

## THE REASONS AND PUNISHMENTS FOR NOT DOING HOMEWORK

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**Annotation:** assigning homework to students is the requirement of teachers of all the time. This article depicts general problems the teachers face during assessing students' home tasks and ways to handle them efficiently.

**Key words:** home assignment, facilitator, educator, analysis, penalize, punishment, school supplies, academic success, target.

### Introduction

To begin with, being a teacher does not only mean to teach something new to learners, but also to be able to shoulder many other responsibilities, such as being punctual, looking smart, dealing with paper works well, coping with stress and handling any unexpected situations... In other words, a well-qualified teacher should be a good leader, facilitator and supervisor. Every teacher surely wants to see the result after conducting a lesson with great determination and energy, but when they see students simply neglecting home assignments and not doing them again and again, the teacher is out of patience. Obviously, in these situations, there is no point of being stressed out, shouting at students or giving severe punishment. As long as the teacher tries to find root causes for missing homework and penalize these students in a wise and innovative way, they can achieve their target.

### Literature review

According to Myron Dueck, Canadian educator, "whether at home or school, influencing change in human behavior seems to hinge upon four simple rules" and he called them CARE framework:

- Care The penalty must evoke some degree of concern in the learner.
- Aim The penalty must align with the ultimate objective.
- Reduction of an undesirable behavior The penalty needs to be effective
- Empowerment The young person must have control over the conditions that led to the infraction and be able to understand the situation<sup>1</sup>.

<sup>1</sup> <https://www.educationworld.com/content/relating-alternatives-academic-punishments-missing-homework>

Another researcher H.J.Otto said: "compulsory homework does not result in sufficiently improved academic accomplishments to justify retention"( Otto 1950, p.380). In addition to Otto's research, P.R.Wildman noted that "whenever homework crowds out social experience, outdoor recreation, creative activities and whenever it usurps time devoted to sleep, it is not meeting the basic needs of children and adolescents" (Wildman 1968, p.203).

There are also some researchers discussing features of effective homework and listed several purposes of homework assignments. It can be divided into (a) instructional and (b) non instructional objectives (cf. Epstein, 1988, 2001; Epstein & Van Voorhis,2001; Lee & Pruitt, 1979). According to Becker and Epstein, the most common instructional purpose of homework is to provide the student with an opportunity to practice or review material that has already been presented in class (Becker & Epstein, 1982). Muhlenbruck referred to preparation assignments as an introducing material to help students obtain the maximum benefit when the new material is covered in class (Muhlenbruck, Cooper, Nye, & Lindsay, 1999). Finally, homework can require students to integrate separately learned skills and concepts . This might be accomplished using book reports, science projects, or creative writing(Lee & Pruitt, 1979).<sup>2</sup>

### Methodology.

To get more clear insight into homework-related-issues, I conducted a small research including 5 participants with different teaching experience.

Research method: Interview Data collecting tool: interview

When: 20th of October Where: at the street

Interview questions:

- 1.Does everybody in your class do their homework on time?
- 2.What punishments do you find effective for students missing their home tasks?
- 3.Do you usually try to find reasons behind not doing homework assignment?
- 4.Is it helpful to contact with the parents of underachievers?

### Data analysis and discussion

To the first question, apparently 100% of participants claimed that there were always at least 2-3 students missing or forgetting their home assignment, which suggests that dealing with students' homework has always been big concern of teachers. Even for the 2nd participant G.N, a biology teacher, and the 3rd participant H.B, an English teacher, it is not an easy task to handle stress when they see empty workbook and conduct the rest of the lesson in a depressed mood. When it comes to effective punishments, the 1st participant an English teacher M.U makes students write "I will do my homework" for 100 times and the 2nd participant G.N and the 5th participant

<sup>2</sup>Cooperrobinsonpatall\_2006

M.S force those students to stand up during a whole lesson. The 3rd participant H.B finds complaining to their parents most effective one and the 4th participant M.A applies traditional approach, penalizing students with lower marks. For the next question each teacher always asks students why they do not complete their home tasks, but in most cases students make excuses to hide their laziness or reluctance. For the last question, 60% of the participants did not see any considerable progress in students' task accomplishment by contacting with their parents. This means not every parent really concern about academic achievement of their children.

To be more specific, homework-related issues( missing or forgetting home assignment, causes and results of it, applying proper academic punishment) put lots of pressure on teachers and it is their part of job to deal with them efficiently avoiding conflicts with students. Here I will list main reasons why some students do not complete their home tasks with workable solutions.

-Lack of interest. Admittedly, not everybody in the class is willing to learn your subject. This is because each student has different interests and future job prospects and the teacher should not always forget that they live in their own world with their way of thinking. To grab attention of those who just neglect your tasks, you should make use of colorful and bright visual aids and make them involved to funny group activities during the lesson. It is also recommended to connect the homework with students' interests, future careers, favorite book, movie or music band...

-Too difficult or too easy tasks. Occasionally, the teacher gives assignments which is not appropriate to the level of learners. Giving the same homework to mixed ability or mixed level class is not a proper approach which tempts students to ignore the home task. While lower level students have big trouble in finishing the task, higher level ones cannot see the point of doing it. To hold the balance between high and low achievers and make all of them exposed to homework willingly, teachers should assign different level of tasks.

-Poor family support. I should also note that family background has an important influence on students' academic success. insufficient parental guidance, lack of school supplies, quarrelsome family, too many household chores can surely result in poor academic achievement of students. In this situation, it is teacher's duty to contact with parents and do the best to solve their these problems, e.g: giving away school supplies, motivating to overcome life hardships, making them moving forward... It would be big error of teachers if they penalize those students severely or make them ashamed in front of the class.

### **Conclusion**

All in all, by conducting a lesson in an autocratic way(not understanding students' situations, not respecting their opinions, interests and only making decisions on their own) the teacher can gain nothing except for students' hate. On the other hand,

democratic way of teaching makes the teacher approachable and can reduce significantly conflicts with students. When you listen to students attentively, give a second chance and build strong bond with them, there will be no need to think about punishments, students themselves do the tasks with pleasure.

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