



An Action Research On Ten Grade Students In Regard Of Not Doing Homework

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Abstract: Action research is a significant recent development in classroom assessment techniques. It is defined as teacher-initiated classroom research that seeks to increase the teacher's understanding of classroom teaching and learning and to improve classroom practices. In this study, the investigator tries to find out why some ten-grade students don't do their regular homework. Then, the investigator attempts to provide some essential remedies for their improvement. Through this study, the stakeholders of a particular school may be beneficial in future.

Keywords: Action Research, Homework, Secondary Education, 10 Grade Students.

1.1 Introduction:

Resource is an academic activity that constantly searches for knowledge. "Re" means "again", and "search" means "investigation". One can also define research as a scientific and systematic search for pertinent information on a specific topic. Some people consider research as a movement from the known to the unknown. According to Clifford Woody, "Research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusions and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis."

Action research is either initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in terms or a part of a "community of practice" to improve how they address issues and solve problems.

Action research is a significant recent development in classroom assessment techniques. It is defined as teacher-initiated classroom research that seeks to increase the teacher's understanding of classroom teaching and learning and improve classroom practices.

Educational action research can be conducted by a single teacher, by a group of colleagues who share an interest in a common problem or by an entire school facility. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which became an endless cycle for the inquiring teacher, are the following: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action.

1.2 Statement of the problems:

The theoretical framework plays a vital role in guiding the entire research study process. Statement of the problems refers to the structure formed by broad ideas and theories that help researchers thoroughly identify the issues they are looking at and find suitable solutions. In this study, the researcher finds a problem with the students who did not complete their homework. This is an action research study in which the researcher studied the class "X" student. The researcher finds out about this problem after so many of her classes. When the researcher gives some homework to the student, some do not complete it regularly. It seems to them they are not interested in completing their homework.

Homework is essential to achieve the goal of a student. When the teacher found this problem here, he takes many steps to solve this problem.

1.3 Significance of the study:

Each teacher must keep their attention on their student. They must be attentive and interested towards this work. Students who do their homework and are more attentive in a classroom do better in this school and have more classes to do something better in their future lives.

The researcher did this research because some students did not do their homework regularly. So, the researcher wants to encourage them to do their homework regularly because to succeed in any sector, every student must be serious and conscious about their homework for better results.

The primary goal of the investigator in this present study is to improve their attention level to the school and to do their homework regularly. The researcher feels that the classroom needs to be student-centred to help students feel safe and comfortable learning.

1.4 Objectives:

The main objective of this research is to study these students who did not do their homework. Here the main objectives of the study are mentioned below:-

- (1) To identify the causes of why they did not complete their homework.
- (2) To develop a strategy for improving the habit of doing homework.
- (3) To develop the classroom teaching-learning process.
- (4) To solve the problems for which they did not do their homework.

1.5 Hypotheses:

A hypothesis is generally considered the principal instrument of research. Its primary function is to suggest new experiments and observations. Simply put, a hypothesis means assumption, but for a research scholar, it is a formal question she tends to solve, and a hypothesis is a tentative generalization. It is made to find the correct explanation of phenomena through investigation. Hypotheses are the building blocks of theory. Hypothesis tells the scholar what data to collect and what not to collect. The action hypothesis should be

testable in a classroom setting. The action hypothesis should be logically related to the problem. The hypothesis of the Action research should be clearly stated so that no puzzle can disturb understanding. Action hypothesis should be testable within a considerably short period. The scope of the Action hypothesis should be limited. The simple term should be used in the action hypothesis.

In this study, the researcher will form some hypothesis after facing this problem in her class and also being transparent about the desired solution-

- (1) Students may not give importance to doing their homework.
- (2) Students may not be serious about their homework.
- (3) The students may be more involved with sports.
- (4) The students may be engaged in household work at home.
- (5) Students may think that homework is not necessary. They will directly from another book by marking the answer.
- (6) They may not get time due to the Pressure of another teacher's homework.

1.6 Methodology:

Research methods may be understood as all those methods/techniques used for conducting research. Research methods refer to the methods the researcher uses in performing research operations. In other words, all these methods the researcher uses while studying her research problem are termed as research methods.

At first the teacher tried to identify the problem of the students in the classrooms through his classroom teaching. During that time, she tried to find out the situation she was facing. The researcher identified the problem as some of the 10th-standard students did not do their homework.

Secondly, after finding out the problem, the researcher tries to find out the causes of the problem. And find out some causes through conversations with them.

Thirdly, she prepares some questionnaires and gives them to fill out to those students who did not complete their homework. Then, the researcher was able to collect some answers through this questionnaire.

Fourthly, after collecting these data, the researcher finds out why they do not complete their homework and then tries to apply some new methods to encourage and inspire them to do so.

Fourthly, again, the researcher will check how many of them complete their homework after applying his new teaching method, and he will use remedial measures until he reaches a good result.

1.7 Process of data collection:

Data collection is collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. The researcher will discuss the issues with colleagues, the school, the principal, students, and parents to obtain their viewpoints and recommendations. This is all done through conversation, questions, observation, etc.

1.8 population and sample:

Out of 53 students in class "X", ten students are selected for this study as a sample.

2.0 Data analysis of homework in completed students:

The investigator selected ten samples for this study, and the researcher selected this sample by observing those who did not complete their homework. The entire student did not complete their homework.

2.1.1 What they like

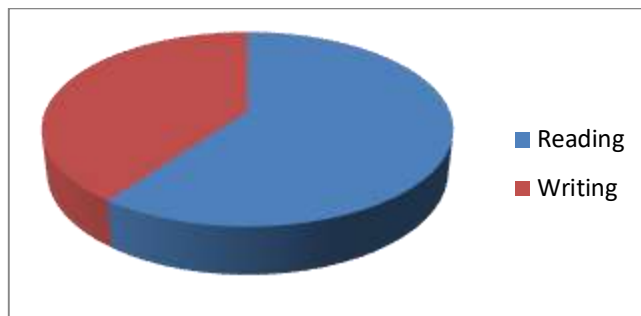


Figure:1

The figure shows that a maximum number of students don't like to write. They want to read more. According to them, they were writing to waste more time. Maximum question answers are clearly written in their textbook. By asking these students who do not like to write, the investigator can know if they want to memorize or study directly from their book by marking underlines or brackets on these questions' answers.

2.1.2 Total number of students who like to do homework or not:

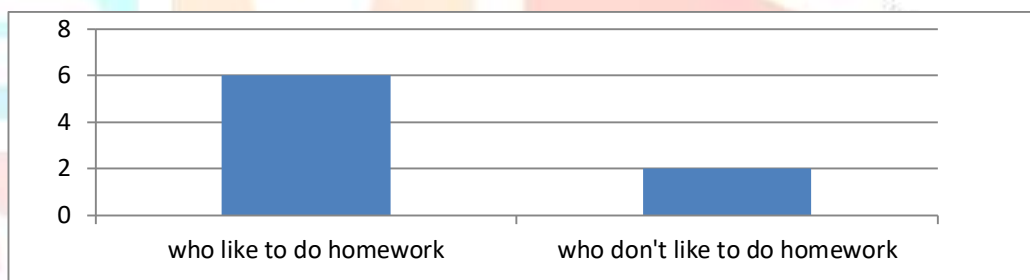


Figure:2

From this figure, we can know how many of them like to do their homework or not. It shows that 60% of students like to do their homework they cannot do due to other reasons, but 40% don't like to do their homework.

2.1.3 Needs of homework:

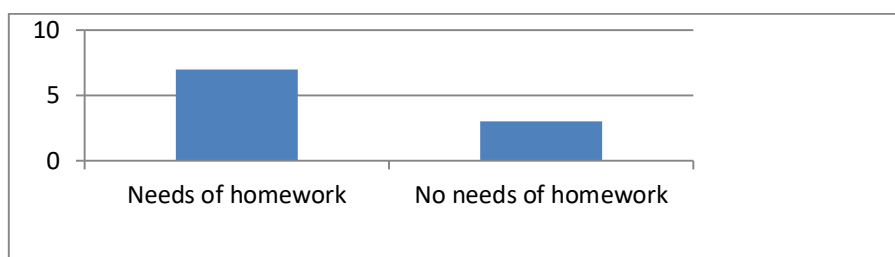


Figure: 3

This figure shows that 40% of student doesn't think that homework is necessary. It comes to know that they think homework waste their time. It is more better to study from book by marking, or by underline

below the important sentence, but no need to do written work. But another 6 student said they just didn't complete due to some reason, but according to them it's necessary. It always helps to get more mark in exam.

2.1.4 Total number of students who able to understand the lessons taught by the teacher:

All students understand their lesson which is taught by the teacher. Researcher thought that some of them may have any doubt on some topic which is taught by the teacher. So, it also may be also a reason for which they do not complete their homework. But diagram shows that it is wrong. They just don't complete due to some other reasons.

2.1.5 Students who ask or do not ask any questions after have any doubts on his chapter:

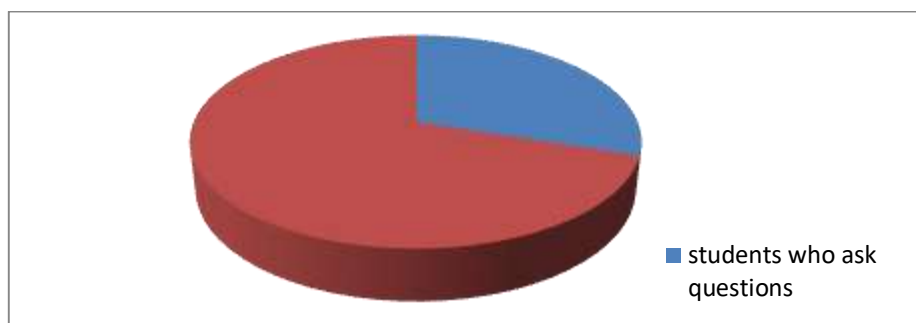


Figure:4

The figure shows that 30% of students ask questions after they have doubts about their chapter. Those 30% of students can ask any question without any hesitation. However, 70% of students never ask questions due to hesitation, shame, etc.

2.1.6 Pressure of other works at home

All students have no problems at home. They get total chances to do homework but cannot complete it for other reasons. They say that they never feel any pressure at home. They have no other burden at home.

2.1.7 Lack of learning aids to complete homework:

It shows that all student have no lack of learning aids; they don't complete their homework due to other reasons.

2.1.8 Electricity problem:

No students have any problem with electricity. They didn't complete their homework due to another reason.

2.1.9 Looseness of the teacher in checking their homework:

Students reply that they do not complete their homework due to another problem. They never feel any looseness of the teacher. According to them, the teacher continuously checks their homework and suggests a guide to those to complete their homework who do not complete their homework.

2.2 Analysis of the problems of homework uncompleted students

After collecting these questionnaires from the students, researchers found some issues, such as some students not completing their homework. Some students do not like to write more. It's not a good habit. Writing helps to memorize and correct spelling, and it helps with writing speed. Some students think

homework is unnecessary and are not interested in completing it. And some students feel hesitant to ask questions.

2.3 Remedial measures

After analyzing this questionnaire, it is clear that students suffer some problems. Remedial measures refer to the techniques involving removing the students' difficulties in the learning process.

In this study, the researcher has taken remedial measures to improve their interest and attention to their homework. Here, the questionnaire shows that they all have different problems, like hesitation to ask questions, never thinking of homework as necessary, being uninterested in doing homework, and taking homework as a burden.

So, the teacher will try to remove all the problems. So, she tries some new methods in the classroom. These are,

- (1) She used exciting teaching aids to attract and motivate them to study that chapter.
- (2) The teacher will explain the importance of the homework.
- (3) The teacher will discuss with their parents to tell them to look at their child regarding doing homework at their home.
- (4) The teacher gives individual attention to the students who have problems and encourages them to cooperate with the teacher.
- (5) She gives them easy questions.

2.4 Pre-test after the first remedial measure

After using these remedial measures, the teacher again takes a test in the class to check if they have completed their homework. Again, she gives some questions to the student to do as homework, and she asks them that she will check their homework. She provides this homework to know how many have improved on completing their homework. The result of this test is presented below in graph:

	Total	Total %
Students who do not do homework	4	40%
Students who do homework	6	60%

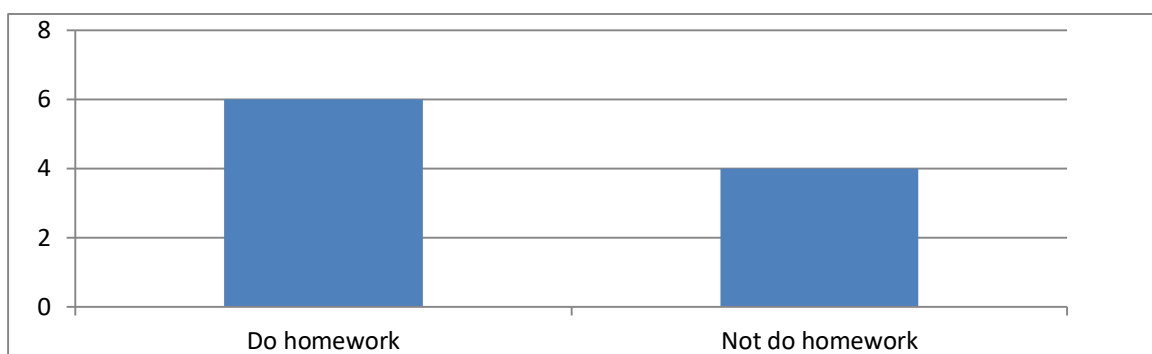


Fig:5

The figure shows that 60% of students improve their interest and think homework is essential for enhancing their studies. However, 40% of students remain at the same stage. But again, another remedial strategy is used by the teacher for these students who didn't complete their homework again. However, the results were good

after using the first remedial strategy. Six students among 10 improved them. They ultimately did their homework.

2.5 Remedial measures after the pre-test:

After taking the first remedial classes, some students improve their interest in doing their homework. However, some still didn't complete their homework; the teacher again took remedial measures to enhance this student. The teacher again uses some new methods or ways of teaching.

- (1) The teacher praises the students who completed their homework.
- (2) The teacher contacts the students who didn't complete their homework more individually, tries to solve their problem, and encourages them more.
- (3) The teacher warns them that he will inform their parents if they again don't complete their homework.
- (4) The teacher again gives a lecture on the importance of homework and how it improves their study.

2.6 Post-test of the student after re-remedial classes:

After the following remedial measures, the teacher again takes a test on this selected student. The teacher again gives them homework and asks if she will check tomorrow.

The result is mentioned below through a table and graph.

	Total number	In %
Total number of homework completed by a student	8	80%
Total number of homework uncompleted student	2	20%

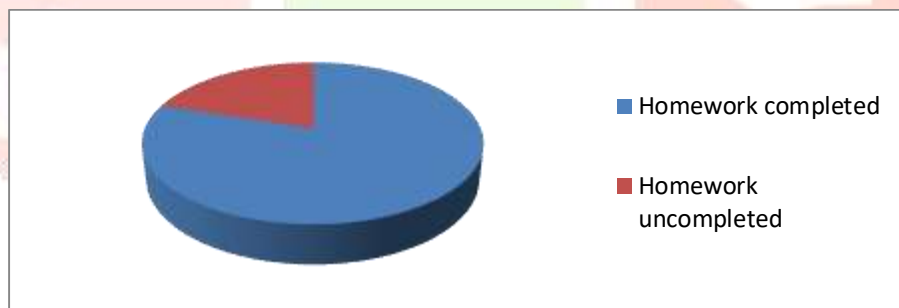


Fig: 6

The figure shows that after the second remedial measure, there are 80% of student completed their homework. Only 20% did not complete due to other reasons. It shows that 20% is again improved after the first remedial measure. A maximum of them completes their homework after the 1st remedial class. They can know they have two other reasons by asking the two student researchers. One forgot to bring his copy, and another one was told that she was suffering from stomach pain. So they are unable to check their homework on that day.

3. Findings:

By questioning and observing, the researcher realized that different students have problems completing their homework. The researcher collected primary data from the students to know about their situation and why they did not complete the homework given by the researcher in their class. After getting their response to these questionnaires, we have found some results.

- i) Students who have not completed their homework are also not good at studying.

ii) Some students did not get time due to the Pressure of other teachers' homework.

iii) Some students did not complete their homework because they took it as a burden.

iv) Some did not do their homework because they were uninterested in completing it.

The teacher also applies some new methods, and after remedial measures, the students improve them. 80% of the homework incompleting students completed their homework

4. Suggestions:

Homework is an essential task for students. It improves the child's thinking and memory. Homework helps a child develop positive study skills and habits that will serve them well throughout life. Homework encourages a child to use time wisely.

Very few students like to do homework, and almost everyone seems to put it off. The researcher gives importance to motivating the students to do their homework. Each school should give importance to homework. Each teacher should realize the importance of homework and how it influences and develops a student's study. There should follow some steps: -

- (1) Each teacher should give homework after the classes.
- (2) The teacher should teach the students how homework helps their study.
- (3) It should inform the parents if their child is totally uninterested in doing their homework.
- (4) It should also realize to the parents about the importance of homework.
- (5) Should give praise to the student who did their homework.
- (6) The teacher should give some easy questions.
- (7) The Teaching and learning process should be more exciting and attractive.
- (8) Teachers should take students' problems seriously and respond accordingly.

Some suggestions are given by the researcher to the student, too. Who feel problems completing their homework.

- (1) Plan to have free time after school.
- (2) Set their goals.
- (3) Work smarter, not harder.
- (4) Think of the benefits.
- (5) Find a place with less distraction.
- (6) Straighten their desk/room.
- (7) If they feel a problem completing their homework alone, they can find a homework partner.
- (8) Create their learning methods.

5. Utility of the study:

Utility refers to the usefulness. Here, the research was on "10th std students regarding not doing homework," in which the researcher studied and found a solution.

This research is beneficial for both teachers and students. The student became disciplined, and they completed their homework. The researcher also applies the same method on similar problems, such as irregular students, uninterested students, etc.

6. Conclusion:

The researcher is highly satisfied with the outcome of this research. The steps are taken to improve students who didn't complete their homework. Students are greatly benefitted from this action research. After all, it was a good study.

It is proved in this study that students can be changed if they get proper guidance. In this study, the researcher has found various types of problems for which students are unable to complete their homework. Researcher satisfaction is that the number of incompleting homework students decreased after the remedial measures. Action research is significant. It helps so much to improve the students and solve the problems in a classroom situation. Here, the teacher found the problem with the homework. Some student don't complete their homework. However, after taking the remedial measures, the students who had uncompleted homework improved. They try to complete their homework.

Homework can help students with their studies and careers in the future. So, if homework is banned, students will quickly forget what they have learned in class.

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