

Views of Students and Teachers About Role of Homework Implementation on Students' Academic Success

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ABSTRACT

In this research, it was tried to determine what are the views of students and teachers about role of homework implementation on academic success of students. Working group of this research consist of 12 eighth grade students studying in Cumayeri district of Düzce province and 10 teachers working in different branches within Ministry of National Education. While the qualitative research method was used in the study, the case study was used as the research technique. Semi-structured interview form was used as data collection tool and expert opinion was consulted for the suitability of the questions. While students was interviewed as face-to-face method and voice recorder was used to record data, face to face interviews method could not carried out in the specified timeframe due to global epidemic pandemic that interrupted schools and caused education to be distance. Therefore, data collection completed by sending mails to teachers that consist of purpose of the research and interview questions. Content analysis was used in the analysis of the data that obtained from the interview questions applied to teachers and students. As a result of the research, for students, it was found that purposes of the homework are in the direction of repetition and reinforcement, they have generally positive attitudes towards the homework and the homework have an impact on their development and academic success. As for teachers; it was found that purposes of giving homework are to help reinforce subject, improves students' responsibility and develop autonomous learning skills. In case of without homework, permanent learning would not occur so regular homework is effective on academic success.

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INTRODUCTION

Assignment has always been an issue in our education system. Although many changes have been made in education programs in our country over time, homework is still a resource that is always used by teachers (Öcal, 2009). Although its place in education has always been discussed and restrictions are imposed, homework assignments that are not abandoned by parents and teachers are encountered at almost every stage of education (İlgar, 2005). One of the main purpose of education is to prepare person for life and information which is necessary for life can be gained through practice. Educational institutions has tried to fulfill this task by assigning homework (Tertemiz, 1991).

In the "Tebliğler Dergisi" number 2300 (1989), the assignment is defined as the text, tool and the like that the students perform alone or in a group in the extracurricular time in line with the objectives defined in the regulation. Assignment is the practice that ensure permanence learning ability for individuals, make them ready in advance and based on level of the class and feature of topic (Büyüktokatlı, 2009). Homework, provides communication between the teacher and the learner. For the teacher, homework is a teaching technique, while for the learner, it is a learning technique (Yapıcı, 1995). Regardless of whether they are preparing at home or at school, they are the materials that show the level of habits of students to do homework and enable them to repeat what they have learned (Küçükahmet, 2002). Homework is the cognitive and physical activity that students are asked to do about specific subject (Yücel, 2004).

According to the circular published by the Ministry of National Education in 2003, purposes of having students do homework are; to gain the habit of doing homework and delivering it on time, to work in a planned manner, to collect the necessary information and use them to serve the purpose, to develop communication skills, to gain different viewpoints, to be able to work together, to develop the thinking skills, to develop discussion skills and to ask questions and ultimately to ensure that the student enjoys doing homework and learning (MEB, 2003).

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