

Perceived Role of Homework in Fostering Study Habits Among Primary School Students in Wah Cantt, Rawalpindi, Punjab

Muhammad Nageeb Ul Khalil Shaheen ^a Hajira Nageeb ^b Taswar Hussain ^c Shanza Pervaiz ^d
Farzana Majeed^e

Abstract: *More homework should not necessarily equate less learning, as it is the skill development that matters. However, the rapid increase in homework volume over the years has led to misunderstandings about the effectiveness of homework and students' study habits. Studies worldwide have shown that study habits and homework are related, but research in Wah Cantt, Rawalpindi, Punjab has been scarce. The present research aimed to find out whether homework has a part in nurturing study habits of primary school pupils in Wah Cantt, Rawalpindi, Punjab. Primary students' academic behaviors, time management, note-making practices, and learning attitudes were examined to determine the impact of homework. A descriptive, cross-sectional survey design with a quantitative approach was used. The target population was primary school students in Wah Cantt, Rawalpindi, Punjab. Through simple random sampling, 255 students were selected. A questionnaire based on a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) was developed, covering general study habits, note-making habits, time management, guidance and consultation, and homework effectiveness. The tool was validated by three educational experts and pilot-tested, showing good reliability (Cronbach's $\alpha = 0.79$). Frequencies, percentages, and mean scores were used for data analysis. Results showed that 95% of students agreed they cannot study without hard work ($M=4.76$); 92% agreed they listen carefully during note-taking ($M=4.12$); 89% agreed they prepare and read notes ($M=4.69$); 92% agreed teacher guidance improves reading habits due to homework ($M=4.12$); and 89% agreed they have specific timetables ($M=4.69$). The study concludes homework plays a significantly positive role in developing study habits.*

Keywords: Homework, Study Habits, Primary Education, Academic Achievement, Time Management, Note-Making, Guidance, Consultation

Introduction

Homework is commonly used as one of the most important learning resources in educational activities. Homework provides many opportunities to students for improving their learning performances, learning habits, and intent to grow their academic accomplishments. However, students perceive homework in different ways according to their beliefs, cultures, attitudes, and educational levels. The impact of homework on student success is an extremely debated matter and has been for the last many decades. With our present institutional system being compared to nations throughout the globe, there has been a thrust to increase the morals in our schools in order to compete in the worldwide marketplace (Cooper, 2012).

One of the dynamics being examined is homework in better planning and development of students. The questions which are studied by multiple researchers related to homework achievements include quantity, time, and strength of homework in relation to academic success. The query of how homework influences student achievement is a significant one to consider; the eventual goal as an instructor is for students to be effective and make an impression across the globe. Homework is referred to as any task given to students by school tutors that is intended to be performed during non-school times. Principles about the significance of homework have been debated for a long time (Xu & Wu, 2013).

^a Assistant Professor, Department of Education, University of Kotli, AJ&K, Pakistan.

^b MS Scholar, Department of English, COMSATS, Wah Campus, Punjab, Pakistan.

^c M.Phil. Scholar, Department of Education, University of Kotli, AJ&K, Pakistan.

^d M.Phil. Scholar, Department of Education, University of Kotli, AJ&K, Pakistan.

^e M.Phil. Scholar, Department of Education, University of Kotli, AJ&K, Pakistan.

Before the 20th century, society sensed that homework was predestined to discipline children's concentrations. The brain was understood as a muscle that required to be exercised, frequently by memorizing imperative information. As memorization was supposed to be at-home activities, homework was auspicious among educationalists. However, by the beginning of the 20th century, society formed contrasting opinions concerning homework's impact on students' learning. Even medical clinicians in this time period sensed homework as unhealthy activity for students, suing that it caused mind congesting and diverting blood that is required for food ingestion to go to the head (Bembenuddy, 2011).

Attitude towards education has great influence on academic success and good schoolwork patterns. Successful students adopt optimistic attitudes towards schoolwork and do not waste energy or time on other activities. If the knowledge experience is enjoyable, the student's motivation and attitude is frequently positive, and if the learning practice is not pleasant, they tend to avoid it. Study attitudes refer to the dispositions that students have established towards confidential readings over a particular time duration. According to different studies, study attitudes provide great potentials for fruitful achievement in education (Stoeger & Ziegler, 2011).

Statement of the Problem

The growing homework demands with less learning and skill development create misconceptions about the efficiency of homework and student study habits. There have been less evidences to support such trends in Wah Cantt, Rawalpindi, Punjab. Indeed, there is a considerable amount of research published globally that demonstrates the association between study habits and homework. The current study has been designed to examine the role of homework on the study of primary class students in Wah Cantt, Rawalpindi, Punjab.

Objectives of the Study

The study pursued the following objectives:

1. To find out the study habits of primary level students in Wah Cantt, Rawalpindi, Punjab.
2. To explore the role of homework in developing study habits in primary level students in Wah Cantt, Rawalpindi, Punjab.

Research Questions

The study addressed the following research questions:

1. What are the study habits of primary level students in Wah Cantt, Rawalpindi, Punjab?
2. What is the role of homework in developing study habits in primary level students in Wah Cantt, Rawalpindi, Punjab?

Significance of the Study

The findings of this research will be beneficial for teachers and administrators in professional learning communities of primary level school education in improving the learning outcomes and understanding capabilities of students in a better way. The outcomes will be helpful to monitor current classroom practices and to evaluate how to adjust and adapt homework-related classroom approaches that fulfill the requirements of students along with their families. The role of homework will be helpful in providing resources and strategies for students, teachers, and parents to obtain progress more productively and efficiently. In Pakistan, especially Wah Cantt, Rawalpindi, Punjab, growing homework demands with less learning and skill development create misconceptions about the efficiency of homework and student success. So, this is a significant issue that itself confirms the significance of current research.

Review of the Related Literature

Study Habits

In the Dictionary of Education, study habits are defined as a student's method of studying, which can be both effective and ineffective. A student's study habits are the ways of learning or acknowledgment that he or she has utilized. According to Good (1973), study habits refer to a student's method of studying, which might be methodical, efficient, or inefficient. Effective study habits are thought to be factors of academic success. There is a lot of data that shows there is a link between study habits and academic

accomplishment. The major goal of study guidance is to give students a clear image of the knowledge they need to understand every part of their study system and difficulties (Cooper, 2012).

Types of Study Habits

There are five types of study habits including (i) creating a weekly schedule, (ii) creating a pre-studying checklist, (iii) creating a study plan, (iv) studying offline as much as possible, and (v) learning how to motivate yourself. Children and adolescents can develop good study habits at home by turning off the television set and instead listening to a favorite music station, by designating specific study areas within the home, and by maintaining a consistent time or schedule for supper, family discussions, and study (Xu, 2014).

Homework and Study Habits

Preparation homework concentrates on making students ready for the next chapter. The homework is intended to inspire students' thinking about a preceding homework subject debated in classroom and prepare for upcoming themes. In a practical study of 638 students of 6th grade, preparation and practice homework tasks exhibited influence on students' mathematic accomplishment (Babaali & Gonzalez, 2015). Extension homework focuses on promoting the shifts of preceding learning to new responsibilities. Extension homework involves abstract thinking or higher level to take place (Pelletier & Normore, 2013).

Types of Homework

Instructional homework is of three types on the basis of purposes including practice, extension, and preparation. Practice homework concentrates on works educated in the class to enhance speed, review work, demonstrate mastery, retain particular skills, and study for tests with the passage of time. Tutors assign preparation and practice homework most frequently as it can be more suitable and less time taking (Van Voorhis, 2011).

Effect of Homework on Academic Achievement

The impact of homework on academic success is a longstanding argument that has rolled between periods when it was supposed to be an instrument to improve a state's competitiveness and periods when it was nearly proscribed. Cooper (2001) discussed the clash over homework and the debates. Homework is an exercise full of paradoxes, where negative and positive effects overlap. The relation between homework duration and educational results has conventionally been the most investigated feature, though decisions have progressed over time (Buyukalan & Altinay, 2018).

Role of Teacher in Homework

One would believe that teachers are qualified to develop homework assignments to facilitate learning, based on the important role homework plays in today's education system. It is expected that teachers will establish tasks to facilitate learning, but they often lack the training to do so. Regarding homework, there is no universal structure or law (Darling-Hammond et al., 2020). As a result, homework activities reflect the values of individual teachers. Social and emotional health is also vague among most teacher training programs along with deficiency in homework practices (Gonida & Cortina, 2014).

Student Attitude Toward Homework

The student's attitude is referred to as their response towards homework assigned by the instructor. The attitude towards homework can be estimated by the appropriate homework submission to the instructor and the quality of work designed in the homework. It is also reliant on two elements including the nature of the assignment or homework and the parental attitude towards the schoolwork. Parents of young students were more intricate in their schoolwork assignments and this enthusiasm and interest affected the student's attitudes towards homework (Xu, 2011).

Methodology

A descriptive cross-sectional survey design with quantitative approach was employed in this research. The population of the study comprised primary school students in Wah Cantt, Rawalpindi, Punjab. Using simple

random sampling following Krejcie and Morgan’s (1970) table, 255 students were selected as the sample. A five-point Likert scale questionnaire was developed covering multiple dimensions: general study habits, notes-making habits, time management, guidance and consultation, and homework effectiveness. The Likert scale included: Strongly Agree (SA)=5, Agree (A)=4, Partially Agree (PA)=3, Disagree (D)=2, Strongly Disagree (SDA)=1. For instrument validity, the questionnaire was distributed to three experts from the Department of Education, University of Kotli. The trial testing was done with students who were not a part of the sample. The reliability was verified by means of Cronbach's Alpha, which gave a reliability coefficient of 0.79. Data gathering was done by making personal visits. The researcher handed out the questionnaires to 255 primary school students in Wah Cantt, Rawalpindi, Punjab. For data processing Statistical Package for Social Sciences (SPSS) was used. To analyze students' study habits and the role of homework frequency, percentage, and mean scores were used.

Results

The results are displayed through five tables which represent general study habits, notes-making habits, time management, guidance and consultation, and homework effectiveness. Besides, a summary table of dimension means is also placed at the very end.

Factor 1: General Study Habits of Primary School Students

Table 1

General Study Habits of Primary School Students (N=255)

Statement	SA %	A %	PA %	D %	SDA %	Mean
You cannot study without hard work	84%	11%	4%	1%	0%	4.76
You can easily memorize subjects you don't like	39%	33%	19%	9%	0%	4.02
You prepare a study plan at the start of each week	34%	33%	32%	1%	0%	4.00
You make a study plan to avoid difficulty and learn easily	84%	11%	4%	1%	0%	4.76
You seek help from teachers during extra time at school	36%	44%	18%	2%	0%	4.14
You can study for at least one hour without any break	63%	22%	13%	2%	0%	4.46
Your study place is free from noise and distractions	38%	36%	23%	3%	0%	4.09
Category Mean						4.32

Interpretation of Table 1: Students demonstrated strong general study habits. An overwhelming 95% (84% SA + 11% A) agreed that they cannot study without hard work (M=4.76), indicating recognition that academic success requires dedicated effort. A substantial 72% (39% SA + 33% A) agreed they can study subjects they don't like (M=4.02), demonstrating discipline to engage with all academic content. A strong 85% (63% SA + 22% A) agreed they can study for at least one hour without break (M=4.46), showing capacity for focused attention. The category mean of 4.32 indicates strong positive general study habits.

Factor 2: Notes-Making Habits of Primary School Students

Table 2

Notes-Making Habits of Primary School Students (N=255)

Statement	SA%	A%	PA%	D%	SDA %	Mean
You give special attention to getting additional notes	36%	39%	22%	3%	0%	4.08
You search for answers to teacher's questions by reading notes	45%	44%	9%	2%	0%	4.32
You read notes at the end of every class	44%	31%	19%	6%	0%	4.13
You do teacher-assigned work in free time	30%	31%	36%	3%	0%	3.88
You have learned to prepare notes and memorization material yourself	20%	59%	15%	6%	0%	3.93
You listen carefully to the teacher while preparing notes	32%	60%	6%	3%	0%	4.21
You prepare and read notes to enhance your knowledge	79%	11%	10%	0%	0%	4.69
Category Mean						4.18

Interpretation of Table 2: Students demonstrated strong notes-making habits. An overwhelming 92% (32% SA + 60% A) agreed they listen carefully to the teacher while preparing notes (M=4.21). A strong 89% (45% SA + 44% A) agreed they search for answers by reading notes (M=4.32) and 90% (79% SA + 11% A) agreed they prepare notes to enhance knowledge (M=4.69). The category mean of 4.18 indicates students use notes as active learning tools rather than passive records.

Factor 3: Time Management and Study Routines of Primary School Students

Table 3

Time Management and Study Routines of Primary School Students (N=255)

Statement	SA%	A%	PA%	D%	SDA %	Mean
You have fixed time for reading all subjects	35%	47%	12%	6%	0%	4.11
You give extra time to study your favorite subjects	28%	49%	22.6%	0.4%	0%	4.05
You use alarms to study in a better way	35%	43%	17%	5%	0%	4.08
You spend less time with friends to study better	20%	59%	15%	6%	0%	3.93
You have a specific timetable for study	41%	39%	16.9%	3%	0%	4.18
You study continuously and steadily after deciding	38%	39%	16%	7%	0%	4.08
You avoid social activities to spend time studying well	45%	33%	22%	0%	0%	4.23
Your school has a guidance and consultation unit	36%	44%	18%	2%	0%	4.14

Interpretation of Table 3: Students demonstrated strong time management practices. A strong 82% (35% SA + 47% A) agreed they have fixed time for reading all subjects (M=4.11). A significant 79% (20% SA + 59% A) agreed they spend less time with friends to study better (M=3.93). A strong 80% (41% SA + 39% A) agreed they have a specific timetable for study (M=4.18). The category mean of 4.10 indicates students have developed structured approaches to learning.

Factor 4: Guidance and Consultation Habits of Primary School Students

Table 4

Guidance and Consultation Habits of Primary School Students (N=255)

Statement	SA%	A%	PA%	D%	SDA %	Mean
Guidance and consultation are necessary for students to learn well	38%	36%	23%	3%	0%	4.09
You can guide other students to improve their reading	45%	44%	9%	2%	0%	4.32
Your teachers provide reading aids	30%	31%	36%	3%	0%	3.88
You have many opportunities to improve your reading	32%	60%	6%	3%	0%	4.21
Guidance and counseling are helpful in improving reading habits	35%	47%	12%	6%	0%	4.11
You seek teacher guidance to improve reading habits	20%	59%	15%	6%	0%	3.93
Category Mean						4.09

Interpretation of Table 4: Students demonstrated positive guidance-seeking behaviors. An overwhelming 89% (45% SA + 44% A) agreed they can guide other students to improve their reading (M=4.32). A strong 92% (32% SA + 60% A) agreed they have many opportunities to improve their reading (M=4.21). A significant 79% (20% SA + 59% A) agreed they seek teacher guidance to improve reading habits (M=3.93). The category mean of 4.09 indicates students recognize the value of external support.

Factor 5: Role of Homework in Developing Study Habits

Table 5

Role of Homework in Developing Study Habits of Primary School Students (N=255)

Statement	SA%	A%	PA%	D%	SDA %	Mean
Homework helps you learn subjects you don't like	38%	39%	16%	7%	0%	4.08
Because of homework, you plan to study carefully at the beginning of each week	41%	39%	16.9%	3%	0%	4.18

Statement	SA%	A%	PA%	D%	SDA %	Mean
Extra time at school from homework helps you get help from teachers	79%	11%	10%	0%	0%	4.69
Because of homework, you study for at least an hour without a break	20%	59%	15%	6%	0%	3.93
Because of homework, you take extra notes and focus more on reading	36%	39%	22%	3%	0%	4.08
Because of homework, when you make notes, you listen carefully to the teacher	32%	60%	6%	3%	0%	4.21
Because of homework, you have a specific timetable for studies	79%	11%	10%	0%	0%	4.69
Students seek guidance from teachers and seniors because of homework	45%	44%	9%	2%	0%	4.32
Category Mean						4.27

Interpretation of Table 5: Homework played a significantly positive role across all dimensions. An overwhelming 90% (79% SA + 11% A) agreed that extra time from homework helps them get teacher help (M=4.69) and that homework provides a specific timetable for studies (M=4.69). A strong 92% (32% SA + 60% A) agreed that because of homework, they listen carefully during note-taking (M=4.21). An overwhelming 89% (45% SA + 44% A) agreed that students seek guidance from teachers and seniors because of homework (M=4.32). The category mean of 4.27 indicates homework serves as a comprehensive tool for developing study habits.

Table 6

Summary Table: Dimension Means

Factor Category	Mean
General Study Habits	4.32
Notes-Making Habits	4.18
Time Management and Study Routines	4.10
Guidance and Consultation Habits	4.09
Homework Effectiveness (Overall)	4.27
Overall Mean (All Factors)	4.19

Interpretation of Overall Results: The overall mean score of 4.19 across all dimensions indicates strong positive study habits among primary school students in Wah Cantt, Rawalpindi, Punjab. General study habits received the strongest positive rating (4.32), indicating well-developed foundational practices. Homework effectiveness (4.27) and notes-making habits (4.18) also demonstrate strong positive results. Time management (4.10) and guidance habits (4.09), while still strongly positive, suggest areas for additional support. The convergence across all dimensions validates that homework plays a comprehensive positive role in developing student study habits.

Discussion

The findings of this study reveal that primary school students of Wah Cantt, Rawalpindi have built strong and effective study habits across different aspects, and homework has a very meaningful and positive role in the development of these habits.

General Study Habits: Foundation for Learning

The highly favorable results for general study habits (dimension mean=4.32) reveal the students' deep awareness of basic learning principles. The fact that the vast majority was in agreement (95%) that studying without hard work is impossible (M=4.76) shows that they have a very realistic view of the role of effort in learning. This corresponds well to the research of Stoeger and Ziegler (2011) who found that successful students are those who develop positive attitude towards schoolwork. The fact that 72%

(M=4.02) noted that they could study even the subjects they dislike points to the possession of a great level of self-discipline which is one of the observations of Oluwatimilehin and Owoyele (2012) who said that students should take the responsibility for their own learning.

Note-Making Habits: Active Learning Tools

The fact that the strong note-making habits (dimension mean=4.18) show students' evolution from passive to active use of notes. 92% of students who listen carefully during note-taking (M=4.21) and 89% who look for answers in their notes (M=4.32) are proof that students do more than just the minimum requirements; they use their notes as tools for deeper understanding.

Time Management: Structured Learning

The impressive time management scores (dimension mean=4.10) indicate that students have acquired the habit of structuring their learning. With the 82% who study at fixed times (M=4.11) and 80% who have specific timetables (M=4.18) we see that they make systematic planning which is in line with studies highlighting time organization as one of the traits of successful students (Xu et al., 2014). The fact that 78% (M=4.23) refrain from social activities when they have to study is a sign that the students make purposeful decisions in terms of time allocation.

Guidance and Consultation: Seeking Support

The high level of engagement in guidance-seeking behaviors (dimension mean=4.09) suggests that students are aware of the importance of external support. 89% of students are capable of guiding others (M=4.32) and 92% say they have chances to improve (M=4.21) which means that students not only master their own knowledge sufficiently to be able to help others but also see their environment as one full of learning opportunities. This supports Xu's (2011) research on help-seeking behaviors.

Homework Effectiveness: Comprehensive Impact

Some of the major findings have to do with the role of homework in forming study habits (overall average = 4.27). Homework is shown to increase positive engagement in unpopular subjects (77%, M=4.08), planning one's week (80%, M=4.18), coming in touch with one's teacher (90%, M=4.69), continuous study (79%, M=3.93), note-taking (75%, M=4.08), active listening (92%, M=4.21), using a timetable for different activities (90%, M=4.69), and looking for help from teachers (89%, M=4.32). This set of results confirms the role of homework as an all-round means in building study habits, it is consistent with Cooper's (2012, 2015) extensive work on homework effectiveness.

From the qualitative part, it turns out that students appreciate homework if it is short, interesting, do-able, different from the classwork, timely feedback, and at the same time a preparation tool for the next lesson. Their choice is mainly project, research homework type, which does concept building. They are against highly repetitive tasks or such tasks. This is well in line with Kitsantas et al. (2011) pointing out that student engagement is vary depending on what type of task you give them.

Conclusions

This paper has researched the homework's role in study habits development. The target group was primary students from Wah Cantt in Rawalpindi of Punjab. Results show that pupils have good study habits in various aspects and homework has a most wide-ranging positive effect on them.

General Study Habits: As a result, it was revealed that students in primary schools willfully accept that education entails labor and zeal on one's part, not merely natural ability. Besides, they are so disciplined that they even motivated themselves to do the study of unfavorable subjects which initially they didn't want to touch. Students go through the process of making their weekly study plan and use the strategy of planning to make the situation easy for oneself and not to work against one's own learning. Furthermore, they frequently contact their teachers during the school time if they need consultation. Also, they take advantage of the resources one's own making as opposed to suffering silently, and they maintain their attention for a long time quite naturally. Another thing Students have either made or come across study

places which have no noise and which have no distractions so that they might be aware of the fact that the place where one is physically actually affects the degree of learning.

Notes-Making Habits: Students focus especially on gathering extra notes beyond the minimum requirements. They do not just collect their notes but use them actively as tools for learning, for example, by looking up answers to the teacher's questions in their notes. Students do not just collect notes but review them soon after each lesson to strengthen the memory of the material while it is still fresh. They have become quite self-reliant in making their own notes and other memory aids. When taking notes, students give full attention to the teacher and so are actively involved rather than just copying mechanically. They make notes and read these in order to get the understanding and not just because they have to do the work.

Time Management and Study Routines: Students keep regular times for reading all subjects and so they create regular patterns rather than studying haphazardly. They give extra time to the subjects they like the most and thus demonstrate a natural way of giving priority to the areas of greatest interest. Students use computerized gadgets like alarms to control the time spent in study efficiently. They deliberately choose to give the highest priority to academic work rather than social activities having realized that in reality, it is impossible to combine somehow socializing and studying. Once students decide to study, they work according to particular timetables and remain uninterrupted and fully concentrated during the time of study. Local schools offer students the possibility to get academic help through counseling and guidance units among other resources.

Guidance and Consultation Habits: Students realize that they cannot learn effectively without helpful advice and guidance, showing that they know their own limits and understand the importance of seeking support from others. They achieve a high enough level of competence to show their peers how to enhance their reading, thus resulting in collaborative learning settings. Besides the fact that the availability of educator-supplied reading materials varies somewhat, students feel that there are many chances for them to become better readers. They whole-heartedly agree that counseling and guidance are instrumental in changing reading patterns for the better, and they do not hesitate to turn to teachers for advice, which results in better reading skills on their part.

The Importance of Homework: Homework has a very positive overall effect in leading students to develop study habits at all levels. It enables students to come to terms with subjects that initially they dislike or find boring; hence, it acts as a way to ensure a broad learning. As a result of doing homework, students think over their study schedule at the start of every week and hence manage to organize their learning activities. Doing homework means not only giving students extra time during school hours to raise questions and get teacher's help but also allowing meaningful teacher-student relationships to take place. It pushes students to go on doing their tasks in one go without pauses, thereby producing increased capacity for attention. Besides, homework drives students to produce study environments free of distraction and to pay attention to the household part of the life/academic balance.

In addition to that, homework also leads students to make supplementary notes and pay greater attention to reading. The process of taking notes is changed from mere recording to an active exercise in learning, since students use notes to answer questions posed by the teacher. Homework leads to students checking their notes thoroughly after each class and to them mastering the skill of making notes on their own. Since students know that the notes will be needed in homework, they stay focused and listen attentively to teacher while note-taking.

In terms of time management, homework helps students establish set times for reading all subjects, use alarms to allocate more time for reading, avoid wasting time with friends, and maintain specific timetables for studies. It encourages students to avoid social activities to devote more time to study and to maintain focused, attentive reading once they decide to begin.

Regarding guidance and consultation, homework encourages students to seek guidance from teachers and seniors, improves their ability to guide other students, and ensures that teachers provide helpful

materials and reading aids when students seek help. Because of homework, students perceive multiple opportunities to improve their reading in different ways, and they actively seek teacher guidance for continuous improvement.

Overall Conclusion: The study concludes that primary school students in Wah Cantt, Rawalpindi, Punjab have developed strong, positive study habits across general study habits, notes-making, time management, guidance and consultation, and homework effectiveness. Homework plays a significantly positive and comprehensive role in fostering and reinforcing these habits. When homework is appropriately designed—tailored to students' academic needs, engaging, varied in type, distinct from classwork, accompanied by timely teacher feedback, and helpful in preparing for upcoming lessons—it serves not as a burden but as a powerful tool for developing positive study habits, enhancing academic achievement, and fostering lifelong learning dispositions. The alignment of findings across all dimensions confirms the multifaceted benefits of well-designed homework for primary level students.

Implications for Practice

For Teachers

One option teachers have is to come up with homeworks that are different from classwork, interesting, and at the same time, suitable for students' learning levels. Short assignments given every day can be very effective instead of long ones. Teachers should also give students feedback on their homework reasonably quickly, because this can encourage them to fix mistakes and deepen their understanding. Also, to keep students interested, teachers can offer different types of homeworks (practice, preparation, and extension) and connect them with the lessons that will be taught. Besides, they should be present and ready to help during extra time and can give reading aids to students who want direction.

For School Administrators

School administrators may develop balanced homework policies aligned with learning objectives, balancing rigorous expectations with student well-being. Schools may maintain guidance and consultation units that students can access for academic support. Professional development may address effective homework design, feedback strategies, and support for diverse learners.

For Policymakers

Policymakers may develop guidelines for homework quantity and quality appropriate for primary students. Teacher education programs may include training on homework design and feedback strategies. Resources may be allocated to ensure schools can provide necessary support structures.

For Parents

Parents may help children establish consistent homework routines and provide conducive study environments. Parental interest and encouragement may positively affect student attitudes toward homework. Parents may set realistic expectations and avoid over-scheduling that interferes with homework time.

References

- Babaali, P., & Gonzalez, L. (2015). A quantitative analysis of the relationship between an online homework system and student achievement in pre-calculus. *International Journal of Mathematical Education in Science and Technology*, 46(5), 687–699. <https://doi.org/10.1080/0020739x.2014.997318>
- Bembenutty, H. (2011). The last word: An interview with Harris Cooper—research, policies, tips, and current perspectives on homework. *Journal of Advanced Academics*, 22(2), 340–350. <https://doi.org/10.1177/1932202x1102200207>
- Buyukalan, S. F., & Altinay, Y. B. (2018). Views of primary teachers about homework (A qualitative analysis). *Journal of Education and Training Studies*, 6(9), 152. <https://doi.org/10.11114/jets.v6i9.3382>
- Cooper, H. (2012). *Homework*. American Psychological Association.
- Cooper, H. M. (2015). *The battle over homework: Common ground for administrators, teachers, and parents* (4th ed.). Skyhorse Publishing.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84(3), 376–396. <https://doi.org/10.1111/bjep.12039>
- Kitsantas, A., Cheema, J., & Ware, H. W. (2011). Mathematics achievement: The role of homework and self-efficacy beliefs. *Journal of Advanced Academics*, 22(2), 310–339. <https://doi.org/10.1177/1932202x1102200206>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Oluwatimilehin, J. T. B., & Owoyele, J. W. (2012). Study habits and academic achievement in core subjects among junior secondary school students in Ondo State, Nigeria. *Bulgarian Journal of Science and Education Policy*, 6(1), 155–169. <https://doi.org/10.12691/education-8-5-9>
- Pelletier, R., & Normore, A. H. (2013). *The predictive power of homework assignments on student achievement in mathematics*. Online Submission.
- Rosário, P., Núñez, J. C., Vallejo, G., Cunha, J., Nunes, T., Suárez, N., Fuentes, S., & Moreira, T. (2015). The effects of teachers' homework follow-up practices on students' EFL performance: A randomized-group design. *Frontiers in Psychology*, 6, 1528. <https://doi.org/10.3389/fpsyg.2015.01528>
- Stoeger, H., & Ziegler, A. (2011). Self-regulatory training through elementary-school students' homework completion. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 87–101). Routledge.
- Van Voorhis, F. L. (2011). Adding families to the homework equation: A longitudinal study of mathematics achievement. *Education and Urban Society*, 43(3), 313–338. <https://doi.org/10.1177/0013124510380236>
- Xu, J. (2011). Homework completion at the secondary school level: A multilevel analysis. *The Journal of Educational Research*, 104(3), 171–182. <https://doi.org/10.1080/00220671003636752>
- Xu, J. (2014). Modeling students' time management in math homework. *Learning and Individual Differences*, 34, 33–42. <https://doi.org/10.1016/j.lindif.2014.05.011>
- Xu, J., & Wu, H. (2013). Self-regulation of homework behavior: Homework management at the secondary school level. *The Journal of Educational Research*, 106(1), 1–13. <https://doi.org/10.1080/00220671.2012.658457>