



## ANALYSIS OF THE CAUSES OF NEGLIGENCE OF HOMEWORK IN ELEMENTARY SCHOOL STUDENTS IN IRAQ

**Shwan Hussein Alshatri**

Azmar College for Gifted Students, Sulaymaniyah, Iraq

\*Corresponding author: kakshko0@gmail.com

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### ABSTRACT

In this research, one of the main problems that students face in school is neglecting assignments and homework. This information was found to be a fundamental cause affecting the whole learning process, such as in science lessons. This research aims to raise awareness of task neglect among teachers, students, and their families and raise the level of students by teaching them how to prioritize homework. The study was conducted in several elementary schools in the province of Sulaymaniyah in the Iraqi Kurdistan Region, using a descriptive method on cadastral forms related to homework neglect. There are 10, 5, and 9 questions related to teachers, families, and students. The study results show that teachers and families are the most influential factors in student performance in completing homework. It is suggested that in the future, for further research on the same subject, a technique can be applied to reduce the level of neglect of homework in students.

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## ANALISIS PENYEBAB PENGABAIAAN PEKERJAAN RUMAH PADA SISWA SEKOLAH DASAR DI IRAK

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### Kata Kunci:

Sekolah dasar  
Pengabaian pekerjaan rumah  
Siswa

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### ABSTRAK

Dalam penelitian ini, salah satu masalah utama yang dihadapi siswa di sekolah adalah melalaikan tugas dan pekerjaan rumah dipelajari. Hal ini ditemukan sebagai penyebab mendasar yang mempengaruhi keseluruhan proses pembelajaran seperti pada pelajaran IPA. Penelitian ini bertujuan untuk meningkatkan kesadaran akan pengabaian tugas di antara guru, siswa, dan keluarga mereka serta meningkatkan level siswa dengan mengajari cara memprioritaskan pekerjaan rumah. Penelitian dilakukan di beberapa sekolah dasar yang berbeda di provinsi Sulaymaniyah di Wilayah Kurdistan Irak, menggunakan metode deskriptif pada formulir kadaster terkait kelalaian pekerjaan rumah. Ada 10, 5, dan 9 pertanyaan yang masing-masing terkait dengan guru, keluarga, dan siswa. Hasil penelitian menunjukkan guru dan keluarga menjadi faktor yang paling berpengaruh terhadap kinerja siswa dalam menyelesaikan pekerjaan rumah. Disarankan agar kedepannya untuk penelitian lebih lanjut dengan subjek yang sama, dapat menerapkan suatu teknik untuk mengurangi tingkat pengabaian pekerjaan rumah pada siswa.

## 1. INTRODUCTION

Awareness in the context of learning includes various aspects, such as self-awareness, environmental awareness, and awareness of the learning process. All of these aspects are very important in the learning process, including completing homework (PR) and especially learning Natural Sciences (IPA) for elementary school students. Awareness of the self-learning process is an important component of effective learning. This aspect applies to all subjects, including science [1]. There are several reasons why people in the region ignore the educational processes. The one wanted to be focused on is students' inability to complete homework in all lessons, especially mathematics. Teachers, students, and student's families need to prioritize getting back into the education system. Each of them has its obligations in education and thus impacts students' return to their goal of education and learning. Therefore, none should be overlooked, and everyone should be interested in enhancing learning [2], [3]. They should be warned against neglecting homework and its outcomes, prioritizing assignments to remind them that their children's priority is to learn.

Moreover, neglecting homework can be assumed as a set of assignments that students are not given outside the class by their teacher. The mathematical exercises to be completed, information to be reviewed before a test, or other skills to be practiced [3], [4]. In recent studies, teaching aids and challenges of analytical and applied to learn mathematics subjects in primary schools have been presented as a way to minimize neglecting assignments [5], [6]. The study's main concern is that schools' scientific level is declining, which is one of the key reasons for undertaking this research. Teachers and students who neglect assignments are deprived of students' ability to evaluate mathematics or other subjects' exercises.

This problem results in the disqualification of the teamwork teaching process and the ability to focus on teaching. The research helps realize that students need to be more accountable for homework and love the subjects instead of having fear and stress during their studies [3], [7]. Many reasons have led us to write this research that students' weakness in school is generally due to homework neglect and self-indulgence in electronic games [8], which are easily accessible due to technology, making students pay insufficient attention to their homework. On the other hand, last and not least, disregarding homework by students' families can also be another critical problem, whether due to the families' lack of time or illiteracy [9], [10].

Research related to homework has been carried out, including the relationship of student parenting to completing homework [11], and homework is beneficial in child development [12]. From this research, the researcher fills in the gaps related to why students ignore the homework given. Researchers explore information through questions asked to teachers, families, and students.

This study aims to analyze the causes of students ignoring homework, where previous research has not focused on the causes of this attitude. This study also uses the latest data obtained from questions posed through questionnaires. This research focuses on subjects taught at the elementary school level, including science learning. After conducting this research, it is hoped that teachers, families, and students will be able to understand the importance of completing homework.

## 2. METHOD

This study took 30 students from various schools in Sulaymaniyah province in the Kurdistan region of Iraq. The research study was carried out as a survey with an instrument in the form of a questionnaire containing several critical questions related to the neglect of

homework by students, teachers, and families. A series of important questions were included regarding duty abandonment for each teacher, family, and student. The method analyzes the work discussed between the teacher, students, and the student's families. There are 10, 5, and 9 questions related to teachers, families, and students. The method analyzes the work discussed between the teacher, students, and the student's families.

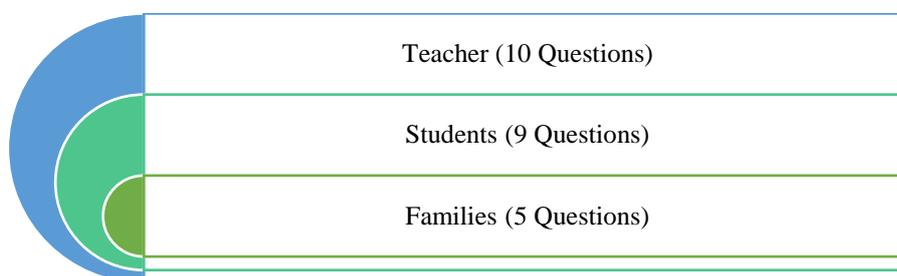


Figure 1. Spread of Questions

### 3. RESULT AND DISCUSSION

Thirty students from various primary schools in Sulaymaniyah province participated in this study. The study was carried out in the form of a survey. A series of essential questions regarding neglecting assignments for each teacher, family, and student were included. The method was based on analyzing the works discussed among teachers, students, and student's families. The answers were different, as shown in Table 1, based on the results of the questionnaires directed to the teachers concerning their relationships, the importance of homework, and their career interests.

Thirty students from various primary schools in Sulaymaniyah province participated in this study. The study was carried out in the form of a survey. A series of essential questions regarding neglecting assignments for each teacher, family, and student were included. The method was based on analyzing the works discussed among teachers, students, and student's families. The answers were different, as shown in Table 1, based on the results of the questionnaires directed to the teachers concerning their relationships, the importance of homework, and their career interests.

Table 1. The Important Questions Related to the Teachers.

No	Questions	High	High (%)	Medium	Medium (%)	Low	Low (%)
Q1	Teacher's social status.	11	36.67%	17	56.67%	2	6.66%
Q2	Your relationship with the school principal.	22	73.34%	6	20%	2	6.66%
Q3	Your relationship with your colleagues.	25	83.33%	4	13.33%	1	3.34%
Q4	Your relationship with students.	12	40%	15	50%	3	10%
Q5	How much do teachers care about homework?	12	40%	14	46.67%	4	13.33%
Q6	To what extent do teachers pay attention?	19	63.33%	10	33.33%	1	3.34%
Q7	To what extent does the homework go with the student's level?	17	56.67%	11	36.67%	2	6.66%
Q8	How much do teachers support students?	20	66.67%	8	26.67%	2	6.66%
Q9	Teacher's desire or his/her profession.	19	63.33%	8	26.67%	3	10%

Q10	The teacher's love for his/her profession.	21	70%	6	20%	3	10%
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The bar chart shows the number of the questions from (Q1-Q10) in the given three legends (High by %, Medium by %, and Low by %) are related to the teachers, as shown in Figure 2.

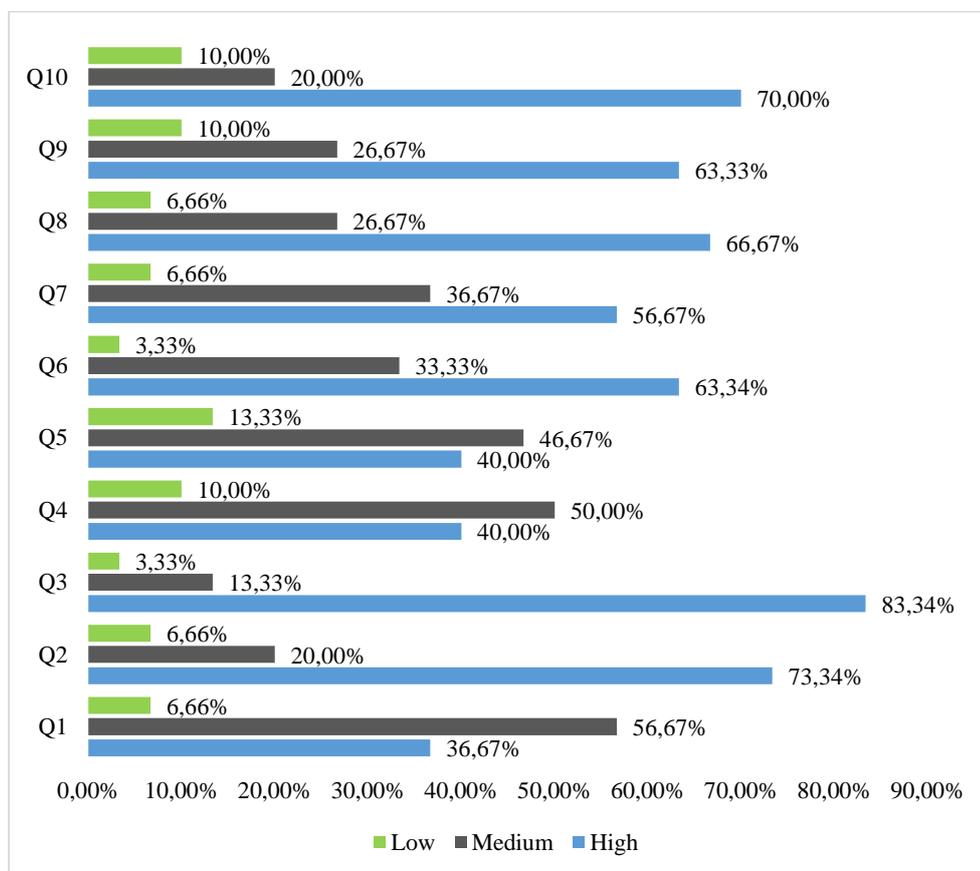


Figure 2. Bar Chart for the Questions Related to the Teachers

The answers were different, as shown in Table 2, based on the results of the questionnaires directed to the families concerning their relationship, the importance of homework, and their career interests.

Table 2. The Important Questions Related to the Families

No	Questions	Good	Good (%)	Medium	Medium (%)	Non	Non (%)
Q1	The economic status of the student's families.	9	30%	15	50%	6	20%
Q2	The range of parental contact with the school staff.	18	60%	10	33.34%	2	6.66%
Q3	The range of the daily follows up of their children's homework by the parents.	20	66.67%	8	26.67%	2	6.66%
Q4	The range of encouraging their children to do their homework.	19	63.33%	7	23.33%	4	13.34%
Q5	The range of supporting and rewarding their children.	19	70%	10	33.34%	1	3.34%

The bar chart illustrates the number of questions from (Q1-Q5) in the given three legends (Good by %, Medium by %, and Non by %) related to the families, as shown in Figure 2.

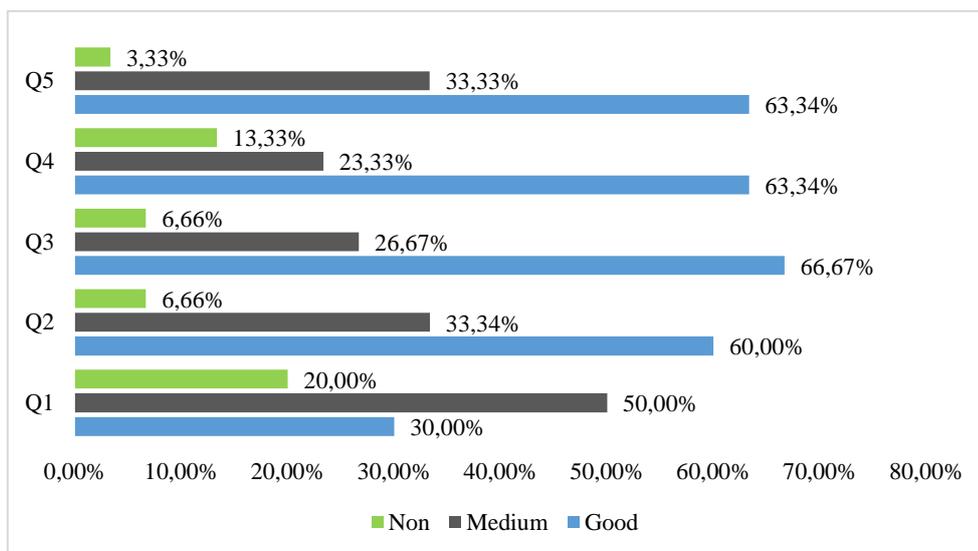


Figure 2. Bar chart for the questions related to the families

The answers to the questions were directed to the students in the questionnaire about their interest in the lessons, particularly in mathematical homework. Students' methods to analyze the questions and different ways to solve them were different from one group to another. Tables (3-7) clarified the results.

Table 3. The Questions (High, Medium and Low) by % Related to the Students

No	Questions	High	High (%)	Medium	Medium (%)	Low	Low (%)
Q1	How much do you like school?	19	63.33%	8	26.67%	3	10%
Q2	How much do you like math?	19	63.33%	7	23.33%	4	13.34%
Q3	How much do you love your math teacher?	21	70%	3	10%	6	20%

Table 4. The Questions (Good, Fair, and Weak) by % Related to the Students

No	Questions	Good	Good (%)	Fair	Fair (%)	Weak	Weak (%)
Q4	Student's level in Mathematics in the previous	12	40%	16	53.34%	2	6.66%
Q5	Student's level in other subjects.	19	63.33%	10	33.33%	1	3.34%

Table 5. The Question (Good, Boring, and Tiresome) by % Related to the Students

No	Question	Good	Good (%)	Boring	Boring (%)	Tiresome	Tiresome (%)
Q6	How do you feel About homework?	22	73.33%	5	16.67%	3	10%

Table 6. The Questions (Very much, Medium, and Non) by % Related to the Students

No	Questions	Very much	Very much (%)	Medium	Medium (%)	Non	Non (%)
Q7	Do teachers and families create obstacles for you in doing homework?	2	6.66%	4	13.34%	24	80%
Q8	Do teachers and	27	90%	2	6.66%	1	3.34%

families support and reward you?

**Table 7.** The Question (Playing, Home Visiting, and Meeting Friends) by % Related to the Students

No	Question	Playing	Playing (%)	Home Visiting	Home Visiting (%)	Meeting Friends	Meeting Friends (%)
Q9	Student's level in Mathematics in the previous	3	10%	5	16.67%	22	73.33%

Based on the results of the questionnaire that has been presented, this study provides an overview regarding the importance of the role of teachers and families in motivating students to do homework. Students are often led to work fast to put pressure on them. Research has previously shown that too much homework can reduce student performance, and effective homework is given at age fifteen [11]. Other research also states that a student completes homework due to a sense of compulsion [12]. The results of this study provide answers to things that need attention so that homework does not become a frightening burden for students. In learning science, this is, of course, very necessary to pay attention to. In science learning, understanding concepts can be complicated because it involves introducing and understanding natural phenomena and physical laws. With awareness or metacognition, students can understand and remember these concepts more effectively. They will also be better equipped to apply these concepts in new or different situations.

#### 4. CONCLUSIONS

The results point to the improvement in the student's level in Mathematics because the analysis of the works was discussed among the students themselves. To carry out our work, we put too much pressure on the students due to lack of time. During that time, we realized that students must feel more responsible for homework and change their attitude from fear and stress to loving the subject. In this study, we benefited from recognizing new different research pathways, which would be an investment in our future scientific works as teachers. Finally, we would like to refer to the exams before giving importance to homework and after giving importance to homework and working on students in groups of different levels, which were the basis of our study's success. At the end of this study, we suggest that in the future, if any further research on the same subject is done, take a long time not to put pressure on students. We also ask for continuous contact between the researcher and the student's families. We advise researchers not to give up when they face problems and to solve them through associated parties.

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