

THE EFFICIENCY OF THE HOMEWORK AND THE IMPACT ON SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT OF THE STUDENTS

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ABSTRACT

This study represents the results of a research work, which aims to point out the time students spend on homeworks and to validate the hypothesis: The time spent on doing homeworks has an impact on social, emotional development. The purpose of this research work is to reflect the actual state of the time that students spend per week (more than 10 hours per week) and its impact on students' development. To substantiate this hypothesis, we have raised the research question: How does the time available for making households influence in the social, emotional, and physical development of students? The interviewed students proved us this problem, from whom we could understand that students experience anxiety, fatigue, drowsiness, nervousness, sadness, emotions that affect the growth of their personality, their social, emotional development and physical development. We can present many examples to prove that this problem is real nowadays. Homeworks can affect the emotional state causing the students sadness or lastingly sitting for a long time and not have physical activity leads to obesity. From the results of the research, we have come to the conclusion, that homeworks should either be removed at all or minimized in quantity. The empirical data were obtained through the focus group method, to the students of the 9-year school "Skender Luarasi" in Tirana. The study selected 4 pupils of the fourth grade, 4 fifth grade students, 4 eighth grade students, and 4 ninth grade students. In total , 8 females and 8 males. The students were selected from different levels of achievements.

Keywords: Homework, time consuming, social, emotional, and physical development.

INTRODUCTION

Homework starts with the beginning of the school. The parents of the students are very sceptic whether the homeworks are the best when it comes to their children. Some of them advocate that teachers have to give homeworks as they play an important role in the academic achievement. According to their theory the students learn to manage the time and take their responsibilities, create the opportunity for them to spend time with their children and keep them away from the social medias or technology (phones, tablets, TVs, etc.). They also come to the conclusion that teachers who give more homeworks are more prepared and better aligned with the curriculum. This opinion counteracts a group of parents who are opposed to giving homeworks to their children because their social, emotional, and physical development is more important than the intellectual development.

But did anyone ask the children what do they want? Is it time for them to be in vain doing homework? Answering this question will be given to the research results

LITERATURE REVIEW

One of the most deeply rooted traditions in teaching culture is homework. Homework in general is seen as a positive and accepted practice without question as part of the teaching routine

There are other scholars who think that homework plays a very important role in child education. Lesly.P, 2003; 5). Continuing Lesly.P quotes in his book "Homework" (2003, pg 8) Gardner, the founder of multiple intelligence theory, who says that "Teachers need to spend energy to create homework that stimulates and provokes student thinking"

Homework is a powerful tool that can contribute to the advancement of children's education and knowledge or can do more harm than these HONG enterprises. Eunsook & MILGRAM, M.Roberta, 2000; 17

Another researcher points out that "The homework is intended to be a positive experience that encourages children to learn. Teachers give them to help students review, implement and integrate what is taught in class "Milbourne.A.Linda & Haury.L, David" 1999.

The debate has started since the early 20th century. Starting from the late 1990s, many Japanese primary schools began to institute policies without homework, so that children would have more time for the family and to pursue their interests. external Bennet.S & Kalish.N 2006; pg16

The "Pisa" report found that Spanish children and adolescents have 6.5 hours of homework a week, compared to the 4.9 average hours of 38 countries. Spain was the 11th in the 64-seat list of domestic workloads. But homework loads do not necessarily translate into the best results, and Spanish students traditionally have had poor results in math, science and reading. Homework is also opposed by developed countries such as Finland, South Korea, Spain, the United States. Finland and South Korea, two countries with the best student performance, give less than 3 hours per week students. <http://top-channel.tv/2016/11/04/spanje-greve-kunder-detyrave-te-shtepise-per-nxenesit/>

When the anxiety of homework is serious, it causes daily emotional pain and suffering, diminishes self-confidence, isolates and blocks emotional well-being and academic growth. Anxiety in homework can also occur if children do not have a quiet place to work, or there are no adults available to provide structure and guidance to help children shape the study habits. Mayer.PD 2008 pg 71-72

But what should Albanian students do that spend 10 or more hours a week doing homework? Should they be anxious when a large part of their time behind school is spent on homework? Is this time spent on their social, emotional, and physical development? You can find answers to these questions in this research

METHODOLOGY

During the researches done for the purpose of this paper, we used the focus group methodology the quality approach of the focus group, through which we have researched this rather sensitive problem by generalizing and analyzing the work on the impact of anxiety and time spent on homework. In order to obtain the empirical data, a semi-structured interview method was developed for the students of the 9-year school "Skënder Luarasi" in Tirana. In the study were selected 4 fourth grade students, 4 fifth grade students, 4 students of the eighth grade and 4th grade students of the ninth grade. In total 16 children were part of this interview which 8 of these were female and 8 men. The students were selected from different levels of achievement. The students were selected from 2 primary education classes (I-V) and 2 grades from lower secondary education (VI-IX). From the survey data, we have final results from the interviewed students, specifying them according to the most vulnerable themes

RESULTS

Results from the theory help us to orientate on and focus on the finding that derivate from the work with cases. Based on the cases we have worked on, we came into the conclusion which contribute to verifying the hypothesis that the time spent on doing homework impacts on the social, emotional and physical development of the students. Cases shed light through their content. Through the semi-structured interview with the selected students in the sample - focus group, it turns out that these students call the time (2-3 hours per day) spent doing their homework pointless.

DISCUSSION

The data accumulated from the study shows that all interviewed students did not want to have homeworks because they felt anxious and stressed when they had to do them. But in the other hand there were also those who wanted homeworks (one from the 4th-grade student and one from 5th grade student), but not in this amount./quantity they have nowadays.

We are going to list some of the arguments that the students gave to support their opinion:

1. First thing teachers do is to correct the homework but their observation and correction is not done properly, especially in lower secondary education (VI-IX)

Two from the eighth grade students declared: "Teachers must respect our time and effort that we spent to do the homework. A controlling routine or not giving the proper attention causes us to give up and not to do it for the next time."

2. Some teachers do not correct them to point out the mistakes that we have made.

During the interview, two boys and a girl of the ninth grade said: "The 45-minute time is not efficient and it doesn't allow the teacher to properly correct the homework. The teachers are more focused on expalning the new topic rather than the homework."

Another ninth grade boy said: "The new initiative '6 to 3' introduced by the Ministry of Education, Sport and Youth in the february 2018 would probably be an opportunity for teachers to pay more attention to homework."

3. Homeworks are often ineffective because students copied each other and distracting attention from other classes.

A eighth grade student says: In my classroom, homeworks aren't done by all the students. Homework copying is severely impeding students's learning and teachers don't take it seriously enough "

4. The behavior and personality of the child is influenced by the homework.

Two of the students (two girls) with very good achievements say during the interview: "Students and both with or without good achievements when we come at the classroom without homework we try to lie and give a variety of justifications for being unprepared. This has probably not immediate, but later consequences.

5. Time management for home tasks spends time for day preparation

A 8th grade student in the interview states: "Instead of learning the lesson and preparing ourselves by acquiring the best knowledge we are forced to spend time with homework"

6. Homework takes spare time for the emotional, social and physical development of children. "I spend 3 hours in the afternoon doing homework and than i do not have time to go out and play with my friends", - a fifth grade student says

A fourth-grade boy says: I want to go to the swimming course day by day, but my homework occupie all my free time.

A fourth-class boy says, 'I want to sleep when i come home from school, but my mom doesn't give the permission to me because I have many homework to do. I don't know how to convince her that I don't want to do my homeworks.

CONCLUSIONS

Based on the results of this research, we have made some recommendations that would be to the benefit of students and society:

1) The home assignments should be taking place at school by extending the time of residence in it, as this way:

- ✓ Students would be relieved of their anxiety and stress,
- ✓ Students will have more time for physical activities and creative, entertaining and recreational activities
- ✓ Students will have more time to make new friends
- ✓ Students would be happier emotionally

2) The amount of homework should be given in relation to the age level of the children.

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