



## Learning Approaches at Primary Level: An Analysis of the Efficacy of Home Work

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### Abstract

*This study's primary goal was to investigate the efficacy of elementary school homework strategies. The whole study sample consisted of instructors and fifth-grade students in the Nowshera district. The research was conducted using a survey research design. Using a stratified random sampling procedure, the sample was chosen. Of the 400 participants in the sample, 288 were parents, and 112 were primary school instructors from both government and private institutions. A self-made survey instrument was created to gather information. SPSS was used to examine the data. The results showed that homework strategy had a beneficial impact on students' academic progress with ( $\beta = .56, p.001$ ). The study discovered no distinction in perception between instructors and parents. The overall study found that students' academic attainment was better when they used a homework-based study strategy than when they didn't. It was recommended that research may be carried out in other districts and provinces. The opinions of instructors and parents were investigated in this study. Research may be conducted to find out how students feel about homework efficacy.*

### Keywords

Home-work, Elementary Level, Learning Approaches

### Introduction

The benefits of doing homework at home have long been a topic of dispute among parents, teachers, and education specialists. Homework has a number of benefits and drawbacks. For many children, parents, and teachers throughout the world, homework is a daily need in the classroom (Bembenutty & White, 2013). Giving children a chance to communicate with their parents and set aside time to study the material outside of the classroom is one of the main objectives of homework (Echaune et al., 2015). Every school year, curriculum designers and stakeholders assess the effects of homework assignments and attempt to take students' performance into account.

Studies found that homework strategy has a positive as well negative impact on learners at different levels (Hallam & Rogers, 2018; Odabas, 2022). Research continuously demonstrates that homework has both beneficial and negative effects on pupils. Homework improves a student's capacity for autonomous work, self-control, and initiative (Letterman, 2013; Evans, 2022). Homework has long been a source of contention between instructors and parents. For the majority of students, it is a necessary component of their everyday school schedule. It is only a list of assignments given by instructors to students to do outside of class. According to Haq et al. (2020), homework is crucial for improving school-age children's academic performance and may be a fantastic approach to broaden one's knowledge base. Usually, homework assignments serve as teaching resources for experiential learning. It gives pupils the chance to increase their academic performance and efficiency in order to improve academic achievements (Dyanan & Cate, 2009). Homework helps low-achieving children in failing schools (Inayat, 2014).

### **Statement of the Problem**

This study's main objective was to assess how effective homework was when combined with different elementary school teaching strategies. The study's goal was to ascertain which approach had a bigger impact on primary school pupils' academic growth. One of the objectives of the study was to compare and contrast public and private schools. The researcher sought to address two primary concerns in this work. The benefits of homework for elementary school students have long been a topic of debate. Numerous studies have shown that assigning homework to pupils diverted their attention during study sessions and kept them from acting out. Second, parents, teachers, and students in public and private schools may have different opinions regarding homework and other teaching methods. Parents and teachers of students enrolled in public and private schools might be contacted to more accurately determine whether the approach was more effective in improving kids' academic achievement.

### **Research Objectives**

1. To find out the efficacy of homework approaches on student's academic achievement
2. To examine parents' and teachers' perceptions about the efficiency of homework approaches in students' academic achievement

### **Research Questions**

1. How does the homework study method affect pupils' academic performance?
2. What are the differences in how parents and teachers see the efficacy of homework strategies?

### **Research Hypotheses**

- H<sub>01</sub>:** How students prepare their homework has no discernible impact on their academic performance
- H<sub>02</sub>:** Regarding the efficacy of homework learning strategies, there is no discernible difference in the opinions of parents and instructors

### **Rationale of the Study**

There has long been debate over how homework and other methods affect students' performance. While some studies found that giving homework to elementary school pupils was beneficial, others believed that the non-homework option was better suited for this grade. This study sought to ascertain the effectiveness of homework strategies as well as the opinions of instructors and parents regarding them. Giving parents, teachers, and kids useful information may be the most effective strategy to raise the academic achievement of elementary school pupils. Sometimes parents choose not to be involved in their children's education. Even worse, parents were unaware of the benefits homework assignments provide for their children's academic development. Due to the carelessness of their parents, children had no motivation to complete school. Not even the parents knew the quantity and nature of the assignments. Through this study, the stakeholders will have a better understanding of the attitudes of educators and parents about alternative teaching techniques and assignments. After considering the study's findings, educators and school administrators may concentrate on the approach that benefits children.

### **Delimitations of the Study**

The study's scope was restricted to the following points.

1. Students in grade 5<sup>th</sup>
2. It was restricted to district Nowshera.
3. It was restricted to the opinions of the corresponding elementary school pupils' instructors and educated parents.

### **Literature Review**

Odabas (2022) distinguishes between instructional and non-instructional homework objectives. Preparation activities maximize students' learning chances by introducing them to new content covered in class. Applying previously taught skills to novel circumstances is the goal of extension assignments. Finally, assignments could ask students to use knowledge and abilities they have previously learned. Creative writing, book reports, or science projects might be used to achieve this. It is possible to add the public relations goal of merely updating parents on school events to this list.

Homework is a typical and well-known educational assignment for many students globally, claim Gonida and Cortina (2014). Initially supported by the parents, the desire for academic success resulted in a generalization of homework load. Parents and teachers were aware of the amount of work children were required to do, nevertheless, as the amount of homework increased. They wanted less homework and lamented that the pupils no longer felt like children. Valle et al. (2016) argued that

homework strategy impact on learners’ academic achievement is not too much high at primary school. The quantity of homework did not affect achievement, while in-class supervised study had a stronger effect.

Warton (2001) asserts that the benefits of homework outweigh some of its drawbacks. For instance, many who oppose homework contend that by satiating their demand for academic engagement, it may have a detrimental effect on students' attitudes toward learning (Stevenson, 2021). They contend that there is a limit to how much enjoyment children may have from any one activity and that they shouldn't be overexposed to academic work. Children are under a lot of pressure from their parents to finish their schoolwork or to do it extremely rigorously (Hallam & Rogers, 2018). Additionally, if parents educate their kids in a different way than what is taught in the school or if they don't comprehend the information that is sent home to be studied, they may be confusing their kids. There are times when assigning homework to parents—or anybody else—goes beyond just tutoring.

Songsirisak and Jitpranee (2019) claim that students may experience anxiety simply by contemplating their assignment. When students have too much homework and it gets harder and harder, they get anxious, angry, and unmotivated. Children may relax and explore the world in their free time. Children cannot acquire critical life skills on a computer, such as how to ride a bike, read a book, or communicate with friends and family. Alternatively, children could pick up these skills from others (Hallam & Rogers, 2018). Getting enough exercise, which enhances cognitive function, may become more difficult after doing schoolwork or other sedentary chores. In their 2019 study, Emm-Collison et al. found that students who spend less time in class and then leave to do homework given by their professors are more likely to feel alone and isolated. The likelihood of a kid developing physical and mental health issues that result in shyness and avoidance behaviors increases if these feelings are experienced frequently. While there are benefits to homework, some people believe that they are outweighed by the drawbacks and that it is sometimes overdone (Shah et al., 2023). Ozyildirim (2021) claims that homework is a crucial part of students' academic achievement and has a significant influence on their academic development. The importance and need of homework for school-age children's intellectual development are topics of discussion among homework proponents and opponents. Additionally, it helps them expand their expertise. Homework has greatly strengthened teamwork between instructors and parents.

**Research Methodology**

This study was quantitative in nature. Survey design approach was adopted to conduct this study.

All fifth-graders and instructors from both public and private primary schools in the Nowshera district made up the study's total population. The method used was stratified random sampling. A representative percentage of the sample was chosen based on each group's population size. A representative sample of dads who have finished their education and are teachers was chosen based on the population size in each location. The RaoSoft Calculator was used to determine the sample size. It specifies that if the population is 5000 or more, a sample size of 400 will be employed. The population for this study consisted of 12872 individuals. So, the sample size was 400.

**Table 1: Sample Distribution**

	Percentage of Parents		Percentage of Teachers	
	Public (54%)	Private (46%)	Public (62%)	Private (38%)
	83 (52.8%)	76 (58%)	36 (53.7%)	24 (53%)
	74 (47.2%)	55 (42%)	31 (46.3%)	21 (47%)
Total	157	131	67	45
Grand Total	288 (72%)		112 (28%)	

**Data Collection Instrument**

For data collection, a self-made questionnaire was created. Using a 5-point Likert scale, the questionnaire consisted of 25 closed-ended questions.

**Reliability of the Data Collection Tool**

The reliability of the instrument was ensured in this study by using Cronbach's Alpha. The questionnaire utilized in this study only contained items with a reliability value of at least 0.70. The table below shows the statistics for each variable's dependability coefficient.

**Table 2: Reliability**

	Variables	Alpha Value	Items
1	Pros of Homework	.73	14
2	Cons of Homework	.79	11

Overall Alpha Value = .781      Total Items = 25

In Table 2, reliability information for the variables utilized in this study is shown. The consistency of each component contained in each variable is shown by alpha values. The "Pros of Homework" list's 14 items each contributed to the dependability coefficient. There were reliability coefficients for eleven out of the twenty-five "Cons of Homework" items. Each set of items maintained an alpha value over 0.70. Thus, the data for all variables were considered reliable. Overall, the questionnaire's alpha score was .781.

**Data Analysis**

The two parts of data analysis were the descriptive analysis and hypothesis testing. The frequency distribution of every statement that is a part of each variable was completed in the first section. Regression analysis and the t-test were used to examine hypotheses in the second session.

**Descriptive Analysis**

**Table 3: Frequencies and percentages of Pros of Homework**

S.No	Items	SA	A	U	D	SD
Q1.	Students learn a variety of useful skills from their homework that they may use to both their academic and professional careers.	(42%) 168	(38%) 152	(5%) 20	(10%) 40	(5%) 20
Q2.	Students are more inclined to take ownership of their workload when they have homework.	(28%) 112	(41%) 164	(23%) 92	(4%) 16	(4%) 16
Q3.	Positive research techniques are developed through homework.	(41%) 164	(29%) 116	(6%) 24	(16%) 64	(8%) 32
Q4.	Students can review what they've learned in class with the help of homework.	(39%) 156	(37%) 148	(11%) 44	(6%) 24	(7%) 28
Q5.	Academic success is increased by homework.	(40%) 160	(29%) 116	(9%) 36	(9%) 36	(13%) 52
Q6.	Homework fosters a good mindset toward education.	(31%) 124	(36%) 144	(12%) 48	(16%) 64	(5%) 20
Q7.	Good work habits are fostered by homework.	(26%) 104	(29%) 116	(20%) 80	(21%) 84	(4%) 16
Q8.	Students' sense of responsibility grows with homework.	(40%) 160	(29%) 116	(21%) 84	(8%) 32	(2%) 8
Q9.	Improved thinking and memory retention are two benefits of homework.	(38%) 152	(41%) 164	(3%) 12	(10%) 40	(8%) 32
Q10.	Homework aids in developing a deeper comprehension of the material.	(36%) 144	(29%) 116	(17%) 68	(11%) 44	(9%) 36
Q11.	Students' development of autonomous work is aided by homework.	(41%) 164	(29%) 116	(8%) 32	(14%) 56	(8%) 32
Q12.	More students participate in class activities when they have homework.	(44%) 176	(34%) 136	(2%) 8	(10%) 40	(10%) 40
Q13.	Reviewing class content is made possible via homework.	(31%) 124	(39%) 156	(8%) 32	(12%) 48	(10%) 40
Q14.	Students have the freedom to study wherever they feel most comfortable thanks to homework.	(28%) 112	(45%) 180	(9%) 36	(11%) 44	(7%) 28

The advantages of the homework-learning approach are listed in table 3. The findings showed that most respondents strongly agreed with and supported the homework learning strategy, considering homework to be essential to their academic achievement. On the other hand, a very tiny portion of respondents claimed that homework assignments had no beneficial effect on their academic achievement. The majority of respondents, who were parents and instructors, said that homework teaches pupils a number of useful skills that they may use to their academic and professional life. Among other advantages, this method improved thinking and memory recall, fostered the growth of constructive research methods, and inspired students to take responsibility for their work.

**Table 4:** Frequencies and percentages of Cons of Homework

S.No	Items	SA	A	U	D	SD
Q15.	Schoolwork promotes a inactive way of life.	(13%) 52	(14%) 56	(9%) 36	(29%) 116	(35%) 140
Q16.	The term "homework" might make students feel anxious.	(13%) 52	(7%) 28	(10%) 40	(25%) 100	(45%) 180
Q17.	Schoolwork gets in the way of leisure time.	(13%) 52	(12%) 48	(15%) 60	(40%) 160	(20%) 80
Q18.	Interruptions from homework arise in extracurricular activities.	(10%) 40	(11%) 44	(4%) 16	(35%) 140	(40%) 160
Q19.	Students are discouraged from exercising outside by their homework.	(9%) 36	(8%) 32	(4%) 16	(31%) 124	(48%) 192
Q20.	Unsupervised and unsupportive learning is the result of homework.	(9%) 36	(10%) 40	(7%) 28	(40%) 160	(34%) 136
Q21.	Cheating may be encouraged by homework.	(6%) 24	(8%) 32	(25%) 100	(31%) 124	(30%) 120
Q22.	Poor work-life balance is a culture that is exacerbated by homework.	(10%) 40	(9%) 36	(6%) 24	(30%) 120	(45%) 180
Q23.	Children are discouraged from pursuing interests by their homework.	(6%) 24	(11%) 44	(4%) 16	(32%) 128	(47%) 188
Q24.	Children who have parents who help and those who don't experience injustice as a result of homework.	(11%) 44	(6%) 24	(4%) 16	(37%) 148	(42%) 168
Q25.	It deters pupils from picking up social skills.	(16%) 64	(9%) 36	(7%) 28	(31%) 124	(37%) 148

According to the results, the majority of respondents disagreed or were strongly opposed to the notion that homework had few negative effects and helped students thrive academically. Only a tiny portion of respondents, however, agreed with the drawbacks of homework and said that it was not a useful tool for enhancing academic performance. According to the findings, the majority of respondents rejected the following assertions: A culture that did not prioritize work-life balance, stress and anxiety, sleep deprivation, altered behavior, disruption of playtime and extracurricular activities, encouragement of cheating, and inequity between children with and without parental assistance were all consequences of homework, in addition to discouraging children from engaging in hobbies.

**Hypotheses Testing: Linear Regression-1**

**H<sub>0</sub>:** How students prepare their homework has no discernible impact on their academic performance.

**Table 5:** Homework studying approach on students’ academic achievements

Variables	B	β	SE
Constant	22.49***		.23
Homework approach	.92***	.56	.11
R <sup>2</sup>	.71		

Note.N = 400. \*\*\*p < .001.

Table 5 displays the impact of students' study habits on their academic performance. The predictor variable accounted for 71% of the variation in the outcome variable, as indicated by the R2 value of 0.71 with F (1, 189) = 67.43, p.001. The findings show that the use of Beta in the homework learning technique was a good indicator of students' academic success (β =.56, p.001). Research indicates that elementary school students' academic performance is significantly impacted by their homework-study approach. Therefore, the null hypothesis—which holds that there is no appreciable impact of the homework technique on students' academic progress—is disproved.

**Independent Sample t-test**

**H<sub>0</sub>:** Regarding the efficacy of homework learning strategies, there is no discernible difference in the opinions of parents and instructors.

**Table 6:** Mean comparison of perception between teachers and parents regarding homework studying approaches.

Variables	Teachers		Parents		t(241)	p	Cohen’s d
	M	SD	M	SD			
Pros of Homework	3.75	.59	3.84	.51	0.29	.37	0.07
Cons of Homework	2.01	.36	1.96	.32	0.54	.56	0.12

Note. Teachers  $N = 92$ , Parents  $N = 308$ .

Teachers' and parents' perceptions of homework study methods differ significantly on average, as shown in Table 6. The advantages of homework are  $t(241) = 0.29, p > .05$ , while the disadvantages are  $t(241) = 0.54, p > .05$ . The findings demonstrated that parents and instructors had fairly comparable scores ( $M = 3.75, SD = .59$ ) on the positive features of homework. The Cohen's  $d$  value of 0.07 (0.80), or zero, indicates no influence size. With a Cohen's  $d$  value of 0.12 (0.80), the impact magnitude is quite small. Given that the impact size is rather small, Cohen's  $d$  is 0.15 (or 0.80). Regarding the drawbacks of not having to complete homework, parents and teachers received similar scores ( $M = 4.63, SD = .69$ ). The Cohen's  $d$  value of 0.09 (0.80), or zero, indicates no influence size. The null hypothesis, which states that there is no mean difference in the frequency of homework and other study techniques used by parents and instructors, is thus accepted.

### **Findings of the Study**

Findings of the study are listed below.

1. The results showed that most respondents thought that homework study methods were important for kids' academic success, and almost 80% thought that homework methods helped kids develop their academic abilities.
2. The claim that the homework method discouraged kids from participating in extracurricular activities was rejected by 75% of respondents. The results showed that most respondents thought there were several benefits for pupils studying without homework.
3. The majority of respondents (77%) disagreed with the claim that teaching children without assigning homework aided in their social and academic development.
4. A further majority of respondents (65%) disagreed with the claim that students were shielded from academic stress and strain by studying without homework.
5. Results showed that 65% of respondents felt that teachers were deprived of the opportunity to evaluate their pupils' development when they did not assign homework.
6. A maximum of 69% of respondents felt that a non-homework approach increased the pressure on children to do well on their exams.
7. Regression analysis results indicating the impact of homework study strategies on students' academic performance are presented in Table 4.6. 71% of the variance in the outcome variable could be attributed to the predictor variable, according to the  $R^2$  value of 0.71 with  $F(1, 189) = 67.43, p.001$ .
8. The results demonstrate that the homework learning strategy was a favorable predictor of students' academic progress ( $\beta = .56, p.001$ ). Analysis shows that homework study methods have a major impact on primary school pupils' academic performance. (**H<sub>0</sub>, 1**)
9. The results showed that the homework learning technique was more significant ( $M = 3.913, SD = 2.3163$ ), suggesting that most respondents thought the strategy had more benefits than drawbacks ( $M = 2.103, SD = 1.2137$ ). However, the benefits of the non-homework learning technique were fewer than the drawbacks ( $M = 1.981, SD = 1.3510$ ) ( $M = 3.793, SD = 2.2912$ ). The results provide a  $p$ -value of  $.00 < .05$ , rejecting the null hypothesis that there is no discernible difference between studying methods used for homework and those that are not. (**H<sub>0</sub>, 2**)

### **Discussion**

The main objective of this study was to investigate how homework practices affected the academic performance of elementary school students in the Nowshera region. The majority of respondents who were questioned about the advantages of the homework learning technique stated that it had many benefits and was very helpful for children's academic development. The majority of participants in this survey concurred that homework improves academic performance, cultivates excellent work habits, enables students to review what they have learnt in class, and promotes the growth of constructive research techniques. Additionally, it equips students with a variety of beneficial abilities that they may use in both their academic and professional careers.

The results of the study were supported by Buijs and Admiraal (2013), who concluded that achievement was influenced by both the amount of accurate homework submitted and the amount of time spent on homework. According to a study, kids who finished their homework had better time management and study scheduling abilities, which is very advantageous. It also helps teachers make better use of their teaching time and boosts students' motivation and study skills. According to Al-

Bahrani et al. (2022), homework serves as a means for children to acquire and apply new abilities that will become more crucial as they become older, in addition to providing them with an opportunity to practice and reinforce what they have already been taught.

Odabas (2022) asserts that homework is assigned to provide students a chance to practice or review content that has previously been covered in class. In order to maximize the learning chances for students, preparation activities act as an introduction to new content that is covered in class. Extension assignments entail using skills that have been previously taught in novel contexts. Furthermore, the majority of survey participants did not feel that a non-homework approach had many advantages for students' academic development. Homework improves pupils' academic status and has a major influence on their educational success, claims Ozyildirim (2021). It also helps them to expand their expertise. Homework has been a great way to collaborate with parents and instructors. The school assigns homework so that the whole family can see what their children are working on throughout the school day. Subsequently, the fundamental concepts that youngsters were learning every day are strengthened as parents become more active in their education.

### **Conclusion**

The aim of this study was to ascertain the extent to which the homework technique is enhancing students' academic performance. The purpose of the poll was to compare how teachers and parents felt about the effectiveness of study techniques other than homework. The homework approach was shown to be more important and helpful for children's academic success. The study's hypothesis testing revealed that the homework learning strategy significantly impacted students' academic performance. Students' aptitudes, competencies, and academic performance were improved by the practice of schools assigning homework. There was no evidence in the study that students' academic performance was significantly impacted by the use of alternative study strategies. Parents' and teachers' perceptions did not differ statistically significantly, according to a mean comparison of the two groups' perceptions.

### **Recommendations**

1. The study concluded, among other things, that homework enabled students to understand the information more deeply as they repeated the learning process. Hence, educational establishments that do not follow homework regulations should nonetheless offer homework to students in order to improve their understanding of a certain subject. Even if a school has a no-homework policy, it should nonetheless give homework that helps students learn new things, improve their skills, and discuss topics they are interested in.
2. The study found that homework regulations strengthen the bond between the school and the family. As a result, children should be given enough homework to promote parental engagement in their education.
3. Research might be conducted in different provinces and districts for next studies. In this study, the views of parents and teachers were examined. To learn how students feel about the effectiveness of homework, research may be conducted.

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