



In and Out-of-School Factors Influencing Learners' Attitude towards Writing Homework in Kwara South.

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ABSTRACT

This study investigated in and out-of-school factors influencing pupil's negative attitudes towards the writing of homework Kwara South senatorial district. Two research questions and one hypothesis was formulated for the study. A descriptive survey designed was adopted for the study. Kwara South Senatorial district constituted the target population. There are seven local government areas in Kwara South senatorial district, out of which three were purposively sampled (Ifelodun, Irepodun, and Isin). With a total of 111 basic schools out of 25 were purposively sampled, there is a total enrolment figure of 3,671 in the sampled, from which proportionate sampling procedure was employed in the selection of 641 respondents. A 13 four-point-Likert scale items researcher designed a questionnaire entitled "in and out-of-school Factors influencing the negative attitude of pupils towards writing homework" with psychometrics properties of content validity of 0.81 and a reliability index of 0.70. Means score and paired t-test were used to answer and test the research questions and the hypothesis raised respectively. The study revealed that all the in-school and out-of-school factors were found to influence pupils' attitudes towards the writing of homework negative. It was, therefore, recommended among others that School should come up with excellent and useful policies to guide teachers on how best to go about given homework pupils.

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INTRODUCTION

After every hectic day at work, parents come back home to face another stressor called homework. Most Nigerians schools believe that keeping children with lots and lots of homework is the best way to keep them busy at home. Meaning that it may also be translated to mean, more homework equals academic excellence. In Nigeria, teachers are becoming lazy by the day. Teachers now use homework to transfer responsibilities to parents. When

putting a Nigerian child through his homework, parents get so frustrated even when the child happens to be the best in the class. Teachers now give children assignments on topics yet to be treated or on topics not well treated.

During holidays, irrespective of how short spanned the break is, whether weekends, mid-terms, terminal, independence, Children's Day, festival breaks, and many more. Nigerian schools use such opportunities to bombard children



with homework — all to get them grounded in their academics. Parents are conversant with this style of learning that it becomes uncommon when a child comes home without homework to be done at home by the class teacher. Most parents take steps to verify, and in some cases, a call is put across to the teacher to ascertain the child's explanation. For some impatient parents, the child is either accused of lying, being lazy or not showing sufficient interest in his/her studies.

Homework is a controversial issue. It advocates claims that it inspires student creativity, develops self-determining learning skills and allows time for practice and application of what was learned in school. Its encroaches upon children leisure time and deprived them opportunity to community activities, they also see homework as a powerful instrument of class discrimination in the sense that children from lower-income homes often do not have conditions required for home study and must compete on unequal terms with their middle-class peers which may influence their attitude either positively or negative. This study investigated the home and school factors as a predator of students' poor attitudes towards homework writing.

A scholar returning home after long school hours with lots of homework is not new to parents with children in pre-basic, lower basic, middle basic and upper basic schools in Nigeria. With today's parents facing innumerable challenges of the near absence of necessary infrastructure to low income and stressful to afford basic needs of life, it is becoming progressively difficult for them to spend quality time with their children. To guarantee the children's safety while away, parents come up with such demands as extra lessons, private tutorials, and homework. Common among low-income parents who spend more time outside the

home to fend for their families, the demand for teachers for homework goes outside their desire for their children's academic fineness. Caught in the center of meeting the employer's target and sustaining parents' demand for more time for their children, the pupils are at the receiving end with loads of homework that frequently defeat their drive.

Meanwhile, the deliberation on the usefulness of homework has been an endless one; it is believed that in some quarters that homework helps students to learn time management, support study habit and the art of taking charge, starting with their studies and finally their survives. According to Dr. Robert Walker, "homework inclines to concentrate on three things: student learning and attainment; the development of student learning skills; as well as parental engagement." Meaning that attending to homework makes students learning become effective in the aspect of learning skills and achieve well in the larger society. Be it either before now (18th) or in recent times (21st) century, the basis of giving assignments remains - it is a form of learning reinforcement. Learning to strengthen is convenient, particularly for early year learners and lower basic simply because typical of the learners in this unit learn by duplication."

In the study of Olofa's (2016) findings revealed that learners tend to remember 10% of what he read and 20% of what he listened to, "so to rise retention, homework comes in to raise the frequency of contact, hence, the percentage of retention." Studies also reported that homework serves as an approach to learning, which many teachers have found helpful in many ways. Firstly, it provides ample opportunity for learners to build on what they had learned in the classroom. Secondly, it enables the teacher to assess individual learner's understanding of the topic taught.



Moreover, lastly, it aids the timely completion of the set scheme of work.

Conversely, a critic of homework, like Kohn (2019), sees homework as an extra burden on the learners at any educational stage. He asked why teachers and parents should continue to insist on overloading students with homework when it is believed to have no definite evidence proving the overall learning benefit of homework to children's academic performance. Arguing that homework can be detrimental to children's development, it was pervaded further that, homework deny families of quality evening time together, not permitting children adequate period to relax and that continuous busywork only turns them off schoolwork and kills their interest for schooling.

According to Mutodi and Ngirande (2014), several factors are contributing to why learner do not write their homework; firstly, they find homework to be time-consuming and tiring. To them writing homework takes much time which they required to carry out other activities such as play, attend religious programme among others. Thus, they choose to run absent from doing this task every day and choose to engage themselves in other activities. Secondly, it is the value they attached to homework which as to do with only capable of helping them academically and not in any other way. They failed to see any other vital value of homework such as helping them to be more responsible students. Thus, they think giving time in some kinds of games will be more beneficial. Thirdly, because there are no physical rewards and special recognition for doing their homework. Learners, especially those at the lower basic see reward and recognition as a motivating factor to learn well and participate actively in class or school activities. Failure to provide them with recognition may demotivate them from doing their homework. Fourthly, learners may find it

difficult doing their homework when they know that it has no use later and it will not be part of their examinations. Different studies have revealed that 80% of learners do and submit their homework on time if such homework questions will feature in their examination while only 20% will still not attempt doing it no matter its status. Lastly, learners may not find any form of assistance from the parents and other adult members of the family when homework is brought home. Thus, the learner will now result in a habit of keeping it and copying from friends on getting back to school.

Learners' attitudes towards homework are often influenced by peer group and community factors (Chen & Stevenson, 1982). Pupils often report that homework has little association to work in hand, it is poorly set, marked late, and that there is an absence of pupil-teacher interaction resulting in poor feedback (Hodapp & Hodapp, 1992). Despite these negative attitudes towards homework, students seem to view teachers as more useful when they set daily homework (Dudley & Shawver, 1991). There also seems to be an interaction between time spent on homework and positive attitudes towards school (Keys & Fernandes, 1993). Pupils who like school are likely to believe in the essence of homework than those who dislike school (Leung, 1993). Also MacBeath and Turner (1990) discover that a range of factors affected pupils' attitudes towards doing their homework including motivation, mood, well-being, family circumstances, the weather, and the quality and quantity of homework assigned.

Farrow, Tymms, and Henderson (1999) researching in England revealed that the frequency of doing homework was related to positive attitudes to school amongst Year 6 pupils, but these data did not hold at the level of the school. Self-concept measures were somewhat associated with the report on the quantities



of homework. Keys and Fernandes (1993) also discovered that time spent on homework by pupils in Years 7 and 9 was a significant determinant of positive attitudes towards school but the amount of variance explained by time spent on homework was minimal.

In the findings of Deslandes and Bertrand (2005) Parental Economic Background: Some high school students feel that parents do not know to assist them with school work. Others, also especially from low socio-economic backgrounds, feel ashamed of their parents' poverty. These students can deliberately fail to inform their parents of events in the school where parents are to participate.

The notion that parental occupational levels significantly influence students' academic performance is in agreement with the findings of previous researchers in a similar area, like Fajuyitan (1998) Ononuga (2005) and Ogunsola & Adewala (2012). All these studies imply that parental economic background does not only determine the level of financial support as well as motivation available to a student but also equips the students with basic educational materials necessary for high academic performance.

In recent times basic school pupils and students have developed a lackadaisical attitude towards the writing of their school take-home assignments and homework. It was found disturbing by the teachers and other stakeholders in the education industry. Thus, it became imperative to investigate which factors predict learners' poor attitudes towards the writing of homework.

Purpose of the Study

The study investigated in and out-of-school influencing learners' negative attitude towards writing homework in Kwara South senatorial district. Specifically, the study examined:

- a) In-school factors influence on pupils' negative attitude towards the writing of homework Kwara South.
- b) Out-of-school factors influencing pupils' negative attitude towards the writing of homework in Kwara South.
- c) Whether a difference exists between in- and out-of-school factors influencing pupils' negative attitude towards homework writing in Kwara South.

Research Questions

This study answered the following research questions:

- a. What are the In-school factors influencing pupils' negative attitudes towards the writing of homework in Kwara South?
- b. What is the Out-of-school factors influencing pupils' negative attitude towards the writing of homework in Kwara South?
- c. Is there a difference between in- and out-of-school factors influencing pupils' negative attitude towards homework writing in Kwara South?

Research hypothesis

H₀₁: There is a significant difference between in- and out-of-school factors influencing pupils' negative attitude towards homework writing in Kwara South senatorial district

METHODOLOGY

The descriptive form of survey design was adopted for this study. Middle basic school pupils in public schools in Kwara south senatorial district constituted the population while middle basic four, five and six in the 2018-2019 academics session constituted the target population. There are seven local government areas in Kwara



South senatorial district out of which three were purposively sampled (Ifelodun, Irepodun, and Isin). These are a total of 111 Basic schools in the three sampled local government areas (50 for Ifelodun, 43 for Irepodun and 18 for Isin respectively). Twenty-five (10: 9: 6) Basic schools were purposively sampled with a pupils enrollment figure of 3,671 out of which 641 were sample proportionately from the 25 sampled schools, constituting of middle basic school pupils that are basic 4, 5 and 6 respectively. In line with the research advisors' (2006) table of sample selection which indicated that the best sample selection for a population range of 2500 to 3500 at a confidence level of 95% and with an error margin of 3.5% is 641.

A 13- items researcher's designed questionnaire was the only instrument

adopted to elicit the needed data for this study. The instrument was subjected to validity by experts in the Educational Research Measurement and evaluation unit of the Department of Social Sciences Education, University of Ilorin, to ascertain its content validity of 0.81. A test-retest correlation was carried out with a population of 121 pupils from Oke-Ero local government areas. An interval of three weeks was given, and the scores of the first were correlated with the scores of the second and a reliability index of 0.70 was obtained. The data collected were subjected to statistical analysis using descriptive statistics of a mean score, and ranking order while the hypothesis was tested using paired t-test at an alpha level of 0.05.

RESULTS

Data elicited were presented in the following ways

Research Question 1: What are the In-school factors influencing pupils' negative attitude towards the writing of homework in Kwara South?

Responses on in-school factors influencing pupils' attitudes towards the writing of homework were coded and subjected to mean (arithmetic average). The result is presented in Table 1

Table 1: Ranking Order of in-school Factors influencing pupils' negative poor attitude towards the writing of Homework

S/N	In -school Factors influencing pupils' negative attitude to writing Homework	Mean	Ranking
1	I find it difficult doing my homework because they were always too many	3.03	4 th
2	I am discouraged from doing my homework because my teacher does not always mark it.	3.26	3 rd
3	I do my homework because I am scared of my teacher's punishment	1.73	6 th
4	Because I do get home late from school, I do not have enough time to do my homework	3.99	1 st
5	I do find writing my homework difficulty when I do not understand the topic	2.53	5 th
6	I do not always do my homework because most homework questions are not related to my examination questions	3.56	2 nd



As shown in Table 1 above, what constituted school factors influencing pupils' attitudes towards the writing of homework mean scores ranges from 2.53 – 3.99. This is an indication that in-school factors influence pupils' negative attitudes towards the writing of homework.

Research Question 2: What are the out-of-school factors influencing pupils' negative attitude towards the writing of homework?

Responses on out-of-school factors influencing pupils' attitudes towards the writing of homework were coded and subjected to mean (arithmetic average). The result is presented in Table 2.

Table 2: Ranking Order of out-of-school factors influencing pupils' attitude towards the writing of Homework

S/N	Out- of- school factors influencing pupils' attitude to write Homework	Mean	Ranking
1	Doing my homework is always difficult for me because my parents are not educated	3.19	1 st
2	I don't always do my homework because my parents do not have the time to check my school notebook, they are always too busy	3.02	4 th
3	Helping my parents at home does not always allow me to finish my homework	3.16	2 nd
4	I do find it difficult doing my homework because I do not have a home lesson teacher around to help me	2.72	6 th
5	My parents help me to do my homework most times	0.88	6 th
6	Doing my homework disturbs completion of my home duties for parents	3.11	3 rd
7	I don't do my homework because I do not have the textbook recommended in my school	3.01	5 th

As shown in Table 2, what constituted out-of-school factors influencing pupils' attitudes towards the writing of homework also has a mean score ranging from 2.72 – 3.19. While the only help from parents was the only out-of-school factor, not influencing pupils' attitudes toward the writing of homework. By implications that many of the parents

are not involved in the affairs of children's schoolwork.

Hypothesis Testing

The hypothesis was tested with the use of paired sampled test at 0.05 level of significance. And presented in table 3

H₀₁: There is no significant difference between the in and out-of-school factors influencing pupils' negative attitude towards writing homework.

Table 3: Paired samples test on in and out-of-school factors influencing pupils' negative Attitude towards writing homework

Pair	N	Mean	Std. D.	t-value	df	Sig. (2-tailed)	Remark
In-school – out-of-school	641	0.109	3.455	0.080	640	0.936	NS

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Results in Table 3 showed at-value of 0.080 and p-value of 0.936 which is greater than 0.05 ($0.93 > 0.05$). Since 0.93 is greater than 0.05, the null hypothesis was accepted, which means that significant difference does not exist between the in-school and out-of-school factors influencing pupils' negative attitude towards the writing of homework. By implication, both the in-and out-of-school factors constitute greatly to pupils negative attitude toward the writing of homework.

SUMMARY OF THE FINDINGS

Based on the data collected, analyzed and interpreted, the following findings were obtained:

- a. The majority of the in-school factors stated in this study were found influencing pupils' negative attitude towards the writing of homework except "I do my homework because I am scared of my teacher's punishment which had a mean score below 1.73.
- b. Likewise, six out of the seven items highlighted as the out-of-school factors were found influencing pupils' negative attitude towards the writing of homework except "My parents help me to do my homework most times" which had a mean score below 0.88
- c. Finding from the study also revealed that a significant difference does not exist between the two factors influencing pupils' attitudes towards the writing of homework negatively.

DISCUSSION OF FINDINGS

The findings of the study showed that both in-school and out-of-school factors of different types constitute a significant influence on the negative attitude of pupils towards the writing of their homework. This

meaning that for schools to achieve the lofty purposes of homework, there must be a positive response from both the in-and out-of-school factors. Meaning that the most common purpose of homework is to have pupils practice material already obtainable in class to strengthen learning and facilitate mastery of specific skills. Firstly, homework is to serve Preparatory purposes. Preparatory homework introduces the material that will be presented in future lessons. This homework aims to help pupils obtain the maximum benefit when the new material is covered in class. Secondly, as Extension, this means that homework involves the transfer of previously learned skills to new situations. For example, pupils might learn in class about why people marry in Islam and then be asked as homework to apply them to why people also marry in Christianity faith. Finally, homework serves integration purposes. By this, it means that homework needs the student to apply distinctly learned skills to produce a single creation, such as book reports, science projects, or creative writing.

More so, homework does also serve purposes that do not relate directly to instruction. Such as an act of establishing communication between parents and children; to fulfill directives from school administrators, and to inform parents about what is going on in school among others. Then achieving these should not be based on fear of teachers' punishment in school, as well as constant help from parents to get homework done most times as attested to by the pupils in the study.

Conversely, it was revealed in the study that pupils close very late from school and still go home with lots of homework to deal with, and all these daily routines make them grow bored simply because of the amount of time they are required to spend on academic material and matters. This denies them access to leisure time, parental



care and attention outside academic work and activities within the environment that also teach essential life skills. Parent constant involvement in homework can turn into parent interference. For example, parents can confuse children if the instructional techniques they use differ from those used by teachers. Homework can lead to the acquisition of undesirable character traits if it promotes cheating, either through the copying of homework or help with homework that goes beyond tutoring. Finally, homework accentuates existing social inequities in society. In essence, children from disadvantaged homes according to the finding of the study find it difficult doing their homework because their parents could not afford the services of a lesson teacher at home, then their middle-class counterparts. This calls for why there was no significant difference between the two independent variables influencing pupils' attitudes negatively towards the writing of homework.

CONCLUSION AND RECOMMENDATIONS

Conclusively, in and out-of-school factors contribute significantly to the negative attitudes that pupils have towards the writing of their homework. Thus, the following recommendations highlighted;

1. Schools should come up with excellent and useful policies to guide teachers on how best to go about *given* homework pupils. This will also be of great help to the parents, and other members of the community on how best to help their wards when homework is given.
2. Schools especially private school should go back to the previous system of school closing noon for preparatory classes and 1:00 for lower and middle basic pupils. This will allow the pupils to get home in

good time, rest, and do their homework.

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