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Master Thesis

Thesis: The impact of Homework on Student Learning
(Master degree)

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Abstract in English

This MA Thesis have analyzed and discussed the impact of homework on student learning. The author gathered data that clarifies this issue. Its' main focus is on methods and techniques that teachers use to encourage students for doing homework, and how students think and feel about homework time.

The effect of homework on student achievement is a highly debated issue and has been for over a century. With our current educational system being compared to countries around the world, there has been a push to raise the standards in our schools so that we can compete in the global. One of the variables being scrutinized is homework. How much to give, how often to give it and what it should entail are all questions that researchers studying the homework-achievement relationship have strived to address. So, this research was done to clarify how homework help students learn easier and teachers will have a clear mind of how much to give homework and how often.

The research was done in Tërnoc (Municipaloty of Bujanoc), the participants were teachers and students of the "Muharrem Kadriu" primary school.

The research was done by interviewing students about how they feel and think of homework time, how much and how often is normal for them, also by interviewing teachers about their efficient techniques and methods use to foster students for their homework and interviewing them of the normal measure of homework.

To study the data, qualitative and quantitative methods are used. The qualitative and quantitative methods have been used to create an idea of how students think and feel of their homework time.

The results showed that homework has impact on student learning since teachers always set homework after every other lesson and also mark students' homework. The results also showed that students pay attention to homework and in most of the cases they do not forget to do their homework.

Key words: Homework, students, teachers, mathematics.

Abstract in Albanian

Ky teme e Masterik ka analizuar dhe diskutuar ndikimin e detyrave të shtëpisë në mësimin e studentëve. Autori mblodhi të dhëna që sqarojnë këtë çështje. Ky punim është përqendruar në metodat dhe teknikat që mësime dhënësit përdorin për të inkurajuar studentët rreth detyrave të shtëpisë, dhe si nxënësit mendojnë dhe ndjehen rreth kohës së detyrave të shtëpisë.

Efekti i detyrave të shtëpisë mbi arritjet e nxënësve është një çështje shumë e debatuar dhe ka qenë për më shumë se një shekull. Me sistemin tonë aktual arsimor duke u krahasuar me vendet në mbarë botën, ka pasur një shtysë për të rritur standardet në shkollat tona, në mënyrë që të mund të garojmë në botë. Një nga variablat që shqyrtohen janë detyrat e shtëpisë. Sa shumë duhet dhënë, sa shpesh dhe çfarë duhet të sjellë, janë të gjitha pyetjet që kërkuesit që studiojnë marrëdhënien e detyrave të shtëpisë dhe të arritjeve kanë arritur të adresojnë. Pra, ky hulumtim u bë për të sqaruar se si detyrat e shtëpisë ndihmojnë nxënësit të mësojnë më lehtë dhe mësuesit do të mund të kenë një mendje të qartë se sa duhet t'i japin detyrat e shtëpisë dhe sa shpesh. Hulumtimi u bë në Tërnoc të Bujanocit, pjesëmarrësit ishin mësues dhe nxënës të shkollës fillore "Muharrem Kadriu".

Hulumtimi është bërë duke intervistuar studentët se si ndihen dhe mendojnë për kohën e detyrave të shtëpisë, sa dhe sa shpesh është normale për ta, duke intervistuar mësime dhënësit për teknikat dhe metodat e tyre efikase për të nxitur studentët për detyrat e shtëpisë dhe intervistimin e tyre rreth masës normale së detyrave të shtëpisë. Për të studiuar të dhënat, përdoren metoda cilësore dhe sasiore. Metodatat cilësore dhe sasiore janë përdorur për të krijuar një ide se si studentët mendojnë dhe ndjehen rreth kohës së tyre të detyrave të shtëpisë.

Rezultatet treguan se detyrat e shtëpisë kanë ndikim në të nxënit e studentëve pasi që mësuesit i angazhojnë nxënësit gjithnjë me detyra të shtëpisë dhe gjithashtu i vlerësojnë studentët shpesh për detyrat e shtëpisë. Rezultatet treguan gjithashtu se studentët i kushtojnë vëmendje detyrave të shtëpisë dhe në shumicën e rasteve ata nuk harrojnë të bëjnë detyrat e shtëpisë.

Fjalët kyçe: Detyrat e shtëpisë, nxënësit, mësime dhënësit, matematikë.

List of abbreviations

SA	Student Achievement
EOH	The effect of Online Homework
OC	Online Class

1. Introduction

The purpose of this study is to analyze the main methods of how much and how often homework should be given to students and to determine whether homework effects positively or negatively on student's achievement and learning.

The impact of homework has always been an important issue, since it has a significant impact on student learning, and students who are arranged with homework might get better grades but there are cases where students are feeling tired of having much homework, so it is obvious that homework has positive and negative sides, but both of them should be controlled by teachers. While the impact of homework plays an important role on students learning, teachers should discuss more about this issue, because including homework in everyday activities is the best way to keep students active, but including too much homework on everyday activities can effect negatively on student's achievement, learning and student's life: too much homework- too much stress and also cause a lot of physical health problems.

Even though there are authors that discussed about this issue, because of its importance, it is still an unresolved issue and teacher plays the main role, they should be aware that homework should be controlled and not overused, because there are teachers who do not arrange their students with homework but there are teachers who overuse homework and students feel tired of homework. Teachers should be aware of how often and how much homework to give to their students. The data are first reviewed in quantitative method and then in qualitative method, in order to create an idea of how students think and feel of their homework, and teachers' opinions have been reviewed to find out the impact of homework on student learning.

In this MA Thesis the author firstly discuss the literature review, by writing down opinions of different authors who wrote about this issue, compare their opinions with mine, then the author discuss the theoretical background of homework and its impact on student learning, by giving concepts of homework, how much and how often to give and its positive and negatives sides. Then, the research methodology is detailed, including the research aims, research questions, hypothesis, methods, sample, instruments and procedure. In chapter four the author

gives the research results. This chapter is divided into two parts, results from the interviews and results from the questionnaires. Then, in chapter five the author analyze the data, in order to explain in details the impact of homework on student learning, firstly interviews have been analyzed and then questionnaires. In this chapter findings are included as well, where the author explained in general of what he found out. The last chapters include discussions, conclusion and recommendations. So, the purpose of this study was to analyze the main methods of how much and how often homework should be given to students and to determine whether homework effects positively or negatively on student's achievement and learning.

1.1 Research Questions and Hypothesis

The study aims to answer the following research questions;

1. What is the main impact of homework on student learning?
2. What are practical strategies that teachers use to promote students for their homework?
3. What effect does parents have on homework time?

Research Hypothesis

H1. Students who are active on their homework tend to use time wisely then those who do not.

H2. Students who prepare homework regularly tend to be more prepared for the next class.

H3. Raising student's awareness of the impact of homework teaches them to work independently.

Generally, the impact of homework is still a discussing issue and always will be. According to present researchers, homework has an important rule on student achievement because the students' brain need to be exercised in order to understand and memorize.

2. Literature Review

Many issues have been identified in higher education education. The concerns expressed by national experts include student readiness and success rates, curriculum demands and instructor time constraints, national standards movements, individualized instruction, on-campus delivery and distance delivery, reform approaches and traditional approaches, and personal instruction and computer-assisted instruction (Baxter Hastings, Gordon, Gordon, Narayan, & Mathematical Association of America, 2006). The purpose of this study is to answer one of the questions drawn from these issues: how does online homework affect mathematical achievement (as measured by exam scores) and mathematics self-efficacy (as measured by a self-report survey) of students. This study also attempts to determine whether the student's incoming mathematical skill level (as measured by a mathematics prerequisite skills pretest) and experience with college algebra (first-time compared to repeating) acted as moderating variables between the independent variable, homework type, and the dependent variables, achievement and self-efficacy.

2.1 The impact of homework and development through years

Homework has always been an important issue not only today but even many years ago the impact of homework was discussed by different authors, their opinions about the impact of homework always differed from each other, which means that for some authors homework has an important rule on student achievement while for some others it does not.

According to Cooper, homework can be defined as any task assigned by schoolteachers intended for students to carry out during non-school hours. Cooper also wrote that the brain was seen as a muscle that needed to be exercised, mostly by memorizing important information, and continued saying that since memorization was believed to be an at-home activity, homework was favorable among educators (Cooper, 1989).

Since the impact of homework has an important role on SA, *The Ladies Home Journal* wrote about this issue in 1913, writing that homework is a waste of time and energy and homework is unhealthy for students, saying that it causes brain congestion and diverted blood that is needed

for food digestion to go to the head. So, according to these authors homework has a bad influence on student achievement. This opinion was supported by Bryan and Burstein as well, they wrote that having students carry textbooks to home should be forbidden by law (Bryan & Sullivan - Burstein, 1998). This issue was discussed even in 1927 by Hagen, he found plain relationship comparing the effects of homework on the academic achievement of eleven and twelve year old students (Hagen, 1927).

The opinion that homework has a bad influence on student achievement was still present even in 1940s, authors were still thinking that homework was useless. Cooper believed that homework does not meet the basic need of children and adolescents (Cooper, 1989). But through years, the opinion of the impact of homework started to change, and according to Cooper, Robinson and Patall by the 1950s homework has an important role on student achievement, they wrote that children were not being prepared in schools, and continued writing that homework allows students to acquire more knowledge and at a faster rate.

Even though researchers of the 1950s said that homework has an important role on student achievement, in 1960s and 1970s this opinion changed again and researchers had the same opinions about the impact of homework as in 1940s did, in this period of time researchers were against homework, according to Cooper homework is an unnecessary pressure that would keep students from fulfilling other activities of their personal lives (Cooper, 1989).

While in 1980s according to Keith, public education was under scrutiny as never before and the public was finding its schools lacking, according to him, public schools and parents should renew their search for easily variable that will improve students achievement (Keith, 1982).

So, by 1980s people began to focus on if homework is the opportunity to improve student achievement, and according to Trautweing, Koller, Schmitz and Baumert teachers began to look into the amount of homework and look into the different types of homework that could be given to students. While in the 21st century, this issue started to be discussed again, according to Cooper, Robinson and Patall, parents began to concern about their children and the amount of stress they were feeling (Cooper, Robinson & Patall, 2006). In this period of time were present different feelings and opinions about the impact of homework on student achievement, and according to Baines "more time in school, more homework, more technology

and more high-stakes testing will better prepare students to face the challenges of the 21st century” (Baines, 2007).

Well, throughout the history the impact of homework has always been an discussing issue, some of the authors many years ago thought that homework has a bad influence on students achievement, these opinions started to change by time and authors wrote that students are more prepared at school when they are arranged with homework, but still there were other opinions and feelings at this time, there were parents and educators that thought that students were stressed when they were arranged with homework.

2.2 The Effects of Online Homework (EOH) on Mathematics Achievement

The impact of homework in general has always been a discussing issue, different authors discussed different types of homework, this was done in order to find out how students learn best and if homework is useful. Nowadays, technology is being part of our life and students use it for different reasons, but does technology help students learn easier and do students exercise more when they are arranged with online homework? This is an important issue and has been discussed by many authors as well. Olufemi, an author, has done a research about the effect of online homework on mathematics achievement and concluded that students who were exposed to homework had better assignment in Mathematics than students who were not exposed to homework assignment. He also writes that it has confirmed that homework assignment given to complement classroom teaching improved students’ academic achievement in Mathematics and homework assignment is a veritable tool that can reduce the gap between no achieving and high achieving students in Mathematics if well handled. Based on Olufemi’s findings, it is recommended that Mathematics teachers and instructors should be encouraged to give homework assignment to their students. (Adebule Samuel Olufemi, 2014). About this case wrote Scott as well, he concluded that online homework should be tightly integrated into the course and students tend to initially perceive online homework as busywork. He concluded that it is important for students to view online homework as tool to help them learn the subject matter and if a student views the online homework as a task to

done only to receive a better grade, they will not take the time to try to understand the material when their answers are marked wrong. According to Scott, the instructor needs to explicitly communicate how the online homework supports course learning outcomes and should be very deliberate about what material goes into the online homework. Furthermore, he writes that, any content in the online homework should be included in any summative assessment, such as exams and quizzes, just as written homework is. As conclusion, he writes that the online homework is not designed to replace all homework or reduce workload for instructor, students submit only their answers into the online homework, which means that the instructor cannot view the work the student did to arrive at the answer, and if online homework were to replace all homework, there would be little opportunity for an instructor to assess gaps or misconceptions in understanding. Anyway, homework gives the opportunity to do more with less, such as letting students submit multiple attempts for grading. (Michael B. Scott)

To clarify if online homework help or not wrote also authors such as Babb, Drelick, Henry, Honecker. These authors did a research about this case, firstly they expected that students would see the value of completing online homework because greater quality time-on-task leads to improved understanding. To get the students' opinions of the value added by online homework completion, these authors asked students about its effect on their grades and came up with a conclusion that 52.2% of students agreed that online homework helped to improve their exam scores, where-as 61.5% agreed that it improved their letter grade. According to these authors, all instructors point to the incredible amount of time savings for the instructor and grader as reason enough to use online homework. Furthermore, their instructors recognize that online homework provides students will immediate feedback, something that is not possible with hand-graded homework. (Michelle Richards-Babb, Janice Drelick, Zachary Henry & Jennifer Robertson-Honecker, 2011).

About the impact of online homework wrote Dodson as well, he did a research to find out how online homework effect on student achievement and as a conclusion he writes that he had predicated that online class (OC) would perform at least as well as the paper class (PC). Despite his initial fears that there would be a significant learning curve for the students in the OC, he

felt enough time was spent in class preparing them for the online homework. Although, according to him, there were moments of troubleshooting, the OC began the quarter with strong completion rates which never dipped below the 52.9% mark, and similarly, the PC began the grading period with strong completion rates, but as the quarter progresses, a steady, near constant decline in these rates occurred. He writes that, this decline was not present in the OC, and this was exemplified by the fact that there were two assignments that were below the 48% mark in the PC. This author concluded that “Despite the relatively minor variation of homework completion rate and grades, there seemed to be a clear discrepancy between the participation of the two classes. This could indicate one of two things: Either the online homework provided a much weaker platform for students to spring from when discussing concepts in class or homework and classroom participation are not closely related”. (J.R. Dodson, 2014).

2.3 The use of Homework

According to Carr (2013, p.167) “homework has the potential to be a valuable part of students’ learning experience. The increasing frequency of inclusive classroom settings, however, makes designing and implementing effective homework a challenge for teachers”. This author did a research, and according to her findings the research has provided teachers with valuable tools and knowledge to meet this challenge successfully. She writes that it is the teacher’s responsibility to create effective homework assignments and to provide students and parents with the tools necessary for the process to be as successful as possible. She concluded as follows

Educators can set students up for success by communicating with parents about homework expectations and student needs, taking into account varying exceptionalities in homework design, and teaching students self-regulation techniques through homework assignments. By taking a community approach, educators can create an atmosphere in their schools where teachers, parents, and students work together as partners in the educational journey of students. When teachers believe in the importance of their homework enough to apply research-based strategies and truly facilitate effective homework practice, they will create a

classroom of learners who also believe in the importance of the work and, ultimately, of themselves (Carr, 2013, p.167-170).

Smith (2001) has written about the use of homework, as well. She wrote for what good is homework, she wrote that the main purpose of homework is to give children independent practice with a skill that they have been taught at school in order to reinforce learning, she continued writing that the assumption that homework is practice of a skill already learned may not apply to the student with special need, and even though a skill may have been introduced during the school day, the student may not be ready to practice independently.

2.4 Purpose and Goals of the use of Homework on student achievement

According to Lohmann (2014), there are many purposes of the use of homework, firstly she mentions that homework helps students to prepare for national and statewide exams and tests. She continues writing that homework helps to reinforce what is being taught in the classroom. It enables parents to actively engage in their child's education, also it helps to teach fundamental skills such as organization, task completion, as well as responsibility. She concludes writing that it is important that students get to demonstrate mastery of material without the assistance of a teacher. While according to Becker and Epstein, the purpose of homework is to provide the student with an opportunity to practice or review material that has already been presented in class. (Becker & Epstein, 1982).

About the purpose of homework wrote Merritt(2013, pp. 54-56) as well, he wrote that the purposes of homework are as follows:

- a. "Allowing practice and consolidation of work done in class,
- b. Allowing preparation for future class work and for examinations,
- c. Offering access to resources not available in the College,
- d. To motivate and challenge students to use other learning resources, such as libraries and new technology, particularly it's learning,
- e. Providing opportunities for individualized work,

- f. Providing evidence for the evaluation of teaching,
- g. Allowing for the assessment of students' progress,
- h. Training for students in planning the use of their time and in making use of the Progress and achievement planner,
- i. Encouraging students to be responsible for their own learning,
- j. Providing opportunities for parental co-operation and support,
- k. Providing opportunities for students to develop research skills". (Rachael Merritt, 2013, 54-56)

2.5 Principles of Homework on student achievement

There are different authors who have given different opinions about the principles of homework on student achievement, Merrit (2013, 58-61) wrote that homework should provide students with the experience of working by themselves without the need to seek immediate help or advice from teachers. It should extend the work covered in College and help to develop the ability of the student to learn independently. Teachers should set a variety of tasks for homework in order to stimulate student interest, such as learning and revising, reading and research, finishing and writing up and extending class work and/or coursework. Teachers should ensure that work is suited to the needs and ability of the students. Appreciation of the learning difficulties or home problems is necessary, but once set it is important that teachers check that homework has been completed within a week of setting it.

Strategies are steps that are used by the students to complete different tasks and effective homework strategies will support a range of settings in which students learn, for example, through parental support and guidance, joint family learning tasks, to independent learning. (Rachael Merritt, 2013, 58-61)

About the principles of homework on student achievement wrote Roschelle, Feng and Murphy as well. These authors have done a study about homework and according to their study an online mathematics homework intervention produced a positive impact on students'

mathematics achievement at the end of a school year. Students with low, rather than high, prior achievement benefited more. The intervention provided students with personalized feedback and hints immediately—more typically, students wait until the next day to know what they did right and wrong and to get help. They also wrote that, when students struggled, they had additional opportunities to work toward mastery in supplementary problem sets. The intervention also enabled formative assessment practices for teachers, such as adapting their discussions of homework to fit students' needs and specific professional development was provided to teachers to enable them to enact these adaptive practices. According to them formative assessment is a frequently recommended practice; this intervention provided a practical, targeted way to do it. They wrote that their findings were relevant to many schools because mathematics homework is a commonplace school policy and school stakeholders often critique the value of existing homework practices. (Jeremy Roschelle, Mingyu Feng & Robert F. Murphy, 2016)

2.6 Roles of teachers and learners on student achievement

Since the role of teachers and learners on student achievement is important many authors wrote about this issue, authors such as Marzano and Toth in 2012 have done a research and then given a conclusion. They wrote that it is imperative to develop advanced predictive and diagnostic metrics that both assess teacher classroom behavior and measure and facilitate teacher improvement over time and evaluation instruments should identify strengths and weaknesses in teacher practice with the goal of growth. As teachers become better teachers, their students will become better students. (Robert Marzano & Michael Toth, 2012).

Vidoni and Grasseti (2003) indicate that a strong focus on leadership activities is especially beneficial to students of lower level of parental education, while the head-teacher specialization on management is especially beneficial to students of higher level of parental education. One possible explanation of these effects is that the attentiveness to the leadership process implies a deep involvement of the teacher in activities related to the modeling and tailoring of the educational process to the needs of the students. Such process has its highest

payoffs on the students who come from disadvantaged situations and need special attentions in order to fully express their potential and favor equity.

While Ranjan and Rahman (2008) believe that the role of education in improving the choice and quality of lives, enhancing social and economic productivity, and initiating the process of empowerment and redistribution of resources is well-documented in the past fifty eight years of research, they continued writing that historically most of the teachers restricted their role to teaching and the different government organizations and departments provided a guide line for the role and responsibility of the teacher. According to them, teacher plays multiple roles in the school and the role of teacher is assessed in terms of his/her attendance in the class, completion of the course and interpersonal relation in the school.

2.7 Advantages and disadvantages of Homework on Student Achievement

There are identified many positive and negative effects homework has on both students and their families. The positive effects of homework can be organized by four categories: immediate academic effects, long-term academic effects, nonacademic effects, and effects on parental appreciation and involvement. The negative effects of homework described are often the result of misuse of homework as a teaching and learning strategy (i.e., assigning too much homework, assigning “busy work,” putting too much pressure on students, and not allowing for individual differences). When students are repeatedly presented with “busy work” (i.e., homework designed to make sure the child is doing something, but that does not require the student to push her/his academic development or utilize creativity), they may reach a point of satiation indicated by signs of fatigue and loss of interest in the material.

An activity can only be rewarding for so long. If students are required to spend too much time on academic material, they are bound to grow bored with it”. Assigning an overload of homework may also cause the student to miss out on valuable leisure time and other community activities which may be important for personal, spiritual, moral, and social

development. These forms of development may be as essential for personal growth as is academic development. (Cooper, 2001, p. 35)

While Ronning (2010, pp. 56-60) have done a research that deals with advantages and disadvantages of homework on student achievement, and according to her study on average homework has a positive impact on pupil achievement, but this effect is not significant. So, according to her findings, the results are consistent with the analysis using only school-fixed effects and indicate that the test score gap is significantly larger in homework classes than in non-homework classes. Also the pupils belonging to the upper part of the test score distribution are the ones who perform better, whereas pupils in the lowest part of the scale are unaffected. She wrote that these findings are important because they inform us about an early source of inequality and It is well documented that pupils from disadvantaged backgrounds fall behind at a very early age and many education subsidies are provided as an attempt to reduce these inequalities. It is therefore both essential and necessary to learn more about potential sources that generate or increase (already existing) inequalities. She also mentioned that parents of children from disadvantaged backgrounds may be less capable of following up instructions from schools, teachers and principals. This may mean that school policies that aim to give parents more responsibility for their children's learning, unintentionally contributes to a situation where the quality of education differs across pupils from different socioeconomic backgrounds. As shown in this paper, this author concluded that giving homework to children improves the achievement of pupils from advantaged family backgrounds. (Ronning, 2010: 56-60).

In conclusion, literature review that presented different authors that discussed the issue of homework, it is understood that homework play an important role on students' achievements, since students can repeat at home what they have learnt in class. It is understood that teachers should pay attention to homework and arrange students with homework every single class.

3. Research Methodology

3.1 Research Aims

The aim of this study was to analyze methods and techniques that are used in a High School “Seyai Surroi” in Bujanovc in order to make students do their homework regularly and its benefits. Another aim of the research was to examine the level of students who regularly do homework given by the teacher and make the difference between those students who are not active on homework.

The exploration of this research was done through interviews, interviewing students and teachers and also through learner record.

The most important aim of this study was to find useful methods and techniques as well, to make students of High School “Sezai Surroi” participate on homework, and also the aim of this diploma thesis is to contribute on informing current or future teachers about the effect of homework, including students or even parents as well.

3.2 Research Questions

There are many reasons why this research of diploma thesis is done. Among other reasons and aims, an another reason is to analyze the impact of homework on student learning. But, one another purpose of this research is to analyze methods and techniques of using homework on student learning. The intention of this Master thesis is to clarify and bring light more to the following:

4. *What is the main impact of homework on student learning?*
5. *What are practical strategies that teachers use to promote students for their homework?*
6. *What effect does parents have on homework time?*

3.3 Research Hypothesis

H1. Students who are active on their homework tend to use time wisely then those who do not.

H2. Students who prepare homework regularly tend to be more prepared for the next class.

H3. Raising student's awareness of the impact of homework teaches them to work independently.

3.3 Research Methods

Interview is the first method for gathering data for this research. Interviews are used in purpose to collect information whether students like homework or not, whether homework are stressful or not and are helpful or not. Interviewing teachers help us understand what method and techniques are used to incorporate students for homework and what strategies does teachers use to motivate students do their homework and be active regularly. The second method is questionnaire that is prepared for students; the questionnaire is explained in order to understand the purpose of it. The third and the last method is learner record. Through learner record which is an individual one, we understand a lot of personal thoughts what they think about homework.

3.4 Sample

Since this study is done to understand the impact of homework on student learning, it was developed from the fifth grade till ninth grade of this school. The research with these participants took place between September and October. To clarify the impact of homework on

student learning, the researcher interviewed 8 teachers and 50 students of High School "Sezai Surroi" in Bujanovc. All participants are of the Albanian ethnicity of both genders.

3.5 Procedure

As it is mentioned in the beginning the author's goal is to analyze the impact of homework on student learning.

In order to come up with a solution about the issue of the impact of homework on student learning, the researcher used interviews and questionnaire to finish this MA Thesis research. There were 5 questions used for interviewing EFL teachers and the questions were formulated in that way that helped me to gather the needed data. Then, 50 students of both genders and different ages of the same School completed a questionnaire.

The procedure was organized by the researcher. First, the author chose the participants that had to enter the test and explained that they will not be rated and that their answers will be used for a master research, also told them that their answers will be anonym since they were not asked to write down their name and surname. Also explained each questions in order to avoid misunderstanding. The author separated the students as well, so student did not have the chance to talk with each-other and ex-change their opinions, in order to have real results. Then, the author asked 8 teachers to answer 5 questions about homework, the teachers were not asked for their name and surname as well. They could not hear each-others answers so in this way they felt more free and relaxed to answer the questions.

Then, the author gathered data by checking students' and teachers' answers.

Chapter 4

4. Research Results

This chapter describes the results of data followed by a discussion of the research findings. These findings derived from research instruments and are analyzed carefully. The main analysis is focused on the importance of homework, and its impact on student learning.

4.2 Results from the interviews

The author analyzed the answers of 8 teachers that were included in this research. Out of 8 teachers that were included, 4 were females (50%) and 4 were males (50%). The participants were aged from 23 to 45, 2 participants were from 23-29 years old, 3 participants were from 30-35 years old, 2 participants were from 36 – 40 years old and 1 participant was from 41 – 45 years old.

4.1.1 Results from the interviews according to gender

In general there were 5 different questions that teachers were asked to answer about homework.

In the following the author shows the results of the interview of the teachers according to gender, the author shows the results for each question:

First Question: In general, do you think students should receive homework?

Out of 8 teachers that answered this question, all 4 males said *yes* and none of them said *no*, also out of 4 females that answered this question none of them said *no*, but all of them said *yes*.

	Yes	No
Female	4	0
Male	4	0
Total	8	0

Table 1: Interview results of the first question according to gender

Second Question: How often do you think homework should be set?

Out of 8 teachers (4 females and 4 males) that answered this question, 2 males said after every lesson, 1 male said once a week for each subject and 1 male said never. 3 females said after every lesson and 1 female said once a week for each subject.

	After every lesson	Once a week for each subject	Once a month for each subject	Never
Female	3	1	0	0
Male	2	1	0	1
Total	5	2	0	1

Table 2: Interview results of the second question according to gender

Third Question: How often should homework be checked?

Out of 8 teachers (4 females and 4 males) that answered this question, 1 male said every time the homework is set and 3 males said every other time it is said, while out of 4 females 2 said every time the homework is set, 1 said every other time it is set and 1 said once a half term, but no one said never.

	Every time the homework is set	Every other time it is set	Once a half term	never
Female	2	1	1	0
Male	1	3	0	0
Total	3	4	1	0

Table 3: Interview results of the third question according to gender

Fourth Question: How often should homework be marked?

Out of 8 teachers (4 females and 4 males) that answered this question, 2 males said every time the homework is set and 2 males said once a half term, while 2 females said every time the homework is set and 2 other females said once a week it is set.

	Every time the homework is set	Every other time it is set	Once a half term	Never
Female	2	2	0	0
Male	2	0	2	0
Total	4	2	2	0

Table 4: Interview results of the fourth question according to gender

Fifth Question: Do students forget to do their homework?

Out of 8 teachers (4 females and 4 males) that answered this question, 1 male said sometimes and 3 males said often while, 1 female said never, 1 female said sometimes and 2 other said often.

	Never	Sometimes	Often	Always
Female	1	1	2	0
Male	0	2	2	0
Total	1	3	4	0

Table 5: Interview results of the fourth question according to gender

4.1.2 Results from the interviews according to age

As mentioned above in general there were 5 different questions that teachers were asked to answer about homework. So, in order to come up with real results the author decided to choose participants of different ages and gender, so the author will be able to compare their answers.

In the following the author shows the results of the interview of the teachers according to age, the author shows the results for each question:

First Question: In general, do you think students should receive homework?

Out of 8 teachers (two 23 – 29 years old, three 30 – 35 years old, two 36 – 40 years old and one 41 – 45 years old) that answered the questions, 2 teachers aged 23-29 years old answered yes, two other teachers aged at 30-35 years old answered yes, while 1 answered no. Two teachers aged 36-40 years old answered yes and 1 teacher aged 41-45 answered yes.

	yes	no
23-29 years old	2	0
30-35 years old	2	1
36-40 years old	2	0
41-45 years old	1	0
Total	7	1

Table 6: Teacher's interview results of the first question according to age

Second Question: How often do you think homework should be set?

Out of 8 teachers (two 23 – 29 years old, three 30 – 35 years old, two 36 – 40 years old and one 41 – 45 years old) that answered the questions, 1 teacher aged 23-29 years old answered after every lesson and 1 other teacher answered one a week for each subject, 1 other teacher aged at 30-35 years old answered after every lesson, 1 other answered once a week for each subject, while 1 other answered never. 1 teacher aged 36-40 years old answered after every lesson and other teacher answered once a week for each subject while 1 teacher aged 41-45 answered after every lesson.

	After every lesson	Once a week for each subject	Once a month for each subject	Never
23-29 years old	1	1	0	0
30-35 years old	1	1	0	1
36-40 years old	2	0	0	0
41-45 years old	1	0	0	0
Total	5	2	0	1

Table 7: Teacher's interview results of the second question according to age

Third Question: How often should homework be checked?

Out of 8 teachers (two 23 – 29 years old, three 30 – 35 years old, two 36 – 40 years old and one 41 – 45 years old) that answered the questions, 1 teacher aged 23-29 years old answered every time the homework is set and 1 other teacher answered once a half term, 1 other teacher aged at 30-35 years old answered every time the homework is set, 2 other answered every other time it is set. 1 teacher aged 36-40 years old answered every time the homework is set and other teacher answered every other time it is set while 1 teacher aged 41-45 answered every other time it is set.

	Every time it is set	Every other time it is set	Once a half term	Never
23-29 years old	1	0	1	0
30-35 years old	1	2	0	0
36-40 years old	1	1	0	0
41-45 years old	0	1	0	0
Total	3	4	1	0

Table 8: Teacher's interview results of the third question according to age

Fourth Question: How often should homework be marked?

Out of 8 teachers (two 23 – 29 years old, three 30 – 35 years old, two 36 – 40 years old and one 41 – 45 years old) that answered the questions, 1 teacher aged 23-29 years old answered every other time the homework is set and 1 other teacher answered once a half term, 2 other teachers aged at 30-35 years old answered every time the homework is set, 1 other answered every other time it is set. 2 teachers aged 36-40 years old answered every time the homework is set while 1 teacher aged 41-45 answered once a half term.

	Every time it is set	Every other time it is set	Once a half term	Never
23-29 years old	0	1	1	0

30-35 years old	2	1	0	0
36-40 years old	2	0	0	0
41-45 years old	0	0	1	0
Total	4	2	2	0

Table 9: Teacher's interview of the fourth results according to age

Fifth Question: Do students forget to do their homework?

Out of 8 teachers (two 23 – 29 years old, three 30 – 35 years old, two 36 – 40 years old and one 41 – 45 years old) that answered the questions, 2 teachers aged 23-29 years old answered often 1 other teacher aged at 30-35 years old answered never, 1 other answered sometimes and 1 another said often. 1 teacher aged 36-40 years old answered sometimes and other teacher answered often while 1 teacher aged 41-45 answered often as well.

	Never	Sometimes	Often	Always
23-29 years old	0	1	1	0
30-35 years old	2	1	0	0
36-40 years old	2	0	0	0
41-45 years old	0	0	1	0
Total	4	2	2	0

Table 10: Teacher's interview of the fifth question according to age

4.2 Results from the Questionnaire

The author analyzed the answers of 50 students that were included in this research. Out of 50 students that were included, 25 were females (50%) and 25 were males (50%). The participants were aged from 10 to 15 years old, there were 10 students of age 10 years old, 7 students of

age 11 years old, 9 students of age 12 years old, 10 students of age 13 years old, 6 students of age 14 years old and 8 students of age 15 years old.

4.2.1 Results from the Questionnaire according to gender

Figure 1 shows the student age.

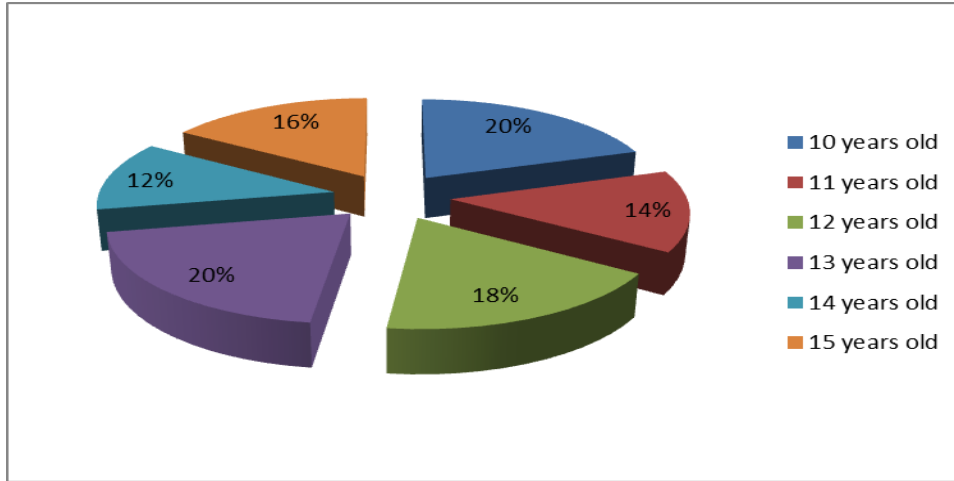


Figure 1: The percentage of students according to their age

In general there were 10 different questions that students were asked to answer about homework.

In the following the author shows the results of the questionnaire of the students according to gender, the author shows the results for each question:

First Question: Do you understand the homework that you have been set?

Out of 50 students (25 females and 25 males) that answered this question, 10 females answered always, 5 females answered sometimes, 3 females answered often and 7 females answered never. While out of 25 males, 8 answered always, 8 answered sometimes, 7 answered often and 2 answered never.

	Always	Sometimes	Often	Never
Female	10	5	3	7
Male	8	8	7	2

Total	18	13	10	9
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Table 11: Students' Questionnaire results of the first question according to gender

Second Question: Are you able to work independently on your homework?

Out of 50 students (25 females and 25 males) that answered this question, 7 females answered always, 6 females answered sometimes, 8 females answered often and 4 females answered never. While out of 25 males, 5 answered always, 9 answered sometimes, 3 answered often and 8 answered never.

	Always	Sometimes	Often	Never
Female	7	6	8	4
Male	5	9	3	8
Total	12	15	11	12

Table 11: Students' Questionnaire results of the second question according to gender

Third Question: How much time do you spend a day with your homework?

Out of 50 students (25 females and 25 males) that answered this question, 12 females answered 0-30 minutes, 7 females answered 1-2 hours, 1 female answered 2-4 hours and 6 females answered more than 4 hours. While out of 25 males, 8 answered 0 – 30 minutes, 11 answered 1 – 2 hours, 3 answered 2 -4 hours and 2 answered more than 4 hours.

	0 - 30 minutes	1 - 2 hours	2 - 4 hours	More than 4 hours
Female	12	7	1	6
Male	8	11	3	2
Total	20	18	4	8

Table 12: Students' questionnaire results of the third question according to gender

Fourth Question: How do you find the level of homework?

Out of 50 students (25 females and 25 males) that answered this question, 13 females answered too hard, 6 females answered normal and 6 females answered too easy. While out of 25 males, 13 answered too hard, 7 answered normal and 5 answered too easy.

	Too hard	Normal	Too easy
Female	13	6	6

Male	13	7	5
Total	26	13	11

Table 13: Students' questionnaire results of the fourth question according to gender

Fifth Question: What do you think about the amount of homework given by the teachers each week?

Out of 50 students (25 females and 25 males) that answered this question, 16 females answered it is usually too much, 7 females answered it is just about right and 2 females answered it is not enough. While out of 25 males, 12 answered it is too much, 8 answered it just about right and 5 answered it is not enough.

	Too much	Just about right	Not enough
Female	16	7	2
Male	12	8	5
Total	28	15	7

Table 14: Students' questionnaire results of the fifth question according to gender

Sixth Question: How important do you think homework is for you?

Out of 50 students (25 females and 25 males) that answered this question, 5 females answered very important, 8 females answered important, 9 females answered some important and 3 females answered not important. While out of 25 males, 3 answered very important, 7 answered important, 6 answered some important and 9 answered not important

	Very important	Important	Some important	Not important
Female	5	8	9	3
Male	3	7	6	9
Total	8	15	15	12

Table 15: Students' questionnaire results of the sixth question according to gender

Seventh Question: Do you learn from doing your homework?

Out of 50 students (25 females and 25 males) that answered this question, 5 females answered a lot, 8 females answered sometimes, 8 females answered often and 4 females answered

never. While out of 25 males, 5 answered a lot, 5 answered sometimes, 9 answered often and 6 answered never.

	A lot	Sometimes	Often	Never
Female	5	8	8	4
Male	5	5	9	6
Total	10	13	17	10

Table 16: Students' questionnaire results of the seventh question according to gender

Eighth Question: Does homework cause tension at home?

Out of 50 students (25 females and 25 males) that answered this question, 6 females answered very often, 8 females answered often, 5 females answered sometimes and 6 females answered never. While out of 25 males, 8 answered very often, 7 answered often, 7 answered sometimes and 2 answered never.

	Very often	Often	Sometimes	Never
Female	6	8	5	6
Male	9	7	7	2
Total	15	15	12	8

Table 17: Students' questionnaire results of the eighth question according to gender

Ninth Question: Do you think the teacher needs to explain homework tasks more clearly?

Out of 50 students (25 females and 25 males) that answered this question, 13 females answered yes always, 6 females answered sometimes, 3 females answered often and 3 females answered never. While out of 25 males, 12 answered yes always, 9 answered sometimes, 3 answered often and 1 answered never.

	Yes always	Sometimes	Often	Never
Female	13	6	3	3
Male	12	9	3	1
Total	25	15	6	4

Table 18: Students' questionnaire results of the ninth question according to gender

Tenth Question: What do you think, how often should your homework be marked?

Out of 50 students (25 females and 25 males) that answered this question, 15 females answered every time the homework is set, 4 females answered every other time it is set, 2 females answered once a half term and 4 females answered never. While out of 25 males, 12 answered every time the homework is set, 7 answered every other time it is set, 4 answered once a half term and 2 answered never.

	Every time it is set	Every other time it is set	Once a half term	Never
Female	15	4	2	4
Male	12	7	4	2
Total	27	11	6	6

Table 19: Students' questionnaire results of the tenth question according to gender

4.2.2 Results from the Questionnaire according to age

As mentioned above in general there were 10 different questions that students were asked to answer about homework. In order to come up with results it was decided again, to choose participants of different ages and gender and then compare the answers.

First Question: Do you understand the homework that you have been set?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 2 said always, 3 said sometimes 2 said often and 3 said never. Out of 7 students aged 11 years old 3 said always, 1 said sometimes, 2 said often and 1 said never. Out of 9 students aged 12 years old 3 said always, 4 said sometimes, 1 said often and 1 said never. Out of 10 students aged 13 years old, 2 said always, 3 said sometimes, 4 said often and 1 said never. Out of 6 students aged 14 years old, 4 said always, 1 said sometimes, 1 said often and none of them said never. While out of 8 students aged 15 years old, 4 said always, 1 said sometimes and 3 said never.

	Always	Sometimes	Often	Never
10 years old	2	3	2	3

11 years old	3	1	2	1
12 years old	3	4	1	1
13 years old	2	3	4	1
14 years old	4	1	1	0
15 years old	4	1	0	3
Total	18	13	10	9

Table 20: Students' questionnaire results of the first question according to age

Second Question: Are you able to work independently on your homework?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 2 said always, 4 said sometimes 2 said often and 2 said never. Out of 7 students aged 11 years old 1 said always, 2 said sometimes, 2 said often and 2 said never. Out of 9 students aged 12 years old 4 said always, 2 said sometimes, 1 said often and 2 said never. Out of 10 students aged 13 years old, 2 said always, 2 said sometimes, 3 said often and 3 said never. Out of 6 students aged 14 years old, 1 said always, 3 said sometimes, 1 said often and 1 said never. While out of 8 students aged 15 years old, 2 said always, 4 said sometimes and 2 said often.

	Always	Sometimes	Often	Never
10 years old	2	4	2	2
11 years old	1	2	2	2
12 years old	4	2	1	2
13 years old	2	2	3	2
14 years old	1	3	1	1
15 years old	2	4	2	0

Total	12	15	11	12
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Table 21: Students' questionnaire results of the second question according to age

Third Question: How much time do you spend a day with your homework?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students aged 15 years old) that answered this question, out of 10 students aged 10 years old 2 said 0 – 30 minutes, 6 said 1 – 2 hours, 1 said 2 – 4 hours and 1 said more than 4 hours. Out of 7 students aged 11 years old 3 said 0 – 30 minutes, 3 said 1 – 2 hours and 1 said more than 4 hours. Out of 9 students aged 12 years old 5 said 0 – 30 minutes, 3 said 1 – 2 hours and 1 said 2 - 4 hours . Out of 10 students aged 13 years old, 6 said 0 – 30 minutes, 2 said 1 – 2 hours, 1 said 2 – 4 hours and 1 said more than 4 hours. Out of 6 students aged 14 years old, 2 said 0 – 30 minutes, 2 said 1 – 2 hours and 2 said more than 4 hours. While out of 8 students aged 15 years old, 2 said 0 – 30 minutes, 2 said 1 – 2 hours, 1 said 2 – 4 hours and 3 said more than 4 hours.

	0 - 30 minutes	1 - 2 hours	2 - 4 hours	More than 4 hours
10 years old	2	6	1	1
11 years old	3	3	0	1
12 years old	5	3	1	0
13 years old	6	2	1	1
14 years old	2	2	0	2
15 years old	2	2	1	3
Total	20	18	4	8

Table 22: Students' questionnaire results of the third question according to age

Fourth Question: How do you find the level of homework?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students aged 15 years old) that answered this question, out of 10 students aged 10 years old 5 said too hard, 3 said normal and 2 said too easy. Out of 7 students aged 11 years old 2 said too hard, 2 said normal and 3 said too easy. Out of 9 students aged 12 years old 3 said too hard, 4 said normal and 2 said too easy. Out of 10 students aged 13 years old, 2 said too hard, 2 said normal and 6 said too easy. Out of 6 students aged 14 years old, 1 said too hard, 1 said normal and 4 said too easy. While out of 8 students aged 15 years old, 2 said too hard, 2 said normal and 4 said too easy.

	Too hard	Normal	Too easy
10 years old	5	3	2
11 years old	2	2	3
12 years old	3	4	2
13 years old	2	2	6
14 years old	1	1	4
15 years old	2	2	4
Total	15	14	21

Table 23: Students' questionnaire results of the fourth question according to age

Fifth Question: What do you think about the amount of homework given by the teachers each week?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students aged 15 years old) that answered this question, out of 10 students aged 10 years old 5 said too much, 3 said just about right and 2 said not enough. Out of 7 students aged 11 years old 3 said too much, 2 said just about right and 2 said not enough. Out of 9 students aged 12 years old 6 said

too much, 2 said just about right and 1 said not enough. Out of 10 students aged 13 years old, 5 said too much, 4 said just about right and 1 said not enough. Out of 6 students aged 14 years old, 3 said too much, 2 said just about right and 1 said not enough. While out of 8 students aged 15 years old, 6 said too much and 2 said just about right.

	Too much	Just about right	Not enough
10 years old	5	3	2
11 years old	3	2	2
12 years old	6	2	1
13 years old	5	4	1
14 years old	3	2	1
15 years old	6	2	0
Total	28	15	7

Table 24: Students' questionnaire results of the fifth question according to age

Sixth Question: How important do you think homework is for you?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students aged 15 years old) that answered this question, out of 10 students aged 10 years old 4 said very important, 3 said important 2 said some important and 1 said not important. Out of 7 students aged 11 years old 1 said very important, 3 said important, 3 said some important and none said not important. Out of 9 students aged 12 years old 1 said very important, 3 said important, 3 said some important and 1 said not important. Out of 10 students aged 13 years old, 2 said very important, 3 said important, 3 said some important and 2 said not important. Out of 6 students

aged 14 years old, none said very important, 2 said important, 1 said some important and 3 said not important. While out of 8 students aged 15 years old, none said very important, 1 said important, 3 said some important and 4 said not important.

	Very Important	Important	Some Important	Not Important
10 years old	4	3	2	1
11 years old	1	3	3	0
12 years old	1	3	3	1
13 years old	2	3	3	2
14 years old	0	2	1	3
15 years old	0	1	3	4
Total	8	15	15	12

Table 25: Students' questionnaire results of the sixth question according to age

Seventh Question: Do you learn from doing your homework?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 3 said a lot, 4 said sometimes 1 said often and 2 said never. Out of 7 students aged 11 years old 2 said a lot, 4 said sometimes, 1 said often and none said never. Out of 9 students aged 12 years old 2 said a lot, 4 said sometimes, 3 said often and none said never. Out of 10 students aged 13 years old, 1 said a lot, 1 said sometimes, 4 said often and 4 said never. Out of 6 students aged 14 years old, 1 said a lot, none said sometimes, 3 said often and 2 said never. While out of 8 students aged 15 years old, 1 said a lot, none said sometimes, 5 said often and 2 said never.

	A lot	Sometimes	Often	Never
10 years old	3	4	1	2
11 years old	2	4	1	0
12 years old	2	4	3	0
13 years old	1	1	4	4
14 years old	1	0	3	2
15 years old	1	0	5	2
Total	10	13	17	10

Table 26: Students' questionnaire results of the seventh question according to age

Eighth Question: Does homework cause tension at home?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 7 said very often, 1 said often 1 said sometimes and 1 said never. Out of 7 students aged 11 years old 4 said very often, 2 said often, 1 said sometimes and none said never. Out of 9 students aged 12 years old 3 said very often, 4 said often, 1 said sometimes and 1 said never. Out of 10 students aged 13 years old, 2 said very often, 4 said often, 1 said sometimes and 2 said never. Out of 6 students aged 14 years old, none said very often, 3 said often, 3 said sometimes and none of them said never. While out of 8 students aged 15 years old, 1 said very often, none said often, 4 said sometimes and 3 said never.

	Very often	Often	Sometimes	Never
10 years	7	1	1	1

old				
11 years old	4	2	1	0
12 years old	2	4	1	2
13 years old	1	5	2	2
14 years old	0	3	3	0
15 years old	1	0	4	3
Total	15	15	12	8

Table 27: Students' questionnaire results of the eighth question according to age

Ninth Question: Do you think the teacher needs to explain homework tasks more clearly?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 4 said yes always, 4 said sometimes 2 said often and none said never. Out of 7 students aged 11 years old 1 said yes always, 3 said sometimes, 2 said often and 1 said never. Out of 9 students aged 12 years old 5 said yes always, 3 said sometimes, none said often and 1 said never. Out of 10 students aged 13 years old, 6 said yes always, 2 said sometimes, 1 said often and 1 said never. Out of 6 students aged 14 years old, 3 said yes always, 1 said sometimes, 1 said often and 1 said never. While out of 8 students aged 15 years old, 6 said yes always and 2 said sometimes.

	Yes always	Sometimes	Often	Never
10 years old	4	4	2	0
11 years old	1	3	2	1
12 years old	5	3	0	1
13 years old	6	2	1	1

14 years old	3	1	1	1
15 years old	6	2	0	0
Total	25	15	6	4

Table 28: Students' questionnaire results of the ninth question according to age

Tenth Question: What do you think, how often should your homework be marked?

Out of 50 students (10 students aged 10 years old, 7 students aged 11 years old, 9 students aged 12 years old, 10 students aged 13 years old, 6 students aged 14 years old and 8 students 15 years old) that answered this question, out of 10 students aged 10 years old 2 said every time it is set, 3 said every other time it is set, 3 said once a half term and 2 said never. Out of 7 students aged 11 years old 2 said every time it is set, 2 said every other time it is set, 2 said once a half term and 1 said never. Out of 9 students aged 12 years old 7 said every time it is set, 1 said every other time it is set, none said once a half term and 2 said never. Out of 10 students aged 13 years old, 6 said every time it is set, 2 said every other time it is set, 1 said once a half term and 1 said never. Out of 6 students aged 14 years old, 4 said every time it is set and 2 said every other time it is set. While out of 8 students aged 15 years old, 6 said every time it is set, 1 said every other time it is set, none said once a half term and 1 said never.

	Every time it is set	Every other time it is set	Once a half term	Never
10 years old	2	3	3	2
11 years old	2	2	2	1
12 years old	7	1	1	0
13 years old	6	2	1	1
14 years old	4	2	0	0
15 years old	6	1	0	1
Total	27	11	6	6

Table 29: Students' questionnaire results of the tenth question according to age

5. Data Analysis

5.1 Analysis of interviews

As mentioned before the research is done in order to find out the impact of homework on student learning, so the author thought that interviewing teachers may contribute on gathering stronger information about the impact of homework on student learning, so the author formulated 5 different questions about homework and interviewed 8 different teachers of both genders. The author chose 4 females and 4 males, so the results can be compared as well, in general according to the research results female teachers arrange students more with homework and think that homework plays an important role. The author firstly asked teachers then checked their answers and after gathering the results, analyzed their answers. Below the author shows the analysis of each question.

First Question: In general, do you think students should receive homework?

The author chose this question to find out if teachers arrange students with homework and according to the results all interviewed teachers said yes which means that homework plays an important role since teachers say that students should receive homework.

Second Question: How often do you think homework should be set?

Many students say that they receive too much homework, while some others say they do not receive enough, the author formulated this question in order to gather results and find out what teachers think of that. According to the results it is best to set homework after every lesson, since out of 8 interviewed teacher 5 said after every lesson, while 2 teachers said once a week for each subject and only 1 teacher said never.

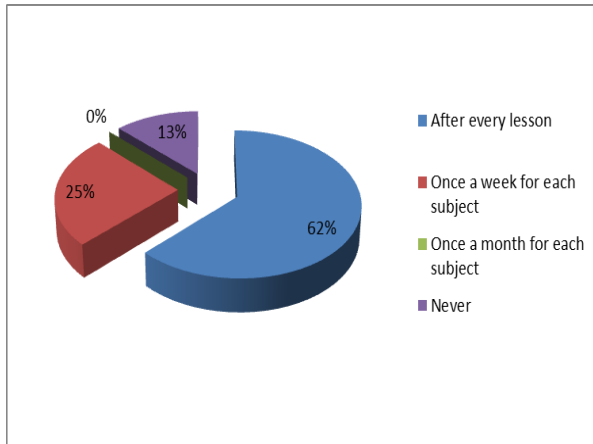


Figure 3: Interview results percentage of the second question

Third Question: How often should homework be checked?

Teachers do arrange students with homework, but do they check the homework? The author wanted to have the answer of this question and according to the results best way is to check every other time it is set because some teachers said that it is not good to check every time the homework is set because it is a waste of time, it is better to check every other time, while some answered that every time it is set since students come to school always prepared. While out of 8 teachers only 1 said once a half term and none of them said never, so according to the results it is not much clear yet if it is a good idea to check it every time is set of every other time it is set because the results were almost the same, out of 8 teachers 4 said every other time it is set and 3 said every time it is set. Also, according to these research results we found out that female teacher prefer checking homework after every time it is set, so they are more correct with homework while male teachers prefer every other time it is set.

But, in general, according to research results we understand that it is best to check homework every other time it is set.

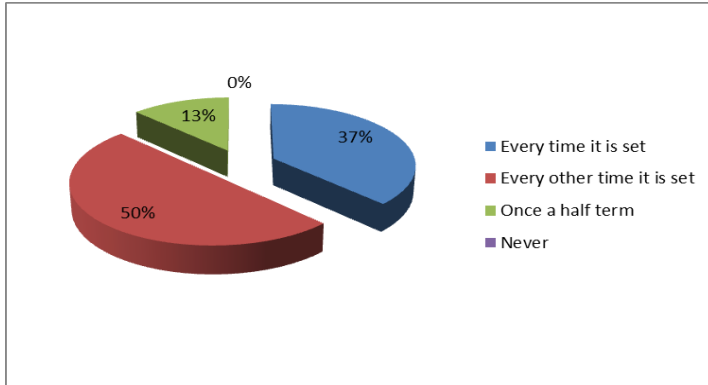


Figure 4: Interview results percentage of the third question

Fourth Question: How often should homework be marked?

Being marked is one of the most important issues for students, they all want to know if they are getting marked or not. As an author, I thought that if homework is important than it should be marked and then formulated this question and come up with results. According to results homework has an impact on student learning since out of 8 interviewed teachers 4 of them said that homework should be marked every time it is set.

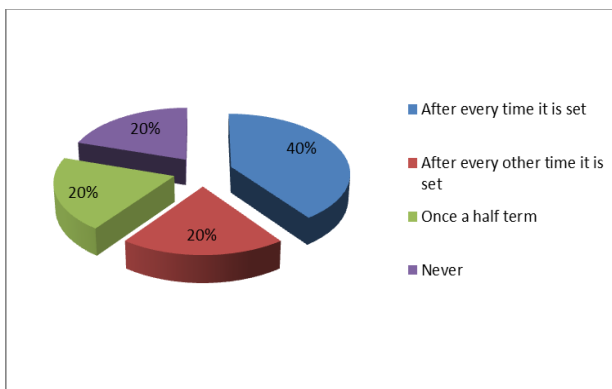


Figure 5: Interview results percentage of the fourth question

Fifth Question: Do students forget to do their homework?

The author chose this question to find out if student do know that homework plays an important role and find out if they are regular with their daily homework and according to the results students know the importance of homework since half of the students never forget to

do their homework because out of 8 interviewed teachers 4 of them answered that their students never forget to do their homework, while 2 of them said sometimes and 2 other said often.

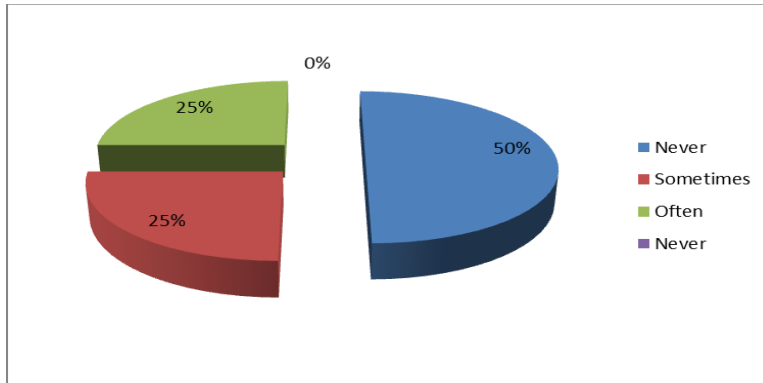


Figure 6: Interview results percentage of the fifth question

5.2 Analysis of questionnaires

Since the impact of homework is an important issue and needs to be clarified the author has done a questionnaire research as well, the author thought that asking students about homework will help to complete the research. Well, as mentioned in the previous chapter the author formulated 10 different questions about homework and asked 50 different students of both genders to enter a test. The author chose 25 females and 25 males, so the results can be compared as well, in general according to the research results female students do pay attention to homework more than male students. The author firstly asked students to enter the test then checked their answers and after gathering the results, analyzed their answers. Below the author shows the analysis of each question of questionnaire.

First Question: Do you understand the homework that you have been set?

The author chose this question in order to find out if students do feel confuse with homework and if teachers need to give extra explanation about homework. According to the research most of the students understand the homework that they have been set but there is still a number of students that never understand the homework that they have been set, so, according to the research teachers always need to explain the homework in beginning.

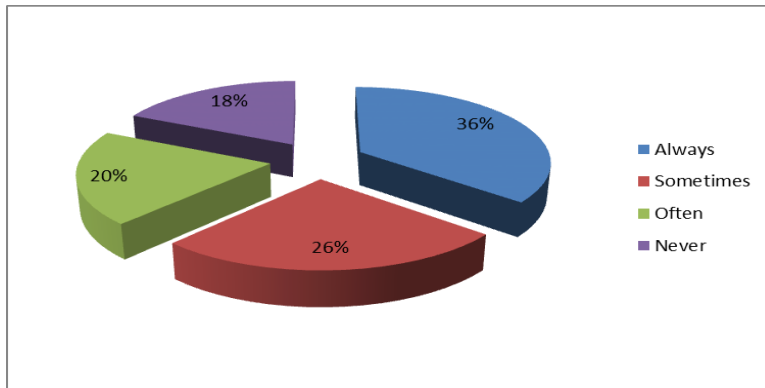


Figure 7: Questionnaire results percentage of the first question

Second Question: Are you able to work independently on your homework?

The author chose this question to find out if students are able to work independently on their homework or need someone to help them, and according to the research in many cases students need someone to help them with homework, because out of 50 students, 12 said that they are always able to work independently on their homework, while 15 said sometimes, 11 said often and 12 said never. This means that students do not understand well their homework and need to give extra explanation.

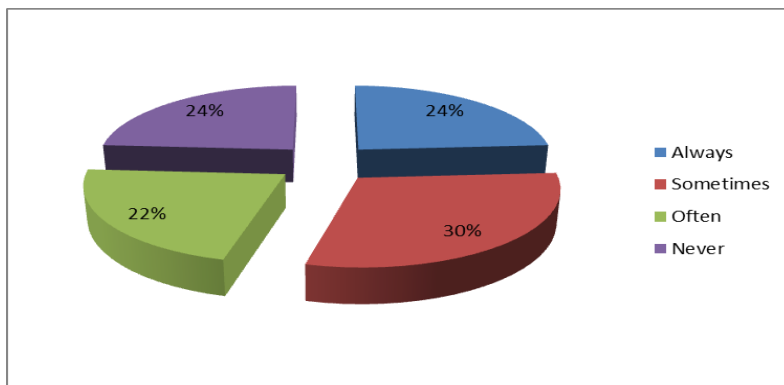


Figure 8: Questionnaire results percentage of the second question\

Third Question: How much time do you spend a day with your homework?

The author chose this question to find out how much time students spend with homework, so according to this research it can be clarified how much free time students do have to prepare for next classes or relax, and according to the research students most of the time are busy with their homework and need more time to finish their homework since out of 50 students, 20 of them said that they spend 0 – 30 minutes a day with their homework, while 18 said 1 – 2 hours, 4 said 2 – 4 hours and 8 students said more than 4 hours.

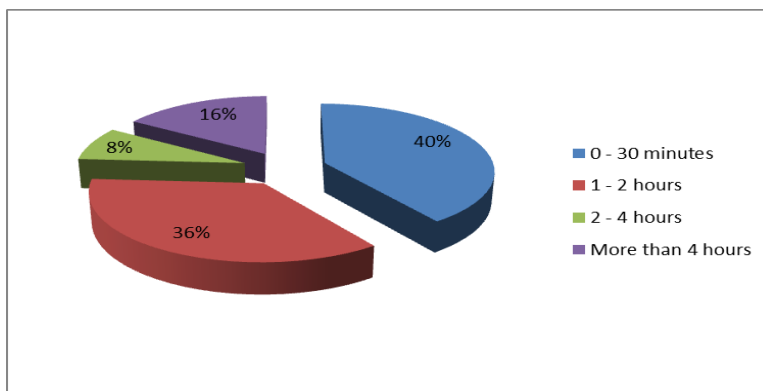


Figure 9: Questionnaire results percentage of the third question

Fourth Question: How do you find the level of homework?

The author chose this question to find out how students feel with homework, and how is the level of homework regarding to their opinion. According to the research results the level of homework is too hard, since out of 50 students 26 said too hard, which means that more than the half of students think that the level of homework is too hard. So, teachers need to change something with homework to lighten the students' life.

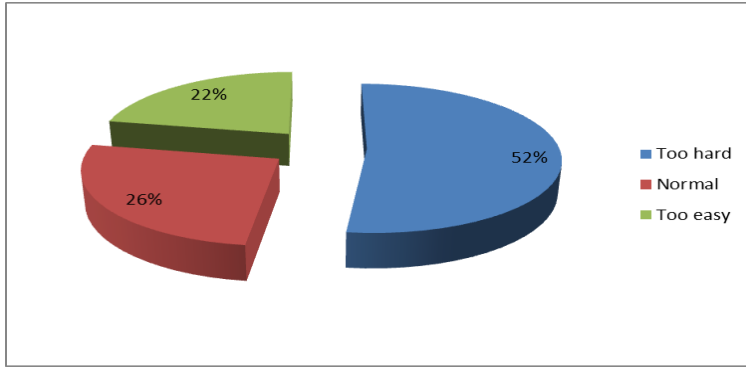


Figure 10: Questionnaire results percentage of the fourth question

Fifth Question: What do you think about the amount of homework given by the teachers each week?

The author chose this question to find out what students think of the amount of homework given by the teacher each week, and according to the research it is too much since out of 50 students, 28 of them said too much which means that teachers need to change the method of homework because students might feel stressful with homework and fail. Student should feel more relaxed and not have too much homework.

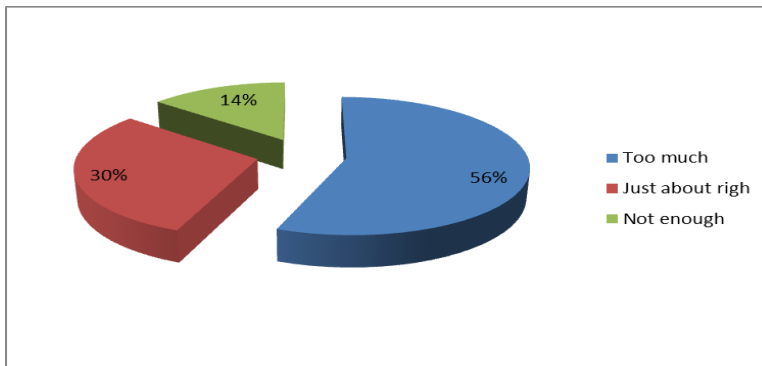


Figure 11: Questionnaire results percentage of the fifth question

Sixth Question: How important do you think homework is for you?

The author formulated this question because in order to find out the impact of homework on student learning is needed to know the importance of homework for students, so according to the results most of the students think that homework is important, while female students think

that homework is very important most of the male students do not find homework important, this means that female students do pay more attention to homework than male students.

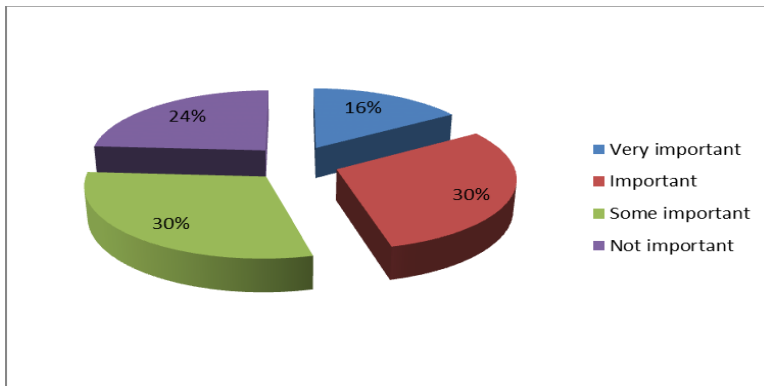


Figure 12: Questionnaire results percentage of the sixth question

Seventh Question: Do you learn from doing your homework?

The author chose this question in order to find out the impact of homework, in order to understand its impact is important to know if students think that they learn from doing their homework. According to the results most of the students said often, while the same percentage was for answers a lot and never.

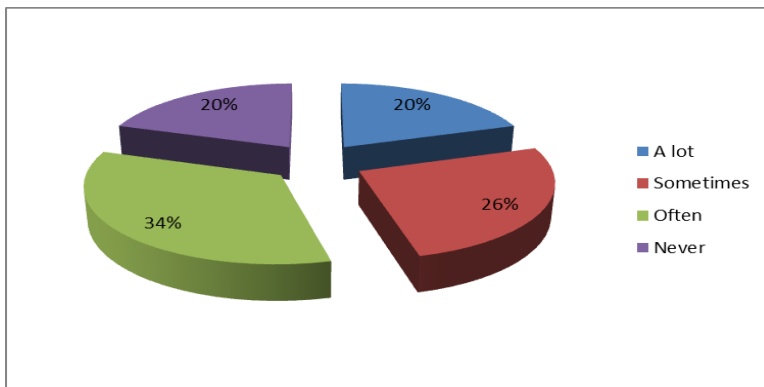


Figure 13: Questionnaire results percentage of the seventh question

Eighth Question: Does homework cause tension at home?

The author chose this question in order to understand if homework cause tension at home and according to the research in most of the cases homework cause tension at home since out of 50 students, 15 said very often, 15 said often, 12 said sometimes and only 8 students said never.

This means that students do not like homework much and do not pay much attention to homework and that is why it causes tension at home.

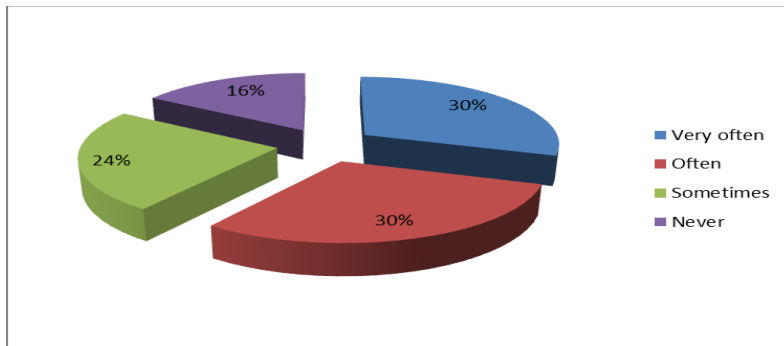


Figure 14: Questionnaire results percentage of the eighth question

Ninth Question: Do you think the teacher needs to explain homework tasks more clearly?

This question was formulated in order to find out what students think about if teachers need to explain homework tasks more clearly or not, so according to this research results most of the students think that teachers need to explain homework tasks more clearly since out of 50 students, 25 said yes always, 15 said sometimes, 3 said often and only 4 students said never.

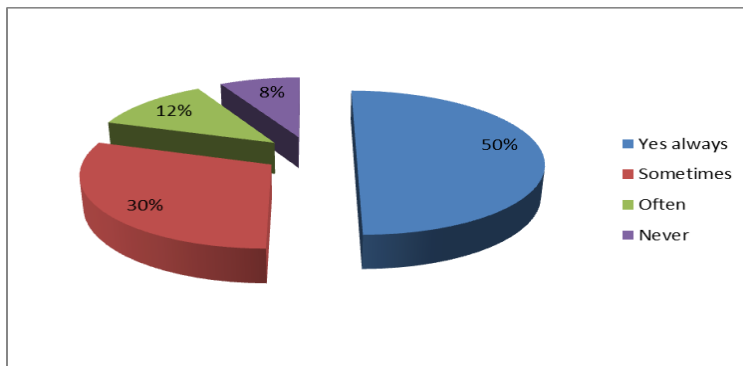


Figure 15: Questionnaire results percentage of the ninth question

Tenth Question: What do you think, how often should your homework be marked?

Since teachers set homework very often it is important to know what student think about it, do they want to be marked or not. According to this research results most of the students want to be marked with homework since out of 50 students 27 students said every time the homework is set, 11 students said every other time it is set, 8 said once a half term and 6 said never.

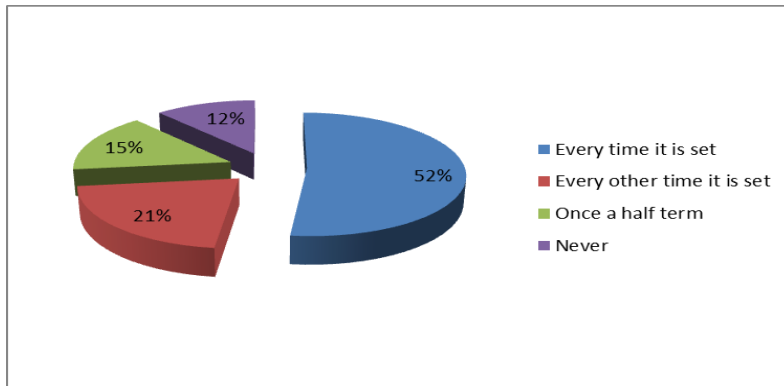


Figure 16: Questionnaire results percentage of the tenth question

5.3 Findings

Based on results in general homework has impact on student learning since teachers do always set homework every other lesson and also mark students often for homework also students pay attention to homework and in most of the cases they do not forget to do their homework.

Based on teachers' interviews homework should always be set and most of the cases after every lesson. Homework should be checked and marked as well, based on results homework should be checked and marked in many cases after every lesson and in some cases after every other lesson.

Based on results teachers do arrange students with homework but in many cases students forget to do the homework, but also there are students that never forget to do their homework.

Based on students' questionnaire results students sometimes have problems with homework, they do not understand homework, this means that teachers need to give extra explanation to students, they need to explain in details every task.

Most of the students are not able to work independently when they do homework, this means that teachers do not explain in details every task that students are asked to do at home. Based on results students spend much time with homework since most of the students said that they spend 2 – 4 hours doing their homework.

Also, based on students questionnaire results students think that they are receiving too much homework and according to their opinion in most of the cases the level of homework is too hard.

According to the results even though students think homework is too hard, they still think that homework plays an important role because they learn by doing homework. But according to their answers homework in most of the cases causes tension at home and due to that teachers do need to explain tasks more clearly and so students would not have problems with homework because they would understand the tasks and be able to work independently.

So, in general according to the results of both questionnaire and interview homework has impact on student learning and it is so important.

6. Discussion and Conclusion

The study examined the impact of the homework on student learning. The main concern of this study was to clarify the importance of homework on student learning, to find out if it has an impact on student learning. Also it concerns on teachers opinions about homework and students as well. The findings obtained in this research suggest that:

1. Homework has an impact on student learning.
2. Students should pay attention to homework, since it is important on learning.

Teachers should set homework after every lesson and always check the homework, because if not student may think that homework is not much important since it is not being checked.

More attention should be on explaining homework to students in class, because most of the students have problems with homework when they go home, so they need to hear the explanation first and have the idea of what are they going to do exactly.

It is important if teachers check again the amount of homework that they receive to students, because most of the students think that they are receiving too much homework.

Teachers should be aware if students are able to work independently with homework, so they need to check if students find homework too hard and if yes, then they should give extra explanation so students can work independently.

7. Limitations and Recommendations

7.1 Limitations

Even though this diploma research was prepared carefully, I am still aware of its limitations and shortcomings.

Firstly, the research was conducted only on a small size of teachers that were interviewed. Therefore, to generalize the results for larger groups and come up with stronger results, the study should have involved more teachers at different levels.

Secondly, teachers that were involved in research were not teachers of the same subjects, but with different ones which means that their opinions might differ since the role and importance of homework might depend on subject.

Thirdly, students that were concluded in research were of the same school which means that they may share similar opinions and thoughts of homework, while if students were chosen of different schools and cities the results might be stronger, and there would be more opportunities to compare students' answer, firstly to come up with results according to age, then according to gender and also according to place of living.

And finally, students that were involved in research were 11, 12, 13, 14 and 15 years old, so they were only students of the Primary School, so the results would be much more real if there were involved High School students as well.

7.2 Recommendations

As mentioned many times before, homework has an impact on student learning and it plays an important role since students learn a lot by doing homework. Students should not be aware about this fact just by telling them that the homework is important and they should pay more attention to it, but they should be aware by checking the homework and also marking students if not after every time it is set then after every other time it is set, so in this way students would be aware that homework is important since it is being checked and marked regularly.

Teachers should be aware of students' opinions about homework, and also parents' opinions about homework as well. Since students find difficult to do their homework themselves and in most of the cases it causes tension at home. Teachers should always give explanation, so students would have a clear idea of what they are going to deal with and avoid tension cause at home, and also feel more relaxed when do homework.

One another thing that teachers should do is to give homework to students regularly and after that ask students to enter a test and see the results. After gathering the results the teachers should change the method, so should not give homework to students for a period and after that period ask students to enter an another test and again see the results. After gathering results, teachers should compare them and see if students had more success when they were arranged with homework or where they were not. So, in this way the teacher knows if it is a good idea to arrange students with homework or not, and if it is needed to change the methods as well.

Also the amount of homework is so important for students and must be definitely mentioned here, teachers should not complicate students' plan by setting too much homework because in this way they get more tired and do not feel ready to read or re-read of what they learnt in previous classes, teachers should know the amount of homework that they give to students, if they choose a normal amount then students would feel more comfortable with homework and have more space to re-read previous lessons and also prepare for the next class.

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Appendices

Appendix A:

Teacher's interview

Age: _____

Gender: _____

1. In general, do you think students should receive homework?
 - a. Yes
 - b. No
2. How often do you think homework should be set?
 - a. After every lesson
 - b. Once a week for each subject
 - c. Once a month for each subject
 - d. never
3. How often should homework be checked?
 - a. Every time the homework is set
 - b. Every other time it is set
 - c. Once a half term
 - d. Never
4. How often should homework be marked?
 - a. Every time the homework is set
 - b. Every other time it is set
 - c. Once a half term
 - d. Never
5. Do students forget to do their homework?
 - a. Never
 - b. Sometimes
 - c. Often
 - d. Always

Appendix B:

Student Questionnaire

Age: _____

Gender: _____

1. Do you understand the homework that you have been set?
 - a. Always
 - b. Sometimes
 - c. Often
 - d. Never
2. Are you able to work independently on your homework?
 - a. Always
 - b. Sometimes
 - c. Often
 - d. Never
3. How much time do you spend a day with your homework?
 - a. 0-30 minutes
 - b. 1-2 hours
 - c. 2-4 hours
 - d. More than 4 hours
4. How do you find the level of homework?
 - a. Too hard
 - b. Normal
 - c. Too easy
5. What do you think about the amount of homework given by the teachers each week?
 - a. It is usually too much
 - b. It is just about right
 - c. It is not enough

6. How important do you think homework is for you?
 - a. Very important
 - b. Important
 - c. Some important
 - d. Not important
7. Do you learn from doing your homework?
 - a. a lot
 - b. Sometimes
 - c. Often
 - d. never
8. Does homework cause tension at home?
 - a. Very often
 - b. Often
 - c. Sometimes
 - d. Never
9. Do you think the teacher needs to explain homework tasks more clearly?
 - a. yes, always
 - b. sometimes
 - c. often
 - d. never
10. What do you think, how often should your homework be marked?
 - a. Every time the homework is set
 - b. Every other time it is set
 - c. Once a half term
 - d. Never