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HOMEWORK IN ELEMENTARY SCHOOL[i]

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Abstract:
The foundation of academic success is often laid during the years when students first encounter a structured learning environment. An essential part of this process is, undoubtedly, homework. Well-planned assignments not only reinforce the retention of knowledge learned in the classroom but also help students develop a sense of responsibility and contribute to the improvement of time management skills from an early age. Additionally, homework supports the development of problem-solving and critical thinking skills while also strengthening students' academic discipline and self-regulation abilities. On the other hand, critics of homework argue that assignments create excessive stress for children, reduce family interaction time, and raise questions about whether they genuinely enhance academic achievement. This study aims to examine teachers' perspectives on homework practices in primary schools, focusing on how classroom teachers conceptualize and implement homework. A qualitative research approach was adopted in the study, which was designed based on the phenomenological pattern. The study participants consisted of 23 elementary teachers selected through a purposive sampling method. Data were collected through e-interviews, where a 12-question interview form was sent via email to participants, and their responses were obtained. The collected data were analyzed using content analysis. According to the study results, the primary reasons for assigning homework include reinforcing and reviewing learned knowledge. Additionally, ensuring that homework is appropriate for the students' level was identified as a significant factor. The findings also indicate that research-based and observational assignments are more commonly given, that homework should not take up excessive student time, and that the primary factors preventing students from completing their homework include TV, tablet, and smartphone use. Furthermore, another significant finding highlights that parental support plays a crucial role in overcoming issues related to homework.

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1. Introduction

Comedian Rob Delaney posted the following on social media: *"Why do they give 7-year-olds so much homework in the UK, and how do I stop this? I want my kid frolicking, drawing, and playing football. Who knows more about stopping this madness and can help me?"* (X, September 28, 2018).

Delaney's post quickly gained support from many individuals, while others criticized his stance. Such complaints, expressed from time to time, bring certain debates about homework to the forefront.

Homework refers to tasks assigned by teachers to students that are expected to be completed outside of school hours (Cooper, 1989). Moreover, homework is considered an instructional strategy that establishes a connection between school and home, allowing students to reinforce and apply the knowledge they acquire in school through independent activities (Vatterott, 2022; Zenuni-Idrizi & Lutfiu-Kadriu, 2024). Assignments planned and approved by the teacher encompass all educational activities carried out by the student outside the classroom without direct supervision from the teacher (Ilgar, 2005, p. 120).

Homework is a multifaceted educational practice characterized by its instructional purpose, quality, and historical context. It serves as a bridge between school and home, supporting students' engagement in the learning process beyond classroom hours (Vatterott, 2022). Additionally, homework is considered a unique educational practice, as it is the only strategy that allows teachers to extend the learning process beyond the boundaries of school and home (Vatterott, 2018).

2. Literature Review

Homework consists of assignments designed to prepare students for learning or to support their ongoing educational processes. The nature of homework varies depending on the course content, the characteristics of the subject matter, and the grade level (Büyüktokatlı, 2009). Furthermore, it aims to enhance students' academic success by fostering their learning habits and improving their academic performance (Ahmad *et al.*, 2022).

In the design and implementation of homework, it is essential to focus on fundamental literacy skills and personalized tasks to ensure students' effective engagement in the learning process. This process should be structured in alignment with educational objectives (Lu, 2024). Accordingly, homework should be short, personalized, and tailored to students' individual characteristics (Rosário *et al.*, 2019).

While homework contributes to reinforcing learning, excessively assigned or inadequately designed tasks may negatively impact students' well-being, leading to frustration and anxiety (Negru & Sava, 2023; Uskova, 2024). Therefore, particularly at the primary level, a balanced approach incorporating feedback, collaboration, and creativity

should be adopted to maximize the benefits of homework (Negru & Sava, 2023; Zenuni-Idrizi & Lutfiu-Kadriu, 2024).

Well-structured homework is believed to enhance the learning outcomes of elementary students (Hafezi & Etemadinia, 2022). Research indicates that homework contributes to academic achievement at various levels of education (Ahmad *et al.*, 2022; Alshatri, 2023; Hafezi & Etemadinia, 2022; Keith *et al.*, 1986; Paschal, Weinstein & Walberg, 1984; Wolf, 1979). Additionally, there is a general consensus that homework also influences students' social and emotional development (Aslan & Elma, 2023).

Research indicates that homework can contribute to both academic achievement and personal development by fostering independence, responsibility, and self-regulation skills among students. Valle *et al.* (2016) suggest that the positive effects of homework on academic success depend on effective time management and student motivation. Thus, they argue that the benefits of homework are not uniform and may vary depending on various factors. For instance, Zenuni-Idrizi and Lutfiu-Kadriu (2024) emphasize that homework helps students become active participants in their learning processes while promoting a sense of independence and responsibility, which are crucial for academic success. Similarly, Hafezi and Etemadinia (2022) propose that there is a significant positive relationship between homework and academic achievement, suggesting that assignments can enhance students' learning outcomes.

Moreover, Cooper *et al.* (2001) highlight that homework, when supported by positive parental involvement, is associated with higher classroom performance, suggesting that it becomes more beneficial in a supportive home environment. Küçüker and Kaçar (2024) state that homework not only enables students to recognize their skills and abilities but also serves as a tool for encouraging parental engagement in the educational process. Additionally, Corno and Xu (2004) describe homework as a "job of childhood," arguing that it prepares students for future responsibilities by developing task management skills and deepening subject knowledge.

Critical perspectives on the impact of homework also exist. Historically, the role of homework in education has been a contentious issue, influenced by shifts in perception. Initially, it was believed to be detrimental to students; however, in the post-Sputnik era, it gained value as a tool to increase the rigor of education. Nevertheless, concerns regarding the effects of homework on mental health resurfaced in the 1980s (Johnson, 2017). The role of homework in education has shifted over time, influenced by evolving pedagogical views and public attitudes. According to Cooper (1989), homework was initially regarded as beneficial in the early 20th century due to the belief that mental exercise—particularly memorization—supported learning. In later decades, however, concerns about its limited academic impact and possible negative effects on students' well-being led to a decline in its popularity. Despite these criticisms, changing educational priorities eventually brought homework back into focus, with renewed interest in its potential to support learning outside the classroom. As Cooper notes, these recurring shifts represent a "third renaissance" in the perception of homework's educational value.

Dobbs *et al.* (2004) discuss the complex and, at times, contradictory beliefs teachers hold regarding homework, emphasizing the importance of its effectiveness and the need for fair and well-structured homework policies. While differing perspectives exist, homework is generally recognized as a valuable educational tool at the primary school level. However, its effectiveness varies depending on how it is assigned, supported, and perceived by students, parents, and teachers.

Despite these concerns, some studies indicate that homework, particularly when reinforced by parental involvement, can have a positive impact on academic achievement (Johnson, 2017). However, it is also noted that homework does not have the same effect across all educational levels or subjects, with its benefits being more pronounced in upper-grade levels (Schuster, 2009). In general, while homework is considered a tool that supports academic development, its design and implementation must be carefully addressed. By doing so, negative perceptions can be mitigated, and both student well-being and learning outcomes can be effectively supported.

Some researchers argue that homework may be detrimental to the learning process and emotional well-being, while others consider it a valuable educational tool. This topic has been widely debated (Schuster, 2009). While homework contributes to the development of academic skills, it can also excessively occupy students' time and lead to stress. Concerns about the impact of homework on children's overall well-being have been raised, suggesting that it may negatively affect the quality of childhood experiences. Therefore, a balanced approach to homework implementation is essential (Caronia & Colla, 2023; Fitzmaurice *et al.*, 2020; Gray, 2019; Holte, 2016; Suárez *et al.*, 2017; Vatterott, 2022).

Negative evaluations of homework have been a significant topic of discussion, highlighting both its potential disadvantages and the complexity of its impact on students through various studies. In a study conducted by Schuster on ninth-grade geography students, it was found that test scores remained similar regardless of whether homework was assigned, suggesting that the relationship between homework and learning outcomes is limited (Schuster, 2009). This finding aligns with historical perspectives questioning the effectiveness of homework and indicates that, particularly when it becomes repetitive and tedious, it may have adverse effects on students' mental health (Johnson, 2017).

A study by Negru and Sava (2023) on elementary school students found that excessive and monotonous homework can lead to negative emotional responses such as frustration, anxiety, and sleep deprivation, ultimately affecting students' overall well-being. These findings acknowledge that homework can be beneficial under certain conditions, but they also suggest that negative perceptions often stem from its potential to cause stress and reduce students’ sense of independence.

Furthermore, the concept of "fear of negative evaluation," discussed by Rahma (2022) and Crawford *et al.* (2015), suggests that students may experience increased anxiety regarding homework due to concerns about being judged by teachers and peers. This type of fear can trigger avoidance behaviors, leading to a decline in academic

performance, thereby further complicating the relationship between homework and learning outcomes.

Overall, criticisms of homework highlight the need for educators to carefully evaluate its type, quantity, and context. This is crucial to minimizing its negative effects while ensuring that it supports students' academic development and overall well-being. Although homework can contribute to the development of core executive functioning skills, there is no consensus among educators on how it should be implemented (Zalles, 2019).

The amount of homework assigned varies among teachers, schools, and countries (Holte, 2016). Additionally, perceptions of homework differ among students, parents, and teachers, with teachers generally evaluating it more positively than parents (Davidovitch & Yavich, 2017). Although homework is traditionally regarded as a tool for reinforcing learning, it can also have various negative effects on students' mental health, family dynamics, and overall well-being. Research indicates that excessive homework, particularly among Chinese students, can lead to significant stress and mental health issues in adolescents when the time spent on assignments exceeds a certain threshold (e.g., 1 hour and 15 minutes) (Zhao & Wang, 2024). This stress is compounded by the emotional responses of young students who experience frustration, anxiety, and sleep deprivation due to repetitive and tedious tasks (Negru & Sava, 2023). Homework can also become a source of tension between parents and children, leading to conflicts within families and reducing the quality of family interactions (Dudley-Marling, 2003; Solomon *et al.*, 2002). This tension intensifies when parents feel inadequate in assisting with homework, which may contribute to students' fear of failure and excessive academic pressure (Solomon *et al.*, 2002). Furthermore, a heavy homework load limits the time students can allocate to activities essential for their healthy development, contributing to what some researchers term "educational trauma" and reinforcing the notion that learning is burdensome (Gray, 2019). Therefore, educational policies should focus on regulating homework duration and exploring alternative instructional methods that balance students' well-being with academic requirements (Schmitt, 2000; Zhao & Wang, 2024). Effective homework practices should consider not only the volume of assignments and the time required for completion but also the role of parental involvement in enhancing students' learning experiences (Negru & Sava, 2022).

A study conducted by Dolean and Lervag (2021) found that writing-based homework enhances student achievement, whereas mathematics homework does not have a significant impact on academic success. On the other hand, Valle *et al.* (2015) revealed that while the amount of time spent on homework is not a critical factor, the number of completed assignments and effective time management are strong predictors of academic performance in mathematics and foreign languages.

Similarly, Pelletier and Normore (2013) highlighted the importance of homework in mathematics learning, emphasizing that the percentage of completed assignments and the accuracy rate of homework are strong determinants of student success in mathematics assessments. Additionally, a study by Murillo and Martínez-Garrido (2012) found that when homework is reviewed and corrected in class—and particularly when

tailored to the needs of low-performing students—it enhances academic achievement in both language and mathematics.

Furthermore, Özcan and Erktin (2015) suggested that mathematics homework enriched with metacognitive questions can significantly improve students' mathematics scores, demonstrating that thoughtfully designed assignments have the potential to enhance student engagement and academic performance. However, a study conducted by Rønning (2011) found that students from higher socioeconomic backgrounds benefit more from homework, potentially widening achievement inequalities.

Overall, while homework in mathematics and language subjects provides academic benefits, its design and implementation should be structured to consider individual student needs and contextual factors to maximize student engagement and performance.

Research on homework also highlights the importance of innovative educational practices and technologies. For instance, the integration of artificial intelligence (AI) into education has been shown to personalize learning experiences, thereby enhancing student engagement and academic performance. This aligns with the advantages provided by personalized assignments tailored to individual student needs (Sasikala & Ravichandran, 2024).

Similarly, virtual reality (VR) technology has been found to significantly improve learning outcomes by increasing student motivation and engagement. This finding suggests that interactive and immersive homework assignments may offer similar benefits (Dewi *et al.*, 2024; Sujarwo *et al.*, 2024; Triana & Napitupulu, 2021; Xie *et al.*, 2023). At the primary education level, despite technological and pedagogical barriers, online homework has been identified as a dynamic and interactive approach to learning beyond the classroom, enhancing students' intrinsic motivation and improving learning outcomes (Vassiloudis & Chalda, 2024). Furthermore, e-learning platforms used to assign and manage homework have been found to improve learning outcomes compared to traditional methods, suggesting that digital homework may be more effective in certain contexts (Ritonga *et al.*, 2020). In general, although the direct impact of homework on learning outcomes is not explicitly addressed, findings from existing research suggest that when homework is designed to be interactive, personalized, and collaborative, it can significantly enhance students' learning outcomes.

The philosophies shaping education have changed and developed over time, and various teaching methods have emerged accordingly. However, the effectiveness of these teaching methods has been constantly debated over the years. On the other hand, homework is perhaps one of the most enduring practices in education; although different approaches have been adopted in the historical process, homework has continued to exist as an integral part of the student learning process. The use of homework in primary schools continues to be a topic of interest for teachers, parents and researchers. Proponents of homework argue that well-planned homework reinforces what is learned in the classroom and helps students develop a sense of responsibility and time management skills. On the other hand, critics of homework argue that homework overload can cause stress on children, negatively affect family interaction, and that the

contribution of homework to academic achievement is controversial. In conclusion, homework continues to be a well-established practice in education, and there are ongoing debates about both its benefits and its possible negative effects. Therefore, effective and balanced implementation of homework is of great importance.

Homework is an important learning tool that can contribute to academic achievement. However, for this contribution to be effective, homework should be balanced, appropriate to students' age and developmental levels, and supportive and motivating for learning. It is of great importance for educators to carefully determine the purpose and content of homework assignments and to consider not only students' academic achievement but also their social and emotional development. This study examines the issue of homework in primary education and examines the views of classroom teachers on this issue. To understand the multidimensional nature of the issue, teachers' daily experiences were utilized. In this way, it is aimed to provide a more comprehensive assessment of both the rationale behind homework practices and their impact on early education.

3. Methodology

3.1 Research Design

The research design was structured within a phenomenological approach aimed at deeply understanding teachers' perspectives and experiences regarding the homework they assign to their students. Phenomenology, in its simplest form, involves the description of individuals' lived experiences and seeks to explore the meaning, structure, and essence of experiences related to a specific phenomenon. In this context, a phenomenological study aims to construct a shared understanding based on multiple individuals' lived experiences regarding a concept or phenomenon and to describe the essence of these experiences in depth. Researchers aim to examine individuals' conscious experiences to uncover their essence and gain a comprehensive understanding of them (Creswell & Poth, 2018, p. 76; Edmonds & Kennedy, 2017, p. 168).

Through this design, researchers sought to describe in detail the lived experiences, perceptions, and meanings that teachers attribute to homework, with homework serving as the central phenomenon. Consequently, the study thoroughly examined teachers' individual experiences in assigning and evaluating homework, along with the underlying dynamics of these processes.

3.2 Participants

The participants of this study consisted of 23 elementary teachers, selected using purposeful sampling. The primary selection criteria were as follows:

- The participants had to be elementary teachers.
- They were required to have at least three years of teaching experience.
- They needed to assign homework to their students regularly.

Based on these criteria, the study aimed to gather in-depth and meaningful data regarding teachers' perspectives and experiences with homework. Table 1 presents the demographic characteristics of the participants.

Table 1: Demographic and Classroom Information of Participants

Code	Age	Gender	Experience (Years)	Degree	Grade Level	Class Size
Ö1	37	Female	15	Master's	3rd Grade	18
Ö2	38	Female	10	Bachelor's	4th Grade	20
Ö3	28	Male	7	Bachelor's	Administrator	-
Ö4	44	Male	21	Master's	2nd Grade	21
Ö5	28	Male	2	Bachelor's	3rd Grade	15
Ö6	31	Female	9	Bachelor's	Multi-Grade	8
Ö7	50	Female	27	Bachelor's	1st Grade	25
Ö8	45	Female	24	Bachelor's	3rd Grade	19
Ö9	48	Male	22	Bachelor's	2nd Grade	19
Ö10	36	Female	12	Bachelor's	1st Grade	25
Ö11	29	Female	3	Bachelor's	3rd Grade	38
Ö12	31	Female	6	Bachelor's	3rd Grade	37
Ö13	35	Male	14	Master's	4th Grade	22
Ö14	31	Female	8	Bachelor's	-	-
Ö15	42	Female	17	Bachelor's	2nd Grade	22
Ö16	30	Female	8	Bachelor's	2nd Grade	17
Ö17	31	Male	8	Bachelor's	2nd Grade	32
Ö18	40	Male	17	Bachelor's	3rd Grade	29
Ö19	31	Female	8	Bachelor's	2nd Grade	27
Ö20	52	Male	27	Master's	4th Grade	19
Ö21	37	Female	15	Bachelor's	2nd Grade	24
Ö22	33	Female	4	Bachelor's	2nd Grade	20
Ö23	28	Female	7	Bachelor's	3rd Grade	20

The 23 elementary teachers who participated in the study demonstrated diversity in terms of age, gender, professional experience, education level, and the grade levels they taught. Participants' ages ranged from 28 to 52 years old, with the average age representing a middle-aged teacher profile. Female teachers constituted the majority of the sample.

Participants' teaching experience varied between 3 and 27 years, allowing the study to incorporate data from teachers with different levels of expertise. In terms of education level, most participants held a bachelor's degree, with a few holding a master's degree.

Most participants were elementary teachers, though some worked in multi-grade classrooms, various grade levels, or administrative roles. The class sizes ranged from 8 to 38 students, reflecting varied teaching environments and experiences. This diversity enabled the study to explore teachers' perspectives on homework from multiple viewpoints and evaluate them within a broader framework.

3.3 Tools

For data collection, an e-interview form consisting of 12 open-ended questions was developed. During the development process, expert opinions were sought from academicians and experienced elementary teachers to ensure content and construct validity, and necessary adjustments were made accordingly. Furthermore, a pilot study was conducted with two elementary teachers to assess the clarity and effectiveness of the form, after which final modifications were implemented.

The e-interview form contained open-ended questions aimed at comprehensively understanding teachers' perspectives and practices related to homework. Sample questions included:

- What are the essential characteristics of well-structured homework?
- What is the primary purpose of assigning homework?
- What are the key reasons that make assigning homework necessary? Please give details.

This e-interview form aimed to examine teachers' perspectives and practices regarding homework in an in-depth and multidimensional manner.

3.4 Data Collection and Analysis

The e-interview method was used for data collection. This computer-based technique enables researchers to reach individuals across different regions either asynchronously or synchronously. Additionally, it is widely preferred in qualitative research due to its cost-effectiveness and its ability to facilitate access to a broader participant pool (Salman-Yıkmış, 2020).

The prepared e-interview form was sent to elementary teachers via email. Data were obtained from 23 teachers who responded to the form, and the collected data were organized for analysis. The content analysis method was employed to systematically examine and interpret the qualitative data.

In the first stage, all data were repeatedly reviewed to ensure familiarity with the dataset. Each participant's responses were labeled using unique codes (Ö1, Ö2, Ö3, etc.). Researchers independently conducted the initial coding of the data. Then, in the second stage, the codes were reviewed, refined, and reduced to ensure consistency.

To calculate inter-rater reliability, the formula proposed by Miles and Huberman (1994) was applied: $Reliability = Agreement / (Agreement + Disagreement) \times 100$ The inter-coder reliability was found to be 96%, indicating a high level of agreement between researchers.

The coded data and the categorized themes were sent back to participants for member checking, but no further responses were received from participants. During the content analysis, teachers' views were categorized, and findings were interpreted in a manner that provided a deep understanding of their perspectives and experiences regarding homework. Additionally, direct quotes from participants were included to enhance the analysis.

4. Results

In the analysis of the research findings, responses to the questions in the e-interview form were classified under specific categories, and the prominent categories were identified. These categories enabled a deeper understanding of teachers' perspectives on homework, their implementation strategies, and the underlying justifications for these practices. Figure 1 presents the main categories derived from the responses in the e-interview form, along with their corresponding key themes. These categories contribute to the systematic presentation and analysis of the data, facilitating a more structured interpretation of the findings.

Figure 1: Homework Research: Category Table

4.1. Category 1: Essential Characteristics of Well-Designed Homework

The codes related to the category 'Essential Characteristics of Well-Designed Homework,' derived from teachers' perspectives, are presented in Table 2. Below, these codes are explained and discussed in detail, along with relevant participant responses.

Table 2: Codes Related to Essential Characteristics of Well-Designed Homework

Codes	Participants
Reinforcement and Repetition	Ö1, Ö3, Ö6, Ö7, Ö8, Ö9, Ö10, Ö12, Ö14, Ö18, Ö20, Ö22, Ö23
Concise and Sufficient	Ö7, Ö9, Ö10, Ö11, Ö12, Ö13, Ö15, Ö19, Ö20
Relevance to Classroom Topics	Ö5, Ö11, Ö14, Ö15, Ö17, Ö21
Appropriateness to Student Level	Ö4, Ö13, Ö15, Ö16, Ö19, Ö20
Clarity and Comprehensibility	Ö10, Ö17, Ö19, Ö20, Ö22
Encouraging Inquiry and Research	Ö2, Ö6, Ö22
Skill Development	Ö2, Ö5, Ö23
Originality	Ö4, Ö15
Motivation and Interest	Ö6, Ö22
Enjoyable	Ö19
Ensuring Active Participation	Ö5
Assessing Learning Level	Ö8
Personalized	Ö12
Academically Oriented	Ö12
Clear and Understandable Instructions	Ö21

Among the obtained data, the code 'Reinforcement and Repetition' stands out as the most frequently emphasized characteristic (Table 2). This suggests that teachers primarily use homework for traditional purposes, namely reinforcing and reviewing previously learned content. Other frequently mentioned codes include 'Relevance to Classroom Topics, 'Concise and Sufficient,' Appropriateness to Student Level,' and 'Clarity and Comprehensibility.' These results indicate that teachers emphasize the importance of designing homework to align with students' individual needs and learning levels. However, fewer participants mentioned codes such as 'Encouraging Inquiry and Research,' 'Skill Development,' and 'Motivation and Interest.' This finding suggests that teachers may use homework less frequently to promote deep learning or skill development. The emerging codes indicate that teachers generally assign homework for post-instruction reinforcement, but no mention was made of pre-instructional homework. This highlights a potential gap in the planning and implementation process of homework assignments. Below are some participants' comments on the topic.

🗣 *Ö1: "A well-designed homework assignment should reinforce and review the subject matter covered in the lesson immediately after instruction."*
🗣 *Ö5: "It should facilitate active learning and contribute to the development of cognitive, social, and linguistic skills."*
🗣 *Ö9: "It should be related to the classroom content of the day, not be overwhelming for students, and be concise while summarizing the topic."*
🗣 *Ö20: "Homework should reinforce previously covered topics. It should be enjoyable, contain activities and questions suitable for students of all levels, include visual support, and be comprehensible. It should not exceed the class level, nor should it be too little or too much."* (Reinforcement and Repetition)
🗣 *Ö23: "It should reinforce learning, spark curiosity in students, and promote research skills."*

4.2. Category 2: Objectives and Justifications for Assigning Homework

The codes related to the category 'Objectives and Justifications for Assigning Homework,' derived from teachers' perspectives, are presented in Table 3. Below, these codes are explained and discussed in detail, along with relevant participant responses.

Table 3: Codes Related to Objectives and Justifications for Assigning Homework

Codes	**Participants**
Reinforcement and Repetition	Ö1, Ö3, Ö7, Ö8, Ö9, Ö10, Ö11, Ö13, Ö14, Ö15, Ö18, Ö20, Ö21, Ö22, Ö23
Responsibility Awareness	Ö1, Ö11, Ö3, Ö5, Ö8, Ö10, Ö14, Ö17, Ö19
Permanent Learning and Understanding	Ö17, Ö19, Ö20, Ö21, Ö22
Facilitating Learning	Ö11, Ö12, Ö14, Ö22
Permanent Learning	Ö11, Ö12, Ö13, Ö19
Insufficient Classroom Instruction Time	Ö1, Ö7, Ö13, Ö21
Independent Study	Ö3, Ö6, Ö14, Ö19
Preparation for New Topics	Ö12, Ö18, Ö22
Addressing Learning Deficiencies	Ö1, Ö9, Ö11, Ö18

Continuity of Education	Ö1, Ö4, Ö12, Ö22
Active Learning	Ö12, Ö19, Ö22
Student Diversity	Ö1, Ö2, Ö18
Facilitating Learning	Ö11, Ö22
Developing Linguistic, Cognitive, Research, and Social Skills	Ö17, Ö19
Receiving Student Feedback	Ö17, Ö20
Providing Practice Opportunities	Ö3, Ö23
Mastery Learning	Ö1, Ö9
Feedback	Ö20
Self-Confidence	Ö19
Contribution to Student Development	Ö16
Developing Study Habits	Ö13
Self-Regulation Skills	Ö14
Motivation	Ö20
Overcrowded Classrooms	Ö2

The data obtained indicate that teachers most frequently emphasize the goal of 'reinforcement,' followed by 'responsibility awareness' and 'permanent learning' (Table 3). A significant number of teachers believe that homework positively contributes to students' academic success. They assert that homework helps students develop a habit of regular study, enhances their sense of responsibility, and ensures learning retention. The most emphasized purpose—reinforcement, repetition, and permanent learning—demonstrates that teachers consider homework essential for maintaining continuous learning. Beyond reinforcing knowledge, teachers value ensuring its permanence. Homework is also seen as a tool for fostering responsibility awareness, indicating that it contributes not only to academic progress but also to students' personal development. Some teachers highlight that homework increases students' participation in independent learning, particularly by promoting research and self-guided understanding of topics. Additionally, the lack of sufficient class time is cited as a reason for assigning homework, suggesting that homework is perceived as a complementary tool to extend learning beyond the classroom. These findings illustrate that teachers view homework as a strategy that supports students' out-of-classroom development, instills responsibility, and enhances learning retention. Below are some participants' comments on the topic.

- *Ö1: "The purpose of homework is to enable students to review what they have learned and take responsibility for their studies."*
- *Ö6: "The goal of homework is to help students develop a regular study habit on their own."*
- *Ö12: "The purpose of assigning homework is to promote active learning, facilitate understanding, and prepare students for new topics."*
- *Ö19: "It aims to instill a sense of self-confidence, responsibility, and ensure active and permanent learning in students."*
- *Ö20: "Homework serves to reinforce what students have learned, make learning permanent, and is one of the methods of providing feedback."*

Ö21: "The purpose of homework is to enhance understanding of the subject and ensure reinforcement."

4.3. Category 3: Time Allocation for Homework

Based on teachers' opinions, the codes related to the category 'Time Allocation for Homework' are presented in Table 4. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 4: Time Allocation for Homework

Codes	Participants
General Time Suggestion	Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö10, Ö11; Ö14; Ö15, Ö16, Ö17, Ö18, Ö19, Ö20, Ö21, Ö22, Ö23
Time Based on Age and Grade Level	Ö2, Ö12, Ö18, Ö20, Ö21, Ö22, Ö23
Mental Fatigue and Boredom	Ö4, Ö5, Ö6, Ö9, Ö10
Avoiding Excess	Ö4, Ö5, Ö6
Considering Social Life	Ö1, Ö8, Ö13
Time Based on Homework Content and Difficulty	Ö2, Ö3
Differences Based on Grade Level	Ö2
Changes Based on Student	Ö20
Short-term Homework	Ö1

The data obtained show that there is a significant divergence in opinions among teachers regarding the recommended time for homework at the primary school level (Table 4). However, the general tendency suggests that students should allocate an average of 30 to 60 minutes for homework. The suggestions of teachers regarding the duration of homework are presented in Chart 1.

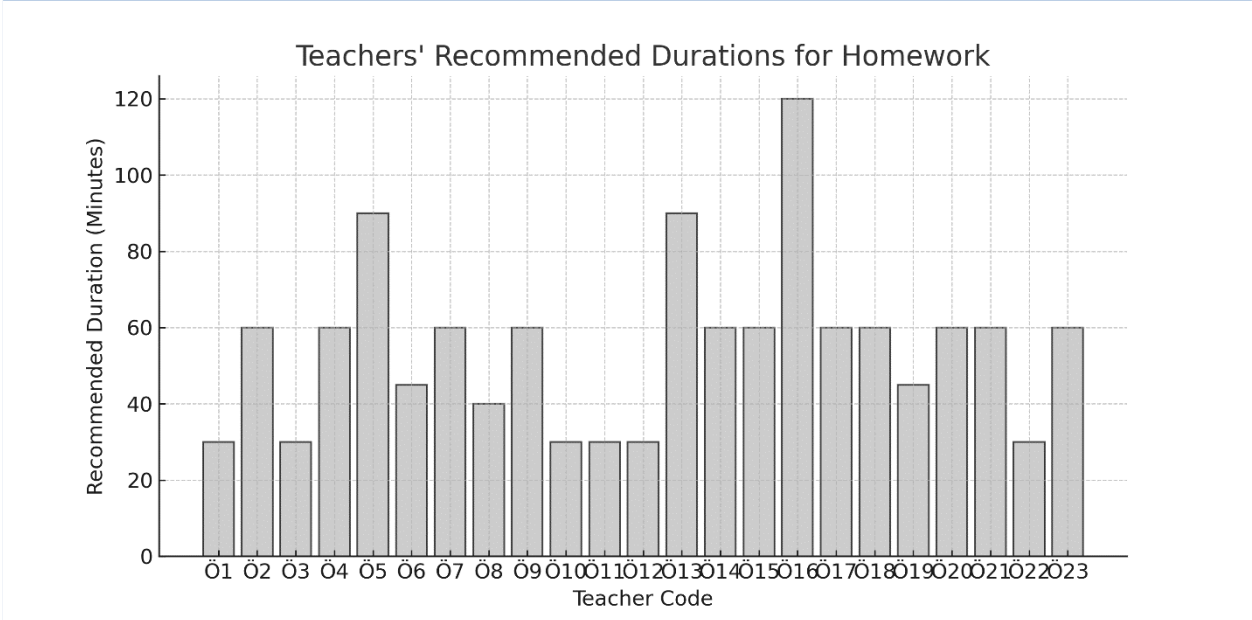

Chart 1: Teachers' Recommended Homework Duration

Chart 1 illustrates the distribution of the recommended homework durations for primary school students. A general review of the data indicates that most teachers find an average of 30 to 60 minutes appropriate for homework. The most commonly suggested durations range between 30, 45, 60, and 90 minutes. Some teachers adopt a flexible approach, considering factors such as student level, attention span, and the scope of the assignment. Teachers coded Ö20, and Ö23 emphasize that the duration of homework can vary among students. Additionally, some teachers highlight that excessive homework can lead to mental fatigue and negatively impact the learning process.

The majority of teachers argue that homework should not exceed 60 minutes, while the 120-minute duration suggested by teacher Ö16 is significantly higher than other recommendations. This contrast reflects the diversity of perspectives regarding the amount of time students should dedicate to learning at home. Furthermore, some teachers mention that homework should be planned considering not only academic development but also the student's social life and time spent with family. Below are some participant statements on this topic:

- *Ö3: "The duration varies depending on the subject, topic, and scope of the assignment. However, it is important that students complete it within an average of 20 to 40 minutes."*
- *Ö10: "For my grade level, I believe that a maximum of 30 minutes is sufficient. Anything longer would be boring and unnecessary."*
- *Ö11: "It should take a maximum of 30 minutes. Each subject should take around 10 to 15 minutes."*
- *Ö20: "Since primary school students have short attention spans, they cannot sit for long periods. They can take short breaks every 30 minutes. The answer to this question actually depends on the student. Some students may complete the same homework in one hour, while others may take 4-5 hours. This may lead to negative emotions towards homework, such as stress, fear, and boredom. I believe the duration should not exceed one hour. Teachers should consider this when assigning homework."*
- *Ö22: "The duration of homework can vary depending on the grade level and age group. The comprehension and attention capacities of primary and high school students are not the same. For a primary school student, the duration may range between 10 and 30 minutes. Students should not be overloaded with excessive homework that could cause them to lose interest in school and lessons."*

4.4. Category 4: Types of Homework and Their Contributions to Students

Based on teachers' opinions, the codes related to the category 'Types of Homework and Their Contributions to Students' are presented in Table 5 and Table 6. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 5: Types of Homework and Their Contributions to Students

Codes	**Participants**
Research and Problem-Solving Oriented Homework	Ö1, Ö2, Ö3, Ö6, Ö14, Ö17, Ö19
Conceptual Understanding Rather Than Memorization	Ö1, Ö2, Ö3, Ö17, Ö22
Homework Developing Reading and Writing Skills	Ö10, Ö16, Ö17, Ö19
Repetitive and Reinforcing Homework	Ö4, Ö11, Ö12, Ö23
Homework Encouraging Creativity and Active Participation	Ö17, Ö19
Homework with Open-Ended Questions	Ö7, Ö20
Homework with Multiple Choice Questions	Ö8, Ö21
Homework Related to Everyday Life	Ö8, Ö13
Preparatory Homework	Ö11, Ö12
Homework Contributing to Holistic Development	Ö5, Ö20
Family-Inclusive Homework	Ö1
Homework with Visual Puzzles	Ö9
Engaging and Non-Boring Homework	Ö18

Table 6: Contributions of Homework

Codes	**Participants**
Creativity and Critical Thinking	Ö1, Ö2, Ö3, Ö5, Ö6, Ö14, Ö17, Ö19, Ö21, Ö22
Reinforcement of Learning	Ö1, Ö4, Ö9, Ö10, Ö11, Ö12, Ö13, Ö14, Ö15, Ö23
Academic Development	Ö6, Ö7, Ö11, Ö12, Ö14, Ö15, Ö18, Ö20, Ö21
Cognitive Development	Ö10, Ö13, Ö14, Ö15, Ö19, Ö20, Ö21, Ö22
Sense of Responsibility	Ö6, Ö7, Ö14, Ö17, Ö19, Ö22
Development of Self-Confidence	Ö6, Ö7, Ö8, Ö17, Ö19
Problem-Solving Skills	Ö3, Ö5, Ö14, Ö22
Social Development	Ö6, Ö13, Ö19
Completion of Learning Gaps	Ö16, Ö20, Ö23
Discipline	Ö7, Ö8
Self-Assessment	Ö17, Ö19
Collaboration Skills	Ö1, Ö6
Development of Independent Study Skills	Ö19
Motivation	Ö13
Time Management	Ö1
Retention	Ö20
Self-Regulation	Ö14

Teachers believe that instead of rote-learning-based and uniform homework, assignments that encourage students' active participation, develop different skills, and make learning enjoyable are more effective (Table 5). The analyzed data indicate that teachers emphasize the necessity of homework that is research and problem-solving oriented, avoids memorization, is student-centered, and promotes active learning (Table 5). Encouraging students to engage in meaningful learning processes, discover knowledge, and question information through project-based and creative activities are highlighted approaches. Furthermore, while repetitive and reinforcement-based homework plays a supportive role in learning, it should not be solely memorization-based. Additionally, reading and writing skills-enhancing, visually engaging, enjoyable, open-ended, and analytical assignments are seen as crucial elements supporting

students' cognitive development. It is emphasized that the difficulty level of homework should be well-adjusted and tailored to individual differences, while real-life-related and meaningful learning activities are considered the most effective. Overall, teachers argue that assignments promoting students' active participation, cognitive and social development, and critical and creative thinking skills are more beneficial (Table 6). Below are some participant statements on this topic:

- *Ö1: "Instead of memorization, activities that allow students to understand concepts, engage in learning, and involve family participation would be beneficial."*
- *Ö3: "Research, problem-solving, and project-based homework contribute more to students. Instead of memorizing or repeating pre-existing textbook information, students organize and construct knowledge themselves."*
- *Ö4: "I believe repetitive homework is useful for reinforcement."*
- *Ö6: "Homework that sparks curiosity and motivates students to conduct research contributes to their learning. Such assignments help students mentally process information instead of passively receiving it."*
- *Ö13: "More concrete homework, including real-life scenarios that allow students to have fun while learning, would have a significant impact on their development."*
- *Ö17: "Research-based, creative, role-playing, active learning, and reading habit-focused assignments contribute to students' cognitive and social development."*

4.5. Category 5: Methods of Assigning Homework

Based on teachers' opinions, the codes related to the category 'Methods of Assigning Homework' are presented in Table 6. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 6: Methods of Assigning Homework

Codes	**Participants**
Written Homework with Instructions	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10, Ö11, Ö12, Ö13, Ö16, Ö17, Ö18, Ö19, Ö20, Ö21, Ö22, Ö23
Orally Assigned Homework	Ö3, Ö5, Ö6, Ö8, Ö12, Ö13, Ö17, Ö18, Ö19, Ö20
Visually Supported or Colorful Homework	Ö8, Ö17, Ö20
Research and Inquiry-Based Homework	Ö8, Ö17, Ö20, Ö22
Web-Based and Digital Homework	Ö8, Ö17, Ö21

Homework is an important tool that supports students' learning processes, and the methods teachers use to assign homework directly influence learning outcomes. When analyzing the data, it is observed that teachers most commonly prefer assigning written homework with clear instructions (Table 6). Written assignments are considered effective as they help students concretize their learning, develop systematic study habits, and prevent forgetting. Additionally, some teachers prefer assigning homework orally but emphasize that oral assignments should be supported with written instructions to reduce the likelihood of being forgotten. With the impact of the digital age, web-based and visually enriched assignments have also been preferred by some teachers. Especially,

homework containing colorful and attention-grabbing materials, supported by educational videos, is noted to increase student engagement. Some teachers argue that homework should not only focus on reviewing information but also encourage research, inquiry, and problem-solving skills. Below are some participant statements on this topic:

- *Ö4: "I assign written homework. Research-based homework is also an option."*
- *Ö5: "Written assignments are given. When necessary, homework is also assigned verbally."*
- *Ö6: "Usually, homework is assigned in written form. Teachers verbally explain how the homework should be done."*
- *Ö7: "It depends on the subject, but every homework assignment should have clear and understandable instructions."*
- *Ö10: "I assign homework with instructions. Students should be able to read and comprehend the instructions."*
- *Ö11: "My school is a large-scale institution with a low-income parent profile. For this reason, I only assign written homework with clear instructions, ensuring that students write it down in class."*
- *Ö20: "Homework with rich visuals, attention-grabbing, fun, and sometimes game-based written assignments can be given. Sometimes, research-based, sometimes practical, and sometimes verbally explained homework assignments can be assigned. In addition, I assign video-based homework related to the topics that will be covered in class. I want students to have some preliminary exposure to the topic before the lesson. I ensure that the videos do not exceed 15 minutes and are not boring."*

4.6. Category 6: Subjects Assigned Homework and Reasons for Preference

Based on teachers' opinions, the codes related to the category 'Subjects Assigned Homework and Reasons for Preference' are presented in Table 7. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 7: Subjects Assigned Homework and Reasons for Preference

Subjects	**Participants**
Turkish	Ö2, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10, Ö11, Ö12, Ö15, Ö16, Ö17, Ö18, Ö19, Ö20, Ö21, Ö23
Mathematics	Ö2, Ö4, Ö5, Ö6, Ö7, Ö9, Ö10, Ö11, Ö12, Ö13, Ö15, Ö16, Ö17, Ö18, Ö19, Ö20, Ö21, Ö23
Life Sciences	Ö1, Ö4, Ö5, Ö8, Ö9, Ö13, Ö17, Ö19, Ö21
Science	Ö1, Ö2, Ö6, Ö8, Ö12, Ö20, Ö23
Social Studies	Ö1, Ö3, Ö6, Ö20, Ö23
All Subjects	Ö14, Ö22

Table 8: Reasons for Assigning Homework

Reasons	**Participants**
Reinforcement and Retention	Ö2, Ö12, Ö13, Ö14, Ö21
High Curriculum Intensity	Ö2, Ö13, Ö23
Cognitive Development	Ö5, Ö17, Ö19
Difficulty of the Subject	Ö2, Ö23
Social Development	Ö17, Ö19
High Number of Course Hours	Ö8, Ö10
Includes Basic Knowledge and Skills	Ö3
Relevant to Daily Life	Ö6
Students' Learning Deficiencies	Ö16
Need for Repetition	Ö20
Insufficient Class Time	Ö21

It is observed that teachers focus on developing students' cognitive skills when assigning homework. Particularly, assignments aimed at improving analytical thinking, research, and problem-solving skills are prominent. Turkish, Mathematics, Science, and Life Sciences are the subjects most frequently assigned homework due to their curriculum intensity and the necessity for repetition (Table 7). Since Turkish and Mathematics are critical for the development of fundamental academic skills, assignments in these subjects aim to strengthen reading comprehension, language use, numerical operations, and logical reasoning abilities. Homework in Turkish is mostly focused on reading and language development, while Mathematics assignments emphasize exercises and applied learning activities. The primary reasons for assigning homework include reinforcing school learning, addressing the extensive curriculum that requires additional study time, and ensuring learning retention. In this context, homework is seen as a tool for developing students' cognitive skills (Table 8). Below are some participant statements on this topic:

- *Ö2: "Turkish, Science, Mathematics, and Social Studies are more intensive and difficult subjects, so they require more reinforcement."*
- *Ö3: "Mathematics, Turkish, and Science, because these subjects can be learned better if students have a strong foundation in basic knowledge."*
- *Ö13: "We mostly assign homework in numerical subjects because they are more challenging and require reinforcement for retention."*
- *Ö14: "I try to assign homework related to every subject covered that day. This way, families are involved in the process, and it serves as a good reminder for students."*
- *Ö19: "I focus heavily on Turkish, Mathematics, and Life Sciences because these core subjects have a greater impact on students' cognitive and social skills."*
- *Ö22: "I try to assign research and application-based homework for all subjects without overwhelming or boring students."*

4.7. Category 7: Homework Review Process and Feedback

Based on teachers' opinions, the codes related to the category 'Homework Review Process and Feedback' are presented in Table 8. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 8: Homework Review Process and Feedback

Codes	Participants
Checking Homework in the First Lesson	Ö1, Ö6, Ö7, Ö9, Ö10, Ö12, Ö13, Ö14, Ö17, Ö19
Quick Review	Ö2, Ö3, Ö6, Ö10, Ö13, Ö21
Need for Feedback	Ö16, Ö21, Ö22
Support for Starting the Lesson	Ö7, Ö17, Ö19
Avoiding Late-Night Reviews	Ö18, Ö20

Participants generally agree that reviewing homework at the beginning of the lesson is the most effective method. Analyzing the table, it is evident that most teachers prefer checking homework during the first lesson or at the start of class. The reason for this preference is that students are more attentive during this time, making homework review more efficient and helping them adapt to the lesson (Table 8). Most participants emphasize that the review process should be kept short, with an ideal duration of 5-15 minutes. A duration of 10-15 minutes is generally seen as sufficient, as it prevents disruption to lesson flow, allows quick feedback, and helps students maintain focus. Teachers predominantly allocate a short period at the beginning of class for checking homework, ensuring that feedback is provided efficiently without affecting lesson progression. Additionally, reviewing homework early reinforces students' homework habits, increases motivation, and supports their engagement with the subject. Some teachers stress the importance of immediate feedback, stating that identifying mistakes and gaps right away enhances the learning process. Moreover, certain participants highlight that reviewing homework too late in the day may decrease effectiveness due to reduced student attention and motivation. Below are some participant statements on this topic:

Ö1: I review homework during the first hour of the day, ensuring that it does not take more than 10 minutes."

Ö3: "The review phase should take about 5 minutes at the beginning of the lesson. If it takes too long, there might not be enough time to cover the topic."

Ö7: "I dedicate the first lesson to checking homework because students are more mentally alert in the morning."

Ö8: "During each lesson, the first 10 minutes are used to clarify any misunderstood topics."

Ö13: "I believe homework should be checked at the beginning of class, within a maximum of 10 minutes. This allows for self-regulation regarding homework without taking too much time from the lesson."

Ö18: "Homework should generally be checked in the last lessons and within a short period. This gives students time to complete any missing homework and ensures that the most focused lessons in the morning are not wasted."

Ö22: "Homework should be reviewed immediately to provide direct feedback to students. Instant review helps reinforce concepts and allows students to recognize their mistakes and learning gaps."

4.8. Category 8: Reasons for Not Doing Homework and Encouragement Methods

Based on teachers' opinions, the codes related to the category 'Reasons for Not Doing Homework and Encouragement Methods' are presented in Table 9 and Tablo 10. Below, explanations and comments regarding these codes are detailed, along with the relevant participants.

Table 9: Reasons for Not Doing Homework

Reasons	**Participants**
Forgetfulness and Lack of Importance	Ö2, Ö4, Ö10, Ö12, Ö14, Ö15, Ö18, Ö20
Family Activities, Visits to Relatives and Neighbors	Ö3, Ö7, Ö9, Ö12, Ö16, Ö20, Ö21
Family and Social Situation	Ö3, Ö8, Ö9, Ö12, Ö16, Ö20, Ö21
Lack of Understanding and Resource Deficiency	Ö6, Ö7, Ö17, Ö19, Ö20, Ö22
Parental Disinterest and Lack of Study Environment	Ö11, Ö17, Ö18, Ö19
Fatigue and Lack of Motivation	Ö4, Ö5, Ö6, Ö22
Illness and Unexpected Situations	Ö7, Ö8, Ö9, Ö21
Distractions and Technology Use	Ö1, Ö13, Ö22

Table 10: Encouragement Methods

Methods	**Participants**
Collaboration with Family	Ö1, Ö8, Ö16, Ö18, Ö19, Ö22
Keeping Homework Short and Practical	Ö7, Ö9, Ö11, Ö17, Ö20, Ö21
Reward System	Ö2, Ö3, Ö6, Ö23, Ö22
Interesting and Fun Homework	Ö4, Ö5, Ö11, Ö13, Ö14
Developing a Sense of Responsibility	Ö1, Ö8, Ö10, Ö12
Review and Feedback	Ö12, Ö15, Ö21
Reinforcement	Ö3

Among the reasons students do not complete their homework, distractions appear to be a prominent factor. Devices such as television, mobile phones, and tablets are cited as major obstacles preventing students from completing their assignments. These distractions make it difficult for students to focus on their academic responsibilities and negatively impact their time management skills (Table 10). Additionally, forgetfulness is another common reason. The busy nature of daily life, the large number of assignments from different subjects, and a lack of personal time management skills all contribute to students failing to complete their homework. Forgetting assignments may also be linked to students' lack of interest or underdeveloped sense of responsibility. Although few responses explicitly mentioned fatigue and lack of motivation, it is reasonable to assume that students experience physical and mental exhaustion due to daily activities, social interactions, and academic workload. To further explore this issue, additional interviews could be conducted. While illness is occasionally cited as a reason for not completing homework, it was not a primary factor in most responses. However, previous research

and teacher observations suggest that temporary illnesses can be a hindrance for some students.

The data indicate that various approaches have been proposed to encourage students to complete their homework (Table 10). The most frequently suggested method is fostering family involvement, with parents playing an active role in their children's homework process. It is believed that parental support helps children develop a sense of responsibility. Additionally, it is often emphasized that homework should be short, clear, and appropriate for students' skill levels. This approach ensures that assignments remain manageable and do not overwhelm students. The use of rewards is another commonly mentioned motivational strategy. Both material and verbal rewards can help students develop consistent homework habits. Furthermore, doing homework engaging and enjoyable is another key aspect, as this enhances students' interest and makes assignments more appealing. These findings suggest that addressing the issue of incomplete homework requires both parental involvement and strategic structuring by teachers. Below are some participant statements on this topic:

🗣Ö1: *"Having too many distractions at home, such as television, phones, and tablets, can prevent students from doing their homework. A specific time should be designated for completing assignments, and they should be done according to a structured plan. Parental supervision at the end of the day helps develop a sense of responsibility in students."*
🗣Ö2: *"Homework is often forgotten because students do not take it seriously. Using rewards can be motivating at times, and even verbal encouragement can be effective."*
🗣Ö3: *"Factors such as busy schedules, forgetfulness, and family or neighbor visits contribute to unfinished homework. Students who fulfill their homework responsibilities could be rewarded for reinforcement."*
🗣Ö9: *"Illness, family visits, lost homework, power outages, or accidental damage to assignments are common reasons. Students may also forget their homework at home. If homework is not excessive, students are more likely to complete it. Checking and monitoring assignments is crucial."*
🗣Ö11: *"The primary reason is often the parents. If a parent does not ensure homework is completed, most students do not do it. Some students openly admit this. Even though I tell them it is their responsibility, they see it as their parents' duty. Excuses such as being sick or falling asleep are also common. I assign homework for only two subjects per day; giving more might discourage students. Keeping students engaged and sharing completed assignments in class increases their commitment to doing homework."*
🗣Ö17: *"Lack of resources, absence of family members at home, and limited parental involvement all affect homework completion. Additionally, not having a proper study environment at home can be a major barrier. Homework should be assigned at a level that is achievable for students. Ensuring a supportive environment, fostering communication between family, school, and students, and matching assignments to students' readiness levels are crucial factors."*

5. Discussions

In this study, teachers stated that the most fundamental characteristic of a good homework assignment is reinforcement and repetition. The role of homework in reinforcing students' learning and contributing to long-term memory development has been emphasized in many studies (Aslan & Arseven, 2022; Cooper, 2007; Güneş, 2014; Trautwein *et al.*, 2006). Reinforcement-based homework prevents students from forgetting what they have learned in class and helps them internalize the subjects more effectively (Epstein & Van Voorhis, 2001). In addition, teachers emphasized that homework should be aligned with classroom content, be concise and sufficient, be adjusted according to the student's level, and include clear instructions. From this perspective, it appears that homework is primarily used with a traditional purpose to make classroom learning more permanent.

Furthermore, it has been observed that homework designed to encourage inquiry, develop skills, and enhance student motivation is emphasized less frequently. This suggests that teachers primarily view homework as a post-instructional reinforcement tool and do not mention pre-instructional learning support through homework.
Although it is noted that homework should address individual differences, there are limited examples of personalized assignments. These findings indicate that homework should be more consciously designed to promote inquiry, skill development, and motivation.

When teachers were asked about their purposes for assigning homework, it was observed that they primarily aimed to reinforce learning, promote repetition, and support long-term retention. These objectives align with the essential characteristics of quality homework and indicate that teachers use homework as a tool to enhance students' learning processes. A review of studies on homework (Baynazoğlu, 2019; Cooper, 2007; Duban, 2016; Ok & Çalışkan, 2019; Turan-Özpolat *et al.*, 2017; Van Voorhis, 2004) reveals that assigning homework for reinforcement and ensuring the permanence of learning is consistent with the literature. Additionally, teachers emphasize that homework plays a crucial role in fostering a sense of responsibility, developing independent study skills, and ensuring continuity in education. Although less frequently mentioned, some teachers also assign homework to prepare students for new topics, address learning gaps, and provide opportunities for practical application of learned concepts.

Trautwein *et al.* (2006) categorized teachers' reasons for assigning homework into three main categories: enhancing academic achievement, improving student motivation and self-regulation, and establishing a positive link between school and home. Not surprisingly, enhancing student achievement has been identified as the primary reason for assigning homework. Drill and practice assignments, which aim to reinforce and review previously acquired knowledge, still appear to be the most common type of homework.

This study demonstrates that teachers hold different opinions regarding the appropriate duration of homework; however, they generally agree that a duration of 30 to 60 minutes is appropriate. While teachers emphasize that homework duration should

vary based on the student's age, attention span, and the nature of the assignment, they also highlight that longer homework periods may lead to mental fatigue and loss of motivation. The majority argue that exceeding 60 minutes is not efficient.

These findings align with previous research in the literature. Galloway *et al.* (2013) found that students in high-achieving schools spend more than 3 hours per night on homework, which contributes to academic stress, sleep problems, and social imbalances. Similarly, Guo *et al.* (2024) analyzed studies from different countries and reported that the recommended homework duration for primary school students generally ranges between 20 and 60 minutes. For example, the Chinese Ministry of Education recommends a maximum of 60 minutes, while many states in the United States suggest 40 minutes, Singapore proposes 30-60 minutes, and in Finland, although there is no national homework policy, students are generally assigned less than 30 minutes of homework.

Consistent with teachers' perspectives, research indicates that the impact of homework duration on academic achievement is not linear. Beyond a certain threshold, extending homework time does not contribute positively to learning (Cooper *et al.*, 2006; Guo *et al.*, 2024). Moreover, excessive homework may disrupt students' sleep patterns, negatively impact their learning processes, and hinder their social development. Therefore, it is recommended that teachers adopt a student-centered and balanced approach when determining homework duration.

Teachers emphasize that the most beneficial homework assignments are those that promote research, problem-solving, creative thinking, and active participation. They highlight that assignments that move away from rote memorization, focus on comprehension, include open-ended questions, and relate to real-life contexts contribute significantly to students' cognitive, social, and academic development. While repetitive assignments help reinforce learning, it is emphasized that they should not be purely based on memorization. The dominant view is that student-centered, inquiry-based, and engaging homework is more effective.

However, when this finding is compared with previous results, a discrepancy emerges between teachers' theoretical preferences and their practical applications of homework. Although teachers advocate for research- and inquiry-based assignments as the ideal approach, the predominance of reinforcement and long-term retention as primary objectives suggests that traditional homework practices remain influential. This indicates that while teachers support more innovative types of assignments in theory, they may lean toward repetitive and reinforcement-based homework due to curriculum constraints, time limitations, or student profiles. Therefore, a key area of discussion is how research-based and student-centered assignments can be designed to simultaneously support reinforcement and retention in learning.

Teachers emphasize that homework assignment methods directly impact the learning process, with written and guided homework being the most commonly preferred. This approach is noted for fostering systematic study habits and reducing forgetfulness, while orally assigned homework is suggested to be supported with written guidelines. With the influence of the digital age, web-based and visually supported homework is highlighted for increasing student interest and making learning more

effective. Particularly, colorful materials, educational videos, and interactive content are found to be engaging, while some teachers advocate for inquiry-based homework to develop critical thinking and problem-solving skills. These findings indicate that while traditional written homework remains dominant, student-centered, digital, and interactive assignments are increasingly being adopted.

Kurnaz & Mohanned (2017) state that digital homework enhances student engagement, reduces teachers' workload, and strengthens parental support. Gök (2013), on the other hand, suggests that web-based homework allows students to receive instant feedback but does not directly improve exam performance. Additionally, some students tend to complete assignments through trial and error rather than deep learning.

Teachers focus on supporting students' cognitive development, addressing learning deficiencies, and reinforcing academic skills when determining the subjects for which homework is assigned. Language (Turkish), Mathematics, Science, and Life Sciences are the subjects that receive the most homework due to their intensive curricula and the need for students to engage in repeated practice. Language (Turkish) and Mathematics homework is considered critical for developing fundamental academic skills, while Science and Life Sciences homework serves as a tool for promoting conceptual learning. The primary reasons for assigning homework include reinforcing knowledge, compensating for limited class time, and addressing the high density of learning objectives.

Teachers agree that conducting homework checks at the beginning of the lesson in a short period is the most effective method. A review lasting 5-15 minutes helps students focus on the lesson while also providing an opportunity for constructive feedback to support the learning process. Additionally, it is emphasized that homework checks conducted later in the day are less effective, whereas immediate feedback enhances learning retention.

The primary reasons why students do not complete their homework include distractions, family and social factors, lack of understanding, and inadequate study environments. To encourage students to complete their homework, family involvement, rewards, and designing engaging and enjoyable assignments are considered effective strategies. Furthermore, ensuring that homework is short, clear, and feasible is seen as a crucial factor in helping students develop a regular homework routine.

6. Recommendations

Homework plays a crucial role in students' learning processes. However, for homework to be effective, it must be designed in accordance with students' age, cognitive and affective development levels, and individual learning styles. The quantity and content of homework should be carefully determined based on pedagogical principles to avoid excessive workload. In addition to individual assignments, group activities that promote collaborative learning can also be incorporated into homework practices. Furthermore, homework formats that enhance students' enjoyment of learning and increase their motivation should be preferred.

To raise awareness of the role of families in the homework process, informative meetings can be organized. Such initiatives can encourage parental involvement and contribute to students' academic development. This study was conducted using a qualitative research design. In future studies, mixed-method research approaches can be employed to obtain more comprehensive findings. Additionally, broader participation studies that include the perspectives of other stakeholders, such as parents, students, and educational administrators, alongside teachers' opinions, are recommended.

7. Conclusion

This study examined teachers' approaches to homework, their reasons for assigning it, preferred types of assignments, control processes, and students' attitudes toward homework. The findings indicate that teachers primarily assign homework to reinforce learning, provide repetition, and ensure long-term retention. Additionally, teachers emphasize that homework helps students develop a sense of responsibility and independent study skills. However, it was found that inquiry-based and research-oriented homework is less frequently assigned, with teachers mainly using homework as a post-lesson reinforcement tool.

Although opinions on homework duration vary, a duration of 30-60 minutes is considered ideal, as longer assignments may lead to mental fatigue and loss of motivation. While traditional written and guided homework remains dominant, there is a growing interest in digital and interactive assignments. The main reasons students fail to complete homework include distractions, family and social factors, learning difficulties, and lack of a suitable study environment. To encourage students to complete assignments, family involvement, rewards, and making homework more engaging are recommended.

In conclusion, homework should be designed with a student-centered approach, tailored to individual differences, and serve not only as reinforcement but also as a means to foster inquiry, skill development, and motivation. Future studies could explore the long-term effects of different types of homework on learning outcomes and provide guidance to teachers on designing more effective homework assignments.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this article.

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