

**Meaning and Purposes of Homework:
A Comparative Study of British-Pakistani and Pakistani Primary
Schools in London and Lahore**

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The present qualitative study was planned to examine and compare the practices of homework in Pakistan and England in terms of importance, similarities and differences, the amount and type of homework given to pupils, and the importance of parental involvement in Primary schools of Pakistan and England. Questionnaires and interviews were used as basic tools to collect data from 12 primary schools, their head-teachers, 60 teachers and 100 parents from England and Pakistan by convenient sampling. The analysis of the data was presented mainly in an explanatory method. Only a few important questions were analyzed and presented in percentages to get a better understanding of the situation at a glance. The results revealed that in Pakistan education is more of a responsibility of children and parents rather than the schools and its teachers. As the teachers are under pressure to complete the required syllabus before the examinations so they give lots of homework to achieve their goals. In England homework is used just for practice and reinforcement of classwork and it is not compulsory for all. Further in Pakistani schools, majority of the parents complained about the homework being too much, while British-Pakistani parents in London suggested that their children should bring more homework from schools.

Key words: Home work, parental involvement, reinforcement.

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In recent years homework has come to the fore, as a topic with new interests for educational institutions, teachers and parents. The study, reported was conducted in primary schools of London and Lahore, arose out of the teachers and parents interest in homework as an integral element of learning.