



A study on impact of attitude towards homework among the secondary Classes students from Kancheepuram district

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Abstract

Continuous Comprehensive Evaluation has become a boon to students in many ways as it has provided them with various opportunities for overall development. The student's attitude towards homework yield substantial incremental validity in predicting academic performance in terms of Continuous Comprehensive Evaluation. It increases the level of knowledge and improves the abilities and skills of the students. The present study was conducted to know the impact of attitude of secondary school students towards homework in Continuous Comprehensive Evaluation. Samples of 500 secondary school students were selected randomly from various schools of Kancheepuram Districts. There are close relationships found between Level of Attitude towards home work and the personal and institutional variables Gender and Type of school. There is no relationship found between Level of Attitude towards home work and the personal and institutional variables Location of school, Father's educational qualification, Mother's educational qualification and Mother's occupational status.

Keywords: attitude, homework, secondary classes students

Introduction

Homework assignments play a very important role in education since they reinforce learning. It is the main intersection between home and school. Homework is defined as written/oral individual or group tasks assigned to students by the teacher to be done out of school time with the purpose of getting prepared for a new learning material or reinforcing, expanding, practicing or completing newly learned material. The basic purpose of education is to enable children acquire knowledge, and develop understanding, skills, positive attitudes and values which are conducive for all round development of personality. Children evaluated under CCE exhibit better in co-curricular areas, social personal qualities, secular values and attitudes, and emotional stability. Marks are replaced by grades under this new evaluation mode through a series of scholastics and non scholastics evaluations along with academics. The aim is to reduce the workload of students and to improve the overall skill and ability of students.

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 of assignments aims 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 instance, 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. 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.

Literature Review

According to Yucel (2004) home works are mental or physical tasks related to a particular topic or unit for students to cover. Assignments also promote students' self-discipline, independence and responsibility characteristics (McPherson, 2005). Hence, the aim of an assigning homework is to teach students to study independently, plan efficiently, get organized in group assignments and think individually (Sgouros and Martin, 2005). Research evidence shows that regardless of students' ability or prior coursework academic achievement is positively related to homework completion (Keith Cooper, 1992; Cooper *et al.*, 1998).

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 [6] 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) [6]. 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. 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)

Scope and Significance of the Study

The study on attitude towards homework may yield overall personality development, of the students at secondary level. The shift from syllabus oriented learning and students getting success, through it, is vital, but some more non – scholastic achievement may lead to transform the student’s “life style” itself in a positive direction.

Background of the Study

The attitude towards homework is a shift from rote learning that has been *National Curriculum Framework 2005-NCERT- Examination Reform in vogue for many years leading to personal growth of students. Having seen the social growth the nation drew a conclusion that the implementation of Continuous Comprehensive Evaluation may yield a desired output. This is, in force from the year 2011 onwards, throughout India.

Objectives of the Study

The objectives of the studies are to find out the impact of Continuous Comprehensive Evaluation in terms of the students of secondary classes students towards attitude towards homework in Kancheepuram District.

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.

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 6th to 9th class in Kancheepuram District.

Research Parameters

The following research parameters were taken into consideration for the study.

Table 1: The Parameters of Study

S. No	Design Tools	Associated Techniques
1	Methodology	Survey Method
2	Population	20 High School and Higher Secondary students from Kancheepuram District
3	Sample Size	500
4	Sampling	Cluster Sampling
5	Standardised Tool	Attitude Scale Towards Homework (ASTH-M), Dr.(Mrs.)Usha Mishra, (2006).
6	Analysis	Mean, Median, Standard deviation, Percentage analysis on Teachers responses, Chi-Square test and Correlation.

The personal and Institutional variables Gender, Type of

School, Location of school, Fathers Educational Qualification,

Mothers Educational Qualification and Mothers Occupation and Operational variables is Student's Attitude Scale towards Homework are considered to test the Hypotheses.

Hypothesis and Statistical Analysis

The hypothesis pertaining to the study is enlisted as follows:

H₀₁. There is no significant difference between the Boys and

Girls in their Attitude towards home work.
The H₀₁ of table 2 reveals that the Calculated Chi-square value (17.993) is greater than the Table value (5.991). Hence the Null Hypothesis is rejected at 5% level of significance. So there is close relationship between the Boys and Girls in their Attitude towards home work.

Table 2: Chi-Square Test Results

Sl. No	Hypothesis	Factors	Calculated χ^2 value	Table Value	Degrees of Freedom	Remark
1	H ₀₁	Gender	17.993	5.991	2	Significant
2	H ₀₂	Type of School	21.460	9.488	4	Significant
3	H ₀₃	Location of School	6.851	9.488	4	Not Significant
4	H ₀₄	Fathers Educational Qualification	10.535	12.592	6	Not Significant
5	H ₀₅	Mothers Educational Qualification	7.928	12.592	6	Not Significant
6	H ₀₆	Mothers Occupation	5.783	12.592	6	Not Significant

H₀₂. There is no significant relation between the Students from various types of Schools in their Attitude towards home work.

The H₀₂ of table 2 reveals that the Calculated Chi-square value (21.460) is greater than the Table value (9.488). Hence the Null Hypothesis is rejected at 5% level of significance. So there is close relationship between the Students from various types of Schools in their Attitude towards home work.

H₀₃. There is no significant relation between the Students from Urban Schools and Students from Rural Schools in their Attitude towards home work.

The H₀₃ of table 2 reveals that the Calculated Chi-square value (6.851) is lesser than the Table value (9.488). Hence the Null Hypothesis is accepted at 5% level of significance. So there is no relationship between the Students from Urban Schools and Students from Rural Schools in their Attitude towards home work.

H₀₄. There is no significant relation between the Student's Attitude towards home work and their Father's Education qualification.

The H₀₄ of table 2 reveals that the Calculated Chi-square value (10.535) is lesser than the Table value (12.592). Hence the Null Hypothesis is accepted at 5% level of significance. So there is no significant relation between the Student's Attitude towards home work and their Father's Education qualification.

H₀₅. There is no significant relation between the Student's Attitude towards home work and their Mother's Education qualification.

The H₀₅ of table 2 reveals that the Calculated Chi-square value (7.928) is lesser than the Table value (12.592). Hence the Null Hypothesis is accepted at 5% level of significance. So there is no significant relationship between the Student's Attitude towards home work and their Mother's Education qualification.

H₀₆. There is no significant relation between the Student's Attitude towards home work and their Mother's occupational status.

The H₀₆ of table 2 reveals that the Calculated Chi-square

value (5.783) is lesser than the Table value (12.592). Hence the Null Hypothesis is accepted at 5% level of significance. So there is no significant relationship between the Student's Attitude towards home work and their Mother's occupational status.

Findings

There is close relationship between their attitude towards home work and the personal and Institutional variables Gender and various types of Schools. There is no significant relationship between their attitude towards home work and their Location of the School Father's Education qualification, Mother's Education qualification and Mother's occupational status.

Recommendations

The Home works and assignments to the students is must be limited. The students belongs to schools located at Rural area are to be considered for special care to improve their Home work. The parents also be educated to guide and motivate their children in Teaching learning and in their personal life. The parents are advised to spend valuable time with their children. Teachers should be encouraged to form favourable attitude towards the practice. They should be made aware of the requirements of the system, its importance and how to implement it. More workshops and training programs have to be conducted periodically and feedback taken from teachers simultaneously.

Suggestions for Further Research

The various sampling techniques like simple random sampling, Stratified random sampling et cetera can be used in the extension of this study. The various Personal and the Socio economical variables like Students' Mother tongue, Medium of instruction, Family income, Location of their home, Physical fitness, Family education level etc be used in the extension of this study. Separate studies can be conducted to test the Students' Knowledge, Aspirations, Personality related with Continuous comprehensive education.

Conclusion

The Gender difference and Type of School plays an important

role on the student's attitude towards homework. Location of the school it is not affecting the students' attitude towards homework. Father's educational qualification, Mother's educational qualification and Mother's occupational status do not affect the student's attitude towards homework.

According to the various test results and findings, the researcher concludes that the strong relationship between Level of Attitude towards home work. It found that the impact of Continuous Comprehensive Evaluation among the Students related with their Socio economic status and attitude towards home work.

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