

The Secondary School Academic Performance In Relation To Homework: Student's Feedback

Fahmi Latif¹, Dr. Muhammad Ashfaq², Qandeel Noor³, Sumair Abdul Basit⁴, Dr. Abdul Basit⁵

¹M.Phil Education Institute of Education and Research University of the Punjab, Lahore, Pakistan , Email: fahmilatif12@gmail.com

²Assistant Professor University of Education, Lahore., Email: muhammad.ashfaq@ue.edu.pk

³M.Phil Education Institute of Education and Research University of the Punjab, Lahore, Pakistan , Email: qandeelzmail@gmail.com

⁴M.Phil (Special Education) Department of Special Education Govt. of the Punjab, Lahore, Email: sumairabasit786@gmail.com

⁵PhD. (Special Education) Department of Special Education Govt. of the Punjab, Lahore, Email: basitranakkot@gmail.com

Abstract

The purpose of this research was to determine whether or not providing students with comments on their homework improved their grades in high school. Quasi-experimental with a pre- and post-test control group design was used for this investigation. There was a focus on the Lahore Public Girls High School. Eighty high school students were selected as the study's sample. A control group of forty students and an experimental group of forty students were each formed. Two instruments were developed for a research study on the impact of homework feedback on student academic success: an Achievement test and a Narration description report. The experiment was conducted over twelve weeks. The class teacher taught the control and experimental groups; the researcher remained in the classroom throughout the English lesson. An independent sampled t-test, as well as a paired sampled t-test, were used for data analysis. In the post-test, it was found that the experimental group had the highest mean scores in English.

On the other hand, the control group had high mean scores on the pre-test in the subject of English. Therefore, it may be argued that pupils in the experimental group had high post-test scores. Students' academic performance was also shown to be influenced by English homework comments. The narrative descriptive report highlights that Homework in English is a source or technique to develop language skills.

Keywords: Homework Feedback, Students' Academic Achievement, Secondary Level.

Introduction

Students from outside the school were enlisted to help with schoolwork. In the absence of assistance from professors and teachers, students completed the assignment on their own. The term "homework" refers to various educational assignments that teachers give their students to complete outside of the classroom. Many

students find homework essential to their school experience (Nunez et al., 2015). Students' blunders and errors are revealed through homework feedback. In this method, homework feedback is employed to enhance the student's educational progress (Cunha at el., 2018). Students receive feedback on their performance from a wide variety of sources, all of which take

into account the cognitive aspects of that evaluation (Hattie & Timperley, 2007). Students must be given information that helps them realize and comprehend where they are and what they need to do in order to achieve their goals; however, the information must also have an affective component in order for students to gain meaning from it, regardless of how well they perform or comprehend (Brookhart, 2008). As long as kids are able to gain and retain knowledge and comprehension, they will exhibit hopeful behaviours throughout their lives. It all hinges on the teacher's oversight at a school, which is traditionally represented as a proportion of the marks kids achieve on an assessment; however, Homework is utilized by teachers as a means of assessing students in real time. Homework helps pupils learn from their mistakes and reinforces their desire to improve their academic performance (Chrisopher, 2008).

Pakistani students in private and public institutions are expected to complete a significant amount of Homework. Teachers in Pakistan hand out homework assignments on a daily basis. Additionally, it is common knowledge that pupils in public schools are expected to complete their assignments on separate sheets of paper. Such written assignments, on the other hand, receive no feedback from the teacher. The majority of teachers return Homework with their signatures affixed to the pages of their notebooks (Qureshi & Shamim, 2009). Most parents complain that their children never receive feedback on their assignment copy when their teachers offer Homework and only give limited comments on the Homework of their students. Students' mistakes and errors were not adequately described in traditional feedback. Traditional methods of providing feedback on Homework were adopted by most teachers. Students are not made aware of their shortcomings in the written job through this kind of feedback. Students' performance improves significantly when homework feedback strategies are varied.

Students' academic performance benefits from homework feedback because it teaches them how to govern their own learning. These methods assist students improve their cognitive ability and get high grades. Teachers need to organise and design Homework for their pupils, as a result. A student's ability to learn and succeed is bolstered by receiving constructive criticism on their homework assignments. Because of this, teachers must give their students Homework in order to gauge their strengths as well as their areas of weakness, and then provide assignment comments on the students' written work. The impact of teacher comments on pupils' academic performance (Qayyam.et.al., 2018).

Writing in English as a second language is very common in Pakistani educational institutions, according to Awan and Shafi (2016), English is widely utilised in Pakistan's educational and social sectors despite not being the country's official language. Secondary school students are required to take English as a course of study. It is now being taught beginning in kindergarten and continuing through high school (Ali et.al., 2014)

In Pakistani public schools, English gets 45 minutes of class time each day. Students have little time to practise their new language skills when they only have forty minutes to dedicate to their studies. Homework can offer a range of options for learning this language. In addition, the teacher may have used Homework as a way to help students improve their English skills. For the student at home, Homework gives them a sense of agency. Student academic achievements are boosted as a result of this approach, which includes Homework and feedback on assignments (Paudel, 2012).

It is called corrective assignment feedback when a teacher corrects students' faults. It's either explicitly or implicitly a form of oral feedback. By repeating the error and asking for explanation, teachers explicitly correct students' mistakes. Directly notified the student of their

mistakes as well as provided the reason why a sentence is incorrect can be stated openly (Hadzic, 2016). Rashedi (2015) describe reformulation of students errors. It highlighted errors in the sentence. Elicitation is a technique used to get the pupil to fill in the blanks with the correct form. Alternatively, the teacher could have asked the student to fill in the gap, posed a question, or rephrased the student's inaccurate sentence (Hadzic, 2016).

Nonverbal forms of feedback, such as paralinguistic signals, are a common technique for teaching students how to improve their performance. Students used to be prompted to use the proper form by their teachers. Body gestures and facial expressions were used by the teacher in order to point out students' mistakes (Lyster, Saito, and Sato, 2013).. In order to get the kids' attention, teachers utilize expressions such as "please again said," "what," and "excuse me" among others (Hadzic, 2016). Examples of instructor direct feedback are examples of correcting students' faults by crossing out, underlining, or highlighting them. The teacher corrects the student's blunders and errors (Bitchener, Young, & Cameron, 2005; Hadzic, 2016). There are numerous ways to provide oral feedback in a second language classroom, and the authors have categorized them all for easy reference. Corrective feedback includes oral feedback on correct or incorrect responses, according to the study's findings. "Good," "OK," "Well Done," "Nice," and "Excellent" are examples of positive feedback. Giving students this kind of instructor feedback is a great way to encourage them to keep learning (Ellis, 2009; Hadzic, 2016).

As part of a qualitative study, Inayat (2014) analyzed and compared the homework practices of Pakistani and English primary schools. variations, the amount of homework provided to students, and the importance of parental engagement were found as difference. According to the findings, children and parents

bear a greater share of the responsibility for their children's education in Pakistan than do schools and teachers. Teachers are forced to assign a great deal of Homework in order to finish the curriculum in time for the final exams. In England, students are not required to complete Homework outside of class as a means of practicing and reinforcing material covered in class. Homework is utilized by teachers as a means of assessing students in real time. Homework helps pupils learn from their mistakes and reinforces their desire to improve their academic performance (Chrisopher, 2008).

Statement of the Problem

The purpose of this study was to examine the impact of homework feedback on secondary-school students' academic performance. Teachers rely heavily on homework assignments to gauge their students' proficiency in the art of composition. Teachers in Pakistani government schools, on the other hand, are less likely to make use of this resource. Teachers have been observed to provide Homework, but not to examine or give sufficient feedback on the tasks they have given students. As a result, the majority of students fail to learn from their mistakes and suffer as a result. Students' written work received feedback on their faults, learning gaps, and future goals, and these behaviours were reinforced through the use of homework feedback. On the basis of this research, the findings of this investigation were provided. The goal of this research is to examine the relationship between homework feedback and students' academic performance in English.

Objectives of study

The objectives of the study are given below to:

1. To Examine the impact on secondary school students' grades before and after receiving feedback on their English assignments using pre and post tests.
2. To Examine feedback providing to secondary school pupils on their English homework leads to their grades.

3. To Determine providing students with comments on their assignments has a significant effect on their English grades.
4. To assess giving students feedback on their assignments has a substantial effect on their English grades.

Hypotheses

H₀1: There was a no significant difference between the pre-test and the post- test of English homework feedback on students' academic success.

H₀2: There was a no significant difference between the pre-test and the post-test of English results of pupils' home work on their learning progress.

H₀3: There was no significant difference between the control and the experimental groups's

Assessment of the impact of students' homework grades on their academic performance in subject of English.

H₀4. There was no a significant difference between the control and the experimental group of

Post-test about homework feedback on students' academic success in the Subject of English.

Delimitations of the Study

1. Only written work was assigned to treatment group.
2. For the purpose of experiment tenth class girls students were selected.

Research Design and Methodology

Mixed method was applied in the study (Quantitative and qualitative research) .

In this research, a Quasi experimental pre-test and post-test control group design was adopted. Participants were first matched, then assigned to the treatment and the control groups. The key

strength of this design is that it matches participants' preferences. This strategy ensures that before intervention, the students are evenly allocated into two groups. This method eliminates the likelihood of participants in one group having higher or lower (subject knowledge) levels. The initial pre-test of all participants was successful in achieving this goal. On the basis of a narrative description report, qualitative research was conducted. During the homework feedback procedure, which displayed students' actions (e.g., homework completion, minimised errors, and attentive).

Population

Lahore's Public Girls High School was chosen for research. The research study's target population included all secondary school pupils. 260 pupils are enrolled in secondary school.

Sample

Researcher took two sections of 10th grade for the first phase. There were 40 pupils in each section. A pre-test was performed, and the results were distributed evenly between the experimental and control groups based on their scores. The experiment was conducted in two portions of the 10th grade. The pre-test was administered to both 10th-grade classes. Group A and Group B had two students with the same highest scores. Group A and Group B were formed for the next two students with the highest scores, and so on. Experiment and control groups were created based on the scores of the entire sample. Beginning in August, an experiment was conducted. To begin, students in both groups took a pre-test to see where they stood before the intervention. Concerned class teacher assisted in completing the pre-test. When conducting a study, only students who were present for both the pre-test and post-test are considered participants. The sample size for this study is 80 students. 40 students were assigned to the

experimental and control groups based on their pre-test scores.

Instrumentation

Two instruments were developed for research study.

1. Achievement test
2. Narration description report

Validity and Reliability

The English test's reliability was checked by a subject teacher and a university professor fluent in English. To ensure the validity of the exam, a split-half analysis was performed. The reliability index for the English language test was .892. All problems were fixed under the supervision of the teachers of the disciplines, and the results of the tests were confirmed..

Intervention

The experiment was conducted over a period of twelve weeks. Experimentation took place from August to November of this year, 2019. The class teacher taught the control and experimental groups, while the researcher remained in the classroom to observe the teaching of English. The experiment lasted for a total of twelve weeks of intervention. Between August and November of this year, the study was carried out. The class teacher taught the control group and the experimental group; the researcher remained in the classroom during the teaching of English. The total amount of time spent checking students' homework and providing feedback. From 15 to 25 minutes, it was fluctuating. Teachers may give instant comments at times. There were examples of this in the classroom, for example. A researcher at some point gathered the copies,

checked, and gave feedback on the written work of pupils. Students who participated in both the pre- and post-tests were included in the study. Both groups were given homework by the researcher, but there was no feedback (clarification request, recast, elicitation, explicit, praise, direct and indirect and specific comments on written work). The control group, on the other hand, received feedback in the form of a date and indications. After the intervention, a follow-up test was administered to the researcher. The test was administered in accordance with the specifications listed in the table. Tests have an accurate and representative sample of questions included on them. It was created by a researcher and a teacher in a joint effort.

Data Analysis

Items were analysed before the statements were chosen. After determining the difficulty level and the ability to discriminate, all of the pieces were completed. All of the statements on the achievement exams that had a mixed difficulty level were chosen. Both experiments were analysed quantitatively and the original Excel file was transformed. All of the MCQs, short answers, and long answers had codes assigned to them. Analyses were carried out after all data had been transformed into statistical form. Descriptive statistics such as the mean score (M.), standard deviation (SD.), and paired sample t-test were used to analyse the data.

Data Analysis and Interpretation

Ho1: There was no significant difference between pre-test and post- test of English homework feedback on students' academic success.

Table 1 Descriptive scores of Pre-test (PET.) and post-test (POT.) about effect of homework feedback on students' academic achievement.

Groups		PET.	POT.
Experimental	M.	33.78	41.75
	N	40	40
	SD.	7.648	3.295
Control	M.	34.40	33.50
	N	40	40
	SD.	6.916	7.341
Total	M.	34.09	37.63
	N	80	80
	SD.	7.252	7.014

The results of the students' PET. and POT. scores on the effect of homework feedback on the students' academic progress in the subject of English are displayed in table 1 above. It was found that the experimental group had significantly higher mean scores in the area of English on the post-test than the control group did. On the other hand, the mean scores that the control group achieved in the pre-test for the topic

of English were quite high. The results of the POT. administered to pupils in the experimental group revealed that they had achieved high levels of proficiency in the topic of English. It also demonstrated the impact that providing students with feedback on their assignments had on their overall academic performance in the area of English. homework feedback on students' academic achievement.

Table 2 Comparison of the pre-test and the Post-Test of English homework feedback on students' academic achievement in the subject of English.

Subject	Measure	N.	M.	SD.	Df.	t-value	Sig.
English	PET.	80	34.09	7.25	79	5.157	0.000
	POT.	80	37.63	7.01			

The following table compares the pre-test and post-test comments that students received on their homework assignments regarding their academic progress in the field of English. There was a statistically significant difference between the results of the pre-test (M=34.09, SD=7.25) and the post-test (M=37.63, SD=7.01= p=.00), as shown by the results. Because of this, the alternative hypothesis, which stated that "there

was no significant difference between pre-test and post-test of English homework feedback on students' academic progress," was proven to be false.

H₀2: There was a no significant difference between the pre-test and the post-test of English results of pupils' home work on their learning progress.

Table 3. Comparison of control and experimental group of pre-test about effect of homework feedback on students' academic achievement in the subject of English.

Measure	N.	M.	SD.	Df.	t-value	Sig.
Control Group	40	33.78	7.64	78	0.383	0.466
Experimental Group	40	34.40	6.91			

The findings of the comparison of the pre-test scores of the experimental group and the control group are shown in table 3, which can be seen above. These results can be found above. The purpose of this table is to examine the impact that providing feedback on students' homework has on their overall academic progress in the field of English. According to the results of the study, there was not a statistically significant difference identified between the control group (M = 33.78, SD = 7.64) and the experimental group (M = 34.40, SD = 6.91 = p.00). As a consequence of this finding, the hypothesis that stated "There was

Table 4 Comparison of control and experimental group of post-test about effect of homework feedback on students' academic achievement in the subject of English

Measure	N.	M.	SD.	Df.	t-value	Sig.
Experimental Group	40	41.75	3.29	54.102	6.484	0.000
Control Group	40	33.50	7.34			

The data that is shown in the table that is located above compares the mean scores of the control group with those of the experimental group on the post-test concerning the influence that homework feedback has on a student's academic development in the subject matter. The results showed that there was a gap that could be considered statistically significant between the control group (M = 41.75, SD = 3.29) and the experimental group (M = 33.50, SD = 7.34 = p = 0.00). As a result of this, the conclusion that there

not a significant difference between the control group and the experimental group in pre-test of English homework feedback on students' academic development" was shown to be correct. This result indicated that the hypothesis of no effect was correct.

Ho 3: There was a significant the difference between the control and the experimental group of post-test about homework feedback on students' academic achievement in the subject of English.

was no significant difference between the control group and the experimental group in the post-test of English homework feedback on students' academic progress was refuted. The conclusion stated that there was no significant difference between the control group and the experimental group.

Qualitative Analysis

Narrative Description Report

Pupils' total academic success as a result of their completed assignment Feedback on homework assignments and English-related assignments were the primary goals of the researcher. One of Lahore's public schools was the subject of an investigation. It was decided to conduct the study with the tenth graders as the primary population of participants. Students were randomly assigned to either the experimental or control groups after completing the pre-test, which is also known as the Achievement Test. The experiment and intervention began after the summer break ended. It was a joy to be reunited with old friends and professors after a long absence.

Researcher handed homework on first day. After school the following day, the researcher went around collecting student copies of the English course they had taken. Students' written work was checked by a researcher, and the researcher provided feedback. Researchers provide students with specific feedback (mistakes and errors) and direct feedback on their copies (mistakes and errors).

Almost all of the students made mistakes on their homework. Students' essays showed a slew of common errors in their English homework. Almost all of the students' homework was unfinished. Poems from Allama Iqbal's essay were largely ignored by students. And the sentences were poorly constructed. There were numerous grammatical errors, as well as a lack of appropriate vocabulary.

Students were shocked to notice their blunders after receiving researcher feedback on their homework. mainly because they had not anticipated this kind of criticism. The researcher instructed them to correct any errors on the following page on their copies for their homework. The following day, students fix their homework problems. Students became more attentive of completing homework assignments after receiving this form of feedback on their homework. Additionally, it increased pupils'

desire to complete their homework. Student errors in homework gradually decreased after being fixed. Both direct and indirect feedback revealed the flaws in the pupils' writing.

Students were given detailed instructions on how to improve their work through the comments. After the intervention had begun, the students continued to receive this feedback for a total of three weeks. Students conduct had been modified. Students should complete their homework with caution and etiquette. This kind of feedback was provided by the researcher in both subjects' English. The researcher provided this kind of comments with regard to the field of English. On the white board, the instructor demonstrated how to construct direct and indirect statements, and then she gave the researcher some sentences to read for her homework. The researcher received the proper response the following day, allowing them to remedy their mistake immediately. Students annotate their copies with their writing. Take, for instance: S: She claims that she is a little anxious. She admits that she is feeling a little anxious about the situation. T: She has mentioned that she is feeling anxious right now. Students should pay attention to research and think carefully about the best course of action for themselves. The researcher also employed a technique known as repetition, in addition to rectifying input. The researcher pointed out to the students where they had gone wrong and reminded them of it several times throughout the following day. This allowed the students to maintain their concentration on the topic. The student was given a repetition of the incorrect statement that was stressed out or given an increasingly tense tone so that the researcher could help them comprehend which portion of the statement should be amended. S: As an illustration, she states that she is "a little nervous." When questioned about her level of nerves, she stated that she was anxious. T: She does admit that she is feeling some level of apprehension about the circumstance. The

emphasis of experimentation is placed on clearly correcting students. During this stage of the process, the researcher pointed out to the students where they had gone wrong and provided them with the solution to the problem. In order to demonstrate their gratitude for the job that the participants had done, the researchers assigned homework, pointed out faults, and used a variety of adjectives (praise). Students are more likely to demonstrate their finest work if they are given good feedback on their previous work. The researcher chose uncommon expressions such as "wow," "great effort," and "amazing idea," among others, rather than normal adjectives such as "excellent" or "good." Motivated students benefit from compliments and positive comments. The students do their assignment in a nice manner while using a variety of coloured markers. The errors that students made in their homework were minimised over the final days of the intervention.

It is established that following intervention, homework feedback effect on student's academic progress. As a result of the information it provided and the enthusiasm it inspired in students, Students' scores improved significantly following an intervention test. Students enhanced their writing and presentation abilities by writing better papers. As compared to the control group, their scores were higher. They were able to practise time management, learn from their mistakes, and be inspired to perform their best job by receiving homework feedback. As a result, assignment comments aided students in developing a positive attitude toward learning from their mistakes and enabling them to attain even higher grades.

The control group, on the other hand, did not receive any comments on their homework tasks. Homework was praised, but no information was offered concerning its flaws or problems. As a result, pupils were unable to remedy their mistakes and showed little interest in completing

their homework assignments. Students' grades increased as a result of teacher feedback on their assignments.

Findings of the study

1. Differences in mean scores between the English pre- and post-tests reveal that students benefit from receiving feedback on their assignments. Data from the final exam revealed that the experimental group had improved their English proficiency more so than the control group. Meanwhile, the control group had relatively high average pre-test scores in English. So, it's not surprising that the kids in the control group did better on the follow-up exam than the ones in the experimental group. It also showed how giving students comments on their English assignments might improve their grades.
2. Students' English grades were compared before and after they received feedback on their assignments using a paired sample t-test. There was a statistically significant difference between the pre- and post-test means ($M=34.09$ and $M=37.63$, respectively) at the $p0.05$ level. Since there was a difference between the pre- and post-test scores on the English assignment, we may reject the null hypothesis that there is no relationship between the two.
3. The impact of providing students with feedback on their English homework assignments was studied using a pre-test and the T-test was utilised to compare the results of the control and experimental groups. At the $p0.05$ level of significance, there was no difference between the control group's mean ($M=33.78$) and the experimental group's

mean ($M=34.40$). Therefore, the hypothesis that "there was no significant difference between the control and experimental groups in pre-test feedback on English homework on students' academic development" was accepted.

5. The impact of providing students with constructive criticism on their English homework was compared to that of students in the control group using an Independent Samples T-Test. Comparing the control group ($M=41.75$) to the experimental group ($M=33.50$), a statistically significant difference was found. There was a significant difference between the two groups on the post-test of English homework feedback on students' academic performance, therefore rejecting the null hypothesis that "there was no significant difference between the two groups."
6. The narrative description gives a more complete view of how students respond to the homework feedback system. Initially, Homework was ignored by teachers. But over time, they adapted their attitude regarding Homework. As a tool for learning the language, English homework is an excellent way to practise and improve one's command of the language.

Conclusion

Teachers' input on students' homework affects their grades/marks. It includes details regarding the errors and mistakes in the student's writing. After receiving homework comments, students performed better on achievement tests and in the classroom. Both the control and treatment groups had the same teachers, and the researcher provided feedback on their homework for both.

The control group was provided with conventional means of evaluation, such as a signature and date. The experimental group

received both overt and covert instruction, as well as focused and unfocused comments, positive feedback praise, elicitation, repetition, and explicit feedback on homework assignments. This commentary has a significant bearing on the students' final marks.

Recommendations

As a basic conclusion, the following recommendations were made:

1. Teaching new instructors the value of providing feedback on their students' assignments is something the government can do through programmes such as seminars and workshops. In-service teachers can learn about different kinds of homework feedback and how they can use it with their students through these programmes.
2. Feedback from teachers can have a significant impact on students' performance, thus schools may have a method in place to verify students' copies or notebooks, whether or not the teacher provides feedback.
3. It is advised that teachers give assignment comments based on the necessity for a written draught, based on research analysis.

References:

1. Brookhart, S. M. (2008). Feedback that fits. *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership*, 65(4), 54-59.
2. da Silva, F. T., da Cunha, K. F., Fonseca, L. M., Antunes, M. D., El Halal, S. L. M., Fiorentini, Â. M., ... & Dias, A. R. G. (2018). Action of ginger essential oil (*Zingiber officinale*) encapsulated in proteins ultrafine fibers on the antimicrobial control in situ. *International journal of biological macromolecules*, 118, 107-115.

3. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
4. Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. *Metacognition and learning*, 10(3), 375-406.
5. Qayyum, A., Khan, J. A., Hussain, R., Ahmad, T. I., Zahoor, I., Ahmad, M., ... & Mubeen, M. (2018). Correlations of blood serum and milk biochemical profiles with subclinical mastitis in Cholistani cattle. *Pakistan Journal of Agricultural Sciences*, 55(4).
6. Qureshi, S. A., Asad, W., & Sultana, V. (2009). The effect of *Phyllanthus emblica* Linn on type-II diabetes, triglycerides and liver-specific enzyme. *Pakistan Journal of Nutrition*, 8(2), 125-128.
7. Wilson, R., Daniele, B., Christopher, L., Amanda, F., & John, B. (2008). Proteomics of mouse cartilage degradation in vitro. *Matrix Biology*, (27), 43-44.