

**ADVANTAGES AND DISADVANTAGES OF ASSIGNMENTS
ACCORDING TO PARENTS' OPINIONS OF PRIMARY SCHOOL
STUDENTS**

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Abstract

The aim of this study is to examine the opinions of the parents of elementary school students in term of advantages and disadvantages of home assignments. The study group of this study consists of parents having students in primary schools in the central districts of Konya in 2017-2018 academic year. 24 students' parents selected with maximum diversity sampling from the purposive sampling methods were included in the study group. Research data were collected by interview. The researchers prepared the semi-structured interview form for the interviews. The research adopted a qualitative approach exploring a case study and data were analyzed by content analysis technique. The themes obtained as a result of the research; the meaning of homework, the nature of homework, the positive aspects of homework and the negative aspects of homework.

Keywords: *Student Assignments, Parent Opinions, Case Study, Content Analysis.*

Introduction

From past times to the present, homework has been a cause of concern for teachers and students in education and teaching processes. When the relevant literature is examined, an assignment is defined as the school tasks that teachers give to students to complete outside school hours (Cooper, Steenbergen-Hu and Dent, 2012) and is also seen as an important teaching tool (Fernández-Alonso, Suarez-Ávarez, and Muñiz, 2015; Hagger, Sultan, Hardcastle, and Chatzisarantis, 2015; Marzano and Pickering, 2007). The homework process is complex and sometimes has three actors who are misaligned and have goals and behaviors that can lead to conflicts; students, parents and teachers (Cooper, Robinson and Patall, 2006; Núñez et al., 2015; Trautwein and Köller, 2003; Warton, 2001). Homework can improve communication between parents and schools (Center for Public Education, 2007). The discussion of the assignment contributes to some of the immediate and frequent dialogues between families and schools. (Gilliland, 2002).

Homework is a task given to the students who are asked to be done by teachers after school hours. Epstein & Voorhis (2001) investigated information from various sources and analyzed the effects of the assignment as follows; practice, preparation, participation, personal development, parental relations, parent-teacher communication, peer interactions, policy, public relations and punishment. According to Alanne & Macgregor (2009), a common goal of homework is to enable students to apply the materials presented in the classroom outside the school in order to strengthen learning and gain the mastery of specific skills.

Recently, Epstein and Van Voorhis (2012) stated that homework is an important part of homework's ability to maximize the impact on students' learning and academic success. According to these researchers, when homework tasks are devoid of explicit homework objectives, students are more likely to miss their homework. Some researchers believe that homework is necessary for the student's success, while others think there is no consistent relationship between homework and time spent on academic success (Center for Public Education, 2007). However, it has been found that the assignment significantly

increases the success for the students and the teachers regularly give homework and when the students make them carefully, the success of the students is increased (Black, 1996; Paulu, 1998).

Another aspect of the assignment is about how the student fulfills his / her homework with his / her discipline and responsibility. Homework helps in the development of motivational skills such as responsibility, persistence, trust, goal setting, planning and postponement of pleasure (Corno & Xu, 2004). A positive effect is the better protection of factual information and a greater understanding of the content material (Cooper, Lindsey, Nye & Greathouse, 1998). In fact, homework is considered to be one of the most important applications for the creation of a successful academic environment (Olympia, Sheridan, Jenson, and Andrews, 1994, p. 85). One of the most important benefits of giving homework is learning to take responsibility. Homework therefore encourages and develops self-discipline in students (Oak, 2009).

Ramdass and Zimmerman (2011) stated the additional benefits of homework. Students learn how to set goals, manage time and environment, participate in a task and self-efficacy. There are long-term academic interests to do homework. Students show that they learn during their free time, which helps show that learning can occur outside the classroom (Cooper, Robinson & Patall, 2006). Other positive effects of the homework are the development of critical thinking skills, concept formation and information processing (Epstein & Voorhis, 2001, p.192). Homework can be defined as any task given by teachers intended to do after school (Cooper, 1989). In general, there is a positive relationship between homework and school results.

In general, research on this topic examined the purpose of homework in three main groups: Instructional, communicative and political (Epstein and Van Voorhis, 2001; Van Voorhis, 2004). Although there is disagreement over the value of the assignment, the majority of parents, educators and policy-makers support the implementation of homework at all grade levels (Vatterott, 2009, p.2).

The concept of homework is an indispensable process of influencing the education of a student. There are some research-based purposes to give homework (Center for Public Education, 2007):

1. To give students the opportunity to review and apply what they have learned.
2. To prepare students for the next lesson.
3. Allow students to explore and encourage their external resources and to encourage them.
4. To disseminate what students have learned to new contexts.
5. To enable students to carry out gradual and deep studies on a project.

The assignment, which is not directly related to education, has other objectives. The first is to help students develop their time management, work and organizational skills (Black, 1996). Students with built-in homework assignments strengthen and improve their time management and study skills (Scholastic Parents, 1996).

How can students be motivated and encouraged to complete homework? Helping with homework and encouraging the completion of homework will be a habit of parent support, a sense of responsibility in which many life skills develop in a positive way (Chen, 2009). There are several homework tips suggested for both parents and teachers. Parents should be informed and supported during the stage of assignments (Paulu, 1998). However, parents and teachers think that they can contribute positively to the child's learning by providing autonomous behavior, structure, motivation and competent counseling (Cooper, Lindsay and Nye, 2000).

Parental support and participation will improve the student's success. According to Loucks (1992, p. 19), research shows that parental participation at school leads to improved student achievement. Van Voorhis (2003) states that tasks with a component that interacts with other students or parents are important factors in ensuring homework efficiency. Parental or family assistance related to homework provides an interest in the education of their children (Hoover-Dempsey et al., 2001). In a study by Cooper, Lindsay, Nye and Greathouse (1998), it is argued that family participation has more behav-

ioral benefits than academic interests. Parental attitudes related to homework can have a direct effect on the attitude of a child to homework and therefore on class achievement (Hoover-Dempsey, 2001).

Trautwein (2007) also states that the completion of the assignments has a positive effect on the students' achievements. Paschal et al. (2003) indicate that if the homework is supported by effective feedback, the desired goal can be reached more easily. According to Bempechat (2004), homework makes it easier to understand the value of time that the student needs to deal with difficulties and to improve learning habits.

Doing homework may direct students to develop their capacity to balance activities in their lives and guide them in managing their time (Booth, 2010). Then why don't more students do homework? There are many notable reasons and excuses, including: (Case, 2008):

1. Boring materials.
2. The instructions are unclear.
3. Very difficult.
4. Very easy.
5. Not priority.
6. Forgotten.
7. Wrong time management, extracurricular activities and / or work after school.
8. Unaware of the usefulness and purpose of homework.
9. Lack of tranquility and tranquility for the student to work.
10. Lack of access to the necessary equipment and / or technology.
11. Family obligations.
12. Self-assessment skills and / or lack of habits.

Teachers can also help by following a number of principles to encourage students to better align students with the completion of assignments (Black, 1996):

1. Identify homework activities to learn strong curriculum ideas.

2. Give students homework assignments that are appropriate for coercion without causing frustration and / or confusion.
3. Provide students with the necessary resources and tools for doing homework.
4. Consider the benefits of the homework with the time and effort required to complete it.

Time spent with homework is a variable that attracts attention from researchers (Keith, 1982; Trautwein and Lüdtke, 2007; Trautwein, Schnyder, Niggli, Neumann, and Lüdtke, 2009). For example, Keith (1982) reported a positive relationship between the time spent for homework during high school and the academic achievement of students, while other authors found low, null or negative relationships at the first, middle and high school levels (Cooper et al., 2006; Núñez et al., 2013; Rosário et al., 2009, 2011; Trautwein et al., 2009). In contrast, studies investigating the frequency of homework have consistently demonstrated a positive relationship between homework frequency and academic achievement (Coleman, Hoffer and Kilgore, 1982; Dettmers, Trautwein, Lüdtke, Kunter and Baumert, 2010; Farrow, Tymms, and Henderson, 1999; Fernandez-Alonso et al., 2015). However, there is limited research on the relationship between different types of homework and academic achievement (Hallam, 2004; Warton, 2001). In fact, despite the importance of the subsequent stages of homework, the stage of homework preparation (eg the design and purpose of tasks) has not been extensively studied (Bang, 2012; Epstein and Van Voorhis, 2012; Warton, 2001). The aim of this study is to examine the opinions of the parents of elementary school students in term of advantages and disadvantages of home assignments. It is thought that this study may be useful in terms of awareness of the field. Since the qualifications of the assignments given in the schools are a very controversial topic nowadays, it is expected that various ideas will be presented about the assignments which should be given to the students in the future.

Research Design

This study, which was conducted to determine the advantages and disadvantages of homework according to the opinions of parents, was found to be suitable for the study

of qualitative research designs. A case study is a qualitative approach in which the researcher presents a situation description or situation themes in which he / she collects in-depth and in-depth knowledge of multiple sources of information about real life, a current limited situation or multiple restricted situations over a period of time. A case study begins with a special case study (Aydın, 2016). The situation can be an individual, a role, a small group, a community or an organization (Aydın, 2016; Punch, 2014). In this study, parents who are students in primary schools have been determined as a special situation. The advantages and disadvantages of the assignments are described according to the opinions of the parents.

Participants

The study group of the study consisted of 24 parents who had students in primary schools in the central districts of Konya (Meram, Selçuklu, Karatay) in the academic year of 2017 and 2018. Parents of 24 students selected with maximum diversity sampling from the purposeful sampling methods were included in the study group. In a case study, it is possible to represent different situations with maximum diversity sampling (Transfer from Creswell; Özsevgeç, 2016). Different gender and class levels were taken into consideration in the study. The characteristics of the parents in the study group are shown in the table below.

Table 1. Characteristics of the working group

Parents Gender	n	Class level	n	Student Gender	n
Female	16	1. class	6	Girl	14
Male	8	2. class	6	Boy	10
		3. class	6		
		4. class	6		
Total	24				

Data Gathering

Research data were collected by interview. Interview in qualitative research is one of the basic data collection tools and is one of the most powerful methods used to under-

stand others (Punch, 2014). The semi-structured interview form prepared by the researchers was used in the interviews. This type of discussion involves asking a number of pre-determined questions and addressing specific issues. These questions are usually asked in a systematic and consistent manner to each participant, but the interviewers have the freedom to go out of them (Som and Ekşi, 2015). There are five open-ended questions in the interview form used in the interviews. All of the interviewees were asked the questions in the same order and their responses to the interview questions were not limited. The face-to-face interviews were conducted with the parents in the study group, which lasted approximately 40 minutes.

Data Analysis

In this research, data were analyzed by content analysis technique. The data that are similar to each other are brought together within the framework of specific concepts and themes and these are organized and interpreted in a way that the reader can understand. Four-stage content analysis technique was used in the analysis of the data of this research (Yıldırım and Şimşek, 2013). In the research, firstly, the sections that constitute a meaningful whole are coded. Based on these codes, themes that can explain the data at a general level were found. The data obtained is explained in a way that readers can understand after editing. While the data are presented, the information of the participants is given in parentheses (Participant number, class level, parent gender FP = Female parent; MP = Male parent, student gender FS = Female student, MS = Male student). Finally, the findings described and presented in detail were interpreted by the researchers and the results were obtained.

Validity and Reliability

In order to ensure the validity of the research form, two experts from the Department of Educational Sciences were consulted. The reliability of the research was provided by the researchers by creating the themes separately and identifying the issues that were agreed between them.

Findings

The results of the content analysis are presented in Table 2. One-to-one quotations from the interview forms regarding these themes are given below. The opinions of the parents of the students are considered as important in the research.

Table 2. The resulting themes

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1. The meaning attached to the concept of homework
 2. Requirement of homework
 3. The quality of the assignment
 4. Positive aspects of homework
 5. Negative aspects of homework
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1. The meaning attached to the concept of homework

According to the opinions of the parents of students, the categories and interviews that fall under this theme are given below.

1.1. Reinforcing information and making repetitive responsibility

Almost all of the (21 people) parents of the students see the concept of homework as reinforcement for the purpose of reinforcing the knowledge learned in the school and for the purpose of providing repetitive responsibility.

(1, 1S, FP, MS): Homework is the work given to reinforce the knowledge learned at school.

(7, 2S, FP, MS): Homework is a study to reinforce what students have learned at school in a specific place or at home. Sometimes it may be a repetition of the ones given, or it can be composed of studies that involve the student.

(12, 2S, MP, FS): Homework is not to forget the lessons learned in the school, to better understand and reinforce in home to reinforce. Homework is to do exercises about the subjects learned. In addition, it provides them with the responsibility of giving the teachers the responsibility given to them in a timely manner.

(19, 4S, FP, MS): Homework is an important situation in terms of reinforcing the knowledge the student learns at home. It also plays an important role in bringing responsibility to the child.

1.2. Works to be done outside school hours to ensure the permanence of knowledge

It was seen that the majority of the (19 people) parents of the students interpreted the homework as the studies that should be done outside the school hours in order to ensure the permanence of the knowledge and skills taught in the school.

(3, 1S, FP, MS): Homework is the whole of the studies that the students are expected to do outside the school hours to ensure the permanence of the knowledge and skills learned at school.

(4, 1S, FP, FS): Homework is all of the activities that should be done outside the school so that students can learn more about the new information they have learned in school.

(13, 3S, MP, MS): Assignments are the tasks that ensure the permanence of the information given and learned in the house for the activities that cannot be done at school.

1.3. Development of academic research skills

It was seen that some of the (6 people) parents of the students defined the meaning attributed to the assignment as the activity of developing their research skills throughout their educational lives.

(20, 4S, MP, FS): It is a study that provides a more effective learning of a subject taught in the school, contributes to the academic development of the student, prepares the infrastructure about how the student should reach the information and enables the student to increase his knowledge by his own efforts. .

1.4. Exercises to prepare for the next lesson

Some (5 people) parents described the assignment as the activity that the students had to fulfill in order to prepare for the course on a later day.

(15, 3S, MP, MS): Homework is all of the preparatory work of the teachers in order to enable students to better understand the information they have learned in any class in the classroom.

1.5. Activities to complete missing information

A few of the (4 people) parents described the assignment as studies aimed at completing the missing learning of the student in the knowledge and skills shown in the school.

(18, 2S, FP, MS): These are the studies that increase the knowledge and improve the knowledge of the teacher in the school and classroom.

(21, 4S, FP, FS): These are the exercises given in order to teach the missing information determined by the teacher for the purpose of fully learning any subject described in the class.

2. Requirement of homework

According to the opinions of the parents of students, the categories and the excerpts from the interviews are given below.

2.1. Consistency in learning, awareness of responsibility, reinforcement, success

Almost all of the (23 people) parents of the students were observed to think that it is necessary for the students to improve the knowledge they have learned about the

homework given in the school, to ensure the permanent permanence and to gain the consciousness of responsibility.

(12, 2S, FP, FS): Homework is necessary because it enables students to reinforce the knowledge they have learned in school, thus ensuring persistence and achieving success by achieving responsibility skills.

(17, 2S, MP, MS): Yes, homework is necessary, because if there is no homework, the student can forget the issues. It also has the chance of completing student deficiencies through repetition and feeling the responsibility of this has a significant impact on the student's success.

(18, 2S, FP, MS): Homework is very necessary for me. It enables the student to repeat what he has learned at school, and if he has any, he can see his shortcomings and this way the longevity in learning can be provided better.

2.2. Inclusion of the parent in the education process

It has been observed that most (17 person) parents think that homework assignments are necessary in order to ensure that the students have a lack of knowledge in the classroom and that they can follow the students in their educational life closely.

(3, 1S, FP, MS): Yes, homework is required because it makes it easier for the students to see what they are learning at home so that the parent is included in the training process so that the desired result can be reached more easily.

(19, 4S, FP, MS): Homework is really necessary. Individual studies at school can be very small. But when parents do homework with their children, they spend both individual time and quality time. This will have a positive impact on student learning.

(23, 4S, FP, FS): I think that homework assignments at school are necessary because children may not be the same at every moment and they can understand

some subjects more at once and better understand some subjects with individual helpers. We, as parents, can take the time to see where the students are missing and direct them correctly.

2.3. Planned and good use of time

Some of the parents (14 people) were also required to do homework in the school, and as a result, it was observed that the students had to learn how to turn their free time into quality time during their education, to learn to do planned work and to be able to use time in a good and effective way.

(13, 3S, MP, MS): I think homework is necessary. Thanks to the homework, the student learns to work planned, to solve the problem of time, in other words, to learn to use time well. Effective time use also offers the student the desired success.

(22, 2S, FP, FS): In my opinion, homework is very necessary for students to turn their free time into a better quality time. With the help of the homework, the student is responsible for time and this will help him to solve the challenges more effectively.

2.4. Inquiry, research ability and creativity

Some parents (12 people) are absolutely required to do homework, because by doing homework, the student learns to question newly learned knowledge in his / her academic life, to explore research methods and, most important, to develop individual creativity.

(7, 2S, FP, MS): I think the assignments at school are absolutely necessary. Homework enables the student to develop a questioning ability about learning and to find a variety of ways of research, and most importantly, it provides great support to the student development in terms of creativity.

(15, 3S, MP, MS): I think homework is necessary, because in our country conditions, the classrooms are crowded, and it may not be possible for our teachers to deal with each student individually in class. For this reason, our student should learn to work on their own thanks to homework and be aware of research skills and have a better learning.

2.5. Improve self-confidence

A few of the parents (9 people) of the students emphasized that homework is an absolute necessity because they provide the awareness of what they can do in students.

(4, 1S, FP, FS): Homework is absolutely necessary, because my student is happy when she repeats what she has learned at school with homework, especially when she has questions about newly learned topics, and her confidence is growing. I think that this self-confidence in my child is very important in his education life.

3. The quality of the assignment

According to the opinions of the parents of students, the categories and the excerpts from the interviews are given below.

3.1. Fun homework that does not take time

Almost all the parents of the students (22 people) observed that the homework assignments in the school should be well adjusted, the students do not cool the subject, do not overuse them and have fun assignments.

(3, 1S, FP, MS): It should be given considering the time that the student can do his / her homework, the student should not be given homework which requires a lot of time and get away from the lessons.

(12, 2S, MP, FS): Doing long hours of homework every day does not mean that you understand the subjects very well. It is important that thanks to the homework given to the student to have a better understanding of the topic of that day. I think it's enough for them to do the homework on average 1 or 2 hours a day. Sometimes overtime takes hours to do homework assignments.

(16, 2S, FP, FS): I would rather have a funny homework that can be completed in a short time for my child.

3.2. Developing research skills and revealing creativity

The vast majority of the parents (18 people) were observed to think that there should be assignments in the school that improve the students' problem solving skills, constantly improve their research skills and reveal their creativity skills.

(1, 2S, FP, MS): It should support the child's creativity, problem solving and questioning concepts.

(15, 3S, MP, MS): Homework should not make children adapt to memorization, it should make them think and allow them to do research.

(22, 2S, FP, FS): In my opinion, homework should make the students think and lead them to research.

3.3. Proper to the student level, clear and understandable

Some of the students' parents (13 people) were observed to think about the nature of the assignments given at the school, to be appropriate to the student level, to be clear and understandable, and to assign homework to students' interests and abilities.

(4, 1S, FP, FS): For me, homework should definitely be clear and clear from the simple to the complex in accordance with the age and developmental characteristics of the children.

(13, 3S, MP, MS): Assignments should be given in accordance with the interests and abilities of the students, it is important that the assignment should be short-term, comprehensible and qualified.

(23, 4S, FP, FS): For me, homework should be prepared according to the student's age and interests, because children of primary school age do this kind of homework quickly and fondly.

4. Advantageous aspects of assignment

According to the opinions of the parents of students, the categories and the excerpts from the interviews are given below.

4.1. *Accelerates learning, provides repetition and permanence.*

Nearly all of the parents (23 people) think that it facilitates the learning of the students about the positive aspects of the assignments given in the school, that they have the chance to consolidate what they have learned through the subject repetitions and that they provide the permanence of the information.

(4, 1S, FP, FS): It is an important factor that provides permanent learning in our students. In addition, homework is an important tool for the students to find and learn their own deficiencies.

(20, 4S, MP, FS): Thanks to the assignments, our students have the chance to repeat what they have learned and reinforce the issues. This allows our children to learn the subjects better and facilitate the achievement of the desired success.

(13, 3S, MP, MS): Homework helps to reinforce the knowledge learned at school. It allows persistence in learning the desired information.

4.2. *Providing responsibility, learning research skills and working independently*

The majority of the parents of parents (20 people) stated that the assignments developed an individual sense of responsibility in the students and helped them learn to work independently.

(3, 3S, FP, MS): I think that the assignments given in the class are positive for my child, because the responsibility is supported by the help of the homework and the students learn the ways of working independently.

(6, 2S, FP, FS): Our students learn to make research and prepare homework by means of homework assignments. In doing so, I think that they have discovered their own ways of working independently, and this sense of responsibility is also evolving.

(17, 2S, MP, MS): In an environment where there is no homework, I think that our children will be incomplete for taking part in and sense of responsibility. Thanks to the assignments given at the school, I believe that my son has learned to work independently and to stand on his own feet.

(19, 4S, FP, MS): It is very important to educate our children as responsible individuals in the future thanks to the assignments given in the school. Learning to study different sources and to study on their own is a big factor on the road to success.

(24, 4S, FP, FS): I believe that the effective assignments given at school improve my child's sense of responsibility after school. It is also very important for my student to learn to work independently on the road to success.

4.3. Provides good time management.

Some of the parents (15 people) think that the assignments in the school develop an effective time management skills of students.

(5, 1S, FP, FS): I think that the assignments given in the class teach our students the efficient use of time outside the school. Students learn to plan time in this way and spend their leisure time more effectively.

4.4. Enables the parent to participate in the education process.

It has been observed that some of the parents of the students think that they are involved in this process thanks to the assignments given in the school and that it is beneficial to have a successful school-family cooperation.

(13, 3S, MP, MS): We have information about what our children have learned in school through homework assignments. In this way we help our children to share with them a more effective time period. Learning will be better in environments where school-family cooperation develops.

(23, 4S, FP, FS): Thanks to the assignments, we can see the missing aspects of our child as parents and what we can do better. We are informed about the level of our students through assignments.

5. Disadvantageous aspects of assignment

According to the opinions of the parents of students, the categories and the excerpts from the interviews are given below.

5.1. Extreme time-consuming assignments and negative academic development

Nearly all of the parents (21 people) think that the long time-consuming assignments given in the school cannot be completed by the students and this situation negatively affects the learning development of the child and even creates a sleep habit.

(2, 1S, FP, MS): When our children realize that they cannot complete their homework, they do random homework. When homework cannot be done, telling lie begin. Children get used to this kind of a lie. Because of the homework that

cannot be done in school, they have negative behaviors such as seeing themselves underestimated among their friends.

(23, 4S, FP, FS): Excessive time assignments at school are overwhelming our children. Students who can not spend time to relax can become complaining about school. This leads to a negative personality development.

5.2. Decrease in motivation due to extremely difficult tasks

The majority of the parents (19 people) think that the heavy and difficult tasks given in the school lead to reluctance in the students' studies and therefore the motivation of learning decreases.

(3, 1S, FP, MS): The heavy assignments given in schools lead to a disaffection and unwillingness for the students in the school. Our children are accustomed to the feeling of failure because of the assignments that cause the loss of motivation which is the most important key of success.

(6, 1S, FP, FS): I think there is a burden on the student to make the extremely difficult assignments. Even a student who is willing to go to school can be reluctant to do the homework. Therefore, the student may have a low motivation against the school. Assignments for success may also result in failure. We prefer qualified, less compelling and understandable assignments.

5.3. Lack of self-confidence

Some parents (12 people) state that students can't do their homework and this situation creates lack of self-confidence.

(4, 1S, FP, FS): I can see that the self-confidence in our students is reduced when students can't complete their unsuitable homeworks in schools. I think that lack of self-confidence of my student may lead to great negativities in the future of education.

(24, 4S, FP, FS): My child is losing confidence because of over-compelling and time consuming assignments. She does not want to go to school and classes because of her lack of confidence with the reluctance for the school.

5.4. Being stressful

One of the parents of the student states that the students are not able to raise the heavy duties given in the school and the students feel a constant feeling of stress because of the fear of being angry of the teacher at the school.

(13, 3S, MP, MS): I think that our students feel a strain because of homework that is not appropriate for their level and age, or even feel a sense of failure. At the end of the assignments that can not be made to think that school teachers will be angry at my child causes a great stress and I believe that this will lead to very bad results in the future.

Result, Discussion and Suggestions

According to the results of the survey, the meaning of the assignment is the activities that reinforcing the knowledge and gaining the purpose of repetitive responsibility, activities to be carried out outside school hours in order to ensure the permanence of the information, activities to improve the academic research ability, the exercises necessary to prepare for the next lesson and the completion of the missing information according to the views of the parents. In parallel to this conclusion, according to a survey, homework is defined as one of the most important applications for creating a successful academic environment (Olympia, Sheridan, Jenson and Andrews, 1994). In addition, teachers can help students define their homework goals by emphasizing the importance of homework tasks by helping students achieve their learning goals (Núñez et al., 2013). At the same time, teachers have a duty to make assignments meaningful; As Hill and Nave (2009) imply, the quality of the assignment is more important than their quantity. According to another study, the most common form of homework seems to be the main task of practice, to practice the knowledge gained in the previous lessons taught in

school (Ludtke, Niggli, Planck, Schnyder and Trautwein, 2009). Parents often believe that helping their children with homework is a parental responsibility (Epstein and Van Voorhis, 2012; Hoover-Dempsey, Bassler and Burow, 1995). Homework can improve communication between parents and school, and discussion of assignments contributes to some of the urgent and frequent dialogues between parents and school (Gilliland, 2002).

As a result of the study, the reasons for the homework are required according to the opinions of the parents; to improve persistence in learning, to develop responsibility awareness, to reinforce what is learned and to provide success, to involve the parent in the education process, to be planned and to use time well, to increase questioning, research ability, creativity and self-confidence. In a similar study, preliminary information was identified as an important variable affecting the relationship between homework and academic achievement (Trautwein et al., 2002; Trautwein, Schnyder et al., 2009). According to a study by Schunk and Zimmerman (1994), one of the reasons for the necessity of assignments is the ability of students to develop their time management and study skills and help them to become autonomous. Similar to this conclusion, students with a built-in homework routine strengthen and improve their time management and study skills (Scholastic Parents, 1996). Students who spend their free time with homework assignments can show higher success (Trautwein, Köller, Schmitz & Baumert, 2002).

The qualities of a good assignment according to the views of the parents; shouldn't take too much time and cool from the course, also it should be fun, clear and understandable, develop research skills and creativity that reveals the student level. In parallel with the result, in another study, it was stated that the assignments, which were adjusted according to the level of the students, had a positive effect on the students' performance (Zakharov, Carnoy and Loyalka, 2014). Epstein and Van Voorhis (2001) concluded that the students perform better in school when they spend more time in their homework. According to another study, teachers are obliged to strengthen both what they teach in school and to give students the task of restructuring and expanding new and richer areas (Corno, 1996). Studies investigating the frequency of homework have shown a continu-

ous positive relationship between homework frequency and academic achievement (Coleman, Hoffer and Kilgore, 1982; Dettmers, Trautwein, Lüdtke, Kunter and Baumert, 2010; Farrow, Tymms and Henderson, 1999; Fernández- Alonso et al., 2015).

At the same time, the advantages of the assignments given in the school according to the opinions of the parents who are students in elementary school; to accelerate learning and to ensure repetition and persistence, to gain responsibility and to learn the skills of learning to work independently, good time management and parents to include in the process of education while the disadvantages; excessive time to take a negative impact on academic development, because of the excessive demand for motivation to reduce motivation, and to create stress. In fact, the stage of homework preparation (eg the design and purpose of assigned tasks) has not yet been extensively studied, despite its importance to the subsequent stages in the homework process (Bang, 2012; Epstein and Van Voorhis, 2012; Warton, 2001). The active participation of students in homework encourages students to become advocates of their own learning (Chen, 2009). A positive effect is a better understanding of factual information and a better understanding of content material (Cooper, Lindsey, Nye & Greathouse, 1998). Homework behaviors of students can lead to students' interest and motivation for students to perform their homework (Ramdass & Zimmerman, 2011). The other positive effects of the assignments are the development of critical thinking skills, concept formation and information processing (Epstein and Voorhis, 2001). According to another study, it was found that there was a strong positive relationship with primary school students in completing homework on the academic achievement in upper class levels (Theodore, Dioguardi, Hughes, Aloiso, Carlo, Eccles, 2009). According to the researches, it is stated that homework which is well designed and meets the needs and interests of the students play an important role in developing positive attitudes and effective academic skills towards the school (Bembenutty, 2011; Bempechat, 2004; İflazoğlu and Hong, 2012). Many studies have shown a positive relationship between homework and success; however, in a study by Farrow and Tymms (2000), the idea that, more homework is better, is not always appropriate. However, it can have a negative impact on students in such a way that students can feel physical and mental fatigue, be prone to deceit, and develop a

negative attitude to school (Cooper and Valentine, 2001; Warton, 2001; Cooper, Robinson and Patall, 2006; Rudman, 2014).

The following recommendations can be made in accordance with the research results:

- It should be kept in mind that it should be appropriate for the student level, careful, entertaining and understandable in terms of timing when assignments are given in primary schools.
- Homework assignments should be at the level of improving students' research skills and creativity.
- Similar studies in the future can be done in different types of schools and the results can be compared.
- Similar studies can be done comparatively by taking student opinions.

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