

# HOMework FOR STUDENTS FROM ELEMENTARY SCHOOL IN THE FUNCTION OF EVALUATION OF STUDENTS' ACHIEVEMENTS

Valdeta Zenuni-Idrizi<sup>1</sup>, Vera Stojanovska<sup>2</sup>

<sup>1</sup> State University in Tetovo, Faculty of Philosophy, Department of Pedagogy, Tetovo, R.Macedonia, [valdeta.z.idrizi@hotmail.com](mailto:valdeta.z.idrizi@hotmail.com)

<sup>2</sup> „Ss Cyril and Methodius“- University in Skopje, „St.Kliment Ohridski“- Faculty of Pedagogy, R.Macedonia, [veras@fzf.ukim.edu.mk](mailto:veras@fzf.ukim.edu.mk)

## Abstract

School practice shows that there is a phenomenon among the students during the class to be given a lot of homework. This phenomenon is justified if the homework is in the function of the improving students' knowledge and skills, and validating them in practice. Unfortunately that is not always the main reason, because many times the homework given to the students is a load to them because the access to them is wrong. The realization of this research is to discover and then to overcome the usual flaws in this field. To justify the reason why the students should be given homework and whether they are for the purpose of improving the students' knowledge and skills or only to be a burden to them. Starting from the goals and objectives of the research, the complexity of the problem, we decided to implement the following methods: analysis and verification of students' notebooks for homework, synthesis, inductive, deductive, comparative and statistical method. Within this research it was used the technique of filling in a questionnaire to the students and the teachers. During the realization of this research the instruments that were used are: a questionnaire for teachers and a questionnaire for the students. The students' notebooks for homework were also analysed in order to see the content, scope and type of the tasks they receive. The students' and the teacher's statements lead to a common conclusion that the homework helps to gain better and more qualitative knowledge and improves the skills among the students. It's a fact that the homework is a necessity, but set in function of the depth and determination of the students' knowledge and achievements.

**Keywords:** *homework, students, teachers, evaluation, achievements.*

## **Introduction**

Homework tasks are a key link of school and home.

These tasks are especially important for students because they can maintain continuity in the delivery of learning contents.

With homework tasks, they also take an obligation to work at home independently in order to achieve knowledge, to exercise, repeat and verify the learned skills presented on school.

By check up on home assignments, the teacher has a review for the student's progress, overlooks his advantages and disadvantages in the acquisition of learning materials, and based on it, builds a strategy to overcome the weaknesses and failures of the students in acquisition of learning contents.

There are a lot of researches about homework and their importance for the success and achievements of students.

The researches about home assignments show that further attention is given to quantity rather than quality of completed work.

Researches also indicate that mechanical learning (memorization) must be omitted (Memeti, 2007, p.11)

The realization of this research is to discover and then to overcome the usual flaws in this field.

To justify the reason why the students should be given homework and whether they are for the purpose of improving the students' knowledge and skills or only to be a burden to them.

## 1. The importance and function of home assignments

Home assignments are afterschool activities of students through which some curriculum requirements are performed. The main purpose of homework is to develop independence and responsibility for the students. From the beginning we must point out that homework, above all, are a continuation of school work at home and an assignment to acquire higher quality of learning, because the student is not able to absorb all the material required in the curriculum. (Berisha, 1995, p.122)

Home assignments are students' activities, coming out from daily duties to work at school, and help in realizing the process of learning if they are done outside of the working hours. In most cases, they are just a continuation of school work. (Memeti, 2007, p.12)

The organization of students' homework should include:

- Providing assignments at school;
- Accomplishing independently at home;
- Checking the results at school. (Shimlesha, 1998, p.574).

School tasks should be given with exactness, this means that the teacher should formulate the tasks clear and accurately, and to test whether the student can do them independently. Homework in most cases are given for exercises, repetition and control.

Homework in most cases are given for exercises, repetition and control. Giving the homeworks should be with more more attention (carefulness). It is not good if the tasks are given just before the bell rings at the end of class hour, because than are avoided the adequate explanations. Tasks, are usually given in the end of the class hour, when is completed the main part of the lesson and when the teacher finds that students can continue to work independently at home.

Giving home assignments should be done a few minutes before the end of the class hour, so that this work is not done with acceleration. Giving homework after the end of class hour is not recommended, because in the class it may have noise and the students cannot hear what the teacher have said and that can affect in unsuccessful realization of the homework.

Each independent work of students should be checked, but this applies especially for homework tasks. The controlling of the homework motivates students to pay more attention of their tasks.

Although this activity of the teacher has a lot of meaning, our research confirmed that the majority of teachers surveyed, 61% of them stated that they always check students' homework, and 39% of responds stated that sometimes check students' homework. (*Table no.1*)

**Do you always check the homework tasks in the next class hour?**

		No.	%
a)	Yes, always	61	61 %
b)	I never check	/	0 %
c)	Sometimes	39	39%
	<b>Total:</b>	<b>100</b>	<b>100 %</b>

*Table no.1*

Students should be aware not only for preparation, but also for responsibility to the provided obligations. If is not like this, homework will be done formally.

The function of homework tasks is multiple. Each homework assignments include evaluation of students. (Murati, 2002, p.204). They shall be deemed to active participation of students in the learning process. (Memeti, 2007, p.16)

## **2. The checking of students homework tasks**

An important component in working with homework assignments is controlling them. Check up as learning activity, is composed and organized process, aimed at verifying the state of student knowledge acquisition.

By check up on homework tasks, the teacher has a view for the students' progress, he sees their achievements, but also disadvantages (omissions) in the acquisition of learning materials, and based on its need, to build personal strategy for assessment students achievement from this aspect.

Expect the verification of specific effect (resultant), the teacher should check the success and quality discharge of their homework tasks. If the homework tasks of the student by the teacher only evidenced as a completed task, the students feel worthless. (USAID, 2009, p.85). Feedback is the most efficient tool to control the learning process even afterschool work, which also includes homework. Homework tasks, that the teacher does not control, to the student incities irresponsibility.

Homework must be checked. The teacher can check homework with short survey at the beginning of the class hour.

Occasionally the teacher should detail to check students' homework notebooks. It shall be homework for teachers. This activity plays an important role in organizing the success of the teacher and students' work. During the check up of the homework tasks, we need to be careful in the manner of control. Any formalization, negligence and other concessions, reflects on the further work of students.

One of the techniques of control is when the teacher any work of each student individually controls, either in the classroom or outside it. Other techniques can be developed when the teacher together with students developes the work and makes check up and correction in their work and another techniques is when students check and control their work. (Zylfiu, 1997, p.450).

## Conclusion

Homeworks are outsidetool activities of students through which students realized some curriculum requirements.

The main purpose of homework is to develop independence and responsibility among students.

As a common conclusion emerge ascertainment that students and teachers have stated that the preparation of homework tasks helps in achieving better and quality of knowledge and skills to the students. Unfortunately, most of homework tasks, that are often given to the students from a book or notebook of homework, and very rarely from the complementary resources. For that, in the future would be better, that the book and notebook of homework to not be the only resource from which will be given homework tasks.

The teacher should use more resources (from the Internet, encyclopedia, information from a wider circle, and so forth.).

It is very important that the tasks are checked in the next class hour. It is also very important that homework tasks to be varied and developed logic and creativity among students.

Remains the fact that *homework tasks are necessary, but in function to help teachers and to provide the opportunity to more easily and more objectively check up and evaluate students' achievements and they are in the function of evaluation of students' achievements.*

This opinion is shared most of the teachers surveyed, of which 89 teachers, respectively, 89%, and 81 % of students stated that the homework tasks and the feedback of them, helps a lot in check up an assessment of students achievement. This can be seen in the results presented in *table no. 2.*

### 🚩 Do you think that home assignments help in check up and assessment of students achievement?

		<i>Teachers:</i>		<i>Students:</i>	
		No.	%	No.	%
a)	<b>Yes, they help a lot</b>	<b>89</b>	<b>89 %</b>	<b>81</b>	<b>81 %</b>
b)	<b>Not helping</b>	<b>/</b>	<b>0 %</b>	<b>/</b>	<b>0 %</b>
c)	<b>Sometimes helping</b>	<b>11</b>	<b>11 %</b>	<b>19</b>	<b>19 %</b>
<b>Total:</b>		<b>100</b>	<b>100 %</b>	<b>100</b>	<b>100 %</b>

*Table no. 2.*

## References

1. Berisha, B. (1995). *Artikuj pedagogjikë*. Tetovë: Bashkësia Kulturore Shqiptare
2. Bekteshi, B. (2005). *Statistika elementare*. Prishtinë: Libri shkollor
3. Murati, Xh. (2002). *Didaktika-Metodologjia e mësimdhënies*. Tetovë: Çabej
4. Murati, Xh. (2004). *Metodologjia e kërkimit pedagogjik*. Tetovë: Çabej
5. Murati, Xh. (2004). *Pedagogjia e përgjithshme*. Shkup: Logos-A
6. Musai, B. (1996). *Mjeshtëritë themelore të mësimdhënies*. Tiranë: Eurorilindja
7. Memeti, M. (2007). *Udhëheqje pedagogjike (Qasje teoriko-praktike)*. Tetovë: Çabej
8. Ministria e Arsimit dhe Shkencës (2007). *Koncepti për arsimin dhe edukimin fillor nëntëvjeçar*. Shkup: Byroja e zhvillimit të arsimit
9. USAID Maqedoni. (2009). *Mësimdhënia dhe mësimi në shekullin 21-Doracak për arsimtarët e arsimit fillor*. Shkup: „Napredok“
10. Zylfiu, N. (1997). *Didaktika*, Prishtinë: Universiteti i Prishtinës