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Moral Dilemmas: Analysing Predictors of Student Ethical Ambiguity in the Praxis of EFL/ESL Homework Assignments, Ethiopia

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Abstract:

The purpose of the study was to investigate the relationship between students' engagement and achievement motivation on prevailing EFL/ESL homework assignments. Therefore, their attitudes had been gathered and later positioned in a wide array of moral dilemmas. The investigation planned out sequential mixed research (QUAL → QUAN) to ascertain intervention. Here in, then, sixty five ($n=65$) freshman students of 2011E.C were participated; out of these, 58(89%) were males whereof 7(11%) were females. They are from three kinds of age groups: 19 (6%), 20(86%) and 21(8%). The selection traced on purposive sampling wherein triangulation of open-ended questionnaire, unstructured interview and closed-ended questionnaire designs tethered the framework. Finally, three important results appeared in the study: variables relationship, mean and standard deviation. In this way, the study come across significant relationship ($r = -0.63$ level); and, the t -test showed the average mean 2.275 and 1.166 for male and female students respectively. Likewise, the standard deviations were 3.285 and 1.380 for male and female students respectively. The p -value reported was 0.028, which was less than presumed value or ($p \leq 0.05$) and assumed to be appropriate. At last, the study designed intervention mechanisms.

Keywords: Academic Intervention, moral dilemma, praxis, predictor

1. Introduction

1.1. Background of the Study

Consider, for instance, if greetings at the beginning of a class, soon turn into nagging, and if, afterwards, it has been realized as checking up homework assignments repeatedly serves as a viable source, how do teachers carry out instructions? What is the essence of teacher's roaming within the rows of the lecture room to check on? "What is important for language learning is," said Prabhu, (1987), "learners' engagement in a task rather than their success in it." (p. 56). The questions, can be, and have been from English language instructions.

In this sense, let's take a clear understanding of the meaning of homework was given by H. Soukhanov, et al. (1936). They said, "A work, such as schoolwork or piecework that is done at home" (p. 3491). Many linguists irrefutably acknowledge this meaning and add their account. For instance, Harmer (2012) said, "Homework is like magic! The more that students do it, the better their English becomes" (p. 168). In spite of this morality, however, some students serve all the falsity and heartrending descriptions or reasons as a cover-up.

Of interest in this context are apparently the moral regeneration. So, the reason for why clever students, in most cases, meet deadlines and laissez-faire students fail is predominantly emanates from the vaguest grasp of what has been happening. In the context of English as a Foreign Language or English as Second Language (henceforth EFL/ESL) instructions, thus, crossover research (see Richards and Rodgers, 2001, p.254) is extremely important to properly address the issue, i.e., the confluence of disciplines would able to answer in vividness.

The moral dilemma is a situation which appears to force individuals to choose between two or more strongly held beliefs about right and wrong, and sometimes moral reasoning uses to evaluate what someone does (Matsumoto, 2009, p. 315, R. Morrow, 2018, p. 51). As indicated in C. Labarba (1981) "Moral reasoning may be accelerated or acquired by imitation or social learning, or as a function of reinforcement" (p.498). To this context (e.g., Reasons like, "A relative has passed away; I am sick; I haven't the module etc."). Obviously, students of this age can make plenty of reasons to suppress weaknesses. More important, they should have developed the feeling of what is right and wrong. Therefore, the very good reasons that tend to be acceptable to get teacher's mercy. This trend can be infectious and can be easily proliferated.

In simple terms, moral dilemmas, in the context of homework assignments (henceforth HWAs) relate to reasons given by the students as a result of failing to completions. But it is not as simple as that; it needs learners' perseverance to accomplish to meet requirements. It takes students a month or more to display the desired qualities, though teachers expect duties and responsibilities therein. Consequently, teachers narrate their classroom account as a heart-breaking and distressing in the attempt of assessment. On top of this, Vatterott (2009) explains its significance. He says, "Homework is a

long-standing education tradition that, until recently, has seldom been questioned" (p. 1). Hence, at all a series of successive educational ladders, reasons fabrication can't be a better way to handle homework assignments.

1.2. Statement of the Problem

In spite of the level where they are, and the qualities they should display, some freshman students abandon to tasks entrusted to them as homework assignments. Thus what mattered to these students might lie under the notion of being a university student or the passionate to it. They perhaps think as university students are not compelled to do. This is it. Thus the relinquishment, without doubt, discontent the teacher in place. Say, for example, if only 5 percent of more than 35 students in a class did or completed homework assignments at a time, when will these students able to do? Where is the legitimacy, the obligation of being a student? What should be done? To date, wherever the fault may lie, facts embolden its backlash.

Thus, teachers placed the blame on students for whatever came into being as far as their incompetence is concerned. Nonetheless, part of the problem is teachers do not restrain themselves from probing platforms and established habits beforehand; otherwise, the problem looms until far less uncomfortable. Whatever time it takes and whatever mechanism, it requires, teachers inevitably experience a sort of negative stress to overcome. Cover-ups, lying, late coming, absenteeism, etc. are what teachers see happening in every EFL/ESL class. But until when is this shall be? The problem seems to have received relatively little attention if not ignored in today's research world.

As aforementioned, originating 'big lies,' instead of showing completed HWAS doesn't help any more. Hence this is what counts most in this scenario. In fact, it is not to be hypocritical or not to place much blame on students; but, the concern is ultimately growing over the course of time. Thus oftentimes EFL/ESL teachers explicitly state responsibilities in the backgrounds of instrumental, interpersonal, law and order, social-contract, and ethical orientations. In effect, this study is important either to restrain or to minimize the proliferation of novel reasons that puzzle teachers.

Homework specific thoughts thus need gradual shaping mechanisms by winning the heart and minds of the students. Hence, as aforementioned, the suffering that comes from such sources is inevitably a test of patience for most EFL/ESL teachers. Likely, thus, it's easy to envisage the suffering. Refusing to confess, pranks and mischief escalate. Thus, believe it or not, mixed feeling, upsetting, distressing, shocking, etc. are risking instructions.

To recap, the problem now seems clear; 'big lies,' in the name of 'good reasons' related to HWAs have been affecting the EFL/ESL instructions and disappoint the teacher in place. Thus the growing concern is yet-to-be-further investigated via researches from educational knowledge. Under such necessitous circumstances, where things demand concrete action, it isn't difficult to predict the significance of this effort.

1.3. Objectives of the Study

Many educators, if not most, are worried about the issue of students' disobedience to fulfil moral obligations in connection to HWAs. Thus, emphasis has been given to lower and middle grade levels where students establish fundamental work habits. Regardless of the educational level, in the universities, however, many problems are linked to HWAs. Among these, reasoning done as a means to scepticism is worth investigating. Therefore the main objective of the study is to investigate those reasons on the basis of some empirical evidences.

After all, the specific objectives of the study are to:

- Determine if there is statistically significant difference between the samples of mean for male and female students as to academic engagement in doing hwas;
- Uncover real reasons from superficial and device coping mechanisms;
- Design intervention strategies;

1.4. Research Questions

As far as the nature of sequential mixed research is concerned, the study addresses the following two grand questions respectively:

- Why sort of ethical dilemmas are often suggested by the students?
- What is the relationship between students' academic achievement motivation and their perception of engagement that prevent them from doing homework assignments?

In focussing attention on such questions, the study will try to formulate the final recommendations and educational implications.

1.5. Hypothesis of the Study

The following hypotheses were formulated for the study:

- H_0 = There is no statistically significant relationship between students' academic achievement motivation and students' engagement in doing homework assignments when alpha level ($p \leq 0.05$).
- H_A = There is statistically significant relationship between students' academic achievement motivation and students' engagement in doing homework assignments when alpha level ($p \leq 0.05$).

1.6. Significance of the Study

The significance of this study is multifaceted. For one thing, the topic is relevant to EFL/ESL instructions. So it's an area of interest to teachers. For the other, homework assignments are viewed as trivial as compared to the innumerable aspects of EFL/ESL instructions; however, the paradox is classroom teachers are feeling the pinch. Further, the study

uncovers realities and adjudicates disputes over related affairs. In this regard, therefore, its psychological and pedagogical values are commendable to the worthy of the study. To be more specific, thus, the motives of the study are to:

- Account a bird's-eye view on the problem that jeopardize EFL/ESL instructions;
- Investigate students' moral dilemmas that are linked to HWAs; and
- Design mechanisms on how to cope with associated challenges.

1.7. Delimitations of the study

The study entirely focuses on student moral dilemmas in association the praxis of HWAs in EFL/ESL instructions at Arsi University. Thus English instructors and students were selected as the population of the study. In the move, the study is delimited to Arsi University and can't be generalized to other contexts.

1.8. Scope and Limitation of the Study

The scope of the study presumably lies in the realities of coverage. Indeed, Arsi University is the only of its respective coverage. Limitations were, then, evidenced from three point-of-views: finance, sample size and generalization. Budget constraint was a prominent hurdle to broaden the scope. Moreover, the number of students who are attending their education is huge and difficult to take samples from each section. Thus the research can't cover all this; rather, only a number first year students are included in this study. Therefore, the results and findings can't be generalised to other contexts at a time.

1.9. Operational Definitions

Academic intervention A modification in the classroom environment and/or instructional practices designed to produce positive changes in academic performance (D.Spielberger, 2004, p.9).

Homework work, such as schoolwork or piecework, that is done at home (H. Soukhanov, *et al.*,1936, p.3491).

Moral dilemma is a situation which appears to force individuals to choose between two or more strongly held beliefs about right and wrong (Matsumoto, 2009, p.315).

Praxis the practice, as distinguished from theory (Concise English Dictionary, 11th edition)

Predictor something that can show what will happen in the future (Oxford Advanced Learner's Dictionary, 8th edition)

2. Literature Review

This chapter only focuses on the relevant empirical evidences to the context of the research. On the basis of this connection, and due to the scope of the study, the chapter only reviews concepts of underlying moral reasoning bound to conventional and post-conventional levels.

2.1. Moral Reasoning

The issue of moral insight is about the genres or types of reasoning that people engage in to defend and justify their moral judgements. By the same token, students reason out why they hadn't done their HWAs though their justifications in case grounded with a sort of thing they have in mind.

2.1.1. Instrumental Orientation

There has been a clear mention as to the interpretation of the conceptual terms 'instrumental' and 'orientation'. For instance, Gardner 1985 and his colleagues; in doing so, 'instrumental' means the motivation to the intensity of one's goal to learn and 'Orientation' means the context or purpose for learning (Brown, 2000, p.75). Homework then benefits a lot either to motivate or to orient learners to their goals. Harmer (2012) said, "Homework works! It is good for learners, even though doing it - and correcting it - can sometimes seem like a lot of work. Teachers have to decide how much homework to give and when to give it" (p.21). To recap, instrumental orientation predominantly occurs when a learner has his own functional goals like getting a job or passing examinations (Tavakoli, 2012, p.233).

2.1.2. Praise

The surge for identifying moral development has long been hard work to researchers. Moral development then falls into two broad categories: good & bad. *Good moral development* identifies a person's moral character in terms of desired morality, whereas *bad moral development* is the reverse; in other words, it signifies thought and action which divert from the trail of desired morality (Thomas, 1997, p.9). However, teachers need to pledge praise for tasks done either in the classroom or at home. Harmer (2012) said:

When we praise students for what they have done, we should then give them a GOAL (a mission) for the future. We might say: That was a very good piece of homework. Well done (praise). For your next piece of homework, I want you to concentrate more on punctuation - when to use commas, for example (future goal). (p.149).

2.1.3. Law and Order Morality

Law and order morality are included among the conventional level of Kohlberg's stages of moral development. Burton (2000) said, "The law makes a series of assumptions about its relationship with morality" (p.88). The same is true in the educational arena. Teaching, learning process is highly associated to obligations set by the institute. "Because behavior is learned," G. Powell & Caseau (2004) said, "it can be unlearned and new behaviors can be taught" (p.163). Thus, it is about

teaching rules, regulations and order in the vicinity of one's lodging in life. In the educational arena, they aren't like the options on the table; rather, they are mandatory.

In a nutshell, the very reason of education is to gradually transform the child from a little savage into a creature of law and order, who able to fit for the life of civilized society (P. Nucci & Narvaez, 2008, P.175). It is a gradual shaping.

2.1.4. The Social Contract Orientation

This stage is again one of the two stages of post-conventional moral development. From its name we can grasp the phrase 'social contract' in which its values are laden with the conceptual words of 'social' and 'contract'. "The concept 'contract' is derived from the normative theory of 'contractarianism,'" said M. Morrow (2018), "a social contract is therefore what people accept (or would accept) because it enables everyone to avoid the undesirable situation in which everyone is simply looking out for his or her own interests" (p.129). To the context of this paper, therefore, the meaning of social contract orientation can be inferred as societal and teachers' frustrations as to why students unheeded in completing given homework assignments.

2.1.5. The Universal Ethical Principle Orientation

Moral reasons serve as predispositions to students' academic achievement. A number of studies (e.g., S.Strengel & R.Tom, 2006) have delineated, the moral as the precondition or the prerequisite for the academics. The link between the two, i.e., students' moral development and academic success is a tie left undone. As indicated in Shirvasta (2003), Pestalozzi said, "Pupils should be given the idea of obedience and duty before fulfilling their desires" (p.216). Moreover, for a legitimate reason, the underlying issues of deep obedience, collaboration and respect are predetermined as a in the best interest of all parties, teachers and students.

3. Materials and Methods

Below are a brief highlight of research area, design, and methods.

3.1. Research Area

The study was situated at Arsi University, Oromia Regional State, Asella town. The university, as its name implies, is found in Arsi zone which is notably endowed with plenty cultural heritages that remain untapped potential for research.

3.2. Sample Size

A total of sixty five ($N= 65$) undergraduate students were participated in the study. All informants were with informed consent and enrolled in a specific Foreign Language (FL) or Second Language (SL) course program entitled Communicative English Language Skills. Their characteristics like gender, age, and academic capability were recorded.

	Gender				Age						Remark
	1		2		19		20		21		
f	58	89%	7	11%	4	6%	56	86%	5	8%	20

Table 1: Students' Gender & Age

Key: [f= frequency], [Gender: 1 = Male, 2= Female], [M = mean]

As can be seen from the above data, 89% of them are male and 11% are female. Students were aged 19, 20 and 21 in which the percentages are 6, 86 and 8 respectively. In addition, the $M = 20$ shows the average age of the sampling population.

3.3. Research Design

To examine a number of various variables which had an effect on HWAs, the study used sequential (QUAL→QUAN) design. The use of Qualitative method across the study was intentional since some data need qualitative descriptions; on similar basis, the Quantitative method was maintained for particular data since their nature require quantitative descriptions. To be in line with this, open-ended questionnaire, interview and closed-ended questionnaire were used. The qualitative data were collected at the initial period then followed by the quantitative ones. The first two were used for qualitative data while the third one was for quantitative ones. Apart from this, the closed-ended questionnaire was framed to access information on HWAs the ethical dilemmas. Below is therefore a summary of each instrument.

3.3.1. Open-Ended Questionnaire

The open-ended questionnaire was prepared as students able to complete it themselves. It was designed anonymously with three pieces: introduction, bio-data, and body. Under the introductory part, the given statements discuss the necessity of study, the need of their consent. Part two was about their age, gender, and educational background. Under part three, various open-ended questions were listed to make students write their own ideas.

3.3.2. Unstructured Interview

The interview was set up based on a number of situations. For instance, the students (the subjects interviewed) were from two sections, and in each section there were small groups. This grouping scheme was being utilized by the administrator for interviewing. Basically, on average, around five students were in each group and six groups constituted

the entire section. During interviewing, the interviewer then asked the students to arrange their chairs in a circle. After he welcomed them, he briefed the problem and asked the outline of each question that spin around the students' failure of completing homework assignments in due time.

Time was an issue for two purposes: time for appointments and time for discussion. Time for appointment was fixed with the group leaders and time for discussion was as per the ideas derived from the students. Ten to fifteen minutes was the average duration of each group and reiterated ideas was intervened. The outcome of each interview was brought together for consumption or utilization of the study.

3.3.3. Closed-Ended Questionnaire

In spite of its shortcomings, the questionnaire items traces Lawrence Kohlberg's classifications of Moral reasoning. In his reasoning taxonomy, Kohlberg has indicated three levels of moral development. Level I, Level II and Level III. Under each level there are two distinctive stages, Stage I and Stage II. From these distinctive stages, under Level I, only stage II was considered for practical reasons. Then, after the integration of students' ideas, four questions were framed up under each stage as part and parcel of the design.

The questionnaire was then framed based on how homework assignments bring students to moral dilemmas. Accordingly, they were arranged as of the suggested theories; and then, items situated on a 5-point Likert scale where respondents indicated their agreement or disagreement. The items were then designed with options from extreme right most to extreme left most known as "Strongly Agree" to "Strongly Disagree". (1: Strongly Agree; 2: Agree; 3: Neutral; 4: Disagree; 5: Strongly Disagree). The mid-range "Neutral" was given as an option to reluctance of ideas on the items. Finally, the questionnaire, open & closed ended were administered to sixty five ($n = 65$) students. Later on, the data were interpreted with the help of SPSS statistical programs.

3.4. Sampling Technique

The decision for sampling technique was made during the study. Since the design of the framework was sequential two different phases were coming for implementations. For qualitative data purposive sampling, i.e., regular classroom contact by the administrator was used. For quantitative data, probability sampling method was considered as apt. Therefore, the sampling techniques for the method were as per the underlying rationale.

3.5. Data Collection Procedure

First of all, outlines like what, when, where, and how had been consistently contemplated and sketched in black and white. Then, in line with the guiding topics and the nature of the research design, thus, some research questions were written and edited for several times. Furthermore, the reasons given were being kept on record to enrich the contents of the instruments. By the time every instrument got ready, the researcher had maintained informed consent. After all, the instruments, i.e., open and closed-ended questionnaires were duplicated and distributed to the informants. The guiding questions for unstructured interview were a computer printout for the researcher.

3.6. Data Analysis Procedures

The data analysis was procedure was as per the data being collected by open-ended questionnaire, unstructured interview and closed-ended questionnaire respectively. Hence the courses of analyses involved three basic procedures: coding, classifications and interpretations. Therefore, the analyses were apparent to two useful data sources: qualitative and quantitative. Verbal data analyses were reasonably apt to qualitative whereas inferential statistics and SPSS compute commands were to quantitative.

4. Results and Discussion

This chapter discusses the results of the study. For this study, therefore, it can be fairly inferred that homework assignments are evidenced in the views of the informants gathered via open-ended questionnaire, unstructured interview and closed-ended questionnaire. The first two instruments fairly try to answer the research question asked in the first place. The third instrument addresses other concerns that have not yet been properly addressed by those two instruments.

4.1. Open-Ended Questionnaire Data

Students were asked for their perspectives as to why they come to classroom without doing given HWAs. In their responses, they trace their lineage of reasons back to secondary and elementary schools' trend. During those days, often times, teachers do not enforce them much except rounding for check-ups in the classroom. Long years practice influences the way they handle HWAs. At the end of the day, they feel sense of repulsions, delays and ignorance. To be honest, this inhibits them from pushing hard and completing in due time. So the students gravitated to pledge for teacher's compassion as a safe haven to harbour. Their decency can be appreciated since premeditations can influence actions to be taken in learning.

Even though reasons vary in different questionnaires, of their total completion, they mentioned the following as prominent reasons: lack of modules, 41(63%) males, 3(43%) females; occupied by other routines 19 (33%) males and 5(67%); studying for tests of other subjects 44 (76%) males and 6 (91%) females.

Students were genuine in expressing the trend of getting corrective feedback on their progress from the teacher in the position. Accordingly, 38 (58%) of the population agreed that teachers recede from doing over this virtue since they fairly suffer from space of time.

4.2. Unstructured Interview Data

Students openly and honestly mentioned that homework assignments were overlooked as a result of negligence. This idea was raised in the discussions held among all the groups; however, there were issues that they mentioned. For instance, sometimes there were cases by which students were running out of time or time constraint becomes the major factor. As a particular instance, if Communicative English class is on Tuesday and tests of other subjects are say on Thursday and next Monday, and the course contents that they supposed cover were large, they become under stress and give priorities to the courses' tests.

There were other important issues they (the students interviewed) mentioned. Reasons, which are predictors, they often say to the teacher are health related, lack of modules, presence of tests, lack of internet, etc. Moreover, some mention in the name of avoiding stress, students take too much time to relax. Thereafter, they forget given homework assignments. So likewise, they referred teacher's degree attention accorded to it. Sometimes, some teachers, if not all, totally forget the given homework assignments and proceed to new lessons. To summarise, much of the substance of the interviewees rest on the desire of role expectations they had to play.

4.3. Quantitative Data

There are three potential sources of quantitative data: gender, age and closed-ended questionnaire respectively. The first two are direct sources, whereas the third is a tool that let the study of values and multiple data sources.

4.3.1. Gender Group Data

Gender is important researches to make statistical analyses. No can tell the whole truth without referring it; and therefore, the following table shows gender data of the sampling population. If so, what do the figures in the table show us? 58 (89 %) males and 7 (11%) females. Here it is important to recognize that the number of female students is far less than the number of male students by which the connection deemed to figure of enrolment.

		Gender							
		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent			
						Bias	Std. Error	95% Confidence Interval	
Lower	Upper								
Valid	male	58	89.2	89.2	89.2	.1	3.8	81.5	95.4
	female	7	10.8	10.8	100.0	-.1	3.8	4.6	18.5
	Total	65	100.0	100.0		-.1	3.2	100.0	100.0

Table 2: Gender Group Data

4.3.2. Age Group Data

Taken as a whole, students' ages were summarised in the following table. As can be seen from the table, the students were from three age groups: 19, 20 & 21. Majority of the students were from age of 20; however, two ($n=2$) or 3% males and two ($n=2$) or 28% females were in their 19 years of age. Moreover, five ($n=5$) or 7% male students were in their twenty first ($n = 21$).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	4	6	6	6
	20	56	86	86	92
	21	5	8	8	100.0
	Total	65	100.0	100.0	

Table 3: Age Group

4.3.3. Closed-Ended Questionnaire Data

If ethical dilemmas are to be mirrored at the empirical level, below are students' beliefs encompassed within a set of tables. The tables were then portioned as to elucidate what values were given to each opinion given an ethical dilemma. The raw data were entered into a table for each list of variables in a 5-point Likert-type scale. Many researchers (e.g. Kothari, 2004, p.85) suggest the following as a framework of checking up Likert-type scale response items: $20 \times 1 = 20$ Most favourable response items; $20 \times 3 = 60$ Neutral (undecided) attitude; $20 \times 5 = 100$ Most unfavourable attitude. Thus, all the aggregate data for the entire is between 20 and 100.

Then, at last, relevant data values were only computed with the help of SPSS and the analyses were made for variables verifications. The following is therefore the computations made as a data output.

Student's belief	1	2	3	4	5	Computed	
	SA (%)	A (%)	Und. (%)	DA (%)	SDA (%)	M	SD
The instrumental orientation, Intrinsic & extrinsic							
• HWAs should be value oriented	23	48	14	9	6	2.28	1.11
• I want to score "A" with this course	34	38	14	11	3	2.11	1.09
• EFL/ESL HWAs help me improve some the concepts I learned (intrinsic)	17	35	23	17	8	2.63	1.18
• EFL/ESL HWAs are irrelevant to my life outside of the classroom (intrinsic).	52	22	6	11	9	2.03	1.37
Praise: The interpersonal concordance orientation							
• I like praise words like "Well done!" "Good boy good girl!" etc.	23	48	14	9	6	2.28	1.11
• I present myself or become available early for group HWAs	34	38	14	11	3	2.11	1.09
• I love to work HWAs in a group.	17	35	23	17	8	2.63	1.18
• As a student I usually help others in case they need help.	52	22	6	11	9	2.03	1.37
The "law and order" orientation							
• Doing HWAs is achieving the rules & regulations of the university.	19	29	41	6	5	2.49	1.01
• I always stand up for rules and regulations of the university.	20	49	26	2	3	2.18	0.88
• Group ground rules for doing HWAs must be respected.	28	38	26	6	2	2.15	0.96
• Teachers, due to shortage of time, do not give corrective feedback on ss' work.	43	17	17	11	12	2.32	1.44
The social-contract & legalistic orientation							
• I would rather say I agree with my partners than start arguments during HWAs.	28	32	32	5	3	2.23	1.01
• No need of establishing rules & regulations for HWAs	48	32	11	3	6	1.88	1.13
• Students shouldn't be forced by the University's legal frameworks.	42	29	20	6	3	2.00	1.08
• I change my mind readily if my partners put convincing arguments for HWAs.	49	29	13	6	3	1.85	1.06
The universal ethical-principle orientation.							
• University rules & regulations shouldn't be dogmatic.	35	37	24	2	2	1.97	0.90
• EFL/ESL HWAs are being done for one's own sake.	35	37	18	5	5	2.06	1.07
• EFL/ESL students' should do HWAs to improve linguistic proficiency.	29	34	8	28	1	2.15	1.16
• I can put more effort and time into doing my HWAs.	17	12	42	23	6	2.89	1.33

Table 4: Raw Data (%)

Key: SA= Strongly Agree, A= Agree, Und.= Undecided, DA= Disagree, SDA= Strongly disagree, M= Mean

As can be seen in Table 4.2.3.1, there are four sample questions under each stages of moral development. These questions were set to assess their degree of perceptions. Accordingly, in addition to percentage values, the mean (M) and the standard deviation (SD) were computed for each raw data, and given for clarity reasons.

Gender * University ss should HWAs Cross tabulation								
			University ss should do HWAs					Total
			SA	A	Unde.	DA	SDA	
Gender	male	Count	18	21	4	15	0	58
		% within Gender	31.0%	36.2%	6.9%	25.9%	0.0%	100.0%
	female	Count	1	1	1	3	1	7
		% within Gender	14.3%	14.3%	14.3%	42.9%	14.3%	100.0%
Total		Count	19	22	5	18	1	65
		% within Gender	29.2%	33.8%	7.7%	27.7%	1.5%	100.0%

Table 5: Cross Tabulation of Gender and Students' Engagement in Doing Hwas

In Table 5, from the given data, we can refer values as per the objectives perspective. Thus, let's compare the data output of students' gender and their engagement in doing HWAs rowed under "The Universal Ethical-principle Orientation". The responses to the item, as can be witnessed from the table, the percentages indicate that strongly agree (29%), agree (34%), undecided (8.28%), disagree (28%), and strongly disagree (1%).

4.3.3.1. The Chi square (X^2) test

In the context of this study, the test of chi square is used for the purpose of testing the null hypothesis using statistical significance. Therefore, as can be seen from the table, the sig.028 is below the Sig <.05, at the significance of 95% level.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.867 ^a	4	.028
Likelihood Ratio	7.221	4	.125
Linear-by-Linear Association	4.274	1	.039
N of Valid Cases	65		
a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .11.			

Table 6

What does this chi square computation indicate? The statistical significance computed with chi square helps us to verify the idea suggested under the null hypothesis is by some factors other than chance accounts. That is, if we able to recall, the study, from the early beginning, put its null hypothesis as, ' H_0 = There is no statistically significant relationship between gender and students' engagement in doing homework assignments when $p \leq 0.05$ '. Thus, as the amount of the p-value is getting smaller, it is highly likely for the rejection of the null hypothesis. The difference (df) 4, shows there is a big difference between the observed or used data and expected data.

4.3.3.1. Correlation Data

The statistical measure for existing relationship was based on Karl Pearson's coefficient correlation. Since there were two variables, i.e., achievement motivation and students' engagement in doing homework assignments. Thus, there is a statistically significant relationship ($r = -0.61$) that shows the negative magnitude, i.e., in contrast to the increase of one variable there is a decrease in the other.

It is often asked what correlation does indicate as far as EFL/ESL instruction is concerned. Therefore, it is important to highlight or reveal the withholding phenomena of variables from day-to-day classroom experiences. The need to achieve better regardless of doing homework assignments can be due to ambition. Here, the limitation is that this relation doesn't show causations though students may take the notion of homework assignments are not mandatory to tertiary level students.

4.3.3.3. T-Test

The merit of t-test is to measure the statistical mean of the population. As Brown (1988) said, "The t-test is traditionally one of the most popular tests employed in language studies to assess the statistical significance of the difference between the means of two sets of scores" (p.164). Therefore, the study was believed to compare the statistical mean difference between males and females in pertaining to doing homework assignments.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
University students should do homework assignments	male	58	2.2759	1.16669	.15319
	female	7	3.2857	1.38013	.52164

Table 7: T-Test

The above table is a simplified illustration of descriptive statistics that indicates the students' opinion of doing homework assignments computed in terms of both gender. Its purpose is to compare the mean value of both sexes. Accordingly, the average of engagement for 58 male students was 2.275 with a standard deviation 1.166, and for 7 female students the average was 3.285 with a standard deviation 1.380. The difference between means of both genders ($2.25 - 1.166 = 1.084$).

Since these figures indicate the level of academic engagement, the meaning they carry is very important. In the light of doing homework assignments, thus, studies raise similar issues that are knotted to such growing concerns. For instance, "What is vital to language learning is learners' engagement in a task, Prabhu (1987) emphasized, "instead of their success in it, some measure of success is important for maintaining the learners' need to avoid failures that can lead to frustration or negative self-perception" (P.56).

5. Summary, Conclusion and Recommendations

The situation seems implacable to fathom since reasons piled up day after day; however, the findings of the study clearly rendered how new morality came into being, mirrored and handled. Above all, in the universities, EFL/ESL teachers relentlessly struggle in combating loomed problems inevitably coexist with instructions. Among these, moral dilemmas remarkably counterpoise potential threats. This part, in the briefest outline, summarises the following: findings, conclusions, implications and recommendations.

5.1. Summary of the Findings

The summary of the analyses indicates the following:

- As the results from Karl Pearson's coefficient of correlation shows, the cause and effect relationship ($r = - 0.61$) shows a significant relationship exists between students' academic achievement motivation and the need to do homework assignments.
- There are predictive and unlikely reasons, e.g., 'lack of time,' when they had a week to complete the homework set; and, 'unable to understand instructions,' when enough are being said in the module;
- Students suggest debriefing as a mechanism to identify those students who unable to complete within deadlines, (see also , Brown, 2000, p. 189);
- Complaints are natural and inevitable; for instance, student may grumble or moan or sigh soon the teacher announce HWAs. That is to show their protest. However, this is predictable and unavoidable. As Fotos & Browne (2004) said,

The students' main complaint was that they had too much homework to do and that it took them a long time to complete their reports. However, because one of the objectives of the course was to increase the time students spent working with the L2 outside the classroom, this result was not particularly worrisome (p. 142).

5.2. Conclusions

There is an interdependent relationship between academic motivation and their engagement in doing homework assignments. Despite this relationship, however, students' should strive to resolve moral dilemmas that inhibit them from engagement. This has been a worry to many, if not most EFL/ESL teachers. The point to stress here is that the issue needs joint effort; as the saying goes, "It takes a village to raise a child." In education, especially at tertiary level, no matter what the age a student is, the university community need to lend hands so that expectations will meet destinations. In effect, the classroom teacher in particular and the university community in general should hold the truth that students want to get better grade with an easy walk. That is what the correlation of the study witnesses.

On a similar basis, students, in their interview, indicate that teachers should give them intensive care and accept their reasons where teachers recognize these differences; therefore, by making a double knot on the loop gradual and sustainable improvements can be maintained.

5.2.1. Moral Implications

Moral can be regenerated. Lying, flattering, belittling, etc. is realized as drawbacks manifested in the praxis of homework assignments (it can happen). In line with this, however, it is obvious that the criticisms do apply in every move of human endeavour; whereof, Kohlberg's moral development theory couldn't escape. Moral lessons can shape students' to the desired behaviour.

Kohlberg's theory has undoubtedly made a major contribution in terms of understanding moral development; however, it has been criticized for the following reasons: the knowing of what people ought to do, overemphasising the concept of justice, and the philosophy is based on western individualistic culture (Corcoran, 2014, p.99).

5.2.2. Educational Implications

The study carries strong implications which are especially applicable to any EFL/ESL instructions. It implies that instructions are embraced with moral reasoning. As Csatory (1980) indicated, the educational implication of Kohlberg's theory of moral development crystal clear. Accordingly, "The educational implication here is that moral education cannot be limited to one subject educational setting, or time span; rather, on different settings and different grade levels, and in many subject areas" (p.16).

On top of this, Ceranic (2009) warns, "Teachers must avoid making English work form as a part of a punishment" (p.33). In other words, it is reasonable to get students to write incomplete homework during a detention since it implies as English is not enjoyable.

5.3. Recommendations

Though the research requires further empirical validations, let's now come to the recommendation stage. The following is suggested as a way out of the problem (i.e., academic intervention).Some empirical validations like Ceranic (2009) said, "Teachers should have a clear sanctions policy for students that fail to meet homework deadlines; this is only really possible if they keep an accurate record of the tasks" (p37).

- Many educationalists (e.g., Long & *et.al*, 2011, p.128) suggest that not all students conform to the university norms or show obedience to their teachers. So teachers need to understand if they fail to meet role expectations;
- As Harmer (2012) said, "We also need to have a clear system of collecting in and giving back HOMEWORK" (p.96).

- Students use opportunities for fabricating reasons which can be contagious as instruction time goes on. Thus, the teacher should a depth of investigation of student reasons;
- Allow students for self-criticism;
- Ceranic (2009) points out, “The best time to plan homework is when you are writing a scheme of work, then the activities can be embedded into the learning process rather than being an after-thought” (p. 14). Moreover, there are factors that affect HWAs. Among these, the time to register is worth mentioning.
- As Kohn (2006) says there is something, “High amounts of homework time did not guarantee high performance” (p.77). But, in the most general sense, research suggests its contribution as students moved up the ladder of education. For instance, Cooper (2001) as cited in Vatterott (2009), “The correlation of time spent on homework and achievement is higher at higher grade levels” p.69. Therefore, students, as they used to be, expected to spend on the given HWAs so that they can gain ground on their language learning.

5.3.1. Academic Intervention

One may question the feasibility of the study from the standpoint of intervention; nevertheless, it is a means to attain educational objectives in return. Therefore, more recently, studies indicate that homework assignments coupled with intervention reinforce instructions. For instance, G. Powel, & Caseau (2004) and H. Robinson & R. Levin (2005) said, “Students who exhibit academic and/or social and behavior problems that negatively affect their educational performance may qualify for intervention services” (p.89). So the answer to what sort are believed to be the one that could minimize the prevalence of reasoning. In effect, the researcher recommends the following as intervention mechanisms:

- Request the students to write down those reasons which are mostly used by the students to deceive teachers;
- Next, ask them to merge two groups’ ideas into one and finally by omitting repetitions; in the course, a one page classroom regulations will be developed as operation order. Below are samples of common rules:

RULE NO.1 -Obey these classroom codes of conduct, rules and regulations of the university;

RULE NO.2 -Students should never offer reasons as a cover-up; rather, they should come with completed homework assignments;

RULE NO.3 – Admit any wrong doings;

RULE NO. 4 – Every student must be cooperative for any educational duties etc.

- Then, within fortnights, every student has to give exercise books to teachers for paraphrasing.
- After all, avoid using language that could hurt student’s psychology.
- Focus on ethical issues so that students can avoid fabricating reasons.
- Develop a homework checklist on homework situations. Then, identify and make an interview the students with homework problems (Hong & M. Milgram 2000, pp.129-30).
- Act according to the agreed rules.
- If still there are problematic students, you need to call and take private discussions.

6. ACRONYMS AND ABBREVIATIONS

CBE	Competency-Based Education
CLT	Communicative Language Teaching
CR	Classroom
CRT	Classroom Test
EFL	English as a Foreign Language
e.g.,	for example
ELLD	English Language and Literature Department
ESL	English as a Second Language
etc.	et ce tera
FL	Foreign Language
H0	Statistical or null hypothesis
HA	Alternative or research hypothesis
HWA	homework assignment
i.e.,	that is
SL	Second Language
SPSS	Statistical Package for Social Sciences

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