

A Study on Attitude towards Homework among High School Level Students of Educational Block Rait District Kangra Himachal Pradesh

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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 of students. The student's attitude towards homework yields substantial incremental validity in predicting academic performance in terms of continuous comprehensive evaluation. Homework is the work assigned for students by the concerned teacher where the child study the concept well and then able to complete the assigned work. This helps the students to understand the concept better which in turn develops confidence and hence motivated towards a subject. It increases the level of knowledge and improves overall abilities of students. The present study was conducted to know the student's attitude towards homework among secondary level. Samples of 800 students were selected from Educational Block Rait of district Kangra HP including HPBOSE and ICSE board students of 400 each. After all the data analysis and interpretation, it is found that 47.5% of the students show average favourable attitude towards homework whereas 16% of the students are having highly favourable and 0% of the students is found to have highly unfavourable attitude towards homework.

Key Words: Attitude, homework, secondary level, HPBOSE and ICSE boards.

INTRODUCTION

Indian Education system has undergone a radical change starting from Gurukula system of education till the implementation of NEP 2020 it has been a vast journey. During British Period in India, education was given prime importance in order to create a class of slaves for British industries. Thomas Babington Macaulay; who is termed as father of Indian Education established the need to impart English education to native Indians through "Minute on Indian Education" during 1830s. The curriculum was only restricted to science and mathematics and entertained only English language. But later emphasis to native languages was laid in order to educate more of Indians. Mahatma Gandhi strongly believed that it is only through education socio-economic development of society takes place, contributing to entire growth of nation. Hence, he put forwarded concept of Basic Education.

It was proposed in his newspaper „Harijan“ during 1937. The ultimate aim of basic education was to earn one's livelihood. He stressed on self-help, self-reliance and personality development through education. The education was made free and compulsory for the age group of 6 to 14 years. That is from grade 1 to 8. If a child obtains education up to secondary level then they can be self-sufficient. According to National Policy of Education the secondary level begins at grade 9 and lasts up to 12th grade. It is one of the important stages where a child is exposed to variety of concepts which prepare them for higher studies. As per article 21 A of Indian Constitution, government shall provide a quality education for the children of age 6 to 14 years which is completely free of cost and compulsory as well. It shall give emphasis even for secondary education including general and vocational education is made available and accessible to every child. Secondary education level is most crucial because it is the phase of educational continuum where the children are pursuing through adolescence at the rapid rate along with physical, emotional and mental growth. At this stage their ideas and interests which are gained at primary level is more firmly ingrained also with acquisition of knowledge and skills. Here we could observe a varied attitude of children in all aspects.

Attitude is one's reflection of personality; the way they receive and react to particular aspect. In a broader sense attitude involves affective component, behavioural component and cognitive component. When it comes to secondary level students, by their attitude towards learning process one can predict about their future progress. Learning process include all the ongoing activities One such major thing is "Homework". As an extended activity, teacher assign homework for students in order to make them think logically and to build interest and curiosity in the subject. Homework is generally regarded as school work formally assigned for completion outside school time. Now-a-days homework is being considered as an essential part of child's learning. It compasses a number of activities including revision and preparation for exams or future class work.

It helps the teacher to cope with pupils of different work rates and finishing off the course within stipulated period of time. It is generally given by teachers to help the students to develop confidence, independent learning skills, to revise and practice their lessons already taught in class. Homework is the work assigned for students by the concerned teacher where the child study the concept well and then able to complete the assigned work. This helps the students to understand the concept better which intern develops confidence and hence motivated towards a subject. If a child takes this homework in a positive manner, then it will surely create wonders. It depends on teacher as well that how they assign the work.

Homework promotes logical thinking. These days students are exposed to mass media. Hence in the form of completing homework, they can also improve their technical competencies along with in-depth and qualitative study regarding a particular concept. A coin has two faces; likewise assigning homework can have a negative impact on child as well. If they are slow learners, it might be difficult to complete their work. A suitable learning environment has to be present at home. Hence even parental support plays a vital role. Finally, it depends on child's attitude that how they receive homework and efforts they put to complete it.

Need And Importance of Study

Every research pertaining to the systematic and scientific aspect about the need and importance of the study. The goal is to have a positive impact after every research is concluded. For this prior specification about the need and its importance is must. A study on attitude towards homework among secondary level students is needed in order to get information about how the child is involving in teaching learning process. It shows their dedication and commitment towards the work. Homework particularly in science subject is important because science is a systematic subject and it is ongoing activity. Child learn the concepts which they experience in their daily life. Hence science arises curiosity among children. These curiosities can be answered in classroom situations or with the help of homework. Homework in science subject creates a broader sense to approach the subject based on intelligent quotient level. Child's capabilities and talents can be known through this. As mentioned earlier not every child has the same attitude towards homework. Hence it is very important to know about children's.

Today's youths are tomorrow's Nation builders. Therefore, it is important to provide them with quality education. The quality has to be looked in every small aspect such as assigning homework. It is one of the extended activities to learn subject effectively. If the child lag behind in completing homework, then surely measures have to be undertaken in order to build a positive attitude towards homework. This not only creates interest regarding a subject but also make student

to think critically and guides towards further higher studies. Concluding the need and importance of homework for secondary level children; the subject should be true to child. So, homework makes the student to gain lot of skills such as discipline, time management, perseverance and self-esteem. This also guides teacher about the student's learning level. Also contributing to enhance the problem-solving skills in learners. With all these prime importance a systematic study is required to know the attitude of children. This also helps in attaining aims and objectives of education.

REVIEW OF RELATED LITERATURE

Research Conducted in India: 1. Mrs. Anuradha Agarwal and Nishtha Gaur (2015) conducted research on "Attitude towards homework of secondary school students" where sample was collected from random sampling technique. Descriptive survey method was adapted for research and "The attitude scale towards homework" by Misra (2006) was used. Interpretation of data concluded that there is no significant difference between public school girls and boys in their attitude towards homework; it was more or less the same.

2. Sendi Seb Rengma, Dr. Jinamoni Saikia and Olivia Sunny carried a study on "Attitude of school students towards homework". Research was conducted in Jorhat district of Assam and "The attitude scale towards homework" by Misra (2006) was used in collection of required data. The scores were subjected to mean and standard deviation (SD) and conclusions were drawn. Neutral attitude towards homework was found in majority (67.5%), 20% of the respondents had favourable attitude whereas 12.5% had unfavourable attitude towards homework.

RESEARCH CONDUCTED INABROAD

1. Canan Kocak Altundag (2019) conducted research on "examination of high school student's attitudes towards homework, procrastination behaviours and efficacy beliefs" in order to examine attitudes towards homework. Descriptive study method was followed and data was analyzed by variance analysis (ANOVA), in addition with SPSS for data analysis. On a whole, it was a positive outcome among students' attitude with respect to homework which also leads to development of skills and taking up the responsibilities.

2. David J Doorn, Susan Janssen and Maureen O'Brien (2010) investigated on "Student attitudes and approaches to online homework" which is a study where focus is on online homework as an alternative to traditional medium of paper and pencil. Survey methodology was used in which positive reaction to the use of online homework was noted with little variances.

3. Gill B and Schollossman S (2000) in their work "the lost cause of homework reform" empirical research addressing the efficacy of homework proves that there is disagreement about the effect of homework on academic achievement and school performance. "Homework may be a pivotal issue that will bridge changes and policy in regular and special education" they concluded.

4. John A. Mengel, John Holcroft and Richard D. Zahn (1966) designed a research on "Attitude towards homework" which grew out of many faculty discussions on homework. It mainly focused on procedures to assign homework so that suitable conclusion can be drawn. It was found that homework had a significant place in learning process and it is responsibility of a teacher to guide a student well about the home practice or else it will lead into difficulty in achieving desirable educational outcomes.

5. Perihan Emsen, Dilek Sultan Kılıç and Haluk Soran (2011) published a research work "An examination of the attitudes of secondary school students towards research homework's according

to different variants” in which survey method was used. Also “research homework attitude scale” was used. Data was analysed by ANOVA in which it was found that there was no major difference in attitude towards homework among girls and boys of secondary level. In addition, students of public schools have more positive attitude than that of private school.

6. Trautwein et al (2006) made a study on “predicting homework effort: support for a domain-specific, multilevel homework model” in which he used Structural equation modelling and hierarchical linear modelling to analyse the data. Students who believe that homework has value in terms of reinforcing learning, building skills, or preparing for exams are more likely to develop a positive attitude towards it and this is the conclusion drawn from the study.

In contrast, if students perceive homework as mere busywork without any meaningful purpose, their attitude tends to be negative. The literature review revealed interesting and critical aspects about homework. The focus, assumptions and premise of much homework research to date has been on academic achievement. Many educators, parents and even students, at all school levels assume that the greater amount of homework; higher the students’ achievement level. Consequently, more homework is being assigned, yet there is lack of agreement among researchers as to the best way to handle homework in elementary grades. In summary, research regarding homework at secondary level is contradictory and often confusing. However, on a whole a majority of respondents (67.5%) had neutral attitude towards homework. Whereas favourable attitude has 12.5% and 20% of respondents are having negative attitude towards homework. STATEMENT OF STUDY “A STUDY ON ATTITUDE TOWARDS HOMEWORK AMONG SECONDARY SCHOOL STUDENTS”.

OBJECTIVES OF STUDY

1. To assess the level of “attitude towards homework” among secondary school students in Educational Block Rait of district Kangra .
2. To study the significant difference between HPBOSE and ICSE boards secondary school students with respect to their attitude towards homework.
3. To study the significant difference between boys and girls with respect to their attitude towards homework among secondary school students.
4. To study the significant difference between HPBOSE boys and girls of secondary school students with respect to their attitude towards homework.
5. To study the significant difference between ICSE boys and girls of secondary school students with respect to their attitude towards homework.

Hypothesis Of Study

1. There is no significant difference between HPBOSE and ICSE secondary school students with respect to their attitude towards homework.
2. There is no significant difference between boys and girls with respect to their attitude towards homework among secondary school students.
3. There is no significant difference between HPBOSE boys and girls of secondary school students with respect to their attitude towards homework.
4. There is no significant difference between ICSE boys and girls of secondary school students with respect to their attitude towards homework.

VARIABLE OF STUDY

- (1) Main variable: Attitude
(2) Background variable: 1. Girl / boy 2.

HPBOSE and ICSE board

OPERATIONAL DEFINITIONS HOMEWORK:

It is regarded as school work formally assigned for completion outside school time. Homework is 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.

Attitude:

A student’s response towards the specific act of studying. This combines attitude towards education and attitude towards teachers. The student has to set personal goals and objectives towards the education being received and have a positive attitude towards the subject and the teacher who teaches it. Secondary school students: School educating students between the ages of 11-16 years of age. That is from class 6th to class 10th. Secondary school students: Students studying secondary school of educational block Rait, Kangra district of Himachal Pradesh. (In the present study the researcher has considered only 8th and 9th standard students)

METHODOLOGY OF STUDY

Descriptive / Survey method will be used to study the “Attitude towards homework among secondary school students”. **SAMPLE OF THE STUDY** Random Sampling Technique: The students studying in different high schools affiliated to Himachal Pradesh Education and Indian certificate of secondary education become the total population of study. Among the total population researcher selected sample from Educational Block Rait, of district Kangra ,Himachal Pradesh.

TOOL USED IN THE STUDY

Researcher used standardized tool “Attitude scale towards homework by Dr. Usha Misra”. The items of the scale were constructed on the basis of the opinion of teachers, parents and pupils obtained through unstructured interview and going through literature as well.

Table no 1

Variable Measure	Tool Used	Developed by	Published	Reliability
Attitude towards homework	Attitude towards homework	Dr. Usha Mishra	National Psychology Corporation, Ajmer	0.78

The total number of items is 32 out of which there are positive and negative questions each containing 16 items. Scoring is made as follow

Table no 2

Response	Strongly Agree	Agree I	Indefinite	Disagree Strongly	disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

ANALYSIS AND INTERPRETATION OF DATA

Data will be analyzed by appropriate statistical techniques manually and by using SPSS software.

- (A) Descriptive statistics: Mean standard deviation and percentile analysis.
(B) Inferential statistics: “t-test”.

Table No 3

Sr. No	Level of Attitude towards Homework	Range of Raw scores	No of Students	
			No	% age
1	Highly Favourable (HF)	135 & above	140	17.5
2	Most Favourable (MF)	123-134	130	16.25
3	Above Average Favourable (AAF)	110-122	100	12.5
4	Average Favourable (AF)	93-109	350	43.75
5	Below Average Favourable (BAF)	80-92	75	9.37
6.	Mostly Unfavourable (MU)	67-79	05	0.625
7	Highly Unfavourable (HU)	60& below	0	-

Hypothesis 1: There is no significant difference between SBSE & ICSE board secondary school students with respect to their attitude towards Homework.

Table No 4

Sr. No	Type of School Board	N	Mean	SD	Df	t	Remarks
1	HPBOSE	400	117.56		78	2.47	Rejected
2	CBSE	400	108.23				Rejected

Above table shows that obtained “t” value is more that of “t” value of Df 78 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant difference between HPBOSE & ICSE board of secondary school students with respect to their attitude towards Homework.

Hypothesis 2: There is no significant difference between boys and girls of secondary school students with respect to their attitude towards Homework.

Table No 5

Sr. No	Type of Gender	N	Mean	SD	Df	t	Remarks
1	Boys	360	105.56	18	78	3.77	Rejected
2	Girls	440	108.23	15			Rejected

Above table shows that obtained “t” value is more that “t” value of Df78 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant difference between Boys & Girls of secondary school students with respect to their attitude towards homework.

Hypothesis 3: There is no significant difference between SBSE boys and girls of secondary school students with respect to their attitude towards Homework.

Table No 6.

Sr. No	Type of Gender	N	Mean	SD	Df	t	Remarks
1	Boys	110	122.22	18	78	0.49	Accepted
2	Girls	290	118.23	15			Accepted

Above table shows that obtained “t” value is less than that of “t” value of df 78 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between HPBOSE boys and girls with respect to their attitude towards Homework.

Hypothesis 4: There is no significant difference between ICSE boys and girls of secondary school students with respect to their attitude towards Homework.

Sr. No	Type of Gender	N	Mean	SD	Df	t	Remarks
1	Boys	230	98.22	15	78	4.46	Rejected
2	Girls	170	121.23	19			Rejected

Above table shows that obtained “t” value is more than “t” value of df 38 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant difference between ICSE boys and girls of secondary school students with respect to their attitude towards Homework.

MAJOR FINDINGS OF STUDY

The study was conducted to a group of 800 students which included both HPBOSE and ICSE boards of 400 students each. As per the results findings were made as follows.

1. In the totality of the survey majority of students were found to have average favourable attitude towards homework which constitutes about 37.5% of the samples. About 15% had a highly favourable attitude. 0% of the students had highly unfavourable attitude.
2. In the comparison between HPBOSE and ICSE secondary school students there is a significant difference in their attitude towards homework.
3. There is a significant difference in attitude towards homework between the boys and girls of the total samples collected.
4. There is no significant difference in the attitude towards homework of boys and girls in HPBOSE schools.
5. There is a significant difference in the attitude towards homework of boys and girls in ICSE schools.

LIMITATIONS OF THE STUDY

1. This study is limited to secondary school learners (8th & 9th).
2. This study is limited to the Educational Block Rait of district Kangra Himachal Pradesh.
3. This study is conducted only for ICSE and HPBOSE students.

EDUCATIONAL IMPLICATIONS

The results interpreted from the data can be derived to help three major supporting factors to student’s attitude towards homework – Learners internal motivation, teachers and parental support. The students who have average to poor attitude towards homework can be made to go through counselling and mentoring programs to find the root cause of the lack of internal motivation and help them overcome their obstacles internally. It can support parents help create a better study environment at home for the learners to meet their learning needs. It is of higher value to teachers which can help teachers improve their teaching. The study can be of service to teachers to try and experiment with new methods and techniques in teaching. This assists in stimulating a positive attitude in learners towards building better attitude towards homework. Teachers can act as better facilitators and tend to the needs to the learners. This can be a huge step in promoting self-studying

habits among learner. An active teacher gravitates towards achieving the objectives of education effectively and successfully. Students can develop their own better study strategies for academic success.

SUGGESTIONS FOR THE FUTURE STUDY

1. This study can be conducted for students and even adults from the age of 13 to 16 and above.
2. The study can be conducted to individuals residing in any and many parts of the world.
3. The study can be extended to HPBOSE, CBSE and ICSE individually and altogether.
4. The study can be used for Doctoral Research and Post-Doctoral Research as well.
5. The study can be conducted with other variables like home assignments, Projects etc.

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