

High School Teachers' Opinions on Homework

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Abstract: The research aims to examine the opinions of high school teachers about homework. The present study was designed as a phenomenology design, a qualitative research method, according to the researchers. In this study, the researchers developed a semi-structured interview form as a tool for data collection. Six branch teachers working in three different types of high schools, namely Vocational High School, Anatolian High School, and Project-Based Science High School in Erzurum city centre during the 2021-2022 academic year, voluntarily participated. They were included in this research using the maximum variation sampling method. The researchers examined the data obtained using the thematic analysis method. As a result of the analysis, while there were general differences in our teachers' opinions about homework, similarities were seen in using homework as a measurement-evaluation tool. Notably, homework, which serves as an essential method in the educational process, exhibited profound differences among teachers and students. These differences encompassed a broad spectrum, spanning from the type of school to the type of course, encompassing how homework was implemented and the approaches students took towards it. Furthermore, the researchers identified that the primary motivation for completing homework in high school either stemmed from anxiety about receiving grades or arose from the preference of senior students for a single type of homework (question-solving) as they strived to prepare for university exams. By examining the perspectives of high school teachers, this study significantly contributes to our understanding of the potential effects of homework on student success and learning processes.

Keywords: Homework, high school, homework types, teacher views, measurement and evaluation

About the Article

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Introduction

Homework is a learning activity frequently used in education, especially in reinforcing and repeating in education, including out-of-school applications and research of what has been learned. In this way, teachers follow their students, and students can maintain their learning and development (Koç Akran, 2021; Cooper, 2001; Deniz, 2019; Gökdağ Baltaoğlu et al., 2017; Türkoğlu et al., 2014).

Educators assign students various assignments at every level of education, with different purposes and types. Homework is recognized as being assigned both for educational objectives and for the students' self-improvement. In particular, because classroom teachers aim to reinforce and recapitulate lessons through homework, they often extend this practice to out-of-school activities to help students retain the information conveyed in the classroom (Arslan & Elma, 2023; Baynazoğlu, 2018; Demir & Yaman, 2020; Susam & Demir, 2019).

Homework intensity is a highly debated topic, with the amount of homework given dependent on the student's grade level and developmental stage (Taşlıcalı, 2020). Intensive homework can create pressure from parents and school expectations, leading to time constraints that harm the student's personal time and family relationships. This can even cause neurobehavioral problems in adolescents (Galloway et al., 2013; Simplicio, 2005; Yu et al., 2023). Research suggests that students may even need to take a break from school due to the heavy workload (Kralovac & Buell, 2001; Rudman, 2014). Khan (2016) believes that homework only highlights the inadequacy of classroom teaching and imposes the responsibility of learning on the student at home. Homework deadlines have also been a topic of discussion, with research showing that they can elevate anxiety levels and lead to conflicts between students and parents (Cooper, 2001; Çelebi & Arslantaş, 2021; Pomerantz et al., 2006; Walker et al., 2004).

Homework may vary according to its purposes, content, method, teacher's strategy, and levels, such as primary school, secondary school, high school and even university. These are numerical, verbal and professional course assignments depending on the course content; subject revision homework; preparation homework; project and performance homework depending on their purpose, such as research assignments or observation assignments, according to the method. Depending on the location, it can be classified as classwork, homework, or library homework. As for the duration, it can be categorized as daily, monthly, semester, or annual homework. Regarding the number of participants, it can be classified as individual or group homework. Depending on the format, it may be called written, oral, visual, or material homework (Güneş, 2014). While the homework given in primary school includes many features, such as providing more permanent learning, providing application practice, preventing forgetting due to developmental age, comprehending information and developing the ability to take responsibility, at the secondary school level, learning is permanent, reinforcement of knowledge and transfer to new situations, increasing in-class performance and sustainable learning are achieved. It may include making the process visible, doing more

research at the high school level, processing information with other disciplines and making it permanent, retention in the course, providing sanctions with grading, using it as a measurement tool and authentic practices (Avcı, 2022; Çelebi & Arslantaş, 2021; Duru & Çöğmen, 2017). With these acceptances, in recent years, the purpose of homework has begun to be diversified according to developmental stages. Project-based homework types that aim to create a new and original product, as opposed to memorization practices, have begun to attract attention, and attention has been drawn to the content of homework and multiple acquisition targets (Çelebi & Arslantaş, 2021; Türkoğlu et al., 2014). Studies emphasizing the responsibilities that the school, student, teacher and family must undertake for homework to achieve these goals have stated that cooperation is a prerequisite for the success of this process (Büyüktokatlı, 2009; Ilgar, 2005; Koçak & Göçer, 2020; Walker et al., 2004).

The topic of homework given in high school has garnered attention, as it is a controversial subject in education, particularly regarding its impact on teenagers. Turkey has implemented a learner-centered and comprehensive approach with its 2023 Education Vision (2018b). This has resulted in new education policies and practices, such as reducing exam pressure and focusing on developing 21st-century skills, as highlighted in international reports (see OECD, PISA and TIMMS). This research, which examines the nature of high school homework, the reasons why teachers assign it, and how students approach it, may provide insight into the current state of homework practices. Instead of just gaining knowledge in a single subject, students are expected to acquire interdisciplinary knowledge, solve problems with creative and critical thinking skills, participate in the active learning process, take responsibility for their learning with self-control skills, and apply cognitive, social, and emotional methods to new learning and problem situations. These 21st-century skills, which include transfer ability (MEB, 2011; OECD, 2018, 2022), come with significant responsibilities and expectations for students, which can be achieved through teacher-guided classroom practices and more effective types of homework.

Homework is crucial for developing students' sense of responsibility, as emphasized by Güneş (2014). It goes beyond merely aiding in the development of self-control skills, encompassing aspects like setting learning goals, making decisions, and fostering independent work. Moreover, homework contributes to the enhancement of communication, self-confidence, and access to information (Güneş, 2014). Deniz (2019) also found that homework improves cognitive strategies and management skills, which are vital for academic success. Studies on homework motivation and student success (Benckwitz et al., 2023; Dumont et al., 2014) emphasize the multidimensional effects of homework, and parents prefer homework that is engaging and beneficial (Davidovitch & Yavich, 2017; Duru & Çöğmen, 2017; Gill & Schlossman, 2004; Ok & Çalışkan, 2019; Ok, 2018). However, homework can create a competitive environment and negatively affect students' learning efforts, leading to anxiety, stress, and physiological problems (Avcı, 2022; Cooper, 2007; Çelebi & Arslantaş, 2021; Koç Akran, 2021; Kohn, 2020; Sadlier, 2011; Türkoğlu et al., 2014; Xu & Yuan, 2003; Yu et al., 2023). Thus, the benefits and drawbacks of homework continue to be a controversial issue. While

homework can enhance academic performance and personal development, it may also lead to negative consequences.

Since high school is one of the most critical stages in students' educational lives, homework given to students beyond lectures is more vital than achievements at lower levels. It offers promising opportunities to prepare them for life (Super, 1963). Students in this group are now approaching choosing a profession and completing a development process in which they will become aware of their predispositions according to their characteristics (Gottfredson, 2005). In particular, high school students who are in the abstract period and can actively employ high-level cognitive skills can influence the quality of their homework. This highlights the importance of clearly defining the purposes for which homework should be assigned (Akgündüz, 2019; Aydın et al., 2015; Gander & Gardiner, 1993; OECD, 2023; Senemoğlu, 2020). However, in recent years in Turkey, educators have overlooked that homework assigned in high school has become standardized for university entrance exams and is primarily utilized for grading purposes. Homework assignments determined in line with the objectives of current education programs consist only of test books and cannot meet the definition and achievements of homework (Akgündüz, 2019; TEDMEM, 2022, 2023b, 2023c; Yıldırım Taştı & Engin Demir, 2022).

Cooper (2001) in his homework research, has found the opinions and recommendations regarding the effect and importance of homework in the educational process to be somewhat inconsistent with the literature. Although studies on homework generally exhibit a consistent stance on the purposes, achievements, and types of homework, teacher-student-parent interviews have revealed differing viewpoints on topics, such as homework implementation, evaluation, and its impact on academic success (Baynazoğlu, 2018; Demir & Yaman, 2020; Kırmızıgül, 2019; Koç-Akran et al., 2021). Even the incongruity in research results regarding the effect of homework on student success has exposed the subject's potential for insurmountable controversy (see Cooper & Nye, 2000; Çelebi & Arslantaş, 2021; Demir & Yaman, 2020; Kohn, 2020).

When evaluated in the light of research and experience, the main issue to consider is how homework should be performed regarding quality and quantity rather than whether homework should be included in education or not (Gill & Schlossman, 2004; Kohn, 2020; Sullivan & Sequiera, 1996). Because there may be differences in student grade levels and the purpose of the implementation of homework, especially in the primary school age, it may not affect academic success expectations. However, it can be partially effective in middle school, and homework contributes more to the high school period (Cooper, 2001; Cooper et al., 2006; Cooper & Valentine, 2001; Rudman, 2014). As a result, we need to assign reasonable amounts of homework enriched with content, offering opportunities for multiple benefits, engaging various learning methods, and targeting the specific needs of different levels (see Akgündüz, 2019; Baynazoğlu, 2021; Kırmızıgül, 2019; MEB, 2020; TEDMEM, 2023c). We should design homework to equip students with 21st-century skills, foster their creativity, and enable them to transfer the information they acquire at school to their daily lives. We recommend giving it with

approaches that will provide gains in cognitive, affective, and psychomotor areas (Baynazoğlu, 2021; Ekici & Akdeniz, 2018; Güneş, 2014; see MEB, 2018a; Organization for Economic Cooperation and Development (OECD) 2019, 2018; TEDMEM, 2023b).

There are various studies examining the issue of homework at the high school level from different perspectives (Aydın et al., 2015; Ekici & Akdeniz, 2018; Li et al., 2015; Xu, 2023; Xu and Núñez, 2023; Yu et al., 2023). These studies collectively cover aspects such as the effectiveness of performance assignments, the adverse effects of academic loads, students' perceptions of homework's benefits and quantity, and homework's impact on academic success, self-regulation, and seeking approval. However, considering the breadth and depth of these issues, a study focusing primarily on "High School Teachers' Views on Homework" is needed. While current research touches on students' perspectives, homework effectiveness, and homework's impact on various factors, taking the opinions of high school teachers will also make a significant contribution. Teachers play a crucial role in assigning and evaluating homework and understanding their perspectives" can provide a comprehensive view of the challenges, benefits, and potential improvements associated with homework in high school settings. Such a study could provide valuable information that could help improve homework policies, increase their effectiveness, and promote a more conducive learning environment for high school students.

The main focus of this study is to investigate high school teachers' viewpoints on homework. The research question is: "What are their opinions on homework?" To delve deeper into this question, there are two sub-questions in this study:

1. What are the opinions of high school teachers about homework practices?
2. What are the opinions of high school teachers about their students' approaches to doing homework?

Method

Research Design

This study utilized a phenomenology design, a type of qualitative research design. Within this framework, researchers collected data from people who had experience with the phenomenon in question and tried to define it with the data set obtained from the primary source (Creswell, 2021; McMillan & Schumacher, 2010). "The phenomenological pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of" (Yıldırım & Şimşek, 2021, p. 66). The research revealed how teachers perceive and apply this concept, especially regarding content. The researchers determined teacher branches based on maximum variation according to the type of school. They organized the data obtained from teacher interviews, created codes, and interpreted the findings within the scope of the research questions in this study.

Participants

We used a maximum variation sampling method to select research participants who volunteered to participate in this study. The participants comprised teachers from various branches at Vocational High School, Anatolian High School, and Project-based Science High School located in the city centre of Erzurum, Eastern Anatolia, during the 2021-2022 academic year (Table 1). This region and city were preferred because the researchers were working there, and it provided ease of access to the participants. Considering that homework practices and teachers' opinions may differ between different types of high schools, participants were selected from three different types of high schools. We conducted semi-structured interviews with six branch teachers to gather their opinions and thoughts. The teachers included one literature teacher, one biology teacher, one physics teacher, one mathematics teacher, one vocational teacher, and one foreign language teacher. In order to ensure maximum variation, it was deemed sufficient to select teachers from six different branches. The semi-structured interview technique allowed for flexibility during the interview and helped clarify questions prepared in advance by the researcher (Ekiz, 2020).

Table 1. Demographics of Participants

Teacher	Gender		Class				Branch						Seniority			
	Female	Male	9	10	11	12	Physics-English-	Vocational-	Literature-	Mathematics-	Biology	5-10	11-15	16-20	26-	
	5	1	6	6	6	6	1	1	1	1	1	1	2	1	1	2

As shown in Table 1, five participants were female, and one was male. The high school participants in this study attended classes at all grade levels: K-9, K-10, K-11, K-12. Regarding their experience, two of them were 5-10, one was 6, the other was 8, 11-15, one had 13. They had 16-20 years of professional seniority, one of them had 18, and 26-30 years of professional seniority, of which two had 26.

Data Collection

As a data collection tool, a semi-structured interview form was used, which is frequently used in qualitative research methods, as it is both valuable and comprehensive. Regarding the internal reliability of the interview, the opinions and evaluations of three field experts were sought. One of the experts worked as a professor, the other as an associate professor and the third as a lecturer. We updated the interview form per the experts' input and feedback. In the interview form, nine basic questions regarding the sub-goals of the research were asked. The interviews lasted approximately one hour. We recorded the interviews with a voice recorder. After the interview, we converted the voice recordings into written text using the Transcripator software program. We used participant

verification and expert review to ensure credibility within validity and reliability. For participant verification, we interviewed each participant twice. During the first interview, we collected the data, and in the second interview, we verified the accuracy and completeness of the results. In accordance with the suggestions, we finalized the interview texts and the research analysis. Following a pilot application with two branch teachers, we sought input from a field expert and increased the number of questions from 8 to 9. The questions in the interview form are as follows:

1. What do you think homework is? How would you define it?
2. When assigning homework, what are the main purposes behind it?
3. What kind of homework do you give? Can you give examples?
4. How do you evaluate your assignments? How do you give feedback?
5. Can you give information about the students' homework process?
 - a. How do students do the homework you assign? Can you give me information?
6. Can you describe your students' approach to homework?
 - a. How would you describe your students' attitudes towards the homework you assign? Can you give examples?
7. What do you think about incorporating homework into measurement and evaluation?
- 8.
9. If you do not give homework, can you explain why?

Data Analysis

We analyzed the data with thematic analysis, one of the qualitative analysis methods. Thematic analysis is a method used to identify, analyze and report patterns (themes) in data. Thematic analysis allows you to organize your data set at the smallest size and provide in-depth (rich) descriptions. However, the thematic analysis does not only remain in this dimension; it goes one step further and makes sense of many dimensions of the research subject (Boyatzis, 1998). The process, which begins at the beginning of the analysis and even during the data collection process, begins when the person doing the analysis notices the meaning patterns in the data and topics that may interest the researcher and begins to search for "themes" (which are abstract (and often vague) structures that the researcher defines before, during and after the analysis). Ryan & Bernard, (2003), that is, it includes the stages of reporting the content and meaning patterns (themes) in the data and finalizing the analysis (Braun & Clarke, 2019).

First, we transcribed the data obtained and recorded during the interviews with the participants. Subsequently, we presented the transcribed data to the participants and obtained their approval regarding the accuracy of the texts. We then coded the data using qualitative research data analysis software (Nvivo and MAXQDA) to create subcategories and parent categories. We organised the resulting codes with semantic consistency and identified categories associated with these codes. Subsequently, we

derived superordinate categories (themes). We used tables to present each sub-questions utilising codes, categories, and themes.

Throughout this process, we thoroughly analysed the collected data, interpreting the findings and compiling them into a research report. The research report did not contain any personal data about the participants, such as names, surnames, or places of employment, as all personal information was kept confidential. In the analysis, we identified participants using their respective branches' initials (Biology: B, English: E, Mathematics: M, Literature: L, Vocational Course (Child Development): C, Physics: P). The primary objective was to gain better insights into how the type affected responses when coding and directly quoting participants.

Findings

"How do you define homework?" Teachers' answers to the question are shown in Table 2.

Table 2. Teachers' Definitions of Homework

Categories	Codes
Positive effects of homework on student success	Reinforcement, repetition, comprehension, preparation for the lesson, follow-up, self-improvement, gaining responsibility
Negative effects of homework on student success	Drudgery

Table 2 shows the definitions of homework given by teachers in three different high schools. Different types of subject teachers' definitions of homework emerged in two categories. These categories were created under the headings "Positive effects of homework given in high school on student success" and "Negative effects of homework given in high school on student success." While some of our teachers perceived homework as an essential activity of the education process regarding the type of school and branch they worked in, one of our teachers mentioned the negative impact on success in the category of "chore" apart from these definitions. Our teachers in the P, E, L, B, and M branches generally defined homework as "Subject repetition and reinforcement" practices.

In contrast, our teacher in the C branch defined it as "Drudgery." Participants E and L, who found it appropriate to use homework in their lessons, drew attention to its developmental contributions with the definition "It is the student's opportunity to do research and improve themselves outside of school." Participant M defined this issue as "Awareness of responsibility." According to another participant (C), homework added a different code to the definition of "following" the student's learning process outside of school.

"If you give homework, for what purposes do you give it?" Teachers' answers to the question are shown in Table 3 below.

Table 3. Teachers' Purposes for Assigning Homework

Categories	Codes
Learning goals	Reinforcing the subject, repeating the subject, taking tests for the exam, reading, comprehending, researching, practising
Student goals	Ability to take responsibility, manage time, learn on one's own, do research, improve oneself, increase motivation and interest
Preparation goals	Preparation for the course

In Table 3, teachers' purposes for giving homework were determined under three categories. All of our teachers said that their goals in assigning homework were to achieve learning goals, develop the student, and be prepared for the lesson. While some of our teachers preferred homework for academic development, others said they gave homework for academic and personal development purposes. The codes we classified under three categories differed regarding teachers' branches and student classes. According to the data obtained from the teachers regarding the purpose of giving homework, the first codes that emerged were "repetition and reinforcement of the subject" they studied in their lessons (B., L., P., C., E., M.). Although general codes, such as "reinforcement of the subject, repetition of the subject, solving tests for the exam, reading, comprehension," were identified in the responses received from the branch teachers, differences were observed in assigning homework depending on the content of the courses. C. Our participant said, "I want the student to do activities related to my course outside school." While participant E. expressed his opinion, "They should be able to learn on their own and practice so that they do not forget... As they do research, their interest in the course increases." He gave his homework for this purpose. Participant E. said, "I give homework, especially for research and reading. In addition, I allow them to make their own products by giving them homework that covers the topics they learn in class. They improve what they have learned, learn new things, and enjoy my course more." He stated his purpose: Participants P., M., C., L. and B. said, "I give homework to see whether the subject covered in the lesson is learned. In this way, I can check them in the next lesson and see who is struggling and where." While it was seen that they adopted common goals with their statements, participant E. specifically said, "I give homework for research." He repeated his purpose frequently.

In the category of student goals, our participants M., E., L., and C. said, "I also draw attention to their contribution to their individual development while giving their homework" and added: "To be able to take responsibility, manage time, learn on one's own, do research, increase motivation and interest" expressed their codes.

It was observed that there were standard features in the answers of our branch teachers regarding the purposes of assigning homework. However, there were also differences depending on their approaches and the type of course and the school. It was observed

that these differences in terms of the achievements and quality of the homework were closely related to the course teaching processes of E., B., C., and L. teachers.

“What kind of homework do you give? Can you give examples?” Teachers' answers to the questions are shown in Table 4.

Table 4. *Teachers' Assignment Types*

Categories	Codes
Repetition and Reinforcement Assignments	Attainment tests, question solutions, textbook applications, teaching instructive texts, reference books, websites, textbooks, writing, grammar tests, and translated texts
Preparatory Assignments	Author introduction research, research, word finding
Creative Assignments	Project and performance assignments, material design, experiment preparation, model making, story and essay writing, game design, lullaby and song creation, text writing, drama activities, social and cognitive development

The codes obtained in Table 4 were classified under three categories: “repetition and reinforcement assignments, preparation assignments and creative assignments.” Notably, some of our participants used the codes created under these categories in common, while others gave homework types within the scope of codes for a single category. Three categories of homework types were created because the codes in the analysis of the data obtained differed as a way for teachers to increase their lessons' efficiency and conduct more effective lessons. Since teachers often gave assignments according to the type of their lessons (numerical and verbal), assignments aimed at revision of the subject were preferred. In contrast, in some courses, assignments focused on research and activities are preferred. Teacher L. stated that he did not give homework often and said, “I give homework based on practice and research. Because I think it will be more beneficial for them to learn my course this way, as it covers general cultural information that will be useful not only at school but also in their daily lives.” It seems that he aims for more acquisitive tasks. Teacher E. gave similar types of homework and said, “I give them activities that they can do at home and have fun without getting bored.” Classical homework is not done and is useless. I also increase their interest in my course by giving them homework that allows them to create their learning process and get involved.” expressed his opinion. Teacher C. said, “Our course requires learning by doing applications and research. That is why I find it appropriate to give them homework that includes designs and activities highlighting their creativity.” Teachers P., M., and B., who focus on homework types aimed at comprehension and repetition of the subject, said: “We need repetition and practice in understanding the subjects. For this reason, we mostly use problem-solving assignments based on textbooks and reference books.” They frequently expressed the codes in the “repetition and reinforcement tasks” category with their statements.

Teachers M. and B. said, "Test books and reference books are preferred since the students know their goals according to their school." They expressed their opinions in this regard. Another issue that affected the type of homework was the student's grade level. Our participants, from different branches, attended 9th, 10th, 11th and 12th grade classes in the schools where they worked. During this process, they stated that while they could give various types of homework, especially in the 9th and 10th grades, there was a decrease in the types of homework in the 11th and 12th grades. Teachers B. and M. said, "We give homework for the exam, especially in the senior grades, because their time is limited." L. and P., "9. While the homework we give in the 10th and 10th grades has more developmental content, in the 11th and 12th grades, I mostly give question and solution homework. They demand this homework because they are preparing for the exam." Teachers E. and C. said, "In the following grades, we generally prefer homework that is easier to do in less time. " Students in these classes do homework to avoid losing their exam scores.. His opinions also showed that the diversity in homework types decreased in the advancing grades (11th and 12th).

"How do you evaluate your assignments? How do you give feedback?" Teachers' answers to the questions are shown in Table 5.

Table 5. Teachers' Homework Evaluation Styles

Categories	Codes
Grading	Verbal grade, +/- scoring, quizzing
Feedback/Correction	Give feedback, check, make corrections

Table 5 created two categories related to how our teacher participants evaluated the assignments. All our participants stated that their assignments were checked and graded. Although there were differences in their grading styles, they stated that the frequency of doing homework decreased or even disappeared when no grade was given. That's why the teachers in this study gave grades frequently, but they differed in checking regularly and giving feedback. Therefore, two categories named "Grading and Feedback/correction" were created in the data codes obtained. These differences may also occur based on the type of assignment. They also stated that they graded and corrected some assignments with feedback. While our teachers P., E., C., L. and B. checked their homework weekly, our teacher M. reported that he made a collective check at the end of the semester or year. While teachers E., C. and L. checked the deficiencies and made corrections during the course, our P., M. and B. teachers made corrections by waiting for the students to ask about the points they did not understand or had difficulty with in their homework, especially to use the lesson time carefully. Teacher M. said, "I do not check the homework; students of this age should now take responsibility and check their homework. The student also shows whether he has done his homework or not through his performance in the course. In such a case, I request and examine the homework book." He pointed out that homework control should be the individual's responsibility and that they should adopt an approach free from fear of teachers. It was

observed that the differences between the course content and teaching method significantly affected the evaluation of the assignments. Performance and project assignments were also evaluated and graded at the semester's or year's end and were reflected in the report card grade.

“Can you give information about the students' homework process? How do students do the homework you assign? Can you give information?” Teachers' answers to the questions are shown in Table 6.

Table 6. *Students' Homework Processes*

Categories	Codes
Assessment and Evaluation/Grade Anxiety	Getting bad grades, not getting grades, failing exams, failing written exams, being followed, being controlled
Learning Objective	
- Positive Behaviors	Loving the lesson, being willing, being responsible, learning, having curiosity, being interested
- Negative Behaviors	Reluctance, lack of responsibility, indifference

Two categories were created from the codes obtained in Table 6. In the first category, codes regarding students' homework processes, especially that they completed their homework out of fear of getting grades, were listed. In contrast, the positive attitudes of students who did their homework on time towards the learning goal and the negative attitudes they exhibited towards learning were collected in subcategories. Different answers influenced the formation of these categories. It was observed that some students might still exhibit very negative attitudes despite all this, just because they wanted to get grades, some because they would appear in the exams. “They must do their homework because it affects their oral grade.” Teachers P., C. and L. stated that it was not done very enthusiastically because it was an imposition of grades. Our teacher E. said, “If students love their lessons and their teachers, they do their homework more regularly. “I even have students who want extra homework to improve themselves.” He described the process of doing homework. Teachers M. and B. pointed out that there were variations in their students' homework processes and said that “it varies from class to class and even from student to student.” The most important thing about variability from student to student was that students could carry out this process more willingly when they were responsible, knew their goals and had high awareness (conditioned). The difference from class to class was that both grades and university exam sanctions were combined (P., L., M., B., E). The general belief in homework was the relationship between grading and the student doing homework. Teachers C., L. and P. said, “It is a fact that most students will be very reluctant to take and do homework if there are no grades, written papers and the expectation of university exams.” His opinion suggests that the homework given, especially in high school, is tried to be completed outside of its real purpose. Because of these differences in approaches to homework from student to student, it could be said that learners who had discovered how to learn did not have difficulty fulfilling

their homework responsibilities by being more responsible, rather than the students we tried to make them take responsibility with homework.

“Can you describe your students' approach to homework? How would you describe your students' attitudes towards the homework you assign? Can you give examples?” Teachers' answers to the questions are shown in Table 7.

Table 7. *Students' Approaches to Homework*

Categories	Codes
Willing	Positive attitude, academic progress, achievement, interest, effort
Reluctant	Drudgery, lack of enthusiasm, anxiety, strain

In Table 7, students' approaches to homework were divided into two categories: “willing and reluctant,” based on the evaluations received from the participants. The structure of the school played an essential role in forming these categories. While students in some types of schools were more willing to do homework, they might be reluctant in other types of schools. The student's characteristics also contributed to the differentiation of these answers. “They do it because of test anxiety and academic success.” Teacher P. responded that they did not have negative attitudes towards doing their homework. While teachers B. and C. stated that their students were not very enthusiastic about doing homework, our other participants stated in their answers that it varied depending on the type of homework, the student's grade level and the type of course. Teacher M. “9. While 10th and 10th graders are in the process of struggling and need reminders about homework, upper grades may request extra homework. Students who know their homework responsibility and achievements enjoy their homework.” He pointed out that individual development and characteristics severely affected the process of taking and completing homework. In addition, conditioning to be successful in the university exam also caused changes in attitudes towards homework. Teacher L. said, “They enjoy doing their homework in my class. While students in lower grades like research papers, upper grades focus on problem-solving.” He pointed out the role of the exam and the type of homework in getting homework.

“What do you think about using homework in measurement and evaluation?” Teachers' answers to the question are shown in Table 8.

Table 8. *Opinions on the Place of Homework in Measurement and Evaluation*

Categories	Codes
Grading	Mandatory, necessary, sanction, obligation

In Table 8, codes were created under a single category. While our teachers P., L., E., B. and C. pointed out that grading was both essential and necessary, our teacher M. said, “If you work hard, I will give you this much money.” He stated that students were put

under pressure on the condition that they did their homework. In contrast, the student's homework process was a responsibility under his/her control. They reasoned that grading regarding obligation affected the verbal grades at the end of term or end of year report card, that the student clinged to the lesson, that they prevented forgetting by repeating what they had learned outside of school, that the seriousness was not lost, that they could take responsibility, and that since the student took notes, they acted more disciplined, going beyond arbitrariness, in terms of sanctions.

If you don't give homework, can you explain why? Most of the participating teachers could not answer the question because they had adopted the homework policy. Participant C expressed his wish with the answer, "I wish we could eliminate homework."

Discussion & Conclusion

According to the findings obtained in the current study, all high school teachers defined homework as "ensuring the permanence of what has been learned, repeating and reinforcing the subjects." They indicated that they assigned homework for these purposes. A literature review revealed that teachers defined homework in similar terms, emphasizing aspects, such as reinforcement, repetition, comprehension of the subject, receiving feedback, preparation for the next lesson, research on the topic, taking responsibility, and time management evaluation (Demir & Yaman, 2020; Duban, 2016; Duru & Göçmen, 2017; Kalsen et al., 2020; Koç Akran, 2021; Ok, 2018; Susam & Demir, 2019; Üstünel, 2016; Yel, 2019). Consistent with the findings obtained in this study, previous studies reported that regardless of their level, our teachers expressed the same opinions on the definition of homework (Demir & Yaman, 2020; Duban, 2016; Duru & Göçmen, 2017; Kalsen et al., 2020; Koç Akran, 2021; Ok, 2018; Susam & Demir, 2019; Üstünel, 2016; Yel, 2019). Moreover, regardless of their level, our teachers expressed the same opinions on the definition of homework.

We observed that teachers from various branches align their homework assignments with the objectives outlined in the homework definition, which include learning goals, student goals, and preparation goals. Homework given at the high school level is also learning-oriented, not to forget the subject covered in the lesson and to ensure permanent learning. It includes more academic purposes, such as preparing for lessons and gaining responsibilities, creating awareness, and using out-of-school time productively. Hence, we have uncovered that teachers predominantly assign homework, although the types of homework may vary depending on the course type. We have observed that verbal courses primarily incorporate research- or practice-based assignments, while numerical courses frequently assign tasks related to topic repetition and question-solving. Grade level has also been another crucial factor affecting the type of homework. While the assignments given to the 9th and 10th grades are more gain-oriented and aimed at improving the learner, in the 11th and 12th grades, question solution assignments based on the permanence and repetition of knowledge for the

university exam are preferred. There are also field studies stating that the types of homework given increase students' desire to do homework, that qualified homework that overlaps with daily life (authentic tasks) and that meets the student's learning needs is received more positively, and that homework that only focuses on grading and punishment is not effective (Ekici & Akdeniz, 2018; Turanlı, 2007) produced the same results. Therefore, while students show interest in some types of homework, they generally find homework useless and boring, and they do it only because they have to finish it (Davidovitch & Yavich, 2017; Galloway et al., 2013; Xu & Yuan, 2003). Another research study notes that homework that lacks interest, appeal, and benefits is completed reluctantly (Özer & Öcal, 2013). It is evident that enhancing the diversity of homework types and assigning tasks that involve research and problem-solving play a crucial role in fostering a deeper understanding of learning. This approach provides more meaningful opportunities for students to apply the information they acquire in school to their daily lives (Alpayar, 2020). In conclusion, we can assert that there is a significant correlation between the types of homework assigned and the willingness of students to participate in homework activities.

According to the research results, teachers frequently checked the homework they gave and evaluated, especially with symbolic notes and opinion notes. Teachers have indicated that grading serves as both a sanction and a reinforcement. We have observed that some teachers assign and grade homework with the anticipation of receiving rewards (motivation), while others primarily participate in this process due to anxiety about grades. It is also possible to say that homework given in high school seriously contributes to oral grades and that homework is seen as a salvation because it does not negatively affect students' average achievement rather than their academic success. In grading assignments, more than half of our teachers stated that grading is a reinforcer that rewards the student and motivates him/her to do the following assignments. There were also differences among teachers in giving feedback on assignments. Participating teachers give feedback in line with their own experiences and the type of course. While checking their homework daily, weekly, and semesterly with different methods (e.g., symbols: +/-), this process depends on the nature of the homework (e.g., homework, project homework, and course/test book homework). It may also change. It has been emphasized that teachers play a crucial role in providing feedback on homework, and it has been noted that homework that needs timely feedback gains its effectiveness in the eyes of students and can lead to significant issues in their approach to homework. Consequently, regular teacher supervision and assessment of homework contribute to increasing students' interest in the subject (Kirmizigül, 2018). Arıkan (2017) also stated in his research that giving feedback is vital to homework achievements and academic success. Taş (2013) also noted in his research that the teacher gives assignments in which qualified homework covers higher-level cognitive steps, and the evaluation is carried out individually, especially with feedback, contributing to the success of the course and not postponing homework.

Research findings regarding students' homework assignment processes have shown that students are unaware of doing homework. While they are more willing to do the

homework of the teacher or course they like, they may be less interested in the homework of the courses they find difficult or do not like. The general evaluations of our teachers are in this direction, and their interests may vary depending on the type of homework they are checked for and assigned. Students who selectively choose their homework assignments often do so with the goal of achieving higher grades or passing exams in mind. In a study conducted on high school students' concept of homework, students showed their perceptions of homework with 17 metaphors in the category of homework being compulsory, stating that if teachers do not make homework compulsory, most students will prefer not to do their homework (Ekici & Akdeniz, 2018). In another similar study, they used metaphors to show that they found the types of homework that prepared them for the exam valuable and that they preferred to do homework that was not boring (Atalay Kilit, 2022). While some students tend to do research assignments, others participate fully in assignments that take little time. This situation may vary from student to student, across all classes and depending on the type of school. According to the exam results, students placed in high school are more conscious about their homework, and they pay more attention to their homework to prepare for the university exam. The findings obtained in this study suggest that although homework is a common criterion in terms of measurement and evaluation according to school types, students who are placed in schools with a specific exam score differ from students in average schools in terms of their expectations of homework and the meanings they attach to homework.

According to the findings, school types also influenced teachers' opinions on students' approaches to homework. In this context, variations in their approaches to homework were exposed, contingent on the type of school and the student's academic achievements. While students in the type of school where they are placed based on their high school exam average find homework very useful, in another type of school, students see homework as a burden and an element of stress (Galloway et al., 2013). This situation is closely related to student-to-student relativity and the teacher's methodology in the same school type. The student's awareness of responsibility and homework and the types of homework given by the teacher according to the type of lesson are also effective. While half of our teachers found students' attitudes towards homework positive, the other half reported that students were uninterested in homework and saw it as a chore. There is a direct proportion between students' performance in the homework process and their approaches to homework. We can say that students who do not have difficulty in their lessons. Thus, students who are aware of homework, have learning goals and have a developed sense of responsibility are generally more willing to do homework (Xu, 2023; Xu & Núñez, 2023). While academically successful students develop positive feelings towards homework, students with academic difficulties may be anxious about doing it. However, although studies have shown (Çelebi & Arslantaş, 2021; Demirbağ, 2020; Deniz, 2019; Üstünel, 2016) that doing homework contributes to academic success, it depends on whether the success in the learning process, that is, the student's purpose for participating in homework, encourages doing homework or the consistency in doing homework. Whether it increases success should be among the issues that need to be investigated from multiple aspects. As a result of his research on

homework in his book, Kohn (2020) drew attention to the dilemma on this issue by stating that homework is not an effective tool in predicting course success in terms of measuring the level of knowledge and understanding in that field and in teaching the student skills, such as responsibility.

The general opinion of teachers regarding the place of homework in measurement and evaluation is that we have to grade homework. Suppose this issue is evaluated in two dimensions. In that case, the obligation to grade assignments is a sanction involving the student in the learning process, and the data obtained in the research indicate that when the assignment is not graded, it is generally not done. On the other dimension, it is necessary to give a grade as one of the multiple measurement elements (written, oral and homework) in the overall evaluation of the course, as it affects the report card grade. One of the most important purposes of our research, seeing homework as a grading activity, has shown that homework in high school is also implemented in this direction. Therefore, grading homework is implemented by all our participating teachers as a measurement-evaluation strategy. Homework, as a product of the student's performance in the learning process, is generally graded as measurement material. However, since homework given by teachers as an evaluation tool can affect students in many ways, teachers know what purposes the homework should contain (cognitive, affective, social development). If students and parents are informed about the achievements of the homework, the student can complete the homework more meaningfully and completing this process can make it more efficient (Demerath, 2009; Gökdağ Baltaoğlu et al., 2017; Işık & Ozan, 2023; Koç Akran, 2021; Türkoğlu et al., 2014; Xu & Yuan, 2003). Consequently, we can assert that homework is primarily utilized as an assessment tool for grading students.

If the research results are summarized, there are severe differences in the answers to the interview questions due to the findings. In light of the data obtained according to these differences, it has been revealed how teachers' homework practices can be affected by both the style of teaching the lesson and the purpose of assigning homework in line with their experiences, by the type of school, grade level and differences between students. Our participating teachers have also stated that there are differences between the quality of homework and homework performance in the 9th and 10th grades, as well as their performance and quality in the 11th and 12th grades. Therefore, the importance of assigning homework in high school according to the grade level's needs in terms of quality and quantity comes to the fore. The fact that evaluation is mainly done with grades has transformed the awareness that homework is an essential exercise in the learning process into the condition that if I do my homework, I will get good grades. Because the traditional homework policy both meets parents' expectations and puts the expectation of academic success on homework (Yavich & Davidovitch, 2020). However, this research has suggestions for homework: Increasing interest in differentiated assignments that include research achievements, reading, producing projects, analysis and synthesis, and drawing attention to instrumental assignments and providing sustainable learning environments that communicate with the environment and do not create indirect or direct pressure on purely exam-oriented assignments (Avcı, 2022;

Kosmerl & Mikulec, 2022; MEB, 2018; TEDMEM, 2023a, 2023b; Scott, 2021; Vatterot, 2018; Yavrutürk, 2023). In this high school-level research, we observed variations in the opinions of the participating teachers based on the type of lessons, grade levels, and their experiences. However, the most prominent shared aspect of their views is that teachers employ course materials or lecture notes to assess homework.

Recommendations

According to the results obtained in the present study, the following suggestions can be made to both homework practitioners and researchers who are interested in researching this subject. A homework assignment guidebook and service in line with the determined purposes so that teachers can adopt common goals and achievements and homework assignment styles regarding homework given in high school. Providing in-house training will be significant in acquiring a common homework language. What benefits will students have from this type of homework, and why do I need to do this homework? If homework acquisition criteria are determined for each course, positive student participation can be encouraged to gain awareness. It is also essential for teachers to provide individual and explanatory feedback when evaluating their homework. Thus, if the measurement method imposed on homework, that is, grading, is eliminated and teacher guidance is put into effect by providing more comprehensive evaluation and homework types, the purposes of assigning homework can be made more visible. In short, this complex and variable process can be improved with a homework assignment paradigm, differentiation of homework assignments, and homework support applications that are both more attainable and can be completed according to the outcome (Sadlier, 2011).

Using homework as a bargaining tool to achieve a specific grade limits its potential beyond passing exams or obtaining good grades. Homework should be seen as a means of developing students throughout their lives rather than just preparing for exams. Teachers should play a significant role in selecting homework content and determining the type of homework to be assigned. Providing booklets with step-by-step examples for evaluation can help achieve consensus and prevent differences in practice and purpose. This study collected the opinions of teachers from various school types and branches. It is also recommended to collect the opinions of students and parents to add different perspectives to the study. In addition, the quality of homework should be evaluated regarding its contribution to developing 21st-century skills and multiple learning processes. Research can be conducted to examine learners' cognitive and affective development when they do not want to do their homework, the performance of completing homework without being graded, and the attitudes of students with high academic success towards homework. Longitudinal studies and new-generation homework research should be conducted, including research on the possibilities of completing homework in digital learning, the types of homework and the evaluation styles that can be used with the digitalization of education.

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Genişletilmiş Türkçe Özet

Eğitim-öğretim sürecinin önemli bir uygulaması olarak ev ödevi, okulda öğrenilen bilgilerin tekrar edilmesi ve pekiştirilmesi amacıyla daha çok ev etkinliklerini kapsamakta ve okul ile ev arasında bir etkileşim aracı olarak tanımlanmaktadır (Cooper, 2001; Deniz, 2019). Bu nedenle eğitimin her kademesinde öğrencilere hem kişisel gelişimleri hem de akademik başarıları için çeşitli amaçlar ve türlerde ödevler verilmektedir. Ev ödevleri; amaçlarına, içeriğine, yöntemine, öğretmenin stratejisine hatta deneyimine ve öğrenciye göre farklılık gösterebildiği gibi okul seviyesine (ilkokul, ortaokul, lise, üniversite gibi) göre de farklılık gösterebilmektedir (Güneş, 2014). Bu farklılıklardan dolayı eğitimin önemli bir politikası olarak öğrenme-öğretme sürecinde ev ödevleri, en tartışmalı konuların başında gelmiş, çeşitli yöntemlerle ve farklı bakış açılarıyla incelenmeye değer görülmüştür (Cooper, & Nye, 2000; Çelebi & Arslantaş, 2021; Demir & Yaman, 2020; Koç Akran, 2021; Kohn, 2020).

Ödevlerin eğitim-öğretim sürecinde özellikle ergenler üzerindeki etkilerinden dolayı lisede verilen ev ödevleri hakkında öğretmen görüşleri merak uyandırmıştır. Çünkü Türkiye 2023 Eğitim Vizyonu (2018b) ile öğrenen merkezli ve bütüncül bir gelişim anlayışının benimsemesi; özellikle sınav baskısının azaltılması ve uluslararası raporlar sonucunda (PISA, TIMMS vb.) 21. yüzyıl becerilerini geliştirici hedeflerin ön plana çıkması, yeni eğitim politikaları ve uygulamaları kapsamında ev ödevinin sorumluluklarına dikkat çekmiştir (Baynazoğlu, 2021; Ekici & Akdeniz, 2018; Güneş, 2014; bkz. MEB, 2018a; Ekonomik İşbirliği ve Kalkınma Örgütü (OECD) 2019, 2018; TEDMEM, 2023b). Lise kademesinde verilen ödevlerin niteliği, öğretmenlerin hangi amaçla ödev verdiği ve öğrencilerin ev ödevlerine yaklaşımlarının nasıl olduğunu inceleyen bu araştırma, ev ödevlerinde gelinen noktaya ışık tutabilir.

Özellikle, lise öğrencilerinin soyut dönemde olmaları ve üst düzey bilişsel becerileri daha aktif kullanabilmeleri ödev performanslarını etkileyebildiğinden ödevlerin verilmiş amaçları ve türleri ön plana çıkmaktadır (Akgündüz, 2019; Aydın vd., 2015; Gander & Gardiner, 1993; OECD, 2023; Senemoğlu, 2020). Oysa ülkemizde son yıllarda özellikle lisede verilen ödevlerin üniversite sınavına yönelik hazırlık amacıyla tek tipleştiği ve ağırlıkta not vermeye yönelik kullanılmaya başlandığı gözden kaçmaktadır. Mevcut eğitim programlarının hedefleri doğrultusunda belirlenen ev ödevleri neredeyse test kitaplarından ibaret olmakta ve ev ödevi tanımını ve kazanımlarını karşılayamamaktadır (Akgündüz, 2019; TEDMEM, 2022, 2023b, 2023c; Yıldırım Taştı & Engin Demir, 2022). Lise düzeyinde uygulanan ev ödevi çalışmaları sınırlı olduğundan bu kademe verilen ödevlerin Türkiye 2023 Eğitim Vizyonu kapsamında nasıl gelişim gösterdiğini belirlemeye ihtiyaç duyulmuştur. Bu bakımdan araştırmada lise öğretmenlerinin ev ödevlerine yönelik görüşlerinin değerlendirilmesi amaçlanmaktadır.

Araştırma, nitel bir araştırma yöntemi olan olgu bilim (fenomenoloji) deseni olarak tasarlanmıştır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırmanın katılımcılarını, maksimum çeşitlilik örnekleme yöntemiyle gönüllülük esasına göre çalışma kapsamına

alınan, 2021-2022 eğitim öğretim yılında Erzurum il merkezinde, Meslek Lisesi, Anadolu Lisesi ve Proje Temelli Fen Lisesi olmak üzere üç farklı lise türünde görev yapan altı farklı branş öğretmeni oluşturmaktadır. Elde edilen veriler ise tematik analiz yöntemiyle incelenmiştir.

Araştırmadan elde edilen bulgular sonucunda görüşme sorularının yanıtlarında ciddi farklılıklar görülmektedir. Bu farklılıklara göre öğretmenlerin ev ödevi uygulamalarında hem dersin işleniş biçimi hem de deneyimleri doğrultusunda ödev verme amaçları; okulun türü, sınıf düzeyi ve öğrenciler arasındaki farklılıklardan etkilenebildiğini ortaya çıkarmıştır. Ayrıca katılımcı öğretmenlerimiz 9. ve 10. sınıflarda ödev niteliği ve ödev yapma performansı ile 11. ve 12. sınıflardaki performansları ve niteliği arasında da farklılıklar olduğunu aktarmışlardır. Dolayısıyla lisede verilen ödevlerin nitelik ve nicelik bakımından sınıf düzeyinin ihtiyaçlarına göre verilmesinin önemi ön plana çıkmaktadır. Değerlendirmenin çoğunlukta not ile yapılması, ödevlerin öğrenme sürecinin önemli bir gerekliliği olmasının farkındalığını, ödevlerimi yaparsam iyi not alırım koşuluna dönüştürmüştür. Çünkü geleneksel ödev verme politikası hem ebeveynlerin ve okulun beklentisini karşılamakta hem de akademik başarı beklentisini ev ödevlerinin sırtına yüklemektedir (bkz. Yavich & Davidovitch, 2020). Ancak ev ödevi üzerine yapılan araştırma önerileri; araştırmaya, okumaya, proje üretmeye, analiz ve sentezleme yapabilmeye yönelik kazanımları kapsayan farklılaştırılmış ödevler ile ilginin artırılması, araçsal ve çevresi ile iletişime geçirici sürdürülebilir öğrenme ortamlarını sağlayıcı ödevlere dikkat çekerek dolaylı ya da doğrudan salt sınav odaklı ödev baskısının oluşturulmaması yönündedir (bkz. Avcı, 2022; Kosmerl & Mikulec, 2022; MEB, 2018; TEDMEM, 2023a, 2023b; Scott, 2021; Vatterot, 2018; Yavrutürk, 2023).

Araştırma, özellikle lise düzeyinde ev ödevlerinin bir not verme etkinliği olarak algılandığını ve bu nedenle öğretmenler tarafından bir ölçme-değerlendirme stratejisi olarak uygulandığını göstermektedir. Ev ödevlerinin ölçme-değerlendirmedeki yeri ile ilgili öğretmenlerin genel kanısı ev ödevlerine not vermek zorunda olduğu yönünde olmuştur. Ödevlere not verme zorunluluğu, öğrencinin öğrenme sürecine katılımını sağlamak adına yaptırım niteliğinde bir boyutta değerlendirilebilir. Araştırmadan elde edilen verilere göre, öğrencilerin genellikle ödevi tamamlamadıkları durumda not verilmediği gözlemlenmiştir. Diğer bir boyutta ise, ödevlerin karne notunu oluşturan çoklu ölçüm unsurlarından biri olarak değerlendirilmesi gerekliliği bulunmaktadır, zira bu durum dersin genel değerlendirmesine etki etmektedir. Öğrencinin öğrenme sürecindeki performansının ürünü olarak ev ödevleri aslında bir ölçüm materyali olarak genellikle notlandırılmaktadır demek mümkündür. Oysaki öğretmenler tarafından bir değerlendirme aracı olarak verilen ev ödevleri öğrencileri birçok yönden etkileyebildiği için öğretmenler ödevlerin aslında hangi amaçları (bilişsel, duyuşsal, sosyal gelişim) içermesi gerektiğini bilir, öğrenciler ve veliler de verilen ödevlerin kazanımlarından haberdar edilirse, öğrenci ödevleri daha anlamlı tamamlayabilir ve bu süreci daha verimli hâle getirebilir (Demerath, 2009; Gökdağ Baltaoğlu vd., 2017; Koç-Akran, 2021; Türkoğlu vd., 2014; Xu & Yuan, 2003). Sonuç olarak araştırmada ev ödevlerinin öğrencileri değerlendirmede özellikle bir not aracı olarak kullanıldığı belirlenmiştir.

Bu çalışmada üç farklı okul türünde ve farklı branşlarda görev yapan öğretmenlerin görüşleri alınmıştır. Eş zamanlı olarak aynı okul örneklemindeki öğrenci ve velilerinin de ev ödevi hakkındaki görüşlerinin alınması çalışmaya farklı boyutlar katabilir. Ayrıca ödevlerin nitelikleri bakımından 21. yüzyıl becerilerini ne kadar kapsadığını anlama, ev ödevlerinin ders tekrarı hedefinden ziyade öğrencinin çoklu öğrenme sürecine katkılarını değerlendirme, ev ödevinin yapılmak istemeyişinde öğrenenin bilişsel ve duyuşsal gelişimlerini inceleme, not verilmemesine rağmen ev ödevi alma ve tamamlama performansı (bir eylem araştırması), akademik başarısı yüksek öğrencilerin ev ödevlerine karşı tutumu, dijital öğrenmede ev ödevi tamamlama olanakları, eğitimin dijitalleşmesiyle verilecek ev ödevi türleri ve değerlendirme biçimleri gibi konularda boyamsal çalışmalar ile yeni nesil ödev araştırmaları önerilebilir.

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