

Teacher Feedback, Student Motivation, and Parental Involvement: Interconnected Factors in Homework Non-Completion among Moroccan EFL Baccalaureate Students
(Case Study of Ibn Batouta High School, Larache)

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Abstract

This study investigates factors contributing to homework non-completion among Moroccan second-year (baccalaureate) EFL students, specifically focusing on teacher feedback, student motivation, and parental involvement. In this context, the research was conducted at Ibn Batouta High School in Larache, Morocco. To achieve this objective, an explanatory sequential mixed-methods design was used. First, surveys were administered to 60 second-year EFL students (38 valid responses) in the Physical Sciences (PC) and Life & Earth Sciences (SVT) streams, as well as four EFL teachers. Subsequently, descriptive statistics were calculated, followed by thematic qualitative analysis. Although students reported positive attitudes toward English, they rarely completed assigned homework. In this regard, three interconnected factors emerged: first, teacher follow-up issues (infrequent homework checking, limited feedback, and exclusion of homework from grades); second, student factors (low perceived value of homework and weak self-regulation under a heavy science workload); and third, home factors (inconsistent autonomy-supportive parental supervision). Accordingly, evidence-based strategies identified include assigning brief, purposeful tasks; additionally, implementing routine oral/board checking with selective grading; and finally, providing specific feedback and guidance to students and families. Overall, the findings indicate that improving homework engagement in Moroccan EFL secondary classes requires focusing on homework quality and consistent follow-up (meaningful feedback and clear communication of purpose) rather than quantity. Therefore, schools should prioritize feedback-driven routines and supportive practices to boost student motivation and homework completion.

Keywords: Homework negligence, EFL students, Academic achievement, Teacher feedback, Parental involvement, Student motivation

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1. Introduction

Education is undeniably a pillar of social development. There is no way out of that. Morocco has initiated a number of reforms- the National Charter for Education and Training (1999) and the Emergency Plan (2009), among others- to improve quality and equity in education. However, schools cannot be solely held accountable for learning; there is a need to recognize the key role of homework in connecting the two environments of classroom instruction and independent learning.

Overall, the empirical evidence for homework effects is small but positive. This evidence is stronger at the secondary level, stronger for homework in math or science, and importantly, it is as important what teachers follow up on as what they assign (Guo *et al.*, 2024; Fan, Xu, Cai, He, & Fan, 2017). For example, Masalimova *et al.* (2023) reviewed homework in science education and noted that homework assignments can enhance students' achievement and attitudes towards learning. Providing feedback on homework in EFL contexts (e.g. oral or board checking, or collecting and grading) leads to better student performance than merely acknowledging completion (Rosário *et al.*, 2015; Núñez *et al.*, 2015). Motivation and self-regulation factors (such as perceived purpose and time management) predict homework completion (Xu, 2021). Involvement of parents is a double-edged sword: autonomy-supportive help correlates with better outcomes, while controlling parental support can be counterproductive (Fernández-Alonso *et al.*, 2022). Recent meta-analyses likewise highlight this: Wang *et al.* (2024) and Ateş (2021) find that greater parental engagement in homework generally corresponds to higher student achievement. These observations fit with my field notes in Larache, where inconsistent feedback and low perceived value act as disincentives for homework completion.

Due to its international importance in Morocco's curriculum, English receives sustained attention. Teachers often assign English homework to expose students to the language outside class. In Larache we noted striking contrasts between students who value and complete homework and those who do not. This action research therefore focuses on these two groups to identify reasons for non-completion and to propose evidence-based responses.

2. Research Problem

Homework is intended to promote learning outside of the classroom, in preparation for the next day. Over time, it seems to have a beneficial albeit small overall impact in secondary education, which is explained mainly by the type of follow-up the teachers provide more than the quantity of assignments (Ozyildirim, 2022; Fan et al., 2017). Educational systems that provide a moderate amount of well-defined homework are generally better suited than those that focus solely on quantity (OECD, 2014, 2022). In English as a Foreign Language (EFL) contexts, regular assessments—whether oral or written—and grading are found to be more beneficial than simply

checking for task completion (Rosário et al., 2015; Núñez et al., 2015). In addition, self-regulation and intrinsic motivation greatly affect outcomes (Xu, 2021), and parental support emphasizing autonomy is superior to intrusive control measures (Fernández-Alonso, Álvarez, & Muñiz, 2022).

In the science stream of Ibn Batouta High School, for example, second-year EFL students do not pay attention to their homework. Observations and questionnaires indicate three interrelated causes leading to this problem: Teacher behavior—as homework often is not given with clearly defined objectives or counted as grade points; Student behavior—as homework is viewed as worthless, as students are overly pushed with science and do not handle the material skillfully; and Home behavior—parental monitoring often varies. "Homework negligence" thus seems to have many components, in terms of teachers' attitude, student motivation, self-regulation, and parents' caring. This research investigates the local causes of this and proposes interventions—such as short daily feedback mechanisms, defined assignment objectives, workload adjustments, and increased parental guidance—to increase homework involvement at Ibn Batouta High School.

3. Significance of the Study

It is significant research in many ways. Instructionally, it raises an inexpensive-focused strategy—structured follow-up and feedback on homework—that predicts higher completion rates and academic achievement; methods such as oral exams, board evaluations, and selective grading are more effective than merely checking for completion (Rosário et al., 2015; Núñez et al., 2015). Brookhart (2017) also highlights the effects on learning with timely and specific feedback on student assignments. For students, this study highlights motivation and self-regulation: increasing understanding of the purpose of the tasks and workloads will lead to more effort from the learners (Xu, 2021). It also analyzes socioeconomic trends, observing that the idea of “more is better” only applies when homework is achievable and carefully organized (Fan et al., 2017; OECD, 2014, 2022). These results would also help school administrators formulate clear feedback and workload practices—in addition to maintaining a clearer overview of future assessments. To establish credibility and transferability, the explanatory sequential mixed design with triangulated analysis aims at methodological validity. In conclusion, the present study offers context-informed and evidence-based recommendations to improve homework participation in Larache and similar secondary EFL contexts.

4. Research Questions

The study addresses the following questions:

1. **What reasons discourage** 2nd-year science-stream EFL students from doing homework?
2. **What are their attitudes** toward homework?

3. **Which strategies** can motivate and encourage these students to complete homework?

5. Research Objectives

- Identify reasons for negligence and incompleteness of homework.
- Describe attitudes of 2nd-year science-stream EFL students toward homework.
- Propose practical, evidence-informed strategies to improve completion.

6. Research Hypotheses

H1 (Teacher practices): Infrequent checking, feedback, and grading contribute to negligence.

H2 (Student factors): Low motivation and self-regulation contribute to negligence.

H3 (Parental role): Limited, non-supportive parental involvement contributes to negligence.

7. Research Design.

In this research, the explanatory-sequential mixed-method study design was utilized, and the quantitative results obtained through a student questionnaire guided the conduct and interpretation of qualitative interviews with EFL teachers. Although the study was influenced by action research and not without its principles, especially the need to identify classroom problems and to suggest pedagogical improvements, it did not employ a complete action cycle (plan–act–observe–reflect). The nature of the design is therefore diagnostic, exploratory in the main to better understand the determinants of homework non-completion within the community. In a bid to avoid conceptual overlap, “homework non-completion” was included as the behavior being targeted, with teacher-, student-, and home-related elements considered potential predictors of this behavior. The difference facilitated the surveying and interviewing instruments for testing potential predictors of response rather than the response itself.

7.1 Research Setting, Sampling, and Non-Response Considerations.

The research was carried out in Ibn Batouta High School, Larache, for two intact second-year Baccalaureate classes—these are Physical Sciences and Life & Earth Sciences. A total of 60 questionnaires for students in each of these two classes was administered. Of these, there were 38 valid questionnaires returned (63% response rate). Because homework negligence is the research topic, the comparatively high non-response rate poses the potential for systematic non-response bias: students who consistently fail to perform on academic tasks may be less likely to respond to questionnaires. As a result, the valid sample of this subject may underestimate the actual incidence of negligence. We acknowledge this limitation and consider it in Section 9. They were transparent about how missing data had been handled. For items containing high gaps, descriptive statistics were reported exclusively for valid cases and item-level sample sizes (N valid) are presented in all relevant tables. In the domain of parental

involvement, the internal sample dropped significantly to $N = 5$, which severely restricts its reliability and interpretability.

7.2 Instrument and Data Collection.

The final questionnaire included 14 items (6 Likert-scaled questions, four multiple-choice answers, and four open-ended questions). A pilot test with six students gave the average completion time of 12 minutes and a full administration of about 15 minutes. Two ambiguous items were discarded in validation to yield the 14-item instrument. The data were recorded at first 15 minutes of a one-session-a-day regular classroom. Participant participation was anonymous and voluntary, and the participant responses were not assessed.

8. Data Analysis.

Descriptive statistics (frequency and percentage) were used to summarize patterns of homework behavior and relevant variables. Because of the following, inferential statistical testing was not conducted in the study, while the hypotheses (H1-H3) for contributory relationships between variables were formulated:

1. High frequency item-level missingness (especially for parental involvement) which impairs statistical power.
2. The research had a diagnostic and exploratory aim, that is, to find local patterns rather than test broader causal relationships.
3. Note that meaningful inferential testing needs stable sample sizes of items (unobtained, for example, for some of the child-and parent/guardian involvement items, at a $N = 5$ size).

In response, this study tries to avoid causal or contributory claims made in light of these limitations. Rather, descriptive quantitative findings informed development and interpretation of the qualitative interview stage. Data from teacher interviews was analyzed on a thematic basis. Codes were obtained inductively and a qualitative coding process was applied, and thematic analyses and themes were presented as patterns (mixed with other themes and comparisons with quantitative patterns through methodological triangulation). For instance, where there was a divergence in report from teacher and student perspectives (e.g., around homework checking practices), the study gave preference to student reports as the accounts of classroom routines described by students to describe classroom routines while also using teacher interviews to contextualize policy intentions; however, this account was secondary analysis and used interviews with teachers to describe policy intentions.

10. Literature Review

Definition of Homework

Homework consists of assignments that teachers give students to do outside the classroom, which aim at reinforcing learning, preparing in advance some of the classes to come, extending practice beyond what has been studied, or to stimulate student independence and self-discipline (Cooper,

Robinson, & Patall, 2006; Ramdass & Zimmerman, 2011). In the context of English as a Foreign Language (EFL), homework offers the opportunity of practice and exposure to concepts that are hard to obtain during the limited period of class time—for example, spaced vocabulary practice, fluency in reading or listening, and focused writing tasks (Nation, 2013). At a cognitive level, well-organized homework relies on retrieval practice and spaced repetition, known to have positive learning effects (Roediger & Karpicke, 2006; Cepeda et al., 2006). Homework helps students rehearse and prepare and increases time management and self-regulation skills. It reflects student progress and bridges the gap between home and school, which is useful knowledge for educators and parents. The benefits of assignments therefore depend on the quality of the work being done, clarity around the objective and feedback not only on how many works are being assigned (Fan et al., 2017; OECD, 2014, 2022).

Role of Homework

Homework allows for extended practice, metacognitive planning, and retrieval/spacing cycles that lead to mastery for students. Having a clear purpose and suitable difficulty in whatever task assigned can facilitate motivation and self-regulated learning among students (Ramdass & Zimmerman, 2011; Roediger & Karpicke, 2006).

Homework can also be a low-cost formative signal for teachers about what students understand and misconceptions that arise, relevant depending more on the time with, than the number of tasks, therefore students learn more effectively if teachers respond with high frequency to a quick oral/board checking and gathering/grading homework rather than check only to ensure that the task is completed (Rosário et al., 2015; Núñez et al., 2015).

Similarly, homework can offer a bridge between home and school, but evidence shows that this link doesn't necessarily translate to that "more is better". Homework benefits, say, in high school, are small but still positive. However, overuse makes it more likely that these benefits will diminish. The implications of homework for students vary depending upon their socioeconomic background (Fan et al., 2017; OECD, 2014, 2022). In an EFL environment as similar to that of Ibn Batouta High School, quality as not quantity should be of high priority. Teachers should facilitate an explanation explaining the purpose of the required elements within the assigned activities which might be practice based on vocabulary to practice in spaced forms or, on the contrary, short fluency-based exercises. Instead of being strict in controlling students, teachers are encouraged to give feedback and create atmosphere in which they can become independent and maintain the development of self-confidence (Fernández-Alonso, Álvarez, & Muñiz, 2022).

Overview of Earlier Studies

Findings in the broader literature have been mixed: meta- and review studies report positive associations with achievement (e.g., Paschal, Weinstein, & Walberg, 1984), while critiques emphasize potential negative spillovers on family life and equity (Kralovec & Buell, 2000), and cross-national comparisons complicate simple quantity–outcome links (OECD, 2014).

Contemporary Evidence in EFL/Secondary Contexts

Over the past decade, the growing body of literature has refined, but not refuted, our understanding of homework in secondary education, especially in EFL classrooms. The debate no longer revolves around being completely for or against homework. Instead, recent research provides a balanced perspective: as mentioned earlier, homework shows small but promising results; however, gleaned fruitful outcomes should not depend on the quantity assigned but instead on how it is designed and followed up (Hattie, 2009). For EFL contexts like Ibn Batouta High School, the focus should shift to creating better-structured and scaffolded tasks (Nation, 2013).

For the last thirty years, a large-scale meta-analysis has revealed that the correlation between homework and scholastic achievement is modest but becomes stronger at the secondary level (Fan, Xu, Cai, He, & Fan, 2017). This implies, although homework is not a guaranteed solution, it is still perceived as a valuable tool when used purposefully, particularly for skill-building and assisting in achieving short-term objectives. These findings are in congruence with earlier syntheses (Cooper, Robinson, & Patall, 2006), which cast light on the significance of placing more emphasis on how teachers structure, explain, and follow up on homework rather than on how much of it is assigned.

International studies indicate the broadly accepted position that it is advisable to focus on quality, rather than quantity, in assigning homework. The Organisation for Economic Co-operation and Development (OECD) reports that systems that assign an average amount of homework tend to perform better than those that assign very large amounts, or very little. However, the patterns of homework assigned also vary according to the socio-economic status of families: children from more privileged families not only spend more time on homework, but also receive more assistance (OECD, 2014; OECD, 2022). The implications of these findings include two key observations: assigning more homework does not necessarily lead to higher achievement, and ineffective homework practices can ultimately exacerbate existing achievement gaps. In order for homework to facilitate effective learning, and not replicate existing inequalities, schools need to focus on articulating quality learning expectations, appropriately sized learning tasks, and providing conditions of learning that are available to all students.

In EFL situations, research demonstrates that how the teacher **interprets** homework is more consequential than the potential of homework itself. Rosário *et al.* (2015) showed that oral checking, board review, and collection/grading are far more effective than checking completion alone. Similarly, Núñez *et al.* (2015) found that when students perceive homework feedback as regular and specific, they report increased completion, better time management, and improved performance. In short, homework is most effective when teachers complete the feedback loop linking classroom learning to students' independent practice (Rosário *et al.*, 2015; Núñez *et al.*, 2015).

Motivation and self-regulation are also essential. Students tend to engage with homework when they understand the nature, purpose, and relevance of tasks. In a large sample of over 5,000 secondary students, Xu (2021) found that perceptions of clarity and usefulness strongly predicted effort and completion. Consistent with this, Arnesen (2024) found that middle and high school students with stronger self-regulation skills were significantly more successful in their learning and homework engagement. For science-stream EFL students with heavy workloads, homework is most effective when it is short, focused, and chunked (e.g., spaced vocabulary practice, short writing tasks). Research cautions not to lower academic challenge; rather, teachers should signal incremental progress so that students see tangible results. Students are more willing to invest time and effort when they can perceive their own learning gains (Zimmerman, 2002).

Parental contribution is also a factor: **how** parents help matters more than **whether** they help. Meta-analytic evidence shows that generic parental help can be neutral or even negative, whereas **autonomy-supportive involvement** (arranging routines, supporting planning, prompting reflection) has positive outcomes (Fernández-Alonso *et al.*, 2022). In line with this, Xu *et al.* (2024) report that autonomy-supportive parental involvement in homework is significantly associated with higher student achievement. Schools can thus instruct families to minimize direct help (e.g. doing homework for the child) and instead teach students planning and independent problem-solving, and encourage parents to review teacher feedback rather than solve tasks themselves.

Cumulatively, this body of research suggests that improving homework completion requires shifting away from sheer quantity toward an evidence-based, balanced approach: assign moderate, purposeful tasks; explain clear purposes; establish routine checking and feedback; and nurture student autonomy (Wisniewski *et al.*, 2020). Such practices can improve motivation and achievement without overburdening students.

Equity must also play an important part in all processes. Given that access to resources and supports are affected by many ways socioeconomic status impacts the student, teaching with guiding examples, success criteria, and various substitution materials such as offline vocabulary lists or recordings will assist teacher-term decisions to update and improve homework experiences for all students. Grading homework assignments in a way that educationally

encourages students to complete homework assignments but holds them accountable without any penalties for completing homework as a result of serious and unpredictable structural constraints would also enhance student equity. Providing families that are multilingual with more straightforward handouts to provide practical tips for autonomy-supportive involvement is another way to lessen inequity while improving student, and family, engagement (Sirin, 2005).

Lastly, to monitor ongoing qualitative and quantitative improvements to homework practices, schools can implement one or more possible feedback loops. Some departments may choose to track critical indicators, such as the assignments that included explicit purpose statements, the assignments that were reviewed in class, and how long it took to provide feedback on assignments. If departments also distributed student indicators, for example, homework inquiries that were clear and homework tasks inquiring about changes in student learning in direct response to feedback, they may communicate that homework is about a process of learning rather than a mechanical experience (Black & Wiliam, 1998).

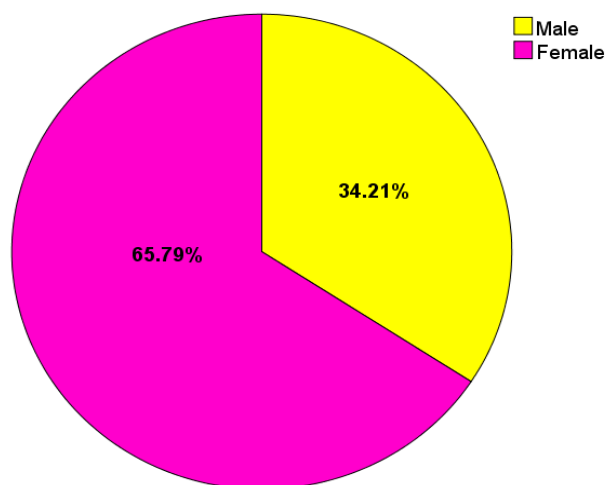
In a nutshell, research in EFL settings at the secondary level points to the need to shift away from merely giving “much homework” toward an intelligent, evidence-based, balanced approach. This will take the form of a moderate, meaningful tasks structured to boost classroom learning, provide regular feedback, trigger motivation, and create a supportive, autonomous family environment.

11. Results

11.1 Presentation and Analysis of Findings

- 11.1.1 Results Related to the Students' Questionnaire

Section A: Demographic information



The figure shows the distribution of the total number of informants of both sexes. Apparently the vast majority goes to the female respondents who make up more than half of the total number in each class. Yet, it is worth to mention here that the gender has no significance to the course of the study in question. It is just dedicated by the randomly administrative distribution of both genders into mixed classes in which female students outnumbered their counterparts.

1. Do you like English?

N	Valid	38
	Missing	0

Table 1	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	35	92.1	92.1	92.1
no	3	7.9	7.9	100.0
Total	38	100.0	100.0	

Almost all informants said yes. They firmly stated that they do like English as much as they like to learn it. The reason behind such inspection is to find out the informants' attitude towards English as a school subject. The negative or positive attitude towards any given language has a tremendous wash back effect on the learners' propensity on their overall academic achievement. This even spread to doing or undoing homework assignments. Equally important, knowing their attitude, the informants may help to pin down the underlying factors that lead to their negligence of homework assignments. If not, this research must be re-oriented to investigate other areas to spot the real issue. Drawing some insights on that premise, the positive attitude towards learning English is a driving force for learners to learn, study, and do their homework assignments with a maximum pleasure. Therefore, asking the question whether the informants like English or not was pertinent to feed the study under investigation. Interestingly, the statistics above on the table are striking evidence that English is of a paramount importance to the informants regardless of their motives. **92.1%** of them agree upon the fact that they like English whereas only **7.9%** answered with the opposite. The latter may have factors that resulted into such negative attitude towards English which in turn led to the negligence of the homework assignment. These factors will be further investigated in detail later on in the course of data analysis.

Section B: Homework assignment

1. Do you like to do your homework?

Valid	38
Missing	0

Table 2	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	27	71.1	71.1	71.1
No	11	28.9	28.9	100.0
Total	38	100.0	100.0	

The table above shows the attitude of students towards doing homework. Though closer, the percentage of both those who said “yes” and those who answered with “no” seems to reflect a wide-dispersed attitude towards homework assignments. **71.1%**, constituting the majority, argued that they do like to perform what they were assigned to do whereas only **28.9%** stated the opposite, which form lesser than less than half of the majority. By implication, this research should be more concerned with the latter that appears reluctant when doing homework. Reasons such as laziness, disinterest, and lack of curiosity and relevance of the homework per se, even the amount of the assigned work may lie behind student’s negligence of homework. Yet, it is hard to tell which one of them seems to virtually have more weight than the other. It is believed that any one of those reasons can be possible. To avoid jumping into conclusions, however; it suffices to state that there is a positively agreed-upon attitude towards doing homework with regard to the **71.1%** stated in the table above. Nevertheless, raising a pertinent question is quite significant to know if such positive attitude leads to either doing or neglecting doing homework. Therefore, it will be made clear in the table below and further by what follows later in the course of analysis.

2. Do you do your homework?

N	Vali	37
	Missing	1

Table 3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	21	55.3	56.8	56.8
	no	16	42.1	43.2	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
	Total	38	100.0		

This table shows the results gleaned as to whether students do homework or not. As statistically represented above, **56.8%** stated that they do their homework as compared to **43.2%** argued the reverse. This statistics shows a moderate correlation among informants, but simultaneously raises some doubts. On the one hand, the correlation is made clear by the roughly equal results in which the difference among them forms only **13.6%**. On the other hand, this correlation puts into question both the informant's positive attitude toward doing homework and practically doing it. Such inconsistency may reflect that the negligence of homework may not necessarily be due to issues related to the nature of homework itself such as the density, irrelevance and failure of the assigned material to whet the student's appetite, to name but a few, but it can also be to the kind of teaching methodology adopted. Likewise, it may grow out of the negative attitude stemming from the teacher's behavior that renders the homework an ordeal that the students are regularly supposed to unwillingly undergo. These aforementioned potential reasons are only instances among others that surely lead to the negligence of homework. Probably this partially explains such controversy, and at the same time the inconsistency, for those who state that they do like homework but they practically don't do it. However, I deemed necessary to raise another question for those who claim they do homework how often they do so. In the table below this question was further investigated to glean some answers.

How often do you do your homework in English?

N	Valid	31
	Missing	7

Table 4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	18.4	22.6	22.6
	Usually	13	34.2	41.9	64.5
	Sometimes	7	18.4	22.6	87.1
	Rarely	4	10.5	12.9	100.0
	Total	31	81.6	100.0	
Missing	System	7	18.4		
Total		38	100.0		

The table above shows the frequency of doing homework by the informants. The results indicate varying degrees as to how often the assigned homework is completely done. **22.6%** argued that they always do homework and **41.9%** of the informants stated they usually do so whereas **22.6%** said sometimes and the rest who said rarely formed **12.9%**, which represented the minority. Checking the whole results against each other, those who stated that they usually do the homework is the greatest percentage of remaining percentages, **22.6%**, **22.6%**, and **12.9%** respectively. Based on these results, it seems that students do homework regardless of whether or not they like doing it. In more detail, no matter how irrelevant, unappealing, dense or even tedious that the homework may appear to be, students do perform what they are assigned to do. Probably it is because there is no alternative for students but to undergo the long, monotonous hours of study at home working out the tasks they are told to do just because they have to and not because they find pleasure in doing it. Such ordeal, if exposed to on a regular basis, may increase a negative attitude towards it. This unpleasant feeling may even go intense with the homework being associated with the parent's regular insistence exerted on their children to do it out of their unwillingness. In other words, if their children don't perform the tasks they are told to do, the parents may enforce various punishments such as detentions, depriving from pocket money, to name but a few. These measures taken against the students for undoing homework are likely to lead to the negligence of the homework and perhaps, if extended, it may even increase negative attitude towards school. Yet, it is worth to mention here that not all the participants who argued that they do homework rely on themselves while doing it, there are students who take advantage of some external help. Family members such as parents or sisters and brothers or even friends may do the homework instead. Such dependence of students, especially if it is heavier, on others to do their homework in their

shoes surely has negative results on the overall academic achievement. Put plainly, learning takes place only when a learner takes it seriously and carries it out on his/her own with some external help when necessary. Thus, I deemed it important to ask our informants if they seek such external help in the first place.

3. Does an adult help you to do your homework?

N	Valid	36
	Missing	2

Table 5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	13.2	13.9	13.9
	no	31	81.6	86.1	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
	Total	38	100.0		

Interestingly, that question was answered in the table above. When the respondents were asked if an adult helps them to do their homework, their response was statistically significant. **13.9%** stated that they do get some help from others while **86.1%** argues that they don't. These results make visible a high discrepancy, which is positive by far. It implies that students do the assigned tasks on their own with a very little resort to external help. If this is so, then one should be optimistic to the fact that students are benefiting from doing their homework and taking the most effective of it on their own. However, some reservations must be made here. Though the informants' response may seem to be promising, yet, it may also be misleading. In other words, when the student's assigned homework is done, it is hard for teachers to tell if students do it on their own as long as the tasks are not completed under their guidance and supervision. As a result, teachers will have no idea of the true progress of their students' achievement as they find it difficult to know who really did the task (**Kralovec & Buell, 2001**). Therefore, some teachers are sometimes surprised with some of their student's constantly low academic achievement at school while they are always completing their homework assignments. Further investigation, then; was made to know who really does the homework for the students if they ever resorted to seek help from their family members. The table below will shed some light on this question.

4. If yes, then who helps you?

N	Valid	5
	Missing	33

Table 6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	1	2.6	20.0	20.0
	Sister	4	10.5	80.0	100.0
	Total	5	13.2	100.0	
Missing	System	33	86.8		
Total		38	100.0		

As introduced in the table 6, the respondent's response to this question doesn't represent much statistical significance as to the degree of the student's reliance on their family members in completing their homework for them. Such dependence was limited only to receiving help from their fathers and sisters. However, it must be noted here that the father was mentioned only **once** whereas the sister **4** times with **33** left the question unanswered. According to the results shown above in the table, the **33**-missing values and the very little reliance on family members to do the tasks for their children underpins the belief that the students are completing the homework on their own without resorting to other's help but only when needed. Such independence on one's own may be related to the fact that BAC students, at this age, became mature enough to take charge and self-regulate their learning process with a gradual emancipation from others. Nevertheless, when such help seems unavoidable, the question is how often students ask for it. This will be dealt with in the table 7 below.

5. Specify how often you get this help

N	Valid	5
	Missing	33

Table 7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	2.6	20.0	20.0
	Sometimes	1	2.6	20.0	40.0
	Rarely	3	7.9	60.0	100.0
	Total	5	13.2	100.0	
Missing	System	33	86.8		
Total		38	100.0		

When the informants were asked how often they ask for help from their family members when they desperately need to, the results in the table above showed that the students don't resort to it that much. Only one respondent stated that he/she always asks for help from family members in getting the homework accomplished and only one student who argued that he does so sometimes with three respondents stated they rarely do so with 33 of the informants left the question unanswered. This further confirms the aforementioned results emphasizing that most of the informants questioned are left to complete their homework assignments on their own. This implies that students may find some difficulties while doing their homework as the following question illustrates.

6. Difficulties and reasons that hinder students from not doing and completing their homework assignments.

All students, no matter how satisfying might be their academic performance, face certain difficulties in doing and completing their homework. However, the intensity of these difficulties can vary from a student to another, which encourages us to ask the investigated students about the challenges that face them while doing their homework assignments. The results (28 answers are valid while 10 answers were missing i.e. participants did not answer those questions) found are presented in the following table:

N	Valid	28
	Missing	10

Table 8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	• I don't have enough time	4	10.5	14.3	14.3
	• I find the assigned homework difficult to understand what and how to do it	18	47.4	64.3	78.6
	• I totally dislike doing homework	2	5.3	7.1	85.7
	• I do not do it because the teacher does not check it	3	7.9	10.7	96.4
	• A waste of time	1	2.6	3.6	100
	Total	28	73.7	100	
Missing	System	10	26.3		
Total		38	100		

The table above palpably demonstrates that an overwhelming majority of the participants do find the assigned homework difficult to understand in terms of what and how they should do it. Thus, **47.4%** of the population state that they do not do and complete their homework because they find it difficult to understand what and how to do the assigned homework. It seems that these students do not understand the lesson and the instructions very well in class. Another category of informants **10.5%** state that they do not do their homework in English subject because they do not have time. Since these students belong to PC and SVT streams, they give great importance to scientific subjects such as physics and math which have a coefficient of '7' in comparison with English subject which has a coefficient of '2'. Furthermore, **7.9%** of the participants attribute the reason for not doing the homework to the teacher's absence of homework constant and regular checking. In other words, the teacher assigns some pieces of homework for their students to do at home but since they do not check the assigned homework constantly and regularly, students lose interest and motivation in doing the homework again. Last but not least, **5.3%** of the informants state that they do not do their homework because they do not like it. In this case, the teacher should make the homework motivating and worth doing for students. By implication, the teacher should incentivize and reward students for doing the assigned homework. Finally, **2.6%** of the respondents believe that homework is a waste of time. These students seemingly do not know the

real value of homework. More importantly, if the teacher does not encourage and motivate students to do homework assignments, they will not do them.

From the stated results above, I can deduce that the main reason that hinders second year baccalaureate PC and SVT students from doing their homework assignments is because they do not understand the lesson in class well enough. If the students do not understand the lesson well enough, I cannot expect much from them to do something based on the lesson unless they take evening classes, for instance. The teacher before assigning any piece of homework, they should make sure that students have understood the basics of a lesson and they have clearly understood the homework instructions as well.

Section C: Students' Attitudes towards homework assignments.

Students perceive homework differently. Every student has an idea about homework that others would not share with them. While investigating the students' perceptions towards homework, it was found out that there was a variety of 'for' and 'against' attitudes towards homework. In the following five statements, informants were asked to specify the degree to which they agree or disagree with such statements. The respondents' answers are classified in the following tables along with a succinct analysis afterwards.

1. I find homework assignments very interesting.

N	Valid	38
	Missing	0

Table 9		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	3	7.9	7.9	7.9
	Agree	18	47.4	47.4	55.3
	Neutral	11	28.9	28.9	84.2
	Disagree	5	13.2	13.2	97.4
	Totally disagree	1	2.6	2.6	100
	Total	38	100	100	

The findings presented in the table above patently show that **47.4%** of the participants agree with the statement that they find homework assignments very interesting, **28.9%** are neutral, **13.2%** disagree, **7.9%** totally agree and **2.6%** totally disagree. This statistical analysis displays that a high number of informants find the pieces of homework provided by their teachers very interesting for their learning. These students do understand the importance of homework to enhance their academic skills. They also understand that the amount of time they spend in class is not enough to go through all aspects of the lesson. Thus, homework is a supplement to the lesson.

2. Homework assignments are difficult and challenging

N	Valid	36
	Missing	2

Table 10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	6	15.8	16.7	16.7
	Agree	9	23.7	25.0	41.7
	Neutral	6	15.8	16.7	58.3
	Disagree	9	23.7	25.0	83.3
	Totally disagree	6	15.8	16.7	100
	Total	36	94.7	100	
Missing	System	2	5.3		
Total		38	100		

The above table plainly displays that **23.7%** of the informants agree while simultaneously the same percentage **23.7%** of the participants disagree with the statement that homework assignments are difficult and challenging. Further, **15.8%** of the participants totally agree, **15.8%**

totally disagree and **15.8%** chose to be neutral. Apparently, these results are not clear enough to come up with conclusions.

3. Homework assignments are too easy and a waste of time.

N	Valid	38
	Missing	0

Table 11		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	2	5.3%	5.3%	5.3%
	Agree	2	5.3%	5.3%	10.5%
	Neutral	5	13.2%	13.2%	23.7%
	Disagree	13	34.2%	34.2%	57.9%
	Totally disagree	16	42.1%	42.1%	100%
	Total	38	100%	100%	

It is plainly displayed in the table above that **42.1%** of the participants totally disagree with the statement that homework assignments are too easy and a waste of time, **34.2%** disagree, **5.3%** agree, **5.3%** totally agree and **13.2%** are neutral. The respondents have clearly demonstrated that the assigned pieces of homework are not too easy and not a waste of time as well. Thus, I can infer that although homework assignments are difficult, they are not a waste of time as they have a beneficial wash back effect on learners and learning as well. Moreover, by that it seems that homework status still holds valuable and a must-be tool for students to extend their learning during off-school hours and that there are more fruits to glean from homework assignments.

4. I learn a lot from doing my homework

N	Valid	38
	Missing	0

Table 12		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	17	44.7	44.7	44.7
	Agree	12	31.6	31.6	76.3
	Neutral	4	10.5	10.5	86.8
	Disagree	3	7.9	7.9	94.7
	Totally disagree	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

The finding results presented in the table above show that **44.7%** of the participants totally agree with the statements that they do learn a lot from doing their homework assignments, **31.6%** agree, **10.5%** chose to be neutral, **7.9%** disagree and **5.3%** totally disagree. Students who do their homework learn and acquire something new. It seems that within the process of doing homework, students are exposed to discover constantly new things unnecessarily relevant to what they are asked to do. Homework appears to open wider chances for self-discovery, self-regulated learning, embarking on new endeavors in acquiring something related to school work but also something novel that has to do more with basic life education. This is even expected to increase with higher degrees with students being surfing the net where there is much chance to search for more information with a click of mouse, interact with others, cooperate, collaborate and exchange expertise. It is only by homework's added value can be perceived and incarnated.

5. Homework helps me do well at school

N	Valid	12
	Missing	26

Table 13		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	3	7.9	25.0	25.0
	Agree	2	5.3	16.7	41.7
	Neutral	3	7.9	25.0	66.7
	Disagree	1	2.6	8.3	75.0
	Totally disagree	3	7.9	25.0	100
	Total	12	31.6	100	
Missing	System	26	68.4		
Total		38	100		

The findings as presented in the table above plainly demonstrate that **7.9%** of the participants totally agree with the statement that homework helps them do well in English classroom, **5.3%** agree, **7.9%** totally disagree, **2.6%** disagree and **7.9%** are neutral. On the one hand, a number of student's state that homework does help them do well in class i.e. they come to English session with good ideas in their minds that allow them to be active participants in the lesson. On the other hand, the same percentage of students **7.9%** states that even if they do homework assignments it does not help them do well in class. These students either copy the answers from their colleagues or make 'copy & paste' habit from the net without processing, analyzing and even understanding what they have copied. Indeed these students will be passive in the classroom as they do not make any efforts before coming to class except 'cheating'. In this respect, the teacher should clever to detect the students who invested time and energy searching for information to do their homework and those who copied and pasted already made answers.

Section D: The role of the teacher in encouraging students to do their homework

The teacher is considered as a sine qua none factor in the success of the teaching and learning process since they are capable of preparing students to be good citizens, able to integrate socially and professionally in their society by guiding them to acquire the essential skills and contributing in the edification of their personalities³. Therefore, I asked our informants four questions that

³ Supreme Education Council's annual report. (2008 Part IV: The teaching profession p .17)

address the role of the teacher in doing and completing homework assignments. The results are as follows:

1. Does your teacher correct the assigned homework?

N	Valid	38
	Missing	0

Table 14	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	6	15.8	15.8	15.8
no	32	84.2	84.2	100.0
Total	38	100.0	100.0	

The findings presented in the above table demonstrate that an ordinate number of participants **84.2%** state that their teacher does not correct the assigned homework and just **15.8%** state that their teacher does correct the assigned homework. I can conclude that, one of the robust arguments for students' negligence of their homework is the absence of the teacher's homework correction. When a teacher assigns a piece of homework and does not correct it with students in class, the latter become frustrated and demotivated. Indeed, it is difficult for a teacher to correct all students' homework assignments but they should correct it from time to time so that students always stay motivated and circumspect that they might be called on to submit their work. In fact, correcting students' homework from time to time is the best solution a teacher can employ to keep and maintain students' motivation and circumspection.

2. Does your teacher provide you with corrective feedback on your homework?

N	Valid	38
	Missing	0

Table15	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	5	13.2	13.2	13.2
No	33	86.8	86.8	100.0
Total	38	100.0	100.0	

The table above discernibly demonstrates that **86.8%** of the respondents are not provided with corrective feedback on their homework and **13.2%** of the participants receive corrective feedback on their accomplished homework. Teacher should always provide corrective feedback on students works so that students can know their mistakes and learn from them. Students who do their homework and are not provided with corrective feedback may keep doing the same mistakes if not corrected on the spot. Psychologically speaking, when a student does something, he/she always keeps waiting for beneficial feedback and positive encouragement from his/her teacher. Thus, a teacher should provide students with (written or oral) corrective feedback on their work.

3. Does your teacher reward you when you do homework?

N	Valid	38
	Missing	0

Table 16		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	13.2	13.2	13.2
	No	33	86.8	86.8	100.0
	Total	38	100.0	100.0	

The findings presented in the above table discernibly show that **86.8%** of the informants are not rewarded when they do their homework and just **13.2%** of them are rewarded. A teacher should reward the students who do their homework so as to incentivize them and at the same time stir up other students to do their homework.

4. Does your teacher punish you when you don't do your homework?

N	Valid	38
	Missing	0

Table 17		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	36.8	36.8	36.8
	no	24	63.2	63.2	100.0
	Total	38	100.0	100.0	

The results classified in the table above show that 63.2% of the participants are not punished when they do not do their homework whereas 36.8% of them are punished. Punishment in this context does not mean physical or mental torture but a kind of warning and rebuking towards students who do not do their homework.

5. If yes, how does your teacher punish you?

N	Valid	36
	Missing	2

Table 18		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Just warns me	10	26.3	27.8	27.8
	gives me minuses	9	23.7	25.0	52.8
	does nothing	11	28.9	30.6	83.3
	asks me to bring my parents	3	7.9	8.3	91.7
	dismisses me	3	7.9	8.3	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

As shown in the table above, teachers enforce a variety of punishments for undoing homework, but with varying degrees. **27.8%** of the informants state that they are just warned with roughly the same percentage of **25%** claim they are given minuses. Yet, **30.6%** argue that there is no punishment whatsoever while those who state that they are either asked to bring their parents or dismissed from class make up only **8.3%** respectively.

Though it may not appear to be enough, to warn or dismiss students for undoing homework is unable to guarantee that they will do it next time. If those procedures are all what teacher can do to increase the rates of homework completion, it probably cannot work with those students who bring a ready-made list of excuses for their homework negligence. Thus, taking further procedures other than warning or dismissing from class is much recommended. Of them both, involving parents is a convenient procedure that can be an aid to teacher for ensuring homework completion by students.

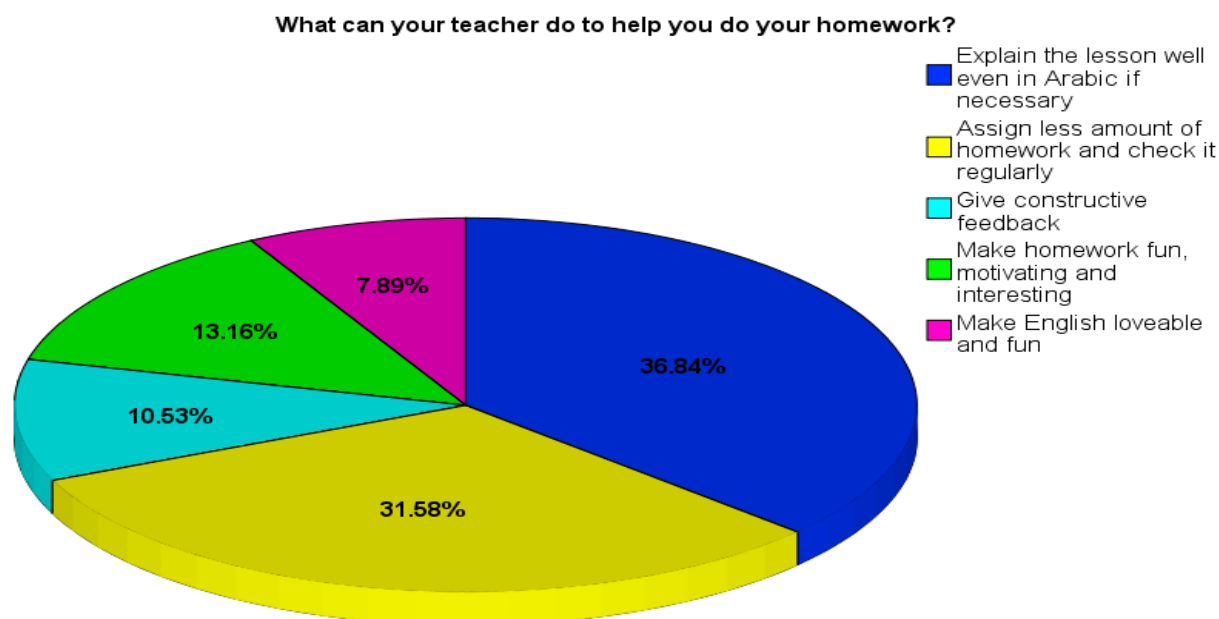
Yet, while warning seems to fall short, giving minuses is worse. Distributing randomly minuses to students for undoing homework is by no means unpedagogical. The aftermath may vary for doing so. If such procedure is enforced, then most of students, either distinguished or underachievers, may get frustrated and lag behind even further, which by principle goes against what homework is intended for. Also, students will start establishing a negative attitude towards homework with its perceived value being pointless and unproductive. This potential reductionist view to homework by students is only a result of being associated with punishment rather than rewarding and with boredom instead of having fun. Therefore, teacher's methods in dealing with homework negligence must be put into question and that rectifying is recommended.

However, in time, some teachers seem to be much concerned with students' homework regardless of some of their inconvenient methods, there are other teachers who show disinterest and carelessness. 30.6% of our respondents argued that teachers do not check homework assignments. It seems that some teachers only give homework because they are required to, or they don't perceive well the importance of homework. Irrespective of the reasons that may drive teachers not to be concerned with their students negligence of homework, they need to re-consider their approach and do their best to check, assess, and enforce some pedagogical procedures for undoing homework.

6. What can your teacher do to help you do your homework?

In an attempt to dig more into students' thoughts about homework assignments, I asked them an open question in which they can speak their minds freely. I wanted to know what students would expect from their teacher to do in order to motivate and help them do their homework. The findings were of paramount importance as they clearly provided us with the main reasons behind students' negligence of homework. The following table and pie chart represent the students' suggestions:

N	Valid	38
	Missing	0



According to the figure, it is palpable that an inordinate number of the participants 36.84% of the present study wish nothing but their teacher to explain the lessons well enough. Another category of participants want their teacher to assign less amount of homework and check it regularly. In other words, assigning less amount of homework and check it regularly is more effective than assigning a large amount of homework and not check it. Furthermore, 13.16% want their teacher to make the assigned homework fun, motivating and interesting. (Wisniewski et al., 2020) Some students would prefer their teacher to ask them to watch a movie and write a commentary or analysis; describe a picnic, etc. so that they would love to do the homework. Also 10.53% of the informants want their teacher to give constructive feedback for doing their homework. Finally, 7.89% of the respondents want their teacher to make English learning lovable. When students love to learn a subject, they would do their best to understand the lessons. Some students may hate a subject because of their teacher and thus they hate the teacher and subject as well.

According to the data above, I can conclude that the lack of understanding lessons is the main obstacle that pushes students to neglect their homework assignments. Some teachers may argue that they cannot satisfy the needs of all students and they cannot give students everything, rather they should guide and facilitate the tasks for students who should be responsible for their learning

by doing further reading and research on the lessons taught in class. However, students who do not grasp even the basics of a lesson in class and who do not take evening classes will find it very difficult to understand their lessons. Teachers' main task is to explain and make sure that students have understood the lesson then assign some pieces of homework for further practice and for reinforcement as well. EFL teachers, as an excuse, complain that because of time constraint they need to speed up to finish the whole program on time.

Therefore, I deduce that students' weak understanding of the lesson remains the most prominent hindrance in the completion of homework assignments. And this can be, in turn, attributed to several factors such as the length of the textbook and the commitment of the teacher to complete it in a specific time, which makes students overcharged with information in a short time period.

11.2 Teachers' Interviews

This section is devoted to shed light on the attitude of Ibn Batouta High School teachers towards homework assignments; its relevance, added value and usefulness, and the reasons of the student's negligence of homework. More importantly, the tail end of the interview is marked by asking teachers to suggest some of solutions that can be undertaken to help students do their homework. (Radhakrishnan et al., 2009) Going through, I have interviewed four teachers; all of them are females. The interview included questions that aimed to glean answers to be analyzed and checked against the results obtained from the questionnaire administered to PC and SVT students. To embark on this, what follows is a yes-no question as to whether or not teachers assign homework to students.

11.2.1 Do you give your students homework assignments?

The 4-interviewees unanimously agreed upon a yes-answer. This agreement may find its explanation in realizing the added value of the homework in the teaching and learning process; an efficient tool that should be used to serve such purpose. Also teachers may try to invest the time off during the non-instructional time to load their students with the school work they couldn't manage to cover in class. Homework also can be perceived as saving energy in that it works as a springboard to help students excel by self-regulating their learning instead of their teachers. It offers a good opportunity for the students to handle the learning on their own, although this may show teachers as a bunch of teachers perceived as lacking commitment waiting for the end of the month to count their salary. Apart from this potential misunderstanding, teachers believe in the very importance of homework and that it can help students learn more at school, (MetLife, 2007). Yet, whilst teachers assign homework to students, it can only be constrained to some skills and language aspects on the expense of the other skills and language aspects when the whole must be given its due. Therefore, I deemed relevant to raise the question below.

11.2.3 What are the major skills and language aspects that are usually addressed by the homework you assign to your students? Why?

The 4 interviewees, while assigning homework, agreed that they focus on reading, writing, grammar and vocabulary. To our surprise, none of our interviewees mentioned listening and speaking. Though significant, such negligence may be yet justified by the pretext that those skills are not part of the National BAC Exam. Therefore; teachers may see no relevance to prepare the students for skills already discarded by the ministry in charge, otherwise; it will be a waste of their students' precious time. Yet, if listening and speaking are ignored as being unimportant, students, who may treat them the same, will not be fully prepared in the future for jobs that require from them to have mastered higher listening and speaking skills while other skills are less demanded. Thus, students, at least occasionally, must be assigned homework including both listening and speaking.

Additional insight gleaned from the teachers' interview shows an emphasis on presentations, which indirectly targets speaking and interactional skills. As she put it: "Speaking, listening and interactional skills through assigning presentations (individually/in group) + presenting short texts (given by me) to enhance their public speaking skills." A teacher also notes giving "presentations: targeting students' speaking skills (to practise)" along with writing tasks. This demonstrates that some teachers do attempt to build oral competencies outside the BAC structure, offering a broader pedagogical rationale for homework beyond test preparation.

11.2.4 What is the kind of homework that seems to respond to students' interests?

According to the interviewees, the type of homework that is much assigned is the extensive one. They justified their choice by stating that the students enjoy this type of homework because it gives them an opportunity for self-discovery, especially if the tasks assigned are based on topics which satisfy their needs and interests. They also argued that the extensive homework sharpens the student's knowledge and reinforces classroom learning.

Teachers agree that student interest plays a large role in engagement. A teacher notes that "preparing a presentation is very interesting and engaging for students (especially common core students)." Likewise, he highlights success with topics such as "social media—a movie—gaming," suggesting that content aligned with students' lives enhances motivation. Some of the respondents agree, saying students respond well to "writing pieces when they express opinion and preparing something personal." These observations affirm the analysis that tailoring tasks to students' lived interests improves participation.

11.2.5 According to you, do homework assignments help you to present a lesson?

The interviewees commonly agree on the fact that homework helps them present a lesson. This appears to be true when the students complete doing their homework and come to the classroom fully prepared. As a result, it is estimated that more than half of teacher's work is considered done. And only it is after this that does the real nub of homework give its fruits and proves handy. Yet, teachers must not only perceive homework as a series of after-school tasks that require from students to perform and stop at this point. But they should bear in mind that it is also meant to be a part of the overall assessment not less important than taking exams. Put plainly, it is advisable that homework should be graded, too. And this is what drove us to ask our interviewees the fifth question.

11.2.6 Do you take into account homework assignments while evaluating students? if no, why?

Fortunately, the interviewees turned out to take into account the homework assignments while evaluating students. They argued that they take homework as part of the integrated activities because that would make the students assume responsibility for their acts and reinforce what they have done at school for longer retention. No matter how much it is allotted, homework is graded; and this is probably what matters most. Given this, it will certainly be a good strategy to increase homework completion rates. In other words, grading homework does encourage the students to do their homework assignments (Bafile, 2005; (Radhakrishnan et al., 2009) Northwest Regional Educational Laboratory, 2005). According to some experts, It also has good, powerful reverberations throughout the entire academic achievement of the students if graded instead of just assigned (Shellard & Turner, 2004; Dierson, 2000). Yet, some interviewees argued that they only make sure students do the assigned work by supervising and don't grade it because they believe homework is only a means to an end, which is improving student's academic achievement. Some other experts share the same belief like Cooper (1994a) and Mikk (2006). this made from grading homework a bone of contention that only can be put to an end by a well-conducted study to determine if it is useful or not.

One of the respondents affirms this point, stressing that "the teacher should make it clear for students that each homework is marked." This assertion implies that students are more likely to complete homework if they see it as part of their evaluation process. Another teacher adds that regular checking can be an effective habit: "check homework the next session." These remarks reinforce the view that integrating homework into grading practices fosters both accountability and motivation.

11.2.7 In your opinion, what are the possible causes that may hinder students from doing their homework assignments?

The interviewees suggested that students may find the homework boring or too difficult. Most of the time, they continued, they forget doing it. According to teachers, this is due to the bad time management. If so, it rests on the teacher's shoulder to teach them some effective study skills whereby they learn some organizational tools of which time management is a part. They attributed also the negligence of homework to the absence of motivation, the lack of teacher's supervision as well as to the short time left for leisure activities. Here the amount of time allotted to doing homework appears to be a serious issue. However, most of the studies that addressed this area found out that homework has positive effects when just a moderate amount of it is assigned, not too much not too little (McPherson, 2005; Sharp, 2001). Some other interviewees even argued that some students never do it because the English subject is not their priority. It probably stems from the fact that teachers may fail to establish a good rapport with their learners. If compiled over time, they start building a negative attitude towards the teacher and the school subject accordingly. Perhaps that what explains why some students do not show interest at all in it.

This theme was echoed strongly across teacher responses. One of the interviewees cited "lack of motivation and procrastination" as primary reasons for homework negligence. Another teacher identified several overlapping issues: "having other assignments," "lack of clarity about the task," and "not having someone to help." Meanwhile, a teacher emphasized "carelessness" and a "lack of discipline in the course." Together, these factors align closely with those identified through student data—particularly lack of time, task confusion, and teacher disengagement.

11.2.8 In your mind, what are some solutions that could be undertaken in order to help students do their homework?

Interestingly, the 4-interviewees suggested a set of recommendations or solutions that, if taken seriously, can be of great help to both teachers and students:

- No homework to be assigned on weekends and on vacations
- Offer praise for doing it
- Re-affirm its importance
- Letting students assess or grade their homework
- Reduce amounts of homework
- Communicate the purpose of homework with the students before assigning it.

- Stir the student's motivation through making the homework useful, interesting and varied.

Teacher responses closely mirror these points. They stress that educators should “go for intrinsic and extrinsic motivation tools” and strive to make tasks “enjoying and appealing,” suggesting this may require “creative attempts from the teacher.” They also provide a concrete suggestion for follow-up routines: “Correction at the beginning of each session... make it a habit.” She also reiterates the importance of “allocating time for homework” and reinforcing that “each homework is marked.” Some of them recommend making assignments manageable: “Make the homework feasible and avoid giving too many tasks.” All three teachers emphasize consistent follow-up and purposeful task design, confirming the study's conclusion that these strategies are key to improving homework engagement.

11.3 Discussion.

Across the quantitative and qualitative data, there appear to be many actionable patterns as well as some key divergences between teacher intentions and the student experience. Fewer than one in four students said that they received regular correction or timely corrective feedback, and teachers reported both assigning, and sometimes evaluating homework, but this gap indicates that checking may be more uneven in form and frequency (students consider many checks missing). These findings mirror research that suggests perceived frequency and quality of follow-up rather than assignment quantity predicts homework engagement and homework completion (Rosário et al., 2015; Núñez et al., 2015).

Task clarity was first identified as a proximal barrier. Almost half of respondents cited task comprehension as a problem; failure to clearly understand instructions or purpose increases the immediate cognitive cost of trying and ultimately decreases completion. This mechanism is in line with earlier work on cognitive load and self-regulation which has shown that clear purpose statements and scaffolded tasks increase adherence and effort (Xu, 2021; Zimmerman, 2002). In practical terms an assignment attached with a one-line purpose and specific example should reduce cognitive friction and improve completion.

Second, teacher follow-up and feedback seem central to motivation. The high incidence ($\approx 86\%$) of reported lack of corrective feedback and rare ($\approx 84\%$) correction corresponds to lower completion rates. Formative feedback and immediate teacher response close the chain of learning and add more value to homework, and so increase student utility for homework (Black & Wiliam, 1998; Brookhart, 2017). In addition, in our mixed-methods evidence review, feedback is not only incomplete for some students but is frequently late or very limited, lowering perceived value and hence effort to learners (Rosário et al., 2015). Interventions that render checking visible and predictable (e.g. short routine checks + selective collection) are consistent with previous research and feasible primary actions.

Third, workload interactions matter: the science-stream students are working on high-effort and clustered tasks, and they seem to look after tasks which are more important, and so de-prioritize EFL homework. This triage behaviour is described elsewhere and has also been found to be in line with previous findings that efficacy of homework depends on matching assignment difficulty with students' total workload (Fan et al., 2017; OECD, 2014). As such inter-subject coordination (e.g. simple timetabling rules or common deadlines) would effectively diminish unhelpful clustering and increase the likelihood of EFL completion.

Finally, the role of parents is ambiguous in this study as items on family involvement experienced extreme item-level missingness (e.g., $N = 5$ for some items). Meta-analyses show that autonomy-supportive parental involvement is beneficial (Fernández-Alonso et al., 2022), but we cannot reliably evidence this here; future data collection should include parental targets directly (e.g., meetings or by phone) to assess family mechanisms in this context.

As a whole, the study picks out local relationships — not causal effects — along the way to low-cost, testable levers: clarifying task purpose, instituting predictable checks with selective collection, synchronizing deadlines for teachers, and giving timely corrective feedback. A sample pilot (where one class is involved in these routines and a similar-but matched-class goes on with usual practice) would enable pre-post testing (Rosário et al., 2015) and basic inferential tests of whether these shifts improve completion rates, thus as indicated by previous studies (Fan et al., 2017).

12. Conclusion

After presenting and analyzing the fieldwork data, we can draw three main results with regards to the research hypotheses. The descriptive patterns were consistent with the anticipated factors in H1–H3, but cannot be considered statistical confirmation.

- The teacher could be the reason behind students' negligence of their homework assignments i.e. the homework is not constantly checked, corrected and evaluated.
- The absence of parents' constant checking of their children learning.
- The students are responsible for neglecting their homework assignments.

It has been statistically proven that there is a tight link between students' completion of the homework and teacher's reaction in terms of checking, correcting and evaluating. Parents also are responsible behind their children's' negligence of their homework as they hardly ever check their students' learning. Students also are responsible for neglecting their homework; students should be assiduous and do what their teachers ask them to do.

There are other results that can be drawn from the study including:

- Students do like to do their homework;

- Parents hardly ever participate in helping their children accomplishing their homework assignments,
- Homework holds an essential importance in absorbing and understanding the lessons covered in class;
- Homework helps to supplement what has been covered in class;
- Students who give much importance to homework are academically more knowledgeable in the target area than those who do not do their homework;
- Students' reluctance to fulfill their homework duties is mainly due to their failure in understanding the lesson in class and the lack of the teacher's regular and constant checking. (Trautwein et al., 2006; Rosário et al., 2015)
- Students are more likely to do the homework if it is motivating and interesting; (Wisniewski et al., 2020)
- Students who realize that their teacher does not care about homework (does not check, correct and provide feedback) they do not do it. (Rosário et al., 2015; Wisniewski et al., 2020)

Recommendations and implications

Based on the previously mentioned conclusions, keeping up with the constant changes and developments in the educational process, and hoping to increase the significant role of homework in advancing the scholastic achievement, different criteria and conditions should be taken into consideration, including the followings:

- Homework assignments should better be assessed, corrected and commented on with the aim of controlling students' understanding of the lesson, making them more interested and committed to their homework duties; (Rosário et al., 2015; Wisniewski et al., 2020)
- Homework duties should be allowed some time in class, at the beginning or at end of the session with an assessment of their performance;
- Teachers should adapt their homework assignments to fit their students' abilities and interest.
- Teachers need to give their students the opportunity to choose the way in which they prefer to accomplish their homework as well as the way in which they desire to present them in class, if necessary;
- There should be a variety of assignments in the homework, taking into account the mixed abilities and needs that exist between the students;
- The best accomplished homework would better be presented to the class, asking the performer to explain the ways through which it was accomplished;

- Teachers should not always include questions from the lesson in the homework so that students would not feel bored to perform it;
- Punishment and frustration should be avoided if the homework duty is not satisfactorily performed, giving a second chance for its accomplishment and providing assistance and guidance if necessary; (Deci et al., 1999; Cerasoli et al., 2014)
- There should be some coordination with the students' families concerning the supervision of the homework fulfillment. (Xu et al., 2024)
- Educated parents should provide help to their children in order to help them do their homework;

13. Limitations of the Study

Undoubtedly, there is no perfect study, and this study is not an exception. It has its own limitations and restrictions that can be summarized as follows:

- The present study focused only on the reasons that lie behind students' negligence of homework, I could not test whether or not the homework assignments per se have beneficial wash-back on students.
- The sampling only consisted of PC and SVT students at Ibn Batouta high school. In other words, the 38 informants of this study are not a perfect or complete representation of all the population of Moroccan 2nd year Bac EFL students. Thus the findings cannot be generalized to all Moroccan high school students.
- When I distributed the questionnaire to PC and SVT students, some of them did not give them back.
- The validity and reliability of the results of this study are limited to the honesty of the participants' responses to the questionnaire and interview.
- The analysis relied on descriptive statistics, preventing hypothesis testing.
- The above stated limitations, the findings in this study provide useful and invaluable insights in understanding of the basic reasons that push students to neglect their homework assignments.

14. Further Research:

1. The suggested strategies, such as selective grading, routine feedback, and the clarity of the assignments should be experimented with in order to glean the required inferential statistical data. This intervention is more likely to prove whether or not it contributes to the improvement of objective completion rates and scholastic achievement.
2. Future research is invited to further highlight autonomy-supportive parental practices to effectively evaluate its underlying factors and effectiveness by using focused qualitative

interviews. Overcoming the missingness of these items may glean the necessary, empirical data for an all-inclusive set of home-school strategies.

3. Cross-curricular workload analysis is needed to systematically assess how students spend time on diverse school subjects and how often they do or neglect homework across Bacalaureate streams (e.g., humanities vs. Science). The aim is to explore further how the difference in subject weighting (the institutional coefficient) affects students' self-control and how they prioritize subjects

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