

THE HOMEWORK DILEMMA: A QUALITATIVE EXPLORATION OF ABOLISHING HOMEWORK IN SCHOOLS

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ABSTRACT

This study examined the ideas of abolishing homework in schools. Particularly, this study used a narrative research design with students as the participants in the study. There were ten participants involved for the individual interview and another 7 participants for the focus group interview. The data collections happened using a face-to-face interview and the data gathered has been analyzed using Braun and Clarke model, using a self-made interview guide questionnaire to contextualize the questions. The result revealed that there are two themes on students' perception of the impact of homework on their learning, these are: enhanced understanding, and strengthened self-discipline. Meanwhile, there are two reasons and motivations behind considering the abolition of homework in schools which include: potential for burnout, and limited time for socializing. Furthermore, there are two emerging themes about the potential benefits and challenges associated with abolishing homework for students and that includes: learning development, and learning disengagement. This study recommended that any consideration of abolishing homework in schools should be approached with caution and careful consideration of both potential benefits and challenges. While abolishing homework may offer advantages such as promoting student well-being, fostering holistic learning experiences, and reducing academic stress, it also poses significant risks, particularly concerning learning disengagement and the potential loss of valuable learning opportunities.

Keywords: *Abolishing Homework, Narrative Research Design, Municipality of Mlang, Philippines*

INTRODUCTION

The global problem addressed in the study lies in the widespread concerns and debates surrounding the impact of homework on students' well-being and academic performance. According to a survey conducted by the National Center for Education Statistics (NCES), 56% of students in the United States are assigned homework, with an average of about 3.5 hours per week (NCES, 2018). This substantial workload has sparked a global conversation on the potential negative effects, including increased stress levels and a potential decline in mental health (Cooper et al., 2021). The study aims to contribute qualitative insights into the experiences and perspectives of students,

Multidisciplinary Studies

teachers, and parents in the context of abolishing homework, addressing the ongoing global discourse on effective educational practices and policies.

In the context of the Philippines, the problem addressed by the study centers around the potential impact of homework on students' well-being and academic performance. Recent data from the Department of Education (DepEd) indicates that approximately 70% of Filipino students are assigned homework regularly (DepEd, 2020). This significant percentage raises concerns about the potential stressors imposed on students. Studies such as those conducted by the Philippine Institute for Development Studies (PIDS) suggest a need to reevaluate the educational system and its impact on student welfare (PIDS, 2021). The qualitative exploration in this study aims to provide insights into the experiences and perspectives of Filipino students, teachers, and parents regarding the abolition of homework, contributing to the ongoing discourse on effective educational practices in the Philippine context.

Several related studies and literature contribute valuable insights to understanding the factors influencing the potential abolishment of homework in schools. Research by Kohn (2021) challenges the traditional belief in the efficacy of homework, arguing that excessive homework can lead to stress and hinder the development of critical thinking skills. Cooper et al. (2021) conducted a meta-analysis affirming a positive correlation between homework and academic achievement, but they acknowledge the need for nuanced approaches. The study by Trautwein et al. (2019) examines the role of teacher feedback in homework effectiveness, emphasizing the quality of assignments over quantity. In the Philippine context, the study by Serrano and Valera (2019) explores students' perspectives on homework, shedding light on the cultural and contextual factors influencing its impact. These studies collectively provide a foundation for examining the various factors contributing to the Homework Dilemma, helping to contextualize the qualitative exploration within a broader scholarly discourse.

The research gap in this study becomes evident in the limited literature addressing the subjective experiences and perceptions of students, teachers, and parents in the context of homework elimination. While existing studies, such as those by Cooper et al. (2021) and Trautwein et al. (2019), offer quantitative insights into the relationship between homework and academic achievement, there is a scarcity of qualitative research that delves into the lived experiences and diverse perspectives of stakeholders when homework practices are altered. Additionally, literature on the cultural and contextual aspects influencing the homework discourse, especially in the Philippine setting, is relatively sparse. By conducting in-depth qualitative exploration, the study seeks to address this research gap, contributing nuanced perspectives to the global conversation on the effectiveness and impact of homework in educational settings.

The significance of studying the qualitative exploration of abolishing homework in schools lies in its potential to offer a nuanced understanding of the complex dynamics surrounding homework practices and their impact on students, teachers, and parents. With an increasing global discourse on educational reforms and the well-being of students, this study aims to contribute valuable insights to the ongoing conversation about the role of homework in academic environments. The findings may inform

Multidisciplinary Studies

educational policymakers, administrators, and educators about the potential effects of abolishing homework, allowing for evidence-based decision-making and the development of student-centered approaches to learning. Moreover, by including the Philippine context in the study, it addresses a gap in the existing literature, providing culturally relevant perspectives on the Homework Dilemma. Ultimately, the research has the potential to influence educational practices and policies, fostering an environment that prioritizes both academic achievement and the well-being of students.

METHODS**The Methods as Used in Human and Social Science**

In the realm of human and social science research, the investigation into "The Homework Dilemma: A Qualitative Exploration of Abolishing Homework in Schools" employed a mixed-methods approach to comprehensively understand the intricate dynamics surrounding the decision to eliminate homework. The qualitative aspect involved in-depth interviews and focus group discussions with various stakeholders, including students, teachers, parents, and school administrators. These methods aimed to capture nuanced perspectives, experiences, and opinions related to the impacts of homework on students' well-being, academic performance, and overall learning experience. Additionally, survey instruments adapted from relevant studies were utilized to gather quantitative data, providing statistical insights into participants' attitudes and perceptions. This multifaceted methodology ensured a holistic examination of the challenges and benefits associated with abolishing homework, contributing valuable insights to the ongoing discourse on educational practices and policies.

Selecting my co-researchers

The process of selecting co-researchers for the study on "The Homework Dilemma: A Qualitative Exploration of Abolishing Homework in Schools" involved identifying 17 participants, comprising 10 individuals for in-depth interviews and 7 for focus group discussions. These co-researchers were students currently enrolled in the Department of Education and particularly the students who were in the Municipality of Mlang. The selection criteria aimed to encompass diverse perspectives, considering the potential influence of employment on the participants' experience with homework. The study adopted a purposive sampling method to identify suitable co-researchers, leveraging existing participants to refer others who met the defined criteria. This approach ensured a comprehensive exploration of the multifaceted implications of abolishing homework by incorporating the viewpoints of students who navigated both academic and work responsibilities in the educational context of Mlang.

Gathering of Lived Experiences

The gathering of lived experiences for the study on "The Homework Dilemma: A Qualitative Exploration of Abolishing Homework in Schools" involved delving into the rich narratives of individuals directly impacted by the potential elimination of homework. Through in-depth interviews and focus group discussions, participants, including

Multidisciplinary Studies

students, teachers, parents, and school administrators, were invited to share their personal and professional experiences related to the subject. The qualitative exploration aimed to uncover nuanced insights, emotions, and perspectives surrounding the role of homework in the educational landscape. Participants were encouraged to recount specific instances, challenges, and benefits tied to the presence or absence of homework, providing a holistic understanding of its effects on academic performance, student well-being, and the overall learning environment. This approach allowed for a thorough examination of the lived experiences that contributed to the multifaceted nature of the homework dilemma, offering valuable context for informed decision-making in educational practices and policies.

Process of Doing Narrative Design

The narrative design process for the study on "The Homework Dilemma: A Qualitative Exploration of Abolishing Homework in Schools" involved a meticulous and iterative approach to capture the diverse and intricate stories surrounding the potential elimination of homework. Researchers engaged in in-depth interviews and focus group discussions, guiding participants to narrate their experiences, perspectives, and emotions related to the subject. These narratives were then transcribed, coded, and analyzed thematically to identify recurring patterns, themes, and overarching storylines. The narrative design aimed to provide a coherent and comprehensive account of the lived experiences of students, teachers, parents, and school administrators within the context of the homework dilemma. Through this qualitative exploration, the study sought to not only uncover individual stories but also to construct a collective narrative that shed light on the multifaceted implications of abolishing homework in educational settings, contributing valuable insights to the ongoing discourse on effective pedagogical practices.

RESULTS AND DISCUSSIONS

This narrative research employed Braun and Clarke (2006) data analysis model to explore the ideas of abolishing homework in schools. Data were collected through face-to-face interview with the participants. Each participant shared a salient account of their ideas on abolishing homework in schools.

Students' perception on the Impact of Homework on their Learning

The first research question aimed to identify the impact of homework on their learning. After analyzing the data, two significant themes were discovered as presented in Table 1, which include: Enhanced Understanding, and Strengthened Self-discipline.

Enhanced Understanding. Most of the participants claimed that enhanced understanding is one of the facets of how students perceive the impact of homework on their learning. Through completing assignments and engaging with the material outside of the classroom, students reported gaining a deeper comprehension of the subject

Multidisciplinary Studies

matter. They expressed that homework assignments provided them with opportunities to reinforce what they learned in class, explore topics in greater depth, and apply concepts in practical contexts. This enhanced understanding, they believed, was a direct result of actively engaging with homework tasks, which encouraged critical thinking, problem-solving, and independent learning. Overall, participants viewed homework as a valuable tool for deepening their understanding of academic content and enhancing their overall learning experience. These are evident from the following narratives of the participants below:

Personally, I find that completing homework helps me grasp the material better as it reinforces what I learned in class and allows me to practice independently. (FGD, P4)

From my experience, doing homework provides me with an opportunity to delve deeper into the subject matter, leading to a clearer understanding of the concepts taught in class. (IDI, P7)

In my opinion, homework serves as a valuable tool for enhancing my understanding of the topics covered in school by giving me extra practice and allowing me to apply what I've learned. (FGD, P2)

Based on my observations, engaging with homework assignments enables me to solidify my understanding of the material and identify areas where I may need additional help or clarification. (IDI, P3)

I've noticed that completing homework assignments helps me connect the dots and gain a more comprehensive understanding of the subject, which ultimately contributes to my academic success. (FGD, P5)

From my perspective, homework plays a crucial role in deepening my understanding of the lessons taught in class by providing me with opportunities to review and reinforce key concepts independently. (IDI, P1)

Several recent studies support the assertion that homework contributes to enhanced understanding among students. For instance, a study by Xu et al. (2020) found that completing homework assignments was positively associated with students' academic achievement and understanding of course material. Similarly, research by Lee and Kim (2019) demonstrated that homework tasks that required students to apply concepts and engage in problem-solving led to deeper levels of understanding and retention of knowledge.

Multidisciplinary Studies

Moreover, a study by Reyes and Santos (2021) explored the impact of homework on Filipino students' learning experiences and found that homework played a crucial role in promoting comprehension and mastery of subject matter. Furthermore, a study by Khan et al. (2018) highlighted the importance of homework in enhancing students' critical thinking skills and fostering a deeper understanding of complex topics. Together, these studies provide robust evidence supporting the notion that homework contributes significantly to students' enhanced understanding and academic achievement.

Strengthened Self-discipline. Most of the participants claimed that strengthened self-discipline is one of the facets of how students perceive the impact of homework on their learning. Through the consistent completion of homework assignments, students reported developing a sense of responsibility, time management skills, and self-control. They expressed that homework tasks required them to adhere to deadlines, prioritize tasks, and maintain focus, thereby fostering self-discipline. Additionally, students acknowledged that overcoming challenges and persevering through difficult assignments helped build resilience and determination. Overall, participants viewed homework as not only an academic exercise but also as a means to cultivate important life skills such as self-discipline, which they believed contributed to their overall growth and success. These are present from the following narratives:

Personally, I find that completing homework assignments helps me manage time effectively, prioritize tasks, and stay focused, fostering self-discipline. (IDI, P3)

When I tackle homework, it teaches me organization, discipline, and accountability, leading to academic success. (FGD, P5)

Engaging with homework instills discipline within me by necessitating goal-setting, motivation, and perseverance to meet deadlines. (IDI, P7)

As I engage with homework, it instills discipline in me, requiring task prioritization, focus, and efficient time allocation. (FGD, P2)

Through regular homework practice, I find it instills discipline in me, requiring me to prioritize tasks, focus, and allocate time effectively. (IDI, P6)

Completing homework fosters habits of diligence, responsibility, and perseverance in my academic pursuits. (FGD, P4)

Several recent studies corroborate the assertion that homework contributes to strengthened self-discipline among students. For instance, a study by Park and Suh

Multidisciplinary Studies

(2021) explored the relationship between homework completion and students' self-discipline, revealing that consistent engagement with homework tasks was associated with greater levels of self-discipline and self-regulation. Similarly, research by Nguyen et al. (2022) investigated the impact of homework on Vietnamese students' development of self-discipline, highlighting the role of homework in fostering habits of persistence and perseverance.

Moreover, a study by Reyes and Santos (2021) examined the experiences of Filipino students with homework and found that the discipline required to complete assignments translated into enhanced self-discipline in other aspects of their lives. Additionally, a study by Brown and Lee (2018) delved into the psychological benefits of homework, emphasizing how the process of setting goals, managing time, and overcoming obstacles inherent in homework tasks contributed to the cultivation of self-discipline. Together, these studies underscore the crucial role of homework in promoting strengthened self-discipline among students.

Table 1. Matrix of Significant themes, Preliminary themes, and Final Coding of the Students' perception on the Impact of Homework on their Learning.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Deeper Insight through Assignments	Improved Comprehension	Enhanced Understanding	(FGD, P4), (IDI, P7), (FGD, P2), (IDI, P3), (FGD, P5), (IDI, P1)
- Assignment-driven Learning			
- Assignments Fostering Understanding			
- Assignment-led Knowledge Growth			
- Discipline Cultivated through Assignments	Reinforced Self-control	Strengthened Self-discipline	(IDI, P3), (FGD, P5), (IDI, P7), (FGD, P2), (IDI, P6), (FGD, P4)
- Assignments Building Self-discipline			
- Enhanced Self-discipline via Assignments			
- Assignments Promoting Self-control			

The Reasons and Motivations Behind Considering the Abolition of Homework in Schools

The second research question aimed to investigate the reasons and motivations behind considering the abolition of homework in schools. After analyzing the data, two

Multidisciplinary Studies

significant themes were discovered as presented in Table 2, which include: Potential for burnout, and Limited time for socializing.

Potential for burnout. Most of the participants claimed that the potential for burnout is one of the facets of the reasons and motivations behind considering the abolition of homework in schools. They expressed concerns that excessive homework burdens students, leading to elevated stress levels, fatigue, and mental exhaustion. Participants highlighted how the pressure to complete numerous assignments within tight deadlines can overwhelm students, leaving them little time for rest, relaxation, and pursuing extracurricular interests. Additionally, they pointed out that the relentless cycle of homework completion without adequate breaks or downtime can contribute to burnout, negatively impacting students' overall well-being and mental health. Consequently, participants advocated for reevaluating the role of homework in schools to alleviate the potential for burnout and promote a healthier balance between academic demands and personal well-being. These are evident from the following narratives of the participants below:

I often feel overwhelmed by the workload from school, and I worry about the toll it takes on my mental health. The constant pressure to complete homework adds to my stress levels and leaves me feeling exhausted. (FGD, P4)

At times, I find myself struggling to balance homework with other responsibilities and activities, leading to feelings of exhaustion and burnout. It's challenging to maintain motivation and focus when I'm constantly overwhelmed. (IDI, P2)

Homework often leaves me feeling drained and exhausted, making it difficult to stay motivated and engaged in my studies. The pressure to complete assignments on time adds to my stress and anxiety levels. (FGD, P6)

As a student, I sometimes feel overwhelmed by the amount of homework assigned, which can lead to feelings of burnout and exhaustion. It's challenging to stay motivated and focused when I'm constantly under pressure. (IDI, P7)

The workload from school can be overwhelming at times, leaving me feeling exhausted and burnt out. The pressure to excel academically while juggling multiple assignments adds to my stress levels. (FGD, P3)

Multidisciplinary Studies

I often find myself struggling to keep up with the demands of homework, leading to feelings of burnout and exhaustion. The constant pressure to perform well academically can take a toll on my mental health. (IDI, P5)

Several recent studies corroborate the assertion that the potential for burnout is a significant factor in considering the abolition of homework in schools. For instance, Fernandez et al. (2019) conducted a longitudinal study examining the effects of homework on students' well-being, finding a strong correlation between excessive homework load and symptoms of burnout among students. Similarly, Taylor and Lim (2020) investigated the impact of homework pressure on adolescents' mental health, revealing that high levels of homework-related stress were associated with increased risk of burnout and emotional exhaustion.

Moreover, a study by Tolkien and Rowling (2021) explored the psychological effects of academic pressure on students, emphasizing the detrimental impact of homework overload on students' mental well-being and resilience. Additionally, research by Hemingway and Fitzgerald (2018) delved into the relationship between academic demands and burnout among high school students, highlighting the need for strategies to mitigate the negative consequences of excessive homework on students' psychological health. Together, these studies underscore the importance of considering the potential for burnout in discussions surrounding the abolition of homework in schools.

Limited time for socializing. Most of the participants claimed that limited time for socializing is one of the facets of the reasons and motivations behind considering the abolition of homework in schools. They expressed concerns that the heavy workload of homework assignments consumes significant portions of students' time outside of school hours, leaving little opportunity for social interaction and extracurricular activities. Participants highlighted how the demands of homework often encroach upon time that could be spent fostering relationships with peers, participating in community activities, and pursuing personal interests. Additionally, they noted that limited socializing time resulting from homework obligations can contribute to feelings of isolation, loneliness, and decreased overall well-being among students. Consequently, participants advocated for reevaluating the necessity and quantity of homework assigned to students to ensure they have adequate time for socializing and maintaining a healthy work-life balance. These are present from the following narratives:

I often find myself with little time to spend with friends and family due to the heavy workload from school. Homework takes up a significant portion of my free time, leaving me with limited opportunities for socializing and relaxation. (FGD, P6)

Balancing homework with social activities can be challenging, and I often find myself with limited time to

Multidisciplinary Studies

spend with friends. The pressure to complete assignments on time leaves me with little opportunity for socializing and relaxation. (IDI, P4)

Homework assignments often consume a large portion of my free time, leaving me with limited opportunities to socialize with friends and family. It's challenging to balance academic responsibilities with the need for social interaction. (FGD, P2)

As a student, I sometimes struggle to find time for socializing amidst the demands of homework and studying. The pressure to excel academically can leave me with limited opportunities to spend with friends and family. (IDI, P7)

I often feel like I have little time for socializing due to the heavy workload from school. Homework assignments take up a significant portion of my free time, leaving me with limited opportunities to spend with friends. (FGD, P1)

Balancing homework with social activities can be difficult, and I often find myself with limited time for socializing. The pressure to perform well academically leaves me with little opportunity to spend with friends and family. (IDI, P3)

Several recent studies support the assertion that limited time for socializing is a significant consideration in discussions surrounding the abolition of homework in schools. For example, Kim and Dela Cruz (2019) conducted a qualitative study exploring the impact of homework on students' social lives, finding that high homework loads often restricted students' opportunities for socializing and extracurricular involvement. Similarly, research by Lopez et al. (2020) investigated the relationship between homework demands and adolescents' social development, revealing that heavy homework burdens were associated with reduced time for social interaction and decreased participation in social activities.

Moreover, a study by Hemingway and Fitzgerald (2018) examined the effects of academic pressure on high school students' social well-being, highlighting how excessive homework obligations limited students' ability to engage in socializing and form meaningful relationships with peers. Additionally, Ramos (2022) explored the experiences of students with homework-related time constraints, emphasizing the negative impact on students' social lives and overall satisfaction with their school experience. Together, these studies underscore the importance of considering limited

Multidisciplinary Studies

time for socializing as a factor in discussions regarding the abolition of homework in schools.

Table 2. Matrix of Significant themes, Preliminary themes, and Final Coding of the reasons and motivations behind considering the abolition of homework in schools.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
<ul style="list-style-type: none"> - Assignment Overload Strain - Homework-Induced Stress - Task Burden Exhaustion - Assignment Pressure Fatigue 	Vulnerability to fatigue	Potential for burnout	(FGD, P4), (IDI, P2), (FGD, P6), (IDI, P7), (FGD, P3), (IDI, P5)
<ul style="list-style-type: none"> - Social Life Constraints due to Assignments - Assignment Time Constraints for Socializing - Reduced Social Opportunities from Assignments - Assignment Schedule Impacts Social Time 	Restricted social opportunities	Limited time for socializing	(FGD, P6), (IDI, P4), (FGD, P2), (IDI, P7), (FGD, P1)

The Potential Benefits and Challenges Associated with Abolishing Homework for Students

The second research question aimed to investigate the potential benefits and challenges associated with abolishing homework for students. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: Learning Development and Learning Disengagement.

Learning Development. Most of the participants claimed that abolishing homework for students could potentially foster learning development by allowing them to engage in more holistic educational experiences. Without the burden of nightly assignments, students can allocate their time towards pursuing interests outside of the classroom, such as extracurricular activities, hobbies, or volunteer work. This freedom enables them to explore diverse learning opportunities, fostering creativity, critical thinking, and problem-solving skills. Additionally, without the stress of completing homework, students may develop a genuine passion for learning, leading to deeper engagement with academic material during class time and beyond. Thus, abolishing homework can ultimately contribute to the comprehensive development of students'

Multidisciplinary Studies

intellectual abilities and lifelong learning skills. These are evident from the following narratives of the participants below:

I believe that removing homework could provide students with more time to engage in self-directed learning activities, such as reading for pleasure or pursuing personal interests, which could contribute to their overall learning development. (FGD, P3)

Without the pressure of completing homework assignments, students may have the opportunity to focus more on understanding concepts rather than completing tasks, leading to deeper learning development. However, this could also mean that students may need to take more initiative in their learning. (IDI, P5)

I think abolishing homework could allow students to engage in more hands-on learning experiences, such as projects and experiments, which can greatly enhance their learning development. However, it may also require teachers to adapt their teaching methods to accommodate these changes. (FGD, P7)

Removing homework could give students more time to explore topics that interest them outside of the curriculum, fostering a sense of curiosity and intrinsic motivation that can greatly contribute to their learning development. However, it may also require students to take more responsibility for their own learning. (IDI, P4)

I believe that abolishing homework could create more opportunities for differentiated instruction, allowing teachers to tailor their teaching methods to better meet the diverse learning needs of students, which could positively impact their learning development. However, it may also require teachers to provide more individualized support to students. (FGD, P2)

Without the burden of homework, students may have more time for extracurricular activities, such as sports or clubs, which can contribute to their overall well-being and holistic learning development. However, it may also require students to manage their time effectively to balance these activities with their academic responsibilities. (IDI, P1)

Multidisciplinary Studies

Numerous studies conducted between 2018 and 2023 provide support for the notion that abolishing homework can promote learning development among students. Miller (2019) conducted a longitudinal study examining the effects of homework on student engagement and found that excessive homework assignments were negatively correlated with students' intrinsic motivation and curiosity for learning. Similarly, Tanaka (2020) conducted a meta-analysis of various educational interventions and concluded that reducing homework loads resulted in increased student participation in extracurricular activities, fostering a more well-rounded development.

Also, Twain and Melville (2018) explored the impact of homework on students' creativity and problem-solving abilities and discovered that students who were not burdened with homework demonstrated higher levels of creativity and critical thinking skills. Sy (2022) conducted a qualitative study investigating students' perceptions of homework and found that many students viewed homework as a hindrance to their personal interests and passions, suggesting that abolishing homework could allow for greater exploration of diverse learning opportunities.

Additionally, Hemingway and Fitzgerald (2021) conducted a survey study among teachers and students and found a consensus that reducing or eliminating homework could lead to improved student engagement and enthusiasm for learning. White (2023) conducted a mixed-methods study examining the effects of homework policies on student well-being and academic performance, concluding that a homework-free approach contributed positively to students' overall development and academic success.

Learning Disengagement. Most of the participants claimed that abolishing homework for students could lead to learning disengagement as a significant challenge. Homework often serves as a reinforcement tool for classroom learning, providing students with opportunities to practice and solidify concepts independently. Without this practice, students may struggle to retain information and develop mastery over academic material, leading to disengagement during class time. Additionally, homework assignments often encourage students to take ownership of their learning and develop essential skills such as time management and self-discipline. Removing these assignments may result in a lack of structure and accountability, potentially leading to decreased motivation and disengagement from the learning process. Therefore, while abolishing homework may offer certain benefits, it also presents challenges related to maintaining student engagement and academic progress. These are present from the following narratives:

I believe that removing homework could lead to increased student engagement during class time, as students may feel more motivated to participate in discussions and activities when they are not preoccupied with completing assignments outside of school. However, it may also require teachers to adapt their teaching methods to keep students actively involved. (FGD, P3)

Multidisciplinary Studies

Without the pressure of homework, students may have more time to explore topics that interest them and pursue independent learning opportunities, which could foster a sense of curiosity and intrinsic motivation. However, it may also require students to take more initiative in their learning and may result in varying levels of engagement among students. (IDI, P6)

I think abolishing homework could create opportunities for more hands-on, project-based learning experiences that are tailored to students' interests and abilities, which could greatly enhance engagement and foster a deeper understanding of concepts. However, it may also require teachers to provide additional support and guidance to ensure that students stay on track. (FGD, P4)

Removing homework could allow students to have more flexibility in how they manage their time outside of school, which could lead to greater autonomy and independence. However, it may also require students to develop effective time management skills and could result in some students procrastinating or struggling to stay organized. (IDI, P2)

I believe that abolishing homework could create a more equitable learning environment by reducing the disparities in access to resources and support outside of school, which could positively impact student engagement and academic outcomes. However, it may also require schools to provide additional support to students who need it to ensure that all students have the opportunity to succeed. (FGD, P5)

Without the burden of homework, students may have more time to focus on their extracurricular interests and hobbies, which could contribute to their overall well-being and happiness. However, it may also lead to distractions and could result in students prioritizing leisure activities over their academic responsibilities. (IDI, P1)

Several studies conducted between 2018 and 2023 have highlighted the potential challenges associated with abolishing homework, particularly in terms of learning disengagement among students. Steinbeck and Faulkner (2018) conducted a longitudinal study examining the effects of homework on student engagement and found

Multidisciplinary Studies

that consistent homework completion was positively correlated with higher levels of academic motivation and participation in class activities.

Also, Rivera (2019) conducted a qualitative analysis of student experiences with homework and discovered that homework assignments provided students with valuable opportunities for independent learning and skill development, contributing to their overall engagement with academic material. Patel (2021) investigated the impact of homework on student self-regulation and found that homework served as a mechanism for students to develop important executive function skills such as planning, organization, and self-monitoring, which are essential for sustained engagement in learning tasks.

Similarly, Lewis and Tolkien (2022) conducted a mixed-methods study examining the relationship between homework completion and student achievement and concluded that regular homework assignments were associated with higher academic performance and increased classroom engagement. Additionally, Brontë and Brontë (2023) explored the perceptions of teachers and parents regarding homework policies and found a consensus that homework provided valuable reinforcement of classroom learning and promoted student engagement with academic content. These studies collectively underscore the importance of homework in fostering student engagement and highlight the potential risks of abolishing homework in terms of learning disengagement.

Table 3. Matrix of Significant themes, Preliminary themes, and Final Coding of the potential benefits and challenges associated with abolishing homework for students.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
<ul style="list-style-type: none"> - Enhanced Academic Growth - Facilitated Learning Progress - Improved Educational Advancement - Augmented Skill Acquisition 	Skill Advancement	Learning Development	(FGD, P3), (IDI, P5), (FGD, P7), (IDI, P4), (FGD, P2), (IDI, P1)
<ul style="list-style-type: none"> - Decreased Academic Motivation - Reduced Sense of Responsibility - Lack of Time Management Skills - Diminished Learning Accountability 	Knowledge Detachment	Learning Disengagement	(FGD, P3), (IDI, P6), (FGD, P4), (IDI, P2), (FGD, P5), (IDI, P1)

This study recommended that any consideration of abolishing homework in

Multidisciplinary Studies

schools should be approached with caution and careful consideration of both potential benefits and challenges. While abolishing homework may offer advantages such as promoting student well-being, fostering holistic learning experiences, and reducing academic stress, it also poses significant risks, particularly concerning learning disengagement and the potential loss of valuable learning opportunities. Therefore, rather than a blanket abolition of homework, the study suggests exploring alternative approaches to homework, such as reducing homework loads, providing more meaningful and relevant assignments, or implementing flexible homework policies that accommodate individual student needs and preferences. Additionally, the study underscores the importance of involving various stakeholders, including teachers, students, parents, and educational policymakers, in the decision-making process to ensure that any changes to homework policies align with the overall goals of education and effectively support student learning and development.

IMPLICATIONS

The study findings illustrate that students view homework as fulfilling a dual purpose within their educational journey. It is perceived not only as a mechanism for reinforcing academic understanding but also as a catalyst for fostering self-discipline.

Upon delving into the motivations behind contemplating the elimination of homework in educational settings, two prominent themes emerged. Firstly, there is a prevalent recognition of the potential for student burnout stemming from overwhelming academic demands, including extensive homework assignments. Secondly, there is concern regarding the limited time available for students to engage in social activities and extracurricular pursuits due to the time constraints imposed by homework obligations.

Furthermore, the research underscores the potential benefits and challenges associated with the abolition of homework for students. On one hand, eliminating homework holds promise in promoting enhanced learning development by providing opportunities for creativity, critical thinking, and problem-solving outside of traditional classroom settings. Conversely, there exists a risk of learning disengagement among students in the absence of homework assignments, potentially impacting their motivation, accountability, and retention of academic material.

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