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AUTHORS: Tuba DEMIRBAG

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

Tuba Demirbağ¹

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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 were interviewed as face-to-face method and voice recorder was used to record data, face to face interviews method could not be 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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Keywords:

Homework, academic success, views of students, views of teachers

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 have 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).

¹Ministry of Education, Turkey, tubademirbag09@gmail.com, orcid.org/0000-0003-3648-3019

Oluşum (2016), states that homework has an important role in the development of cognitive responsibility in individuals. In spite of the amount of assignment given is small, this enables the self-control of the learner to improve. Also, it is harder to forget homework which is difficult, therefore, the student pays for it in exams (Büyüktokatlı, 2009). The best way to repeat the information is homework given to students. While the student is doing their homework, they also repeats the subjects of the day (Kaplan, 2006).

In addition to opinions that homework is beneficial for students, there are also opinions states that it is useless and a waste of time for students (Elgit, 2019). Some of the negative effects of homework are listed as follows; homework gives little information about the development of individuals, can lead to cheating, too much homework can cause tension between the child's family, reduce the time that the child needs for social activities and homework might can increase social inequalities between individuals (Deniz, 2019).

The amount of homework assignments given to students should vary from primary school to secondary school and high school. While homework should be aimed at developing a positive attitude towards the school and improving personality characteristics in primary school, homework should be also aimed to gain knowledge on more specific subjects as the class progresses in time (Kılcıroğlu, 2004).

This research was conducted to examine student and teacher opinions on the necessity of homework (İlgar, 2005), which is a resource that is constantly discussed in our education system and indispensable by both teachers and parents, and its role in academic achievement.

What are the opinions of students and teachers on the role of homework practice in students' academic development?

Subs problems for students;

- For what purpose do teachers give homework?
- What role do homework have on students' development?
- How does a student who does the homework regularly feel in the classroom?
- How does a student who does not do the homework regularly feel in the classroom?
- Do homework regularly bring success in exams?

Subs problems for teachers;

- For what purpose do teachers give homework?
- What skills would improve when child do their homework?
- In case of homework is not given do teachers face any trouble?
- Can students who do their homework regularly be successful in exams? Why?

METHOD

In this section, information about method, working group, data collection and data analysis will be given.

Model Of Research

In this study, while qualitative research method was used as method, case study was used as a research technique. Case study is the study that examines the individual or the incident in depth instead of the studies in which the data are obtained with complex statistical analysis (Seggie & Bayyurt, 2015).

Study Group

The first of the study group consists of 12 eighth grade students studying in a school chosen by the appropriate sampling method from the Cumayeri district of Düzce province. The frequency percentage distribution of the gender of these students is shown in Table 1.



Table 1. Gender distribution of students

Gender	f	%
Female	7	58
Male	5	42
Total	12	100

When table 1 is examined, it is showned that 58% of the students interviewed were female and 42% were male.

The second of the study group consists of 10 teachers working in different branches, again selected by the appropriate sampling method. The distribution of gender and branch of these teachers is shown in Table 2.

Table 2. Gender and branch distributions of teachers

Participants	Gender	Branch
K1	Male	Turkish Language And Literature
K2	Female	English
K3	Female	Information Technologies
K4	Female	Turkish Language And Literature
K5	Male	Maths
K6	Female	English
K7	Female	Form Teacher
K8	Male	Form Teacher
K9	Female	Pre-School
K10	Male	Information Technologies

When Table 2 is examined, it is seen that 4 of the 10 teachers interviewed are male and 6 of them are female. Also when analyzed by branch, 2 of the teachers participate in the study are working in the fields of Turkish Language and Literature, 2 in English, 2 in Information Technologies, 2 in Form Teacher, 1 in Math and 1 in Pre-School teaching.

Data Collection Tool

In this research, semi-structured interview technique was used as it was asked to get the opinions of students and teachers about the role of homework on academic achievement. For this purpose, firstly a literature review was made and interview questions were prepared for both students and teachers. Expert opinion was conducted for the suitability of the questions and the interview form was used on the participants after the suitability was confirmed.

Data Collection Process

Before the interviews, the students were informed about the study and it was stated that their opinions were valuable for the study and the information that they give would be used only within this study. Interviews with students were made face to face method and a voice recorder was used to record the data. Interviews took about 10 minutes.

Because of a global epidemic within the timeframe, implementation of the interview questions prepared for the for teachers were interrupted and face-to-face interviews could not be carried out as the education-training process was continued in the form of distance education. Therefore, e-mails containing the purpose of the study and the interview questions were sent to the teachers and by this way data collection was completed.

Data Analysis

Content analysis was used in the analysis of the data obtained from the interview questions applied to teachers and students. Content analysis is a structure that determine the presence of words and phrases in a text (Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2019). All of the collected data was written and content analysis was used, data were coded in accordance with the purpose of the study and themes were created to explain this coded data at a general concept.

FINDINGS

Findings Of Students

Students' views on the role of homework in their academic development are shown in table below.

The views of students about why teachers give them homework are shown in Table 3.

Table 3. Students views about what is the purpose of teachers by giving them homework.

Theme (Categories)	Codes	n	%
Purpose Of Homework	<i>For repetition</i> (Ö1,Ö2,Ö3,Ö7,Ö10,Ö11,Ö12)	7	58
	<i>Good understanding</i> (Ö3,Ö6,Ö8,Ö10,Ö11,Ö12)	6	50
	<i>For development</i> (Ö4,Ö5,Ö8,Ö9)	4	33
	<i>For punishment</i> (Ö4)	1	8
	<i>To take responsibility</i> (Ö9)	1	8
	<i>To not forget</i> (Ö7)	1	8

When Table 3 is examined, the students; the highest rate of the answers given by teachers for the purpose of giving homework is repetition with a rate of 58%. While the concept of good understanding takes place in the views with a rate of 50%, the development takes place in the student views with a rate of 33%, punishment purposes 8%, responsibility 8%, not forgetting 8%. One-to-one quotes from students' opinions are presented below.

"They give homework for repetition and determine what students understand well or not." Ö11

"It is given for us to work and understand of the subject we are dealing with." Ö8

"They give homework for our development but sometimes some teachers do it for punishment." Ö4

Students' views on the role of homework on their development are represented in Table 4.

Table 4. Student opinions about the role of homework on their development.

Theme (Categories)	Codes	n	%
Role of homework on development	<i>For repetition</i> (Ö1,Ö2,Ö7,Ö11)	4	33
	<i>Progress</i> (Ö4,Ö5,Ö8)	3	25
	<i>Increasing Knowledge</i> (Ö3,Ö6)	2	17
	<i>Keep in mind</i> (Ö10,Ö12)	2	17
	<i>See kinds of question</i> (Ö1)	1	8
	<i>To take responsibility</i> (Ö9)	1	8
	<i>For better grade</i> (Ö3)	1	8

When Table 4 is examined, the students; among the answers given for role of homework on their development, the highest rate is repetition with a rate of 33%. Following the answers, 25% progress, 17%

increasing knowledge, 17% keeping in mind, 8% seeing kind of questions, 8% taking responsibility, 8% for better grade. One-to-one quotes from students' opinions are presented below.

"It is good for us to have homework because we both repeat it again and see the kind of questions." Ö1

"It is good for us to have homework because we repeat the subject again that we learn." Ö2

"They make me progress better. I am preparing myself forward by seeing my missing points in the tests that I have solved." Ö5

The views of students about how they feel when they do their homework are presented in Table 5.

Table 5. Opinions of the students who do the homework about how they feel

Theme (Categories)	Codes	n	%
Positive Emotions	Happiness (Ö3,Ö4,Ö6,Ö9,Ö10)	5	42
	Peaceful (Ö1,Ö3)	2	17
	Self-Confidence (Ö5,Ö10)	2	17
	Relax (Ö7)	1	8
	Successful (Ö8)	1	8
	Proud (Ö11)	1	8
	Good (Ö2)	1	8
	Superior (Ö5)	1	8
	Feel nothing (Ö12)	1	8

When Table 5 is examined, among the answers given by the students towards the positive emotions they experience when they do their homework, the highest rate is happiness with a rate of 42%. While the feelings of peace and self-confidence stand out among the answers with a rate of 17%, 8% comfort, 8% success, 8% pride, 8% goodness and 8% superiority. 1 (8%) of the students state that they do not feel any positive emotions when they do their homework. One-to-one quotes from students' opinions are presented below.

"I feel peaceful. Even I tell the teacher that we have homework." Ö1

"I feel good. Because when the teacher asks "Did you do that?" I answer yes." Ö2

"Lessons are fast because they are good. Like everything which is already good always goes fast. I feel happy." Ö4

Students' views on how they feel when they do not do the given homework are presented in Table 6.

Table 6. Opinions of students who do not do the given homework about how they feel.

Theme (Categories)	Codes	n	%
Negative Emotions	Unhappiness (Ö,Ö4,Ö6,Ö10)	4	33
	Embarrassment (Ö5,Ö9,Ö11,Ö12)	4	33
	Anxiety(Ö1,Ö2,Ö10)	3	25
	Bad(Ö11,Ö12)	2	17
	Fear(Ö1)	1	8
	Anger (Ö2)	1	8
	Self-enclosed(Ö5)	1	8
	Uncomfortable(Ö7)	1	8
	Irresponsibility (Ö8)	1	8

When Table 6 is examined, the unhappiness and embarrassment feelings of the students are in the first place with 33% of the answers they give towards the negative emotions they feel when they do not do their homework. These answers were followed by anxiety with 25% and feeling bad with 17%; feelings of fear, anger, self-enclosed, discomfort, and irresponsibility are included in the students' opinions with 8%. One-to-one quotes from students' opinions are presented below.

"I don't want the teacher to check when I don't do homework. I feel unhappy. I look at the clock and look forward a break." Ö6

"I feel bad and embarrassed." Ö11

"I feel worried. Because they may get angry when we replies that we did not do it." Ö2

Students' opinions about whether regular homework would be successful in the exam are presented in Table 7.

Table 7. Student opinions on whether doing homework regularly or not would affect their grade.

Theme (Categories)	Codes	n	%
Contribution Of Homework To Exam Result	Yes, it does	11	92
	(Ö1,Ö2,Ö3,Ö4,Ö5,Ö6,Ö7,Ö8,Ö9, Ö10,Ö11)		
	Both of them(Ö12)	1	8

When Table 7 is examined, 92% of the students stated that whether doing their homework regularly would affect their success in the exam, while 8% answered that there are types of homework that does not matter. One-to-one quotes from students' opinions are presented below.

"Yes, it brings success. As I work regularly, my concentration increases. Until last year, I was not working hard on the exams, I was going through what I listened to in class, but this year I have an exam, I study my classes and do my homework." Ö4

"Of course yes. Even a question in homework can help us on the exam." Ö8

"It is both effective and not effective because some homework has nothing to do with the exam. For example, a teacher asked me to do a bridge as a project assignment. This assignment doesn't bring success for me in exams but some homework does it." Ö12

Finding of Teachers

The views of teachers on the role of homework in students' academic development are shown in tables below.

It is showned that what is the purpose of teacher when they give homework for students in Table 8.

Table 8. Teacher's opinion about what is their purpose when they give homework for students.

Theme (Categories)	Codes	n	%
Purpose of Homework	For repetition (K1,K2,K3,K4,K5,K6, K9, K10)	8	80
	Persistence (K1,K3,K4,K6, K7)	5	50
	Completing Deficiencies (K4,K5)	2	20
	Taking Responsibility(K2,K7)	2	20
	Providing Readiness (K1,K5)	2	20
	Checking Learning (K8)	1	10
	Spending Qualified Time (K9)	1	10

When Table 8 is examined, the biggest rate of the answers given by the teachers for their homework aims is repetition with a rate of 80%. While the concept of ensuring permanence is included in the views taking place in teachers' opinions with a rate of 50%, rate of completing the deficiencies is 20%, taking responsibility 20%, providing readiness 20%, checking students' learning 10%, spending quality time 10%. One-to-one quotes from teachers' opinions are presented below.

"I think that the topics I told the students in the lesson are given them as homework to repeat them at home. This is not just my field of English, I think repetition is very important for every lesson. It is necessary to repeat as much as possible to transfer the information thrown into the short memory to the long-term memory and to make this information usable later. In addition, homework can be given to develop awareness of responsibility, especially for children of primary school age." K2

"Personally, I evaluate the homework in two parts, before and after the subject. I make sure that the prerequisite I give at the beginning of the subject is the thing that how much they know or they have an idea about the subject so I provide an situation that they dont feel uncomfortable about the issue. The homework I give at the end of the subject is to give me feedback about the deficiencies such as seeing their deficiencies, repitetion and reinforcing the subject." K5

"Homework is given to consolidate the subject and ensure its permanence. In addition, homework can be given to the student to practice more about the subject taught and to research more about the subject." K6

Teachers' opinions about what skills of children develop while doing homework is presented in Table 9.

Table 9. Teachers' views about the skills that homework develops in students

Theme (Categories)	Codes	n	%
Skills Developed By Homework	Responsibility (K1,K2,K4,K6,K8)	5	50
	Autonomous Learning (K1,K2,K3,K7,K8)	5	50
	Metacognitive Thinking (K3,K4)	2	20
	Research (K4,K7)	2	20
	Problem Solving (K7)	1	10
	Self-Control(K5)	1	10
	Cooperate (K8)	1	10
	Mental Gymnastics (K10)	1	10
	No Contribution (K9)	1	10

When table 9 is examined, responsibility and autonomous learning skills take the first place with 50% of the skills that teachers think of doing homework. While metacognitive thinking and research skills are included in the views with 20%, problem solving, self-control, cooperate and mental gymnastics skills are reflected in teacher views with 10%. The view of our teacher who thinks that homework does not contribute to the skills of students is also among the opinions with a rate of 10%. One-to-one quotes from teachers' opinions are presented below.

"It develops a sense of responsibility, improves the ability to learn alone and contributes to academic success." K1

"Beside the students' cognitive skills, homework improves different metacognitive thinking skills as well. The more interesting and appropriate subject given in the homework, the more student's self-learning skill develop at the same time." K3

"First of all, I think that students' sense of responsibility can improved by this way The independent student sees that he/she has achieved something on his/her own, which gives them self-confidence, it gives the student thinking skill, it brings research spirit. Based on the homework he/she has obtained or examined, it develeops the ability to reach a result. When the student doing the homework sees that he/she has succeeded, this increases the student's determination to work." K4

Teachers' opinions about the problems that might occur when homework is not given by them is presented in Table 10.

Table 10. Teachers' opinions about the problems that might occur when homework is not given.

Themes (Categories)	Codes	n	%
Possible Problems	Non-permanent learning (K1,K2,K5,K6,K10)	5	50
	Failure to control the level of learning (K4,K8)	2	20
	Inability to complete the cognitive process (K3)	1	10
	Decline in academic success (K7)	1	10
	Families' reaction (K9)	1	10

When Table 10 is examined, non-permanent learning skills takes the first place with a rate of %50 among the problems that might be experienced in case of homework is not given by teacher. While the opinions of teachers that they can not control the level of learning are included in the table with 20%, the problems such as inability to complete the cognitive process, decline in academic achievements and the reaction of the families were reflected in the views with a rate of 10%. One-to-one quotes from teachers' opinions are presented below.

“ Those taught are quickly forgotten, readiness for new learning would be incomplete .” K1

“ Personally, repetition in the math class is vital. It does not matter how students understand the subject, if he/she do not repeat it again in the home, it would be forgotten. So I don't think if the homework is not given, the subjects would be permanent in the student mind..” K5

“ If homework was not given; students would not attend their classes regularly. I observed that my students did not do additional work apart from the homework I gave. So there would certainly be a decline in academic achievement without homework.” K7

Teachers' opinions about whether doing homework regularly brings success in the exam and their reasons are shown in Table 11.

Table 11. Teachers' opinions about whether doing homework regularly brings success in the exam and their reasons

Theme (Categories)	Codes	n	%
Contribution of homework to exam success	Yes, It does (K1,K2,K3,K4,K6,K7,K8,K10)	8	90
	No, It does not (K9)	1	10
	Both of them(K5)	1	10
Why	Increased permanence of learning (K1,K4,K6,K7,K8)	5	50
	Internalizing the subject (K2,K5)	2	20
	Development of responsibility (K3,K10)	2	20

In Table 11; when teachers' opinions about whether homework is going to be successful in the exam or not is examined, it is seen that teachers give opinion about success with a rate of 80%. While the opinion about it

will not be successful has a rate of %10, same rate has determined for both succeed and not. One-to-one quotes from teachers' opinions are presented below.

"Since I think student who does his/her homework is a responsible student, as well as I think that he/she will fulfill his assignment to work for his exams with the same meticulousness, yes he/she will surely be successful in the exam." K3

"There is no need to say "do homework or do it again" to the student who knows himself. We just need to guide him. When it comes to student who does homework regularly, it comes into prominence how student perform or fulfill the homework. If he do it to improve himself, he is conscious, the test success would increase by this way. I don't think it would contribute him if he just fulfill the homework irrelevantly. So if I say doing homework internally instead of doing homework, I can say it definitely increases its success. In short; I do not fully participate in the question, but partially agree." K5

"No, I don't believe it will bring success." K9

RESULT, DISCUSSION AND SUGGESTIONS

In this section, a discussion has been presented and conclusions have been made by making the findings of the research related to the current literature.

Results Regarding Students' Opinions About Homework

1. The highest rate of the answers given by teachers for the purpose of giving homework is repetition with a rate of 58%. While the concept of good understanding takes place in the views with a rate of 50%, the development 33%, punishment purposes 8%, responsibility 8% and not forgetting 8%.

2. The unhappiness and embarrassment feelings of the students are in the first place with 33% of the answers they give towards the negative emotions they feel when they do not do their homework. These answers were followed by anxiety with 25% and feeling bad with 17%; feelings of fear, anger, self-enclosed, discomfort, and irresponsibility are included in the students' opinions with 8%.

3. Among the answers given by the students towards the positive emotions they experience when they do their homework, the highest rate is happiness with a rate of 42%. While the feelings of peace and self-confidence stand out among the answers with a rate of 17%, 8% comfort, 8% success, 8% pride, 8% goodness and 8% superiority. 1 (8%) of the students state that they do not feel any positive emotions when they do their homework.

4. The unhappiness and embarrassment feelings of the students are in the first place with 33% of the answers they give towards the negative emotions they feel when they do not do their homework. These answers were followed by anxiety with 25% and feeling bad with 17%; feelings of fear, anger, self-enclosed, discomfort, and irresponsibility are included in the students' opinions with 8%.

5. 92% of the students stated that whether doing their homework regularly would affect their success in the exam, while 8% answered that there are types of homework that does not matter. One-to-one quotes from students' opinions are presented below.

When the findings of the students who participated in the research about the opinions of the teachers about their homework were examined; while most of the students stated that they were given homework to repeat it again, half said that they were given homework to understand the subject well. In the research conducted by Kıcıroğlu at the Girl's Vocational High School for homework, the best understanding of the subjects is takes the first place among the things that students gain from (Kıcıroğlu, 2004). In Uçar's study on the necessity of mathematics homework in secondary school, it was observed that the opinions of students about homework are towards learning the subject better and getting higher grades (Uçar, 2018). Kapıkıran and Kıran stated that a homework given as a punishment reduces the motivation levels of students and prevents them from learning with homework (Kapıkıran and Kıran, 1999).

When students' responses about the effects of homework on their development are examined, it can be said that they have a positive attitude towards homework. Most of the responses included student opinions

as homework provides repetition and progress. In the research of Alpayar for homework, students stated that homework increases their knowledge, encourages them to do research and creates awareness (Alpayar, 2020). In the researches done by Aladağ and Doğu about the homework which is given in science and technology lesson, the students state that homework plays an important role in better understanding and reinforcing the subject (Aladağ and Doğu, 2009). Students evaluate having homework as good and positive thing for them. And also, they stated that homework is effective in taking responsibility, seeing different types of questions and increasing permanence of information. As a result of the researches of Çetinkaya and Uzunkol, students stated that they consider homework as useful in terms of providing permanent learning skill.(Çetinkaya and Uzunkol, 2019).

When we look at the data on how homework affects students emotion, it is seen that the majority of students feel happy when they do their homework. In addition to this, it has been revealed that doing homework brings self-confidence, peace, comfort, pride and being superior to others. In Yücel's research on performance homework given in the 7th grade social studies course, it was concluded that the homework developed the sense of self-confidence, as they helped students achieve success (Yücel, 2008). It was observed that not doing homework generally causes feelings such as unhappiness and shame in students. Students who do not do homework mostly fear that teachers are angry with them and state that time is slow for them when they do not do homework. They often stated the reason for not doing homework as forgetting.

While majority of student states that doing homework brings success in the exams, some of them responded that there are types of homework that can not be evaluated in term of exam success. While Kapıkıran and Kıran did not find a significant difference as a result of the findings of his studies investigating the effects of homework on academic achievement, Elgit concluded that structured homework results in an increase in student achievement compared to traditional homework (Kapıkıran and 1999; Elgit 2019).

Results Regarding Teachers' Opinions About Homework

1. The biggest rate of the answers given by the teachers for their homework aims is repetition with a rate of 80%. While the concept of ensuring permanence is included in the views taking place in teachers' opinions with a rate of 50%, rate of completing the deficiencies is 20%, taking responsibility 20%, providing readiness 20%, checking students' learning 10%, spending quality time 10%.

2. Responsibility and autonomous learning skills take the first place with 50% of the skills that teachers think of doing homework. While metacognitive thinking and research skills are included in the views with 20%, problem solving, self-control, cooperate and mental gymnastics skills are reflected in teacher views with 10%. The view of our teacher who thinks that homework does not contribute to the skills of students is also among the opinions with a rate of 10%.

3. Non-permanent learning skills takes the first place with a rate of %50 among the problems that might be experienced in case of homework is not given by teacher. While the opinions of teachers that they can not control the level of learning are included in the table with 20%, the problems such as inability to complete the cognitive process, decline in academic achievements and the reaction of the families were reflected in the views with a rate of 10%.

4. When teachers' opinions about whether homework is going to be successful in the exam or not is examined, it is seen that teachers give opinion about success with a rate of 80%. While the opinion about it will not be successful has a rate of %10, same rate has determined for both succeed and not.

In the question asked to teacher about the purpose of homework, it was stated that mostly homework is given them for repetition of subject. Many studies have been done in the literature for the purpose of assigning homework, as a result similar and not similar results have been obtained. Ok and Çalışkan responded the question about the meant of homework as for repetition and reinforcement. While, in the study of Büyüktokatlı with 23 participants, it was stated that the goals of the teachers in assigning homework were to reinforce the subject and repetition, and as a result of the study of Kaplan's mathematics homework, Çetinkaya's homework research was carried out with the classroom teachers and the goal was stated again as repetition and reinforcement (Büyüktokatlı, 2009; Kaplan, 2018; Çetinkaya, 2019). In the

study of Kalsen, Kaplan and Şimşek, the most replied answer among administrators' opinions about homework was repetition and reinforcement, whereas school success and increasing the academic achievement of students among the teachers' opinions (Kalsen, Kaplan and Şimşek, 2020).

Among the skills that teachers think homework develops in students, repetition and responsibility take the first place, while skills such as metacognitive thinking and research skills, problem solving, self-control, solidarity, and mental gymnastics skills are also reflected in teachers' opinions. In the study of Alpayar, it was concluded that homework caused the development of the student's sense of responsibility and research skills (Alpayar, 2020). It was also observed that teachers mostly participated in Yücel's expressions that "homework improves the student's habit of using time by planning, sense of responsibility, research, problem solving and ability to use information technologies" (Yücel, 2008). Similarly, in the study prepared by Ok, it was seen that among the contributions of homework to the students, the teachers are mostly favor of repetition, responsibility and reinforcement answers (Ok, 2018). On the other hand, Kıcıroğlu concluded that the most common answer among the aims of homework is "working habits" and "developing the ability to do work on their own" (Kıcıroğlu, 2004).

Failure of permanent learning comes first among the teachers' responses to the problems they may experience in the absence of homework. This answer was followed by responses such as not being able to control the level of students' learning, completing the cognitive process, a decrease in academic achievements and family reaction. In the study of Baynazoğlu, the concept of forgetting what is learned took the first place among the teachers' opinions about what would happen if homework was not given (Baynazoğlu, 2018).

While teachers think that doing homework regularly brings success in the exam, also it was seen that there are some teachers who does not think about like that. It has been observed in the literature that there are studies in line with these views.. Kapıkıran and Kıran did not find a significant difference as a result of their studies which investigate the effects of homework on academic achievement, but Çelik and Aktürk concluded that there was a significant relationship between their homework habits and their grade point average in their studies in which they investigated the role of seating arrangement and homework (Kapıkıran and Kıran, 1999; Çelik and Aktürk, 2009). Likewise, as a result of Güneş' study on homework discussions in education, Güneş stated that homework is effective in increasing student success and ensuring lifelong learning (Güneş, 2004). In Kaplan and Şimşek's research, teachers' opinions about the necessity of homework as school success and increasing the academic success of students support the results of this research (Kaplan and Şimşek, 2020).

Suggestions

Suggestions for Students:

- If there are points which are not understood in the assignments, it may be requested to illuminate the points that are not understood in order to make the homework efficient for its purpose.
- In order to make the homework more efficiency, the necessary time can be allocated and an appropriate working environment can be created.
- Not only the internet, but also many resources can be used in homework like library.
- The knowledge and skills gained by the homework can be transferred to social life and its permanence can be increased.

Suggestions for Teacher:

- Homework should be given to students depends on their levels so they can do and taste the sense of accomplishment.
- If qualified and daily homeworks are given, students' learning process would not be restricted just in school so it expands their environment.
- Homework assignments for punishment purposes may decrease students' motivation level, therefore, it should be avoided.



- If the homework is checked regularly, supported by feedback and corrections, the skills expected to develop in homework can be acquired more quickly.
- Students can be encouraged to ask questions they do not understand comfortably.

This study is restricted to the academic year 2019-2020, students and teachers view in the sample group as it was conducted in qualitative research design and questions in the interview form.

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ÖĞRENCİ GÖRÜŞME FORMU

Araştırma Sorusu: Ev ödevi uygulamasının öğrencilerin akademik gelişimindeki rolü üzerine öğrenci ve öğretmen görüşleri nelerdir?Tarih: / /2020 Öğrencinin sınıf seviyesi:

Bu araştırmada ortaya çıkacak sonuçların bundan sonra yapılması muhtemel araştırmalara katkıda bulunacağını ve uygulamaya dönük önlemlerin alınması için bir öngörü oluşturacağını ümit ediyorum. Bu görüşmeye katıldığınız için şimdiden teşekkür ederim

SORULAR

1. Öğretmenler hangi amaçla ödev vermektedirler?

2. Ödevlerin senin gelişimin üzerinde nasıl bir rolü olduğunu düşünüyorsun?
3. Verilen ödevleri yaptığında sınıf içerisinde kendini nasıl hissediyorsun?
4. Verilen ödevi yapmadığında kendini nasıl hissediyorsun?
5. Ödevlerini düzenli olarak yapmak sınavlarda başarılı olmanı sağlar mı?

ÖĞRETMEN GÖRÜŞME FORMU

Araştırma Sorusu: Ev ödevi uygulamasının öğrencilerin akademik gelişimindeki rolü üzerine öğrenci ve öğretmen görüşleri nelerdir?Tarih: / /2020 Öğretmenin Branşı:

. Bu araştırmada ortaya çıkacak sonuçların bundan sonra yapılması muhtemel araştırmalara katkıda bulunacağını ve uygulamaya dönük önlemlerin alınması için bir öngörü oluşturacağını ümit ediyorum. Bu görüşmeye katıldığınız için şimdiden teşekkür ederim

SORULAR

1. Öğretmenler hangi amaçla ödev vermektedirler?
2. Sizce ev ödevi yapmak çocuklarda hangi becerileri geliştiriyor?
3. Ev ödevi verilmeseydi sizin yaşayacağınızı düşündüğünüz bir problem durumu var mı?
4. Ödevlerini düzenli olarak yapan öğrencilerin sınavlarda başarılı olacağını düşünüyor musunuz?
Neden?

