

# Homework and Academic Success: A Critical Appraisal of Research and Practices

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## Abstract

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Homework is a critical element in the educational process, often designed to reinforce lessons taught in the classroom and prepare students for academic challenges. This article examines the effectiveness of homework based on John Hattie's meta-analytic research as well as other empirical studies. It analyzes the benefits and challenges of homework, highlighting best practices for its implementation. Additionally, the article evaluates the role of teachers and parents in shaping homework outcomes, with a particular focus on the impact of these factors on academic success and the overall development of students.

**Keywords:** Homework, academic achievement, effect size, self-regulation, homework adaptation, parental involvement

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## 1. Introduction

For decades, homework has been an integral feature of the educational system, widely used across all levels of education. However, despite its long-standing presence, the debate over the effectiveness of homework continues to spark discussions among teachers, parents, and policymakers. Proponents of homework argue that it serves as a tool to reinforce learning, develop responsibility, and foster students' self-regulation. They believe that homework allows students to engage with material at their own pace, beyond the constraints of the classroom environment. On the other hand, critics highlight the potential disadvantages of excessive homework, including increased stress, negative impacts on students' physical and mental health, and the widening of educational inequalities. Some argue that homework may interfere with family time and extracurricular activities, which are equally important for the holistic development of children. This article explores both sides of the debate, leveraging empirical evidence and theoretical frameworks to evaluate the real impact of homework on students' academic achievement and overall well-being.

## 2. Theoretical Framework

Homework is not merely a task assigned by teachers to occupy students' time outside the classroom. It is deeply rooted in several significant educational theories, which inform both the rationale for its assignment and its contribution to learning.

**Behaviorism:** Grounded in the works of B.F. Skinner and other behaviorist theorists, this theory emphasizes the role of reinforcement and repetition in learning. Behaviorists argue that learning is strengthened through repeated practice, and homework provides a mechanism for such reinforcement. When students repeatedly engage with concepts outside the classroom, they consolidate their understanding and enhance recall. For instance, consistent practice of mathematical problems can help students memorize procedures and formulas, making it easier to apply these skills in the future (Skinner, 1953).

**Constructivism:** Jean Piaget's constructivist theory suggests that learning is an active process in which students build upon their prior knowledge. Homework plays a critical role in this process as it gives students the opportunity to apply new concepts and integrate them with what they already know. For example, assignments requiring problem-solving or critical thinking encourage students to establish connections between new material and their existing cognitive frameworks. This deepens understanding and fosters more meaningful learning experiences (Piaget, 1970).

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**Metacognition:** Metacognition refers to the process of thinking about how we think. It encompasses students' ability to reflect on how they learn and adjust their strategies to improve outcomes. Homework can enhance metacognitive skills by encouraging students to plan, monitor, and evaluate their progress. For instance, a student reflecting on their approach to completing a history essay might consider what worked well and what didn't, using these insights to refine their study habits for future assignments (Flavell, 1979).

These theoretical frameworks underscore that homework is not solely about reinforcing classroom learning but also about developing critical skills essential for independent learning and long-term academic success. Whether through repeated practice, cognitive engagement, or self-regulation, homework provides a structured opportunity to enhance students' understanding and capabilities.

### 3. Types of Homework

The assignments given to students encompass a range of operations such as reproduction, classification, drawing conclusions, and applying information. Through completing these tasks, students not only acquire new knowledge but also practice essential skills.

According to psychologist Doyle, educational tasks can be categorized into four types:

**Memory Tasks:** These require students to recognize and reproduce information previously learned, such as identifying state capitals or reciting lines from a poem.

**Procedural Tasks:** These involve using an algorithm to solve a problem. When followed correctly, the student arrives at the right answer, such as applying the formula for the area of a circle.

**Understanding Tasks:** These require students to transform information and select the best methods to solve new problems, such as combining different ideas to arrive at a solution.

**Opinion-Expression Tasks:** These allow students to express their personal preferences, such as identifying their favorite character in a story.

These categories align with Bloom's taxonomy of the cognitive domain. Another way to classify tasks is based on the level of risk they involve. Opinion-expression tasks are low-risk, as there are no inherently right or wrong answers, while memory and procedural tasks are straightforward with a low risk of errors.<sup>4</sup> Tasks requiring long-term memory use or involving complexity, such as reciting lengthy passages or solving intricate equations, are more challenging and carry a higher risk of error.

Conversely, some tasks can be ambiguous and difficult to solve, such as those that require personal opinion or deep understanding. This ambiguity may prompt students to seek clearer guidance and support from teachers to manage uncertainties. In this way, understanding tasks may turn into procedural ones, thereby reducing students' creativity.

To foster effective teaching and learning, it is essential to balance clear instructions from teachers with the challenges presented by tasks. Homework aimed solely at fact reproduction do not necessarily develop deep understanding. Teachers must make thoughtful choices in task selection and maintain the flexibility to address the varying needs of students. The system of educational homework is key to students' success, shaping their thoughts and actions.

### 4. John Hattie's Meta-Analysis and the Effect Size of Homework

John Hattie's research provides a comprehensive analysis of educational interventions, including homework, and their impact on student achievement. In his influential work, *Visible Learning* (2009), Hattie introduced the concept of "effect size" to measure the effectiveness of various teaching practices. An effect size of 0.40 is considered the threshold for significant educational impact. In his meta-analysis of over 800 studies, Hattie found that homework had an effect size of 0.29. This relatively small effect suggests that while homework can contribute to academic achievement, its impact is not as substantial as other factors, such as the quality of teacher feedback or classroom management strategies (Hattie, 2009).

The effect size of homework is not uniform across all age groups. Hattie's research reveals a significant variation in the impact of homework based on students' educational levels. For secondary school students, the effect size was much higher, at around 0.64, indicating a strong correlation between homework and academic performance. This suggests that older students, who generally possess more developed self-regulation and time-

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<sup>4</sup>Bushi, Jonida, Ema Kristo, Endri Papajorgji: "Correction of Speaking Mistakes when Learning a Foreign Language - Analysis of the Most Common Mistakes and their Correction in Learning the German Language." (2022). Journal of Educational and Social Research, 12(2), 63. <https://doi.org/10.36941/jesr-2022-0035>

management skills, benefit more from homework, particularly when it requires critical thinking and problem-solving.

In contrast, for elementary school students, the effect size was only 0.15, indicating that younger children, who may lack the necessary self-management skills, derive less benefit from traditional homework assignments (Hattie, 2009).

These findings challenge the traditional "one-size-fits-all" approach to homework and suggest that teachers should consider the developmental stages of their students when assigning tasks. For older students, more complex and demanding assignments can foster higher-order thinking skills, while for younger students, shorter and more focused tasks are more effective in reinforcing basic skills.

This nuanced approach highlights the need for educators to adapt homework practices to align with the unique developmental and cognitive needs of their students, ensuring that assignments provide maximum benefit at every educational stage.

## 5. Differentiated Homework Allocation by Age

According to Hattie, the differentiated assignment of homework based on age emphasizes the importance of tailoring tasks to the cognitive and developmental needs of students. Secondary school students, who are generally more mature and independent, are better equipped to handle the demands of homework. They are more likely to have developed self-regulation skills, such as time management, overcoming challenges, and persevering with tasks. Moreover, homework at this level tends to be more intellectually stimulating, often requiring critical thinking, analysis, and synthesis of information. For instance, a high school assignment might ask students to conduct independent research and write an essay analyzing historical events, thus developing skills applicable to future academic and professional endeavors.

In contrast, younger students in elementary school may not have fully developed these skills, making them less likely to benefit from traditional homework assignments. At this stage, students are still building foundational academic skills, such as reading, writing, and basic mathematics. They may struggle to stay focused or manage their time without adult supervision. As a result, homework for younger students should be simple, structured, and manageable, aiming to reinforce what has been taught in class without causing undue stress for the child or their family. Research suggests that excessive homework at this age can lead to frustration, disengagement from learning, and a negative attitude toward school, which could hinder long-term academic growth.

Understanding these developmental differences allows educators to create age-appropriate assignments that maximize learning outcomes. For older students, this might include assigning longer and more challenging projects, while for younger students, tasks should be limited in scope and focus on reinforcing key skills.

## 6. Benefits of Homework

Homework offers numerous benefits, particularly when thoughtfully designed and aligned with educational objectives. One of the most significant benefits is *the reinforcement of learning*. When students engage with material outside the classroom, they have the opportunity to review and deepen their understanding of concepts. Studies such as that conducted by Paschal, Weinstein, and Walberg (1984) suggest that homework can enhance information retention by encouraging students to practice and apply what they have learned. For example, math assignments involving the solving of equations reinforce procedural knowledge, making it easier for students to recall and use these methods in future lessons or exams.

In addition to academic reinforcement, homework plays a key role in *developing essential life skills*. Completing homework requires students to manage their time, set priorities, and meet deadlines—skills that are crucial not only for academic success but also for future professional and personal responsibilities. Regularly completing homework teaches students how to plan their workload, avoid procrastination, and take responsibility for their learning. For instance, a student who consistently organizes their schedule for homework develops time-management skills that will serve them well in university or the workplace (Corno, 1996).

Another significant benefit of homework is its *capacity to foster parental involvement in the learning process*. Homework provides parents with a window into their child's academic life, offering them the opportunity to provide support and encouragement. Research has shown that when parents engage positively and supportively with their children's homework, it can lead to improved academic outcomes. For example, parents can assist their children by creating a conducive study environment, offering guidance on challenging assignments, and motivating them to stay focused (Epstein, 2001).

However, it is important to emphasize that parental involvement must be balanced, as excessive involvement may lead to dependency and reduce a child's ability to work independently. Striking this balance ensures that homework not only reinforces academic skills but also promotes the development of autonomy and self-efficacy in students.

## 7. Best Practices for Homework

To maximize the benefits of homework, teachers should follow research-based best practices that cater to the needs of their students.

One well-known and recommended practice is the **10-Minute Rule**, which suggests that students should have no more than 10 minutes of homework per grade level per night. Proposed by Cooper (2006), this rule helps prevent students from becoming overwhelmed by excessive assignments, ensuring they have enough time for other important activities such as extracurricular pursuits, family time, and rest. For instance, a first-grade student would have 10 minutes of homework per night, while a tenth-grade student would have 100 minutes. This incremental approach ensures that the homework load is developmentally appropriate and manageable for students.

Another important practice is ensuring that homework is **directly linked to learning objectives**. Assignments should have a clear purpose and be designed to reinforce or expand upon what is taught in class. For example, if a teacher has delivered a lesson on the scientific method, a homework task could require students to design a simple experiment, applying the steps of the method in a practical manner. This type of assignment not only reinforces the day's lesson but also encourages students to engage with the material in a meaningful and practical way.

**Differentiation of homework** is also essential to ensure that all students can succeed. This involves tailoring assignments to meet the diverse needs and abilities of students in the classroom. For example, while some students may benefit from traditional assignments, others may require alternative tasks that better suit their learning styles or personal circumstances. A student with dyslexia, for instance, might struggle with reading-heavy assignments but excel in tasks that incorporate more visual or hands-on elements. By differentiating homework, teachers can create a more equitable learning environment where all students have the opportunity to achieve success (Vatterott, 2009).

These practices highlight the importance of balancing workload, aligning assignments with educational goals, and addressing the individual needs of students. By implementing these strategies, teachers can ensure that homework serves as an effective tool for learning and development.

## 8. The Role of the Teacher in Homework

The effectiveness of homework largely depends on how teachers design and implement it. Teachers have the responsibility to create assignments that are meaningful and suited to the abilities and needs of their students. A key aspect of this responsibility is ensuring that homework is well-structured and aligned with the curriculum. Assignments should reinforce the skills and concepts taught in class and provide opportunities for students to practice and apply what they have learned. For example, after a lesson on essay writing, a teacher might assign students the task of drafting their own essays, allowing them to apply the writing techniques discussed in class.

Teachers also play a critical role in providing timely and constructive feedback on homework. <sup>5</sup>Research highlights that feedback is one of the most powerful tools in education, as it helps students understand their mistakes and improve their learning. Homework without feedback can become a meaningless exercise, as students may not know whether they are on the right track or how to correct their errors. Effective feedback should be specific, clear, and aimed at enhancing students' understanding and performance (Hattie, 2009).

In addition, teachers must consider individual differences among students when assigning homework. Students come from diverse backgrounds and have varying levels of academic ability, learning styles, and home environments. As such, a universal approach to homework may not be effective for all students. Differentiating assignments based on the individual needs of students can help ensure that all learners benefit equally. For instance, a student struggling with reading might require shorter and more manageable reading assignments, while an advanced student could be challenged with a more complex project requiring critical thinking and analysis.

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<sup>5</sup>Bushi, Jonida, Aliaj Arsilda "A review on the role of feedback in foreign language teaching" On "10. International European Congress On Advanced Studies In Basic Sciences", July 2024, P. 705f.

By personalizing homework, teachers can create a more inclusive and supportive learning environment. This approach not only enhances the relevance and effectiveness of homework but also ensures that all students have the opportunity to succeed in their academic pursuits (Tomlinson, 2001).

### 9. The Role of Parents in Homework

Parental involvement in homework has long been recognized as an important factor in students' academic success. Homework gives parents the opportunity to actively engage in their children's education by providing guidance, support, and encouragement. Studies have shown that students whose parents are involved in their homework tend to perform better academically and demonstrate higher levels of motivation and self-confidence (Cooper, Lindsay & Nye, 2000). Parents can assist their children by helping them organize their time, clarify instructions, and offer praise and encouragement.<sup>6</sup>

However, the role of parents in homework must be balanced. While positive involvement can enhance student outcomes, excessive intervention can harm the child's autonomy and hinder their ability to develop independent learning skills. Parents who take too much control of homework—by completing tasks for their children or over-managing assignments—may unintentionally prevent their children from learning how to manage their responsibilities. This can lead to reduced self-confidence and increased dependence on external help, which can negatively affect the child's long-term academic development.

Therefore, it is essential for parents to adopt a supportive but distant approach to homework, providing help when necessary while allowing children to take responsibility for their own learning. By doing so, parents can foster a sense of independence and self-efficacy in their children, which are critical for long-term academic success (Epstein, 2001).

### 10. Challenges and Criticisms of Homework

While the benefits of homework are evident, it is not without challenges and criticisms. One of the most common concerns is the potential for excessive homework to lead to student stress and fatigue. A study by Galloway, Conner, and Pope (2013) found that students who reported spending more than two to three hours on homework each night were more likely to experience high levels of stress, lack of sleep, and decreased well-being. This issue is particularly prevalent in high-performing schools, where students often face pressure to excel academically while managing extracurricular activities and social commitments. In such cases, homework overload can negatively affect overall quality of life, leading to burnout and disengagement from learning.

Another significant challenge associated with homework is inequality in access to resources. Not all students have the same home environment or access to the materials and support needed to complete assignments effectively. For instance, students from low-income families may lack a quiet place to study, have limited access to technology, or not have parents available or capable of assisting with homework. This creates what is known as the "*homework gap*" where students without sufficient resources are at a distinct disadvantage compared to their peers. A study by Livingston and Wirtz (2018) highlighted that this gap exacerbates existing educational inequalities, as students struggling to complete homework may fall behind in their studies, perpetuating a cycle of lower achievement.

Furthermore, the quality of homework is another critical issue. Not all assignments are equal, and poorly designed tasks may offer little to no educational value. Assignments that involve mere rote memorization or repetitive activities may fail to engage students or promote meaningful learning. For example, worksheets that require students to fill in blanks without encouraging deeper thinking may have minimal impact on improving comprehension or critical thinking skills (Bembenuddy, 2011). Teachers must ensure that homework is purposeful, well-structured, and aligned with classroom teaching objectives to maximize its effectiveness.

Addressing these challenges requires careful consideration of homework quantity, equity, and quality. By doing so, educators can mitigate the negative effects of homework while retaining its potential benefits for student learning and development.

### 11. Methodology

In the theoretical section of this study, we explored the importance of homework as an educational tool that helps students reinforce the knowledge and skills learned in school. Structured and tailored homework assignments can contribute to the development of critical thinking, improvement in time management, and reinforcement of

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<sup>6</sup>Bushi, Jonida: "Motivation in the learning of foreign languages" ICSNS XVI – 2021, Sixteenth International Conference On: "Social And Natural Sciences – Global Challenge 2021" 22 September 2021, P. 150f.

acquired knowledge. Furthermore, the significance of the methodology used in assigning and evaluating homework was emphasized, along with its role in supporting independent and in-depth learning.

In this context, we conducted a survey directed at teachers in schools across Tirana, Albania, aimed at gathering their opinions and experiences regarding the significance of homework and the methodologies employed to assist students. The survey included questions addressing issues such as how teachers assign homework, the quality of these assignments, and their impact on students' progress.

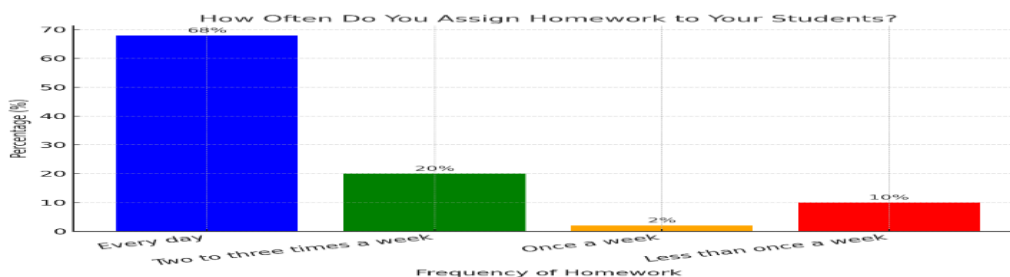
A total of 37 teachers from various schools in Tirana participated in the data collection, providing a broad and diverse perspective on the practice of homework.

The results of this survey can help in understanding the current methodologies of homework and identifying ways to improve them to better support student development. Additionally, these findings may offer suggestions for creating a more structured and effective homework policy that supports both teachers and students in achieving better outcomes in the learning process.

## 12. Results Based on the Questions Constructed in the Survey

### 1. How often do you assign homework to your students?

- a) Every day: 68%
- b) Two to three times a week: 20%
- c) Once a week: 2%
- d) Less than once a week: 10%



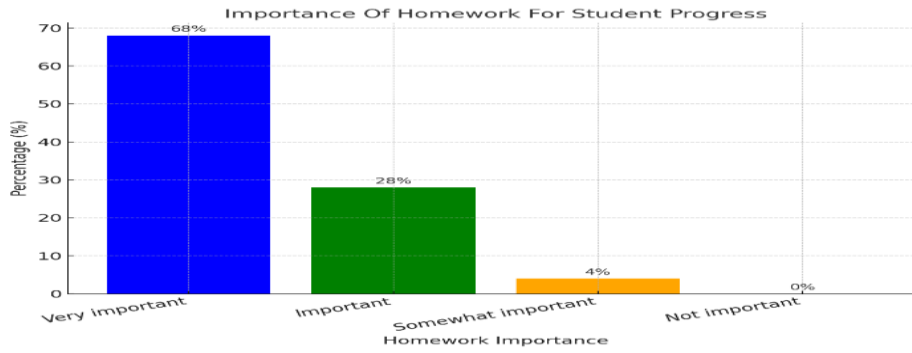
The results show that the majority of teachers (68%) assign homework every day, emphasizing the importance they place on daily practice to reinforce students' knowledge. A smaller proportion (20%) prefer a more balanced approach, assigning homework two to three times a week, while only 2% assign homework once a week. On the other hand, 10% of teachers assign homework less frequently than once a week.

This diversity of practices suggests varying approaches to planning and supporting learning, with daily homework being the dominant strategy among teachers.

### 2. How important do you consider homework for students' progress?

- a) **Very important:** 68%
- b) **Important:** 28%
- c) **Somewhat important:** 4%
- d) **Not important:** 0%

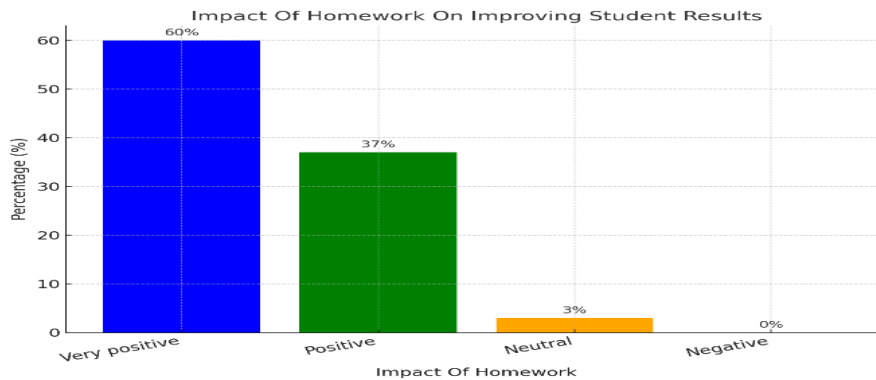
The data indicate that the majority of teachers (68%) consider homework to be very important for students' progress, highlighting its role in reinforcing knowledge and academic preparation. A significant portion (28%) view it as important, while only 4% believe it has little importance. Notably, no teacher rated homework as unimportant, confirming a consensus on its value in the educational process.



### 3. How do you evaluate the impact of homework on improving students' performance?

- a) **Very positive:** 60%
- b) **Positive:** 37%
- c) **Neutral:** 3%
- d) **Negative:** 0%

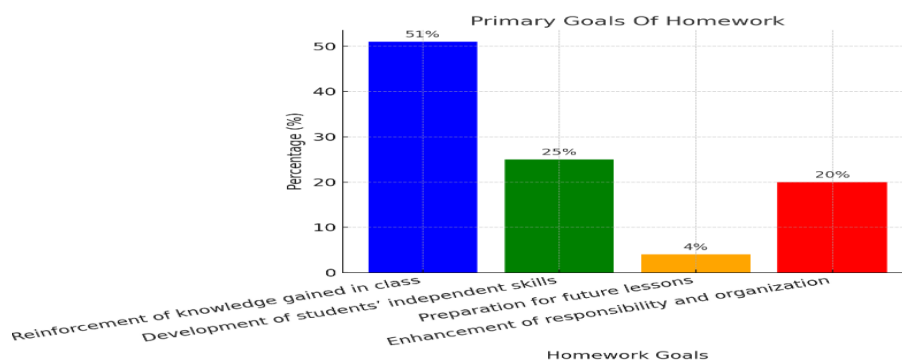
The majority of teachers (60%) evaluate the impact of homework as very positive for improving student performance, emphasizing its role in reinforcing learning. Another significant portion (37%) view its impact as positive, while only 3% consider it neutral. No teacher perceives the impact as negative, suggesting widespread support for homework as an effective practice for enhancing teaching and learning outcomes.



### 4. What are the main objectives you aim to achieve through homework? (Multiple answers allowed)

- a) **Reinforcement of knowledge gained in class:** 51%
- b) **Development of students' independent skills:** 25%
- c) **Preparation for future lessons:** 4%
- d) **Enhancement of responsibility and organization:** 20%

The primary objective of homework, according to most teachers (51%), is the reinforcement of knowledge gained in class. Another group (25%) emphasizes the development of students' independent skills, while 20% focus on enhancing responsibility and organization. Only 4% of teachers consider preparation for future lessons as the main goal. These results reflect a focus on consolidating learning and fostering practical and social skills in students.

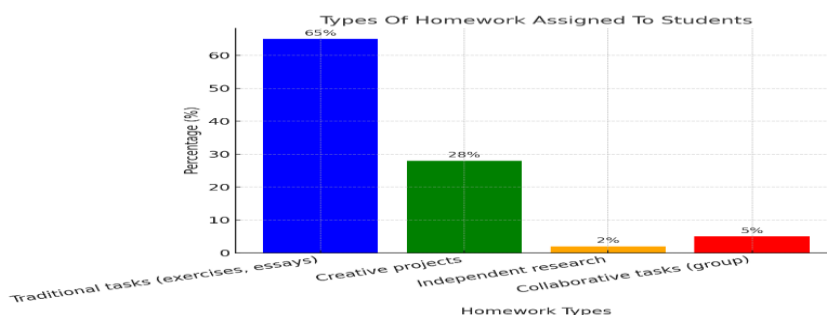


**5. What types of homework do you assign to students?**

- a) **Traditional tasks (exercises, essays): 65%**
- b) **Creative projects: 28%**
- c) **Independent research: 2%**
- d) **Collaborative tasks (group work): 5%**

The data show that the majority of teachers (65%) assign traditional homework, such as exercises and essays, reflecting a focus on conventional methods to reinforce learning. A smaller percentage (28%) incorporate creative projects into their assignments, while only 2% prioritize independent research. Collaborative tasks, such as group work, are used by 5% of teachers.

These results suggest that traditional approaches dominate homework practices, with limited integration of collaborative and research-based tasks. This may indicate an opportunity to diversify homework methods to encourage a broader range of skills and learning styles.

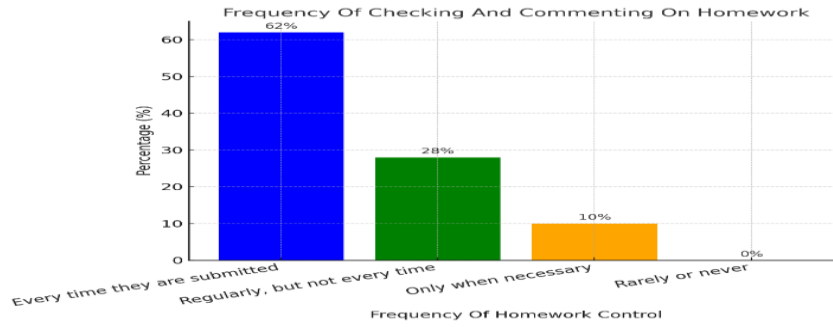


**6. How often do you review and provide feedback on homework?**

- a) **Every time it is submitted: 62%**
- b) **Regularly, but not every time: 28%**
- c) **Only when necessary: 10%**
- d) **Rarely or never: 0%**

The majority of teachers (62%) review and provide feedback on homework every time it is submitted, reflecting a strong commitment to supporting the learning process. Another group (28%) does so regularly but not always, indicating a degree of flexibility in their practice. Only 10% provide feedback only when deemed necessary, while no teacher considers reviewing homework to be rare or negligible. This underscores the importance of continuous evaluation and guidance in teaching practices.

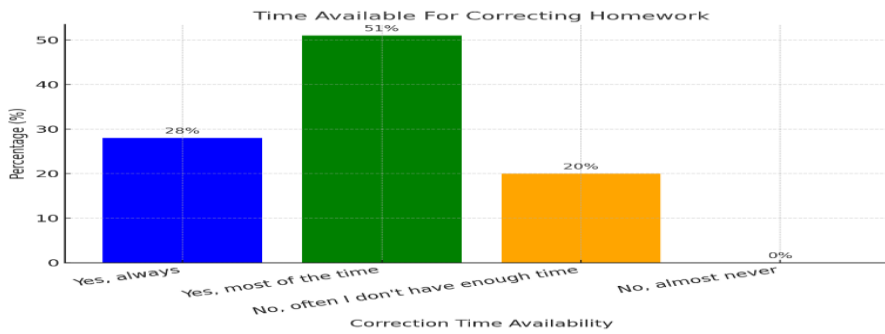




**7. Do you have enough time to correct all the homework you assign to students?**

- a) **Yes, always:** 28%
- b) **Yes, most of the time:** 51%
- c) **No, often I don't have enough time:** 20%
- d) **No, almost never:** 0%

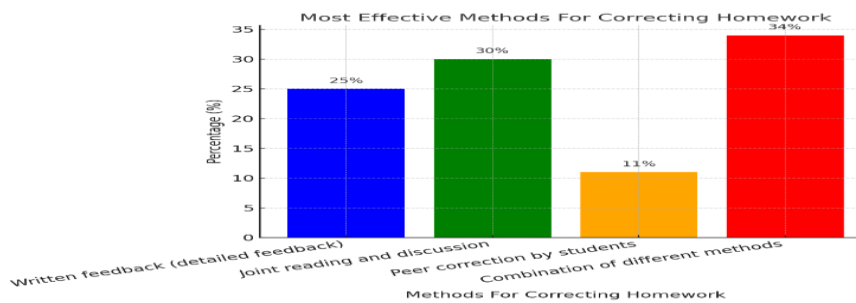
Only 28% of teachers always have enough time to correct all the homework they assign, while the majority (51%) manage to do so most of the time. A significant portion (20%) often lacks sufficient time for corrections, and no teacher reported almost never having time. These results highlight the challenges of time management for teachers and the potential burden of correcting homework in their workload.



**8. What is the most effective way to correct homework?**

- a) **In writing (detailed feedback):** 25%
- b) **Joint reading and discussion:** 30%
- c) **Peer correction by students:** 11%
- d) **Combination of different methods:** 34%

The data show that the most preferred and effective method for correcting homework is a combination of different approaches (34%), reflecting flexibility and adaptation to students' needs. Joint reading and discussion rank second at 30%, highlighting the importance of group engagement and analysis. Written detailed feedback accounts for 25%, emphasizing personalization and attention to detail. Only 11% of teachers prefer peer correction, a method that can foster collaborative learning but is less commonly utilized.

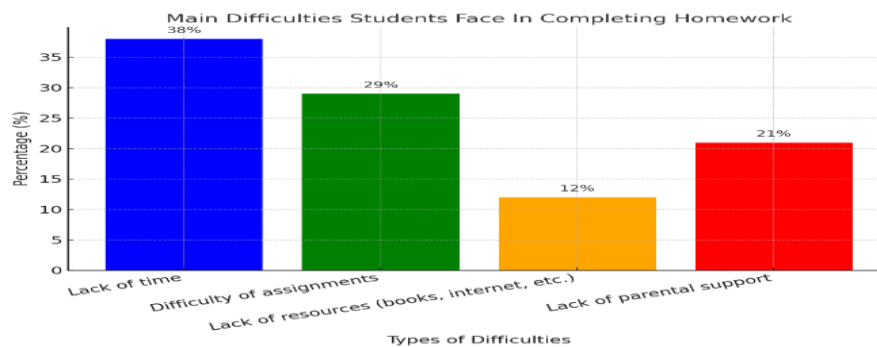


**9. In your opinion, what are the main difficulties students face in completing homework?**

- a) **Lack of time:** 38%

- b) **Difficulty of assignments:** 29%
- c) **Lack of resources (books, internet, etc.):** 12%
- d) **Lack of parental support:** 21%

According to the data, lack of time is the primary difficulty students face in completing homework, as reported by 38% of teachers. The difficulty of assignments ranks second at 29%, reflecting the need for more appropriately balanced and manageable tasks. A lack of resources, such as books or internet access, is a challenge for 12% of students, while 21% struggle due to insufficient parental support, highlighting the importance of family involvement in the process. These results suggest a need for greater support and resources to facilitate homework completion.



## 15. Based on your experience, how do you think the quality and effectiveness of homework can be improved?

Teacher Responses Reflect Diverse Experiences:

### Planning and Adapting Homework

*Assign homework based on clear criteria.*

*Carefully plan homework according to the specific challenges of each class.*

*Adapt assignments to align with the material taught in class, avoiding additional unexplained content.*

*Ensure tasks are manageable for students to complete independently without excessive difficulty.*

*Assign fewer tasks and discuss them in class to reinforce understanding.*

### Methodology and Variety in Homework

*Avoid repetitive homework types; introduce variation.*

*Provide different types of assignments to cater to varied learning needs.*

*Move away from traditional homework methods where students copy questions and find answers in textbooks. Replace these with project-based tasks.*

*Assign creative and independent tasks, occasionally involving group work.*

*Incorporate portfolios and project-based learning.*

*Assign creative and research-oriented tasks only when necessary.*

*Encourage critical thinking through homework.*

### Motivation and Collaboration

*Transform homework into an engaging activity rather than a mandatory task.*

*Foster a positive attitude toward homework by assigning tasks that spark students' creativity.*

*Promote collaboration between teachers, parents, and students, emphasizing the importance of completing homework.*

*Motivate students by assigning tasks that generate interest and encourage improvement.*

*Raise awareness among students about the role of homework in reinforcing classroom learning.*

*Educate parents that homework is the child's responsibility, not theirs.*

### Correction and Feedback

*Allocate appropriate time for correcting homework and provide constructive feedback.*

*Consistently review and evaluate homework.*

*Discuss assignments in class to help students learn from both their own and their peers' mistakes.*

Classroom Work and Alternatives to Homework

*Focus more on classroom and assign homework less frequently.*

*Integrate homework into classroom activities whenever possible.*

*Combine continuous group and individual work in class.*

*Clarify concepts during lessons so that homework serves as a tool for revisiting knowledge and better organizing time.*

**16. How do you think homework contributes to building a culture of lifelong and independent learning among students?**

Teachers' responses reflect the following thoughts:

The Positive Impact of Homework

*Homework positively influences the development of independence and responsibility in students.*

*It helps reinforce knowledge gained in class and establish a systematic routine.*

*Encourages time management as well as analytical and organizational skills.*

*Teaches students to be responsible for their tasks and to work independently.*

Building a Culture of Lifelong Learning.

*Homework contributes to cultivating discipline and preparing students for the future through consistent routines.*

*Students learn to utilize their free time effectively by selecting appropriate methods and resources to complete tasks.*

*Develops a sense of responsibility and fosters skills for independent work.*

Outcomes on Personal and Academic Development

*Improves critical thinking and creativity, helping students enhance their knowledge in various fields such as foreign languages and writing skills.*

*Has a positive impact when completed independently and with responsibility.*

*Teaches students to organize their time and follow a routine for independent work.*

**17. Do you think there is a difference in the effect of homework on students from different age groups? If so, what are these differences?**

Teachers' responses reflect the following differences:

No Significant Difference in the Effect of Homework:

*Homework has the same effect regardless of age; the difference lies in the individual student rather than their age.*

*Homework always has a positive impact, holding students accountable regardless of the age group.*

*There are no pronounced differences in the effect of homework across age groups.*

Differences in the Effect of Homework by Age

*For younger students, homework helps with revisiting and organizing knowledge. For older students, it contributes more to the development of critical thinking and creativity.*

*Students aged 11-12 take homework more seriously compared to those aged 17-18.*

*At younger ages, homework is seen as an engaging activity, while at older ages, it is often perceived as a mandatory and sometimes tedious task.*

Differences in Content and Type of Homework

*Homework for different age groups should vary in content and difficulty, including creative tasks, projects, posters, presentations, and traditional exercises.*

*The older the students, the more complex and diverse homework can be.*

*Younger age groups require tasks focused on repetition and application, while older age groups benefit from assignments that foster responsibility and creativity.*

**12. Conclusions**

Based on the results of the survey conducted with 37 teachers from schools in Tirana, Albania, several key conclusions can be drawn about how homework supports students and the methods used to assign it:

A significant proportion of teachers assign homework two to three times a week, aligning it with teaching standards and student needs. This frequency, common among most teachers, underscores the importance of homework in reinforcing the knowledge students acquire during lessons.

Teachers believe homework should be manageable and age-appropriate. Most suggest that assignments should take 15 to 45 minutes, allowing students to practice and reinforce classroom knowledge without being overwhelmed.

The majority of teachers consider homework highly important for student progress. Assignments help develop independence, reinforce knowledge, and increase students' sense of responsibility toward the learning process.

Teachers reported that homework has a positive effect on improving students' academic results. They also emphasized the importance of regular correction and constructive feedback to help students improve.

Despite the importance of homework, teachers expressed difficulties in managing time to correct all assignments. Some reported that they often lack sufficient time to properly review and correct tasks, highlighting the need for additional support in this process.

Teachers use a variety of methods to assign homework, including traditional tasks, creative projects, and independent research. This diversity of approaches reflects efforts to diversify learning opportunities and adapt to students' differing needs.

Homework contributes to the development of various skills, including organizational abilities, time management, critical thinking, and teamwork. This shows that homework is not only a means of reinforcing knowledge but also aids in life skills development.

Teachers consider homework an important tool in helping students develop a culture of lifelong and independent learning. Teachers reported that homework supports students in developing independent learning skills, increasing responsibility, and better managing their time.

Teachers noted differences in the effects of homework across different age groups. Younger students see homework as an opportunity to reinforce knowledge, while older students often perceive it as a mandatory but sometimes tedious task.

Teachers suggested several ways to improve the quality and effectiveness of homework, including the use of more creative and research-oriented tasks, ensuring that they are appropriate for students' levels and aligned with the material taught.

The survey results demonstrate that homework is important for students' development but requires a structured approach and appropriate methodology to be effective. Teachers suggested improvements in time management, diversification of homework methods, and closer collaboration with parents to maximize the positive impact of homework.

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