TEACHERS’ PERSPECTIVES OF THE INFLUENCE OF HOMEWORK ASSIGNMENTS ON STUDENTS’ ACHIEVEMENT

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Abstract

Although homework has existed for a long time in education as a form of student independent practice of material covered in class, it continues to be an issue of debate. There is considerable debate over the effectiveness of homework among researchers, administrators, teachers, parents, and students. Therefore, the present study aimed at exploring the influence of homework assignments on the high basic school students’ achievement in public schools in Nablus directorate from the teachers’ perspectives. It also aimed to check the role of gender, qualification and experience in the influence of homework assignments on the high basic school students’ achievement. To achieve these aims, the researchers used a 21-item questionnaire which was distributed among a random sample of 30 male and female teachers during the first semester of the scholastic year 2014 – 2015. The results of the study revealed that the total score of the teachers' perspectives of the influence of homework assignments on students’ achievement was acceptable with a total percent of 61.40%. In the light of the study findings, the researcher recommended teachers to give regular homework assignments of high quality rather than quantity. Another recommendation is given to the school principals to cooperate with teachers in this regard. One more recommendation is directed to the curriculum centre to include homework assignments of high quality after each unit.

Key words: Homework assignments, teachers’ perspectives, students’ achievement.
References


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