

**Thesis Title :** Homework Given by Teachers and Parents' Help  
in Doing Homework of Prathom Suksa 6 Students

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### Abstract

The purpose of this research were to study teachers' ways of assigning students' homework, parents' help in doing homework and other factors related to homework of Prathom Suksa 6 Students at Luang Nua school cluster under the Office of Doi Saket District Primary Education, Chiang Mai province, academic year 1989. The questionnaire was applied to 127 sample students in collecting the data which were analyzed by computing average and percentage. Thirty-five students together with their thirty-five parents as well as their 18 classroom teachers were purposively selected as samples for further study by applying informal and in depth interview and classroom activities observation, during October 1989 to March 1990. Subsequently, the collected data were then analyzed, summaries and analytical description made and presented. The major findings were as follows :

#### A. Homework given by teachers.

Teachers gave homework in order that their students could review and practice the lessons, the curriculum process could be emphasized, and that parents' involvement and home-school relationship could be promoted. Most teachers gave homework at the end of the lessons, during the lessons, and before the lessons, respectively. The forms of homework given included exercises at the end of lessons, paper-reports, and tasks assigned. Most teachers graded homework by themselves and had their students check among themselves. Reinforcements were often applied, however, punishments were occasionally found.

#### B. Parents' help in doing students homework.

Parents helped students do homework in two categories. The parents who expected their children to continue their further study were found to provide students with best support, monitoring and special tutors. These parents whose expectation was to let their children to enter some careers would provide the students with special support particularly the practiced tasks. Both groups of parents provided students with learning materials, support students' groupwork for doing homework, and opportunities for taking their own responsibilities.

#### C. Factors related to students' homework

1) Factors related to schools. Schools encouraged relationships with parents to enhance parents' help in doing homework. Classroom

teachers were flexible in giving and returning homework coordinating school, projects and homework assignment, encouraging students' interest in completing homework earlier.

2) Factors related to families. Parents' expectation of students to continue their further study and to enter occupation had some effects on parents' support in doing homework.

3) Factors related to curriculum. The content areas of each subject affected teachers' assignment of homework and practiced tasks.

4) Factors related to setting events. Homework which students found most preferable, close and convenient learning resources, as well as appropriate classroom rules would affect students' enthusiasm and interest in doing homework.

Student needed their teachers to provide them with opportunities to take part in assigning homework, clearly instruction and explanation, and adequate learning resources. They also needed closely help and support from their parents, and appropriate reinforcement.