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# *Praxis*

**A Peer-Reviewed Journal of  
The Department of English  
University of Rajshahi**

**Editor**

Dr. Md. Sakhawat Hossain

**Associate Editors**

Dr. Mahbuba Hasina

Dr. Md. Alamgir Hossain

**VOLUME 15  
December 2025**

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## Editorial Preface

*Praxis: Journal of the Department of English, University of Rajshahi* is committed to maintaining rigorous academic and ethical standards in the publication of scholarly research in the English language, linguistics, and literature. As a double-blind peer-reviewed journal, *Praxis* ensures that all submitted manuscripts undergo an impartial and thorough evaluation process, safeguarding both academic integrity and intellectual merit.

The journal adheres strictly to a policy of originality. Submissions are unpublished and not be under consideration for publication elsewhere. Any form of plagiarism, including self-plagiarism, is considered a serious breach of academic ethics and results in immediate rejection. Authors are responsible for ensuring the authenticity of their work and for properly acknowledging all sources in accordance with recognized citation standards.

To maintain disciplinary coherence while encouraging intellectual diversity, *Praxis* accepts contributions primarily within the fields of English studies, linguistics and English Language Teaching. Interdisciplinary work is welcomed, provided it demonstrates a clear and substantive engagement with these core areas. All manuscripts are written in English and follow either the MLA (9th edition) or the APA (7th edition) style, depending on the disciplinary orientation of the paper.

The journal enforces a structured submission protocol. Manuscripts fall within the prescribed length and include an abstract and a brief author bio-note. Submissions are accepted in both print and digital formats, prepared according to specified formatting guidelines. To ensure equitable representation, each author is permitted to submit only one manuscript per volume. In cases of joint authorship, full disclosure of all contributors and their institutional affiliations is required.

The editorial board reserves the right to make necessary revisions for clarity, coherence, and consistency without altering the substantive argument of the work. Final decisions regarding publication rest solely with the editorial board, based on reviewers' recommendations and the journal's standards. Individual authors, and not the Editorial Board, are responsible for the views expressed in their writing.

Through these policies, *Praxis* seeks to uphold excellence, transparency, and fairness in academic publishing, fostering a scholarly environment that values critical inquiry, methodological rigor, and intellectual responsibility.



## **In Memoriam: Professor Dr. Idris Ahmed Md. Sakhawat Hossain**

I had the privilege of being a direct student of Professor Dr. Idris Ahmed, and the memory of his classroom remains one of the most formative experiences of my intellectual life. He was not a teacher of abundance in number, but of precision and distinction; he took relatively few classes, yet each one bore the mark of rare excellence. His lectures were events that were often animated, lucid, and deeply engaging, without ever obscuring the depth of his scholarship.

What set him apart most strikingly was his method. He had the remarkable ability to render even the most extended and complex texts into something graspable without diminishing their intellectual weight. With a lightness of touch and a finely tuned sense of humour, he guided students into the depths of a text as if it were the most natural of movements. His wit was never ornamental; it was pedagogical and it was an instrument through which difficulty dissolved and insight emerged. Many of his students would testify that his classes were filled with mirth, yet never lost their seriousness of purpose.

In demeanour, he was at once formal and disarmingly intimate. His English was impeccable, measured, and refined, reflecting a deep command of language and tradition. Yet he was not bound by rigidity; at moments, he would slip into Bangla, often to delightful effect, using humour to draw students closer into the discussion. He had a characteristic habit of addressing students as “thou,” a gesture that seemed to collapse distance while invoking an older, almost Shakespearean intimacy. Standing before the class, he maintained an alert and penetrating gaze so that no student could afford inattentiveness, yet none felt excluded or disengaged. His presence commanded attention without coercion.

His intellectual range was formidable. He possessed a sharp and integrated knowledge of English literature, history, philosophy, and the broader Christian and Western intellectual traditions. Yet his scholarly vision was not confined within conventional disciplinary boundaries. His doctoral work on the literary techniques of *Surah Yasin* remains a landmark contribution that demonstrates his courageous attempt to bring Islamic textuality into the sphere of literary criticism. In doing so, he opened a space for dialogue between traditions that are too often kept apart.

Born on 31 December 1938, Professor Dr. Idris Ahmed completed his MA in English from the Department of English, University of Rajshahi, in 1960, and qualified in the then Special East Pakistan Civil Service (EPCS) examination. He joined the Department of English at the University of Rajshahi on 10 March 1973 and served there with distinction until his retirement as Professor on 30 December 2004. He passed away on 16 May 2022, leaving behind a legacy of intellectual brilliance, pedagogical excellence, and humane values.



## ***Dedication***



**Professor Dr. Idris Ahmed**  
(31 December 1938-16 May 2022)

This Volume is dedicated to the cherished memory of Professor Dr. Idris Ahmed—a teacher of rare brilliance, a scholar of profound humanity.



# Contents

<b>Conrad's Western Women in Exotic Space: A Reading of "Because of the Dollars"</b>	11
Mumtahina Ferdous Marjan Md. Sakhawat Hossain	
<b>The Prospects and Challenges of Developing Learners' Speaking Skill in English at the Secondary Level in Bangladesh</b>	23
Mahbuba Hasina	
<b>Challenges Faced by Early-Career EFL Teachers at the Tertiary Level in Bangladesh</b>	37
Dilshad Jahan Mumu Shawly Sarker Noor E-Zannat Nusha	
<b>When Meals Become Manifestos: Narrating Power and Resistance through Food</b>	57
Irtifa Hasan	
<b>Examining Linda Loman's Idealization and Gender Roles in Arthur Miller's <i>Death of a Salesman</i></b>	69
Saila Ahmed Abdulla-All-Mijan	
<b>Nature's Resistance to Industrialization: An Eco-critical Reading of <i>Sons and Lovers</i> by D.H. Lawrence</b>	79
Shahadat Hossain Rubaiyan Asif	
<b>Understanding Assignment Culture in Tertiary Education: A Review of Key Variables and Learning Impacts</b>	91
Mohammad Rukanuddin A K M Mazharul Islam	
<b>The Limits of Women's Potential in Rokeya Sakhawat Hossain's <i>Sultana's Dream and Padmarag</i></b>	105
Farhana Mahzabin	
<b>Beyond the Picturesque: Ecological Consciousness in Wordsworth's Poetry</b>	117
Sutapa Saha Sadia Sabrina Alam	
<b>Resonance of Resistance: Reading Selected Short Stories of Saadat Hasan Manto</b>	131
Munif Mahraf Nafisa Binte Iqbal	

<b>Racial Segregation in Harper Lee's <i>To Kill a Mockingbird</i> and Maya Angelou's <i>I Know Why the Caged Bird Sings</i>: A Post-Structural Rereading</b>	143
Anamika Shaha Hossain Al Mamun	
<b>Ecological Consciousness and Indigenous Wisdom in Bengali Literature: A Deep Ecological Study of Mahasweta Devi's <i>Aranyer Adhikar</i> and Bibhutibhushan Bandyopadhyay's <i>Aranyak</i></b>	157
Kashfia Israt Sanjad Azvi	
<b>"Almost the Same, but Not Quite": Navigating Hybridity and the Third Space in <i>Othello</i></b>	169
Md Raisul Islam Ashik Istiak Nikhate Jannat Binte Zannah	
<b>Colonial Intelligibility and the Politics of Literacy: Language, Power, and the Making of the "Other" in <i>The Tempest</i> and <i>Robinson Crusoe</i></b>	187
Md. Mahbubul Islam Nafisa Binte Rahman	
<b>Gothic Fiction and the Racist Binary: Reevaluating the Feminist Aspects of <i>Jane Eyre</i> from a Postcolonial Lens</b>	199
Samira Siddiqua Shiti Anup Kumar Mitra	
<b>Of Memory, Trauma, and Embodiment: Exploring Sexual Violence in Shaheen Akhtar's <i>The Search</i></b>	211
Liton Chakraborty Mithun	
<b>Beyond the Binary of Utopia/Dystopia: Exploring Alternatives and Ambiguity in Kiran Desai's <i>The Inheritance of Loss</i></b>	223
Nishat Tasnim Tonny	
<b>Digital Eyes, Dystopian Lies: <i>The Handmaid's Tale</i> and the Politics of Modern Surveillance</b>	235
Md. Atiqur Rahman	
<b>Patriarchal Oppression and Female Resistance in <i>Desire Under the Elms</i></b>	249
Md. Mahamudul Hasan Mohammad Rahmatullah Tanzila Shahid	

# Understanding Assignment Culture in Tertiary Education: A Review of Key Variables and Learning Impacts

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## Abstract

The number of studies on the topic under discussion that identify the variables that hinder the assignment culture in educational institutions is still insufficient. As a result, the primary goal of this research is to identify the most commonly studied assignment elements that influence student performance. These assignment elements were examined based on a systematic review of research publications released primarily in the recent two decades. The findings show that creating and providing students with assignments improve their learning when done appropriately. Findings also suggest that home assignments serve a range of purposes, such as supporting students in their learning, offering opportunities for them to practice language skills, acquire factual knowledge, develop self-learning habits, and time management skills. Based on the outcomes of this study, four recommendations for further research investigations have been made. Firstly, achievement tests related to home assignment practice should be used to evaluate pupils' learning progress. Secondly, teachers should pay attention to their students' views on tasks and ensure that the tasks are motivating rather than demotivating. Thirdly, more research in this field is needed because our study demonstrated that assignment feedback has a major impact on students' learning. Finally, a specific assignment study should be conducted to see how it influences the learning of students.

**Keywords:** effective teaching, assignment-based pedagogy, learning impacts, tertiary education

## Introduction

At the tertiary level of education, assignments are a standard component of both teaching and learning practices. They serve as a commonly adopted instructional method that integrates guided learning, independent study, writing skills, and the preparation of reports—benefiting both educators and learners. An assignment is a task assigned by a teacher that students must complete within a specified timeframe. As an academic activity, it supports learning by allowing students to practice, reflect on, and demonstrate achievement of specific learning objectives.

Assignments help teachers assess whether students have met instructional goals. For this reason, it is essential that students understand the purpose of each task and the outcomes it aims to achieve. Clear objectives guide learners' thought processes and actions, ensuring deeper comprehension of course materials. Assignments are not confined to particular subjects or academic levels—they are used throughout a student's educational journey as a reliable tool to evaluate understanding and skill development (Cottrell, 2013, p. 432).

From early education, children are introduced to homework in various forms—typically involving reading and writing activities that reinforce classroom learning. As students progress, assignments become more complex, often involving journal writing or subject-specific tasks that

measure comprehension and critical thinking. At the undergraduate level, assignments vary depending on the nature of the topic and may require well-organized, research-based writing supported by examples or case studies.

Assignments offer additional benefits: they improve focus, foster a sense of responsibility, and encourage time management due to deadlines (Gregory & Garcia-Moron, 2009). They also enhance teamwork when students are assigned individual or group tasks. Ultimately, assignments are a powerful pedagogical tool for measuring student performance and supporting academic development (Race, 2007, p. 264). This essay aims to explore the characteristics, types, and functions of assignments within undergraduate teaching and learning practices

### **Importance of assignments**

Assigning students academic tasks outside the classroom is a vital aspect of the learning process. It serves as an effective means of reinforcing and deepening students' understanding of concepts introduced during class. Through assignments, learners are encouraged to construct their own interpretations of the material, which contributes to their overall academic success (Cooper et al., 2006; Vatterott, 2009).

Li et al. (2018) suggest that having students complete assignments actively supports their comprehension of course content and enhances their performance in final examinations. Referring to the work of Vatterott (2009), Maltese et al. (2012), Arasasingham et al. (2011), and Rawson & Stahovich (2013), they argue that the correlation between assignment completion and academic achievement is consistently positive across elementary, secondary, and tertiary levels of education.

Richards-Babb et al. (2011) emphasize that the benefits of completing assignments extend beyond immediate classroom performance. Students who regularly complete assigned tasks for a particular course tend to develop more effective study habits, which also prove beneficial in subsequent courses. Thus, the practice of assigning homework is a recurring pedagogical strategy through which students acquire the skills and expertise necessary for academic growth. This acquired proficiency, in turn, enhances their ability to approach future assignments with increased confidence and competence.

### **Rationale for research**

Although the role of assignments or homework has been extensively discussed and debated in the context of pre-tertiary education for over five decades, relatively few studies have examined their impact on teaching and learning at the tertiary level (Songsirisak & Jitpranee, 2019). The limited research available indicates that incorporating assignments into higher education pedagogy has meaningful implications for both teachers and students.

Given the scarcity of studies on this issue, it is reasonable to assume that significant aspects of assignment-based learning at the tertiary level remain unexplored. Therefore, the present researchers believe that this study will contribute to identifying these under-researched areas and encourage stakeholders to uncover new insights beneficial to higher education teaching and learning practices.

### **Theoretical base**

A systematic review is a scientific document that compiles the most recent information on a topic. It typically includes contributions to a particular subject in terms of theory and methodology as well as substantive discoveries (Hart, 2018, p. xiii). However, both reviews and research are carried out for a significant purpose - reviews to ascertain what is known about a

phenomenon, subject, or topic as a result of prior study and new primary research to address issues for which prior research does not offer clear and/or comprehensive answers.

Researchers are paying more attention to the contextual and methodological limitations of the research evidence from single studies as the emphasis on using research evidence to inform policy and practice decision-making in Evidence Informed Education (Hargreaves, 1996; Nelson & Campbell, 2017) increases. Research reviews may be able to assist in overcoming these challenges provided they are conducted in a methodical, exacting, and open manner. The significance of “how” reviews are conducted is therefore once again underlined.

The justification for systematic reviews is that they are a class of study that can profit from the application of suitable and outlined techniques. The variety of systematic review types has increased as systematic review techniques have been used to a wider range of research issues. As a result, a range of research techniques that are a sort of secondary level analysis (using secondary data) and incorporate the results of primary research to address a research question are referred to as “systematic reviews.” The current review article is an example of a systematic review, which is defined as “an analysis of existing research using explicit, transparent, and rigorous research methodologies” (Gough et al., 2017, p. 4).

## **Method**

This research paper is based on a systematic review utilizing secondary data. It examines and critically analyzes peer-reviewed articles, primarily published over the past two decades. These articles were retrieved from a range of academic databases, including Google Scholar, ERIC, ScienceDirect, PsycINFO, and other peer-reviewed journals, using keywords such as *importance of assignments*, *types of assignments*, *the role of assignments in teaching*, and *the role of assignments in learning*, among others. All secondary sources cited in this review have been appropriately referenced.

This study synthesizes the perspectives, findings, and recommendations of various scholars concerning the role of assignments in the teaching and learning processes at the tertiary level. It adopts a qualitative research design, specifically a phenomenological approach, which does not aim to produce fixed or generalized results. Instead, it emphasizes lived experiences, illustrative examples, and interpretive insights that aid readers in better understanding the phenomenon under investigation (Yildirim & Şimşek, 2005). As Creswell (2007) notes, phenomenological research seeks to capture how individuals experience a particular concept or phenomenon.

The authors of this study each bring over two decades of teaching experience to the research. As such, they deemed this methodology most suitable for their work. Throughout the process, they engaged in extensive discussions and reflections on the sources and findings, drawing upon their professional expertise to guide and enrich the analysis.

## **Literature Review**

Nearly all seasoned teachers are aware of the importance of assignments in helping students comprehend course material and improve their performance on summative tests (Li et al., 2018). There was a consistent positive correlation between students’ completion of home assignments and their academic success from elementary school (Vatterott, 2009), high school (Maltese et al., 2012), and college (Vatterott, 2009; Arasasingham et al., 2011; Rawson & Stahovich, 2013). Researchers have also found that students learn differently when focusing on homework than when studying for class exams (Leinhardt et al., 2007).

This is because working on assignments over the course of a semester has a more spaced effect than cramming for examinations right before an examination, which has a more condensed effect. Beyond academic success, there are other benefits to finishing assignments. According to Richards-Babb et al. (2011), students who finish a course's required assignments improve their study habits, making them more valuable in subsequent classes. Additionally, an improvement in study abilities has been linked to an improvement in the caliber of the assignments that students submit (Ramdass & Zimmerman, 2011).

As a result, encouraging students to complete their assignments can be seen as a cycle in which they develop new skills as they work on them, which then enhance their ability to finish them effectively.

Previous studies have shown that assignments help students learn and may even enhance their academic performance (Cooper, 1989, 1994; Cooper et al., 2006; Bembenuddy & White, 2013; Keith & Cool, 1992; Trautwein et al., 2002). As a result, assignments are regularly given as a way to gauge students' understanding and growth.

Cooper (1994) carried out a meta-analysis of three types of assignments' effects on student achievement: research comparing achievement between two groups of students who received assignments and two groups of students who did not; research contrasting assignments with in-class supervised study; and research relating the amount of time students spent on assignments to their achievement. The results showed that assignments become more important to students' success as they advance in their education. According to Nunez et al. (2015), teachers can utilize effective assignments to predict students' academic progress, inspire them to learn, and improve self-regulation. The more time students spend on assignments, the higher their academic results are (Cooper, 2008; Krashen, 2005).

Additionally, graded tasks are thought to benefit students' learning and help them achieve higher grades (Latif & Miles, 2011). In addition to these results, university students view homework as a cost and a benefit, and those who think their class's task is difficult would ask their teacher for help (Letterman, 2013).

The academic goals of assignments, according to Cooper (1989), are to aid students in acquiring factual knowledge, enhancing academic study skills, developing positive attitudes about assignments, and realizing that learning may happen anywhere, not only in the classroom. Assignments can also be used to evaluate students' learning progress, strengthen independent study skills, and get students ready for more difficult classroom lessons (Muijs & Reynolds, 2011). According to Cooper (1994), out-of-class assignments can aid students in gaining greater independence, self-direction, self-control, and time management skills.

According to Ramdass and Zimmerman (2011), assignments help students become more self-reliant, which enhances their motivation, cognitive, and metacognitive skills when learning a language. This encourages students to monitor their development and come up with efficient strategies to complete assignments and meet learning goals.

### **Characteristics of Assignment**

One of the key aspects of the assignment problem is that each project has only one task assigned to it. There are certain key elements of a good assignment that can help students improve their writing and time management abilities while also alleviating instructor aggravation.

Teachers should create tasks that are directly related to the course's goal. An assignment has a clear goal that leads to the achievement of a course goal. Course's goals for any learners are

more concerned with practical ways for day-to-day use or career advancement than theory or original research. Teachers do not assume that students would understand the goal of the project because students come from a variety of backgrounds. They should be prepared to inform students about the expectations they have for their students, such as word count, citation format, and some sources.

While assigning an assignment, the teacher concerned should give the students a clear outline for them for ensuring the most effective assignments possible. The teacher needs to clarify the purpose of the assignment without guessing that the students will understand the purpose themselves. If the purpose is explained, the students will understand how the assignment is relevant to the main goals of the course, and they will appreciate for being informed of what they will learn from the assignment process (Hass & Osborn, 2007). If the teacher is transparent with the students about the aim of the assignment, and the teacher interprets why he is giving the assignment, the students will feel motivated to accomplish the assignment more enthusiastically.

Teachers should assign due dates in stages. Large, thorough tasks due at the end of the course result in unfocused, if not plagiarized, writing. They must divide a huge work into multiple smaller assignments that are due at different times throughout the semester. As a result, students receive helpful feedback as they advance through the course.

Teachers should encourage students to come up with ideas for themes. They should allow students to use the Moodle Discussion Board Form to brainstorm themes or share with other students (Kim et al., 2019). Teachers should provide students with the option of three to four essay questions, case scenarios, or case studies. Students will find a stronger connection in their writing if they are given an option, which will result in better final submissions. Teachers should provide a good example. Students value a visual representation of the outcome in addition to clear instructions. If a teacher decides to use students' assigned tasks, they must first obtain permission from their students. Model assignments will be posted by teachers on their Moodle course shells. They will share students' evaluation tools, as well as rubrics or other forms of evaluation, early in the task rather than at the conclusion, so that students can clarify expectations firsthand. Students will put rubrics or evaluation tools on the Moodle course shells of their teachers so that they can refer to them as needed.

Teachers can use internet, hyper textual nature to pique students' interest, promote research, and foster critical thinking by incorporating its data, services, and tools into assignments. There is no need to be constrained by the limitations of certain learning platforms when generating online projects. The first assignment can indicate whether a student will complete the course or not. Provocative assignments early in the course draw students in, familiarize them with the type of course that teachers create, and actively engage students for the task. Teachers discuss why they choose a certain project and why they think it is important for the students. This is often the most successful method for persuading students to attempt a task.

Assignments and exercises can assist students to integrate what they have learned and want to create a deeper knowledge of the content by connecting different areas of the course. Students typically benefit from knowing how their work will be evaluated because grading and evaluation techniques vary greatly from course to course. Students can focus on the most important components of the task if teachers provide clear grading rubrics and other formal evaluation criteria in advance. When working on an assignment, clear directions assist students to comprehend what they need to complete. Instructions should not assume that all learners comprehend the goal of the assignment or know how to complete it. The need for detailed

instructions cannot be overstated; nonetheless, teachers must be concise enough for students to read them. When teachers need to convey information about an assignment, they may consider employing video prompts or directions (Stevens & Levi, 2013).

Flexibility and variety permit students to have greater say in the decisions they make in class. As a result, assignments may become more interesting. One technique to add flexibility is for teachers to provide different options for completing tasks; another is for teachers to design assignments that allow for multiple sorts of replies or learning approaches. Students can use examples as models to assist them to develop their thoughts or reactions and think more creatively. Students who are unfamiliar with the requirements or methods for specific sorts of assignments can benefit from examples. Online environments are appropriate for assignments that are designed from the start to be accessible. Some online students will not be natural English speakers, while others may be unable to do so due to language limitations. Teachers should use universal design principles to ensure that assignments reach the widest potential audience (Burgstahler, 2020).

### **Types of Assignments**

Students are given a variety of assignments as part of undergraduate and graduate teaching and learning, each with its structure and features. The following are examples of these types of assignments (George et al, 2017).

#### **Essay**

An essay is a common type of assignment, particularly at the undergraduate level. Students are assigned specified topics to write about, and their essays must respond to a question. That other people have published and presented in summarized form (Younger et al., 2004). This assignment is appropriate for undergraduate and graduate students who want to learn about current thinking and research gaps in a specific field.

#### **Critical Review**

A critical review is comparable to a peer review. Like peer reviewers, students are required to critically assess certain model research publications and present a report. This is helpful for assessing or criticizing the data, research strategies, and conclusions of an article.

#### **Analytical Assignments**

Analytical assignments typically include a background discussion of the topic's pertinent theory, scenario, problem, case, image, and so on. Analytical thinking requires students to look at various components or aspects of their issue systematically and logically to gain comprehension. Analytical assignments are intended to demonstrate students' abilities to carry out a thesis thoroughly. This requires them to go beyond description and evaluate numerous facets of the scenario, as well as compare and contrast various points of view and the topic's benefits and drawbacks (Zuana, 2004). Although their opinions on an any topic may be obvious in an analytical assignment, it is not necessarily required to formalize this with a thesis statement, as it is in an argumentative essay. It is essential to consult with the teachers if they are unsure whether they are expected to adopt a position and present a thesis statement.

#### **Argumentative Assignments**

Argumentative assignments ask students to take a stand on the issue of the assignment. This is reflected in their thesis statement, which appears in the introduction section. Students must then present and develop their arguments throughout the body of the assignment using logically structured paragraphs. Each of these paragraphs should have a topic sentence that

relates to the thesis statement. In an argumentative essay, students must draw a conclusion based on the data they have presented (Bacha, 2010).

### **Case Study**

It is appropriate to examine a situation and weigh benefits and drawbacks before offering suggestions. Any instructor or student who wants a thorough background understanding of a particular instance or phenomenon should conduct a case study. It could be a person, animal, group of people, process, illness, occurrence, community, or any other similar unit.

### **Reflective Journals**

Reflective Journals are personal journals in which students reflect on their learning experiences. Students keep track of learning-related situations, such as who was involved, what the event was about, what they thought about it, how they felt, and so on. Reflective journals assist researchers in identifying their understanding, reflecting on their thoughts, and recognizing how and what they have learned.

### **Report**

Reports are a common type of assignment at universities, and they are also used in a range of vocations. In the fields of business, government, science, and technology, it is a common subject of writing. Reports can be formatted in a number of different ways. A report is usually created to show structured facts, such as laboratory results, technical data, or a business case. Clients, managers, technical employees, and senior management can benefit from them. They can have a number of structures, so it is important to consider what format learners expect. The format used will be determined by professional criteria as well as the report's final goals.

### **Insect Collection**

In entomology classes, students gather a variety of insects and display them in specially constructed insect boxes after identification. Additionally, some areas may require students to create models, posters, popular articles, booklets, processed goods, or visual aids as part of their tasks. Each of these projects has a unique structure, set of traits, and writing style. Depending on the learning environment and training objectives, any of these tasks may be made available.

### **Contract Assignment**

Contract assignment is often utilized in individualized methods of training to tailor the job to students' abilities and interests.

### **Unit Assignment**

The mastery plan and the cycle plan of instruction are linked to unit assignments. It works best with subjects that are separated into units. With the unit assignment plan, the so-called flexible assignment is used.

### **Group Assignment**

A socialized recitation or a project mode of instruction is the most common use for group assignments. This assignment encourages students to think critically and organize their materials. They may be involved in defining desirable goals and determining what needs to be done to achieve them. At the undergraduate level of education, this type of project can be beneficial to teachers and students.

### **Drill Assignment**

The goal of the drill assignment is to enhance the connections made during the development of mental motor abilities. Drill assignments include assigned tasks like memorizing a

poem or mastering facts or simple combination facts in mathematics. It should be motivated, just like any other form of a task (Muratori et al., 2013).

### **Role of Assignments in the Process of Learning**

Assignments allow students to concentrate on the most important aspects of their study rather than becoming bogged down in the technicalities. Transparency about the actual needs of tasks from the beginning of the course is an important technique for teachers to assist their students in time management. Assignments also allow teachers to provide customized feedback to students. Teachers' comments assist students in gauging their progress throughout the course and program, and they will play a key part in inspiring or demotivating students as they continue their studies. Assignments can assist teachers in determining what components of their course are working and which need to be improved. If students struggle with a specific task or a specific portion of an assignment, it will be possible that teachers need to revisit the relevant segment of the course and add more support for their learners. It may also be a sign that the assignment needs to be rewritten.

According to Damasio (1994), it might be challenging to provide support or comments to pupils when they become stuck or confused in order to advance their learning. Humans have a particularly strong inclination to react emotionally to those around them. However, we are aware that confusion is frequently experienced by children, and teachers are able to identify and effectively address the confusion with their assistance (Lehman et al., 2008). Thus, it is quite simple for experienced teachers to identify, understand, and react to student misunderstanding (Woolfolk & Brooks, 1983; Woolf et al., 2009; Mainhard et al., 2018). Therefore, if pupils are unsure of what to do or how to complete the assigned task, the teachers concerned should scaffold their learning.

A well-crafted assignment can lead students on an exciting journey into unfamiliar terrain while also giving signposts and pit stops precisely where they are needed. Each completed assignment should help students gain confidence in themselves as professionals in the field in which they are learning. The assignments worked as a framework for the learning to take place. An assignment allows students to study, practice, and demonstrate that they have met the learning objectives (Rubens, 2004, p.427).

Students should strive to build the entire course around a series of assignments, each one building on the previous. If learners understand how the first assignment helps students in grasping the principles that may be applied in the second assignment, they are more likely to devote a significant amount of time to it. In this sense, it is more important than ever to provide learners with timely feedback on their assignments so that any ambiguities can be cleared up before they go on to the next one. Students and teachers must collaborate to develop staged tasks. Each level must be completed before the next can begin, and at the end of each stage, learners receive feedback – either from other learners or from teachers – to help them assess their progress toward the desired results. Students and teachers can include a requirement that learners work together on a portion of the assignment. Using online communication platforms like discussion forums and wikis allow students to participate at times that are convenient for them over a long period while also providing a permanent record for both students and teachers (Greetham, 2001, p.285).

### **Role of Assignment in the Process of Teaching**

Teaching students excellent study techniques is one of the tasks objectives. Due to the correlation between assignment quality and other indicators of teaching quality, the assignment

should significantly advance the knowledge of the students (Clare, 2000; Clare & Aschbacher, 2001; Clare et al., 2001; Matsumura & Pascal, 2003; Matsumura et al., 2008). Teacher quality is described as “the quality of those components of interactions that can be attributed to the teacher, whereas teaching quality is defined as the quality of those interactions between students and teachers” (Bell et al., 2012, pp. 63e64).

It is believed that assignments don’t always accurately reflect the teacher’s choices regarding how to teach. Assignments could be a component of a curriculum created by an institution. Assignments can therefore disclose how the authorities view effective instruction, with the instructor acting as “a crucial connection between policy and practice” (Cohen & Hill, 2000, p. 329).

Students should be precise and concise when explaining to other students what needs to be done or what they are expected to do. They need to understand the reasons behind the duties that have been assigned to them. The assignment enables them to comprehend the purpose of their research as well as the precise objectives that must be met. With regard to giving the pupils’ ideas and actions direction and clarity, its objectives are crucial.

To make the study period productive, teachers must describe the procedure to be followed by pupils in completing the work assigned. Practically, teachers regard the primary job of the assignment to be the provision of explicit and sufficiently thorough instructions to enable students to approach difficulties intelligently in the preceding lesson. The aim of the assigned task must be communicated to students and recognized by them for their interest to be piqued. Motivation is an important aspect of an assignment. It is not a good educational technique to make students do something they do not want to do.

To ensure that students have a thorough comprehension of the subject, teachers should connect the current lesson to the prior one. This refers to the principles of appreciative learning or the integration of prior and new teachings. The psychological principle of apperception is thus fully recognized in the role of assignment. Teachers must educate students on how to employ enjoying experience features for interpretation purposes when they are present. When the required activity is completed successfully, students often find that mastering the other components is a relatively simple procedure.

Teachers can establish the proper attitude toward accomplishing the assigned task. Students must establish a desire to finish the task. They should be aware of the assignment’s importance and appreciate the value of the advanced effort. This is simply one of the various methods for providing rewards. Teachers and students should plan ahead of time for any special challenges that occur in the advanced session and provide solutions to overcome them. Each new lesson necessitates the knowledge of new concepts. When confronted with unforeseen challenges, students face a challenge. If the task does not equip them with both knowledge of the challenges and suggestions for how to overcome them, it is entirely unsatisfying. To effectively use the role of assignment, mastery of the components of getting involved in any phase of learning and teaching is essential. Another important characteristic of assignments is the awareness of individual differences. According to all studies of mental assessments, there are significant differences in intelligence, aptitudes, and temperaments among students. Even their interests are shown to be substantially different. They work with greater passion, ease, and pleasure when the tasks they execute correspond with their interests. As a result, the assignment must take into account learners’ interests, aptitudes, and abilities (Davis, 2009, p. 608).

## **Discussion**

Many students and teachers consider assignments to be a complete waste of time and that they have no bearing on academics. This is why they feel irritated anytime their teachers mention submitting an assignment. The task of writing an assignment is something that practically students in the teaching and writing process get annoyed. However, this notion absolutely is wrong. Students are given particular assignments and homework from the start of the teaching and learning process to enhance students critical and analytical skills. The complexity level of such assignments remains modest in the early stages of elementary education, but as a student develops through high school and into college or university, tasks get increasingly complicated and sophisticated. (Thomas, 2015, p. 531)

Teachers provide students with the required knowledge and information to assist them in comprehending issues connected to numerous subjects. It is not appropriate behavior for a teacher to present everything to their students and to pamper them. As a result, their learning abilities are harmed, and education becomes useless to them. As a result, students are expected to learn on their own at home or university with the support of assignments and homework. A good number of students assume that educational assignments are insignificant, yet they are offered to help students in self-study and to explain any misconceptions or ambiguities they may have about a subject. They think it is the teachers' duty to teach students and that it is not their responsibility to learn on their own. However, it is unavoidable that a teacher will not be able to provide every learner with all of the information they require on any given subject. This type of spoon-feeding is likely to harm learners' learning abilities and future academic prospects. At college or university, teachers educate and clarify the concepts of a subject, and students are expected to learn or explore it on their own.

## **Conclusion**

In conclusion, assignments serve multiple purposes, including supporting student learning, offering opportunities to practice language skills, internalizing knowledge, fostering independent study habits, and developing time management abilities. Homework should be used not only as a means for students to extend their educational experience beyond the classroom but also as a valuable tool for teachers to provide constructive guidance.

To help students reach their full learning potential and strengthen their language proficiency, teachers should offer timely and meaningful feedback. Such support encourages students to seek out interaction with teachers and cultivate positive academic relationships that enhance ongoing learning.

However, excessive homework can diminish students' motivation and cause feelings of stress and overload. It may also lead some to resort to plagiarism—copying from peers or the internet. To mitigate this, the present study recommends that teachers remain attentive to students' social contexts, assist them in managing their time effectively, provide targeted feedback, and align the complexity of assignments with the time and abilities available to students.

Based on the findings of this study, four recommendations are proposed for future research. First, student achievement assessments linked to homework practices should be used to evaluate learning outcomes. Second, teachers should consider students' perspectives on homework to ensure that assignments remain motivating rather than discouraging. Third, given the significant impact of assignment feedback on learning, further exploration into feedback

strategies is encouraged. Finally, focused studies on specific types of assignments should be conducted to examine their influence on student learning.

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