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Homework in the Face of Change —Opinions of Early Childhood Education Teachers from the Podlaskie Voivodeship Schools

Sandra Kadłubowska¹**ABSTRACT**

RESEARCH OBJECTIVE: To find out the opinions of early childhood education teachers on giving homework to students in grades 1–3 in the light of the adoption of the regulation of the Minister of Education dated 22 March 2024.

RESEARCH METHOD: The research was conducted using a diagnostic survey method. A total of 106 early childhood education teachers from the Podlaskie Voivodeship schools participated in the anonymous survey.

RESULTS: Opinions shared by early childhood education teachers on giving homework vary. This is confirmed by an analysis of data on the frequency of giving homework and an analysis of teachers' free statements regarding the greatest benefits and the biggest difficulties resulting from the adopted regulation. They reply almost unanimously when asked if the introduced change was the right solution. An overwhelming majority of teachers (80.2%) do not support it. The unanimous voice of respondents was observed in their responses to statements that relate to the impact of homework on the development of the sense of responsibility (86.8%), the development of a study routine (85.9%), reinforcing classroom learning and skills (83.8%), and the development of the child's independent learning skills (79.2%).

CONCLUSIONS: Due to the abolishment of mandatory graded homework, it is worth finding another way to develop the sense of responsibility and a study routine. According to the respondents, one of the school's current challenges is the development of independent learning skills in students.

KEYWORDS: homework, primary education, teacher, student, regulation of the Minister of National Education

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Introduction

The need for modernization of the Polish education system has been debated for many years. "Theorists of education and upbringing agree that, among the various factors that determine the quality and effectiveness of school, it is the teacher that remains in its centre" (Strykowski, 2005). Hence, learning process experts were asked to share their opinions on giving homework and on changes taking place in the learning process. Their voice in the debate on education should be relevant.

We are currently witnessing the reform provided for in the regulation of the Minister of Education abolishing mandatory graded homework in primary schools dated 22 March 2024, which came into force on 1 September 2024, with the exception of §1.1, which came into force on 1 April 2024.² The reform affects every primary school student, teacher and parent. According to the regulation of the Minister of Education Barbara Nowacka, teachers may not give homework to students in grades 1–3 of primary school. However, there is an exception, namely early childhood education teachers may give homework aimed at improving the student's fine motor skills, i.e. exercises involving the development of hand movement skills and activities related to the development of reading skills. A complementary announcement appeared in a guide that was posted on the Ministry's website: "The new regulations do not mean to abolish the obligation to study at home, i.e. to learn how to read in the case of the youngest students, read the set books, learn certain content, learn foreign language vocabulary, or reinforce the classroom learning, etc."³ In the media, we can find statements by Barbara Nowacka, in which she explains her decision: "Today, the children are exhausted, overworked. Both the children and the teachers try to catch up with the curriculum."⁴ According to the Minister, this change has long been awaited by both the parents and young people, who have alarmed the Ministry on numerous occasions about the need to reform the Polish education system. She emphasized the need to take care of the child's well-being, provide it with time for development, robust and valuable education, as well as the opportunity to develop passions, hobbies and commitment to sports.

The article focuses on the opinions of early childhood education teachers from the Podlaskie Voivodeship schools on homework in the face of change. After several months of teaching, teachers are ready to draw conclusions about the school where

2 <https://www.gov.pl/web/edukacja/podpisanie-rozporzadzenia>

3 <https://www.gov.pl/web/edukacja/podpisanie-rozporzadzenia>

4 <https://www.rp.pl/polityka/art39759911-likwidacja-prac-domowych-minister-barbara-nowacka-odpoczynek-to-prawo-czlowieka>

homework has been almost completely eliminated. The quoted statements of the respondents will allow to compare and analyse the cited reasoning.

“Homework covers any task that teachers recommend, suggest or expect students to do beyond their standard classroom time” (Jasińska-Maciążek, & Stelmach, 2023). The subject of homework has been analysed on numerous occasions, thus there is no need for its in-depth definition in the present text. There have been numerous scientific studies that have focused on various aspects of homework, such as assessment methods, grading criteria, content, types and forms of homework assignments. The literature features comparisons of homework with daily educational activities or evaluation of homework by parents and students. Research took into account the place of learning at home, the times of doing homework, as well as the individuals who support students in doing homework, the reasons behind doing homework, as well as the normative acts referring to this subject, and the methodological basis for measuring students’ homework (Zborowski, 1955; Miodek, 1988; Reclik, 2005; Bałachowicz, 2006; Dudel, 2007; Puślecki, 2005; Błażejewska, 2020, 2021). Researchers have focused on a variety of aspects of homework, much less often addressing the rationale behind giving homework or the idea to abolish it.

Research carried out abroad is also worth mentioning here, i.e. it was found that homework in primary school does not have a significant impact on the learning progress. The authors of this research suggest that the way homework is perceived should be revised (Juul, 2014; Hattie, 2015; Kohn, 2018).

Problem and objective of the research

The objective of the research is to get to know the opinions of early childhood education teachers on giving homework to students in grades 1–3 in the light of the adoption of the regulation of the Minister of Education dated 22 March 2024. The research problem is homework. The main question is: What is the opinion of early childhood education teachers on giving homework?

Research method and sample characteristics

The research was conducted as a quantitative research, using a diagnostic survey method. Responses were provided by 106 people. The questionnaire was completed by early childhood education teachers working in the Podlaskie Voivodeship schools in Białystok, Fasty, Choroszcz, Hajnówka, Sokółka and Szumowo. The survey research with the results presented below was conducted in mid-November 2024.

Owing to some general questions, it was possible to identify teachers from public schools (89 teachers) and private schools (17 teachers). The respondents were also asked about their teaching experience. The study group included 20 people teaching less than 5 years, 22 people teaching between 5 and 10 years, 19 people teaching between 10 and 15 years, and 45 people teaching 15 years and more. The largest group taking part in the questionnaire consisted of teachers with the longest experience, i.e. it accounted for 42% of the respondents.

The research was anonymous; the questionnaire was created *via* FORMS, offered as part of Microsoft Office. It contains 16 statements and the following instruction: "Please respond to the statements given in the table by choosing the reply that is closest to your opinion". The respondents were expected to analyze five statements arranged in the following order: from strong disagreement to strong agreement. Then they expressed their opinion by choosing one of the following options:

- I strongly disagree,
- I disagree,
- No opinion,
- I agree,
- I definitely agree.

In order to measure the replies to the above 16 statements, the Likert scale was applied, which serves as a rating scale used to measure surveys and interviews, and makes it possible to express a range of opinions on various phenomena or views. It is used to measure attitudes towards actions, behaviours or events. The questionnaire also includes six questions not measured by the Likert scale, and a space for comments and feedback.

Results

An attempt was made to reply to the following questions: What opinions do early childhood education teachers working in the Podlaskie Voivodeship schools have about homework and the Ministry regulation on the abolishment of mandatory graded homework?

The indicated group of respondents was first asked if the Ministry of Education's regulation on the abolishment of mandatory graded homework was the right solution. In the process of analyzing the statements of the respondents, it was found that an overwhelming majority of teachers (80.2%) do not support the adoption of the regulation. 41.5% of respondents strongly disagreed, and 38.7% chose "I disagree".

Only 4.7% definitely agreed that the change was the right solution. The statement “I agree” was chosen by 11.3% of respondents. No opinion was declared by 3.8% of respondents.

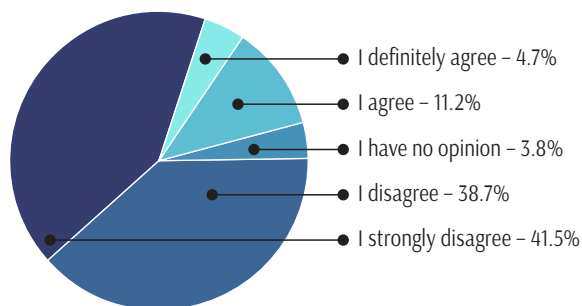


Chart 1. Teachers' opinions on the adoption of the regulation abolishing mandatory graded homework

Source: Own research.

In response to the second question, the majority of respondents (74.5%) chose the answers “I strongly disagree” and “I disagree” to the following statement: The adoption of this regulation has a positive impact on the quality of teaching and learning. “No opinion” was chosen by 14.1% of the teachers. 5.7% of the respondents chose “I agree”, and the same percentage, namely 5.7%, chose “I definitely agree”.

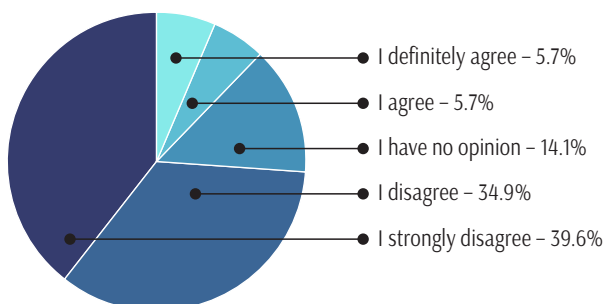


Chart 2. Teachers' opinions on the positive impact of adopting the regulation on the quality of teaching and learning.

Source: Own research.

Next, early childhood education teachers were asked to share their opinions on homework, taking into account its impact on reinforcing classroom learning and skills, the development of the child's independent learning skills, the development of a study routine, the development of the sense of responsibility, and the development of students' interests. The respondents had to express their opinions whether giving homework makes students study the material not covered during the class. The percentage

of respondents who agree (statements: “I agree” and “I definitely agree”) with the statements from the survey is presented in Table 1.

Table 1. The statements and the percentage of respondents who agree with them (teachers’ responses: “I agree” and “I strongly agree”)

Statements: Doing homework by students in grades 1–3:	Percentage of respondents who agree with the statement that doing homework by students in grades 1–3:
helps them to reinforce classroom learning and skills	83.8 %
facilitates the development of independent learning skills	79.2 %
helps them to develop a study routine	85.9 %
helps them to develop the sense of responsibility	86.8 %
makes them read the material not covered during the class	55.2 %
enables them to develop their interests	60.6 %

Source: Own research.

Most of the teachers participating in the research believe that homework done by students in grades 1–3 contributes to reinforcing classroom learning and skills, as well as supports the development of independence, study routine and the sense of responsibility. In addition, 60.6% of the respondents sees the positive impact of homework on the development of students’ interests, and 55.2% are confident that homework allows them to read the material that was not covered during the class.

The questionnaire asked the teachers if they think that the lack of homework changed the learning process in early childhood education. When analyzing the respondents’ declarations, it can be concluded that teachers see changes in the educational process. 48.6% of respondents chose the option “I agree” and 24.8% “I definitely agree”, which is a total of 73.4% of all responses. The question in the second part of the questionnaire also refers to the change in the education area in question: Have there been any new solutions in your work, or suggested activities for students as a result of the abolishment of homework? If, in educational practice, there have been new solutions, the respondents described them further on in the questionnaire.

The teachers mentioned the following solutions:

- self-studying: worksheets completed during the class (to reinforce learning), worksheets to be completed at home (non-mandatory), “if I get bored” worksheet,
- recommended homework, non-mandatory tasks,
- non-mandatory challenges, projects in larger numbers, with differently worded instructions,
- assignments from the class to be completed and reinforced at home,
- voluntary participation in projects, as a result of which students gain new skills,

- minor projects, long-term assignments, work in teams, presentations to be delivered in front of the class,
- exercises using Wordwall and LearningApps,
- quizzes during various classes aimed at revision,
- additional extracurricular activities.

Teachers pointed out that the form of instructions was reworded, the frequency of certain activities changed, or certain activities ceased to be graded. Students could complete certain assignments, but they were not mandatory.

According to the regulation of the Minister of Education, teachers may not give homework to students in grades 1–3 of primary school. However, there are a few exceptions, which, as previously mentioned, concern the improvement of small motor skills and activities related to the development of reading skills. Accordingly, the questionnaire included the relevant question (Do you see the need to include another exception in the regulation of the Ministry?) and a request to identify an activity that would constitute another exception in the regulation. The need to include another exception in the regulation of the Ministry is seen by 52% of respondents, while 48% do not see such a need. These results indicate that the opinions amongst the respondents are almost equally divided, with a slightly larger group of those who agreed with the statement (52%). This clearly shows that the topic arouses mixed feelings or controversy, which may be a result of various experiences or beliefs of research participants. In terms of subsequent exceptions to be introduced by the Ministry of Education, the teachers most frequently suggested those related to mathematics, with a particular emphasis on improving memory calculus skills. Respondents also pointed to the need to reinforce knowledge and skills in spelling and grammar, as well as the need for text editing exercises and the creation of written works. There were a few responses related to social and environmental education, e.g. making posters focusing on environmental subjects.

The questionnaire included questions about the frequency of giving homework before 1 April 2024, i.e. before and after the introduction of the regulation in question. Data presented in the table detail the frequency of giving homework as declared by the respondents.

Table 2. How often homework was given before 1 April 2024

Frequency of giving homework	Percentage of responses
Several times a week	51 %
Daily	16 %
Not at all	11 %
Once a week	10 %
Less than once a week	9 %

Source: Own research.

The data imply that the majority of respondents (51%) gave homework several times a week, which suggests that this type of activity was a common element of students’ every day education. Another group (16%) consisted of teachers who gave homework daily. On the other hand, 11% of respondents did not give homework at all, which may suggest a different approach to teaching.

Table 3. How often homework was given after 1 April 2024

Frequency of giving homework	Percentage of responses
Several times a week	30 %
Not at all	29 %
Once a week	18 %
Less than once a week	16 %
Daily	4 %

Source: Own research.

The teachers’ responses reveal that 30% of them give homework several times a week. This may suggest that they intend to continue using homework as a tool in the educational process. In contrast, 29% of the respondents claim that they do not use homework at all in designing the learning process, 18% of them give homework once a week, and 16% do it less often.

When analyzing the data, it was observed that none of the teachers from private schools gave homework daily either before or after the regulation was adopted. However, due to the insignificant percentage of private school teachers participating in the research (16%), this result is not conclusive.

**Greatest benefits and biggest difficulties
resulting from the change**

Early childhood education teachers were also asked to indicate what they believe to be the greatest benefit and the biggest difficulty that students will experience as a result of the adoption of the regulation abolishing homework. Below are examples of some of their opinions. Benefits:

- “The entire school community is aware that learning takes place at school!”
- “Students are no longer stressed about the consequences they may suffer if they do not do their homework.”
- “Students have more time for developing their interests; leisure and relaxation time are clearly separated from study time. I believe that doing homework is the same as taking work home by an adult.”

"Life hygiene of the child. Space for spending time with loved ones."

"Having time to rest, play, do some physical activity, meet with family, which children at this stage of development very much need after a day at school."

"Students are more focused on the material learnt in class, the child's mind is not overloaded."

"Students do not have to pointlessly fill in exercise books."

"Students are more motivated to learn, and enjoy learning."

"Students become independent, more motivated in the case of children who are supported by their families."

The following comments were also made in response to the question relating to the greatest benefits:

"I don't see any", "I see no benefits of not giving homework."

"No benefits", "Lack of benefits"

"Students spend their time browsing the internet, wandering around a shopping mall, or the city."

When asked to identify the biggest difficulties arising from the adoption of the regulation abolishing homework, teachers gave the following replies:

"The classroom learning and skills will not be reinforced sufficiently. Growing disparity between good and weaker students."

"Building habits is a process. Without building such habits as working diligently and according to a certain routine, etc., the student will not know how to take responsibility for their own learning in the future."

"This can adversely affect the student's willingness to explore their own ways of learning."

"The student most likely needs to spend more time to study for the test."

"More children experiencing educational difficulties."

"Educational deficiencies that will be evident in higher grades."

"Learning difficulties accumulate and affect the student's self-esteem, such students may be isolated from the group, or suffer from school avoidance."

"Laziness", "Children will get lazy."

"Students lack the sensation of agency, study routine, responsibility for their own education."

"Students think they can only have fun after school. Parents are unable to enforce any activity related to education."

"Students are less motivated to study, more frustrated, they become more demanding."

"Learning backlog, classroom learning is not reinforced, students fail to develop independence or a study routine—in the case of students who are not supported by their families (someone who will teach them how to study)."

"Children have regressed in terms of their education levels, they have become more demanding, if the teacher of grades 1–3 asks students to read a text or a poem, they oppose by saying that the teacher has NO right to assign anything to be done at home, in grade 3 students have difficulty with addition and subtraction, the multiplication table is an abstract concept for them, because no one learns it at home, more and more children who previously knew the spelling rules now make mistakes in common words, students' activity during classes has decreased, children would look at the screen or the blackboard and no one wishes to reply, students have problems with writing longer forms of speech. ... there is no single biggest difficulty, instead, we are dealing with a MASS of difficulties impacting the entire educational process."

Again, as with the previous question, there were also statements like:

"I don't see any difficulties."

"No difficulties."

Comments and free statements of the teachers participating in the questionnaire

In the conclusion section of the questionnaire, among the free statements of teachers, there are comments worth quoting here. Some comments indicate that the teachers are satisfied with the introduction of the changes as regards homework, while others express clear dissatisfaction. Also, the respondents see both value in the proposed change and difficulties arising from it. Below are some of their opinions:

"No homework means students have a free afternoon to build relationships with their loved ones, rather than struggle to do extra work after a busy day at school. No homework regime requires teachers to revise their work and ways of achieving educational goals other than by completing idle worksheets and textbook assignments."

"The child, to grow harmoniously and learn to write and read, needs to spend more time outdoors, go for walks, ride a bike, interact with peers, play for fun, spend time with family. Homework seen as filling out worksheets will certainly not provide any of these activities. I'm an advocate of reading together at home, or giving homework like, for instance, bring a souvenir from your holidays, a book about space, your favourite toy, and then present it to the class."

"In my opinion no homework is a great idea; however, it should be preceded by changes in the system: firstly, the teachers should be prepared for the change in the mode of work, and only then could the changes be implemented."

"Giving homework or not giving homework should be an independent decision of the teacher, who knows their students, their needs, their capabilities. It is the teacher that, in cooperation with the parents of students, should determine the form of homework, the amount of homework, etc."

"The entire educational system should be changed in the first place, and only then should a mental change in parents, students and the society as a whole follow."

"The need to increase the awareness of the entire school community about the responsibilities associated with the role of the student, teacher and, above all, parent."

"To my mind, the complete abolishment of homework was not sufficiently well thought out. It would be expedient to reconsider this issue, look for solutions that will be good for all parties involved, namely teachers, students and parents alike. Well-thought-out, meaningful and, above all, rare homework supports the development of independence, responsibility and a study routine. If homework includes creative tasks, allowing the child to express their own ideas and use their own resources, then it is of great benefit. Solutions must be searched HOW to change something to make it beneficial, not to abandon it completely."

"Homework should be restored. I believe that Polish schools should look up to those e.g. in Belgium. The teacher assigns the material to be worked on, sets a time limit (e.g. a week), and students decide for themselves when they will do their homework. Such a solution teaches self-discipline, conscientiousness, plus it is not mentally limiting."

Teachers who do not support the introduction of the change (they chose "I strongly disagree" and "I disagree" statements on the question asking if the adoption of the regulation was the right choice) still see the need to modify the homework system, and they shared their opinions in the free statements section. The following statements confirm their point of view:

"Changes in this area should be 'bottom-up' initiatives, resulting from training sessions, workshops. Teachers know best the scope of homework that is beneficial for their students, and they should have a say in making decisions according to the needs and abilities of their students."

"Set the principles relating to giving homework with parents."

"Homework should not be overwhelming, should be given on a regular basis, and be interesting for the child. Reading with a parent at home should be compulsory, the rest should be covered mostly at school. In the case of backlogs, difficulties in acquiring classroom learning, what should be done in the first place is to take advantage of 'the availability hour'⁵, peer help (such as in the school's common room), while catching up at home should be the last resort."

"The entire educational system should be changed in the first place, and only then should a mental change in parents, students and the society as a whole follow."

"It's not the homework itself that's the problem here, it's how teachers approach it and what type of assignment it is. For example, in the case of an educational project, students must work on it outside the classroom, as this is exactly the essence of the project. I do think that homework should vary—students should have a choice of

5 Availability hour—a time for consultations with the teacher resulting from the obligations laid down in the Teacher's Charter, effective from 6 September 2023.

the tasks (e.g. do one out of three), they should be assigned tasks-challenges. Homework should not consist in merely completing the exercises that the students did not manage to complete during the class."

The article quotes some of the comments given by the respondents. A large number of free statements (30), including extensive comments, given by early childhood education teachers from the Podlaskie Voivodeship schools, may indicate their emotional involvement in the subject of homework. Perhaps they wish to be "heard" and included in the process of adopting the change in the field of education.

Summary of results

The need for a change in the area of homework was also recognized by Katarzyna Błażejewska (2021, p. 97), who, after surveying students and their parents, confirms that homework must be assigned, in line with the classic subject literature by Zborowski, Kupisiewicz, Puślecki, Reclik, Okoń and others (Zborowski, 1955; Kupisiewicz, 1980; Puślecki, 2005b; Reclik, 2005; Okoń, 2007). The need to give homework derives in particular from the necessity to reinforce classroom learning and skills, which is contrary to the opinions of authors of recent research in this area (Juul, 2014; Hattie, 2015; Kohn, 2018). The results of the research carried out by Błażejewska indicate the need to change the approach to the way homework is assigned and tailor it to the student (among other things, due to the amount of time children spend on doing homework). The early childhood education teachers who participated in the research confirm that there is a good reason behind doing homework, and they cite relevant reasoning from the classic literature, while putting emphasis on the need for modification.

The amount of homework tailored to the age of the student can support the learning process, but excessive homework can lead to negative consequences (Cooper et al., 2006). Teachers participating in the research realize that too much homework can adversely affect a child. In their free speeches, they underlined that homework must not be excessive: "Homework should not be overwhelming, should be given on a regular basis, and be interesting for the child (...)", "Homework should be given, but in moderation—one or two short assignments."

According to Deci and Ryan's Self-Determination Theory (SDT) (2000), one of the most important factors supporting intrinsic motivation for action is the ability to satisfy the need for autonomy. Therefore, it is crucial to be able to make decisions, which gives confidence and increases the sense of responsibility. "If we want students to do their homework with commitment and independently, they should feel that they have a choice. This choice may include whether the young person will do the homework at all, which tasks they will do, at what level of difficulty, what topic they will choose, or

which skill they will choose to develop. It is important to note that having the possibility to choose is also essential for the development of the ability to set learning goals, plan how to achieve them, or set priorities" (Jasińska-Maciążek, & Stelmach, 2023). Some of the opinions given by teachers participating in the research confirm that in their educational practice students have the choice: "(...) I do think that homework should vary - students should have a choice of the tasks (e.g. do one out of three), they should be assigned non-mandatory tasks-challenges. Homework should not consist in merely completing the exercises that the students did not manage to complete during the class."

Conclusions

The results of the research show varying attitudes towards giving homework both before and after the adoption of the changes. This was evident, for instance, during the analysis of the data in the tables above presenting the frequency of giving homework. Similar conclusions can be drawn after analyzing teachers' free statements regarding the greatest benefits and the biggest difficulties following the adoption of the regulation. Different opinions of teachers are evident, which may be due to a variety of teaching strategies, the individual preferences of the respondents' teaching methods, and the diverse educational needs of their students.

The response to the main research question (What is the opinion of early childhood education teachers on giving homework?) is that early childhood education teachers' opinions on giving homework vary. The similarity in the opinions of respondents can be seen only when it comes to certain aspects of homework. The highest level of agreement was recorded in response to the first question of the questionnaire, in which teachers were asked if the introduced change was the right solution. An overwhelming majority of teachers (80.2%) do not support the adoption of the regulation. Similar results were obtained in response to the question of whether teachers recognize a beneficial impact of the change in question on the quality of both teaching and learning. Respondents expressed their opinions by replying as follows: "I strongly disagree" (39.6%) and "I disagree" (34.9%), which accounts for a total of 73.9% of the responses. This means they clearly oppose this solution. Perhaps this partly explains why teachers disagree with the adoption of the Minister of Education's regulation.

The unanimous voice of the respondents was observed also in their responses to statements that relate to the impact of homework on the support in the development of the students' sense of responsibility (86.8%), the development of a study routine (85.9%), reinforcement of classroom learning and skills (83.8%), and the development of the child's independent learning skills (79.2%). The vast majority of the teachers

participating in the research believe that homework done by students in grades 1–3 contributes to reinforcing classroom learning and skills, as well as supports the development of independence, study routine and the sense of responsibility.

In view of the withdrawn mandatory graded homework, it would be expedient to find another way to support the development of the aforementioned skills at school. It was observed that, according to the teachers, one of the most common challenges now is to teach students to study independently. The respondents also recognized the need to support the parents of students who struggle with the reluctance to engage in learning activities. This problem is worth investigating with the students' supervisors to better understand their perspective. Parents and supervisors play an important role in the learning process at the early childhood education stage. Thus, it would be advisable to conduct similar research amongst students and their parents to find out their views on homework and learning at home. This could improve the process of learning and planning work in this regard.

Closing remarks

With the development of civilization and social progress, the school is evolving too, changing its approach to various aspects of education, including homework. Barbara Dudel (2007, p. 157) emphasizes that the stage of early childhood education is a period "in which the independent activity of the student should form a sense of joy of learning, satisfaction from reaching a solution and the expected result independently; it should develop self-confidence. It is essential for the child to gradually master the habit of working independently and the ability to learn on their own as well as use various sources of knowledge." This is in line with the observations of the teachers, whose statements emphasized the importance of developing the ability to learn independently at the early childhood education stage. It is worth considering alternative methods of fostering such independence rather than simply giving homework.

The role of the teacher in the contemporary education system is multidimensional, adapting to the needs of the society and the demands facing the school. In the context of changes regarding homework, the teacher plays a key role in creating assignments tailored to the individual needs and abilities of the students. The teacher should make sure that homework is a tool supporting the learning process rather than an additional burden. Despite the increasing awareness of the entire school community that learning takes place at school, it is still the teacher's responsibility to inspire students to seek knowledge on their own, to become curious, to motivate them to study, as well as to shape responsibility and a study routine in them.

Research limitations

The analysis presented in this paper made it possible to draw the above conclusions. However, due to the size of the sample, the conclusions are not subject to generalization. The questionnaire was done online, which means that the majority of the respondents were randomly selected. The drawback of this method is a lack of control over distractions, such as the presence of third parties or other distractors. The questionnaire was directed at early childhood education teachers from the Podlaskie Voivodeship, but given that the document was distributed online, it could have reached teachers outside the region. Due to the use of the diagnostic survey method, it must not be assumed that the replies of the respondents faithfully reflect their actual attitudes and thoughts.

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