maybe even better] homework practices that may end up favoring student growth. However, given Nepal's development indicators, with literacy rate being one of the lowest in the world, newer practices and ideologies are not being adapted by Nepal's education system. Then what is it that may be preventing schools from implementing them? This question along with the current homework practices in the country needs to be analyzed so that homework is not detrimental to children's growth.

Homework practices and its effectiveness: Research among the pre and young adolescent children attending private schools in Kathmandu

The research subject is on homework effectiveness and limiting beliefs or systems that may be preventing schools from properly utilizing better homework practices for maximizing student's learning outcomes. The focus is on analyzing the current homework practices in three different private schools in Kathmandu and seeing their effectiveness in student engagement and learning.

The analysis will be conducted by analyzing homework formats given by the teachers, school's views on homework and various other student's environmental factors, like their family conditions, parent's views on homework, that may have been affecting the effectiveness of after-school assignments and prevention of implementing modern homework practices. Then there will be discussion on homework practices that are better for student's academic and creative growth. There will also be a discussion on why better practices are not being implemented or encouraged in schools. If homework is to be considered as an integral part of a student's life, then it is also important to make sure that it is linked with student's learning, their productivity and in enhancement of their capabilities, without compromising their freedom of being children.

1.3 Statement of the Problem

As mentioned earlier, homework takes up most of a student's time which leads to children having to focus their time on finishing the assignment whereas it is important for children to spend time by playing with their friends and family and exploring (Rana, 2020). The point is to let children be children and to let them have their play and learn that way instead of being pressured to complete their assignments given by their teachers.

But again, learning is important. So, finding a balance of learning and playing, in the form of assignments, should be explored upon, in a way that should allow students to gain knowledge and future skills as well as letting them be independent problem solvers. Our job is to prepare the children that are going to excel in the field of their choice who will further contribute to the social, economic, technological, and political sphere of their respective society. Therefore, it is important

that what they learn from school is practical and applicable for them to survive in the competitive and dynamic global market as well as in their personal and professional lives (Boissiere, 2004).

1.4 Research Questions

- A. What are the consequences of assignments in a student's academic achievements and mental health?
- B. What homework practices along with teaching practices prevail in the schooling system?
- C. Is there room for improving existing homework practices? If so, what could they be?

1.5 Purpose of the Study

The purpose of this study is to analyze the positive and negative consequences of homework, its impact on children's creativity and find the best ways that can blend homework and creativity to foster students of pre and young adolescent clusters to achieve their mental, physical, and social development goals consistent with 21st century skills (Learning, Literacy and Life skills). Also, this study will incorporate students' parents' views, teacher's views, principal's views and availability of school's resources which would allow us to dig deeper into how the students are being assisted in their learning process.

1.6 Significance of the Study

As mentioned above, this research should be able to give better understanding on the consequences of after school assignments on children's development and help schools to realize the challenges they are facing to implement better homework practices. This should allow the institutions to come

up with solutions that cater to the problems. Also, the research will open avenues for other researchers to look further into broader academic cultures (since our research is limited to 3 private schools in Kathmandu only) that affect the types of homework being assigned, the way homework is perceived and better homework practices that can be advocated for benefiting the children at large. Homework practices have been found to vary from culture to culture, as shown by the research done by interviewing more than 3,500 elementary school children, their mothers and teachers from USA, Japan and China (Chen & Stevenson, 1989).

The topic of homework effectiveness and its correlation with school's management hasn't been explored thoroughly in Nepal. There is a lack of research in this area in the context of Nepal. With this paper, we hope to explore this topic on a small scale to paint a broader picture of homework effectiveness and hindrances in achieving optimal homework effectiveness.

Chapter 2

Literature Review and Conceptual Framework

Homework is a tool that is supposed to improve student's performance in class and ultimately aid in their mental and social development. In this section, we are exploring the general advantages and disadvantages of traditional homework and how different designs of homework that incorporate non-traditional ways that are creative and student-centered have greater impacts in student learning and engagement. Because the main goal of homework or any other school activity is to keep the student curious and interested in learning that are relevant with the 21st Century Skills.

2.1 The homework format

Mandy (2011) explores whether homework is a “burden or benefit”. It is highlighted that while many researchers have pointed out higher test scores and higher parental involvement to be the benefits, many have argued against them by stating that homework is not assigned in a proper way and that there has been no definite way of knowing whether they have increased student's grades. Through her research, she has weighed the benefits and burdens and provided a solution of “differentiation” approach where a student's personal learning style is taken into consideration, because “.....just like teachers have different teaching styles, each student also has their own learning style that works best for them”. Her solution also proposes incorporating “web-based homework” for students. More importantly, the solution involves assigning homework that is “real-world related” which will help them in the future as well.

Essentially, whether doing homework is a burden or benefit depends on what is being assigned and how it is being assigned to students.

2.2 Parental Involvement and their socio-economic status

Parental involvement in children's academics helps in improving their performances. However, their socio-economic status impacts their involvement (Rajeswari & Usha, 2014). According to the research done on parental attitudes and expectations, families with lower economic status had lower parental involvement whereas those with higher economic status had higher parental involvement. The study uses the data from the 2014 China Education Panel Survey. The study also focuses on parental attitudes and parental expectations, concluding that parental expectations are more significant than parental attitudes. "Families with high-socioeconomic status tend to improve parental homework support, parent-child communication, and parental time with children, while those with low-socioeconomic status tend to improve strict discipline" (Li, Yang, Wang & Jia, 2020).

This shows that socio-economic status determines parents' involvement in a student's academics and further explains how economic status affects parent's ways of enforcing homework culture. Since the focus is to improve discipline for lower socioeconomic status families, given the expectation parents have from their children, the stress induced by such pressures on students should be further examined.

2.3 Homework and Children's Health

According to a study done among school-aged children in China, it was found that little sleep was gotten by kids who had greater homework and later bedtimes. Longer sleep durations and earlier bedtimes were linked to better sleep hygiene. The results indicate that sleep hygiene had a smaller

impact on sleep duration than assignment load. Shanghai fifth graders have a lot of homework, which negates the benefits of good sleep hygiene for length of sleep (Sun, Spruyt, Chen, Jiang, Schonfeld, Adams, Tseng, Shen, & Jiang, 2013).

According to the Center of Disease Control and Prevention (CDC), a proper amount of sleep results in improved concentration and better academic performance whereas children with improper sleeping patterns are at higher risk of getting diseases. The academic performance of children in China is commendable compared to the rest of the world but the academic pressures are negatively impacting the children's health which doesn't suffice for better academic performance.

However, the same academic pressure is not relevant for other countries. Academic achievement is highly valued in Asian countries compared to western countries (Suansing, 2017). So, the cultural aspect also determines the perceived importance of assignments.

2.4 Better Homework Practices

After exploring the pros and cons of homework, Tammi Minke (2017), as a teacher himself, he recommends several ideas on "best homework practices", such as:

- Homework tasks that are customized to students where they are given freedom to express themselves freely
- Motivating students and giving task that the students can relate to
- Giving quality feedback to students so that they can improve instead of grading them strictly.
- Having a detailed plan for homework implementations to monitor homework progress.

The homework layout affects student engagement, and it is important to change traditional homework practices to “differentiated” homework that caters to student’s individual growth.

2.5 Student Engagement through different designs of homework

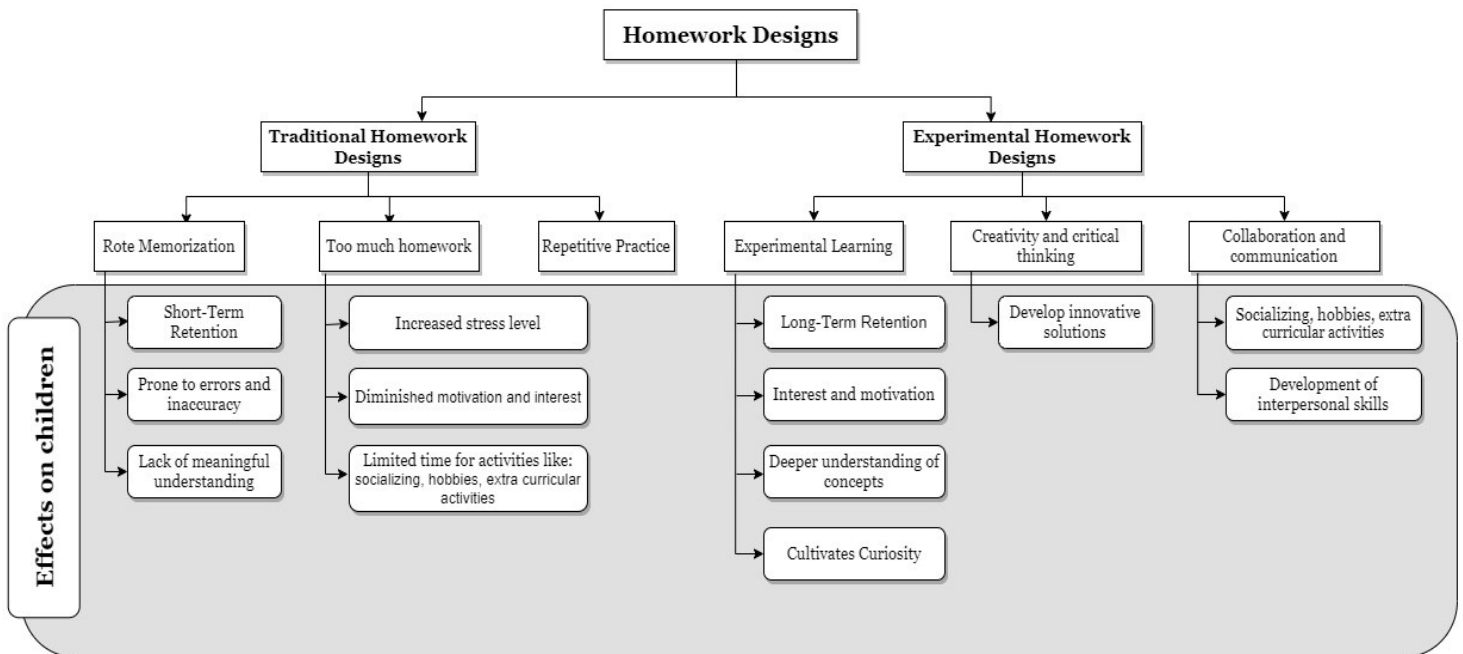
The goal of homework or any school activity is student engagement through which children can develop physically, mentally, and socially. The research done by Maartje & Wilfried (2012) focused on finding out impacts of four different designs of homework on 11th grade students’ engagement and learning. The four different types of homework were focused on preparing their analytical skills, **fragmented assessment where students only learned one sixth of the material** in each lesson so that they get the chance to ask questions, **jigsaw assessment** where they would initially research a complex concept with different parts which they would initially research on their own and later discuss their analysis with each other and finally the homework which the students were allowed to choose on their own. **All these different types of designs were shown to improve student engagement in their history class since the main goal here was to prepare the students for the lesson beforehand as well as increase their motivation for the subject.** The results here showed that homework designs can change the way students perceive learning in class and proper homework designs can improve student engagement and motivation. This opens avenues to explore homework designs so that student’s learning experiences are enhanced which would ultimately contribute to their growth.

2.7 Conceptual Framework

The research articles reviewed for this research gives an insight into the effects of homework on children, when assigned in a very “traditional” manner and how different homework designs can

change student engagement and motivation for learning. Homework has been proven to be effective for better academic achievement (grades) but its effectiveness on children’s physical, social and mental development seem to vary depending on other factors like children’s individual needs, their family environment, and their cultural background. Hence, better homework practices involve changing teaching methods and assignments that cater to each student’s creative minds. The goal of homework is student engagement which leads to their mental and social development. So, focusing on changing homework designs may be helpful. Only then, the pressures and stress induced on students may lessen and their time may be utilized in doing things that children are supposed to do. Therefore, by keeping the effectiveness of homework in mind, we will explore the homework practices and investigate what may be preventing the private schools in Nepal from adopting modern homework practices that are preventing student engagement, through this research.

Conceptual Framework:



Chapter 3

Methodology

3.1 Research Approach

For this paper, our research approach was qualitative in nature. Since we explored current homework practices and their effectiveness, we collected opinions of the research participants. Getting their point of views on homework and their importance was helpful for us to analyze the ways that homework practices can be improved in the private schools of Kathmandu.

3.2 Research Site

We selected 3 private schools in Kathmandu, located in the capital city of Nepal, where people from all districts come for employment opportunities. Diversity of gender, culture and socio-economic status of the interviewee was considered as far as possible.

3.3 Research Participants

We targeted middle school students (grade 6-8), their parents, teachers, and principals of the school. We had a sample of 9 students from each school. For teachers, we selected 3 teachers from each school as sample. We interviewed three principals from each selected school. *Since the data was qualitative in nature, we diversified the student's sample based on their rankings. From each grade, we selected 3 students: one with the highest ranking, another with mid ranking and the last one with the lowest ranking. Hence, for students, it was ranked-set sampling targeting middle school (grades 6-8).*

For the principals, we needed an opinion of someone in the school who is authorized to make the administrative and governing decisions for the school.

3.4 Sampling Procedure

For students, since we selected them based on their ranking, it was ranked-set sampling.

For parents, Convenience Sampling model was adopted since we were not sure if all the parents will be willing to take part. However, we managed to interview 9 parents each from all the 3 selected schools. For other participants such as teachers we adopted purposive sampling method.

3.5 Data Collection Method

Interview guides were formed for parents, teachers, students and principals. Since the research questions focused on analyzing the situation of homework effectiveness in schools, we interviewed the research participants with open-ended interview guide.

Research Method	Qualitative Research
Site	3 private schools in Kathmandu
Population (N)	<ul style="list-style-type: none"> ● Middle School Teachers, Students, Parents and Principals
Participants (n)	<ul style="list-style-type: none"> ● 9 middle school students from each school and including 9 parents from the sampled students ● Middle school teachers ● All Principals from the selected three schools ● Each participant was individually interviewed based on the interview guide. For Teachers, while interviewing them in the staff room other teachers also provided the input as they were interested in the topic of the interview.

Sampling methods	<ul style="list-style-type: none"> ● Ranked-set sampling for students. ● Purposive and Convenience sampling for selecting parents and teachers
Research tool	<ul style="list-style-type: none"> ● Interview Guide

3.6 Role of the Researcher

Having worked in the field of education programming with UNICEF over 7 years, I am confident that the changes in patterns of engaging children through assignments can be more productive in the learning practices, developing problem-solving skills and in maximizing physical and developmental growth among the young and adolescent aged children. Therefore, this research proposal is a small-scale study in understanding the barriers of the homework/assignments in 3 private schools in Kathmandu. Based on the findings and lessons learned from this research work, I can later expand the coverage of the research by including public schools, students from primary and secondary levels and covering other rural, semi urban, and urban areas of Nepal.

The triangulation of the information collected from surveys with the students and in-depth interviews with the participating parents and expert groups and further analyzing such information with published research and studies would help me derive the conclusion of the study.

3.7 Data Analysis

The collection of the is from the primary source. The analysis of primary data collected through open-ended questionnaires was analyzed with previous research as well while exploring better educational practices and homework practices most appropriate to middle school students. These

could be done through online forms or even one-to-one, depending on convenience and availability.

The data analysis was focused on the responses from the open-ended questionnaires. Content analysis along with thematic analysis and grounded theory were best suited for the research questions.

3.8 Credibility and Rigor

The study has focused on analyzing homework practices in three different schools, among the middle school students. The research aimed to explore the prevailing hindrances preventing optimal homework effectiveness amongst middle schoolers. To assess this, students, teachers, parents, and the school's principals were interviewed. Even though the sample size was small for this study, there were criteria set for choosing the sample of students and teachers. For students, they were selected based on their rankings and teachers were selected based on the subjects they were teaching. This allowed us to explore the dynamic of students with higher academic performance and lower academic performance. The goal of the homework in schools is to make the students achieve higher rankings amongst their class. Making their rankings as one of the criteria for selecting the sample helped us in exploring their perspective towards homework and its effectiveness. The grading system of Nepal is mostly the same in all schools. Through the set criteria, the outcome of the study can be broadly applied to most of the private schools in the country. The collected data was taken in complete agreement with the participants and through triangulation and prolonged engagement with the qualitative data, the credibility has been ensured. Since the data is qualitative in nature, thematic analysis is conducted for in-depth interviews. Based on the findings and lessons learned from this research work, the coverage of the research can be

further expanded by including public schools, students from primary and secondary levels and covering other rural, semi urban, and urban areas of Nepal.

3.9 Limitations of the Study

The population sample was taken from 3 private schools only (approx. 27 children from all 3 schools studying in grades 6, 7 and 8). Normally, the socioeconomic status of the students attending private schools in Kathmandu ranges from middle to high socioeconomic status. Because of this aspect, showing the effects of economic status on parental involvement for homework effectiveness was limited. Also, the educational format may be different for public and private schools and since the research only focused on middle schoolers from 3 private schools, the study done may not be representative of the whole population (middle schoolers) belonging private schools. Similarly, the participants of the interviews were all related to private schools and the study does not include the public schools hence the perspective of the public schools' principals, teachers and students may totally vary. Regarding the data gathered from the parents, the interviewed parents were selected randomly by the school and for preventing the bias I also did not necessarily ask school for providing the parents of the same set of students who were interviewed, but school arranged the appointment with the parents of the children attending 6,7 and 8 grades. Hence, for the responses between the children and parents, though the possibility of bias was addressing the data gathered may or may not corroborate with each other's response in a perfect manner.

3.10 Challenges and Solution

Initially while designing the research, there were many presumptions in relation to the challenges, but fortunately there weren't many obstacles except for getting appointments on the said date and

time. It took three weeks to complete all the interviews and another two-three week for processing and analyzing the responses. All the Key Informant Interviews (KII) were smooth and interactive. While for the teachers in most of the cases, they preferred interviews during their free time in the teachers' rooms hence in some instances other teachers who were also present in the teacher's room during the interview also contributed in the research. For the students, it was one on one interview. Initially students were worried about the confidentiality of their responses but after convincing them of the purpose of the study and our ethical norms they started providing information.

For the principle, teachers and students' understanding interview questions in English was not a problem and they responded in both English and Nepali languages, their responses were later consolidated in English language for the analyzing purposes. However, due to the language barrier, the questions for the parents had to be translated in Nepali and their response was also recorded in Nepali language which was also later translated.

For the interviewing female students and parents, I had to request a female friend, not related to school management, to accompany for easing the conversation and interview. This approach was appreciated by the school.

Chapter 4

Results

4.1 Introduction

The research method chosen for this study was the Qualitative Method. The data and findings collected from the study are first analyzed to generate theories and to find recurring themes, which leads us to analyze the findings from the 3 principals, the teachers, parents and finally, 3 students each from Grade 6, 7 and 8.

4.2 Result of Qualitative Data Collection

4.2.1 Demographics of the Research Participants

The demographic of the participants from all three schools are as follows:

- Principals: 1 Female, 2 Male
- Teachers: Mainly 6 female and 3 Male contributed in the KII but other teachers who were present in the teacher's room also contributed in the responses.
- Students: Total 27 (14 Female, 13 Male)
- Parents: 9 (8 Female, 1 Male)

4.2.2 Analysis of the Principal's response

Based on the information provided by the principals, all the three schools have good infrastructure, including separate playgrounds for lower and middle/high school students, adequate washrooms, food canteens, clean drinking water, sick rooms, projectors for occasions, computer labs, science labs, and libraries.

According to the principals, homework is seen as a tool to help students maintain their discipline and routine for studying. It provides children with the opportunity to reflect on their individual learning and helps them keep track of their performance. Teachers assign homework mostly from textbooks, and the exercises are developed by experts. The schools have been providing teacher training programs (their type and quality ranges are different across all the three schools).

Based on the suggestion from the principals, the current homework practices are fine, but some adjustments may be required, such as re-evaluation of the homework formats, especially for students with a lot of subjects who complain of being overloaded with homework. The educational policies are mostly favorable for public schools, but the private schools need to be included in the government programme for enhancing the quality of the education. Nationwide programs and academic competitions should be organized for all students, regardless of whether they are from public or private schools. Moreover, the government should develop and roll out more frequently updated teacher certification courses.

It was also good to learn that the financial aid services are available to students on a merit basis or also to those who come from lower-income families. Based on the information provided by the principals, the schools are mostly attended by middle-class families. However, there are some students who come from lower-income families, and the schools try to be as lenient as possible by extending deadlines for paying the monthly school fees. According to the principals, the fee's structure is affordable, but the schools cannot afford to provide full waiver to the fees to struggling families as the monthly fees are their only resource for running the school since they are private. The schools are providing financial aid services such as partial discounts on the fees to students from lower-income families, and scholarships to high performing students. Schools shared that

they are also considerate to the academically better performing students coming from the lower income families.

4.2.3 Analysis of Teacher's Responses

Common points from the responses from the teacher:

- The importance of homework in the academic growth of students.
- The need for appropriate (skills appropriate to age and grade) and manageable amounts of homework that aligns with the grade level and curriculum.
- The use of technology to support homework and learning.
- The importance of parental involvement in monitoring and supporting their children's homework.
- The need for teachers to develop their teaching skills and use a variety of teaching methods to engage and support students.
- The importance of changing homework formats to promote critical thinking and reasoning skills.
- The need for changes in teaching formats to promote more interactive and engaging learning experiences.
- The importance of constructive feedback and support from parents, teachers, and the government to promote the academic growth of students.
- Government to provide easy access to training resources, including updates and support teachers in the private schools

All three cases involve the topic of education and specifically focus on the teaching and learning methods and practices of teachers, the importance of homework in the academic growth of students, and the changes that can be made to improve the education system.

In terms of homework, all three cases highlight the importance of giving appropriate (skills appropriate to age and grade) and relevant assignments to students. Additionally, the use of technology is seen as a major support for homework, but there is a need for monitoring to ensure that students are not spending too much time on unrelated things while using their mobile phones for aiding their assignments.

Furthermore, all three cases mention the importance of changing homework formats to enhance critical thinking, reasoning, and practical learning in students. Teachers should give assignments that develop students' thinking and reasoning skills, and the use of group projects and case studies can be helpful for this purpose.

In terms of the responses from the teachers, there are some similarities and differences in the opinions. In terms of the opinion of the teachers in the first two schools, both sets of teachers believe that homework is important for expanding knowledge, and that it helps in assessing and evaluating a student's academic progress. However, the teachers from the third school believe that homework is not just about learning subjects, but also about developing better skills. In their school they are practicing group projects and case studies should be given to students to promote critical thinking and reasoning skills.

All sets of teachers also agree that there should be more investment in teacher professional development, and that parents should be more involved in their child's education and there is no support from government institutions to support teachers in the private schools. However, the

teachers from the second school emphasize the importance of visual aids and projective techniques (multimedia) for teaching and learning activities, while the teachers from the first school are more inclined towards conventional teaching methods and rely on textbook exercises and guidelines.

One notable difference between these three sets of teachers is their take on the use of technology. While the teachers from the first two schools acknowledge that technology can be a major support to homework, they also warn that there are risks of students spending too much time on unrelated things on their mobile phones. On the other hand, the teachers from the third school believe that technology has facilitated learning and have created a school portal for assigning and submitting homework and monitoring attendance.

Overall, all the sets of teachers recognize the importance of homework in a student's growth and development but suggest different approaches to make it more effective and engaging. They also agree that parents, teachers, and the government should work together to ensure quality education for children.

Summary of the teacher's response is shown in the table below:

School	Opinion on homework	Opinion on technology
First school	Homework is important for expanding knowledge	Technology can be a helpful tool for homework, but there are risks of students spending too much time on unrelated things on their mobile phones
Second school	Homework is important for assessing and evaluating a student's academic progress	Visual aids and projective techniques (multimedia) are important for teaching and learning activities

Third school	Homework is not just about learning subjects, but also about developing better skills	Technology has facilitated learning and has created a school portal for assigning and submitting homework and monitoring attendance
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4.2.4 Analysis of Parents Response

After analyzing the responses of the nine parents covering all the grades, it can be concluded that their opinions regarding homework are mixed. However, most parents see homework as necessary for a child's academic growth, as it helps them to develop a habit of studying and recall what they have learned in class. Homework also helps them to stay away from unnecessary activities and utilize their time effectively. Some parents believe that too much homework creates stress and affects their child's mental health. They also mention that children should be allowed to engage in activities of their interest and spend time with their family. Furthermore, some parents prefer project work during vacations, while others see it as an additional burden for their child. Overall, homework is viewed positively if it is given in moderation and does not affect a child's physical and mental health.

4.2.5 Analysis of Grade 6 Students

First Ranking 6th Graders:

- Spend an average of 1-2 hours on homework.
- Don't need parental help but ask older siblings for help.
- Assignments are easy.
- Science, Mathematics, English and Mathematics are their favorite subjects.
- No significant comments to teachers or parents about homework

Mid Ranking 6th Graders:

- Spend an average of 2 hours on homework.
- Occasionally ask for help from parents and friends, one responded that he is scared to ask parents.
- Assignments are mostly easy but can be tricky.
- Nepali, social Science and computer are their favorite subject.
- Suggested that homework should be less.
- No significant comments to parents about homework, but sometimes get scolded and one mentioned that they also copy homework from friends.

Last Ranking 6th Graders:

- Spend an average of 1 hour on homework.
- Parents are too busy to help.
- Assignments are hard for two and one responded easy.
- Environmental and Population Health, computer and Nepali is their favorite subject.
- Suggests that there are too many assignments, and they are boring and have suggested to provide access to the computer labs rather.
- Some students copy homework from friends.
- Suggests that parents and teachers should not be harsh or complaining.

Attitude towards Homework: The first ranking student appears to find the assignments easy and can solve them without much difficulty. The second ranking students also find the assignments easy, but they spend more time on homework, and they seek help from their parents and friends. The last ranking students find the assignments hard and boring and spend less time on them. They also tend to copy homework from their friends.

Interactions with Parents: The first ranking student's parents are supportive and check their copies sometimes. The second ranking student's mother helps them with homework, and they ask for help from parents and friends when necessary. The last ranking student's parents are always busy and do not have much time to teach them.

Interactions with Teachers: The first ranking student has no comments regarding homework, and they think their teachers are nice. The second ranking student suggests that teachers should discuss homework in class. The last ranking student thinks that teachers should not scold them harshly and should take them to computer labs.

In summary, the first ranking 6th graders seem to have an easier time with homework, finding assignments easy and not requiring much help from parents. The mid-ranking 6th graders seem to be slightly more challenged by their homework, but still manage to complete it with occasional help. The last ranking 6th graders, on the other hand, seem to struggle with homework the most, finding assignments hard and lacking support from busy parents. There is also some indication of copying homework from peers and a desire for less homework and more engaging teaching methods.

Also, we can see that the first ranking student is confident and independent, the mid-ranking students are hardworking and seek help, when necessary, while the last ranking students are less motivated and tend to copy homework. Additionally, the favorite subjects and interactions with parents and teachers also vary among the students.

4.2.6 Analysis of Grade 7 Students

First Ranking:

- Time spent on homework: 1-2 hours.
- Parental help: Two responded that they do not need help and for one sibling help with homework
- Difficulty of assignments: Easy for all but for one its sometimes lengthy
- Favorite subject: English, Nepali and Mathematics
- Feedback to teacher: Wants more creativity and extra activities.
- Feedback to parents: No comments as homework is completed on time.

The first ranking 7th graders seem to be doing well in school, with easy assignments and only needing 1-2 hours for homework. They also have a positive attitude towards their favorite subject, English. However, they do offer some constructive feedback to their teacher regarding wanting more creativity and extra activities. They do not have any comments for their parents, as their siblings help them with homework, and they complete it on time.

Mid Ranking:

- Time spent on homework: 1-2 hours.
- Parental help: Out of three, 2 responded that parents help, and one responded not required.
- Difficulty of assignments: Out of three two of them find it hard and one easy.
- Favorite subject: Social Studies, Environmental and Population Health and Mathematics
- Feedback to teacher: Wants more discussion in class or for homework to be more fun.
- Feedback to parents: No comments or parents help when asked.

The mid-ranking students of the 7th grade find their homework assignments easy but sometimes lengthy. They spend an average of 1-2 hours on homework and receive some help from their parents when needed. Their favorite subjects vary between Nepali, Mathematics, Social Studies, and Environmental and Population Health. They want their teachers to be more fun and discuss homework in class.

The mid-ranking 7th graders seem to be doing okay in school, with assignments sometimes being easy and sometimes being hard. They offer constructive feedback to their teachers, wanting more discussion in class or for homework to be more fun. They also do not have any comments for their parents but acknowledge that their parents help them sometimes when asked.

Last Ranking:

- Time spent on homework: 1-2 hours or 2 hours.
- Parental help: Parents ask about homework but do not help or parents are busy and not home and one responded that he is more interested in games than doing homework.
- Difficulty of assignments: 2 hard and 1 easy
- Favorite subject: 2 responded games and 1 responded social studies.
- Feedback to teacher: Teachers should not ask questions while teaching or give less homework.
- Feedback to parents: Parents do not help with homework or copy homework from friends.

The students in the last ranking group face more challenging homework assignments, spend more time (2 hours) on homework, and generally require more help from their parents. They have a range of favorite subjects including Games, Social Studies, and Mathematics. They want their teachers to give less homework and not ask questions during lessons as they feel scared to speak

up. They also do not always understand the lessons and often copy homework from their friends. Interestingly, the subject of interest for children across all the ranks is diverse, this is also evidence to the fact that it's mainly the environment that helps them foster in the subjects.

The last ranking 7th graders seem to be struggling in school, with hard assignments and a negative attitude towards studying. One student even admits to copying homework from friends. They offer some constructive feedback to their teachers, but it seems to be more focused on reducing the amount of work rather than improving the quality of teaching. They also have negative comments towards their parents, with one student's parents not being home and the other student's parents asking about homework but not providing any help.

Analyzing the responses of the seventh grader it seems that the first ranking 7th grader is doing well academically and has a positive attitude towards their studies, while the mid-ranking 7th graders are doing okay and have some constructive feedback for their teachers. The last ranking 7th graders, however, seem to be struggling and have negative attitudes towards studying and their parents' involvement in their education.

Overall, the first ranking students seem to have the most positive attitude towards homework and the least need for parental support. The second ranking students also have a relatively positive attitude towards homework and receive some support from their parents. The last ranking students, on the other hand, face more difficulties with their homework assignments and require more support from their parents, which may impact their overall academic performance.

4.2.7 Analysis of Grade 8 Students

The responses given by first ranked, second ranked, and last ranked 8th graders:

First Ranked:

- The student spends 1-2 hours on homework and does not require much help from parents.
- They find assignments hard and favorite subject is Social Studies, Mathematics and Nepali
- The student feels that teachers should not put pressure on homework submissions and assign less homework.
- They also feel that parents should not interfere too much and not ask about studies all the time.

Second Ranked:

- The student spends 1-2 hours on homework and sometimes receives help from parents.
- They find assignments easy and favorite subject is Science, Nepali and computer.
- The student feels that teachers should include more experiments in the class and projects and not give too much homework.
- They also feel that parents should not give exam pressure all the time and focus on other activities as well.

Last Ranked:

- The student spends 1-3 hours on homework and does not require help from parents.
- They find assignments hard, and their favorite subject varied from Nepali, English and Science.
- The student feels that teachers should not be too boring and give more interesting lessons.
- They also feel that parents should not always ask about studies and not come to school and enquire about their studies.

Overall, the first and second ranked students seem to be more proactive and willing to learn, while the last ranked students seem to be less enthusiastic about their studies. All three groups of 8 grader students prefer less homework and less interference from parents, but interestingly, the last ranked students also feel that teachers should be more interesting and engaging. It's important to note that, given the relatively small size of the sample and the premise, these responses are based on individual experiences and may not be representative of all 8th graders.

4.3 Correlation between the Responses of Principal and Teachers

All the teachers and principals have responded to the changing times and technological advancements. They have acknowledged the importance of homework in the learning process of students and have emphasized the need for appropriate homework assignments that help students develop critical thinking, reasoning, and other important skills. Additionally, they have acknowledged the need for changes in the formats of homework assignments and teaching methods to adapt to the changing times and keep up with the students' interests and learning styles. They have also highlighted the importance of parental involvement and government support for children's education and growth.

However, there are some differences in their responses as well. For example, the first case emphasizes the need for more investment in teacher capacity and professional development, while the second case highlights the importance of monitoring students' use of technology to ensure they stay on the right track. In the third case, constructive feedback and criticisms are mentioned to help build students' confidence and retain their self-esteem.

4.4 Synopsis of Responses of All Grade Students

Based on the responses given by the students from 6th,7th and 8th grade, it appears that the amount of time spent on homework in grade 6 ranges from 1 to 2 hours, while in grade 7 it is also around 1 to 2 hours. In general, students in grade 6 seem to find their homework assignments relatively easy, while some grade 7 students find the assignments to be occasionally difficult or lengthy.

Parents are involved to varying degrees in helping with homework, with some students relying on their siblings or friends for assistance. Some grade 6 students report feeling afraid to ask their parents for help or feeling as though they are scolded for not knowing the subject matter. In grade 7, some students ask for their parents' help, when necessary, while others do not need it or prefer to ask their teachers directly.

There are a few common themes in the comments provided. Some students suggest that they would like their teachers to be more creative or engaging with their homework assignments, while others feel that the amount of homework given is too much. Some students also express frustration with boring or repetitive assignments. In terms of feedback to parents, many students report that their parents are supportive or helpful, but some feel that their parents are too busy to provide much assistance or are overly critical.

4.5 Correlation between the Nature of homework, parents' interaction and teachers across all grades and ranks

Attitude towards Homework: Across all three rankings, the students seem to spend an average of 1-2 hours on homework. In the 6th grade, the first ranking students find assignments easy, while the mid-ranking students find assignments mostly easy but can be tricky. The last ranking 6th

graders, however, find assignments hard and boring. In the 7th grade, the first and mid-ranking students find assignments easy, while the last ranking students find assignments hard.

Interactions with Parents: In the 6th grade, the first ranking students' parents are supportive and check their copies sometimes. The second ranking student's mother helps them with homework, and they ask for help from parents and friends when necessary. The last ranking students' parents are always busy and do not have much time to teach them. In the 7th grade, two of the mid-ranking students receive help from their parents, while one does not require any help. One of the last ranking students is more interested in games than doing homework, while the other two either do not receive help from their parents or their parents ask about homework but do not help.

Interactions with Teachers: In the 6th grade, the first ranking student has no comments regarding homework, and they think their teachers are nice. The second ranking student suggests that teachers should discuss homework in class. The last ranking student thinks that teachers should not scold them harshly and should take them to computer labs. In the 7th grade, the first ranking student wants more creativity and extra activities from their teachers. The mid-ranking students want their teachers to be more fun and discuss homework in class. The last ranking students do not offer any feedback to their teachers.

Overall, it seems that the first ranking students in both grades are confident and independent learners who find assignments easy and require less help from parents. The mid-ranking students in both grades are hardworking and seek help when necessary. The last ranking students in both grades seem to struggle with homework, find assignments hard, and lack support from their parents. They may also be less motivated and interested in games rather than doing homework.

There is also a desire for more engaging teaching methods and extra activities among some of the students.

4.6 Correlation between the parental involvement in all grade students

Based on the analysis, it appears that the first ranking 6th graders are confident and independent, finding assignments easy and not requiring much help from parents. The mid-ranking 6th graders are hardworking and seek help, when necessary, while the last ranking 6th graders struggle the most with homework, finding assignments hard and boring and lacking support from busy parents. The first ranking 7th grader seems to be doing well in school, with easy assignments and a positive attitude towards their favorite subject, English. The mid-ranking 7th graders are doing okay in school, with assignments sometimes being easy and sometimes being hard. They offer constructive feedback to their teachers and do not have any comments for their parents. The last ranking 7th graders struggle with homework, finding assignments hard, and lacking support from their parents, who are either too busy or not interested in helping. One student is more interested in games than doing homework.

Overall, it is evident that students' attitudes towards homework, their interactions with parents and teachers, and their favorite subjects vary significantly, and these factors can impact their academic performance. Teachers and parents can use this information to provide targeted support and guidance to help each student reach their full potential.

Chapter 5

Discussion and Recommendations

5.1 Discussion

5.1.1 Introduction

The results from the study have clarified certain things as well as shed light into areas that need attention. Through the data collected from the qualitative study, it has been discovered that the private schools are mostly well equipped with good infrastructure that is able to create an ideal environment for students. The discussion is based on the fact that the schools are mostly equipped with the infrastructure and technology that is needed for an ideal student learning environment.

5.1.2 Student's academic achievements and mental health in relation to assignments

Based on the findings, the academic performance of students was found to be closely connected to the assignments they were given. Usually, the student's ranking which is determined by their grade is a tool to measure academic competence in schools. Hence, 3 students with 3 different levels of rankings were chosen for this study to see the difference between their attitude towards homework, which arguably can either directly or indirectly affect a student's grades. Through the result findings, Higher ranking students had more positive attitude towards homework compared to the lower ranking students and their opinion on the homework difficulty level reflected that as well. The assignments were comparatively easier for higher ranking students than lower ranking students. This is a trend that can be seen in other studies as well. A similar research study comprising 35 studies revealed that 77% of the results indicated a positive correlation between homework and achievement (Sinha, 2021). However, regardless of the relation, it cannot be

concluded whether the assignments had the effect on their rankings, or it was the student's academic vigor that shaped their perception of homework as such. This had been further analyzed by the Canadian Council on Learning (2009). They analyzed 18 studies that indicated that while homework can be beneficial for certain students, it is only effective within certain parameters. The positive effects of homework were observed when it was assigned to specific children, for a reasonable duration, and when the homework itself was meaningful, engaging, and required active thinking and learning. This relates to the students saying that the homework is boring, which can lead to mean that had the homework been interesting, some of the students may have had a positive attitude towards them, ultimately leading to better academic outcome.

Another important aspect of homework is its effect on children's mental health. The first way that can be investigated for its implication is the amount of time children are spending on doing their homework. Determining the ideal amount of time needed to complete an assignment remains uncertain and varies among scholars. The appropriate quantity and frequency of homework for a child can only be determined by considering their individual requirements, learning style, goals, and challenges. According to Harris Cooper (2006), homework should be limited to approximately 10 minutes per grade level, which means that Grade 1 students should have a maximum of 10 minutes of homework per night, Grade 2 should have 20 minutes, and so forth. Given the sample of this study, the students are of grades 6, 7 & 8, which means Grade 6 students should ideally be spending 1 hour, Grade 7 should be spending 1 hour, and 10 minutes and Grade 8 should be spending 1 hour and 20 minutes. However, the result from this study shows that students are spending from 1-hour up to 3 hours on their homework, across the three grade levels. It is mostly the high-ranking students that are spending the ideal amount of time on their homework, but lower

ranking students are having a hard time finishing under the ideal amount. The students having to spend more time than the ideal suggested time could mean that the assignments could be high in volume or are harder than what the students can handle. This naturally affects student's mental health because of the pressure to get the homework done. This can also reflect on the type of homework that is being assigned to the students which will be analyzed further in the next section.

Parents of the students have also shared their opinions on the stress their students have faced because of schoolwork. While most of them believe that homework should be given for students to recap, they shared that the homework should be given in moderate levels, and it should be something that students should be invested in. Given that the parents are recommending the type of homework that should be given shows that the current homework practice is not exactly helping students in their creative growth but is negatively affecting the student's mental health. This can be seen in a survey taken in the UK, in March of 2020 where 66% of students in the age range of 8-17 said that "they felt most stressed about homework and/or exams" compared to everything else (Gombert-Waldron, 2023). The fact that the parents saw the stress in their children in this study solidifies this statement further.

Another impact is on the children's behavior. A study conducted by Stanford University in 2013 revealed that students residing in high-achieving communities face various challenges due to excessive homework. These challenges include increased stress levels, physical health issues, an imbalance in their lives, and a sense of disconnection from society. 56 percent of the students considered homework a primary source of stress, according to the survey data (Galloway et al.,

2013). A somewhat similar pattern was shared by the responding parents, one of the parents did share that their child has become quieter.

5.1.3 Prevailing Homework and Teaching Practices

Next important aspect of this research was to study the homework practices being used in these schools. Cooper (1989, 2001) proposed a model that illustrates the factors that could potentially impact the effectiveness of homework across three stages: the design of the homework assignment, the completion of homework, and the practices that follow up on the homework.

Judging by the response from the principals and teachers, both groups acknowledged that adjustments in homework practices were required. They shared that textbook exercises were being used to assign homework and teachers are mostly under pressure to finish the curriculum in time. Given that the responses of both the parties were more recommendations, rather than the actual response regarding the homework format, could reflect on them not wanting to discuss the homework practices which can be further concluded that the schools still have traditional approach of homework assignment.

Trautwein et al. (2006b) also came up with a framework for organizing assignment characteristics based on existing literature. This framework encompassed factors such as homework frequency (referring to the frequency of homework assignments given to students), quality, control, and adaptivity. From the current study, it is mostly the high-ranking students that are spending the ideal amount of time on their homework, but lower ranking students are having a hard time finishing under the ideal amount. This can be further projected into their attitudes toward homework. The

responses from the students range from neutral to negative and rarely a positive attitude. The idea that homework is a chore reflects the way lower ranking students talked about homework.

5.1.4 Recommendations to improve homework practices for better student performance.

Regarding teaching and learning methods and media, teachers have significant and essential justifications for assigning homework in the classroom (Howe, 2019). It has been established so far that homework plays a vital role in fostering students' personal achievement, cultivating motivation and self-regulated learning practices, and establishing a connection between school and home, if given in a proper amount with differentiated approach. All the participants in this study unanimously agree that homework practices need to be improved. The principals have expressed the homework to be re-evaluated in terms of homework load and curriculum. The teachers have also expressed their opinion saying that the curriculum needs to be changed and more creative homework needs to be assigned. The lower ranking students have shown their disinterest in doing homework which means there isn't enough "differentiated" approach to assigning homework as well.

While responding to the questions, teachers talked about incorporating technology into teaching practices. Teachers already use technology such as PowerPoint slides as teaching material to keep the students engaged but students aren't really being encouraged to use technology at home for homework. The teachers expressed that students may use the internet to only search the answers for the questions they are assigned. If the assignments are designed in a way that the students are encouraged to research about the topic, then that would be a better learning experience.

Another aspect was parental involvement. There was some correlation between parents' involvement in student's academic to the student's academic performance and more importantly,

student's attitude towards learning. Lower ranking students were the ones saying that their parents aren't are involved as much when it comes to their academics. It was said in a way that they were not being catered to by their parents whereas for higher ranking students, parents were invested in their child's development but didn't need to help their children while doing assignments because their child is already academically well off. This shows that the emotional support from the parents positively impacts student's attitude. Teachers were hinting at more positive parental involvement as well because the parents of the lower ranking students would mostly visit school to complain about their children's studies but are not actually trying to understand why they are lacking.

Students were also recommending to the teachers to discuss homework in class. It creates an environment of receiving feedback on their assignment but without being personal. Feedback is one of the important aspects of learning, as discussed by Tammi Minke (2017). This would aid student's learning and help students that aren't as communicating in class.

5.1.5 Some relevant home related discourse from Nepal. There is not much of the academic literature available that talks about the homework practices in Nepal, but the opinion columns of National Daily Annapurna Post have some columnists who often write on education related topics based on their interview with the experts.

In Nepal, during the long religious and seasonal breaks, schools have been providing children with lots of homework's for keeping them busy during the holidays. The philosophy behind providing such homework during the long breaks is to ensure that children remember the lessons that they have learned before going on a break. However, a prominent education scholar Dr. Bidhya Nath Koirala opines that children during the festivals should have the opportunity to enjoy the

celebrations, meet their families and relatives which provides them with so many important life skills. Children learn many important life lessons during festivals and social gatherings, these are the perfect times where they bind themselves with the family, society, and their far and close relatives. Children get to acquire their lessons in cultural and societal values. In contrast, the burden for completing huge multi subject homework is stressful on children and preventing them from exploring their cultural and social heritage during their long breaks. (Luitel, 2022). Similarly, another scholar quoted by the same author in her earlier column in July had presented the similar argument like Dr. Bidhya Nath Koirala, and strongly argues against the culture of homework which is preventing children from physical and societal interactions. According to him the lessons that children receive in schools are enough and they should be given ample time to interact with their siblings, family, and friends after returning from school. In his opinion homework should only be limited to the purpose of revision of the lessons from the classroom. Moreover, they should learn important skills such as interacting with the guests at home, engage in interactions and conversations of contemporary topics and most importantly they should have enough opportunity for doing the physical exercises such as playing games. He argues, most of the children in modern times leave for their school early in the morning and won't return until evening, hence if they are not given a space outside of school and lesson, the chances of them being burnt-out remains very high (Luitel, 2022).

Also, there is a slightly different perspective provided by other columnists, an analytical writing consisting of interviews with teachers, psychologists and parents, the author quotes a psychologist suggesting parental engagement with children while completing their homework help children develop emotional bonding with parents and get enough attention from their parents. This practice

has not only helped the children to excel academically, but equally helps parents get closer to their children and knowing their children's wellbeing at school. In the article the writer also quotes a principal of one of the government schools in Kathmandu who shared her experience with children getting attention from the parents are active, participatory, and interactive in the class works and confident. However, the article also portrays the disengaging tendency between the parents and their children from relatively poor and uneducated households is higher compared to children from economically stable and educated households. (Rai, 2023)

Undoubtedly, these articles are representative examples of the ongoing discourse of relevance of homework on children, however these readings also help us to understand the need for reviewing the patterns of homework given, their size and relevance. It is unanimously agreed that homework helps children remember their lessons, but their patterns should be revised. Not necessarily the homework should be from the lesson and tied with curriculum. The children should be given opportunities to explore festivals, celebrations, cultures, and geography which enriches children with various kinds of life skills and information that are important for their growth and learning. Documenting such experiences could be one of the homework and engaging parents in providing children with the relevant information about the given cultures, places or even food cuisines prepared during the festivals and cultural events can provide a learning platform to children.

5.2 Conclusion

This research has shed light on the relationship between students' academic achievements, mental health, and homework assignments. The findings indicate that students' academic performance is closely connected to the nature of assignments they receive. Higher-ranking students tend to have

a more positive attitude towards homework and perceive it as easier compared to lower-ranking students. This trend is consistent with previous studies showing a positive correlation between homework and academic achievement.

However, it remains unclear whether assignments directly impact students' rankings or if students' academic vigor shapes their perception of homework. Further analysis suggests that homework is most effective when assigned to specific children, for a reasonable duration, and when it is meaningful, engaging, and requires active thinking and learning. The current study also highlights the impact of homework on students' mental health, as excessive homework can lead to increased stress levels and various challenges.

Parents play a crucial role in supporting their children's academic endeavors, and their involvement is associated with improved academic performance and positive attitudes towards learning. However, the study reveals that some parents feel disconnected or are not actively engaged in their child's academic progress, particularly among lower-ranking students.

The prevailing homework practices in the studied schools primarily rely on traditional approaches, such as assigning textbook exercises, which may not effectively cater to students' individual needs and creative growth. Teachers and principals recognize the need for adjustments and improvements in homework practices, including the incorporation of technology and the design of more differentiated and engaging assignments, but there is a gap in capacity and more advanced pedagogical and professional development training packages should be developed and rolled out also targeting the private school teachers.

Based on the research findings, several recommendations emerge. These include reevaluating homework load and curriculum, implementing creative and differentiated approaches to

assignment design, encouraging parental involvement in a positive and supportive manner, utilizing technology to enhance learning experiences, and providing feedback to students on their assignments. By implementing these recommendations, schools can create a conducive environment for students to thrive academically while also promoting their mental well-being.

Overall, this study emphasizes the importance of thoughtful and balanced homework practices that consider individual student needs, foster engagement and motivation, and support both academic achievement and mental health. Further research and collaborative efforts among educators, parents, and policymakers are warranted to continually refine and improve homework practices for the benefit of all students.

5.3 Recommendations

Based on the study, the school's administration collectively talked about government involvement and policies. To bring nationwide change, actions from government will definitely be the most effective. Following are the recommendations that can be made which will bring a positive change:

1. Arrange nationwide research on the homework format trends and its effectiveness, in both public and private schools. The government can hire private consulting firms to conduct the research for faster results.
2. Revisions should be made in the textbook curriculum and exercises promoting experiential learning techniques based on 21st century skills since teachers heavily rely on them to assign homework to students. Homework should be designed to make it purposeful, not just a formality tool.

3. There should be more investment in teacher's development so professional development training should be revised and conducted for teachers to get them equipped with the latest and creative teaching skills.
4. There should also be more investment in teachers in terms of benefits that they receive as an employee so that they become and stay motivated to teach. Motivated teachers are more professional and generate creative ideas to engage their students.
5. It has already been established that parental involvement in children's academics have positive impact in their learning. However, many parents are unaware of ways to get themselves involved in their student's schoolwork. So, schools should develop outreach programmes targeting parents, sometimes conducted by relevant technical experts in the field, that would help parents engage with the school and their children's learning.
6. Schools should also hire a Guidance Counsellor for students so that when students are overwhelmed with stress, they can receive professional counseling on ways to deal with it. This would help students to cope with academic stress in better ways.

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Appendices

Appendix A: Letter of Consent

As a requirement for fulfillment of Master of Education in Educational Leadership & School Improvement, a course at the University of BRAC, students are required to conduct interviews for their thesis paper to collect data. Participation is entirely voluntary, and it is the participant's

decision on whether they want to be part of the research. You may also withdraw your participation at any point.

I am conducting research on homework effectiveness on middle school's students and better homework practices that can potentially help students grow holistically. Your participation will be of great value to my research.

This one-to-one interview will be recorded in notes and via tape, for reference purposes while writing the paper, and it will require 1 hour of your time. Your identity will remain confidential with only the interviewer if you choose so.

If you have any questions or concerns regarding this research, please contact Mamunur Rashid, Faculty of Institute of Educational Development, University of BRAC at mamun@bracu.ac.bd.

This form does hereby declare that Bibek Sharma Poudyal on the date of _____ agrees to the interview by (interviewer's name).

Your time and effort are integral aspects of our project, and we appreciate your participation.

(interviewee's name)

(interviewer's name)

Appendix B: Interview Guide

For teachers (paper form) and experts:

1. What are your views on current homework practices?
2. What changes have you seen in the ways homework is being assigned nowadays compared to your time?
3. What is your take on homework's importance on children's growth? Do you think it fully prepares them for the real world?
4. What changes would you like to bring in homework formats?
5. What changes would you like to bring in a teacher's teaching methods?
6. What recommendations do you have for parents, teachers and the government for children's education and their growth?

*Further questions may be added depending on the interviewee's response.

For parents (paper form):

1. Do you like the idea of homework?
2. How much amount of time do your children take to complete the assignments?
3. What do you think are the benefits of homework?
4. What do you think are the cons of homework?
5. Do you think it is affecting your child's mental health?
6. Have you seen any difference in their behaviors at home and at school?
7. Do you think homework is important for growth and do you agree with the current format of the homework?
8. What changes or growth have you seen in your child?

For the principal:

1. What are the school's available resources?
2. What is your take on homework practices?
3. Are you satisfied with current homework practices?
4. What educational policies are favorable for the school's system?
5. What educational policies are needed to make the school system better?
6. Are training workshops organized for teachers on teaching methods on a regular basis?
7. What are the financial statuses of your students? Do you think it affects their studies? How?
8. Are there financial aid services provided by the school?

*Further questions may be added depending on the interviewee's response.

Further questions for experts (adding to "For teachers and experts")

1. How effective do you think the current educational policies are?
2. What new educational policies do you think we need to develop in the education sector in Nepal?

*Further questions may be added depending on the interviewee's response.

Further questions for teachers (paper form) (adding to "For teachers and experts")

1. What is their educational background?
2. Their years of experience?
3. Any training workshops they have attended?
4. Any research journal articles they have read which has helped their teaching style.
5. What or who has inspired their teaching styles

For students:

1. What grade are they in? (6-8)
2. Their current grade

3. Average amount of time they spend on doing their homework
4. Do their parents help them while doing homework (Yes or No)? How helpful are they?
5. Do you find your assignments easy or hard? Does it depend on the subject?
6. What subject do you like?
7. Would you like to say anything to your teachers regarding homework? Any complaints?
8. Do you have anything to say to your parents about homework?

Appendix C : Translated Data

<p align="center">1st School Principal</p>	<p align="center">2nd School Principal</p>	<p align="center">3rd School Principal</p>
<p>School’s resources: Good infrastructure, playgrounds (separate for lower school students and middle and high school students), adequate washrooms, food canteen, clean drinking water, sick rooms, projectors for occasions, 2 computer labs, science lab, library (seemed proud of the facilities)</p> <p>Homework practices opinions and satisfaction: It is a tool that teachers use to help students maintain their discipline and routine for studying. We give homework to students so that they revise the lessons from the schools at home. In the classroom students are being taught in a group, homework provides children with reflection on their individual learning and helps to keep track of their performance.</p> <p>Favorable educational policies:</p> <p>Needed educational policies: There needs to be more government funded programs and scholarships for students of all ages and backgrounds and incentives for teachers as well. This is not exactly a</p>	<p>School’s resources: Good infrastructure, playgrounds (separate for lower school students and middle and high school students), toilets for both genders, canteen, clean drinking water, sick rooms, tovs in every classroom, 1 computer labs, science lab, library, small classroom sizes for individualized learning, online school portal for homework submissions and updates from teachers</p> <p>Homework practices opinions and satisfaction: Homeworks is important. It helps students revise what they have learned in their classrooms, it is undoubtedly one the major benefits of the practice of providing homework. Also, the current homework practices are mostly taken from textbooks. Teachers assign textbook exercises, and the exercises are developed by the experts. They are convenient and don’t put a lot of pressure on students to finish it. Also, they are convenient.</p> <p>My opinion regarding the current homework format is it needs improvement. We can</p>	<p>School’s resources: Well, Our school is always on the list of top 50 schools in the town. I strongly believe in the modern education system which is based on practical teachings, extracurricular activities, training and workshops. Therefore, we have a well dedicated team and resources which includes fully equipped computer labs, well-structured science experiment labs, modern equipped library and well-furnished classrooms with a limited number of students of 30. We have divided sections for a greater number of students in a particular classroom on the basis of merit. Besides that, we have frequent visits to the National Innovation center, museums, participation in competitive sports and so on. We have well-trained sports person, teachers and faculty member to access a feasible environment for our students.</p> <p>Homework practices opinions and satisfaction: We always emphasize a modern teaching techniques that ensure moral and mental growth of our students. I think that short</p>

policy per say but education policies pertain mostly to public schools and their effective implementation is yet to be seen anyways. They don't directly affect our institution except for when the curriculum is developed and textbooks are issued. Sometimes, the textbooks are issued very late, months after the classes start. Timely publishing of textbooks is very important.

Training and workshops: As mentioned earlier, Government funded teacher focused training targets the teachers at the public schools only, it rarely happens in the private or institutional schools. In our school, we use motivational speakers and teachers trainersto conduct teachers training 3 or 4 times a year. Also, as a regular practice our faculty meetings are regularly conducted, and the students' performance is discussed.

Financial situations of families: The students are mostly from middle-class families. We have a few students whose families struggle financially and, in such cases, we try to be as lenient as possible. We don't humiliate students just because they have not paid their school fees on time. We

adjust the current homework formats but changing the homework format has to be a gradual process. The present homework practice 6th to 8th grader is fine . But with the number of subjects that they have to study, the amount of homework sometimes overloads children, and they complain about it. So, re-evaluation of the homework formats is certainly required and we are constantly trying to improve it at our level.

Favorable educational policies: Most of the governmental policies favor public schools. Our educational policies are idealistic, which is good, but implementation has been a major challenge. Unless the private schools are also included by the governmental policies in relation to the enhancement of quality education it will not have any impact on homework or other quality related practices.

Needed educational policies: Nationwide programs and academic competitions for covering all the students, regardless public or private schools, should be organized. Also, frequently updated teacher certification courses should be developed and rolled out by the government.

homework exercises should be provided to the students that provide them the opportunity to revise the lessons from the classroom at home. . In addition to this, we strongly advise students get involved in extracurricular activities like indoor and outdoor sports. We have been assisting each student in developing their personal routine and diary that helps them organize themselves such as time management practices for activities, homework, class teachings and proper rest. This way, we believe that students do not take homework as their burden.

Favorable educational policies: We organize frequent parent's and student meetings. Recently, we have formed a strong panel of class teachers of all classes. We have allocated a time of 15 mins during the last period when our class teachers visit their respective classrooms and ensure that students have used the school diary properly. This also allows teachers to engage with each of the students. Next day the same teachers also check and verify the parent's signature in dairies to ensure that parents are also engaged with students' activity in the

<p>provide equal attention to all our children irrespective of their background.</p> <p>Financial aid services: As highlighted earlier, we are very lenient with struggling families in terms of extending deadlines for paying the monthly school fees. Our fees structure is comparatively affordable and however, we also cannot afford to provide full waiver to the fees such students as a private school monthly fees is our only resource for running the school .</p>	<p>Training and workshops: We have been providing teacher training programs, certified by the National center for Educational Development (NCED) is provided to our teachers.</p> <p>Financial situations of families: We have students from all backgrounds. Mostly middle class to higher middle-class families. There are students from lower income families as well.</p> <p>Financial aid services: Students who are academically performing well are given scholarships. Also, students with lower income families that have trouble paying the fees are given partial discounts on the fees. We are trying to bring more provisions in handing out scholarships that are not only merit based but only related to student’s creativity.</p>	<p>school. We acknowledge and comply with parents’ suggestions and guidance. This practice has been an effective tool to discuss student’s progress during the parent’s meetings.</p> <p>Needed educational policies: As mentioned above, we always welcome innovation and ideas from the students. I personally expect our students to be out of the box thinkers and outstanding compared to students from other school. In this competitive market, we must give our students the best of the knowledge and skills to thrive and survive. For that purpose, schools should always focus on the career growth of the students. From my personal point of view, we still must focus on developing education policies for a favorable schooling system.</p> <p>A strong core management is essential to build a strong foundation. We have been ensuring the qualification of each teacher in their respective subject area.</p> <p>We have an internal policy that each teacher receives training and refresher on a quarterly basis to remain updated on curriculum and course structure.</p>
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		<p>We have also made guidelines regarding our examination which includes at least four exams in a year and monthly class tests.</p> <p>We are working on a digitized personal score system which can be accessible to the student’s parents. So that they can know their children's overall progress in school.</p> <p>Frequent educational trips and field visits are organized for supporting the growth of the children.</p> <p>For coming months a motivational speakers will be invited on quarterly basis for for motivating students and teachers in their respective fields.</p> <p>Training and workshops:</p> <p>Yes, we always focus on the growth of students and our teachers. I have already mentioned our practice of the training of the teachers. Our teachers also need workshops and training regarding updated educational policies. We used to do frequent training digitally with the senior teams of Nepal Government’s curriculum board and many other bodies like Private and Boarding Schools Organization Nepal (PABSON), National Private and Boarding Schools</p>
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		<p>Organization Nepal (N-PABSON), Nepal Examinations Board (NEB) and so on. I, myself, am a member of the curriculum board including some teachers. Hence we have been updating and including elements of modern education system in our training packages.</p> <p>Financial situations of families: In our school, we have reasonable fee structures and charges. We have been providing full scholarships to the students on a merit basis. Also, we provide full or partial waiver of the fees to the students from weaker financial backgrounds who are struggling. This way children remain focused on studies and are not distracted by financial issues.</p> <p>Financial aid services: As already mentioned above , we have funding and scholarships available for deserving students. The top 2 students from each classroom are given full scholarships on a merit basis. The students who clear the entrance examination with good scores are also given scholarships on a merit basis. Furthermore, we also support those students who are economically poor</p>
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		but are performing academically good.
Teachers	Teachers	Teachers
<p>Believed homework to be an “essential part” of academic activities in the school. “Without homework, students won’t be able to remember what they have been taught”. The amount of homework that matters should not overburden the students. It should be “appropriate” for the grade level. According to all the teachers, use of technology to be a major support to the homework being assigned nowadays. However, there are chances where students may be spending too much time on unrelated things while using their mobile phones for aiding their assignments and parents should be monitoring their use of mobile strictly. According to one of the teachers (social studies) Students these days are much smarter than their age and mostly their knowledge is not relevant to the curriculum or the concerned subjects. Regarding homework formats, exercises from the textbooks are given to the students and their capacity is examined through how well they finish the assignment.</p>	<p>Current homework practices: We are giving homework to students adequately. Homework helps in expanding knowledge, and it helps us to assess/evaluate children’s academics.</p> <p>Change in homework trends: Technological advancements have helped tremendously with learning. Back in our times, we relied more on newspapers, physical textbooks and other extra books, library sections were not readily available. Now, students can browse through you-tube and google for various contents which are in the books and take the live lessons as well.</p> <p>Take on homework’s importance on children’s growth: Giving assignments and solving them necessarily does not make a person ready for the real world. But homework might help in building memorizing the lessons from the classroom and eventually assisting students to understand the subject lessons.</p>	<p>Current homework practices: Homework are thought to be a positive inducer of developing learning processes (thinking, reasoning, memorizing, organizing etc) Regarding the format, textbooks provide exercises to the students which are needed to be solved by the students. Fun projects are given every term in certain subjects like Science, Social Studies which require practical knowledge, but these kinds of projects are limited to 2 times a year, during the long vacations for students. We have time limitations for completing the syllabus, and adding extra project burden to the students may create demotivation and dissatisfaction among the students.</p> <p>Change in homework trends: Technology has facilitated learning. As a drawback of technological advancement, we can say that monitoring is required to ensure that students are on the right track. Nowadays, after the COVID 19 pandemic, students and teachers are introduced to</p>

<p>Now new assignment techniques are used, students are given the textbook-based assignments prescribed in the text books.</p> <p>In terms of teaching method, they teach “what they are told to teach” and “according to the textbook instructions”. Meaning, the textbook exercises and guidelines are what they follow.</p> <p>Regarding the teaching methods, it seemed to be the same conventional teaching methods. The science teacher said, “I try to check whether the students are paying attention by cross questioning. We have pressure to finish the syllabus most of the time.” And have pressure from parents to make their children smart and genius (academically only)</p> <p>Recommendation: All the teachers collectively agreed that there should be “more investment” in teachers’ capacity/professional development.</p>	<p>Changes to bring in homework formats: Homework formats need to be changed and the changes need to be implemented as well. More projects and case study types of assignments can be given to students for enhancing their critical thinking and reasoning capacity.</p> <p>Changes to bringing in teaching formats: More interactive lectures and discussions should be promoted for teaching learning activities. Use of various teaching learning tools such as flashcards, meta cards, posters can be used for making the classroom more conducive and interesting for keeping students engaged. Techniques like brainstorming can be used and lesson plans can be prepared before classroom time.</p> <p>Recommendations for parents, teachers and government for children’s education and their growth: Parent’s involvement in education of the child is essential for children’s growth. Parents should try to understand their children’s behavior, interest and habits of learning without being intrusive. Teachers should help in giving homeworks</p>	<p>various methods of online learning. In our school, we have created a school portal which is viewed by teachers, students and parents where the assignments are assigned and attendance is noted. Back in our times, we used to rely mostly on textbooks but thankfully, things are changing for the better.</p> <p>Take on homework’s importance on children’s growth: Homework are not only about learning subject matters but about developing better habits. It helps in developing good habits and giving continuity in such habits may help in promoting better and successful lives in the future.</p> <p>Changes to bring in homework formats: Homework formats need to be changed. Group projects, case studies can be given to students.</p> <p>Changes to bring in teaching formats: More visual aids and projective techniques (multimedia) can be used for teaching learning activities. Techniques like interactive lectures and discussion can be used. Regarding the format, textbooks provide exercises to the students which need to be solved by the students. Additionally, we also provide</p>
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	<p>which develops their thinking and reasoning skills.</p> <p>Government should consult experts, publish books on time and include lessons which help students to be practical, understand real life situations and scenarios.</p>	<p>worksheets depending on specific chapters that may require additional attention.</p> <p>Recommendations for parents, teachers and government for children's education and their growth: Constructive feedback and criticisms can be given to students which helps build their confidence and retain their self-esteem. The government can help poor students by providing financial support.</p>
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Grade 6 (1st Ranking)		
<p>Avg amount of time spent on homework: 1-2 hours</p> <p>Parents help: "I don't need their help. I ask my older sibling </p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Science</p> <p>Comment to teacher regarding homework: Assignments are easy. I can solve them.</p> <p>Comment to parents regarding homework: My parents are quite supportive and check my copies sometimes.</p>	<p>Avg amount of time spent on homework: 1 hours</p> <p>Parents help: " My parents help me with my homework "</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Mathematics</p> <p>Comment to teacher regarding homework: Assignments given are tricky and interesting (Mathematics)</p> <p>Comment to parents regarding homework: My parents help me with my homework after coming from work.</p>	<p>Avg amount of time spent on homework: 1 hours</p> <p>Parents help: I can solve questions myself. They are easy after learning the lessons.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: English and Nepali</p> <p>Comment to teacher regarding homework: I do not have any comments. My teachers are nice.</p> <p>Comment to parents regarding homework: I do not</p>

		have any comments. They let me study and play as well.
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Grade 6 Mid Ranking

<p>Avg amount of time spent on homework: 2 hours</p> <p>Parents help: I ask help from my parents and friends when necessary.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Nepali</p> <p>Comment to teacher regarding homework: Homework should be given less.</p> <p>Comment to parents regarding homework: I do not have any comments to my parents regarding homework. I do my homework on time but sometimes they scold.</p>	<p>Avg amount of time spent on homework: 2 hours</p> <p>Parents help: My mother helps me with my homework.</p> <p>Easy or hard assignments: Sometimes easy, sometimes hard</p> <p>Favorite Subject: Social Studies</p> <p>Comment to teacher regarding homework: Teachers should discuss homework in class.</p> <p>Comment to parents regarding homework: I have no comments. My mother and my sister help me with my homework.</p>	<p>Avg amount of time spent on homework: 2 hours</p> <p>Parents help: I am scared to ask my parents.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Computer</p> <p>Comment to teacher regarding homework: Teachers should give easy homework and also should give one to one classes.</p> <p>Comment to parents regarding homework: I am scared to ask them because they scold me for not knowing about the subject. That's why I ask my friends for help, and I understand easily. I usually copy my homework from my friends.</p>
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Grade 6 Last Ranking

<p>Avg amount of time spent on homework: 1 hour.</p> <p>Parents help: My parents are always busy.</p> <p>Easy or hard assignments: Hard</p>	<p>Avg amount of time spent on homework: 1 hour.</p> <p>Parents help: My parents do not know.</p> <p>Easy or hard assignments: Hard</p>	<p>Avg amount of time spent on homework: 1 hour.</p> <p>Parents help: My parents do help me.</p> <p>Easy or hard assignments: Easy</p>
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<p>Favorite Subject: Environmental and Population Health</p> <p>Comment to teacher regarding homework: They give too many assignments and assignments are boring to do.</p> <p>Comment to parents regarding homework: My parents are always busy and they do not have enough time to teach me and I come to school and copy my homework from my friends.</p>	<p>Favorite Subject: Computer</p> <p>Comment to teacher regarding homework: Teachers should not only teach books but also take us to computer labs.</p> <p>Comment to parents regarding homework: I do not want my parents to scold me for homework.</p>	<p>Favorite Subject: Nepali</p> <p>Comment to teacher regarding homework: Teachers should not scold harshly.</p> <p>Comment to parents regarding homework: My parents should not complain to my class teacher.</p>
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Grade 7 First Ranking		
<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: My siblings help me with my homework.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: English</p> <p>Comment to teacher regarding homework: I want teachers to be more creative and involve us in more extra activities.</p> <p>Comment to parents regarding homework: My siblings help me so I have no</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not need much help.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Nepali</p> <p>Comment to teacher regarding homework: Teachers should give homework but not in more quantity as we have many subjects and it also has homeworks.</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not need my parents' help and if I have questions I ask directly to my teacher.</p> <p>Easy or hard assignments: Easy sometimes, sometimes lengthy</p> <p>Favorite Subject: Mathematics</p> <p>Comment to teacher regarding homework: I have no comments. Teachers are very helpful</p>

<p>comments as I complete my homework on time.</p>	<p>Comment to parents regarding homework: I can do my homework and they do not tell me anything.</p>	<p>Comment to parents regarding homework: My parents ask me sometimes about my assignments but mostly I do not need their help.</p>
<p>Mid Ranked</p>		
<p>Mid Ranked (2nd School)</p> <p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: My parents help me sometimes.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Social Studies</p> <p>Comment to teacher regarding homework: Teachers should discuss homeworks in class.</p> <p>Comment to parents regarding homework: As they help me with my homework sometimes, I do not have any comments.</p>	<p>Mid Ranked (2nd School)</p> <p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: My parents help me when I ask them to help.</p> <p>Easy or hard assignments: Sometimes easy, sometimes hard</p> <p>Favorite Subject: Environmental and Population Health</p> <p>Comment to teacher regarding homework: They should be more fun</p> <p>Comment to parents regarding homework: My parents help me when I ask them to help so I do not have any comments.</p>	<p>Mid Ranked (2nd School)</p> <p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not need help from my mother.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Mathematics</p> <p>Comment to teacher regarding homework: Teachers should give more time to do geometry (Mathematics) in class rather than homeworks</p> <p>Comment to parents regarding homework: I do not need help from my mother. She works and comes home tired.</p>
<p>Last Ranked</p>		
<p>Avg amount of time spent on homework:1-2 hours</p>	<p>Avg amount of time spent on homework:2 hours</p>	<p>Avg amount of time spent on homework:2 hours</p>

<p>Parents help: My parents ask me about my homework but they do not help.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Games, haha</p> <p>Comment to teacher regarding homework: Teachers should not ask questions while teaching lessons as we do not always understand. I feel scared to tell them that I am not understanding.</p> <p>Comment to parents regarding homework: My parents do not help me with my homework. I copy my homework from my friends.</p>	<p>Parents help: My parents are never home and they are always busy.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Social Studies</p> <p>Comment to teacher regarding homework: Teachers should not give more homeworks.</p> <p>Comment to parents regarding homework: My parents ask me about my studies sometimes but I know that they will not do anything even if I do not do my homework.</p>	<p>Parents help: They help me with my homework. But I am mostly interested in games.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Games</p> <p>Comment to teacher regarding homework: I don't really like to study and I find it boring.</p> <p>Comment to parents regarding homework: My parents help me with my homework. It's just that I do not read during my exams and other times as well.</p>
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<p>Grade 8 (First Ranked)</p>		
<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not really ask my parents for help. If I have questions, I try to solve them on my own.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Social Studies</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not need help from my parents.</p> <p>Easy or hard assignments: Sometimes easy, sometimes hard</p> <p>Favorite Subject:Mathematics</p> <p>Comment to teacher regarding homework: They should not assign a lot of</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I do not require much help from my older sibling. If I do, then I ask them sometimes.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Nepali</p>

<p>Comment to teacher regarding homework: They should not put pressure on submission of homeworks.</p> <p>Comment to parents regarding homework: I do not need help from my parents but it would be helpful if my parents do not interfere too much.</p>	<p>homeworks because we cannot revise all the subjects as there is no time.</p> <p>Comment to parents regarding homework: I think they should not keep asking about my studies always.</p>	<p>Comment to teacher regarding homework: They should assign less homework.</p> <p>Comment to parents regarding homework: I think they should not keep asking me to study all the time.</p>
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Mid Ranked

<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: They help me sometimes.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Science</p> <p>Comment to teacher regarding homework: They should include more experiments and projects. It is very interesting.</p> <p>Comment to parents regarding homework: I would like it if they would not give exam pressure all the time.</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: My older sibling helps me sometimes, but I do not ask as much as I can do on my own or with the help of my friends.</p> <p>Easy or hard assignments: Easy</p> <p>Favorite Subject: Nepali</p> <p>Comment to teacher regarding homework: Teacher should not be boring and should not always come in class and teach coursebooks. The lessons should be enjoyable.</p> <p>Comment to parents regarding homework: I do not need help from my parents. They should not focus only on studies though, play and outside activities are necessary as well, haha.</p>	<p>Avg amount of time spent on homework:1-2 hours</p> <p>Parents help: I get help from my friends rather than my parents.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Computer</p> <p>Comment to teacher regarding homework: They should not give more homeworks.</p> <p>Comment to parents regarding homework: I have no comments.</p>
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Last Ranked		
<p>Avg amount of time spent on homework:2-3 hours.</p> <p>Parents help: My parents are busy. But, I do not need their help anyways.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Nepali</p> <p>Comment to teacher regarding homework: Teachers should not be too boring.</p> <p>Comment to parents regarding homework: My parents should not always ask me about studies.</p>	<p>Avg amount of time spent on homework: 1 hours.</p> <p>Parents help: My parents do not help me.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: Science</p> <p>Comment to teacher regarding homework: Teachers should include more reading homeworks.</p> <p>Comment to parents regarding homework: My parents should not ask me about my homeworks. They should not come to school and enquire about my studies.</p>	<p>Avg amount of time spent on homework:1 hours</p> <p>Parents help: My parents help me with my homework.</p> <p>Easy or hard assignments: Hard</p> <p>Favorite Subject: English</p> <p>Comment to teacher regarding homework: Teachers should not give more writing homeworks.</p> <p>Comment to parents regarding homework: I have no comments, but they should not keep asking me about my homework and irritate me all the time.</p>

<p>Parent 1 (Grade 6)</p> <p>Homework is important and it engages a child so that he/she is not much involved in Tik Tok, playing games on mobile phones. They may sit down to do homework for about an hour. Sometimes, I see them doing homework for hours when they must skip playing outside with their friends. Sometimes, my child</p>	<p>Parent 5(Grade 6)</p> <p>I like the practice of giving homeworks. My child spends about 2 hours doing homework. Homework helps my child to recall what he read in class, and it is like a revision so that memory power is increased. But, I guess too much homework is also not good as there is not enough play time. My child</p>	<p>Parent 7 (Grade 6)</p> <p>I think homework is necessary. My child spends 1 hour doing homework. It develops his habit of studying and learning. Writing homework develops vocabulary as well. I do not think there are any effects of homework. My child does well on exams, and I think it's because of his behavior of</p>
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<p>gets irritated for not being able to spend time playing outside after coming from school, but only sometimes. I do not know if it is because of homework, but I sometimes see my child getting anxious to finish their homework and sometimes they do not share why they are behaving this way.</p>	<p>sleeps late so there are issues with his sleep routine sometimes. But, overall, I think homework is very important if it is given in the proper amount.</p>	<p>doing homework every day. His father helps him do homework, so I think homework updates us as well to where our child's level of learning is at. So, homework is necessary. Project work is too difficult. Once during Dashain Vacation, a project work of collecting old items (coins) and collecting various plants and leaves was given. My child was so frustrated and scared. I thought he could not enjoy his vacation. So, I think the current format of giving exercises from textbooks is okay. It is helping my child to study everyday consistently for an hour.</p>
<p>Parent 2 (Grade 7)</p> <p>Homework helps to prepare for exams. It takes about 1 hour for my child to do homework. Homeworks helps to improve results in exams. Too much homework has made my child stressed as there should be some time to rest. Heavy writing homework has created stress in my child. My child tries to avoid conversations regarding studies. Homework helps in a child's academic growth, but more projects can be given to improve practical knowledge. Due to homework, my child</p>	<p>Parent 4 (Grade 7)</p> <p>I think it's okay to give homework to children. My child takes about 1 hour to complete homework. Homework helps children to utilize their time and not to do unnecessary activities like watching television, cartoons etc. I do not think there is anything wrong with giving homework. My child sleeps on time and spends only an hour so there are no bad effects to his health. In fact, doing homework has made him more confident in learning. He likes to read</p>	<p>Parent 8 (Grade 7)</p> <p>I think homework is necessary. It helps to keep my child on track and to see him studying is such a nice thing to look at. He is not the topper but I think homework helps to boost his confidence that he can be topper as well if he studies more and does more hard work. He does homework for about 2 hours. I have not noticed any bad effects of homework and it does not have any, I think. When they do not have homework and have free time, they go out with friends,</p>

<p>has developed more memorizing and organizing ability.</p>	<p>Nepali poems and keeps telling me stories from his textbooks.</p> <p>. So, I think he has become more joyful and enjoys his time.</p>	<p>and they may get involved in the wrong activities. I think project work is not necessary. It is given during vacations and thus that creates pressure on my child. Other than that, homework helps in children's growth.</p>
<p>Parent 3 (Grade 8)</p> <p>I do not like the idea of homework as it creates more pressure on my child. My child takes a lot of time to complete homeworks. I do not think homework has advantages. All the activities given in the textbook can be done in the classroom. Homework takes time and does not allow my child to do activities of his interest. Homework is affecting my child's mental health and they feel stressed and anxious regarding homework submission. I have not seen any improvement on a child's behavior by homework alone.</p>	<p>Parent 6 (Grade 8)</p> <p>I do not like the practice of giving homeworks. My child is in Grade 8 so he practices question sets of District Level in his free time. But I do not think teachers should give extra load to students by adding more homeworks. He has tuition classes, and he does not have enough time for himself to play and to interact. It seems he is always busy and frustrated. He does not talk with us much at home. I think children should be made to practice textbook exercises in class and not assign them homework and let them do other activities in their free time.</p>	<p>Parent 9 (Grade 8)</p> <p>I like the idea of homework. My child comes home and solves the exercise. Those textbook exercises help him with his exams. So, I think homework prepares a child for exams and it helps to reduce that excess exam pressure. My child does homework for about an hour. He spends time with his sister who is just 5 years old after doing homework. I do not think there is a burden of homework completion as he interacts with us and is a happy child. The exercises in textbooks are enough for a child's development. I think homework has made my child disciplined as he comes home, eats his lunch and sits to do homework every day. It's so good to see him doing his work and taking it seriously.</p>