

Effectiveness of Immediate Homework Correction in Primary Level

Bhanu Bhakta Regmi

Tribhuvan University, Kirtipur
regmibhanu17@gmail.com

Key Words : Effectiveness, Effects, Delay, Immediate, Correction, Stressful, Instruction

Abstract

This article entitled "Effectiveness of Immediate Homework Correction in Primary Level" aims to find out effectiveness of immediate homework correction in primary level. For the study, eighteen students of grade four were selected from secondary school of Surkhet. The researcher himself was involved in the practical teaching for the purpose of carrying out the research. The test was the major tool for data collection. The two groups were evaluated on the basis of time duration; immediate and delay. The experimental group was taught as immediate and controlled group was taught as delay homework correction. Finally both group were compared to find out the effectiveness of immediate homework correction. From the study, it has been found that the average increased score of experimental group 83.4 percent was better than that of controlled group 74.3 percent. The difference between the scores is that of 9.1 percent.

Background of the study

The importance of errors on homework and their correction has never been ignored by teachers as well as practitioners. It is generally agreed that correction is a part of teaching and learning process. Homework correction is a highly debated issue and has been for over a century. Our education system being compared to countries around the world America has a strong anti-homework moment. In our country, most of the standard school followed immediate homework correction because it creates accuracy of writing.

One learning approach stated that error correction was avoided because it makes learners shut off their attempts at learning. However, other learning approaches stated that correction was highly valued, to increase student motivation in learning. Likewise, behaviorist emphasized on immediate correction of errors committed by the learners assuming that language was learned by repetition of correct forms until they become automatic and so repeating of incorrect forms would be harmful. However the learners should be trained to learn by making as few mistakes as possible.

In basic level classroom, the learners make so many mistakes because they are beginners they try to learn something from the first stage. Automatically they perform mistakes. Here mistakes are taken as sign of learning that is natural process. If learner feel fear about their mistakes they unable to learn. So learning new thing is start from mistakes. In this study homework corrections are divided into two types on the basis of timing. One is immediate and another is delay. Immediate homework correction refers to the process of checking homework on the spot or on time and delay homework correction refers to the process of checking homework after next or within 2/3 days. This is usually done to avoid interrupting fluency practice. Some people told that delay homework correction is better

because it creates fluency of writing and some others told that it isn't good than immediate homework correction because delay homework correction neglects the accuracy writing.

Homework correction makes children busy for searching dictionaries, grammar references book, computer websites to find related information. So Homework should provide as project work not for the everyday, two or three days of a week for the purpose of gaining knowledge and entertainment. So it would not be burden to the learners. In lower level classroom, it is better to make them able inside the classroom. If teachers provide homework it should be little bit and checked as far as possible either it should be immediate or delay.

All the teachers teach their lessons to their students daily. While teaching the teacher evaluates the student achievement by asking different types of questions unless the students understand well, a teacher repeats the process. But there is a well-accepted ideology about teaching without providing any kind of homework. Homework has been made one of the essential parts of a lesson plan. It is compulsory in teaching any kind of subject matter. But it is not necessary to give homework in return form only. Homework can be given orally as well. It is a continuous process. The students are being evaluated regularly in their learning. Homework has been made essential in teaching and learning process. The ultimate goal of teaching is to make the students able to solve any kind of problems given as homework. It also aims to enable learners to learn from the textbook in advance.

Finally, for beginners, homework should be corrected as far as possible either it should be immediate or delay. It should not be stressful to the learners. In basic level classroom learners are less conscious about their homework. In this level parents need more care to their children while doing homework otherwise they do homework mistakenly. If the parents are educated they can facilitate their children easily to do homework but every parents are not educated in our society. In this condition homework should be stressful to the learners as well as parents. If the class is full of students the teacher can not checked their learners homework on time. Teachers also face some problems while checking their learners homework. Teachers have less time but many more task to complete on pointed time. In this condition the teacher checked their learners' homework immediately or some later.

Homework should provide on the basis of learners age, level, need, interest and family background. In basic level, immediate homework correction is better than delay because learners have problems of forgetfulness to submit their homework after next day. Homework should provide as a project work not for the daily work. Homework should not be burden or stressful to the learners. Homework should be checked either it should be delay or immediate but learners should be knowledgeable. Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar references books. Homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.

In our Nepalese context, many teachers face a lot of problems while checking homework. I have seen some problems of homework checking in public as well as private schools. In lower level classroom, the learners aren't more conscious about their homework. At that time the teacher should apply effective techniques to check homework. In school, some learners found mentally weak, slow, shy and some others are more intelligence. In this

condition teacher should identify and apply immediate or delay method of homework correction. Some learners want immediate correction and some others feel fear about mistakes and need delay homework correction.

Objectives

The objectives of the proposed study are as follows:

- i. To find out effectiveness of immediate homework correction.

Review of Literature

Yasaei (2016) carried out a research on 'The Effects of Immediate Vs Delayed oral correction feedback on the writing Accuracy. The purpose of the study was to build on existing research which suggests that corrective feedback can lead to more linguistically accurate writing. The participants of this study were 45 students of three intact classes at an intermediate level of proficiency and consisted of 23, 23 and 25 students respectively which totaled 70. The main tool was test (proficiency test, the pilot study, pre-test). She found that learners in the delayed oral CE group were pushed to correct their errors themselves which seems more facilitative in learning the TL and also more beneficial in importing learner's inter language development. Both the immediate and delayed oral CF groups outperformed the control group, the delayed oral CF group outperformed the immediate oral CF groups as well.

Minke (2017) carried out a research on "Types of homework and their effect on student achievement". The purpose of this study was to find out importance and relevance of parent's support involving student achievement and to find out how homework influence student's academic and emotional achievement. The population of this study was six grade students of math subject at North Brach Area Public School USA. The main tools were observation, summative assessment and formative assessment. The findings of the study was homework can be more stressful than helpful in some homes.

Baher (2017) carried out research on "The homework problem and what teachers can do about it". The purpose of this study was to find out reasons for not doing homework. The population of this study was elementary to secondary level schools' 336 students. Among them 186 girls and 150 boys. The major tool for the data collection was questionnaire. The major findings of the study were teacher can motivate students by facilitating the homework process through giving instructions, prompts, reminders and feedback, breaking down a longer assignment to smaller one. Teacher can increase level of self-esteem and self-efficacy among students and lead them towards self-regulation.

Nix (2018) carried out a research on "The effects of homework on students' social-emotional health". The purpose of this study was to explore the social-emotional health of elementary students and the scholastic pressures they face, namely homework. The population of this study were two schools within this district are represented in this research. The whole participants were students in Grades 3-6 (n=213), their parents (n=223) and their teachers (n=16). The major took for this study was questionnaire. The student survey is 15 items questionnaire wherein the student was asked closed and open-ended questions regarding their perspectives on homework. The parent survey is 23 items questionnaire wherein the students' parents was asked to respond to items regarding their perspectives on their child's homework as well as their child's social-emotional health. The teacher survey is 22 items questionnaire

wherein the students' teachers was asked to respond to items regarding their perspectives of the primary purposes of homework, as well as the impact of homework on student's social-emotional health. The major findings of the study were the correlation between homework and academic achievement for students in grades three through five was almost zero. This finding also demonstrated a small, positive correlation for students about fifth grade. The researcher found that the relationship between time spend on homework and achievement was significantly higher for high school students than for the elementary school students. Results indicated no correlation between homework and achievement in Grades 1-6. Parents who responded indicated that homework does not impact their children's social-emotional health. Parents and teacher responses suggest homework does not affect student's social-emotional health, student data indicate homework does affect how they feel. Specially, children likely experience feelings of boredom and annoyance toward completing homework at home.

Research methodology

Research design

The experimental research design was adopted for data collection. Data was collected by using and paper pencil test.

Sampling Procedure

The research was purposively selected primary level learners of grade four who were studying in secondary school of surkhet. The researcher was randomly selected 18 students among 38. The researcher was used fishbowl draw as the technique to select the students.

Data collection methods

The researcher was collected data through paper pencil test. The test was taken in controlled and experimental environment.

Data collection tools

There are various tools and techniques of data collection in the field of research. The data collection tool was paper pencil test for the study.

Data collection procedures

I was teachers of DV Niketan secondary school of Surkhet. Than I informed to the principle about my research study. After took permission from the school's administration. I established mutual relationship between class teacher and students. After that, I entered the selected class (class 4 and informed them about own research study). Then selected 18 students by using fishbowl draw technique with the help of class teacher. Then took the classes and gave task to them. The whole class is divided into two groups 'A' for experiment group used immediate correction and group 'B' for control group used delay homework correction. After taking some classes, the researcher was find out result and analyzed it. At last, the researcher was given the findings of the study along with some pedagogical suggestions.

Data analysis

The researcher was collected data through paper pencil test. The study was analyzed descriptively. In this section, systematically collected data was analyzed and interpreted quantitatively. The researcher justified this finding and make it clear.

Results and discussion

Analysis and interpretation of results

The differences between average scores of the experimental and control groups are computed. The difference is also converted into percent. The two groups are compared on the basis of number as well as percent. The group which got a higher average score or percent has been considered to be better than the groups which get lower average score or percent. In this way, the statistical approaches, percentage and average are used for the analysis and interpretation of the collected data.

Test-based comparison consists of different test items; article, preposition, noun, verb, tense, true/false, babies name, wrong word, opposite word and writing different paragraphs. It is based on the scores of both experimental and controlled groups. The scores in different test items have been used. The scores of different test item are analyzed and interpreted statistically and descriptively as follows:

Table 1

Scores obtained in article and verb

Test items	Average scores		D	D%
	Exp. group	Con. group		
Article	75	73	2	2.2
Verb	86.5	75.5	11	12.2

Source : Field Survey, 2024

The above table shows the average scores of both experimental and controlled groups in articles and verbs test item. In article, the experimental group has obtained 75 marks whereas controlled group has obtained 73 marks. So the difference 2 marks which become 2.2 percent. Similarly, in verb the experimental group has obtained 86.5 marks whereas controlled group has obtained 75.5 marks. So the difference is 11 marks which become 12.2 percent. Although the experimental group has obtained more marks in the both types of test than the controlled group in the same texts, it has nominally decreased the marks. Thus, we can make an influence that the controlled group might have done the homework regularly and submit in pointed time.

Table 2

Scores obtained in paragraph writing

Test items	Average scores		D	D%
	Exp. group	Con. group		
Sport	77	67.5	9.5	10.5
Festival	70.5	69	1.5	1.6

Source : Field Survey, 2024

The above table demonstrates the average scores of both experimental group and controlled group obtained in paragraph writing test items from both sport and festival. The average scores of sport in both groups have obtained 77 and 67.5 marks respectively, making a difference of 9.5 marks. The difference of marks becomes 10.5. Similarly, in festival

paragraph writing test item, experimental and controlled group have obtained 70.5 and 69 marks respectively making the difference of 1.5 marks, which becomes 1.6 percent of the total marks allotted for it. From the data, we can discern that delay homework correction does not seem to have significantly been influential in teaching and learning because the learners are less motivated their delay homework. The learners have problem of forgetfulness.

Table 3

Scores obtained in article and preposition

Test items	Average scores		D	D%
	Exp. group	Con. group		
Article	62	54	8	8.8
Preposition	66	66	0	0

Source : Field Survey, 2024

The above table shows the average scores of the experimental group and controlled group in article and preposition items. In article, the experimental group has obtained 62 marks, whereas the controlled group has obtained 54 marks, so there is a difference of 8 marks which is 8.8 percent. It is obvious that the experimental group has significantly excelled than the control group because in immediate homework correction the learners are more conscious about their mistakes than the delay correction. Similarly, in preposition the experimental and controlled group obtained equal marks. It is the best result for the whole test of control group because they are submitted their homework on time.

Table 4

Scores obtained in collective noun and name of babies

Test items	Average scores		D	D%
	Exp. group	Con. group		
Collective nouns	77	75	2	2.2
Name of babies	78.5	75.5	3	33

Source : Field Survey, 2024

The above table shows the average scores of both experimental and controlled group in collective noun and babies name. The average score of experimental group in collective noun is 77 marks and controlled group has obtained 75 marks. The difference is of 2 marks i.e. 2.2 percent. Likewise, the average score of experimental group in name of baby is 78.5 marks and controlled group has obtained 75.5 marks. The difference is of 3 marks which is 3.3 percent. Therefore, the performance of experimental group is better than the performance of controlled group in both tests.

Table 5

Scores obtained in fill in the space and true/false items

Test items	Average scores		D	D%
	Exp. group	Con. group		
Fill in the space	73.5	64	9.5	10.50
True/False	88	66	22	24.4

Source : Field Survey, 2024

The above table shows the average scores of both experimental and controlled group in fill the space and true/false items. In fill in the space item, both groups have obtained 73.5 and 64 marks respectively. The difference of 9.5 mark which is 10.55 percent. Similarly, in true/false item, the experimental group has obtained 88 marks and controlled group obtained 66 marks. So there is the difference of 22 marks, which is 24.4 percent. Although, the experimental group has obtained better marks in the both types of test than the controlled group in the same test, it has nominally decreased the marks. Here, delay homework correction does not seem to have significantly influenced the proficiency of the learners.

Table 6

Scores obtained in tense and yes/no items

Test items	Average scores		D	D%
	Exp. group	Con. group		
Tense	89	66	23	25.5
Yes/No	77	50.5	26.5	29.4

Source : Field Survey, 2024

The table given above shows the average scores of experimental and controlled group asked from both tense and yes/no items. In tense, both the groups have obtained 89 and 66 marks respectively, making a difference of 23 marks. The difference of marks becomes 25.5 percent. Similarly, in yes/no item, the experimental group has obtained 77 marks whereas the controlled group has scored 50.5 marks. So there is the difference of 26.5 marks, which is 29.4 percent of the total marks allotted for this item. In both test items immediate homework correction is better than delay homework correction because in delay homework correction the learners have problems of forgetfulness to submit their homework in pointed time can not improve their learning habit.

Table 7

Scores obtained in paragraph writing about cow and family

Test items	Average score		D	D%
	Exp. group	Con. group		
Cow	73	66.5	6.5	7.2
Family	70	67.5	2.5	2.7

Source : Field Survey, 2024

The table given above shows the average scores of both experimental group and controlled group of paragraph writing about cow and family. In writing paragraph of cow, the experimental group has obtained 73 marks whereas controlled group has obtained 66.5 marks. So the difference is of 6.5 marks which become 7.2 percent. Similarly, in writing paragraph of family, the experimental group has obtained 70 marks whereas controlled group has obtained 67.5 marks. So the difference is of 2.5 marks which become 2.7 percent. Thus the table shows that the experimental group has obtained more marks in the both types of paragraph writing than controlled group in the same test items. It is because the score of experimental group is greater than controlled group. So, it can be conclude that homework is essential after the classroom teaching but in the primary level, every teacher's should check their learner's homework next day or immediately and give them suitable feedback verbally or as written form because delay homework correction is not suitable for this level. Many learners forget to submit their homework in pointed time. They have the habit to submit their homework immediately. So the delay homework correction is not fruitful to the beginners.

Table 8

Scores obtained in tick the opposite word and paragraph writing about school

Test items	Average score		D	D%
	Exp. group	Con. group		
Opposite word	75.5	71	4.5	5
School	63	62	1	11

Source : Field Survey, 2024

The above table shows the average scores of both experimental and controlled group of tick the opposite word and writing a paragraph about school. In tick the opposite word test item, the experimental group has obtained 75.5 marks whereas controlled group has obtained 71 marks. So the difference is of 4.5 marks which becomes 5 percent. Similarly, in paragraph writing test item, the experimental group has obtained 63 marks whereas controlled group has obtained 62 marks. So the difference is of 1.1 percent. Thus, the table shows that immediate homework correction is better than the delay homework correction because the result of the experimental group is greater than the controlled group. This implies that those who are assigned homework after being taught certain lesson and checked on time is better than that of late homework correction and feedback receiver.

From these result of the above different test items, I can conclude that immediate homework correction is certainly better than that of delay homework correction. In the process of teaching, assigning homework and giving feedback the beginners have the habits of submit homework on time. If they have gap time to submit homework, must of the students feel confusion about their homework. Which one is needed to submit today and which one is for tomorrow. Sometime they bring both tests item and sometime they forget both. In the research of my study, I found that delay homework correction is not fruitful to the beginners. In delay homework correction their main problem is forgetfulness to submit their homework on pointed time. The teacher of the primary level should be knowledgeable of every learners age, level, interest, ability, psychology and provide them homework, check on time and give

appropriate feedback to them. In the process of homework checking, I followed live marking technique because it is the best and useful technique for the primary level learners to check homework. In this technique, the teacher calls his/her students one by one on the desk of the teacher than give them effective feedback both, verbally and written form.

From this research study, I found that delay homework correction is better in higher level because the learners of higher level is aware of their homework. They need more time to search their homework in internet and websites. It takes more time to re-think and make their homework better. So, in primary level classroom immediate homework correction is better than delay homework correction and live marking is the best technique for homework correction.

Conclusions

On the basis of above findings of the study, homework is the essential part of teaching. The teacher should provide homework on the basis of learner's age level, interest, ability and family background. Homework should not be burden and stressful to the learners. Teacher should utilize the teaching and learning techniques in the most effective manners to promote, increase and facilitate knowledge.

The main aim of the present study was to address the effects of immediate and delayed homework correction in enhancing the teaching and learning in primary level learners. The results revealed that immediate homework correction is more effective than delay one in promoting the skills of student's academic achievement. In immediate homework correction, the learners are more active to do homework on time. They are more motivated than the delay correction. They submit their homework and get effective feedback on time. So they perform better. On the other hand, delay homework correction is not too bad. It is also important in some ways. In higher level, the learners are conscious about their homework. They need enough time to search and re-think. If they have enough time, they could make their assignment better. In lower level, it is not effective method because most of the learners have problems of forgetfulness to bring their homework on pointed time.

At last, homework shouldn't be burden and stressful to the learners. Every teachers should check their learner's assignment on time and give effective feedback as far as possible because it creates accuracy of writing. The overall research presented on effects of delay homework correction clearly states specific variable that both positive and negative effects on student's achievement. On the basis of the findings of the study, the school's administration should make better policy to check homework on time as far as possible. There should be provision in policy level to make homework as project work which is useful in their daily life. There should be policy to motivate and encourage learners to do better work in school and home. There should be policy for homework to be effective, it should support educational goals, take into account students' abilities, needs and strength the school-home link. There should policy for linking homework and other learning activities to the families, culture, history and language, linking with relevant services, clubs, associations and community groups.

References

- Baher, H. (2017). *Homework Problem and what teachers can do about it*. SIT Graduate Institute, Brattleboro, Vermont: <https://digitalcollections.sit.edu/ipp-collection>.
- Bohora, H. B. (2008). *Attitude of teachers and students towards the role of homework*. An unpublished M.Ed, thesis, Surkhet Campus Education.
- Cooper, H. (2007). *The Battle over Homework; Common Ground for Administrators, Teachers, and parents*. Thousand oaks, CA: Corwin press
- Hayward, J. M. (2010). *The effect of homework on student achievement*. An unpublished M.A thesis, the college at Brockport: State University of New York.
- Hong, E. (2015). *Effects of homework motivation and worry anxiety on homework achievement in mathematics and English*, Educational Research and Evaluation, <http://dx.doi.org/10.1080/13803611.2015.113/1721>
- Keith, T. Z. (1986). *Homework*. Kappa Delta Phi Classroom Practice Series. West Lafayette, IN: Kappa Delta Phi.
- Kelly, K. (2012). *Study materials*. Accessed 11/18/12. <https://sites.google.com/site/flairs> immediate feedback.
- Khadka, L. B. (2008). *Effectiveness of homework in teaching the English language*. An unpublished M.Ed., thesis, department of English Education, Surkhet Campus (Education)
- Maraseni, T. N. and Cockfield, G. (2006). *Analysis of on-time and 'Late' Assignment submitter students*. International Journal of Business and Management Education. 14 (2), 14-25. ISSN 1832-0236.
- Matsika, C. (2007). *A research into the problems of students not completing homework assignment in the middle school*. The Corinthian: Vol. 8, website: <https://kb.gcsu.edu/thecorinthian>.
- Minke, T. A. (2017). *Types of homework and their effect on student achievement*. An unpublished M.S.E thesis, the st. cloud state University USA.
- Nix, S. (2018). *The Effects of Homework on Students' Social-Emotional Health*. CSUS School Psychology Graduate student, California State University Sacramento.
- Painter, L. (2003). *Homework: Resource books for teacher*. OUP.
- Paulu, N. (1995). *Helping your child with Homework: A Guide for teacher*. Washington DC. The body press, A division of Hp Books.
- Rahimi, A. & Dastjerdi, H. V. (2012). Impact of immediate and delayed error correction of EFL learner oral production, *Mediterranean Journal of social sciences*, ISSN 2039-2117
- Wahlberg, H. J. (1985). Homework's powerful Effects on learning. *Education Leadership*, Vol. 42, No. 7, PP. 76-79.
- Watkins, L. C. (2012). *Factor affecting homework completion among students*. University of Wisconsin River Falls.
- Yasaei, H. (2016). *The Effects of Immediate Vs. Delayed oral correction feedback on the writing accuracy of Iranian Intermediate EFL learners*. Theory and practice in language studies. 6 (9), 1780-1790. <http://dx.doi.org/10.17507/tpls.0609.09>.