

Investigating the relationship between homework and academic achievement in elementary students

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Abstract

Purpose: The purpose of this study was to investigate the relationship between homework and academic achievement in elementary students.

Research methodology: The statistical population includes students in the fifth year of the elementary school in Tehran. Using the random sampling method, 160 people were selected as the research sample. The tool used to collect data is a researcher-made questionnaire. The statistical method used is the calculation of correlation coefficient and chi-square.

Results: The results of the analysis showed that there is a significant relationship between homework and academic achievement.

Limitations: One of the problems of the research was the lack of resources which was considered a serious problem and the other was in the implementation of the questionnaire.

Contribution: This study is expected can give a piece of knowledge about the relationship between homework and students' academic achievement.

Keywords: Academic achievement, Elementary students, Homework

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1. Introduction

As the world progresses the demand in the industry is increasing and therefore more skilled human resources must increase (Zulaikha, Hariri, & Rini, 2021). Educating a person is a valuable and time-consuming task, and the final results will be revealed relatively late. Its dignity is due to the fact that human humanity depends on how it is educated. If he grows up in the right conditions, he will join many virtues, and if his upbringing is neglected, he may fall below the level of an animal. Its time-consuming and time-consuming nature indicates the constant effort that has been made by educators, teachers, parents, and in general, institutions and institutions of the society, so that actively seeking that important task in that company alone cannot be done by specific individuals and institutions. It is comprehensive because it encompasses the whole of human life and its extent and influence can be seen in various aspects of life. Education is more difficult than the rest.

The issue of education is the most important and difficult issue for human beings (Shokohi, 2019). The value of human education and the harms that the individual and society suffer due to its lack or deficiency, and the possibility of deviating from the right path in the relatively long period of the child's development, on the other hand, requires relevant and continuous activities and management and guidance measures. It should be adopted as far as possible with foresight and foresight (Shokohi, 2019). One of the places to produce quality resources is education. If education can be interrelated with one another, then the goals of development will be well achieved. Improvement in the quality of

education can develop if it lies with the principal, teachers, and all elements involved in the school. Controlling the school requires a school principal who can manage the school properly to achieve school goals. A school must have a good vision, mission, and management and be realized through the principal's efforts ([Isnaini, et. al, 2021](#)).

One of the educational activities and training is providing night homework which is done according to traditional methods of education. The teacher asks the students to learn the lessons better throughout the teaching process, and at the end, he/she evaluates the results of this exercise. This helps the teacher to be aware of both the conclusion of success and failure of learners and the strengths and weaknesses of educational activities ([Navabi, 1992](#)).

One of the main reasons for education is to change the behavior of learners. Teachers have different methods of teaching according to the needs of learners. In the traditional way, teachers tend to give learners complete mastery of the material. But recent teaching methods place more emphasis on learners' activities ([Muhammed, et. al, 2021](#)).

Homework is of special importance in the educational system and in educational planning in our country. Most of the results of learning and educational activities are done within the framework of homework. In situations where the possibility of questions and answers in the classes is limited, the homework can be for teachers and a tool to recognize the learning abilities of students. The history of education shows that homework has always been one of the most important factors in achieving learning. Of course, as has been said, each course varied according to the perception of learning, the form, and the type of task. But today, with the definition of learning, there is an expectation of goals beyond that. For this reason, homework is used as an exercise to consolidate the acquired ability, and homework refers to those learning activities that are determined for students to do outside of the classroom ([Amiri, Sadeghi, and Amini, 2016](#)).

Homework is an activity that the student does outside of school hours. There are different types of homework namely practice task, which is a task to strengthen learning; preparation task, that is forcing the student to obtain information to discuss the subject; and extensive and creative homework, which is the task for the student to go beyond what is taught in the classroom. Homework has always been considered as one of the important factors in the realization of learning and in each period, in accordance with the perception of learning, the form, and type of task have been different. Perhaps in the past, if a student only succeeded in preserving his mind, he would have thought that learning had taken place in him. A psychological examination of learning involves more than just learning a new job with a subject matter, but also deals with topics such as the fundamental issues of emotional development, motivation, social behavior, and personality ([Alizadeh et al., 2015](#)).

Many kinds of research and views have been done in this regard, contemporary views of experts on homework have been influenced by the philosophy and methods of education that have been common for centuries. It was considered learning. Education scholars believed that "memorization" was the best practice for learning Venice to cultivate mental powers. Teachers, based on this theory and hoping for better and faster learning, determined difficult and enjoyable homework by emphasizing memorization. (Educational methods) were attributed ([Najarian, 1991](#)). For this reason, homework is used as an exercise to consolidate the acquired ability.

Classroom learning is set for students to do outside of school, although it should be noted that due to the diversity of views on the principles and philosophy of education, there are still different theories about homework for students. One of these theories is the opinion of some experts who do not consider homework to be necessary, and in many cases they consider the learning done in the classroom to be sufficient for the students. Because it is believed that: "Homework is one of the most important steps and programs for students". Meanwhile, some other experts have considered "homework" necessary, but pay special attention to its amount and type. A study of the opinions of students, teachers, and religion and experts in recent years shows that all believe that "Homework helps students get better grades." "Among the experts who find homework useful. The objectives of

the assignment include: 1) Practice: to increase speed, skills, or retain them. 2) Partnership: To increase the employment of each student in learning activities. 3) Growth. Individual: In order to increase the sense of responsibility, honesty, planning and scheduling power, self-confidence, and perseverance of the student 4) Mutual relations between parents and children: Due to the importance of learning and homework 5) Rules: In order to provide feedback School officials who consider it necessary to give a certain amount of homework 6) Public relations: In order for parents to be aware of what is going on in class. 7) Punishment: In order to warn the student and also to remind the teacher of his expectations in the field Homework has always been considered as one of the important factors in the realization of learning and in each period in accordance with the perception of learning, the form, and type of task has been different ([Hosseini, 2019](#)).

Night homework is one of the tasks of establishing public schools, mainly to complete school education and sometimes as a means to achieve other goals of education, such as independent work, growth, responsibility, and study habits have been common for students in countries. Today, due to the evolution of societies with the emergence of educational theories and the existence of media that allocate students' leisure time, the necessity of homework in many countries has been questioned and other ways to fill the leisure time of children and adolescents in the house is managed. In some societies, including Iran, the night's task still retains its traditional and valuable status, and since different groups are involved, this issue is still a topic of the day and a wide range of thoughts and ideas. It includes different and sometimes contradictory. Homework is so intertwined with the fabric of our country's education system that it is impossible for many of us to imagine school without homework. Homework has been studied as an activity that has involved students and their parents from different and even contradictory perspectives ([Atkinson & Hilgard, 1990](#)). To improve students' literacy, there are two patterns of interaction: first, a one-way interaction pattern centered on the teacher as a facilitator, corrector, and evaluator in literacy activities and the second is a multi-directional interaction pattern that occurs between teachers to students and students to students. These interactions aim to provide equal opportunities to demonstrate students' ability to read and understand. During the opening phase of literacy activities, several aspects of interaction happen between teachers and students, such as attracting students' attention to gather on the field. This activity is carried out outdoor, giving directions, motivating students, providing references, or planning. This activity is a one-way communication or lecture method given by the teacher. Then during the core phase, several aspects of the interaction happen between teachers and students, such as conveying information, explaining, providing motivation, proposing students' personal opinions, and conducting discussions between students and teachers, students and students.

Then at the closing phase of the literacy activity, several aspects of the interaction between teachers and students occur, such as summarizing the main points of reading and the literacy activities they have done, providing directions for further literacy activities, and evaluating their activities just conducted ([Rafid & Khotimah, 2021](#)).

Much of the learning should take place in the classroom, and extracurricular activities should complement the learning and activities of the school. In some cases, the explanations given in class are sufficient for some students to learn, but for others, they may not be and therefore require more practice and review, in which case they can be given appropriate assignments according to the needs of each. The student helped him with this. In recent years, the issue of eliminating homework in elementary school has been a concern of many officials and parents. It is widely believed that eliminating homework improves students' academic performance. However, in existing research, this issue has not been fully confirmed ([Mousavi, 2011](#)).

However, based on the statistical study of most of the findings, we can say that students who do their homework get better grades. But there are still vague points, such as what kind and how much homework and from what courses the student will succeed. What researchers have achieved so far is that doing homework in the form of problem-solving for math lessons, and transcription and reading for Persian lessons are useful and appropriate. For science lessons, assignments such as study, research, and preparation of collections such as "collection of rocks, leaves, fossils, etc" are suitable

for designing and manufacturing all kinds of simple and elementary devices and devices. Of course, it is unfortunate that while preparing a report from the schools, we came across teachers who, in order to strengthen and consolidate learning in the science lesson, assigned assignments for students to transcribe from the questions of each lesson. By applying such methods, students' time and energy were wasted. Not only will learning not be achieved, but it will also have negative psychological consequences.

Therefore, during the research, we examine the following objectives:

1. Is giving homework to students effective in teaching them better?
(If yes) Is this effect the same in all courses?
2. Is reading effective in learning?
If so, in what lessons?

This research is very important because its findings can be a guide for setting up appropriate textbooks, comprehensive instructions for students' homework, and it can also be considered as a source for better student learning. On the other hand, it provides a lamp for teachers to use the night homework better. Therefore, the purpose of this study is to investigate the relationship between homework and academic achievement in elementary students.

2. Literature review and hypothesis development

In order to study and research that has been done in the field of night homework in Iran, various centers and institutes have been referred to, but unfortunately, except for a few kinds of research and studies that will be briefly discussed below, no coherent research has been done in this regard.

The results of [Kazemi's, \(2006\)](#) research show that no significant difference was observed between the groups without homework at night and with the homework of free nights. But the mean of educational attitudes of these two groups was significantly higher than the mean of educational attitudes of the group with "compulsory night homework". Also, no significant difference was observed between girls and boys in terms of attitudes toward education. According to the results of this "active practice research in the classroom without presenting night homework" and "free night homework" - in comparison with "compulsory night homework" improve the academic attitude of second-grade students.

[Bazargani \(1993\)](#) conducted a study with the aim of investigating the night homework of primary school students and identifying the shortcomings and deficiencies of this educational task in Tehran. In this research, the theories of students, parents, and teachers about different dimensions of night homework have been studied.

[Durrani's \(1999\)](#) study was conducted to assess the status of night homework for elementary school students in Tehran. Through interviews and questionnaires with 1579 male and female elementary school students and 1243 parents and 50 teachers Appropriate information and data about the amount and type of night homework 'Conditions and how to do it' Students 'preference and interest in specific night homework' and its possible negative effects were collected and analyzed and interpreted. 'Although the necessity of having night homework is not ruled out, it is necessary to reconsider and correct how it is done. A review of the values and methods of education and methods of training experienced teachers is emphasized. It is also suggested to create appropriate conditions and even to establish special monitoring centers to better perform the students' homework.

[Amiri, et, al \(2016\)](#) have studied the importance and role of night homework on students 'learning with a library method and finally, suggestions have been made to provide appropriate homework to increase students' learning. Results: The research findings indicate that night homework is an integral part of learning and stabilizes, lasts, and increases self-confidence in students.

The purpose of [Lotfollahi & Givekesh \(2020\)](#) research was the relationship between the desire to do homework and students 'motivation in the sixth grade of Sanandaj Teachers' Board of Trustees in the

academic year of 1997-98. The statistical population of our study was 600 high school students, 20 of whom were selected from the sixth grade as a sample. The descriptive-correlation method was used and the results indicate that the scales have good validity and reliability. The results showed that there is a positive and significant correlation between homework variable and students' motivation.

[Hosseini \(2019\)](#) examines the necessity, positive and negative effects and benefits and harms of homework, the need to correct it and the pathology of homework and in general examines the functions and results of students' extracurricular learning tasks (homework). The present study was conducted as a review and data collection through library studies, Internet search and databases and documents. Proper and timely use and in accordance with the conditions, is the best suggestion for the usefulness of the night homework.

The purpose of [Mousavi, Ghanbari, & Azadi \(2018\)](#) research is to investigate and explain the effect of homework removal on the academic performance of elementary students. For this purpose, this article has studied and reviewed books and articles related to the method of taking notes and inferring from them in a library manner. The results of the research indicate that homework is one of the requirements for learning and doing it will definitely improve students' academic progress will help.

The purpose of [Naraghizadeh et al. \(2016\)](#) research is the role of night homework in students' academic performance from the perspective of teachers. The research method is a descriptive survey. The statistical population of the study includes all primary school teachers in Babul who are teaching in the 2014-2015 academic year. The data collection tool is a closed-ended questionnaire. The results of data analysis show that the majority of teachers believe that night homework has a great impact on the cognitive, skill, and emotional dimensions of elementary students' academic performance.

The purpose of [Yousefzadeh and Sarandi \(2017\)](#) was to investigate the effect of night homework on the progress of mathematics students in the sixth grade of the elementary school in Urmia. The results of data analysis showed that all three types of exercise, preparation and combined homework have an effect on the mathematical progress of sixth-grade elementary students. Preparation assignments are far more effective than practice assignments. According to the obtained results, teachers and those involved in educational affairs can use preparatory assignments in addition to training assignments, and by doing so, improve the skill and educational output of students.

3. Research methodology

The target population in this study is the fifth-grade elementary school girls who are studying in Shahid Akhbari schools located in District 12 and Sajjadih Primary School in District 4. The sampling method in this study is random so that each member had an equal and independent chance to be selected. First, two districts, 12 and 4, were selected from the education districts of Tehran, and from these districts, two primary schools were randomly selected. The number of samples in this study is 160 people who were randomly selected from these two schools.

In this study, we are dealing with the variable of academic achievement. Therefore, it is necessary to introduce special tools in this regard. Since there is no standardized test for academic achievement, we are content with student results. Therefore, our first measurement tool is to use students' files to study their evaluation scores. The second tool, which is offered to measure the quality of homework, has developed a questionnaire containing 25 questions, some of which are two-choice and the other three have four options. The statistical method used in this study is correlation coefficient calculation for 23 questions of the questionnaire and chi-square calculation for the other 2 questions. Pearson correlation coefficient was used to calculate the correlation coefficient between the evaluation scores and the scores of each student's questionnaire.

4. Results and discussions

$N = 160$

$$\sum X = 2695$$

$$\sum y = 2781/73$$

$$\sum X y = 46447/22$$

$$\sum_x^2 = 46369$$

$$\sum_y^2 = 49138/09$$

$$r = \frac{N \sum XY - (\sum X)(\sum y)}{\sqrt{N \sum_x^2 - (\sum_x)^2 \quad N \sum_y^2 - (\sum_y)^2}}$$

$$r = \frac{160 \times \frac{46447}{22} - 2695 \times 2781/73}{\sqrt{160 \times 46369 - (2695)^2 \quad 160 \times \frac{49138}{09} - (\frac{2781}{73})^2}}$$

$$r = \frac{-65207/15}{139130/10}$$

According to the obtained correlation coefficient, it should be said that in this hypothesis there is an inverse correlation. Inverse correlation means that by increasing a variable, the other variable decreases, in other words, if the variable X (homework) increases, the variable y (academic achievement) will decrease.

24 .How much of your daily time do you spend writing homework?

- A) Less than 1 hour b) Between 1 to 2 hours c) More than 2 hours

Assumption 0: There is no relationship between the amount of daily time students spend on homework and academic achievement.

To prove this yard, it is necessary to calculate the chi-square

Table 1. Calculated of Chi-square

| Exercise score | Less than 1 hour | Between 1 and 2 hours | More than 2 hours | Σ |
|----------------|------------------|-----------------------|-------------------|------------|
| 13-10 | 0 | 11 | 5 | 16 |
| 17-14 | 4 | 44 | 23 | 71 |
| 21-18 | 4 | 41 | 28 | 73 |
| Σ | 8 | 96 | 56 | 160 |

| A | O | E | 10-E-0.5 | 10-E-0.5)(| $\frac{10 - E \left[(-0.5)\right]^2}{E}$ |
|-------------------------------|-----|------|----------|------------|--|
| Less than an hour 13-10 | 0 | 0/8 | -1/3 | 1/6 | 2 |
| Up to 1 hour 13-10 | 11 | 9/6 | 0/9 | 0/81 | 0/08 |
| More than 2 hours 13-10 | 5 | 5/6 | -1/1 | 1/21 | 0/2 |
| Less than an hour 17-14 | 4 | 3/5 | 0 | 0 | 0 |
| Up to 1 hour 17-14 | 44 | 42/6 | 0/9 | 0/81 | 0/01 |
| More than 2 hours 17-14 | 23 | 24/8 | -2/3 | 5/29 | 0/2 |
| Less than an hour 21-18 | 4 | 3/6 | -0/1 | 0/01 | 0/002 |
| Up to 1 hour 21-18 | 41 | 43/8 | -3/3 | 10/8 | 0/2 |
| More than 2 hours 21-18 | 28 | 25/5 | 2 | 4 | 0/15 |
| Σ | 160 | | | | $x^2 = 2/84$ |

It is assumed that there is no relationship between the amount of daily time students spend on homework and academic achievement. The degree of freedom for the above table is 4 and x^2 is equal to 2.84 x^2

The table at the level of 0.01 with a degree of freedom of 4 is equal to 9.48, because x^2 calculated is smaller than x^2 of the table, so the null hypothesis on question 24 of the questionnaire is acceptable and can be inferred with 99% confidence. There is no relationship between the amount of daily time spent on homework and academic achievement.

25 - What do you consider your academic achievement related to?

1) How the teacher teaches 2) Homework 3) The amount of family help

| Exercise score improvement factor | How the teacher teaches | Homework | The amount of family help | Σ |
|-----------------------------------|-------------------------|----------|---------------------------|----------|
| 13-10 | 14 | 2 | 1 | 17 |
| 17-14 | 55 | 5 | 8 | 68 |
| 21-18 | 65 | 4 | 6 | 75 |
| Σ | 134 | 11 | 15 | 160 |

| A | O | E | 10-E-0.5 | 10-E-0.5)(| $\frac{10 - E \sqrt{(-0.5)}}{E}^2$ |
|----------------------------------|----|------|----------|------------|------------------------------------|
| 13-10 How the teacher teaches | 14 | 14/2 | -0/7 | 0/49 | 0/03 |
| 12-10 Homework | 2 | 1/1 | 0/4 | 0/16 | 0/14 |
| 13-10 Family help | 1 | 1/5 | -1 | 1 | 0/66 |
| 17-14 How the teacher teaches | 55 | 56/9 | -2/4 | 5/76 | 0/10 |
| 17-14 Homework | 5 | 4/6 | -0/1 | 0/01 | 0/002 |
| 17-14 Family help | 8 | 6/3 | 1/2 | 1/44 | 0/22 |
| 21-18 How the teacher teaches | 65 | 62/8 | 1/7 | 2/89 | 0/04 |
| 21-18 Homework | 4 | 5/1 | -1/6 | 2/56 | 0/50 |
| 21-18 Family help | 6 | 7/03 | -1/5 | 2/25 | 0/32 |
| | | | | | $x^2 = 2/01$ |

It is assumed that there is no relationship between homework and academic achievement. The degree of freedom in the above table is 4 and x^2 is calculated equal to 01/2. X^2 tables at the level of 0.01 with a degree of freedom of 4 is equal to 9.48 calculated from x^2 is smaller than the table, so the null hypothesis on question 25 of the questionnaire is acceptable and it can be inferred with 99% confidence that there is no relationship between homework and academic achievement.

The main purpose of this study is to investigate the relationship between homework and academic achievement of fifth grade students. For this purpose, a 25-item questionnaire was administered to 160 fifth grade elementary school girls who were selected based on random sampling from two schools in the 4th and 12th districts of Tehran. In this chapter, according to the results obtained from the subjects, we examine and analyze the hypothesis presented in the first chapter. To test the hypothesis whether there is a relationship between homework and students' academic achievement or not?

A correlation was made between two variables (homework score of each student) and (evaluation of each student). There are two assumptions in the correlation coefficient:

Assumption Zero H0: The correlation between the two variables of homework and academic achievement is equal to zero.

Assumption contrary to H1: There is a correlation between two variables of homework and academic achievement.

Pearson correlation method was used to test this hypothesis (relationship between homework and academic achievement).

In order to conclude from the correlation coefficient about the relationship between two variables, we must evaluate that coefficient. The value of the correlation coefficient is done in two complementary ways: one descriptively and the other with inferential statistical rules. The interpretation of the correlation coefficient descriptively determines the intensity or weakness of the correlation between the two variables, and the inferential interpretation of the correlation coefficient determines whether or not there is a correlation between the variables. In describing the obtained correlation coefficient (0.46), it should be said that because the value of the coefficient is between 0.40 and 0.60, the correlation is moderate, but because its value is negative, it can be said that the correlation is inversely average. Inverse correlation also means that as one variable increases, the other variable decreases. In other words, as variable X increases (homework), variable y decreases (academic progress).

But the teacher of science, religion, and the Qur'an does not believe in writing homework to learn these lessons, and they force students to read in order to learn. Also, during the examination of the answers to the questionnaire, students consider homework to be effective in their academic progress in the courses (Persian and mathematics), and in other courses, they consider homework writing as a waste of time. The result is that, firstly, "homework alone cannot be effective in learning" and secondly, this effect is not the same in all subjects, for example, homework is the most effective in Persian and mathematics and the least effective in science and religion. Lessons should not be limited to homework alone, understanding reading, memorizing, and planning in each lesson is very important.

5. Conclusion

The title of the study was the effect of homework on the academic achievement of fifth-grade elementary students. Based on random sampling, two schools and a total of 160 female students of the fifth grade of elementary school in districts 4 and 12 were selected. After examining the characteristics of the sample, according to the obtained statistics, it was found that there is no significant relationship between homework and academic achievement, so it is concluded that students who write more homework are more likely to achieve academic achievement. They do not have good. Of course, hundreds of researches have been done in this regard so far and different views have been presented in the field of night homework. It should be said that all of them consider homework as an integral part of learning but do not know enough. It is not to look at the pages of a book or to transcribe it at a glance, but it is a definite and specific activity. If the subject of the lesson is Persian or learning dictation, the child can be encouraged to first underline difficult or new words and then carefully read or write them in the lesson. Geography a student can draw the outline of what is intended in his / her notebook. My sister and brother define the lesson. The important point of learning a lesson is that the child or adolescent can put themselves in a position to use or use it and visualize its application to the present or future of others. The student is able to find examples outside of that topic by recognizing the components of a topic, and the more he or she can find teleportation cases, the better he or she understands the problem and develops the ability to generalize. They prefer to write because they think it is easier, if it takes more energy to present the lesson. "And we can play." But the point is that most children do not know when they can say we have learned a lesson. Contrary to what some parents think, memorizing is very useful because if we did not do many of our tasks automatically, relying on memory, how much we would have to use our minds. The student must know and during his / her education as it acquires psycho-motor mechanisms, it also develops its own mental mechanisms. It is the parents' job to set the stage for this effort. Retelling the material is very necessary and causes the formula or curriculum to lose its unfamiliarity to the child and become familiar. The important thing is to mentally try to memorize the material.

In addition to telling the story, the child can recall key points, pictures, or words that his or her memory can rely on to capture the subject and gradually memorize it. Repetition is useful even after learning the subject because to fully remember, it is not enough just to understand the material, so while memorizing, repetition should be done continuously and at short intervals, and while

remembering the material, try to remember the previous material because Sometimes, the student pauses for a long time in front of his homework, not knowing exactly what to do with it. Because it is seldom possible to learn something that is not understood over time, the integration of homework, especially mathematics, is important. He/she finds the necessary information to do his / her homework. As a result, when writing homework alone, writing cannot be effective in learning, it is very important to understand it. Like any other research in this research, there were limitations in the field of research issues, which are presented as follows: 1. One of the problems of the research was the lack of resources, which was considered a serious problem 2. And the other was in the implementation of the questionnaire there were problems with school officials in this regard. 3. Impossibility to review night assignments in some subjects, especially art and sports. According to the presented results, suggestions regarding night homework are presented as follows: 1) The amount of night homework is determined by taking into account the physical and mental conditions, abilities, talents, and students' need for fun and games. Avoid repetitive homework. 2) In textbooks, the variety of homework is small, so it is suggested that various homework be prepared in terms of content, ability, and talent of students so that each student can use homework based on their ability and talent. It can be presented in the form of riddles, tables, reports, etc. 3) In order to inform and familiarize teachers or homework assignments for students and to mention the objectives of the night homework and how to correct and review them and the next steps, programs should be considered by the planners and authors of the books in these programs and different methods. 4) Assignment their goals, how to correct and review the homework, and the next steps that should be done on them to be recommended to teachers. The purpose of correction and review of homework by teachers should be to clarify the weaknesses of students during the review of homework, and teachers should record the results of homework review like other student records in a notebook and these results to assess the academic status of knowledge 5) Since the interaction between parents and teachers in relation to night homework is essential, therefore, justifying the parents of students in relation to night homework is one of the programs that should be followed by instructions issued by mass media (radio, television, press, press, Especially the Association of Parents and Educators) to be implemented. Parents should be fully informed about the purpose of the homework and how to do the homework and related issues.

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