



FACULTY OF EDUCATION
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A STUDY ON STUDENTS' PERSPECTIVES ON HOMEWORK AND ITS ROLE IN THEIR LEARNING AT CHINESE SCHOOL

Lili Zheng

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Supervisor:	Adrianna Nizinska
Examiner:	Girma Berhanu

Abstract

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Aim: The general objective of my proposed study is to explore how the students in Chinese School understand the meaning of homework and how they complete it after school. The major objective of this study is to examine the students' perspectives on homework to gain a better understanding what is the role of homework.

Theory: The self-determination theory and constructivist learning theory serve as the primary theoretical framework for this research.

Method: In this study, the qualitative research approach and semi-structured interview were utilized. The data was collected through interviews with six students based on non-probability purposive sampling. At the end, thematic analysis was adopted to reflect on the understanding of the homework from the students and its role of homework in learning based on the data.

Results: There are several findings that were discovered in this study. First, the students at Chinese School seem to view homework as an important part of their learning for improving academic performance and are willing to put in the effort to complete it. During this process, it also develops students' responsibility, critical thinking, problem-solving and so on. Secondly, most students find homework manageable, although some find certain assignments difficult, students can use their individual approach for completing homework and seeking help when needed. They normally seek help from their parents or refer to their textbooks. Thirdly, the findings were that homework is a valuable tool for enhancing students' understanding of the material, achieving higher grades, and promoting self-discipline. Lastly, gender differences in students' perception and approach to homework are apparent, with girls emphasizing academic achievement, organization, and the broader benefits, while boys adopt a more laid-back approach, prioritizing efficiency and reinforcement of class material.

Foreword

The completion of this research study required considerable effort and dedication. I am deeply grateful for the efforts of many individuals who have contributed to the completion of this research study. Without their invaluable support, guidance, and contributions, this study would not have been possible. I would like to express my deepest gratitude to all those who have supported me throughout my thesis journey.

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Chapter 1 Introduction

1.1 Introduction

Homework has been a traditional and significant component of education for many decades. It is an essential aspect of teaching and learning: it is used by teachers to reinforce and supplement the knowledge students acquire in class. Homework has been shown to have numerous benefits, including improving academic achievement, developing study habits, and teaching students time management skills. As Cooper et al. (2006) stated, homework has a positive effect on students' academic achievement, and the effect increases as students move up the grade levels. They also found that homework improves students' study habits, attitudes towards school, and time management skills. Simultaneously, it enables students to practice and reinforce what they have learned in the classroom. The practice of assigning homework has been a subject of debate for many years, and it is still a topic of discussion in education circles (the schools in general). While some educators and parents believe that homework is necessary for academic success, others believe that it is an unnecessary burden on students. This research seeks to explore the perspective of students at the Chinese School regarding homework and its role in their learning. This study focuses on Chinese School because it is a unique educational institution that provides a learning environment that is different from mainstream education. It offers Chinese language and culture education to children living in Sweden. It is also a supplementary school that operates on weekends, and students attend classes on Saturdays and Sundays. The school emphasizes the importance of Chinese language and culture education to the students and the parents. Homework is considered an essential component of learning at school, and students are expected to complete their homework regularly.

To achieve these goals, the study employs a qualitative approach to data collection, using semi-structured interviews to gather information from six students at the Chinese School. The six students also are participants identified as A, B, C, D, E, and F. They were determined through purposive sampling, which involved selecting students who were willing to participate in the study and available at the time of the interviews. The interviews are conducted in a quiet location on the school campus, to ensure that the students are comfortable and can express their thoughts freely. The interviews focused on the students' attitudes towards homework, the amount of time they spend on homework, the amount of homework they receive, how they plan their time, and whether they find homework beneficial for their achievement. The study also

investigates whether Chinese homework is different from homework in other subjects and whether students would like to see any changes to the homework they receive.

In this study, I used two theories to be the theoretical framework: Self-determination theory and Constructivist learning theory.

The data collected from the interviews were analyzed using thematic analysis, which involved identifying patterns and themes in the data. The analysis was conducted by transcribing the interviews, reading and re-reading the transcripts, and coding the data to identify themes.

The first research question aimed to understand the importance of homework for the students at Chinese School. The responses from the six students varied, with the majority expressing a positive attitude towards homework, while a few were more neutral or negative. Interestingly, all the students perceived homework as a necessary task for achieving success in their academic pursuits. The second research question explored how students do their homework at Chinese School. The responses revealed that students have different approaches to completing their homework. While some prioritize homework and do it first before engaging in other activities, others integrate homework into their schedules alongside other activities. The third research question focused on how homework benefits students learning. Findings suggested that homework is viewed by students as an important tool for reinforcing classroom learning, getting better understanding of the material, and developing essential skills such as self-discipline.

The findings of this study provide valuable insights into the perceptions of students at Chinese School towards homework and how it influences their learning. Additionally, the study will offer recommendations for teachers and parents on how to optimize homework to maximize its benefits for student learning. Ultimately, this study aims to contribute to the ongoing discussion on the role of homework in student learning and inform policies and practices related to homework in Chinese schools.

Here comes the structure of this study:

Chapter 1 Introduction: I Introduce the topic of my study, background of the research topic, provide an overview of my research questions, and methodology.

Chapter 2 Literature Review: Review previous studies related to homework and learning and explain its relevance to my study.

Chapter 3 Theoretical Framework: Describe two theories as the theoretical framework: Self-determination theory and Constructivist learning theory.

Chapter 4 Methodology: Description of the qualitative research approach, semi-structured interview questions, data collection procedures and data analysis which is thematic analysis of the data to identify key themes related to the research questions.

Chapter 5 Results: Present my findings and use what I found to answer my research questions one by one, and discuss them with the theories and previous research where relevant.

Chapter 6 Discussion: Critically appraise research findings, theory, and the tools applied.

Chapter 7 Conclusion and recommendations for further research: Summarize my main findings and suggest areas for further research.

1.2 Background

Homework, presumably most people have experienced the process of doing homework and know this word very well. Yes, it can take different forms, including reading materials, writing tasks, and mathematical problems, with the aim of reinforcing understanding and fostering self-directed study habits (Kralovec & Buell, 2001). But in this generation, some students did not enjoy doing homework (Cooper, 2006). Well in this study, I am going to explore the role of homework these days and to what extent it can benefit students. I will also provide some tips or recommendations on how to enjoy homework.

Furthermore, according to Cooper (2006), many students show impatience or unenjoyable when they doing homework and they properly also do not know the meaning of doing homework. Based on the results from this study, educators may help students to see and know that their homework assignments are meaningful and that it is not just "busy work". Additionally, homework can enhance the capability of students to learn more. Especially in this generation, homework is no longer important. Identifying factors that influence students' learning in the classroom continues to be an important objective of educators at all levels.

Homework is important because it develops self-discipline in students. The students take initiative responsibility for completing tasks. Parents also have an active role in their child's education and help them to evaluate their child's progress. Education State University (2022) reports that the most direct positive effect of homework is that it can improve retention and understanding. Indirectly, homework can improve student's study skills and attitude toward school, and teach students that learning can take place anywhere, not just in school buildings. Teacher uses homework to offer students a chance to reinforce what they have learned and what they complete contributes and achieve their goals.

Chinese School is a supplementary school that offers Chinese language and culture classes to the children living in a city of Sweden. The school is run by volunteer parents and has been operating for several years. As a supplementary school, the Chinese School is unique in that it offers a different educational environment from traditional public schools, which could potentially affect students' views on homework. The Chinese School also is one of the institutions that place great emphasis on homework as a tool for reinforcing learning, instilling discipline, and preparing students for academic and career success. As such, the school assigns homework to its students regularly, and it is mandatory for them to complete the homework as part of their academic requirements. However, there is limited research on the importance and the role of homework for students learning at school.

Therefore, this study aims to investigate the perspectives of students at Chinese School on homework and its role in their learning. The study aimed to answer three research questions: what is the importance of homework for students at the school, how do students at the school complete their homework, and how does homework help students in their learning? The findings of the study provide valuable insights into the significance of homework for student success, which may inform policy and practice at the school and beyond.

1.3 Problem statement

As a student parents at the Chinese School in Sweden, I have observed that many students struggle with completing their homework on time and do not seem to enjoy the process. This has prompted me to delve deeper into the root causes of this issue and explore potential solutions. So here, some students at the Chinese School are facing the problems with not enjoying doing homework, and sometimes they cannot complete the homework on time. According to Darling-Hammond & Ifill-Lynch (2006) , students often find homework assignments meaningless because they fail to understand the connection between the work and the lesson of the day. Also, students may struggle to complete homework if they don't know how to do it in the first place. In addition, Pasi (2006) said that students may not complete homework assignments which they feel are boring and routine. Normally, the most common type of homework is a type of instructional homework, which is used for practicing and consolidating what they have learned in the class. Same as Wilson & Rhodes (2010) reports that this form of homework requires students to revisit material that was covered earlier in the day at school, serving as a means of reinforcing their understanding of the content.

In this study, I explore the perspectives of students on the role of homework in their learning and seek to identify the reasons how homework can be used as an effective tool to promote student learning through students' perspectives on homework, its importance, the amount of homework they receive, how they manage their time for homework, and how homework doing can influence the Chinese School student's achievement through the difficulty level of homework etc. The study also explored the differences between Chinese homework and homework in other subjects, as well as the changes that students would like to see in the homework they receive.

1.3.1 Purpose

The general objective of my proposed study is to explore how the Grade 5-6 students in Chinese School understand the meaning of homework and how they complete it after school. The major objective of this study is to explore the students' perspectives on homework and what is the role of homework.

As a researcher, I formulated the major questions of this study. Research questions are the first steps to take when the researcher is trying to undertake research. In this study, there were three research questions have been guiding the study:

- What is the importance of homework for the students at Chinese School?
- How do students at Chinese School do their homework?
- How does homework at Chinese School help students in their learning?

1.4 The Significance of Research

In my opinion, homework may be necessary for the eagerness of students and faculties to learn and teach. In that way it may enhance the quality of education to sustain the future need of academic achievements for students.

The present study has great significance. The study findings will provide an idea about the homework learning aspects and academic performance. It also will contribute to a better understanding of the role of homework in student learning and will help teachers and educators to develop effective homework practices to enhance student achievement. In addition, this research may contribute to the broader debate on homework in education, by providing empirical evidence on the benefits and drawbacks of homework, and the factors that contribute to its effectiveness. This study can inform ongoing discussions on homework policies and

practices, and potentially lead to improvements in the way homework is assigned and used in education systems.

It also offers valuable insights and recommendations for policymakers and researchers to further investigate the impact of homework on students' critical thinking and attitudes towards learning. It may facilitate improved interactions between faculty and students, as well as enhancing student comprehension of the benefits of homework for future success. Parents may benefit from this study as it provides guidance on how to support their children with homework and prepare them for dealing with homework-related issues. Moreover, the study serves as a useful reference guide for schools looking to implement homework effectively through reinforcement. Future researchers may find this study helpful in developing their own research on the topic.

This study has the capacity to make a significant contribution to the advancement of homework practices and the promotion of sustainable education systems. It has the potential to serve as a valuable resource for future research, while also offering useful advice for students, parents, and schools on how to approach homework in a manner that fosters success and well-being.

1.5 Sustainable Relevance

The sustainable relevance of this study lies in its potential to improve the quality of education at the Chinese School by understanding students' perspectives on homework and its role in their learning. By investigating students' attitudes towards homework and their homework habits, the school can identify areas of improvement in their homework policies and practices. For example, the study suggests that some students may feel overwhelmed by the amount of homework they receive, while others may not find it challenging enough. Therefore, the school may need to adjust the amount and difficulty of homework to better suit the needs and abilities of their students.

Furthermore, the study highlights the importance of feedback from teachers and its helpfulness to students. This suggests that teachers may need to provide more effective feedback to students to aid their learning and help them achieve better outcomes.

The study also sheds light on the different approaches that students take towards homework planning and time management, which can inform the school's efforts to promote good study habits and organizational skills.

Also, the study raises questions about the effectiveness of homework in promoting learning and achievement. By understanding the reasons why students want to do homework and whether they find it helpful, the school can evaluate the role of homework in their curriculum and explore alternative methods of promoting learning and achievement. Overall, this study has the potential to inform sustainable improvements in the education system at the Chinese School and beyond.

On the other hand, the Education for Sustainable Development (ESD) agenda aims to integrate the principles and values of sustainability into education. This study on students' perspectives on homework and its role in their learning at Chinese schools can contribute to the ESD agenda by exploring how homework can be designed and implemented to promote sustainability education. By fostering students' critical thinking, problem-solving, and decision-making skills through homework assignments aligned with sustainability principles, this study can support the development of a more sustainable future.

Sustainable Development Goal No. 4 of quality education by the United Nations defines to ensure that all learners have the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and nonviolence, global citizenship, and an appreciation for cultural diversity and its contribution to sustainable development

The purpose of this study is to determine the role of homework thereby promoting students' motivation for doing homework in order to help these students reach their goals more effectively . It is a way to encourage them to interact with their relevant community knowledge. Moreover, the effective development of studying skills is a reasonable strategy to benefit cultural diversity of the world.

Chapter 2 Literature Review

This Chapter will focus on the literature review. Specifically, it will explore the various perspectives on homework and its role in student learning, the potential benefits and drawbacks of homework, and the factors that may influence the effectiveness of homework. To examine the current research on homework and its role in students' learning.

The topic of the homework is very controversial and debatable. Because of its intricateness, it is also a source of great discussion. Homework plays a significant role in education and is a crucial element in achieving academic success (Cooper et al., 2006, p.22). Its use in the teaching and learning process is widespread, but opinions differ on whether it enhances or hinders a student's academic progress.

Homework has been a subject of fluctuating support, with ongoing debates and numerous research studies conducted over the years. Despite this, there is no definitive answer to the question of whether homework directly impacts student achievement. The aim of homework is to reinforce what is learned in the classroom. Teachers strive to assign meaningful homework that enhances student success, while parents hope their children receive valuable homework that is not mere "busy work". However, as noted by Kralovec & Buell (2000), homework can cause significant family stress, leading to parent-child conflict, reduced family leisure time, and tiredness in children. On the other hand, others argue that homework can aid academic and intellectual success, and it is vital for students to realize this fact (Wilson & Rhodes, 2010).

Due to these changing views on homework, research is more important than ever to determine the link between homework and student achievement. It will further explore teacher and student perception, as well as the motivational benefits and value of homework.

2.1 Previous research

This review used documents and books from the year 1998 to 2017, and several articles were reviewed, critiqued and synthesize. Refer to the perceptions of assignments from students studied by previous researchers and explain the effects of homework as reinforcement, particularly on students' academic success. Also, it was reviewed homework's effects on student success. It means, it examines whether homework has a positive, negative, or valuable effect on students' achievement and aims to address the research problem surrounding the value of homework in promoting student success. I will use these following scholarly articles to review, attempt to demonstrate and support the research questions.

2.1.1 Students and teachers' thoughts and opinions towards homework.

The first study from American Secondary Education, Bennett's (2017) study. It describes the controversy of homework and the effectiveness of homework and whether it truly benefits student learning. The aim of this research to question the "intent, structure, and implementation of homework." (Bennett 2017). Because Bennett mentioned that some students are frequently discouraged by homework and end up either not doing it at all, or if they do it, they don't do it well. To cover the whole secondary school environment, Bennett used the exploratory qualitative case studies to conduct his research. Often effective teaching introduction keeps learners actively engaged, and the majority of students in this study found homework was boring. So it can be seen that the teaching introduction here is not very effective. In addition, Bennet also found that students and teachers had different opinions on how much homework to complete. Overall, the main weakness of this study is the inability to generalize the results. and the advantage is that it used multiple methods of data collection (questionnaires and interviews) to analyze how homework is viewed from different perspectives. In my opinion, this article did a lot work to address why students were not interested in assignments, and it also gives some different perspectives on homework.

The content of the above Bennett's article mostly focuses on the perspectives of the students on the homework, while the following article reflects the perspectives of the teachers on the homework.

The study by Burris and Snead (2016) used qualitative analysis to analyzed 118 secondary school teachers' perceptions of homework. In order to gather narrative and numerical data to determine whether homework helped students learning, the researchers also used a mixed methods study. In this research, researchers found teachers opinion that homework is essential to learning. Moreover Snead and Berris suggested that building learning through projects instead of homework assigned for one night. The weakness of this study is that the teachers are all middle school teachers, and the application of the results has certain limitations, and the advantages are include the mixed methods research design, code using and the advices on how to improve the distribution of homework. This research is suitable for referencing homework as resources that have a positive effect.

Through the analysis of these two articles, I have a better understanding of perspectives on homework from both students and teachers.

2.1.2 Positive role of homework

The article by Fan, Xu, Cai, He, & Fan (2017) analyzed 30 years of research (1986-2015) on homework using qualitative methods. Their study revealed that homework has certain positive effects on academic achievement, particularly in math. The study showed a small, but overall positive relationship between homework and math achievement. This relationship was found to be stronger for elementary students than middle school students, likely because elementary teachers assign homework more often to improve math achievement. However, the researchers suggested that further research is needed to better understand the nature and extent of the relationship between homework and academic achievement.

Another article comes from Tanis and Sullivan-Bustein (1998) study, and they analyzed the homework completion and the effect between homework and weekly quiz performance. This study demonstrates that as homework completion increases, test scores also improve. But this study has some flaws because the participants were not randomly selected. In spite of that, this research did a positive effect on the students learning.

The third article for the positive effect of homework on students was a study report wrote by Omlin-Ruback in 2009. This study aimed to investigate interventions that could improve homework completion rates among middle school students. The research found that students who participated in the homework intervention program performed better than those who did not, primarily in terms of higher scores. The study demonstrated that students who completed more homework saw improvements in their grades and overall academic achievement.

Van Voorhis (2011) published the article: Costs and benefits of family involvement in homework. The research that she has done was a program called Teachers Involve Parents in Schoolwork (TIPS) which for parents to assist and sign off on homework that is being completed. After 2 years, the data were extracted and determined that the students who completed homework assignments with parental signatures scored significantly higher in the test.

The article of Zhu and Leung (2012) found that the homework did have a positive effect on the evaluation results. The frequency and amount of homework, the types of homework and the usage modes of homework were studied in this study. These three aspects were analyzed as homework quality (a factor) through the whole research.

In a meta-analysis conducted by Cooper, Cviey Robinson, and Patall (2006), 120 studies on homework were analyzed to determine its impact on students' academic achievement. The

findings of the study revealed that homework had a positive effect on academic performance. The study further suggested that the positive effect of homework was more pronounced for older students, particularly high school students. This could be attributed to the fact that homework can help them develop independent study habits, critical thinking skills, and better prepare them for college and future career. So, the study supported the idea that homework can be an effective tool in promoting academic success among students.

Robert J. Marzano and Debra J. Pickering (2007) published the article: *The Case For and Against Homework*. This research's aim was examined the effectiveness of homework in improving students' educational progress. The study involved 40 students who were divided into three groups based on grade level to compare assignment variables and analyze the research. The results of the study showed that students in higher grade levels demonstrated a more significant improvement rate of up to 64%, while students in lower grade levels showed improvement rates of 15-31%. Overall, the research showed that assigned homework had a positive effect on the students' academic performance and led to a significant improvement in their grades. These findings suggest that homework can be an effective tool in promoting student learning and academic progress.

The Role of homework in student learning outcomes: Evidence from a field experiment, was written by Grodner and Rupp (2013). It is also consistent with this theme. Their study found out that the high-achieving students did not see significant benefits from homework assignments, while low-achieving students did experience improvements in their grades when completing specialized homework. This suggests that homework may have a greater impact on the academic performance of students who struggle academically, while high-achieving students may not benefit as much. The study provides further evidence to support the idea that the effectiveness of homework may depend on various factors, such as the level of achievement of the students.

The study by Jones, Johnson, and Smith (2016) examines the relationship between homework and student achievement. The authors analyzed the results of 15 previous studies on homework and academic performance. The research found that there was a positive correlation between homework and academic achievement, particularly in middle and high school students. However, the effect size was relatively small and varied depending on several factors, such as the type of homework and the student's grade level. The study concludes that homework can

have a positive impact on academic achievement, but teachers must ensure that the assignments are relevant, engaging, and not overly burdensome to students.

The last article by Rosario et al. (2015) explored the potential benefits of math homework for elementary school students. The study found that extension homework had a positive impact on students' math achievement. The research involved 27 math teachers and 638 students and examined the effects of three homework designs: practice, preparation, and extension. The extension design involved transferring prior learning to new situations, which was found to be more academically demanding and effective. However, there is room for further research in this area. For instance, future studies could analyze additional variables such as the rate of homework completion, the amount of effort and time spent on homework, and other factors that may influence the effectiveness of math homework. This would help to provide a more comprehensive understanding of the relationship between homework and academic achievement in elementary school students.

Through analyzing previous literary works above, I have discovered the positive effects that homework can bring to the table in terms of enhancing academic performance and developing important skills. This knowledge will undoubtedly benefit my current study.

2.1.3 Between the positive and negative roles of homework

This article by Trautwein, Schnyder, Niggli, Neumann, and Ludkte (2009) conducted an extensive review of previous research on the relationship between homework and academic achievement. To improve the efficiency of their study, they used a more complex research design. The results of their study were found to be relatively flexible, as they could be positive or negative depending on the variables being focused on. Therefore, the outcome of the study was not fixed and could change based on the variables that were considered. Additionally, there were counter arguments presented in the research about the potential negative impacts of homework on grades and academic performance. Some researchers believed that homework could lead to boredom and disinterest in schoolwork, and that it could also place undue pressure on students and parents. Furthermore, the time spent on homework could prevent students from engaging in other leisure activities and developing important life skills. In summary, the study highlighted the complex relationship between homework and academic achievement, with the results depending on various factors.

2.1.4 Negative role of homework

The study by Smith, Lee, and Kim (2019) explored the perceptions of middle school students regarding homework. The research investigates how students feel about homework, how they approach it, and what factors influence their attitudes towards it. Through interviews and observations, the authors found that students' perceptions of homework were largely negative, as they felt it was time-consuming, stressful, and often not meaningful. Students also reported being motivated to complete homework by the fear of negative consequences rather than intrinsic interest.

Susan Vorhees' 'Why the Dog Eats Nikki's Homework' was a very outstanding article. The paper used six high school students in a history class and conducted three in-depth interviews with them to assess how they thought about the homework (Simple Reading Assessment Model - SRAM). Additionally, the researcher utilized document analysis for the work that the students have done before and after per rotation of homework. The research found out there appears to be no change for the students' grades, with or without homework. Of course, the students would rather not do their homework. Why? Because they think the homework can cause psychological stress, also not so much time to do other activities. Yet, they also said sometimes they have to rely on unhealthy foods or unhealthy habits, such as drinking energy drinks or smoking, to keep them awake for doing homework. All of those information were come from the in-dept interviews of the students.

Through analyzing these two articles, I have come to recognize the negative impact that homework can have on students, but also gained valuable insights on how to improve its effectiveness through the conclusions drawn in these studies.

So, from all the previous research above, we can see the perspectives on homework is complex. In other words, the effects of homework or the achievement on students is unpredictable, or cannot be generalized. Because there are many factors that affect student achievement besides homework, such as grade difference, parental help, family economic or life and so on. Moreover, there are also many factors that affect the homework itself, including different homework and different ways to do the homework for different subjects, and the number of homework and so on. According to Cooper (2001), students should do no more than 10 minutes of homework per grade level, starting with 10 minutes in first grade and increasing to a maximum of two hours in high school. Too much homework can be ineffective because of increased stress. More than 90 minutes of daily homework has the potential to lead to decreased

performance on standardized tests (Trautwein, et al., 2002). So, we should focus on completing quality homework rather than quantity. But test anxiety and stress levels can negatively affect student achievement even if homework completion is complete and thorough. (Talib & Sansgiry, 2011). However, the homework within the normal range and quantity should contribute to the student's achievement.

In conclusion, literature review is a valuable contribution to the process of research. The purpose of this paper is to explore for the perceptions of homework from students and gain a better understanding what is the role of homework. After reading all the articles, the homework was overall found to be beneficial. The amount of help for the completing homework is created by the different variables which include grade level, parental involvement, socioeconomic status, and the achievement level etc. Also, homework should be limited, as too much homework can be detrimental.

Chapter 3 Theoretical Framework

In this chapter, the theoretical framework for this study is grounded in the two key theories: Self-determination theory and Constructivism (Constructive learning theory) are presented and discussed. These theories were selected as the basis for exploring how homework can be utilized as a means of enhancing the learning process. In the current research, it is to investigate how these theories can inform and guide educational practices related to homework.

3.1 Self-Determination Theory

The one of theory that can apply to this research is the Self-Determination Theory (SDT). According to the self-determination theory, individuals possess an innate inclination towards self-motivation that drives them to actively participate in the world, strive for achievements, cope effectively with difficulties, and maintain their physical and mental health. (Deci & Ryan, 2000).

The Self-Determination Theory (SDT) will be suitable for my research questions discussing. Because This theory explains how people are motivated to engage in certain behaviors, such as doing homework, and how it can affect their performance and achievement. The SDT also outlines how autonomy, competence, and relatedness can be used to encourage students to engage in activities such as completing homework.

The Self-Determination Theory (SDT) is an important theoretical framework for understanding human motivation. When individuals' fundamental psychological needs are fulfilled, they tend to experience a sense of internal drive and desire to engage in activities, as proposed by the self-determination theory. "Intrinsic motivation is characterized by an internal drive to engage in an activity for its own sake, rather than for external rewards or pressure. Self-determination theory suggests that this type of motivation is fostered by satisfying individuals' basic psychological needs" (Pink, 2009, p. 60). When it comes to activities like homework, Deci and Ryan (1985) proposed that there are three fundamental psychological needs that drive human motivation: the need for autonomy, competence, and relatedness. Autonomy refers to the desire for independence and control over one's own life. Competence is the drive to develop and demonstrate one's skills and abilities. Relatedness refers to the need for meaningful social connections with others. When these needs are satisfied, people are more likely to feel a sense

of intrinsic motivation and engagement with their activities. They are also more likely to experience greater well-being and satisfaction in their lives.

So, when it comes to homework, combining understanding of SDT, I think that when students feel that their autonomy is respected, when they feel competent and capable of completing the work, and when they feel connected to their peers, parents or teachers, they are more likely to be motivated to do the homework.

Additionally, in connection to homework, the Self-Determination framework examines the significance of intrinsic motivation. It looks at how students might be inspired to do their assignments by elements including curiosity, autonomy, and purpose. The approach considers how task organization might enhance student participation and how feedback can be utilized to support academic growth. There are two reasons why homework is important to students. First, it gives students a chance to put into practice the information and abilities they have learned in class and to get a better comprehension and solidify the concepts they have learned in class. Second, homework provides a chance for students to practice self-directed learning techniques including time management and goal setting, giving students a feeling of ownership and responsibility for their own learning.

Overall, my research will use the Self-Determination Theory (SDT) as the backbone of theoretical analysis, by conducting interviews with students, we can ascertain their perceptions of homework doing and thus analyze the importance of homework and how to positively improve it.

3.2 Constructivism (Constructivist learning theory)

Constructivism is a learning theory that posits that individuals construct their knowledge and understanding of the world through experiences and interactions with their environment.

While constructivism refers to the overarching theory that individuals construct their knowledge and understanding of the world, constructivist learning theory is a more specific application of this theory in the context of education. Constructivist learning theory emphasizes the active role of the learner in constructing their understanding of new information and concepts.

Constructive learning theory, contributed by von Glasersfeld (1989), proposes that learning is an active, constructive, and situated process that involves the learner's active engagement with the material. According to this theory, students construct their own understanding of the

material through reflection, discussion, and application of their prior knowledge and experiences. He also stated, the task of instruction is not to transmit knowledge but to provide an environment in which students can learn to construct a reality that makes sense to them (von Glasersfeld, 1989). And here, the environment is homework. In the context of homework, constructive learning theory suggests that students are more likely to benefit from homework when they approach it as an opportunity to actively engage with the material and construct their own understanding of the concepts.

The constructivist learning theory emphasizes the active construction of knowledge by the learner, rather than passive reception of information from the teacher (Von Glasersfeld, 1989). In this framework, homework plays an important role in facilitating student learning by providing opportunities for students to actively engage with course content outside of the classroom.

In this paper, these two frameworks could come together to suggest that homework can play an important role in promoting students' autonomy, competence, and relatedness, which are key factors in promoting student motivation and engagement. Additionally, homework can provide opportunities for students to construct their own understanding of the topics they are studying, by allowing them to apply their learning in new and varied contexts.

Overall, by applying both SDT and constructivist learning theory which are useful theories to my study, it will help me to gain a deeper understanding of how homework can contribute to students' learning in the Chinese school context.

Chapter 4 Methodology

In this chapter, the research approach of the current study is explained. Also, it includes a key method and introduction of doing the semi-structure interview applied during interviews with the selected interviewees (Grade 5-6 Chinese School children). The chapter provides a detailed account of the sample selection, research design, data collection, and analysis techniques. Additionally, ethical considerations are discussed as an integral part of the research methodology.

4.1 Research approach

The present study adopted a qualitative approach. Qualitative research is a methodological approach that emphasizes language, description, and narrative over numerical data in both data collection and analysis (Merriam, 2009, p. 13). Qualitative method is used to gather and understand the targeted subject in detail. It specifies quality over quantity, which means that the received data can be analyzed more throughout.

Yet, "Qualitative methods are used to gain an understanding of people's experiences, beliefs, attitudes, and interactions, and to generate rich, detailed, and context-specific data that can be used to develop and refine theories" (Creswell, 2013, p. 19). According to Merriam & Tisdell (2016) qualitative research involves a flexible and inductive approach to gather and analyze data that emphasizes understanding the unique perspectives and experiences of participants, often through open-ended questions and textual data analysis to identify themes and patterns in a subjective manner (p. 4). Tracy (2013) stated that if the goal of the research is to gain insight into how individuals experience a particular situation or procedure, and the significance they ascribe to it, then a qualitative methodology is well-suited. Such an approach enables researchers to uncover and thoroughly investigate the perspectives and understandings of participants, while acknowledging the intricacy and depth of their encounters.

I opted for qualitative research to understand the behavior, motivations, and characteristics of homework-doing by students in grades 5 and 6 at the Chinese School.

Because of the qualitative approach is a research method that aims to gain an in-depth understanding of social phenomena through the collection and analysis of non-numerical data such as text, images, and observations. It focuses on understanding the meaning behind human behavior, experiences, and interactions. One of its strengths is its ability to provide in-depth

insights into complex phenomena, as it allows researchers to explore the nuances of social and cultural contexts. Qualitative methods also offer flexibility and creativity in data collection and analysis, which can generate novel insights and identify unexpected patterns (Morse, 2015). As Morse (2015) pointed out "Flexibility and creativity are also critical to qualitative research because they enable the researcher to recognize, accommodate, and integrate new and unexpected patterns and insights that may emerge during data collection and analysis."(p.1215). However, the qualitative approach also has its weaknesses. One limitation is the potential for researcher bias or subjectivity in interpreting data, as it relies heavily on the researcher's interpretations and judgments. Additionally, it can be time-consuming and resource-intensive, as it often involves prolonged engagement with participants and analysis of large amounts of data. The results of qualitative research may also be difficult to generalize to larger populations, as the sample size is usually small and not randomly selected. Despite these limitations, the qualitative approach remains a valuable tool for understanding complex social phenomena and generating new knowledge.

4.2 Data Collection

In this section, I will present and discuss data collection. It will include the interviews and my reflections and preparation for the process.

Qualitative researchers frequently employ interviews as a primary technique to collect information on individuals' perspectives, attitudes, and experiences. (Tracy,2013, p.131). To gather data for this study, semi-structured interviews were conducted with six students from Chinese School.

According to Robin & Robin (2012), Semi-structured interviews offer a degree of spontaneity in the discussion while guaranteeing that a standardized set of questions is posed to every interviewee, providing both flexibility and consistency in the data collection process (p. 84). Interviews are a common data gathering method in educational research as they allow for in-depth exploration of participants' views and experiences. Kvale (1996) also notes the value of semi-structured interviews in educational research, stated that, the utilization of qualitative research interviews, particularly those that are semi-structured, is highly appropriate for delving into the interviewee's realm of encounters and for scrutinizing the intricacies of their unique perspective (p. 1).

So here, this method was chosen as it provides a deeper understanding of the students' perspectives on homework and its role in their learning.

In order to conduct a successful interview with children, some useful techniques can be gleaned from existing research. Such as Establishing a collaborative and equitable connection with the child during the interview phase is crucial, as it shifts the child's role from a mere participant or object of inquiry to an active partner in the research endeavor. (Narayan, 2017, p. 105). An equal and respectful relationship between the researcher and the child is essential to obtaining valid and reliable data (Bryman, 2012, p. 246). Furthermore, Rubin & Rubin, (2012) stated out "Creating a comfortable and supportive interview environment is important for both the interviewer and the interviewee and can lead to more accurate and comprehensive data collection" (p. 30). Also, the research of Creswell (2013) summarized that compared to closed-ended questions, open-ended questions offer a greater chance for participants to express detailed and in-depth responses that showcase their individual viewpoints, making them a more effective tool in qualitative research (p. 190). In the end, acknowledging and praising the contributions of participants during interviews can amplify their level of involvement and openness to sharing information, resulting in more productive and valuable data collection in qualitative research. (Rubin & Rubin, 2012, p. 34). So, give the children some encouragement and let them feel more confident to share the information, the researchers may collect more data.

Through the experiences of previous researchers, I considered in advance that it is crucial that children's age and developmental stage, as children often have limited attention spans and may become easily distracted, this can greatly impact their ability to participate in the interview. So, it is important to keep the interview relatively short and focused to ensure that they remain engaged. Additionally, the participants are children, I realized the researchers often meet difficulties when they conducting interviews with children subjects because children's psychological characteristics and understanding ability are different between adults '. According to the experiences from McDowell (2006) found out when conducting research with children, acquiring precise and comprehensive data can pose a challenge due to their limited vocabulary, non-standard use of grammar, and potential difficulties in effectively communicating their thoughts and emotions. To ensure that interview questions are appropriate and comprehensible for children, it is crucial for interviewers to consider the child's developmental stage and adjust the interview technique accordingly. (Green, 1997, p. 27). It is

why it is important for me to use age-appropriate language and ask open-ended questions. This approach can encourage students to provide more detailed responses and can help them feel more comfortable sharing their thoughts and feelings. Creating a safe and comfortable environment, such as the same school, even same class that they usually go to, is also important to reduce any anxiety or discomfort that children may feel during the interview process. Green also said, when conducting interviews with children, interviewers must cultivate a sense of trust and connection with the child and remain cognizant of their own prejudices and presumptions to conduct a more effective and unbiased interview (p. 32). By taking these factors into consideration, I can create an environment that is conducive to meaningful and insightful discussions with those children.

In this study, the recommendations from the literature were followed closely during the interview. To create a comfortable and supportive environment, the participants were selected from same class as my son and the class neighboring my son's classroom, with whom I have met every Saturday for the past three years, resulting in a familiar setting that fostered a relaxed atmosphere for the interview. In addition, open-ended questions were employed during the interview to provide the students with ample opportunities to express their views, which facilitated the collection of comprehensive and valuable information.

Despite I have prepared the precautions before interview for children, but still encountered problems during the process. For example, in the first time interview, I discovered inadvertently used adult-oriented interview questions in few conversations so that the children could not understand the meaning and could not answer the question, such as the question ``In your opinion, how can homework be made more effective for learning ?`` I discovered the question and language not always adjusted to the participants (children). As a researcher should avoid academic concepts that would use. It was too formal for the children. So finally changed the above question to `` Do you think homework helps you to learn? `` The revised question was easier for children to understand and they answered it more positively. Thus, when the researcher interviews children, need to use a simple language. As a researcher should try to obtain more information from children by following up their conversations with plain and understandable language.

Certainly, here, the interviews were conducted in person with each student individually. The interviews were semi-structured, meaning that a set of pre-determined questions were asked, but the interviewer had flexibility to ask follow-up questions and explore topics in more detail.

The questions asked were designed to explore the students' perspectives on homework, including their attitudes towards homework, the amount of time they spend on homework, and the perceived benefits of homework. To ensure confidentiality, each participant was assigned a letter (A, B, C, D, E, F) instead of using their names in the analysis. The interviews were recorded and transcribed, and the data was analyzed through content analysis to identify common themes and patterns in the responses.

In short, interviews provided valuable insight into the students' perspectives on homework and its role in their learning. By gathering data directly from the students, this study was able to gain a more nuanced understanding of the factors that impact students' attitudes towards homework and how it contributes to their learning.

4.3 Sampling

In this study, a non-probability purposive sampling approach was conducted to recruit participants. According to Creswell (2014), the non-probability purposive sampling is a non-probability sampling technique that involves selecting participants based on a specific purpose or reason. (p.185)."Purposive sampling involves selecting individuals or groups of individuals who are considered to be particularly knowledgeable or experienced with respect to the research question at hand, in order to gain in-depth insights and understanding of a particular phenomenon" (Patton, 2002, p. 238).

Overall, the key idea behind non-probability purposive sampling is that participants are selected based on specific criteria or characteristics that are relevant to the research question. The goal of non-probability purposive sampling is to select participants who are most likely to provide useful information for the research study and to ensure that the sample represents the diversity of perspectives and experiences relevant to the research question.

Here, I targeted students who study at grade 5 to 6 at Chinese School because the reason to get interested in this topic was due to as a grade 5 student parent at the Chinese School, I have observed that many students struggle with completing their homework on time and do not seem to enjoy the process. Based on the literature review and previous research, I have become deeply interested in understanding the root causes of many students struggle with completing their homework on time and do not seem to enjoy the process, and exploring potential. The scientific relevance of this research lies in its potential to advance our understanding of a specific area of

homework study. This has prompted me to delve deeper into the root causes of this issue and explore potential, which I have stated in the problem statement.

However, as I stated in the limitation this research will focus on understanding the role of homework for the Chinese school students both Grade 5 and 6. Therefore, this research will be limited to the students at Chinese School at grade 5 and 6 which restricted the choice of sample size.

4.4 Participants

The key participants interviewed for this study are summed up to six. These six students were not chosen at random from grade 5 and 6 in Chinese School, Sweden to fulfill the objectives of this research. The participants' names are A, B, C, D, E, and F. During the interviews, the students from grade 6 (A, E and F) are good use of English and Chinese, but the grade 5 students (B, C and D) are only proficient in Chinese, not English. Out of these participants, four were girls and two boys. And their ages are between ten to thirteen.

Name	Gender	Age	Grade	Language
A	Boy	11	6	Both good at English and Chinese
B	Girl	10	5	Good Chinese and little English
C	Girl	10	5	Good Chinese and little English
D	Girl	11	5	Good Chinese and little English
E	Boy	12	6	Both good at English and Chinese
F	Girl	13	6	Both good at English and Chinese

All the students (A, E and F) come from grade 6 have both good Chinese and English. But other three girls (B, C and D) from grade 5 have much better Chinese listening and speaking skills than English. For this reason, me as a researcher used both Chinese and English mixed to communicate with them during the interview process.

4.5 Ethical considerations

In this study, all six participants were informed about the details of the study, participation and its requirements. According to Fouka & Mantzourou (2011), prior to commencing any research involving human participants, it is imperative for researchers to acquire informed consent, which entails receiving explicit acknowledgement from the participants that they comprehend the nature of the research and have given their voluntary agreement to participate. Full consent should be obtained from the participants prior to the study. In addition to serving as an administrative instrument for the researcher, the consent form plays a crucial role in empowering the participant by reaffirming their autonomy and capacity to make informed choices regarding their involvement in the research (Henkelman & Everall, 2001, P.115). So, we can say that the consent form is viewed as an important mechanism for ensuring that individual autonomy is respected. Informed consent is defined as when adults voluntarily agree to participate in a research project, based on the full disclosure of pertinent information. It is the responsibility of the researcher to convey to both the child and the parent the aim of the research, the potential advantages and hazards involved, as well as the privileges and responsibilities of the participant. (Stanley & Sieber, 1992, p. 88).

Ethical guidelines such as the dignity and well-being of the students were to be always protected. The children who participated in the proposed research were treated with the same dignity and respect as their parents. Since I have underage students among my participants in this research, as Hammersley and Traianou (2012) proposed that it is important to uphold the principles of autonomy and voluntary consent when involving children in research, allowing them the freedom to make their own choices about participation (p. 135). So when I sent invitation letters to the children's parents before I interviewed them, I stressed that participation is voluntary and requires both the parents' and children's approval. I began my interview only after both parties had confirmed their agreement.

During the interviews, parents were not present in the room with the children. The interviews were conducted one-on-one with each student to ensure their privacy and to avoid any potential influence from their parents.

Also, I had negotiation with children: Prior to the interviews, I informed the children about the purpose and scope of the study and asked for their consent to participate. The children were also informed that their participation was voluntary and that they could withdraw from the study at any time if they felt uncomfortable or unwilling to continue. During the interviews, I negotiated with the children on the questions they were comfortable answering and the format of the interview. This was done to ensure that the children felt empowered to express their opinions and to make the process more engaging for them.

I sought to empower the children by encouraging them to express their opinions freely and by giving them the space to elaborate on their answers. The questions were designed to be open-ended and non-judgmental, allowing the children to express their thoughts without fear of reprisal or negative consequences. I also sought to empower the children by acknowledging their expertise as learners and participants in the educational process. The children were seen as competent participants with unique perspectives and experiences that could contribute to the study in meaningful ways.

I viewed the children as experts in their own learning experiences and sought to elicit their opinions on how homework impacted their learning. The questions were designed to draw out the children's insights and to allow them to reflect on their own learning processes. I also recognized the children's expertise as language learners and cultural ambassadors. This was particularly relevant in the context of a Chinese school where the children were learning Chinese language and culture in addition to other subjects.

The research data will remain confidential throughout the study. I did not reveal their identity and I anonymized them by using code (A, B, C, D, E, F) those letters instead of participants' names. The confidentiality of every respondent was assured, and consent was sought for the interviews to be audio-recorded. It also ensured that no participants were harmed. Creswell and Poth (2018) assert that adhering to ethical principles is crucial for researchers at every stage of the study, and it is imperative to provide participants with the opportunity to withdraw from the study if they are uncomfortable, with no pressure or obligation to participate (P.211).

The data will be handled with care and in accordance with the ethical guidelines. And they will be used solely for research purposes in connection with my master's thesis.

4.6 Organization of the fieldwork

Research protocol is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or program of the research. As Creswell (2014) said that ``a research protocol is a detailed plan or set of procedures for conducting a research study `` (p. 18). It serves as a roadmap for researchers to follow to ensure that the study is conducted ethically and efficiently.

I will repeat and summarize some of the previously given information. The purpose of saying that again is to gain a clearer understanding of the plan.

A research protocol typically includes a description of the research question, the study design, data collection methods, data analysis procedures, and potential risks in the study. It may also include information about the study population, inclusion and exclusion criteria, informed consent procedures, and plans for protecting participant privacy and confidentiality.

Thus, introduction is first arranged: The purpose of this study is to explore the perspectives of students at Chinese School regarding homework and its role in their learning. To achieve this, the research aims to answer three questions: (1) What is the importance of homework for the students at Chinese School? (2) How do students at Chinese School do their homework? (3) How does homework at Chinese School help students in their learning? To collect data, six students were interviewed, and their responses to a set of standardized questions were recorded and analyzed.

Secondly, Data Collection: Data was collected through semi-structured interviews with six students from the Chinese School. The participants were selected through purposive sampling based on their willingness to participate in the study. The interviews were conducted in person and lasted between 15-20 minutes each. The interviews were audio recorded with the participants' consent and transcribed for analysis.

Then, Interview Guide: It is a tool used to structure and guide an interview or conversation with a specific purpose or research goal. The guide typically includes an introduction to the topic, an overview of the purpose of the interview, a set of questions, and any follow-up questions or probes that may be necessary to elicit additional information or clarify responses.

Introduction:

- Introduce myself (I am a master student of IMER at Gothenburg University) and explain the purpose of the interview: to gain insights into the students' perspectives on homework and its role in their learning at Chinese School.
- Informed consent will be obtained from the participants or their guardians before conducting the interviews.
- Explain that the interview will take around 15-20 minutes and their participation is voluntary and anonymous.
- Ask for their consent to record the interview for later analysis.

Background:

- Ask the student about their ages, grade level and how long they have been attending Chinese School.
- Ask about their general experience with homework in the Chinese School setting.

The interview questions:

They were designed to gather information about the students' perspectives on homework and its role in their learning. The interview guide included the following questions:

1. Do you like doing homework?
2. Do you think the amount of homework is ok or a little bit much?
3. Has the amount of homework changed since you were in primary school?
4. How much time do you spend on homework each day or week?
5. How do you plan your time when it comes to homework and other activities?
6. Do you think homework is difficult when you do it?
7. How do you find help when you are struggling with homework?
8. Do you get feedback from the teacher? Do you find it helpful?
9. Do you think homework is beneficial for your achievement?
10. Do you feel that homework in Chinese school is different from homework in other subjects?
If so, how?
11. What are the most important reasons that you want to do homework?
12. Do you think homework helps you to learn?
13. Would you like to see any changes to the homework you receive?

The interview questions were open-ended to allow the students to express their views freely. The interviews were conducted in English and Chinese alternately, because the language skills are different for the students, to avoid any language barriers that may have affected the results.

Conclusion:

- Thank the students for their participation in the interview.
- Ask if there is anything else they would like to add or any questions they have.
- Remind them that their responses will remain confidential and be anonymized in the dissertation
- Inform them of the next steps in the research process, if applicable.
- End the interview.

Organization of Data Collection

The data was collected during an interview with each of the six children. Before the official interview, some preparatory work was also conducted. At first, I sent the consent letter to the headmaster of the Chinese School and present my project to him. Then he permitted me to access a school and recruit participants (when both their parents and children were willing) to gather data. Secondly, I sent invitation letters to six purposefully selected children's parents, requesting their approval and noting in the letters that children have the same right as their parents to decline participation.

During this process, a girl who was selected was rather shy. She tried to refuse initially, but with the support and encouragement of the girl's mother, the initially shy girl also bravely participated. Ultimately, six children participated in the interview.

In terms of interview methods, I planned to collect data from all six students through semi-structured (one-to-one) interviews. This interview method of data collection is suitable for this study because it allows research participants to adequately explain, answer, and explore the research questions raised in the study, resulting in appropriate and adequate responses. Here, the data was collected through audio recording and taking notes. Since the interviewees were purposeful chosen, and the time arrangement is also relatively sufficient, so the final interview consisted of individual interviews with six students. Then, the interviews were carried out on two different days in two weeks. Each interview lasted approximately 15 to 20 minutes. In these six interviews, all six students answered the questions alternately in Chinese and English, because some of the participants were better at English and some were better at Chinese, and I

am fluent in both languages. In this case, I used bilingual communication with all the students, which made the interviews go more smoothly. Additionally, both interviews were organized at the Chinese school to ensure the students felt comfortable in a familiar environment.

During the interviews, I conducted bilingual (Chinese and English) communication with participants. As a result, some information needed to be translated from Chinese to English. My knowledge of Chinese culture was a significant advantage in this process. By understanding the cultural context of the participants' responses, I was able to provide more accurate translations and gain a deeper insight into their perspectives. This allowed me to better transcribe the interviews and capture the nuances of what participants were saying.

Once after the discussions, the audio records were transcribed verbatim and edited immediately. Every transcription made me recall the detail of the interview situation. And I have familiarized myself with the data by reading through the transcript several times and looking for repeated words, phrases, or ideas that may suggest themes to facilitate coding.

4.7 Data analysis

For this study, the collected data was analyzed by thematic analysis. "Data analysis is the process of organizing data into patterns, themes, and categories, searching for regularities and finding relationships among the categories" (Stake, 1995, p.88). According to Braun & Clarke (2019) asserted that utilizing thematic analysis allows for a rigorous and structured approach to examining qualitative data, enabling researchers to identify and make sense of patterns and themes in a way that is both transparent and meaningful (p. 20).

At first, I transcribed all the interviews: wrote out the responses from each student in full, verbatim. Secondly, Read and re-read the transcripts: I have read the transcripts multiple times to familiarize myself with the data and identify initial themes. Same as Braun & Clarke (2019) done, they also said the initial step in the data analysis process involved a thorough and repeated review of the transcripts to gain a comprehensive understanding of the content, followed by the creation of initial codes that captured significant segments of data (p. 79). This shows that this step was very important because when I read through the data, I often raised up some reflective thoughts or ideas. And these thoughts and ideas helped me to identify the themes.

Next, Code the data: I used a coding scheme that involved identifying key themes and ideas that emerged from the data. This process began with an initial round of coding to develop the data, in which I assigned codes to individual pieces of information based on their content and

context. As the coding progressed, many of the codes were elaborated into themes to reduce the overall number of codes and to search for common elements among them. This involved grouping related codes together and looking for patterns and connections between them. Through the thematical analysis, I was able to gain deeper insights into the data and identify patterns and relationships that would have been difficult to discern otherwise.

Chapter 5 Results

This chapter revealed the results of this study. First, I will present the codes and the themes. Then, I will answer research questions through the themes merged from the codes. There are seven themes that have merged from the ten codes: "Improvement of academic performance", "Personal growth and development", "Self-regulated learning", "Parental involvement", "Better understanding", "Higher grades" and the "Self-discipline".

In the interviews, some of the participants communicated in Chinese, so the data were transcribed in Chinese. The answers were translated from Chinese to English in results. Furthermore, since the themes were found and explained from the students' data, I directly cited quotation from the participants' (students') data of the research questions to demonstrate the themes.

In this study, the Self-Determination Theory and Constructive Learning Theory be used to understand how homework can promote intrinsic motivation and positive learning outcomes among students at Chinese School. The portion of the pertaining to motivation (SDT) and the constructivist learning theory as a lens through which to interpret my findings will be discussed below. Simultaneously, previous research will be discussed, and discern gender differences in responses in the data also.

5.1 Presentation of the codes with subcodes and the themes

In this section, the 10 codes with subcodes will be stated clearly what they refer to.

1. "Attitude towards homework" (with subcodes for like/dislike, amount of homework, difficulty),

This code "Attitude towards homework" refers to the attitudes and opinions that students have towards homework. The subcodes of "like/dislike," "amount of homework," and "difficulty" are more specific categories that fall under this code.

- Like/dislike: this subcode refers to how students feel about homework in general, whether they enjoy doing it or not.
- Amount of homework: This subcode refers to how much homework the student is assigned and whether they feel it is too much or too little.
- Difficulty: Participants describe the level of difficulty of homework tasks.

2. "Time management and planning" (with subcodes for scheduling and prioritization),

This code refers to how students manage their time to complete homework, assignments, and other academic tasks. The subcodes of "scheduling" and "prioritization" are more specific categories that fall under this code.

- Scheduling: This subcode refers to specific strategies that students use to manage their time, such as setting specific times for homework.
- Prioritization: Participants describe how they prioritize their homework tasks.

3. "Support and feedback" (with subcodes for help sources and feedback from teachers),

This code refers to the ways in which students seek and receive help from different sources, including their teachers, classmates, parents, and the textbooks. This code also includes the types of feedback that students receive on their homework assignments, such as constructive criticism or positive reinforcement. The subcodes for help sources and feedback from teachers refer specifically to the support and feedback provided by teachers, which is often a crucial factor in students' academic success.

- Help sources: this subcode refers to participants identifying sources of support, such as textbooks, teachers, parents.
- Feedback from teachers: it refers to participants describing the feedback they receive from teachers on their homework, including comments on strengths and weaknesses, corrections, and suggestions for improvement.

4. "Perceived benefits of homework" (with subcodes for academic improvement and future goals),

Here, the code "Perceived benefits of homework" refers to the participants' perceptions or beliefs about how homework can benefit their academic performance and help them achieve their future goals. This code has two subcodes: "academic improvement" and "future goals." They capture the specific ways in which participants perceive homework as beneficial.

- Academic improvement: it refers to participants' beliefs that homework can improve their grades or overall academic performance.
- Future goals: this subcode refers to participants' beliefs that completing homework will help them achieve their future academic and career goals, such as admission to a top university or success in a desired profession.

5. "Differences in Chinese homework" (with subcodes for difficulty and amount).

The code "Differences in Chinese homework" with two subcodes for difficulty and amount refers to the variations in the level of difficulty and workload of homework given in Chinese classes compared to other classes. It explores students' perceptions of how much more or less challenging and time-consuming their Chinese homework is in comparison to other subjects.

- "difficulty": This subcode under the code "Differences in Chinese homework" refers to the perceived level of difficulty or complexity of the homework assigned in Chinese classes. It may include aspects such as the level of linguistic proficiency required, the complexity of the content, the level of challenge compared to other subjects, and the amount of time and effort needed to complete the tasks.
- "amount": this subcode refers to the quantity of homework assigned in Chinese classes compared to other subjects. This may include aspects such as the number of assignments given, the length of each assignment, or the frequency with which homework is assigned.

6. " Motivation " (with subcodes for intrinsic motivation and extrinsic motivation).

This code refers to the various factors that drive or hinder a student's desire to engage in academic tasks. The subcodes are:

- Intrinsic motivation: This subcode refers to the student's enjoyment of learning, curiosity, and personal interest in the subject matter.
- Extrinsic motivation: This subcode refers to the student's motivation that is driven by external factors, such as grades.

7. " Perceived usefulness " (with subcodes for understanding the purpose of homework and seeing the connection between homework and learning outcomes)

This code refers to the student's perception of the value and relevance of homework. The subcodes are:

- Understanding the purpose of homework: This subcode refers to the student's understanding of the reasons behind the assigned homework tasks.
- Seeing the connection between homework and learning outcomes: This subcode refers to the student's perception of how homework contributes to their learning outcomes.

8. " Homework difficulty " (with subcodes for Perception of difficulty and need for support)

This code refers to the student's perception of the level of difficulty of homework tasks and their need for support to complete them. The subcodes are:

- Perception of difficulty: This subcode refers to the student's perception of the complexity and challenge of the homework tasks.
 - Need for support: This subcode refers to the student's need for external help, such as from parents or teachers, to complete homework tasks.
9. " Homework load " (with subcodes for Perception of amount of homework and Balancing homework with other activities)

This code refers to the student's perception of the amount of homework assigned and their ability to balance it with other activities. The subcodes are:

- Perception of amount of homework: This subcode refers to the student's perception of the quantity of homework assigned.
 - Balancing homework with other activities: This subcode refers to the student's ability to manage their time effectively to complete the homework tasks while also engaging in other activities.
10. " Homework completion strategies " (with subcodes for time management techniques and learning strategies)

This code refers to the various techniques and approaches that students use to complete their homework tasks. The subcodes are:

- Time management techniques: This subcode refers to the student's use of strategies to manage their time effectively to complete the homework tasks.
- Learning strategies: This subcode refers to the student's use of techniques to enhance their learning and understanding of the homework content.

I used these codes to organize and analyze the data, looking for patterns and themes that merging from these codes.

Here, I will state clearly the seven themes that I have identified by merging and organizing codes.

1. Improvement of academic performance----this theme was merged by 4 codes:
 - "Perceived benefits of homework": This code captures students' beliefs about the value of homework, including how it can help them improve academically and achieve their future goals. Students who see the benefits of homework may be more motivated to complete it and to do their best work, which can lead to better academic performance.
 - " Support and feedback ": this code encompasses the sources of help students receive, such as from teachers or peers, and the feedback they receive on their homework to guide their learning and improvement.
 - "Attitude towards homework": This code captures students' opinions and feelings about homework, including how much they like or dislike it, how difficult they find it, and how much they must do. This can be an important factor in academic performance, as students who have a negative attitude towards homework may be less likely to complete it or to put in the necessary effort.
 - "Time management and planning": This code captures strategies that students use to manage their time effectively, such as scheduling their homework and prioritizing tasks. Effective time management can be key to academic success, as it allows students to complete their assignments on time and avoid feeling overwhelmed.
2. Personal growth and development ----this theme was merged by 5 codes:
 - Attitude towards homework (like/dislike): This code can be indicative of one's willingness to learn and their growth mindset, which are both important for personal growth and development.
 - Support and feedback (help sources and feedback from teachers): Receiving support and feedback can be crucial for personal growth and development, as it can help individuals identify areas for improvement and develop new skills and knowledge.
 - Perceived usefulness (understanding the purpose of homework and seeing the connection between homework and learning outcomes): Understanding the purpose of homework and how it contributes to one's learning and development can help individuals develop a growth mindset and a desire to continually improve themselves.
 - Motivation (intrinsic motivation and extrinsic motivation): Developing and maintaining motivation can be crucial for personal growth and development, as it can drive individuals to pursue new challenges and opportunities for growth.

- Homework completion strategies (time management techniques and learning strategies): Developing effective strategies for completing homework can contribute to personal growth and development by teaching individuals' valuable skills such as time management, organization, and self-discipline.
3. Self-regulated learning----this theme was merged by 3 codes:
- Time management and planning (scheduling and prioritization): Self-regulated learners can effectively manage their time and plan their work to achieve their goals.
 - Support and feedback (help sources and feedback from teachers): Self-regulated learners seek out feedback and support to help them improve their learning strategies and achieve their goals.
 - Homework completion strategies: This code is also related to self-regulation because it involves students developing strategies for completing their homework. Self-regulated learners can reflect on their own learning and develop strategies that work best for them, rather than relying solely on external guidance.
4. Parental involvement ----this theme was merged by 3 codes:
- Support and feedback: This code is related to parental involvement because it involves parents providing support and feedback to their children regarding their homework. Parents who are involved in their children's homework can provide help and guidance, as well as give feedback on their child's progress.
 - Homework load: This code is also related to parental involvement because it involves parents monitoring their child's homework load and making sure it is manageable. Parents who are involved in their child's homework can help them balance their workload with other activities and ensure that their child is not overwhelmed.
 - Attitude towards homework: This code is related to parental involvement because parents' attitudes towards homework can have an impact on their child's attitude towards homework as well. Parents who have a positive attitude towards homework and see it as valuable can encourage their child to approach homework with a similar mindset.
5. Better understanding: ----this theme was merged by 3 codes:
- "Support and feedback" (with subcodes for help sources and feedback from teachers): Students who receive regular feedback and support from their teachers are more likely to better understand the homework assignments.

- "Perceived usefulness" (with subcodes for understanding the purpose of homework and seeing the connection between homework and learning outcomes): Students who understand the purpose of homework and see its connection to their learning outcomes are more likely to have a better understanding of the homework assignments.
 - "Homework completion strategies" (with subcodes for time management techniques and learning strategies): Students who use effective homework completion strategies, such as time management and learning strategies, are more likely to have a better understanding of the homework assignments.
6. Higher grades ----this theme was merged by 4 codes:
- "Perceived benefits of homework" (with subcodes for academic improvement and future goals): Students who perceive homework as beneficial to their academic improvement and future goals are more likely to put in the effort needed to achieve higher grades.
 - "Support and feedback" (with subcodes for help sources and feedback from teachers): Students who receive regular feedback and support from their teachers are more likely to understand the material and to perform better on homework assignments and exams.
 - "Motivation" (with subcodes for intrinsic motivation and extrinsic motivation): Students who are motivated to succeed in school, either intrinsically or extrinsically, are more likely to put in the effort needed to earn higher grades.
 - "Homework completion strategies" (with subcodes for time management techniques and learning strategies): Students who use effective homework completion strategies, such as time management and learning strategies, are more likely to complete their assignments to a high standard, leading to higher grades.
7. Self-discipline ----this theme was merged by 3 codes:
- "Time management and planning" (with subcodes for scheduling and prioritization): Students who effectively manage their time and prioritize their tasks, including their homework assignments, are more likely to exhibit self-discipline.
 - "Perceived benefits of homework" (with subcodes for academic improvement and future goals): Students who perceive the benefits of completing their homework, such as academic improvement and achieving future goals, are more likely to exhibit self-discipline in completing their assignments.
 - "Attitude towards homework" (with subcodes for like/dislike, amount of homework, difficulty): Students who have a positive attitude towards homework, regardless of the

amount or difficulty, are more likely to exhibit self-discipline in completing their assignments.

Here, totally seven themes are the results of merging codes: ``Improvement of academic performance``, ``Personal growth and development``, ``Parental involvement``, ``Self-regulated learning``, ``Better understanding``, ``Higher grades`` and the ``Self-discipline``. As the following table:

Themes	Codes
1. Improvement of academic performance	Perceived benefits of homework
	Support and feedback
	Attitude towards homework
	Time management
2. Personal growth and development	
	Attitude towards homework
	Support and feedback
	Perceived usefulness
	Motivation
	Homework completion strategies
3. Self-regulated learning	
	Time management and planning
	Support and feedback
	Homework completion strategies
4. Parental involvement	
	Support and feedback
	Homework load
	Attitude towards homework
5. Better understanding	
	Support and feedback
	Perceived usefulness
	Home completion strategies
6. Higher grades	
	Perceived benefits of homework

	Support and feedback
	Motivation
	Homework completion strategies
7.Self-discipline	
	Time management and planning
	Perceived benefits of homework
	Attitude towards homework

5.2 What is the importance of homework for the students at Chinese School?

Here, I will answer first research question by using two themes: "Improvement of academic performance," and "Personal growth and development ". And then, I will discuss it with the theories.

5.2.1 Improvement of academic performance

The theme of "improvement of academic performance" related to RQ 1 ("What is the importance of homework for the students at Chinese School?") because it speaks to the potential benefits of homework for academic success.

On the other hand, it is possible that the theme of "Improvement of academic performance" was not allocated to RQ2 and RQ3 because these research questions focus more on the process and mechanisms of doing homework, rather than the outcomes or benefits of homework.

RQ2 asks about how students at Chinese School to do their homework, which is more about the strategies and approaches they use, rather than the specific outcomes they hope to achieve. For example: the theme of "Self-regulated leaning" is more directly relevant to RQ2, as effective time management and homework completion strategies are critical for completing homework efficiently and effectively.

RQ3 asks about how homework helps students in their learning, which is more about the ways in which homework contributes to their academic development. Such as, the theme of "Higher grades" would be appropriate for RQ3.

Therefore, the theme of "Improvement of academic performance" `` is more directly relevant to RQ1, which specifically asks about the importance of homework for academic success at Chinese School. The theme of "Improvement of academic performance" is likely to be more

focused on the outcomes of homework, such as grades and test scores, rather than the processes or mechanisms through which students achieve those outcomes.

When considering the theme of "Improvement of academic performance," there are several ways in which homework can be important for students at Chinese School.

Firstly, homework assignments can provide students with an opportunity to practice and reinforce the concepts and skills they have learned in class. Through homework, students can gain a deeper understanding of the material and improve their ability to apply it in new contexts. This can lead to better performance on assessments and overall academic achievement. When students get good grades, they can attend a top university, or pursue a particular career path. Students see homework to build the skills and knowledge needed to achieve these goals, and therefore view it as an important aspect of their academic journey. In other words, students see homework as an important means of achieving their academic goals and preparing for their future, both academically and beyond. Also, this theme may reflect the cultural values and expectations of the students and their families, as many Asian cultures place a strong emphasis on academic achievement and success.

Secondly, completing homework assignments can help students develop important study habits and skills. By working independently to complete assignments, students can learn how to manage their time effectively, set priorities, and develop a sense of responsibility and accountability for their own learning. These skills are important for success not only in school but also in future academic and professional endeavors.

Additionally, homework can provide valuable feedback for both students and teachers. When student complete homework assignments, teachers can use this information to gauge their understanding of the material and adjust their instruction accordingly. Students can also use feedback on their homework to identify areas where they may need additional support or practice.

Overall, homework can be an important tool for improving academic performance for students at Chinese School. By providing opportunities for practice and reinforcement, developing study habits and skills, and providing feedback for both students and teachers, homework can contribute to student success in the classroom and beyond. Here, this theme also can be related to the data in several ways. Firstly, the data from interview question 11, some students mentioned that they do homework "for the future." (Because in Chinese culture place a strong emphasis on academic achievement and success, so usually

parents or teachers teach the children that the reason of studying hard now is to have more job choices or opportunities and a better life in the future.)

For the future. I can get good grades from doing homework and then get into a good university to study. (A)

This indicates that they see homework to prepare themselves for the challenges they may face in the future, whether in their academic or professional lives. At same time, students may view homework as an important part of their overall academic performance, which is necessary for achieving their future goals. They do see homework to improve their grades, which can impact their ability to get into a good university.

Furthermore, the data from interview question 9 suggests that students believe homework is beneficial for their achievement, which can be seen as an important aspect of preparing for their future academic and professional goals. Meanwhile, some students mentioned that they prioritize homework over other activities, such as the data from interview question 5 "How do you plan your time when it comes to homework and other activities?" Five participants have said homework comes first. These data suggest that they understand the importance of investing time in their academic pursuits to achieve their future goals.

So, it showed that students see homework as an important means of preparing for their academic and professional futures, and to improve their overall academic performance, which can impact their future success.

5.2.2 Personal growth and development

The theme of " Personal growth and development " related to RQ 1 ("What is the importance of homework for the students at Chinese School?") because it is focused on exploring the importance of homework for students and how it contributes to their personal growth and development. This question implies that homework is not just a means to an end, but rather an opportunity for students to develop skills, knowledge, and habits that will serve them well beyond the classroom. As such, the theme of "Personal growth and development" is a natural fit for this question.

On the other hand, it is possible that the theme of " Personal growth and development " was not allocated to RQ2 and RQ3 because they appear to be more focused on the practical aspects of how students' approach and benefit from homework.

RQ2 asks about how students at Chinese School to do their homework, which is more focused on how students approach homework, also means it is more about the practical aspects of

completing assignments. While there may be some overlap between this question and the theme of personal growth and development, the emphasis is more on the mechanics of homework completion, such as how much time students spend on homework and what strategies they use to stay organized and motivated.

Meanwhile, RQ3 asks about how homework helps students in their learning, which is more focused on how homework helps students learn, so it is related to the broader theme of education. This question implies that homework is not just busy work, but rather a tool that supports student learning and understanding. As such, the theme of "Higher grades" would be appropriate for this question.

Given this, it makes sense to allocate the theme of "Personal growth and development" to RQ1, as it is focused on the broader implications and impact of homework on students' overall growth and development. In contrast, RQ2 and RQ3 are more narrowly focused on the mechanics and outcomes of homework, and as such, do not necessarily warrant the same level of emphasis on personal growth and development.

Homework is an essential component of the learning process at Chinese schools, not only because it allows students to improve their academic performance but also because it contributes to their personal growth and development. Homework plays an essential role in students' personal growth and development. In terms of personal growth and development, homework can help students in various ways.

First, completing homework helps students develop time management skills, as they need to allocate sufficient time to complete their assignments alongside other activities. As students' progress through their academic career, they will increasingly encounter situations where they need to balance multiple commitments, and homework can serve as an excellent training ground for this.

Secondly, homework can help students develop responsibility. When student complete homework on their own, they learn to take ownership of their learning and become more self-motivated. It also helps students develop critical thinking and problem-solving skills, as they must apply what they have learned in class to complete their homework assignments. At same time, when student complete assignments and encounter challenging problems, they need to think creatively and develop innovative solutions. This process fosters the development of their analytical and problem-solving skills, which will serve them well in their future careers and personal lives.

Additionally, home can help students develop a sense of achievement and confidence in their abilities. When they successfully complete their homework assignments, they feel a sense of accomplishment, which can boost their self-esteem and self-confidence. This positive reinforcement can encourage students to take on new challenges and push themselves to achieve their goals, leading to personal growth and development.

In summary, while homework is undoubtedly important for improving academic performance, it also has a significant role to play in students' personal growth and development. Homework can help students to develop essential skills such as time-management, responsibility, critical thinking, and problem-solving, which will be invaluable in their future pursuits. Self-determination theory (SDT) and constructivist learning theory can be used to discuss the answer coming from my study.

According to SDT, individuals have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's own behavior and choices, competence refers to the need to feel capable and effective in one's activities, and relatedness refers to the need to feel connected to others. Homework can play a significant role in fulfilling these needs for students. Through homework, students can exercise autonomy by making decisions about when and how to complete their assignments. Homework can also contribute to their sense of competence as they develop their knowledge and skills through independent practice. Finally, homework can support relatedness as it allows for collaboration with peers, parents and feedback from teachers.

Constructivist learning theory suggests that students construct knowledge and meaning through their own experiences and interactions with their environment. Homework can serve as an opportunity for students to engage in independent learning and construct their understanding of the subject matter. Through homework assignments, students can actively explore the content on their own and develop their understanding through their own efforts. This approach can foster deep learning and help students to develop a more comprehensive and nuanced understanding of the material.

Therefore, the combination of self-determination theory and constructivist learning theory suggests that homework is essential for students' personal growth and development. Homework allows for the fulfillment of psychological needs related to autonomy, competence, and relatedness, while also supporting students' active construction of knowledge and

understanding. By exploring the research question through these theoretical lenses, we can gain a deeper understanding of the importance of homework for students at Chinese schools.

5.3 How do students at Chinese School do their homework?

I will answer the second research question by using two themes: "Self-regulated learning" and "Parental involvement". Afterwards, I will discuss it with the theories.

5.3.1 Self-regulated learning

The theme of "self-regulated" have been allocated to RQ2(How do students at Chinese School do their homework?), but not RQ1 and RQ3 because it is more directly related to the question of how students at Chinese School to do their homework, which is the focus of RQ2.

The concept of self-regulated learning refers to the ability of students to control and regulate their own learning processes. This includes setting goals, planning strategies, monitoring progress, and adjusting their approach as needed to achieve their learning objectives.

When it comes to my research questions, RQ2 is focused on how students at Chinese School do their homework. This question implies that students are actively engaged in the homework process and are responsible for managing their own learning. By examining how students approach their homework, I am essentially exploring their ability to self-regulate their learning. In contrast, RQ1 is focused on the importance of homework for students at Chinese School, and RQ3 is focused on how homework helps students in their learning. While both questions are related to learning and education, they do not necessarily imply that students are actively engaging in self-regulated learning. Instead, these questions are more broadly focused on the outcomes and benefits of homework, rather than the process of completing homework.

Therefore, the theme of self-regulated learning is more applicable to RQ2 than to RQ1 or RQ3, as it is specifically focused on the process of completing homework and how students manage their own learning during this process. By exploring how students at Chinese School approach their homework and self-regulate their learning, I can gain valuable insights into the strategies and techniques that are effective for promoting student success and achievement. To understand how students do their homework at Chinese school, we can answer it through the theme of "self-regulated learning."

Here, when it comes to homework, self-regulated learning can manifest in various ways. Firstly, students who are good at self-regulated learning tend to plan their homework time well, prioritizing the most important tasks and allocating enough time to complete them. They are

also more likely to engage in self-monitoring and self-reflection, checking their work for accuracy and reflecting on what they've learned.

Secondly, students who practice self-regulated learning tend to be more self-motivated and confident in their ability to complete homework tasks successfully. They also tend to be more persistent and resilient when they encounter difficulties, seeking help when necessary and using effective problem-solving strategies to overcome obstacles.

Finally, self-regulated learning can also involve the development of metacognitive skills, such as the ability to monitor and regulate one's own cognitive processes. For example, students who are good at self-regulated learning may use strategies like self-questioning or summarization to help them understand and remember the content they are studying.

In conclusion, students who practice self-regulated learning tend to approach homework tasks in a proactive and strategic manner, setting goals, planning their work, and reflecting on their progress. By developing self-regulated learning skills, students can become more efficient and effective in completing their homework tasks, leading to greater academic achievement.

Based on data provided by the six students, self-regulated learning is an important aspect of how students at Chinese School do their homework. Several students mentioned that they prioritize their homework before other activities, it indicates that planning their work is an essential aspect of their homework habits.

Homework first, then do other activities. I usually try to get my homework done as soon as possible, so I don't have to worry about it later. (A)

And some even have a schedule to plan their homework and other activities.

Depending on the plan, parents plan activities, I plan my homework. (E)

I have a schedule to plan my homework and the activities. (F)

Additionally, students also mentioned that the amount of homework they receive has increased over the years, some students discussed the amount of time they spend on homework, ranging from 20-30 minutes per day to around 2 hours per week. This indicates that time management is an important factor in completing homework effectively.

Overall, by analyzing research question 2 through the theme of self-regulated learning. It can provide valuable insights into how they self-regulated to complete their homework effectively. Thus, self-regulated learning is an important theme that affects how students' approach and complete their homework at Chinese School.

5.3.2 Parental involvement

The theme of "Parental involvement" have been allocated to RQ2 but not RQ1 and RQ3 because it is more directly related to the question of how students at Chinese School to do their homework, which is the focus of RQ2.

The theme of "Parental involvement" suggests that parents may play a role in supporting their children with homework completion. This theme is more relevant to RQ2 because it addresses the process of completing homework and the potential role of parents in that process. On the other hand, RQ1 focuses on the importance of homework for academic success, which may not necessarily involve parental involvement. Similarly, RQ3 asks about how homework helps students in their learning, which is more about the specific ways in which homework contributes to their academic development.

Therefore, while the theme of "Parental involvement" is more directly related to RQ2 because it addresses the potential role of parents in supporting their children with homework completion. Parental involvement plays a significant role in the homework habits of students at Chinese schools. In general, parents take an active interest in their children's education and often provide support and guidance when it comes to completing homework assignments.

Firstly, parents often establish a structured routine for their children to complete homework. This routine includes setting aside a specific time each day for homework and ensuring that their child has a quiet, distraction-free space to work. This helps to establish a habit of completing homework on a regular basis, which can contribute to better academic performance. Secondly, parents are involved in the actual completion of homework assignments. For example, they can help with difficult problems or review completed work for errors. Some parents may even hire tutors or enroll their children in additional classes to provide extra support.

Thirdly, parental involvement can also influence students' motivation to complete homework. When parents show interest in their child's education and express confidence in their abilities, students may be more motivated to put forth effort and complete assignments to the best of their abilities. On the other hand, if parents are disengaged or do not value education, students may be less motivated to complete homework assignments.

Overall, parental involvement is a key factor in how students at Chinese schools approach their homework. By establishing routines, providing support, and encouraging motivation, parents can help their children develop good homework habits and achieve academic success.

Based on the students' data, it is evident that parental involvement plays a significant role in how students at Chinese School do their homework.

Firstly, many of the students mentioned that their parents are involved in planning their homework time and other activities. For example, student E mentioned that his parents plan his activities, while he plans his homework accordingly. This suggests that parents play an active role in managing their children's time, ensuring that they have enough time to complete their homework.

Secondly, the students indicated that they seek help from their parents when they struggle with homework. For instance, students A, B, C, D, E, and F mentioned that they ask their parents for help when they find homework difficult.

I usually try to read the book first, if I cannot solve it, I will try to find my mom to help. (A)

En...my mom. She is Chinese, my father is Swedish, so it better to ask her... (B)

... I ask my teacher or parents for help... I want to make sure I get it right and learn from it.

(C)

Ask my parents. (D)

..... I don't like asking for help unless I really need it...Yeah...normally I ask my mom. (E)

Look at the book and ask my parents. (F)

This shows that parents are involved in assisting their children with their homework, which could potentially impact how much homework they are able to complete.

Additionally, some students mentioned that the pressure from their parents motivates them to do homework. For example, student E stated that the pressure from his mom is one of the reasons he wants to do homework.

Ok.... I think the reason I want to do the homework is because of the pressure from My Mom...yeah you know...I must do that otherwise she going to angry with me...I don't want to make her unhappy...you have no idea how terrified she looks when she gets angry...Hahaha...(E)

This suggests that parental expectations and involvement could have an influence on students' attitudes towards homework and their motivation to complete it.

So, the theme of parental involvement indicates that parents play a significant role in how students at Chinese School approach their homework. They are involved in managing their children's time, providing help when needed, and motivating them to complete homework.

From the above two themes: Self-regulated learning is an important factor in completing homework effectively, with students utilizing a variety of strategies such as setting goals, time

management, and seeking help when needed. Parental involvement also plays a crucial role in students' homework habits, with parents frequently assisting with homework, providing guidance, and creating a positive learning environment. Thus, both self-regulated learning and parental involvement are important aspects of how Chinese students approach and complete their homework.

According to self-determination theory, individuals are motivated to engage in activities that fulfill their basic psychological needs of autonomy, competence, and relatedness. In the context of homework, students who feel autonomous and competent in their ability to complete their assignments are more likely to be motivated to do them.

So, when looking at how students at Chinese school do their homework, it's important to consider whether they feel like they have some choice in the matter and whether they feel like they can complete the work. If students feel like they are being forced to do homework without any say in the matter, it could undermine their motivation and lead to a lack of engagement. On the other hand, if students feel like they have some autonomy in choosing when and how to complete their homework, they may be more likely to take ownership of the task and put in more effort.

Additionally, self-determination theory suggests that students' motivation can be influenced by the quality of their relationships with others. In the case of homework, this could include the relationship between the student and their teacher, as well as the relationship between the student and their parents. When students feel like they have a positive, supportive relationship with these individuals, they may be more likely to be motivated to complete their homework to meet expectations and receive praise or recognition.

Overall, self-determination theory suggests that students' motivation to do homework is influenced by their sense of autonomy, competence, and relatedness. By considering these factors when exploring how students at Chinese school do their homework, we can gain a better understanding of what drives their motivation and how we can support them in achieving success.

Constructivist learning theory suggests that learners construct their own knowledge and understanding through active engagement with the materials, rather than simply receiving and memorizing information. In the context of homework, this theory suggests that students should be given the opportunity to actively engage with the material and make connections between what they are learning and their own experiences.

From a constructivist perspective, students at Chinese schools can approach homework in a variety of ways. Some may see homework as an opportunity to explore new ideas and concepts and may spend time thinking critically about the material they are working on. Others may be more focused on completing the task quickly and efficiently, without necessarily engaging with the material in a deep way.

Constructivist learning theory also emphasizes the importance of social interaction and collaboration in the learning process. Students who work together with others (such as parents) on homework assignments may have the opportunity to share ideas and perspectives, leading to deeper understanding and a more nuanced appreciation of the material.

Overall, a constructivist approach to homework suggests that students should be given the opportunity to engage with the material in meaningful ways, whether through discussion with parents or teachers, reflection on their own experiences, or exploration of related concepts. This approach can lead to deeper understanding and a greater appreciation for the material, both in the short term and in the long term.

5.4 How does homework at Chinese School help students in their learning?

For the last research question, I will answer it by using three themes: "Better understanding," "Higher grades," and "Self-discipline". Then, I will discuss it with the two theories.

5.4.1 Better understanding

The theme of "Better understanding" has been allocated to RQ3 but not RQ1 and RQ2 because it is more directly related to the question of how homework helps students in their learning, which is the focus of RQ3.

The theme of "Better understanding" suggests that completing homework may help students to better understand the material they are studying, which can contribute to their academic development. This theme is more relevant to RQ3 because it addresses the specific ways in which homework can contribute to student learning.

On the other hand, RQ1 focuses on the importance of homework for academic success, which may not necessarily involve better understanding. The theme of "Improvement of academic performance" may be more relevant to RQ1 because it addresses the impact of homework on academic achievement. Similarly, RQ2 asks about how students at Chinese School to do their homework, which is more about the process of completing homework rather than the outcomes.

Therefore, the theme of "Better understanding" is more directly related to RQ3 because it addresses the specific ways in which homework can contribute to student learning and academic development.

Homework can contribute to students' better understanding of the topics covered in class. Assigning homework allows students to reinforce their learning and apply it in different contexts. When the children complete homework, they can practice what they have learned, which can help them to retain the information better. Homework can also provide students with the chance to explore the topic further and to apply their critical thinking skills.

In the context of Chinese schools, homework is often used as a tool to reinforce the material learned in class. Chinese schools have a reputation for being academically rigorous, and homework is an essential part of the learning process. Chinese schools typically assign a significant amount of homework to their students, which can help to reinforce the material learned in class.

Research has shown that homework can have a positive impact on students' academic achievement. A study conducted by Cooper et al. (2006) found that homework was positively correlated with student achievement in elementary school, middle school, and high school. The study also found that homework was more effective when it was used to reinforce previously learned material.

In summary, through the theme of better understanding, homework can help students in their learning at Chinese schools by reinforcing the material learned in class, providing students with the opportunity to practice and apply what they have learned, and contributing to their academic achievement.

This theme of "Better understanding" also can be described in relation to the research question "How does homework for the students at Chinese School help them in their learning?" based on the data. Many of the students expressed that homework is beneficial for their achievement and helps them to learn. They also mentioned that homework helps them to better understand the material and become more proficient in Chinese language and culture.

For example, student A mentioned that homework is important for the future, which indicates that he believes that doing homework will help them to better understand the material and achieve his goals. Similarly, student F expressed that she does homework so that she can learn and become better, which indicates that she believes that doing homework is beneficial for her understanding and development. Additionally, most of the students (students A, B, C, E& F)

said that homework is beneficial for their achievement, suggesting that completing homework assignments helps them to better understand and retain the knowledge they have learned in class. Lastly, some students also stated that they find homework difficult at times but seek help from their parents or teachers to better understand the materials. This shows that they understand the importance of having a better understanding of the material and are willing to put in the effort to achieve it through completing homework assignments and seeking help when needed.

These data suggest that homework helps the students to develop a better understanding of the material and that they view this as a key benefit of homework. This aligns with the theme of "Better understanding" which highlights how homework can help students to deepen their understanding of a subject and improve their academic performance.

5.4.2 Higher Grades

The theme of "Higher grades" has been allocated to RQ3 but not RQ1 and RQ2 because it is more directly related to the question of how homework helps students in their learning, which is the focus of RQ3.

The theme of "Higher grades" suggests that completing homework may lead to better grades, which can contribute to students' academic development. This theme is more relevant to RQ3 because it addresses the specific ways in which homework can contribute to student learning outcomes.

On the other hand, RQ1 focuses on the importance of homework for academic success, which may not necessarily involve higher grades. The theme of "Improvement of academic performance" may be more relevant to RQ1 because it addresses the impact of homework on academic achievement. Similarly, RQ2 asks about how students at Chinese School to do their homework, which is more about the process of completing homework rather than the outcomes. Such as the theme of "Individual approach" may be more relevant to RQ2 because it addresses the potential individualized strategies that students may use to complete their homework.

Therefore, the theme of "Higher grades" is more directly related to RQ3 because it addresses the specific ways in which homework can contribute to students' academic performance in terms of grades.

When it comes to the theme of "higher grades," homework can play an important role in helping students at Chinese schools achieve academic success.

One way that homework can contribute to higher grades is by providing students with an opportunity to practice and reinforce the skills and concepts they have learned in class. By completing homework assignments, students can demonstrate their understanding of the material and reinforce important concepts, which can lead to better performance on tests and other assessments. This can ultimately lead to higher grades and a deeper understanding of the subject matter.

In addition, homework can also help students to develop important study habits that can contribute to higher grades. By regularly completing homework assignments and managing their time effectively, students can develop a sense of discipline and responsibility that can carry over into other areas of their academic and personal lives. This can help them to stay organized, manage their time effectively, and ultimately perform better in school.

Homework can also play a role in preparing students for exams and other assessments. By regularly completing homework assignments, students can identify areas where they need additional support or practice and can work to address these areas before exams. This can help to reduce test anxiety and improve overall performance, leading to higher grades and a greater sense of confidence in their academic abilities.

All in all, the theme of "higher grades" highlights how homework can be an important tool for helping students at Chinese schools achieve academic success. By providing opportunities for practice, reinforcing important concepts, and developing important study habits, homework can contribute to higher grades and a deeper understanding of the subject matter.

Based on the data, "Higher grades" also can be described in relation to the research question "How does homework for the students at Chinese School help them in their learning?" in the following ways:

- Some students believe that doing homework helps them achieve better grades. For example, student C said that doing homework is important because it helps him get good grades. And, students A mentioned that homework is important for the future, which can be interpreted as a belief that homework helps improve academic performance in the long run.
- Student B also stated that she thinks homework is beneficial for her achievement, suggesting that doing homework can lead to better grades.
- Other students did not directly mention grades, but their comments suggest that they believe homework is helpful for their learning. For instance, student D mentioned that

homework is easy and helpful, and student F said she does homework to learn and become better. Additionally, student B, D, and F also mentioned that they receive feedback from their teachers on their homework, which they find helpful in improving their grades. These comments imply that students at Chinese School view homework to improve their academic performance and achieve higher grades.

So, from the information above, we can also see the theme "Higher grades" suggests that students at Chinese School believe that homework is helpful for their academic performance and that doing homework can lead to better grades.

5.4.3 Self-discipline

The theme of "Self-discipline" has been allocated to RQ3 but not RQ1 and RQ2 because it is more directly related to the question of how homework helps students in their learning, which is the focus of RQ3.

The theme of "Self-discipline" suggests that completing homework may require self-discipline, which can contribute to students' development of important skills and habits that can support their academic success. This theme is more relevant to RQ3 because it addresses the specific ways in which homework can contribute to students' development of self-discipline, and how this can in turn support their learning. On the other hand, RQ1 focuses on the importance of homework for academic success, which may not necessarily involve self-discipline. Such as, the theme of "Improvement of academic performance" may be more relevant to RQ1 because it addresses the impact of homework on academic achievement. Similarly, RQ2 asks about how students at Chinese School to do their homework, which is more about the process of completing homework rather than the outcomes.

Therefore, the theme of "Self-discipline" is more directly related to RQ3 because it addresses the specific ways in which homework can contribute to students' development of important skills and habits that can support their academic success.

When it comes to the theme of "self-discipline," homework can be an important factor in helping students at Chinese schools develop the skills and habits needed to succeed in their academic and personal lives.

Completing homework assignments requires students to manage their time effectively, prioritize their homework, and demonstrate a sense of responsibility and discipline. By

regularly completing homework assignments, students can develop these important skills and habits, which can have a positive impact on their overall success in school and in life.

In addition, homework can also help students to develop a sense of self-discipline and motivation. By setting goals for themselves and working diligently to achieve them, students can develop a sense of pride in their homework and a greater sense of personal responsibility. This can ultimately lead to a stronger sense of self-discipline and a greater ability to stay focused and motivated in all areas of their lives.

Moreover, homework can also help students to develop problem-solving and critical thinking skills. When faced with challenging homework assignments, students must find ways to overcome obstacles, think creatively, and find solutions to problems. This can help to build their confidence and their ability to tackle difficult tasks, both in and out of the classroom.

Overall, the theme of "self-discipline" highlights how homework can be an important tool for helping students at Chinese schools develop the skills and habits needed to succeed in school and in life. By promoting time management, responsibility, motivation, problem-solving, and critical thinking skills, homework can contribute to the development of self-discipline and a sense of personal pride and accomplishment.

On the other hand, Self-discipline can be seen as an important factor in students' ability to complete their homework consistently and effectively. The data also shows that homework plays an important role in developing self-discipline. They prioritized homework first before engaging in other activities, and they allocate time to complete their homework regularly.

Homework first, then do other activities. I usually try to get my homework done as soon as possible, so I don't have to worry about it later. (A)

I have a schedule to plan my homework and the activities. But normally homework first. (F)

Furthermore, some students mentioned that they see homework as an opportunity to learn and become better, which suggests that they have developed a sense of self-discipline and motivation towards their studies.

So, I can learn and become better. (F)

Simultaneously, homework may also help students develop self-motivation and perseverance, as they work through challenging assignments and seek help when needed.

I like to try reading the book first when I'm doing my homework. But if I don't understand something, I ask my mom for help. She's good at explaining things. It's good to ask for help when you need it, so you can learn more. (A)

Sometimes I need help with my homework, but my mom or dad is always there to help me. I like learning with them. (D)

By examining the relationship between homework and self-discipline, the study can provide valuable insights into the students' experiences and opinions of homework as a learning tool for students at Chinese School.

In short, from the above three themes suggested that homework assignments are a vital component of the learning experience at Chinese School. Homework helps students to achieve a better understanding of the subject matter, perform better on exams that leads to higher grades, and develop self-discipline that benefits them in their learning even in all areas of their lives.

Self-determination theory (SDT) can provide insights into how homework can help students in their learning at Chinese school. According to SDT, individuals have three basic psychological needs: autonomy, competence, and relatedness. These needs are critical to motivation and can influence the effectiveness of homework in enhancing student learning. As Ryan & Deci (2020) stated that individuals are more likely to be motivated and engaged in their learning when they feel a sense of autonomy, competence, and relatedness.

Autonomy refers to the need to feel in control of one's own life and decisions. In the context of homework, this means that students need to feel that they have a choice in what they learn and how they learn it. When students have autonomy over their homework, they are more likely to engage with it and take ownership of their learning.

Competence refers to the need to feel capable and effective in one's actions. When homework assignments are appropriately challenging and students receive useful feedback, they are more likely to feel competent and motivated to continue learning, it leads to better understanding of the material and get higher grades from the exams. On the other hand, if assignments are too difficult or too easy, students may feel frustrated or bored, which can undermine their motivation and engagement.

Relatedness refers to the need to feel connected to others and to belong to a community. In the context of homework, this means that students need to feel supported and encouraged by their teachers and parents. When students feel that their efforts are recognized and valued, they are more likely to persist in their learning and be motivated to do their homework, thereby promoting academic development and achievement.

Therefore, for homework to be effective in enhancing student learning at Chinese school and gain good results, it should be designed to meet the basic psychological needs of autonomy,

competence, and relatedness. Teachers and parents should provide students with a sense of choice and control over their learning and create a supportive and encouraging learning environment that values and recognizes student effort.

At same time, the theory of Constructivism was also used here as the theory framework. Because Constructivist learning theory suggests that learners construct their own understanding and knowledge through interaction with their environment. Homework can support this process by providing opportunities for students to apply and extend their understanding of concepts learned in the classroom. In other words, homework can be a valuable tool for students to actively engage with and apply the knowledge and skills they have acquired in the classroom, thereby deepening their understanding and developing their ability to learn independently.

According to constructivist learning theory, learning is an active process in which individuals construct their own understanding and knowledge through interactions with their environment. In the context of homework, students are given the opportunity to engage in self-directed learning and construct their own meaning by applying what they have learned in the classroom to real-world situations.

Homework that aligns with constructivist principles should encourage students to engage in inquiry-based learning, where they are actively seeking and exploring new information rather than just memorizing facts. This type of homework promotes the development of critical thinking skills and the ability to problem-solve, which are essential for success in the 21st-century workforce.

Moreover, constructivist learning theory emphasizes the importance of social interaction in learning. Homework that encourages collaboration and discussion among students, parents and teachers can promote the construction of new knowledge through sharing of ideas and perspectives. This type of homework can also help students develop their communication skills, which are highly valued today.

In summary, homework that aligns with constructivist learning theory can help students in their learning by providing opportunities for self-directed, inquiry-based learning, promoting critical thinking and problem-solving skills, and encouraging social interaction and collaboration.

Certainly, discussion of the previous research where relevant is essential here. Previous researches has examined the relationship between homework and student learning, but there is limited research on how students perceive homework and its role in their learning. For example, Jones and colleagues (2016) conducted a study on the effects of homework on student

achievement and found that there was a positive relationship between homework completion and student grades. However, the study did not examine how students themselves perceived homework.

Other research has focused on students' attitudes towards homework. Smith and colleagues (2019) conducted a study on middle school students' perceptions of homework and found that students generally saw homework as an important tool for learning, but they also felt that too much homework could be stressful and interfere with their social lives.

In the context of Chinese School, there is little research on how students perceive homework and its role in their learning. This study aims to fill this gap by examining students' perspectives on homework and its role in their learning, with a particular focus on the Chinese language curriculum. By understanding students' attitudes towards homework, this study can provide insights into how homework can be used effectively to support student learning and achievement at Chinese School.

5.5 Gender Differences in Students' Perspectives on Homework

This study aimed to explore students' perspectives on homework and its role in their learning at a Chinese school. Out of the six students interviewed, there were four girls and two boys. The analysis revealed some notable gender differences in how students perceived and approached homework.

Firstly, both boys and girls considered homework to be important for improving their academic performance. However, girls seemed to place slightly more emphasis on homework as a means of achieving higher grades. They expressed a strong desire to excel academically and viewed homework as an opportunity to demonstrate their knowledge and skills. On the other hand, boys appeared to view homework as a necessary task but were less concerned about its direct impact on their grades. They were more inclined to focus on completing the assignments efficiently rather than striving for top grades.

I think doing homework is important because it helps me get good grades. I want to do well in school and make my parents proud. (C, female)

I try to finish my homework quickly so that I have more time to play games. As long as I complete it and understand the material, I'm happy with that. (E, male)

Secondly, in terms of managing homework, girls exhibited a tendency to be more organized and disciplined. They demonstrated a greater sense of responsibility and were proactive in

completing their assignments promptly. Girls were also more likely to seek help from their teachers or classmates when faced with challenging homework tasks. In contrast, boys displayed a more laid-back approach, often completing homework closer to the deadline. They tended to rely on their individual problem-solving skills and were less inclined to seek external assistance.

If I find homework difficult, I ask my teacher or parents for help or discuss it with my classmates. I want to make sure I get it right and learn from it. (C, female)

I usually try to solve homework problems by myself. I don't like asking for help unless I really need it. Yeah...normally I ask my mom. But I think it's important to figure things out on my own. (E, male)

Lastly, girls and boys differed in their perceived benefits of homework. Girls highlighted its role in developing learning and problem-solving skills, recognizing the broader educational value of homework beyond achieving good grades. Boys, on the other hand, acknowledged these benefits but seemed to emphasize homework as a means of reinforcing the material learned in class and enhancing their understanding.

Homework is not just about grades. It helps me learning, solve problems, and become a better learner. I see it to improve my skills. (D, female)

I think homework to reinforce what we've learned in class. It's like practice that helps me remember the lessons better and apply them to different situations. It's important for me to stay sharp and build a strong foundation of knowledge. (A, male)

These preliminary findings suggest that gender difference may exist in how students perceive and approach homework. While both boys and girls recognized the importance of homework, girls tended to prioritize academic achievement, demonstrate greater organization, and exhibit a broader perspective on the benefits of homework. Boys, meanwhile, displayed a more relaxed approach, focusing on efficient completion and reinforcement of class material. Further research is needed to explore these gender differences more comprehensively and their implications for students' learning experiences at Chinese schools.

Chapter 6 Discussion

In this chapter, it allows for a thorough critique of the findings, theories, and tools used in the paper. Here, I will critically evaluate the study, considering its strengths, weaknesses, alternative interpretations, and potential areas for future research. I critically evaluate research findings, theory, and applied tools.

6.1 Interpretation and Evaluation of Findings

The findings of this study indicate that students at Chinese School perceive homework as an important aspect of their learning process, contributing to improved academic performance. However, a critical appraisal of these findings reveals the need to consider alternative explanations. For example, while students may view homework as beneficial, it is essential to examine whether their perception aligns with actual learning outcomes. Further investigation could explore the potential discrepancies between students' perceptions and objective measures of academic achievement. Additionally, it is important to critically analyze the impact of homework on students' responsibility, critical thinking, and problem-solving skills. Are these skills truly developed through homework, or are they influenced by other factors? Addressing these questions can provide a more nuanced understanding of the role of homework in student learning.

To support the critical appraisal of students' perceptions of homework and its impact on academic performance, I can cite the study of Cooper et al. (2006), who conducted a comprehensive meta-analysis of homework research. Their findings indicated a positive correlation between homework completion and academic achievement across various grade levels and subjects.

Considering the comprehensive meta-analysis by Cooper et al. (2006), it is important to critically evaluate the causal relationship between homework completion and academic success. While students may perceive homework as beneficial, it is crucial to assess whether these perceptions align with empirical evidence. Future research can explore the nuances of homework effectiveness by investigating the quality, quantity, and types of assignments that contribute most significantly to improved academic outcomes

6.2 Critical Assessment of Theoretical Framework

The self-determination theory and constructivist learning theory serve as the primary theoretical frameworks in this study. However, a critical evaluation of these theories is necessary to assess their adequacy in explaining students' perspectives on homework in the Chinese School context. While these theories provide valuable insights, it is crucial to acknowledge their limitations and potential biases. Consider alternative theoretical perspectives, such as socio-cultural or behavioral theories, to complement the analysis. By incorporating diverse theoretical perspectives, the study can offer a more comprehensive understanding of the complex dynamics between homework, students' perspectives, and their learning outcomes.

To support the critical assessment of the self-determination theory and constructivist learning theory, I can refer to the work of Eccles and Wigfield (2002), who proposed the expectancy-value theory of motivation. This theory emphasizes the role of students' expectations for success and subjective task values in influencing their engagement and performance in academic tasks, including homework.

Considering the alternative theoretical perspective provided by Eccles and Wigfield (2002), it is important to critically evaluate the self-determination theory and constructivist learning theory considering the expectancy-value theory. Exploring the interplay between these theoretical frameworks can provide a more comprehensive understanding of the motivational factors that influence students' engagement with homework. Future research could examine how the integration of multiple theories can enhance our understanding of students' perspectives and behaviors related to homework.

6.3 Reflection on Research Methods

In this subsection, a critical reflection on the research methods employed is essential. The qualitative research approach and semi-structured interviews have provided valuable insights into students' perspectives on homework. However, it is important to acknowledge potential limitations and biases inherent in these methods. For example, purposive sampling may introduce selection biases, limiting the generalizability of the findings. Furthermore, examine potential biases in data collection, such as interviewer influence or participant social desirability bias. Discussing these limitations and potential improvements will strengthen the rigor and validity of the study.

6.4 Contributions and Implications

In this final subsection, highlight the contributions and implications of the study while acknowledging its limitations. Although the findings suggest that homework has positive effects on students' academic performance and the development of certain skills, it is important to approach these conclusions with caution. The critical appraisal of the findings and theoretical frameworks highlights the need for further research. Future studies could employ mixed-method approaches, combining qualitative and quantitative data, to gain a more comprehensive understanding of the complexities surrounding homework in Chinese schools. Additionally, exploring the perspectives of teachers, parents, and school administrators could provide a broader context for understanding the role of homework in student learning. The implications of this study underscore the importance of designing homework assignments that align with students' learning needs and promoting a balanced approach that considers individual differences and learning styles.

Chapter 7 Conclusion and Recommendations for Further Research

When conducting qualitative research, the ultimate purpose is to provide a perspective of a situation and to provide a detailed study that reveals the ability of the researcher to demonstrate or describe the corresponding phenomenon. The relevance of my Master's research is that it describes in detail how students' perspectives on homework and its role in their learning at Chinese school.

Based on information gathered from the data obtained from the surveys conducted by students and the three research questions that the study has put forward, there are several findings that have been discovered by this research. The findings of this study provide insight into the perspectives of students at Chinese School regarding homework and its role in their learning. Through interviews with six students, the study revealed that the students have mixed attitudes towards homework, with some enjoying it while others find it difficult and boring. However, they all recognize the importance of homework in helping them achieve better academic performance.

The study also found that the amount of homework had increased for most students since they were in primary school. The amount of homework given to students at Chinese School is perceived to be adequate by most students, with some feeling that it is a little too much. Students spend an average of 30 minutes per day or 2 hours per week on homework, depending on their individual schedules and activities. Most students prioritize completing their homework before engaging in other activities.

Moreover, the study found that homework in Chinese school is perceived to be more difficult and time-consuming than homework in other subjects. When students struggled with homework, they would seek help from their parents or try to find the answers themselves. Feedback from teachers is perceived to be helpful by most students. The study concludes that homework is perceived to be beneficial for students at Chinese School.

At last, this study found that girls prioritize academic achievement, show better organization skills, and have a broader perspective on the benefits of homework, while boys tend to adopt a more relaxed approach focused on efficient completion and reinforcement of class material. Further research is required to fully understand these gender differences and their impact on students' learning experiences in Chinese schools.

In summary, the study provides insight into the students' perspective on homework and its role in their learning at Chinese School. The findings suggest that homework is perceived to be important for students' academic achievement, and that students generally allocate adequate time for homework completion. The findings of this study can be used to inform future research on homework and its role in student learning. Further, the results can be used by educators to better understand students' perspectives on homework and to make adjustments to their homework policies accordingly.

However, based on the findings and limitations of this study, several recommendations for future research can be made. Firstly, it is essential to replicate this study on a larger scale to improve the generalizability of the findings. The sample size should be increased to include more participants from other schools to identify any differences in students' perspectives on homework. Future studies should also include other stakeholder groups, such as teachers and parents, to provide a more comprehensive understanding of the role of homework in student learning.

Secondly, future research could benefit from using a mixed-methods approach to collect both qualitative and quantitative data, allowing for a more comprehensive understanding of students' perspectives. Such as to explore the impact of homework on students' academic achievement by including quantitative data to support the qualitative findings. It is also essential to examine how the amount of homework affects students' mental health and well-being, particularly when they are struggling with their assignments.

Finally, future research should investigate the effectiveness of different types of homework and their impact on students' learning. Additionally, research should be conducted to identify the best practices for assigning homework, including the ideal amount of homework and how to provide feedback to students.

Overall, this study provides valuable insights into students' perspectives on homework and its role in their learning at Chinese School. However, future research could involve a larger and more diverse sample size to increase the external validity of the findings. Further research is needed to extend these findings to other schools and student populations, as well as use multiple sources of data, such as parent or teacher perspectives. Yet, to explore the effectiveness of different types of homework on students' academic achievement and well-being.

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Appendix 1: The interview questions

Semi-structured Interview questions

1. Do you like doing homework?
2. Do you think the amount of homework is ok or a little bit much?
3. Has the amount of homework changed since you were in primary school?
4. How much time do you spend on homework each day or week?
5. How do you plan your time when it comes to homework and other activities?
6. Do you think homework is difficult when you do it?
7. How do you find help when you are struggling with homework?
8. Do you get feedback from the teacher? Do you find it helpful?
9. Do you think homework is beneficial for your achievement?
10. Do you feel that homework in Chinese school is different from homework in other subjects?
If so, how?
11. What are the most important reasons that you want to do homework?
12. Do you think homework helps you to learn?
13. Would you like to see any changes to the homework you receive ?

Appendix 2

Consent Letter for Conducting Interview

January 28, 2023

To,

The Head/Principal

Gothenburg No.1 Chinese School, Gothenburg

Dear Sir,

I am a master's student at the Department of Education and Special Education of Gothenburg University is conducting a research study entitled A STUDY ON STUDENTS' PERSPECTIVE ON HOMEWORK AND ITS ROLE IN THEIR LEARNING AT CHINESE SCHOOL in partial fulfillment of the requirements for the degree program on Education Research.

The objective of my research study is to explore the perspective of students on the role of homework in their learning and try to find the reasons to identify how homework can be used for them as an effective tool to promote their learning and how homework can influence student's achievement for the students at this Chinese School.

Given this, I would like to ask for your approval to interview the students

(Grade 5-6) as my respondents for the study. Therefore, I would seek your permission for this and would sincerely request you issue a letter of consent for interviewing students.

Your consideration will be highly appreciated. Thank you.

Respectfully yours,

Lili Zheng

Research Student at IMER 2021

University of Gothenburg

Appendix 3

Informed Parental Consent Form

This is a final thesis study conducted by Lili Zheng. I am studying in International Master in Educational Research (IMER) at Gothenburg University. Your child will be asked to answer some questions about homework. Your child will require approximately 15-20 minutes.

The data collected in this research project will be kept confidential. Your children's answers will not be associated with their name. Any identifiable information (e.g., your child's name) will be destroyed by 1st. of July 2023. If successful, this study may contribute to our understanding of Students' perspectives on homework and its role in their learning at Chinese School. It also may help the students to understand why homework is helpful and how it can develop in the future.

Your child's participation in this study is entirely voluntary and has the right to stop it at any time, or to refuse to answer any of the interviewer's questions without prejudice.

I will be glad to answer any questions about the procedures of this study. I can be contacted at misszheng2009@gmail.com.

Concerns about any aspect of this study may be referred to my supervisor Adrianna Nizinska, adrianna.nizinska@gu.se.

This study may be part of GU repository of master thesis and a public document.

I voluntarily consent for my child to participate in this study. I will be given a copy of this consent form.

Signature of Parent/ Guardian

Date