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THE CORRELATION BETWEEN HOMEWORK AND STUDENTS' ACADEMIC PERFORMANCE: AN EXPLORATORY RESEARCH

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Abstract. This study explores the impact of homework on students' academic performance and their perceptions of homework. A quantitative research design was adopted to analyze data collected from two high schools in Vietnam by employing a homework tracking sheet and test records. Additionally, a survey in the form of a questionnaire was conducted to investigate students' perceptions of homework's influence on their academic outcomes. Participants include forty-three 12th graders from a mainstream school and thirty-three 12th graders from a gifted school. The test records reveal that homework poses little impact on students' academic achievements and that homework poses different impacts on students' achievements on various types of tests. The survey, however, indicates that students from both schools generally perceived homework as beneficial to their academic performance. The findings highlight the importance of thoughtful homework design, suggesting several key considerations to help students develop the skills and confidence needed for academic success.

Keywords: homework, academic performance, homework completion, homework correction.

1. Introduction

Homework has long been debated in education for its effectiveness in enhancing academic performance. Cooper's (1989) [1] meta-analysis found a modest positive effect on achievement, reinforcing classroom learning. Hayward (2010) [2] noted that frequent homework completion correlated with higher scores, especially regarding poorly performing students [3]. However, some studies show that an excessive amount of homework can have adverse effects, particularly among high school students [4], with Gustafson (2022) [5] noting weak and sometimes negative impacts on learning despite frequent homework completion.

Despite advances in understanding homework's impact, there is still a gap in understanding its effects on English academic performance. Townsend (1995) [6] and Jongsma (1985) [7] noted a lack of solid evidence supporting homework's effectiveness beyond traditional arguments. Many studies focus on high school and university students across various subjects but do not specifically address English homework ([5]; [8]).

This research investigates the correlation between homework and the academic performance of 12th graders preparing for the national entrance exam. It seeks to provide empirical evidence on the role of homework in English academic performance, offering insights into its nuanced impacts and informing educational policies for optimized learning outcomes. Additionally, by examining students' perceptions of the influence of homework on their academic performance, this study aims to underscore the design of homework in improving students' academic success.

Specifically, the study seeks answers to the following research questions: What is the impact of homework on students' academic performance?

2. Content

2.1. Literature review

2.1.1. Definition of homework

Homework has been defined simply as "tasks assigned to students by schoolteachers that are meant to be carried out during non-school hours" [1]. A study reveals that various terms have been used to describe homework, including a lack of consensus on its meaning [9]. Moreover, different treatment models have unique conceptualizations of homework, adding to the complexity [10]. Furthermore, researchers have emphasized the need for a clear and concise definition of homework to facilitate future empirical studies that investigate its effects beyond the context of cognitive-behavioral therapy (CBT) [11]. In a 2017 book, "The Homework Myth: Why Our Kids Get Too Much of It—and What Parents and Teachers Can Do About It," authors Alfie Kohn et al. (2017) [12] and others describe homework as assigned tasks that students are expected to complete outside of class time.

The present study adopts Cooper's (1989) [1] perspective on homework definition, which indicates that homework is an assignment provided by teachers to be completed outside of regular classroom hours. Additionally, to gain insights into the nuanced impacts of homework, it is necessary to focus on its design, as it contributes to enhancing students' comprehension.

2.1.2. Academic performance

According to Kumar (2021) [13], academic performance is "defined as the knowledge gained by the student, which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time." Narad and Abdullah (2016) [14] also pointed out that academic performance refered to the acquisition of knowledge and skills, as measured by grades or marks, and the achievement of educational goals set by students and teachers over a defined period.

This study adopts the definition of academic performance as proposed by Narad and Abdullah (2016) [14], which provides a comprehensive understanding of academic performance, encompassing not only the evaluation of test results, but also the attainment of educational objectives. By adopting this definition, this study aims to analyze the correlation between homework and academic performance.

2.1.3. Previous studies

Research has consistently shown that completing homework assignments positively correlates with academic performance. A meta-analysis of over 120 studies conducted by Cooper et al. (2006) [15] found a modest but statistically significant relationship between homework completion and academic success. Another study by Trautwein et al. (2009) [16] observed that students who consistently completed homework assignments demonstrated higher levels of academic performance over time.

However, the impact of homework on academic performance was found to have little significance. According to Cooper (2006), while homework imposed a positive effect on academic achievement in younger children [17]. Additionally, Hattie (2008) argued that while homework could be beneficial for older students in specific subjects such as math and science, it did not have a significant impact on overall academic performance in subjects such as English [18].

Homework is also found to be detrimental to students' aspects of life. Koln (2006) raised concerns about its potential negative effects on students' mental health and overall well-being

[19]. Nevertheless, students considered completing homework as a crucial task and recognized its importance when the assignments were relevant and meaningful. [20]

2.2 Methodology

2.2.1. Research design

A quantitative research design was employed in this study to effectively assess the nuanced impact of homework on student academic performance. This approach was adopted due to its ability to quantify variables and analyze results using statistical and computational techniques. The study involved 73 students from two different locations, providing a large dataset that enhanced the generalizability of the findings. Furthermore, to collect comprehensive data, surveys were used to gather students' perception of the impact of homework and external factors on their academic achievements. This method allowed for the collection of detailed, subjective feedback, which complemented the objective data from pre-, mid-, and post-tests. The combination of a large sample size and structured quantitative analysis ensured high reliability and reduced bias, offering a robust reflection of the nuanced effects of homework on academic performance.

2.2.2. Participants

Participants for this study were purposefully selected from two urban high schools in Hanoi and Ninh Binh, Vietnam, ensuring a representative sample of 12th grade students enrolled in the 2018 national curriculum. The students were categorized into two proficiency groups: Group 1 (non-gifted students), consisting of those with intermediate performance, and Group 2 (gifted students), including students with advanced performance. This purposeful sampling strategy, as detailed by Palinkas et al. (2015) in their research on purposeful sampling for mixed-method studies, allowed for a nuanced exploration of the impact of homework. This integrated approach ensured a comprehensive analysis and provided valuable insights into how homework influences academic performance across different proficiency levels [21].

2.2.3. Data collection instruments

The study used three major instruments for data collection. A homework progress sheet recorded completion and correction using checkboxes, with homework assigned on Wednesdays, Fridays, and Saturdays. The homework’s design aligns with English High School Graduation Exam, which requires students to complete within 60 minutes. Each day's homework was tracked and scored by the teacher, and students' test scores were logged for pre-test, mid-test, and post-test periods. After two months, data were analyzed with SPSS Statistics 29 for descriptive statistics, Pearson’s correlation, and regression.

Additionally, a 5-point Likert scale questionnaire was administered to students. The questionnaire consists of four questions: the first addresses students' views on homework's impact on learning, the second explores its effect on tests, the third examines its role in developing English skills, and the fourth covers other factors influencing academic achievement.

2.2.4. Data analysis

Data were collected through a homework progress tracking sheet and test scores from two student groups: non-gifted students (Group 1) and English gifted (Group 2). The non-gifted group took tests designed to mirror the “High School Graduation Exam,” while the gifted group’s tests were adapted to their advanced proficiency level. Each test, consisting of 50 questions, was administered in December 2023 (pre-test), January 2024 (mid-test), and three weeks later (post-test), with each test allowing 60 minutes for completion.

For data analysis, SPSS Statistics 29 was employed to examine the relationship between homework completion and academic performance. Descriptive statistics, Pearson’s correlation, and regression analyses were conducted to explore these relationships.

The data from students' responses were converted into percentages, allowing for clear comparisons between two groups with different proficiency levels. These percentages were then thoroughly analyzed using statistical methods to identify patterns, trends, and relationships between homework and academic performance. The results provided a comprehensive understanding of how homework impacts academic outcomes. The responses were converted into percentages and analyzed to provide a comprehensive understanding of how homework influences performance.

2.3. Findings and discussion

2.3.1. Result

2.3.1.1. Descriptive statistics

Table 1. Descriptive Statistics

Descriptive Statistics										
	N		Minimum		Maximum		Mean		Std. Deviation	
	G1	G2	G1	G2	G1	G2	G1	G2	G1	G2
HW Completion	43	30	71.00%	62.22%	100.00%	85.00%	97.65%	76.61%	5.89%	4.32%
HW Correction	43	30	67.00%	85.00%	95.00%	96.88%	85.28%	92.64%	6.18%	3.30%
Pre-test	43	30	7	5.1	9.5	9.5	8.27	7.84	0.59	0.96
Mid-test	41	30	6	7.1	9.4	9.8	8.32	8.53	0.83	0.82
Post-test	43	30	6	7.1	9.4	9.4	7.66	8.51	0.96	0.61
Valid N (listwise)	41	30								

The students in Group 1 demonstrated a range of performance in homework and tests. Regarding homework completion, the rates varied from 70.67% to 100%, with an average of 97.65% and a standard deviation of 5.89%. The homework correction scores showed a more uniform performance, ranging from 67.07% to 95.13%, with an average of 85.28% and a standard deviation of 6.18%. The pre-test scores ranged from 7.00 to 9.50, averaging 8.27 with a standard deviation of 0.59, indicating a good starting point for the students' academic progress. The mid-test scores showed a slight but consistent improvement from the pre-test to the mid-test, with scores ranging from 6.00 to 9.40, averaging 8.32 and a standard deviation of 0.83. This highlights the students' academic progress throughout the study.

The students in Group 2 also demonstrated a range of performance in homework and tests. In terms of homework completion, the rates varied from 62.22% to 85%, with an average of 76.61% and a deviation of 4.32%. In contrast, the students showed a higher level of performance in homework correction, with a minimum of 85% and a maximum of 96.88%, and an average of 92.64% with a deviation of 3.3%. The pre-test scores ranged from 5.1 to 9.5, averaging 7.84 with a deviation of 0.96%. The mid-test results showed a similar pattern, with scores ranging from 7.1 to 9.8, averaging 8.53 and a deviation of 0.82. Notably, the post-test scores ranged from 7.1 to 9.4, averaging 8.5 and a deviation of 0.61.

2.3.1.2. Pearson's correlation coefficient

Table 2. Correlation coefficient

Correlation											
		HW Completion		HW Correction		Pre-test		Mid-test		Post-test	
		G1	G2	G1	G2	G1	G2	G1	G2	G1	G2
HW Completion	Pearson Correlation	1		0.59**	0.18	-0.15	0.17	-0.3	0.01	-0.11	0.2
	Sig. (2-tailed)			<0.01	0.33	0.34	0.36	0.06	0.96	0.47	0.3
	N	43	30	43	30	43	30	41	30	43	30
HW Correction	Pearson Correlation	0.59**	0.18	1	0.04	0.04	0.36	-0.02	-0.23	0.04	-0.31
	Sig. (2-tailed)	<0.01	0.33		0.79	0.79	0.05	0.9	0.22	0.79	0.03
	N	43	30	43	30	43	30	41	30	43	30
Pre-test	Pearson Correlation	-0.15	0.17	0.04	0.36*	1	0.33	-0.33	0.16	0.39*	-0.24
	Sig. (2-tailed)	0.34	0.36	0.79	0.05		0.14	0.03	0.41	0.01	0.17
	N	43	30	43	30	43	30	41	30	43	30
Mid-test	Pearson Correlation	-0.3	0.01	-0.02	-0.23	-0.33*	0.16	1	0.22	0.22	0.02
	Sig. (2-tailed)	0.06	0.96	0.9	0.22	0.03	0.41		0.16	0.16	0.93
	N	41	30	41	30	41	30	41	30	41	30
Post-test	Pearson Correlation	-0.11	0.2	0.04	-0.31	0.39*	-0.24	0.22	0.02	1	0.02
	Sig. (2-tailed)	0.47	0.3	0.79	0.03	0.01	0.17	0.16	0.93		0.91
	N	43	30	43	30	43	30	41	30	43	30

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Using Pearson's correlation coefficient, the analysis examined the relationships between homework completion, correction, and academic outcomes for non-gifted and gifted English students. In the non-gifted group, no significant correlation was found between homework completion and test scores, nor between homework correction and academic achievement, with p-values exceeding 0.05. However, there was a significant positive correlation among pre-, mid-, and post-test scores ($p < 0.001$), indicating improvement due to factors beyond homework. In the gifted group, while homework completion showed a weak positive correlation with pre-test scores ($r = .172$, $p = .049$), it was not significantly related to mid- or post-test scores. In contrast, homework correction negatively correlated with pre-test scores ($r = -.230$, $p = .049$), suggesting an inverse relationship between correction and initial performance.

Similarity for non-gifted and gifted English students can be seen in the significant correlation between homework completion and home correction statistics, reported r([43])= [.558], p=[<0.01] and r([33])=[.183], p=[<.01] respectively, unveiling that frequent homework completion improved homework corrections. Additionally, the non-gifted group experienced a significant positive correlation among pre-, mid-and post-test with p=[<0.001], indicating students' gradual improvement due to factors other than homework. Meanwhile, the test scores of their gifted counterparts revealed weak but positive correlations between pre-test and mid-test scores ($r = .155$, $p = .414$) and between pre-test and post-test scores ($r = .243$, $p = .196$), suggesting that pre-test performance mildly predicted mid-test and post-test outcomes, yet no relation could be found between mid-test and the others.

2.3.1.3. Regression analysis

Table 3. Model Summary of Group 1

Model Summary[b]															
Model	R			R Square			Adjusted R Square			Std. Error of the Estimate			Durbin-Watson		
Test	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post
1	.217[a]	.359[a]	.178[a]	.047	.129	.032	-.001	.083	-.017	.59343	.79083	.96851	1.560	2.067	2.327
a. Predictors: (Constant), HW Correction, HW Completion															
b. Dependent Variable: Pre-test, Mid-test, Post-test															

The analysis of the relationship between homework and test scores revealed distinct patterns between the two student groups. For Group 1, the model showed that homework completion and correction had limited impact on pre-test and post-test scores, explaining only about 4.7% and 3.2% of the variability, respectively. The mid-test scores were somewhat influenced by homework, with a determination coefficient of 12.9% and a statistically significant coefficient for homework completion indicating a small but notable effect. However, overall, the models for pre- and post-tests were not significant, suggesting that other factors beyond homework affect test performance.

Table 4. Model Summary of Group 2

Model Summary[b]																											
Model	R			R Square			Adjusted R Square			Std. Error of the Estimate			R Square Change			F Change			df1			df2			Sig. F Change			Durbin-Watson		
Test	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post
1	.378[a]	.236[a]	.402[a]	.143	.056	.161	.080	-.014	.099	.92485	.82754	.57702	.143	.056	.161	2.255	.798	2.6	2			27			.124	.461	0.1	2.304	1.983	2.327
a. Predictors: (Constant), HW Correction, HW Completion																														
b. Dependent Variable: Pre-test, Mid-test, Post-test																														

In contrast, the results for Group 2 indicated that homework completion and correction had limited predictive power for test scores. The regression models for the mid-test, pre-test, and post-test accounted for only 5.6%, 14.3%, and 16.1% of the variance in scores, respectively, and none of these models were statistically significant. Although the post-test showed a moderate positive correlation with an R value of 0.402, the overall model remained non-significant, with homework correction displaying a weak negative relationship with post-test scores. These findings suggest

that homework completion and correction are poor predictors of academic performance across all test periods.

Overall, both groups' findings underscore that while homework can impact test scores to some extent, its predictive power is generally limited. Factors beyond homework likely play a more significant role in determining academic performance, and further research is needed to explore these influences more comprehensively.

2.3.2. Questionnaire

Table 5. Impact of homework on learning as assessed by students

Non-specialized English students							English gifted students						
1. The impact of homework on learning							1. The impact of homework on learning						
No	Statements	Frequency (%)					No	Statements	Frequency (%)				
		1	2	3	4	5			1	2	3	4	5
1	Homework helps me develop good study habits.	6,00	2,00	22,00	54,00	16,00	1	Homework helps me develop good study habits.	5,00	0,00	55,00	35,00	5,00
2	Homework helps me prepare well for exams.	6,00	0,00	18,00	56,00	20,00	2	Homework helps me prepare well for exams.	5,00	0,00	40,00	55,00	0,00
3	Homework makes me feel overwhelmed after class.	8,00	4,00	58,00	16,00	14,00	3	Homework makes me feel overwhelmed after class.	5,00	5,00	65,00	20,00	5,00
4	Homework is often demanding and can only be completed with help.	10,00	12,00	50,00	20,00	8,00	4	Homework is often demanding and can only be completed with help.	5,00	45,00	35,00	15,00	0,00
5	Homework makes me feel pressured and lose interest in learning.	12,00	24,00	40,00	16,00	8,00	5	Homework makes me feel pressured and lose interest in learning.	5,00	30,00	45,00	20,00	0,00
6	Homework forces me to stay up late, affecting my free time and sleep.	12,00	12,00	40,00	18,00	18,00	6	Homework forces me to stay up late, affecting my free time and sleep.	5,00	20,00	45,00	25,00	5,00

Both tables highlighted that students generally perceived homework as beneficial for developing good study habits and preparing for exams, with around 54-55% agreeing and 16-20% strongly agreeing in non-gifted schools, and 40-55% agreeing and 5-55% strongly agreeing in gifted schools. Despite these benefits, students reported varying levels of overwhelm, ranging from moderate to significant. In non-gifted schools, 58% of students felt moderately overwhelmed, and 14% felt severely overwhelmed by homework. In contrast, gifted students reported even higher moderate levels of stress at 65%, but only 5% of them felt severely overwhelmed. This suggests that while both groups experience substantial pressure from homework, the intensity of this pressure is felt more strongly among non-gifted students in terms of severe overwhelm, whereas gifted students report a broader feeling of moderate overwhelm.

Table 6. Impact of homework on test as assessed by students

Non-specialized English students							English gifted students						
2. The impact of homework on tests							2. The impact of homework on tests						
No	Statements	Frequency (%)					No	Statements	Frequency (%)				
		1	2	3	4	5			1	2	3	4	5
1	Homework helps me review and reinforce knowledge for tests.	4,00	0,00	14,00	62,00	20,00	1	Homework helps me review and reinforce knowledge for tests.	5,00	0,00	40,00	50,00	5,00
2	Homework makes me feel more confident when taking tests.	4,00	4,00	22,00	52,00	18,00	2	Homework makes me feel more confident when taking tests.	5,00	25,00	30,00	35,00	5,00
3	Homework helps me get familiar with the types of questions that can appear on the tests.	2,00	6,00	18,00	54,00	20,00	3	Homework helps me get familiar with the types of questions that can appear on the tests.	0,00	15,00	30,00	45,00	10,00
4	Homework is a tool that helps me review for tests.	0,00	8,00	28,00	48,00	16,00	4	Homework is a tool that helps me review for tests.	5,00	0,00	30,00	60,00	5,00
5	Homework puts me under immense pressure before each test/ exam.	10,00	18,00	42,00	14,00	16,00	5	Homework puts me under immense pressure before each test/ exam.	5,00	25,00	55,00	15,00	0,00
6	Homework has no impact on my test/ exam.	18,00	36,00	30,00	12,00	4,00	6	Homework has no impact on my test/ exam.	10,00	45,00	40,00	0,00	5,00

According to Table 6, a significant majority (62%) of students agreed or strongly agreed that homework helped them review and reinforce knowledge for tests. Similarly, 52% of students believed that homework made them feel more confident when taking tests. Furthermore, 54% of students agreed or strongly agreed that homework helped them get familiar with the types of questions that could appear on tests. Additionally, 48% of students agreedor strongly agreed that homework was a tool that helped them review for tests. However, 42% of students reported feeling immense pressure from homework before each test/exam. Finally, 32% of students disagreed or strongly disagreed that homework had no impact on their test/exam performance

According to Table 6, 55% of students agreed or strongly agreed that homework helped them review and reinforce knowledge for tests. Similarly, 50% of students believed that homework made them feel more confident when taking tests. A majority of 65% of students agreed or strongly agreed that homework helped them get familiar with the types of questions that could

appear on tests. Additionally, 60% of students agreed or strongly agreed that homework was a tool that helps them review for tests. On the other hand, 30% of students reported feeling immense pressure from homework before each test/exam. Finally, 40% of students disagreed or strongly disagreed that homework had no impact on their test/exam performance.

Table 7. Impact of homework on English Language Skills and Components as assessed by students

Non-specialized English students							English gifted students						
3. Impact of Homework on English Language Skills and Components							3. Impact of Homework on English Language Skills and Components						
No	Statements	Frequency (%)					No	Statements	Frequency (%)				
		1	2	3	4	5			1	2	3	4	5
1	Homework helps me improve reading comprehension skills.	4,00	4,00	30,00	48,00	14,00	1	Homework helps me improve reading comprehension skills.	5,00	0,00	40,00	50,00	5,00
2	Homework helps me improve speaking skills.	22,00	26,00	26,00	18,00	8,00	2	Homework helps me improve speaking skills.	5,00	5,00	45,00	40,00	5,00
3	Homework helps me improve essay writing skills.	10,00	16,00	32,00	28,00	14,00	3	Homework helps me improve essay writing skills.	15,00	15,00	55,00	10,00	5,00
4	Homework helps me improve listening skills.	24,00	16,00	32,00	20,00	8,00	4	Homework helps me improve listening skills.	5,00	20,00	35,00	35,00	5,00
5	Homework helps me improve grammar.	4,00	6,00	22,00	52,00	16,00	5	Homework helps me improve grammar.	10,00	15,00	50,00	20,00	5,00
6	Homework helps me improve vocabulary.	4,00	2,00	26,00	52,00	16,00	6	Homework helps me improve vocabulary.	5,00	5,00	45,00	40,00	5,00
7	Homework helps me improve pronunciation.	18,00	18,00	30,00	26,00	8,00	7	Homework helps me improve pronunciation.	5,00	0,00	45,00	40,00	10,00

According to Table 7, 62% of students agreed or strongly agreed that homework helped them improve reading comprehension skills. Similarly, 26% of students believed that homework helped them improve speaking skills, 42% of students agreed that homework helped them improve essay writing skills, and 28% thought it improved listening skills. A majority of 68% of students agreed or strongly agreed that homework helped them improve grammar and vocabulary. Additionally, 34% thought it helped them improve pronunciation. However, there are a number of students who believed that homework had no significant impact on their language skills, such as 48% strongly disagreed or disagreed that homework helped them with speaking skills, 40% thought it didn't help them improve listening skills, and 36% with pronunciation situation.

The results indicate that homework has a significant impact on various language skills, with varying degrees of agreement among students. While 5% of students strongly disagreed and 0% disagreed that homework helped improve reading comprehension skills, 40% felt neutral and 50% agreed, with only 5% strongly agreeing. For speaking skills, opinions are more divided, with 5% strongly disagreeing and 5% disagreeing, but a slight majority (40%) agreeing and 5% strongly agreeing. The majority (55%) agreed that homework improved essay writing skills, while 15% strongly disagreed and 15% disagreed. Interestingly, everyone agreed or strongly agreed that homework helped improve listening skills, grammar skills, vocabulary, and pronunciation, with no one choosing options higher than 4 for the latter three skills.

Table 8. Impact of other factors on academic achievement

Non-specialized English students							English gifted students						
4: Impact of Other Factors on Academic Achievements							4: Impact of Other Factors on Academic Achievement						
No	Statements	Frequency (%)					No	Statements	Frequency (%)				
		1	2	3	4	5			1	2	3	4	5
1	A positive learning environment positively impacts my academic performance.	2,00	0,00	24,00	40,00	30,00	1	A positive learning environment positively impacts my academic performance.	5,00	5,00	30,00	45,00	15,00
2	Sufficient sleep and rest positively impact my academic performance.	2,00	0,00	20,00	46,00	32,00	2	Sufficient sleep and rest positively impact my academic performance.	5,00	5,00	25,00	50,00	15,00
3	Positive interaction with teachers positively impacts my academic performance.	2,00	4,00	26,00	40,00	28,00	3	Positive interaction with teachers positively impacts my academic performance.	5,00	5,00	35,00	50,00	5,00
4	Support from family positively impacts my academic performance.	2,00	0,00	26,00	40,00	32,00	4	Support from family positively impacts my academic performance.	10,00	0,00	45,00	40,00	5,00
5	Support from the school positively impacts my academic performance.	2,00	4,00	38,00	36,00	20,00	5	Support from the school positively impacts my academic performance.	5,00	5,00	40,00	35,00	10,00
6	Support from friends positively impacts my academic performance.	2,00	0,00	20,00	46,00	32,00	6	Support from friends positively impacts my academic performance.	5,00	5,00	25,00	55,00	10,00
7	Balancing life and studies positively impacts my academic performance.	2,00	0,00	18,00	48,00	32,00	7	Balancing life and studies positively impacts my academic performance.	10,00	0,00	35,00	50,00	15,00

Table 8 unveils the impact of some factors on academic achievement other than homework. It is reported that most gifted students (40%) and non-gifted students (46%) agreed with the benefits of a positive learning environment. A similar trend can also be seen in the figures for sufficient sleep and rest, positive interaction with teachers, friends' support, and life-study balance. Regarding family and school support, the two groups show some differences. While 40%

of gifted students concured on the positive effect of family support, 46% of their non-gifted counterparts remained neutral. About four out of ten students from the two examined groups stayed neutral about the advantage of school support.

2.3.3. Discussion

Regarding the results from the testing method, it is revealed that homework shows little significant impact on students' academic success in both groups. This result aligns with previous studies ([18]; [4]; [17]; [19]; [5]) while differing from some findings that highlight the positive impact of English homework on academic success ([16]; [2]). Cooper (2006) found that this could be attributed to excessive homework, resulting in diminishing returns, particularly stress and sleep deprivation. The difference for Group 1 may stem from the types of homework assigned, which consist of extensive multiple-choice questions rather than focused vocabulary or grammar sections. Teachers, however, have the tendency to design homework using various available sources on the Internet, without checking the content and without clear objectives in mind. Meanwhile, apart from a weak, positive relation between homework correction and pre-test, the non-existent relation between homework and students' academic achievements among Group 2 can be ascribed to their language proficiency, and their improved performance is due to the quality of gifted education and a specialized curriculum [22].

Notably, pre-, mid-and post-tests are closely related, showing gradual improvement likely due to factors other than homework, such as previous academic background [23]. Homework completion and correction do not predict the pre-and post-test well, with a negative correlation with mid-test scores. Further research of the regression algorithm indicates that homework correction has a significant effect on pre-and post-test scores, contrary to Hayward's (2010) [2] study, which found a positive relationship between assessment scores and homework scores due to the time invested in homework completion and correction. Further research is needed to explore these findings and improve the model.

The self-perceived survey, on the other hand, indicates that the majority of students from both groups agree on the positive effects of homework on academic outcomes. This result has been stated in some studies ([24]; [20]).

Students from both groups agree on the significant impact of homework on their learning experience. Despite its advantages, homework causes significant feelings of being overwhelmed, affecting their free time and sleep. This supports the findings of Kohn in 2006 [19], highlighting homework potential negative effects on mental health. The students also find homework beneficial for test preparation, aligning with Prommin's (2019) [25] finding. Homework is beneficial for revising for tests, increasing confidence, and helping to familiarize students with test questions. Similarly, it is evident that homework can be beneficial for improving language skills and language components. Mohammad (2016) [26] found homework beneficial for overall language learning experience, yet the currently used homework at school does not improve students' language skills at all. Many EFL learners tend to quickly complete their homework just before class, while others do not dedicate the required amount of time to it.

Most students also perceive the benefits of external factors to their academic success. This supports previous studies regarding the positive effects of learning environment, sufficient sleep, family support, teachers and peers support and life and study balance ([27]; [28]; [29]; [30]. It is evident that while a cheerful atmosphere enhances student motivation and knowledge retention, sufficient sleep aids focus and performance. However, there is a difference between two groups regarding family support, being more influential for non-gifted students; gifted students, on the other hand, tended to be more independent due to their higher language proficiency. Peer's influence is also beneficial, as further discussions on a particular subject may help them gain valuable insights. Finally, balancing life and studies is widely believed to help the students avoid stress and excessive pressure.

The findings suggest that traditional homework may have a limited impact on academic success, particularly when it is not aligned with learning objectives. Educators should prioritize quality over quantity by designing purposeful. For non-gifted students, teachers can create assessments modeled on university entrance exams, concentrating on particular topics to enhance vocabulary and structure. While educators may reference online resources, they should not overuse and thus assignments should be tailored to match the students' proficiency levels. In contrast, gifted students should receive more challenging assignments to further develop their academic abilities. Ultimately, a balanced approach to homework can enhance student engagement and preparedness while minimizing the risk of burnout and promoting mental well-being.

3. Conclusion

This study underscores the complex and varied effects of homework on academic performance, showing only a weak correlation between homework completion and academic outcomes. While most students surveyed acknowledged positive effects, such as improved study habits and exam preparation, a small percentage reported negative impacts, including stress and sleep deprivation. The study also highlights that academic performance is influenced by external factors beyond homework. To improve homework's effectiveness, educators should focus on creating relevant and meaningful assignments, ensuring a balanced workload, and opportunities for self-reflection. Additionally, enhancing support systems, such as family involvement and tutoring, is essential for managing academic responsibilities. The study's limitations, including its narrow focus on only two classes and a brief duration, may not capture all factors affecting academic performance. Overall, a balanced approach to homework, combined with strong support from educators and parents, is crucial for achieving academic success while maintaining personal well-being.

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