



Homework Problem Faced by Government School Students of Tehsil Churah: A Study

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ABSTRACT

Education is a lifelong process. No one can deny the importance of education in one's life. Only education has power to transform a human being to a social being. Home is the first school of a child that provides basic education. The formal system of education i.e. the school provides specialized education to the child. Formal education system has its set rules and norms and home assignments i.e. home work is a common and widespread educational activity. Homework is given to the students to achieve certain hidden educational objectives. But it has been observed by many educational institutions that non completion of homework is very common among students. The present study is undertaken to know the homework problem faced by government school students and to understand the problems of non completion of homework by government school students. This study also aims to provide possible solutions to the problems of the government school students'. The methodology employed in the present study is descriptive in nature. The data were gathered by using a self structured questionnaire which has only close-ended questions. The present study revealed that students were facing problems of guidance and resources etc. to effectively complete their homework. The study recommends that homework practice should be regular, understandable in nature, attractive and creative. Teacher should motivate the students to complete their homework in school. Resources should be provided by the school and teachers should provide helping hands to their students. Counseling of parents should be done by the subject teachers. School management Committees (SMC) should generate funds to provide the students, human as well as material resources.

Key words: Homework, Government school, Resources, Assessment and Effectiveness, School Management.

INTRODUCTION

The word "Education" is derived from the Latin words "educare" and "educere". Educare refers to "to bring up" or "to nourish", whereas the word "educere" means "to bring forth" or "to drag out". Some others believe that the word "Education" is derived from the Latin word "educantum" which has two components. "E" implies a movement from inward to outward and "duco" refers to developing or progressing.

"Shiksha" and "Vidya" stands as equivalent words to the word "Education" in Sanskrit Language. Education is a purposeful activity directed to achieve certain aims. Development of rationality, understanding and honesty, may include these aims. Education is the harmonious development of all innate powers of the human being, - intellectual, physical, and social, emotional, aesthetic and spiritual etc. It is the product of the deliberate and systematic influence exerted by a more experienced person on the less experienced person. The process by which, knowledge, experience, skills and attitude of one generation is transmitted to the members of the coming generation. Education is the process of helping the child or preparation of the child for the future world.

Education is a process of imparting / acquiring general knowledge, reasoning and power of judgment. It is the preparation of oneself or others intellectually for mature life. Education is the development of the mental abilities. Education and training are sometime understood wrongly. Education is collection of information whereas training is the practical knowledge/practice/learning by doing usually under supervision, in some trade, art, or profession such as training in art, training in teaching and driving etc.

Education is commonly divided into three forms

- Formal Education
- Non-formal Education, and
- In formal education

Formal education takes place in education and training institutions. It is well structured, based on fixed curriculum, aims and objectives. Formal education is provided under the guidance of teachers/trainers. This education is compulsory up to certain age, and is also divided into different stages such as primary stage and secondary stage etc.

Non-formal education system occurs as additional or alternative system to that of formal education. This is flexible and structured according to the needs of the learner. Distance education, open education and correspondence education are included in this system of education.

Informal education occurs in daily life. Learning by experience, learning in the family and in social groups, peer groups, at work place, learning while playing etc all included in informal system of education.

SIGNIFICANCE OF THE STUDY

The present study is significant in the way that it will provide an outline of the homework issues of the students at school level. The findings of the present study will help to identify the nature of problems being faced by the students as well as by the teachers. It will help the school managements, the parents, the school management committee (SMC's), and the guardian of the students in setting new plans, strategies, and policies and review the existing plans and policies at institution level. It will also help other who are directly and indirectly associated with the education system. So keeping in view the need and importance of all these above stated factors, this study is much significant.

REVIEW OF LITERATURE

- **Epstein (1988)** believed that the purpose of homework is, to practice skills, to increase the learning experience, to increase responsibility, self-confidence, and time management, to establish and maintain communication between schools and parents, to comply with districts' mandates about homework, to inform parents about activities in the school and the classroom, and to maintain classroom policies.
- **Cooper and Valentine (2001)** view homework as having positive effects by enhancing retention, increasing the understanding of course material, increasing study skills, increasing positive attitudes toward school, increasing beliefs about the importance of learning outside the classroom, increasing independence and responsibility, and facilitating parental involvement and appreciation of the children's school-related work.
- **Nevo (2008)** defined homework as school work given to pupils to do at home during their spare time individually or in groups.
- **Cuban (2009)** homework should allow for practice and application by children and children should not be assigned homework that requires new concepts that have not been introduced and taught by the teacher. Homework should act as a revision of learnt concepts.
- **Dunkin (2009)** defined that schoolwork is a work formerly assigned for completion outside school time.

- **Cameroon (2010)** defined homework as a set of tasks formerly assigned to learners so that they can commit themselves independently or to assistance towards their completion. In another words, homework is work generated by a teacher to consolidate instruction through independent work by pupils.
- **Redding (2012)** postulates that homework can provide other benefits. For example, the child's ability to bring an assignment home, gather and organize necessary materials to complete the assignment, return the assignment and receive a mark, strengthens his or her sense of responsibility.
- **Nyoni (2012)** argues that homework should be assigned to pupils in order to fulfill specific learning objectives rather than for the sake of occupying pupils at home.
- **Galloway et.al (2013)** asserts that homework is school work that is done by a pupil after undergoing clear instruction on how to carry out the work.
- **Kadodo (2013)** posits that the objective in giving homework is to develop an independent learner who is able to "learn how to learn" and face problems and solve them without having to wait for the teacher, hence developing in him/her the concept of self image and confidence as a learner.

OPERATIONAL DEFINITIONS OF KEY TERMS

- **Homework:** In this study, homework means the work assigned by the school teachers to the pupils to do at home during
- **Homework Problem:** In this study, homework problems refer to the problems faced by the students at home to complete the homework assigned by the teachers.
- **Government School:** In this study, government school refers to the school run/owned by the government only.
- **Students:** In this study, student refers to the pupils/learners in the government school only.

OBJECTIVES OF THE STUDY

- To enhance the understanding of importance of homework assignments.
- To understand the problem of non completion of homework by government school students.
- To provide possible solutions to the problems of the government school students.
- To suggest remedial measures for improvement in output of homework.

RESEARCH QUESTIONS

- Are there problems related to homework in government school?
- Does students in government school really facing homework completion problems?

LIMITATIONS OF THE PRESENT STUDY

- This study is to know and understand the problem of non completion of homework by government school students of Himachal Pradesh only.
- This study is confined to Churah tehsil of Chamba district of Himachal Pradesh only and not concerned with other tehsil and districts of Himachal Pradesh.
- This study is confined to government high school only.

DELIMITATIONS OF THE STUDY

The delimitations of the present study were as follows:

- The study is confined to Himachal Pradesh only.
- The study is confined to government school students only.

- The sample is confined only to the government school students.
- The sample is confined to one district only.
- The study is confined to a sample of 50 students only.
- Self structured questionnaire is used only.

METHODOLOGY:-The present study is descriptive in nature. The data is collected by using a self structured questionnaire containing fifty close-ended questions of yes or no types only.

POPULATION:-Population for the present study comprised of all pupils studying in government school of Himachal Pradesh.

SAMPLE:-For the present study, fifty students from class sixth to eighth standard were selected by random sampling technique from the purposely selected school of Churah tehsil of District Chamba in Himachal Pradesh.

Table 1.1

Sr. No	Class	Total Students in the Class	Selected Boys	Selected Girls	Total Selected
1	6th	27	02	02	04
2	7th	28	13	09	22
3	8th	30	08	16	24
	Total	85	23	27	50

TOOL: - A self structured questionnaire containing fifty questions is used by the researcher to collect raw data for the present study. The questionnaire contained closed ended questions of Yes or No type. The students have to mark tick against yes or no response.

PROCEDURE OF DATA COLLECTION

After the development of questionnaire, the investigator took permission from the head of the institution and explained the purpose of the investigation. The questionnaire was administered to the sample of students selected randomly from the Government High Schools. The students were motivated before the collection of the data. Procedure of answering the questions and aim of the study was also well explained in advance to the students. A promise was made to the students to keep their answer confidential so that they could feel easy to respond.

STATISTICAL TECHNIQUES APPLIED

In the present study, the investigator has used descriptive technique in which percentage was calculated for analysis of data. To make the analysis of data easy, each question/statement was pre-coded in the questionnaire. The frequency of the responses of the students was counted against each statement separately and the percentages were calculated as follow:

$$\text{Percentage} = \frac{\text{No. of positive responses}}{\text{Total no. of sample}} \times 100$$

DATA ANALYSIS

Table: - 1.1 and Fig 1.1a are showing the responses of the School Students about the statement that there is no need to do homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	09	41
	Percentage	18%	82%

Table 1.1

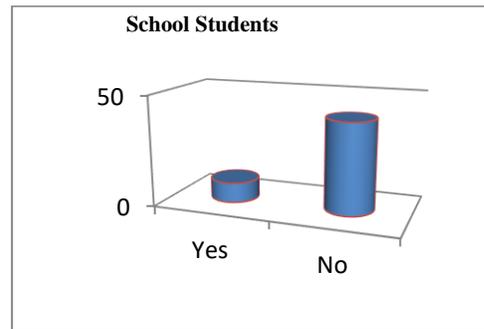


Fig.1.1 a

The above TableNo.1.1 and Fig.No.1.1a shows the responses of the School Students about the statement that there is no need to complete homework. In this regard 09 (18.00 percent) of the respondents responded that homework is needed whereas 41 (82.00 percent) of the respondents responded that there is no need to do homework.

Table:-1.2 and Fig 1.2a are showing the responses of the School Students about the statement that completion of homework is wastage of time.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	09	41
	Percentage	18%	82%

Table 1.2

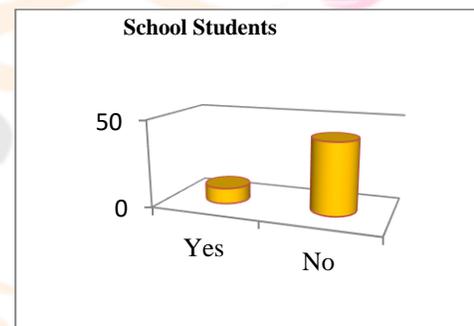


Fig.1.2 a

The above TableNo.1.2 and Fig.No.1.2a shows the responses of the School Students about the statement that completion of homework is wastage of time. In this regard 09 (18.00 percent) of the respondents responded that completion of homework is wastage of time whereas 41 (82.00 percent) of the respondents responded that the completion of homework is not a wastage of time.

Table:-1.3 and Fig 1.3a are showing the responses of the School Students about the statement that the homework given at school is not enhancing the interest of the school student.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	09	41
	Percentage	18%	82%

Table1.3

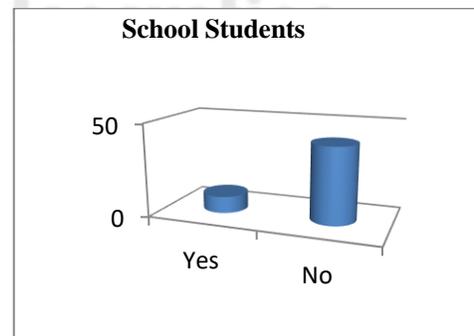


Fig 1.3a

The above TableNo.1.3 and Fig.No.1.3a shows the responses of the School Students about the statement that the homework given at school is not enhancing the interest of the school student. In this regard 09 (18.00 percent) of the respondents responded that the homework given at school is not enhancing the interest of the school student whereas 41 (82.00 percent) of the respondents responded that the homework given at school is enhancing the interest of the school student.

Table:-1.4 and Fig 1.4 a are showing the responses of the School Students about the statement that the students are not given positive reinforcement even after the completion of homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	14	36
	Percentage	28%	72%

Table 1.4

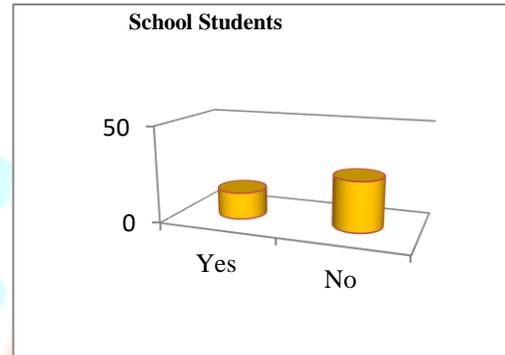


Fig 1.4 a

The above TableNo.1.4 and Fig.No.1.4a shows the responses of the School Students about the statement that the students are not given positive reinforcement even after the completion of homework. In this regard 14 (28.00 percent) of the respondents responded that the students are not given positive reinforcement even after the completion of homework whereas 36(72.00 percent) of the respondents responded that that the students are given positive reinforcement even after the completion of homework.

Table: - 1.5 and Fig 1.5a are showing the responses of the School Students about the statement that the homework completed by the students is not properly checked/corrected.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	12	38
	Percentage	24%	76%

Table 1.5

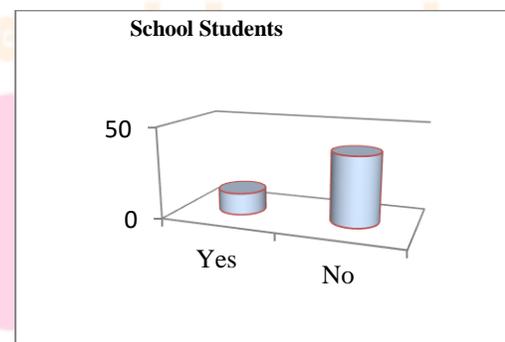


Fig 1.5 a

The above TableNo.1.5 and Fig.No.1.5a shows the responses of the School Students about the statement that the homework completed by the students is not properly checked /corrected. In this regard 12 (24.00 percent) of the respondents responded that the homework completed by the students is not properly checked/corrected whereas 38 (76.00 percent) of the respondents responded that the homework completed by the students is properly checked/corrected.

Table:-1.6 and Fig 1.6a are showing the responses of the School Students about the statement that the students are unable to complete their homework because most of their time is consumed to reach to school and to come back to home.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	14	36
	Percentage	28%	72%

Table 1.6

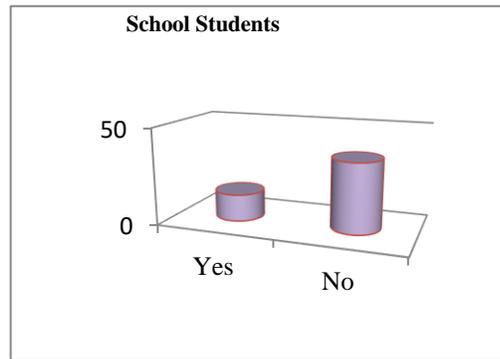


Fig 1.6 a

The above TableNo.1.6 and Fig.No.1.6a shows the responses of the School Students about the statement that the students are unable to complete their homework because most of their time is consumed to reach to school and to come back to home. In this regard 14 (28.00 percent) of the respondents responded that the students are unable to complete their homework because most of their time is consumed to reach to school and to come back to home whereas 36 (72.00 percent) of the respondents responded that the students are unable to complete their homework because most of their time is consumed to reach to school and to come back to home.

Table:-1.7 and Fig 1.7a are showing the responses of the School Students about the statement that students are feeling helpless to complete their homework at home as there is no body to help them to do their homework at home.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	19	31
	Percentage	38%	62%

Table 1.7

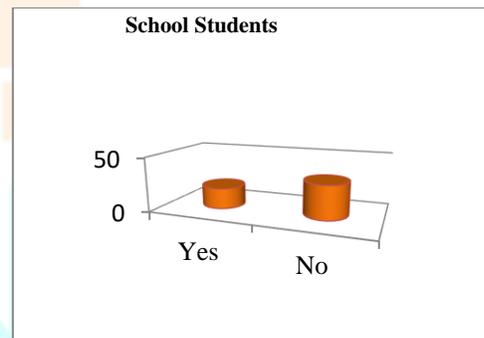


Fig 1.7 a

The above TableNo.1.7 and Fig.No.1.7a shows the responses of the School Students about the statement that students are feeling helpless to complete their homework at home as there is no body to help them to do their homework at home. In this regard 19 (38.00 percent) of the respondents responded that students are feeling helpless to complete their homework at home as there is no body to help them to do their homework at home whereas 31 (62.00 percent) of the respondents responded that students are feeling helpless to complete their homework at home as there is no body to help them to do their homework at home.

Table:-1.8 and Fig 1.8a are showing the responses of the School Students about the statement that students have no time to complete their homework at home as most of there is consumed to complete other assignments at home.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	15	35
	Percentage	30%	70%

Table1.8

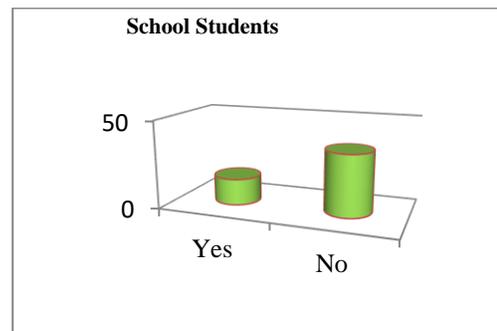


Fig 1.8 a

The above TableNo.1.8 and Fig.No.1.8a shows the responses of the School Students about the statement that students have no time to complete their homework at home as most of there is consumed to complete other assignments at home. In this regard 15 (30.00 percent) of the respondents responded that the students have no time to complete their homework at home as most of there is consumed to complete other assignments at home whereas 35 (70.00 percent) of the respondents responded that students have no time to complete their homework at home as most of there is consumed to complete other assignments at home.

Table:-1.9 and Fig 1.9a are showing the responses of the School Students about the statement that most of the school students do not like to complete their homework as they do not like their teacher.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	10	40
	Percentage	20%	80%

Table 1.9

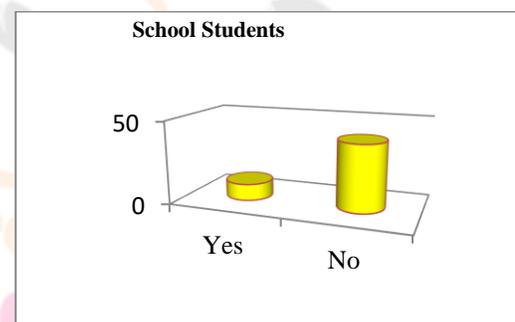


Fig 1.9 a

The above TableNo.1.9 and Fig.No.1.9a shows the responses of the School Students about the statement that most of the school students do not like to complete their homework as they do not like their teacher. In this regard 10 (20.00 percent) of the respondents responded that most of the school students do not like to complete their homework as they do not like their teacher whereas 40 (80.00 percent) of the respondents responded that most of the school students do not like to complete their homework as they do not like their teacher.

Table:-1.10 and Fig 1.10a are showing the responses of the School Students about the statement that parents do not tell them to complete their homework that is why students are not doing their homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	10	40
	Percentage	20%	80%

Table 1.10

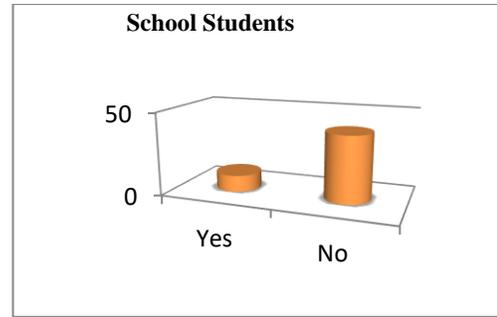


Fig 1.10 a

The above TableNo.1.10 and Fig.No.1.10a shows the responses of the School Students about the statement that parents do not tell them to complete their homework that is why students are not doing their homework. In this regard 10 (20.00 percent) of the respondents responded that parents do not tell them to complete their homework that is why students are not doing their homework whereas 40 (80.00 percent) of the respondents responded that that parents do not tell them to complete their homework that is why students are not doing their homework.

Table:-1.11 and Fig 1.11a are showing the responses of the School Students about the statement that school is giving them more homework that is why they are unable to complete their homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	17	33
	Percentage	34%	66%

Table 1.11

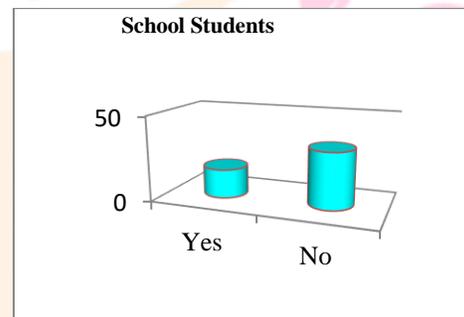


Fig 1.11 a

The above TableNo.1.11 and Fig.No.1.11a shows the responses of the School Students about the statement that school is giving them more homework that is why they are unable to complete their homework. In this regard 17 (34.00 percent) of the respondents responded that school is giving them more homework that is why they are unable to complete their homework whereas 33 (66.00 percent) of the respondents responded that school is giving them more homework that is why they are unable to complete their homework.

Table:-1.12 and Fig 1.12a are showing the responses of the School Students about the statement that most of the students are coping homework from the copies of other students. In other case if they did not get copy from other students they feel helpless to complete their homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	35	15
	Percentage	70%	30%

Table1.12

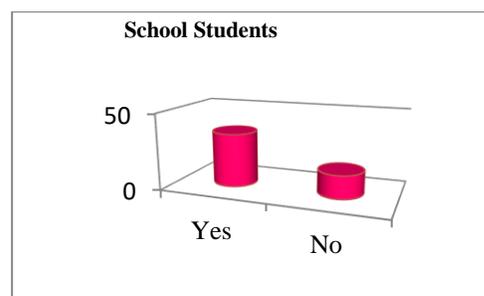


Fig 1.12 a

The above TableNo.1.12 and Fig.No.1.12a shows the responses of the School Students about the statement that most of the students are coping homework from the copies of other students. In other case if they did not get copy from other students they feel helpless to complete their homework. In this regard 35 (70.00 percent) of the respondents responded that most of the students are coping homework from the copies of other students. In other case if they did not get copy from other students they feel helpless to complete their homework whereas 15 (30.00 percent) of the respondents responded that most of the students are coping homework from the copies of other students. In other case if they did not get copy from other students they feel helpless to complete their homework.

Table:-1.13 and Fig 1.13a are showing the responses of the School Students about the statement that they are not doing their homework because they are unable to buy a new copy for school homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50) Percentage	10 20%	40 80%

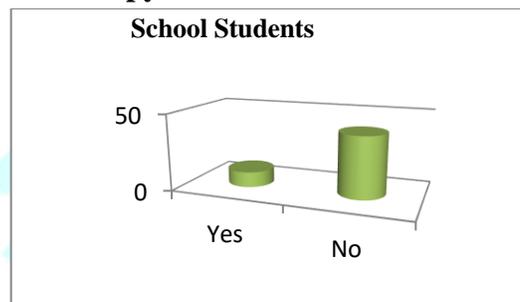


Table 1.13

Fig 1.13 a

The above TableNo.1.13 and Fig.No.1.13a shows responses of the School Students about the statement that they are not doing their homework because they are unable to buy a new copy for school homework. In this regard 10 (20.00 percent) of the respondents responded that they are not doing their homework because they are unable to buy a new copy for school homework whereas 40 (80.00 percent) of the respondents responded that they are not doing their homework because they are unable to buy a new copy for school homework.

Table 1.14 and Fig 1.14a are showing the responses of the School Students about the statement that most of the students forget to do their homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50) Percentage	17 34%	33 66%

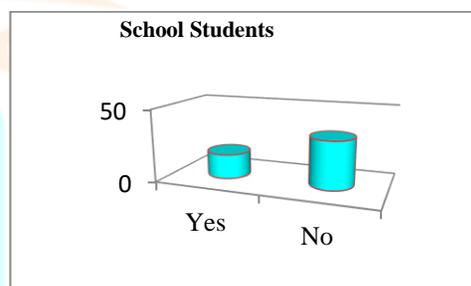


Table1.14

Fig 1.14 a

The above TableNo.1.14 and Fig.No.1.14a shows the responses of the School Students about the statement that most of the students forget to do their homework. In this regard 17 (34.00 percent) of the respondents responded that most of the students forget to do their homework whereas 33 (66.00 percent) responded that most of the students do not forget to do their homework.

Table:-1.15 and Fig 1.15a are showing the responses of the School Students about the statement that students are not interested to write for a long time on their copies so they are not doing their homework.

Type of Respondents	Type of Responses	Yes	No
School Students	Number of Respondents(50)	06	44
	Percentage	12%	88%

Table 1.15

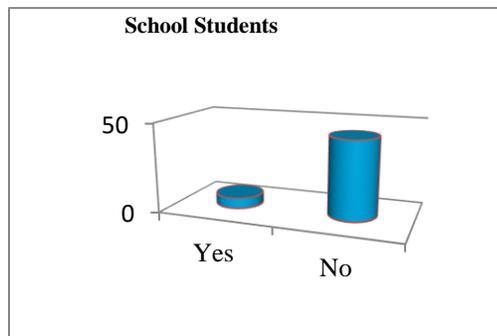


Fig 1.15 a

The above TableNo.1.15 and Fig.No.1.15a shows the responses of the School Students about the statement that students are not interested to write for a long time on their copies so they are not doing their homework. In this regard 06 (12.00 percent) of the respondents responded that students are not interested to write for a long time on their copies so they are not doing their homework whereas 44 (88.00percent) responded that students are interested to write for a long time on their copied and they are doing their homework.

CONCLUSIONS

The findings of the present study with regard to the behavior of the government school students about the completion of homework reveal that, 41 (82.00 percent) of the respondents responded that there is no need to do homework,41 (82.00 percent) of the respondents responded that that the completion of homework is not a wastage of time , 41 (82.00 percent) of the respondents responded that the homework given at school is enhancing the interest of the school student , 36 (72.00 percent) of the respondents responded that that the students are given positive reinforcement after the completion of homework, 38 (76.00 percent) of the respondents responded that the homework completed by the students is properly checked/corrected,36 (72.00 percent) of the respondents responded that the students are unable to complete their homework because most of their time is consumed to reach to school and to come back to home, 31 (62.00 percent) of the respondents responded that students are feeling helpless to complete their homework at home as there is no body to help them to do their homework at home, 35 (70.00 percent) of the respondents responded that students have time to complete their homework at home as most of their time is consumed to complete other assignments at home, 40 (80.00 percent) of the respondents responded that most of the school students do not like to complete their homework as they do not like their teacher, 40 (80.00 percent) of the respondents responded that that parents do not tell them to complete their homework that is why students are not doing their homework,33 (66.00 percent) of the respondents responded that school is giving them more homework that is why they are unable to complete their homework, 35 (70.00 percent) of the respondents responded that most of the students are coping homework from the copies of other students, 40 (80.00 percent) of the respondents responded that they are not doing their homework because they are unable to buy a new copy for school homework, 17 (34.00 percent) of the respondents responded that most of the students forget to do their homework ,44 (88.00percent) responded that students are interested to write for a long time on their copied and they are doing their homework.

SUGGESTIONS

The findings of the study have revealed that students have little understanding of importance of homework rather they know that homework completion is enhancing the interest among the student and is not wastage of time. It is reported that that going to school is a time consuming activity. It is difficult for the students to complete their homework at home as there is no body to help them to do their homework at home. Parents are less aware about

the essential of education and they are not taking interest to motivate their child to study. An economic condition of families is not so strong to wear the expenses of education. Students are not interested to write on note book so not doing homework.

REMEDIAL MEASURES FOR IMPROVEMENT

The students output could be improved by adapting following remedial measures:-

- Develop the habit of doing homework regularly.
- Make the homework interesting and creative.
- Help the weak students in doing their homework.
- Make Canceling of students and their parents from time to time.
- Encourage the bright students to help the poor students to complete their homework.
- Give homework in writing/on students' diary.
- Homework should be creative.
- Encourage the students to do homework in small group.
- No physical punishment for students not doing home but suggest them alternate ways to complete their homework.
- Teacher should check homework regularly and give the students positive remarks.
- Assign the students' different emolies/signs after checking their homework notebook.
- Guide and counsel the parents of the student to help their wards to complete their homework.
- Teacher should not threaten the students for not completing/half completion of homework.
- School management Committees (SMC) should generate funds to provide the students, human as well as material resources.

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