

Take-Home Assignment as Correlate to Academic Performance of Computer Studies Students in Junior Secondary Schools in Ado-Ekiti, Ekiti State.

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Abstract:- This study examined Take-home Assignment as Correlate to Academic Performance of Computer Studies Students in Junior Secondary Schools in Ado-Ekiti, Ekiti State. Descriptive research design of the survey type was employed and used. The population of the study was one hundred students of Junior Secondary School two (JSS2) out of all Junior Secondary School in Ekiti State, using multistage sampling techniques. A self-design questionnaire titled Computer Studies Achievement Test (CSAT) was used to elicit information from the respondents. The first instrument consisted 20 item questions to know the importance of take-home assignment on students' academic performance. The second instrument consisted 25 items on Computer Studies Achievement Test (CSAT) was administered. Both face and content validity were satisfied by experts after the construction of the instruments. A test retest method was used through the administration of the instrument to 15 respondents outside the sample within 2 weeks to obtain reliability coefficient 0.79. The study found the Take-home Assignment as Correlate to Academic Performance of Computer Studies Students in Junior Secondary Schools in Ado-Ekiti, Ekiti State. Specifically, the study sought to: - investigate whether given Take-home assignment to students in Computer Studies is better than restricting them only to classroom work; make useful suggestions that will be based on the findings in the act of giving Take-home assignment to the students in Computer Studies and determine whether there will be any discrepancy in the academic performance of Computer Studies Student due to the Take-home assignment. The findings of this study will be of immense benefit to students, teachers, parents, policy makers, society and prospective researchers. The results showed that there was no significant relationship between Take-home Assignment and Students' Academic Performance in Computer Studies. The study also revealed that there was no significant difference between Take-home Assignment and Classroom activity of Students' in Computer Studies. The study equally revealed that there was no significant relationship between Take-home Assignment and Classroom activity of students' in Computer Studies. The study further showed that there was no significant difference between Take-home Assignment and Students' Academic Performance in Computer Studies. It was concluded that there was a

direct and positive relationship between Take-home assignment and academic performance of Junior Secondary School Students in Computer Studies in Ado Local Government and Take-home Assignment are useful practice strategies for the improvement of students' performance when important factors are adequately considered. It was recommended that Take-home assignments should not be something that was completed once and never discussed again. It should be continuous activities in order to keep the students busy doing profitable things after the school hours; Parents have a significant responsibility to play in supporting student learning. Studies reveal that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress and Teachers should use variety of instructional, assessment, and evaluation strategies, that would provide several opportunities for students to develop skills and knowledge, as well as knowledge of computer studies concepts, processes, and structures, that will permit them to contribute more effectively in their communities as active and responsible citizens.

Keywords:- Take-home Assignment, Computer Studies, Correlation, Performance, Teacher, Student.

I. INTRODUCTION

Computer studies is about how computers compute. It is not about learning how to use the computer, and it is much more than computer programming. Computer studies is the study of ways of representing objects and processes. It entails defining problems; examining problems; designing solutions; and developing, testing, and maintaining programs. Computer studies refers to the study of computer science, meaning and algorithmic processes, as well as principles, hardware and software designs, applications, and impact on society.

Computer studies is pertinent to all students because it integrates a wide range of manageable problem-solving skills, together with logical thinking, synthesis, creative design, and evaluation. Also, it teaches basically helpful skills in such areas which include time management, communication, teamwork, and organization. Students live in a technologically rich world, and computer studies will give them the skills and knowledge to comprehend the underpinnings of current computer technology and prepare them for emerging technologies. A background to this discipline will introduce students to the opportunities and excitement offered by this dynamic field and will prepare them for a rewarding careers.

The computer studies program will create a solid background for those who aspire to study further and to acquire knowledge in the area of specialization such as database analysis, computer programming, computer engineering, computer science, education, information technology, software engineering, and game development.

The basic aspect of computer studies program is to provide students the skills, attitudes, and knowledge that will enable them to achieve success in secondary school, workplace, training or postsecondary education, and daily life.

The objectives of the computer studies curriculum are to enable students to:

- acquire knowledge of computer studies concepts;
- develop the skills, as well as critical thinking skills, conduct inquiries and the knowledge of techniques required for carrying out research, and communicate findings effectively, ethically, and accurately, ethically;
- apply the skills, attitudes and knowledge attained through the study of computer to different learning tasks and relate them to computer segmented areas at the global, national and local levels;
- develop permanent learning practice that will assist them to be accustomed with computer advances in the world and workplace;
- create connections that will assist them take advantage of potential work opportunities and postsecondary educational.

Effective learning in all aspects of computer studies depends on the development of skills and knowledge in the following four areas:

- Software development (including software engineering and project management principles)
- Algorithms and data structures
- Program efficiency and accuracy
- Professional and ethical task

The computer studies curriculum provides choice of courses, that are planned to offer students a solid background in these four areas.

Students have numerous tasks according to their studies. Students who determined to succeed in school and who can relate themselves will later realize that there is a direct

connection between this effort and their attainment, and will definitely be spurred to work. However, some students will realize it to be complex to take charge of their learning due to difficulties tackled. The encouragement, patience and attention of teachers can be extremely essential to the achievement of these students. However, taking responsibility for their personal development and learning is an essential piece of education for all students, in spite of their situations.

Mastering the skills and concepts associated with computer studies entails study, work, and development of helpful skills. Furthermore, students who dynamically undertake opportunities outside the classroom will deepen and broaden their perception of computer issues and related topics. Their skills and knowledge will develop as they involve in leisure activities that entails the use of computer (e.g. computer clubs), reading associated to computers (e.g. Internet sources, magazines), and acquisition of knowledge as regards advances in computer studies (e.g. attending computer fairs).

Parents have a vital responsibility to discharge in encouraging student education. Studies reveal that learners' performance improve in school better if their parents assist in their studies. Through acquaintance with the curriculum, parents can assess areas taught in the courses their sons and daughters covered and the expected topics to be disseminated. This knowledge will improve parents' competency to ask relevant questions concerning their children's improvement, communicate with teachers, and discuss their children's work with them. Awareness of the outlooks in different courses will also assist parents to understand teachers' comments on student improvement and to cooperate with teachers to better their children's assimilation.

The contributory ways by which parent can promote learning of their children are engaging in school management activities that is, to be one of the officials in school base management committee), partaking in parent seminars, attending parent-teacher interviews, and encouraging students to complete their assignments at home. Moreover, in corroborating school activities, parents need to give their wards privileges to ask question on socio, political and economic affairs, as well as improvements in area that emerge in technologies.

Teachers and students have additional tasks. Teachers build up suitable instructional strategies that will enable the learners to accomplish targeted curriculum expectations, so also to achieve suitable techniques for assessing learners' understanding. Teachers also encourage students in improving the reading, writing, oral communication, and desirable skills necessary for achieving success in all their course work. Teachers introduce different learning methods and assessment techniques to the classroom, addressing student requirements and ensuring sound learning prospects for individual learner.

Applying various instructional and assessment techniques, teachers give a lot of chances for learners to build up knowledge and skills, as well as awareness of computer studies concepts, structures, and processes, that will engage them to have effective performance in their communities as active and responsible citizens.

The principal works in collaboration with parents and teachers so as to compulsorily ascertain that every learner gain opportunity to adequate and quality educational attainment. In order to assist and promote quantitative student learning, principals ensure that curriculum is strictly and adequately carried out in each classroom setting by applying various teaching and learning methods. Also, they compulsorily make sure that adequate and suitable instructional aids are provided to encourage teachers and students to yield fruitful outcome. To improve teaching and learning in every subject, as well as computer studies, principals encourage group learning and cooperate with teachers to encourage their contributory efforts in professional efficiency development and activities. Also, the participatory efforts of the principals is to ensure that each student has an Individual Education Plan (IEP) is receiving the accommodations and/or modifications emphasized in his/her plan. Moreso, in ensuring that the IEP is accurately monitored, implemented, developed.

The term homework can be traced back from 1350 to 1400. It originates from the phrases "Medieval Latin assignamentum" and "Middle English assignment." Take-Home Assignment is one of the most developer-friendly forms of skill set evaluation is the take-home assignment. A take-home assignment is a work sample where candidates are asked to complete a task that is intended to showcase their practical skills and thought process. These tasks are accompanied by a due-date but are completed on the candidate's own time. Homework is a task that is giving to a student by his/her teacher to be done outside the classroom, especially at home.

Take-home targeted various purposes particularly when it is regularly done. Some of these purposes include:

- Take-home assignment assists the learners to develop their efficiency
- When done regularly, homework can be an avenue to preparatory efforts towards examination
- When learners undertake homework with serious concentration it requires, he/she will be able to comprehend the specific topic.
- Take-home assignment encourages collaborations among learners in the course of collaborated discussions. These group discussions assist students to cooperate with themselves therefore there is a deep exchange of crucial experience.
- Take-home can be used as a means to promote or encourage boldness of students due to exposure to many topical issues. This directly promote learner's assimilation of the topics.
- Conventionally, homework is used as means to create mutual relationship between teachers, parents, and

students including their colleagues.

- A. *Take-home assignments have a few distinct advantages:*
- Take-home assignment provides an accurate indication of technical ability: — There is no better way to assess someone's ability to do the work than to assess their work (profound, I know). But seriously, there's plenty of research to suggest that well-designed work assignments correlate with job performance later on.
 - Take-home assignment test what matters: — The well-designed take-home assignment resembles real work, rather than an arbitrary test of algorithmic knowledge. If you're using a tool like Code Submit, then the take-home allows candidates to demonstrate their skill using the same tools they will be working with on the job rather than "simulated" work environments.
 - Take-home assignment facilitates diversity and inclusion: — Because they take place in the comfort of a candidate's home (or wherever they prefer to work) and not in your office, take-home assignments reduce the likelihood of intrinsic biases playing a role in preemptively screening out candidates before you know what they're capable of. The playing field is also leveled for more introverted candidates, who may not perform their best in a live or face-to-face assessment.
 - Take-home assignment promotes adequate management of time in learners. They begin to allocate their time to play and study thus learning in order to fulfill their fixed task on time

Poorly implemented take-homes have garnered criticism from disgruntled candidates in the recent past. Here is why:

- They're Perceived as Free Labor: — A well-designed take-home assignment is real work, but not the kind that you then integrate into your product.
- They're Way Too Long: — When a candidate receives a take-home that requires an entire weekend of work, the free-labor issue is made even worse. Can you blame candidates for being suspicious? A well-designed take-home is concise enough to be completed in one sitting. This levels the playing field for candidates who don't have as much free time. The best developers rarely have a lot of time on their hands and don't stay unemployed for long. In the worst case, your 8-hour assignment might be reason enough for a great candidate to pass on your job opportunity entirely.
- They Rarely Provide Feedback — When a developer does not make it past the take-home assignment, it's usually because they did not demonstrate the skill set that the hiring manager was looking for. Of course, there could be a multitude of reasons why the assessor did not believe the candidate was right for the job, but providing feedback in these types of situations is often a lose-lose for the company. Still, it does not feel good to be told your performance was lackluster without any specific feedback, and a quick dismissal hurts much more when you spent 8 hours on a Saturday working on it. By making the take-homes more concise and requiring a shorter time-investment, the cold-shoulder stings a little less.

Take-home assignments should not be something that was completed once and never discussed again. Take-home is the main intersection between home and school activities. It is a widespread belief among school leaders, teachers and parents that take-home is a valuable educational tool. Assigning take-home assignment can be seen as an instrument to raise students' effort. Cooper, Patall and Robinson (2006) summarizes the education literature on take-home in primary and secondary education, and conclude that take-home is positively related to academic performance, with larger effects at the secondary school level than at the primary school level and none of the studies reviewed had a well-designed approach for assigning take-home assignment.

Assigning take-home assignment is a teacher's policy and at his discretion. Teacher is duly empowering to give take-home assignment to the students and ensure its marking and correction, if needed be. Peradventure take-home assignment is a substitute for in-school learning, it is particularly likely that the home environment will influence the return of take-home assignment. To the extent that the home environment is essential whether the take-home assignment is done, completed if it was done, perceived or not, students from educated parents seem to benefit more from take-home assignment than the students from less educated parents.

The Nigeria society is of the opinion that the academic performance of students in computer studies has been declining, and the declining in the academic performance of students this course could be attributed to various factors such as sociological, cultural, economic and psychological. Although, the influence of these factors and others that contribute to poor performance of students could not be overruled and the important factor which has not been given enough consideration is the methodological factor. When methodology factor is involving, it means that the teacher and student who are the key factors are considered during the teaching and learning process.

The use of students' private time should be employed. To most teachers, the hour of work ends immediately the closing bell is rung. There is a form of income generating venture waiting to be taken care of after the school closing hour. The students on the other hand are not as committed as of the olden days, whereas some of the students might be willing to do some extra school work at home and their parents appear to have prepared what they will sell when they come back from school. Such students do not have the opportunity of private time to study on their own till next day with teacher for another fresh work load.

B. Statement of the Problem

The researcher observed that classroom teaching and learning activities alone seem not enough for students to perform optimally in computer studies. Also, it appears that the time allotted for each of the subjects especially computer studies is not adequate to teach effectively. The researcher also, observed that the methodology explored by the teacher seems not adequate for the students to assimilate during computer studies classroom activities. The researcher observed that students seem not to gain an understanding of

computer studies concepts during computer studies classroom activities.

C. Purpose of the Study

The study found the Take-home Assignment as Correlate to Academic Performance of Computer Studies Students in Junior Secondary Schools in Ado-Ekiti, Ekiti State. Specifically, the study sought to:

- investigate whether given Take-home assignment to students in Computer Studies is better than restricting them only to classroom work;
- make useful suggestions that will be based on the findings in the act of giving Take-home assignment to the students in Computer Studies;
- determine whether there will be any difference in the academic performance of Computer Studies Student due to the Take-home assignment.

D. Significance of the Study

The findings of this study will be of immense benefit to students, teachers, parents, policy makers, society and prospective researchers.

The study will be of help to the students in order to make use of their time after school hours with productive academic activities and it will help the students to cultivate the idea thorough thinking. The study will be of help to the teachers to adopt and use appropriate methodology in teaching and learning process. Also, the teachers will be able to use appropriate instructional materials that will stimulate and attract students to develop effective study techniques. The study will help the parents to understand that their wards engage with the meaningful academic activities after school hours that will improve their academic performance. It will also, relief the parents of the stress after school hours. The study will help the school administrators because they will see the reason to consider and improve students' physical academic environment for conducive, understanding and educational enlightenment. The study will be of significant to the prospective researchers because it will expose them to see that classroom teaching only is not enough to improve academic performance.

E. Research Hypotheses

- There is no significant relationship between Take-home Assignment and Students' Academic Performance in Computer Studies.
- There is no significant relationship between Take-home Assignment and Classroom activities of students' in Computer Studies.
- There is no significant difference between Take-home Assignment and Students' Academic Performance in Computer Studies
- There is no significant difference between Take-home Assignment and Classroom activities of Students' in Computer Studies.

II. METHODOLOGY

Descriptive research design of the survey type was employed and used. The population of the study was one hundred students of Junior Secondary School two (JSS2) out of all Junior Secondary School in Ekiti State, using multistage sampling techniques. A self-design questionnaire titled Computer Studies Achievement Test (CSAT) was used to elicit information from the respondents. The first instrument consisted of 20 item questions to know the importance of take-home assignment on students' academic performance. The second instrument consisted of 25 items on Computer Studies Achievement Test (CSAT) was administered. Both face and content validity were satisfied by experts after the construction of the instruments. A test retest method was used through the administration of the instrument to 15 respondents outside the sample within 2 weeks to obtain a reliability coefficient of 0.79.

A. Administration of Instrument

The researcher obtained cooperation and permission from the school's principal and other staff. The researcher went to the classroom to administer the questionnaire to the students. They were required to complete the questionnaire given to them and return immediately after completion.

III. RESULT

The data obtained through the research instrument were analyzed and all the hypotheses were tested at 0.05 level of significance. Pearson's Product Moment Correlation Analysis and t-test were used for the study.

Testing Hypotheses

Hypothesis 1: There is no significant relationship between Take-home Assignment and Students' Academic Performance in Computer Studies.

| Variable | N | Mean | SD | df | t-cal | Sig. Value |
|----------------------|----|-------|------|----|-------|------------|
| Take-home Assignment | 20 | 14.55 | 1.32 | 38 | 0.416 | 0.068 |
| Academic Performance | 20 | 14.05 | 1.10 | | | |

Table 1: Pearson Correlation of Take-home Assignment and Students' Academic Performance in Computer Studies. Critical value at 0.05 level of significance

From table 1 above showed that the significant value of 0.068 is greater than the Alpha level of 0.05; the null hypothesis is therefore accepted. Hence, there is no significant relationship between Take-home Assignment and Students' Academic Performance in Computer Studies.

Hypothesis 2: There is no significant difference between Take-home Assignment and Classroom activity of Students' in Computer Studies.

| Variable | N | Mean | SD | df | t-cal | Sig. Value |
|----------------------|----|-------|------|----|-------|------------|
| Take-home Assignment | 20 | 14.55 | 1.32 | 38 | 0.080 | 0.737 |
| Class Activity | 20 | 14.80 | 1.40 | | | |

Table 2: Pearson Correlation of Take-home Assignment and Class Activity of Students' in Computer Studies. Critical value at 0.05 level of significance

From table 2 above showed that the significant value of 0.737 is greater than the Alpha level of 0.05; the null hypothesis is therefore Accepted. Hence, there is no significant difference between Take-home Assignment and Classroom activity of Students' in Computer Studies.

Hypothesis 3: There is no significant relationship between Take-home Assignment and Classroom activity of students' in Computer Studies.

| Variable | N | Mean | SD | df | t-cal | Sig. Value |
|----------------------|----|-------|------|----|-------|------------|
| Take-home Assignment | 20 | 14.55 | 1.32 | 38 | 0.582 | 0.564 |
| Class Activity | 20 | 14.80 | 1.40 | | | |

Table 3: t-test Analysis of Take-home Assignment and Classroom Activity of Students' in Computer Studies. Critical value at 0.05 level of significance

From table 3 above showed that the significant value of 0.564 is greater than the Alpha level of 0.05; the null hypothesis is therefore Accepted. Hence, there is no significant relationship between Take-home Assignment and Classroom activity of students' in Computer Studies.

Hypothesis 4: There is no significant difference between Take-home Assignment and Students' Academic Performance in Computer Studies.

| Variable | N | Mean | SD | df | t-cal | Sig. Value |
|----------------------|----|-------|------|----|-------|------------|
| Take-home Assignment | 20 | 14.55 | 1.32 | 38 | 1.304 | 0.200 |
| Academic Performance | 20 | 14.05 | 1.10 | | | |

Table 4: t-test Analysis of Take-home Assignment and Students' Academic Performance in Computer Studies. Critical value at 0.05 level of significance

From table 4 above showed that the significant value of 0.200 is greater than the Alpha level of 0.05; the null hypothesis is therefore Accepted. Hence, there is no significant difference between Take-home Assignment and Students' Academic Performance in Computer Studies.

IV. DISCUSSION

The study investigated the Take-home Assignment as correlate to Academic Performance of Computer Studies Students in Junior Secondary Schools in Ado-Ekiti, Ekiti State. The results showed that there was no significant relationship between Take-home Assignment and Students' Academic Performance in Computer Studies. The study also revealed that there was no significant difference between Take-home Assignment and Classroom activity of Students' in Computer Studies. The study equally revealed that there was no significant relationship between Take-home Assignment and Classroom activity of students' in Computer Studies. The study further showed that there was no significant difference between Take-home Assignment and Students' Academic Performance in Computer Studies.

V. IMPLICATION OF FINDINGS

Take-home Assignment server as parameter through which Academic performance of students are measure. The result showed that Take-home assignment has no significant correlation on the Academic performance of students' in Computer Studies. The findings revealed that students background with the parent's educational status do enhance students' academic performance as such parent do influences seriousness of their children in academic activities. It was also observed that Take-home assignment affect academic performance of students in such a way that it motivates the reading culture of the students and thereby increase their academic performance. The findings showed that extra curriculum activities engaged by the students do affect their academic performance in Computer Studies as anything outside the curriculum may retard the process of education. The findings of the study further showed that teachers and students do not take Take-home assignment serious, this may be as a result of wrong perception of students especially when special consideration is given to domestic duties given to them after school hours either by their parents, guidance and relatives.

VI. CONCLUSION

Based on the findings of this study, the following conclusion were drawn:

- There was a direct and positive relationship between Take-home assignment and academic performance of Junior Secondary School Students in Computer Studies in Ado Local Government.
- Take-home Assignment are useful practice strategies for the improvement of students performance when important factor are adequately considered.

RECOMMENDATION

Based on the findings of this study, the following recommendations were made for the assigning of Take-home assignment to the students of Computer Studies in Junior Secondary School in Ado Local Government in other to improve their academic performance.

- Take-home assignments should not be something that was

completed once and never discussed again. It should be continuous activities in other to keep the students busy doing profitable things after the school hours

- Parents have crucial responsibility to discharge to assist their children in learning situation. Studies reveal that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress.
- Teachers should implement different instructional, assessment, and evaluation strategies, that would provide numerous opportunities for students to develop a range of skills and knowledge, including knowledge of computer studies concepts, structures, and processes, that will allow them to participate more effectively in their communities as responsible and active citizens.

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