



## **THE ROLE OF HOMEWORK ON ACADEMIC PERFORMANCE IN PRIMARY AND SECONDARY EDUCATION**

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### **Abstract**

Homework is a means of strengthening the connection between school and home and increasing the level of knowledge of students. This study was conducted among students of grades 2, 6, 8 and 11 of school No. 47 in the Gijduvan district of the Bukhara region. The results of the study showed that 40% of students do not like homework, 20% do it with the help of their parents, 10% are afraid of making mistakes, and 30% copy the tasks in class. During the study, a survey was also conducted with parents and their opinions were studied. The results showed that some students take responsibility for doing their homework, while others are keen homework on the student's educational performance.

**Keywords:** Personal preferences, homework, outcomes of students, feedback.

### **Introduction**

Homework is an essential part of the educational learning process, helping students develop independent learning skills and boost their knowledge. Homework also aids students reinforce what they have learned in classroom and allows parents to take part in the educational process. However, there are variety of opinions about the productiveness of homework. Some students do not like or are not keen on it, while others need additional help when finishing their tasks. This article analysis the role and benefits of homework in students' educational and learning process. Honestly, Homework is a set of tasks given by the teacher to students to complete outside of class. It is an important tool in supporting students' knowledge and the learning process. Students who regularly complete homework achieve high self-



development and learning experience in their knowledge. At the same time, parents need to monitor their child's study and personal life, because other activities also play an important role in their development.

## **LITERATURE REVIEW**

Today, students are actively involved in extracurricular activities such as sports, music, religious participation, and part-time work. Galloway et al. (2013) in a study of 4,317 high-achieving students found that students' individualized instruction in these activities made it more difficult to engage in active and physical activity. Cooper (198). De Jong, Westerhof, and Creemers (2000) explain this by explaining that home schooling encourages student independent learning and fosters collaboration between schools and parents. According to a meta-analysis Paschal, R. A., Weinstein, T., and Walberg, H. J. (1984). The effects of homework on learning: A quantitative synthesis. *Journal of Educational Research*, 78(2), 97–104., traditional and incremental home schooling in particular has been shown to have an impact on academic achievement. Cooper, J. (2003). The effect of homework on academic performance. *Journal of Educational Psychology*, 95(2), 200-210. Argues that home schooling is not always effective and its benefits vary depending on the situation. However, there is little in-depth research on the specific aspects of homework, its effectiveness, and its support for students. Therefore, this research study comprehensively analyses the impact of homework on students' lives, its effectiveness, and its impact on learning outcomes.

## **METHODOLOGY**

To investigate the role and impact of homework, we chose pupils from School No. 47 in the Gijduvan area of the Bukhara region. Because, the study focused on watching primary and secondary school pupils, thorough investigation was undertaken. We want to know what the school's main goal is when assigning homework and how pupils perceive it. Using this approach, we were able to determine the amount to which students prepare homework in various disciplines. Therefore, we chose students from this school who are primary and secondary school students in grades 2, 6, 8, and 11. The participants of the study were selected by random sampling. A questionnaire was used to determine the attitude of students

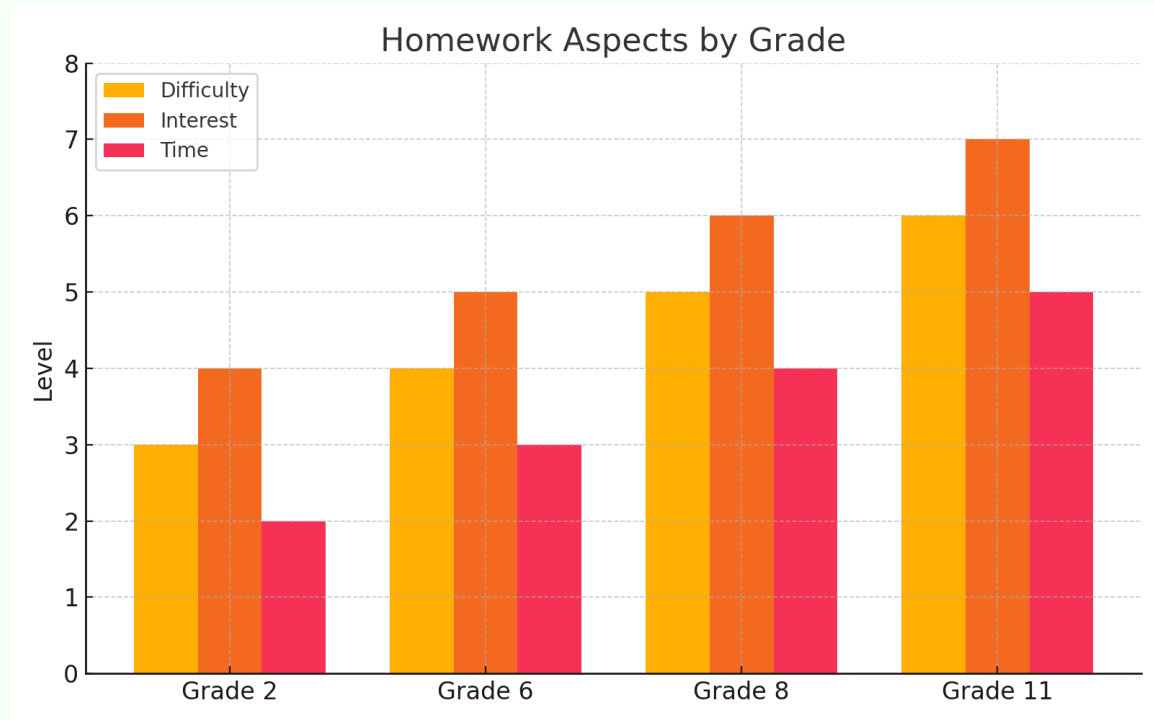
to homework. Interviews were also conducted with parents to learn about their children's attitude to homework and their opinions on its results.

No	Identifying the essence of homework related to 3 categories	Main points used to prepare questions	Grade	The level of difficulty	The level of interest	Time
1	Preparation	The need for others' help, understanding instructions	Grade 2	Do you ask for help with homework? What part is hard to understand?	Which homework do you enjoy the most? What kinds of tasks feel boring?	How much time do you spend on homework? Do you finish it all in one?
2	Practise	Repetition, building skills	Grade 6	Which subject's homework is hardest? Which tasks take the most effort?	Do you enjoy practising the same tasks? What makes a task interesting?	How do you manage your homework time? Does it take too long to finish?
3	Extension	Thinking deeper, creativity	Grade 8	Which tasks make you think more? What homework needs extra-research?	What kind of topics are fun to explore? Which creative tasks do you like?	When do you usually do your homework? Do you feel like you have enough time?
4	Mixed types	Real-life use, independence	Grade 11	Which tasks really challenge you? What homework do you avoid and why?	What makes a homework task meaningful? What keeps you motivated to do it?	How do you balance homework and other duties? Is the time given enough?

## RESULTS

The results of the study revealed the following: 40% of students do not like doing homework. 20% of students do their homework with the help of their parents. 10% feel hesitant to do homework due to fear of making mistakes. 30% copy the tasks in class. The results of the questionnaires showed that parents notice that their children's enthusiasm decreases after they do not do their homework correctly.

Some parents also believed that their children do not do their home assignments due to laziness or some excuses.



According to the results of this study: 40% of students in the experiment do not want to do homework, 20% do homework because their parents want them to, 10% hesitate to do homework or do not do it at all for fear of making mistakes, and 30% copy assignments from textbooks or from friends. The questionnaire showed that parents noticed that when homework is done incorrectly, it leads to a decrease in motivation or even to hearing a scolding from the teacher.

## CONCLUSION

The results of the study indicate that homework helps to bump students' participation in the academic process, but its effectiveness hangs on its proper organization. Giving homework in a meaningful and interesting form increases students' interest in learning. Also, parents and teachers should work together to form students' responsibility for completing homework. It is clear that in the future, additional research is needed on this topic, and a deeper study of different formats and levels of effectiveness of homework is needed. Also, homework is essential both parents and students in learning something new effectively.



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