

## Attitude Towards Homework of Secondary School Students

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### ABSTRACT:

The present study was conducted to know the attitude of secondary school students towards homework of Distt Bulandshahr. The attitude towards homework was measured by "Attitude towards Homework scale" developed by Dr.(Mrs.)Usha Mishra. A sample of 100 secondary school students were selected randomly from various government and public schools of district Bulandshahr. The study indicated that the attitude towards homework of public school boys and public school girls students is more or less same. the government and public school students do not differ significantly on attitude towards homework

**KEY WORDS-**Attitude, Homework, Secondary School Students.

### INTRODUCTION

Homework is a vital part of learning and it is expected by students, parents, and teachers. The benefits of homework are obvious: students retain class-taught language, they reinforce what they have learnt, they develop study habits which ultimately allow them to develop as independent learners, and their cognitive understanding of language increases. Homework is an extension of the classroom which allows students internalize information that has been presented in class. Homework is important because it is at the intersection between home and school. Homework plays a very good role in student's life. The most common purpose of homework is to have students practice material already presented in class so as to reinforce learning and facilitate mastery of specific skills. Preparation assignments introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class. Extension homework involves the transfer of previously learned skills to new situations. For example- students might learn in class about factors that led to the French Revolution and then be asked as homework to apply them to the American Revolution. Finally, integration homework requires the student to apply separately learned skills to produce a single product, such as book reports, science projects, or creative writing.

Homework has been a part of student's lives. However, the practice has been alternately accepted and rejected by educators and parents. When the twentieth century began, the mind was viewed as a muscle that could be strengthened through mental exercise. Since this exercise could be done at home, homework was viewed favorably. During the 1940s, the emphasis in education shifted from drill to problem solving. Homework fell out of favor because it was closely associated with the repetition of material. Homework, it was believed, could accelerate knowledge skill. Every teacher assigns homework to students. Teachers, parents as well as students believe that this activity -which should be done in non-school hours- enhances achievement. The amount of time students spend doing homework has been the focus of national surveys and international comparisons. Time use is a fundamental indicator of cultural practices, values, and behaviour. One important aspect of this study is that its sample comes from a country where education is single sex. Most research on homework, attitudes, parental involvement and self-concept has been conducted in western settings or eastern co-educational settings. It is interesting to see how these variables correlate, and if the

correlations vary by gender. As for differences across gender, girls, in general, tend to have more positive attitudes toward homework than boys, showing more persistence in completing homework and spending more time doing homework. However, found no gender differences in homework attitudes and homework achievement. **Keith et al 1986; Holmes and Croll 1989; MacBeath and Turner 1990; Epstein 1988** found the evidences in studies regarding watching TV and doing homework is mixed. Some studies suggest that watching TV does not prevent pupils from doing homework (**Keith et al 1986; Holmes and Croll 1989; MacBeath and Turner 1990; Epstein 1988**). However, Cooper et al (1999) found a significant negative association between times spent watching TV, and test scores in mathematics and English. **Keith et al (1993)** found an indirect effect. Secondary students who spent more time on homework spent less time on watching TV and time on homework was related to test scores but TV viewing and test scores were not directly related. **Farrow et al (1999)** found that those pupils who reported doing most homework also showed the most positive attitudes towards the particular subject concerned. This association was least marked in mathematics and most marked in reading and science. **Farrow et al (1999)** found that frequency of doing homework was related to positive attitudes to school among Year 6 pupils but these data did not hold at the level of the school. Keys and Fernandes (1993) also reported that time spent on homework by pupils in Years 7 and 9 was a significant predictor of positive attitudes towards school. **Hong and Milgram (1999)** found that, US secondary students preferred more informal conditions for homework including music, refreshments, learning with adult's present and auditory learning, while students in Korea preferred more formal conditions. This is supported by **Kotsopoulou (2002)** who found cultural differences between Greek, US, UK and Japanese students in their preferences for listening to background music while studying. Overall, the Japanese students listened to the least music, the Greeks the most. A key finding from this research was that, with age, students became better able to identify when music was distracting them from their work and were more inclined to take steps to remove the music. **Hong and Lee (2000)** found in his study that, No gender differences in fifth and seventh grade Chinese students in Hong Kong in relation to homework styles, although there were gender differences between US and Korean seventh grade students (**Hong and Milgram 1999**). More females than males reported that they liked doing their homework in a brightly illuminated home environment and organised their assignments in a certain order. More males than females reported that they did their homework with an adult figure present. Taken together with the evidence from the UK, these studies indicate the powerful impact of different cultures on gendered approaches to homework. **Cooper, Jackson, Lindsay, and Nye (2001)** found in his study that, " student's attitude toward homework was unrelated to classmate norms, student ability, and home and community factors but related positively to parents attitude toward homework" (p. 197). This directly ties to the research being conducted. They go on to say, " Positive parent attitudes toward homework not only predicted amount of parent facilitation but also directly related to students attitude toward homework" . If the parents can influence homework to such a great degree, then one would naturally hope that the student's personal motivation from the classroom would also a play a role in homework completion. **Chu Stanley found in his study that (2009)**, students thought that doing homework online was valuable and contributed to learning. In general, the online homework experience was overwhelmingly positive. Survey results found the following:• An overwhelming majority of the students (89%) indicated that online homework was helpful in improving their understanding of accounting. 32% found it extremely helpful and 57% found it somewhat helpful. Only 4% felt that online homework was of no help.

Similarly 85% of the students believed that online homework was helpful in preparing for exams.

68% of the students indicated that they increased the amount of time spent studying for class. The increased amount of study time probably contributed to the above positive result of 85% of the students stating that it was helpful in preparing for exams.

78% of the students indicated that online homework was more valuable than traditional homework assignments. Only 11% felt that paper based assignments were more valuable.

**DETTMERS, TRAUTWEIN AND LÜDTKE, 2009** found in his study that Homework is affected by more factors than most other instructional strategies: the home environment, Student aptitude, motivation, and age may all influence homework's effect favorably or otherwise (**Blazer, 2009**). While there is no consensus in the literature as to whether homework raises student achievement, homework advocates claim that homework does so by increasing total study time, covering more of the curriculum, and reinforcing work covered in class (**Blazer, 2009; HMI for Education and Training in Wales, 2004**).

They believe that through homework, students can learn to use resources **effectively (Blazer, 2009)** and develop good study habits (**Blazer, 2009**). Supporters also claim that homework has non-academic benefits, especially for younger students (**HMI for Education and Training in Wales, 2004**), including: improving students' time management and organizational skills (**Blazer, 2009; Dixon, 2007**)

Improving attitudes toward school and showing that learning can take place outside of the classroom (**Blazer, 2009; Cooper, 1989; Cooper, Robinson & Patal, 2006; Queensland Government Department of Education and the Arts, 2004; HMI for Education and Training in Wales, 2004**) fostering a sense of personal responsibility and self-discipline (**Blazer, 2009; Cooper, 1989; Dixon, 2007**). **Blazer (2009)** adds that homework may promote a greater parental appreciation of, and involvement in, schooling. Parental involvement in homework may improve students' homework completion rates and parents' attitudes toward their children's schools (**Queensland Government Department of Education and the Arts, 2004**). A **2009** Canadian review reported that students in classes that are set more homework perform at a modestly to moderately superior level to those in classes that are assigned less homework, although no causal link could be established (**Canadian Council on Learning, 2009**). Dr Sue Thomson, a Senior Research Fellow with the Australian Council for Educational Research, notes however, that many of the countries with the highest scoring students on achievement tests, such as Japan, Denmark, and the Czech Republic, assign little homework.

#### **OPERATIONAL DEFINITION OF USED TERM:**

**ATTITUDE:** In this study, attitude means: The attitude of secondary school students towards homework. A person with a favorable attitude towards homework is likely rate favorable and unfavorable attitude presumes a tendency to reject something.

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards.

#### **HOMEWORK:**

Homework is generally regarded as school work formally assigned for completion outside school time. Now-a-day homework is being considered as an essential part of child's learning. It encompasses a number of activities including revision and preparation for exams or future class work.

#### **SECONDARY LEVEL:**

The students of secondary level school in 9<sup>th</sup> class.

#### **OBJECTIVES OF THE STUDY:**

1. To compare the attitude of male and female secondary school students towards homework.
2. To compare the attitude of government and public school students towards homework.
3. To compare the attitude of government and public school male students towards homework.
4. To compare the attitude of government and public school female students towards homework.
5. To compare the attitude of government school boys and government school girls students towards homework.
6. To compare the attitude of public school boys and public school girls students towards homework.

**HYPOTHESIS OF THE STUDY:**

1. There is no significant difference between the attitude of male and female secondary school students towards homework.
2. There is no significant difference between the attitude of government and public school students towards homework.
3. There is no significant difference between the attitude of government and public school male students towards homework.
4. There is no significant difference between the attitude of government and public school female students toward homework.
5. There is no significant difference between the attitude of government school boys and government school girls students towards homework.
6. There is no significant difference between the attitude of public school boys and public school girls students towards homework.

**RESEARCH METHOD:** Descriptive survey method was used for the study.

**POPULATION:**

Students studying in higher secondary schools of district Bulandshahr. They were the target population of the present investigation.

**Sample:**

A sample of 100 secondary school students were selected randomly from various government and public schools of district Bulandshahr .

**TOOL USED:****ATTITUDE TOWARD HOMEWORK:**

Researcher used standardized test "Attitude towards Homework scale" developed by **Dr.(Mrs.) Usha Mishra** to measure attitude towards homework.

**Statistical technique used**

In this study Mean, S.D., T-test, and "t" ratio were used.

**ANALYSIS OF RESULTS AND DISCUSSION:**

In view of the objectives of the study, mean and S.D. were calculated from the row scores. After this, 't' value were calculated and tested at the 0.05 and 0.01 level of confidence.

**Table -1**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF MALE AND FEMALE STUDENTS TOWARDS HOMEWORK**

Gender	N	Mean	S.D.	Degree of freedom	t-vale
Male	50	11.9	6.99	98	1.13
Female	50	10.4	6.26		

**INTERPRETATION:**

Table-1 shows that the sample size of 100 students distributed among male and female school students as 50 and 50 respectively. The mean score (11.9) of male student is greater than the mean score (10.4) of female student. Standard Deviation of male and female is (6.99) and (6.26) respectively with the Degree of freedom as 98. The calculated t-values come out to be 1.13 which is less than t-value in table (0.05 and 0.01 level of significance).

It means that the male and female students do not differ significantly on attitude towards homework.

**DIFFERENCE BETWEEN THE ATTITUDE OF MALE AND FEMALE STUDENTS TOWARDS HOMEWORK**

**Table -2**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT AND PUBLIC SCHOOL STUDENTS TOWARDS HOMEWORK.**

Gender	N	Mean	S.D.	Degree of freedom	t-vale
Male	50	11.9	6.99	98	1.13
Female	50	10.4	6.26		

**INTERPRETATION:**

Table-2 shows that the sample size of 100 students disturbed among male and female school students as 50 and 50 respectively. The mean score (11.9) of male student is greater than the mean score (10.4) of female student. Standard Deviation of male and female is (6.99) and (6.26) respectively with the Degree of freedom as 98. The calculated t-values come out to be 1.13 which is less than t-value in table (0.05 and 0.01 level of significance).

It means that the government and public school students do not differ significantly on attitude towards homework.

**Table -3**

**DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT AND PUBLIC SCHOOL STUDENTS TOWARDS HOMEWORK**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT AND PUBLIC SCHOOL MALE STUDENTS TOWARDS HOMEWORK**

Gender	N	Mean	S.D.	Degree of freedom	t-vale
Public School Male	25	12.28	6.58	48	0.76
Government Female	25	11.12	3.65		

**INTERPRETATION:**

Table -3 shows that the sample size of 100 students disturbed among public and government school male students as 50 and 50 respectively. The mean score (12.28) of public school male student is greater than the mean score (11.12) of government school male student. Standard Deviation of male and female is (6.58) and (3.65) respectively with the Degree of freedom as 98. The calculated t-values come out to be 0.76 which is less than t-value in table (0.05 and 0.01 level of significance). It means that the government and public school male students do not differ significantly on attitude towards homework.

**DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT AND PUBLIC SCHOOL MALE STUDENTS TOWARDS HOMEWORK**

**Table -4**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF PUBLIC AND GOVERNMENT SCHOOL FEMALE STUDENTS TOWARDS HOMEWORK**

Gender	N	Mean	S.D.	Degree of freedom	t-vale
Public School Male	25	9.28	6.27	48	1.81
Government Female	25	11.52	6.56		

**INTERPRETATION:**

Table-4 shows that the sample size of 100 students disturbed among public and government school female students as 50 and 50 respectively. The mean score (9.28) of public school male student is less than the mean score (11.52) of government school male student. Standard Deviation of male and female is (6.27) and (6.56) respectively with the Degree of freedom as 48. The calculated t-values come out to be 1.81 which is less than t-value in table (0.05 and 0.01 level of significance).

It means that the government and public school Female students do not differ significantly on attitude towards homework.

**DIFFERENCE BETWEEN THE ATTITUDE OF PUBLIC AND GOVERNMENT SCHOOL FEMALE STUDENTS TOWARDS HOMEWORK**

**Table -5**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT SCHOOL BOYS AND GOVERNMENT SCHOOL GIRLS STUDENTS TOWARDS HOMEWORK**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Degree of freedom</b>	<b>t-vale</b>
Male	25	11.12	3.65	48	0.26
Female	25	11.52	6.56		

**INTERPRETATION:**

Table -5 shows that the sample size of 50 students disturbed among government school boys and government school girls students as 25and 25 respectively. The mean score (11.12) of government school male student is less than the mean score (11.52) of government school female student. Standard Deviation of male and female is (3.65) and (6.56) respectively with the Degree of freedom as 48. The calculated t-values come out to be 0.26 which is less than t-value in table (0.05 and 0.01 level of significance).

It means that the government school boys and government school girls students do not differ significantly on attitude towards homework.

**DIFFERENCE BETWEEN THE ATTITUDE OF GOVERNMENT SCHOOL BOYS AND GOVERNMENT SCHOOL GIRLS STUDENTS TOWARDS HOMEWORK**

**Table -6**

**SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDE OF PUBLIC SCHOOL BOYS AND PUBLIC SCHOOL GIRLS STUDENTS TOWARDS HOMEWORK**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Degree of freedom</b>	<b>t-vale</b>
Male	25	12.68	6.58	48	1.87
Female	25	9.28	6.27		

**INTERPRETATION:**

Table -6 shows that the sample size of 50 students disturbed among government school boys and government school girls students as 25and 25 respectively. The mean score (12.68) of public school male student is greater than the mean score (9.28) of public school female student. Standard Deviation of male and female is (6.58) and (6.27) respectively with the Degree of freedom as 48. The calculated t-values come out to be 1.87 which is less than t-value in table (0.05 and 0.01 level of significance).

It means that the public school boys and public school girls students do not differ significantly on attitude towards homework.

It means that the attitude towards homework of public school boys and public school girls students is more or less same.

### **EDUCATIONAL IMPLICATIONS:**

Research is of no work or use until its findings are applied for anything which may have some practical importance can also be derived from the findings of present investigation. There are some practical importances derived from the findings of present investigation: They are as under:-

1. Homework encourages the students and helps to develop independent study skills.
2. Homework can strengthen and consolidate school learning.
3. Homework permits appropriate extension of work done by students in lessons.
4. Homework can provide other benefits. Their Child's ability to bring an assignment home, gather and organize necessary material to complete the assignment, return the assignment and receive a grade, strengthens his or her sense of responsibility. Time management skills are learned.
5. Homework is also improved development of personal skills such as time management gained by completing homework.
6. Further, when homework proceeds smoothly it can become a positive aspect of the relationship with the child. Finally, although we often do not consider that homework serves a school administrative role, it offers school an opportunity to let parents know what their children are learning.

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