

ATTITUDE TOWARDS HOMEWORK AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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Attitude towards homework and academic achievement among secondary school students



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ABSTRACT

This dissertation investigates the relationship between attitude towards homework and academic achievement among secondary school students in selected schools of Puducherry. The study aimed to determine students' attitude towards homework, compare attitudes across gender, locality, and school type, and examine whether attitude towards homework influences academic achievement. A descriptive survey method was used, and data were collected from a sample of 300 secondary school students using an attitude towards homework scale developed by Usha Mishra 2000 and academic achievement records. Statistical techniques such as mean, standard deviation, t-test, F-test, regression, and correlation were employed for analysis. The findings revealed that the overall attitude towards homework among secondary school students was average. Significant differences were observed between boys and girls, rural and urban students, and among different types of schools. However, no significant relationship was found between attitude towards homework and academic achievement. The study suggests that homework attitude alone does not determine academic success, though it may vary across student groups. It recommends further research with larger samples, other school levels, and additional variables such as cognitive ability and parental factors

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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

Homework is a difficult topic because the practice represents some of our most cherished beliefs and values about childhood, such as the belief that it fosters a sense of responsibility and hard work. It is seen as the link between school and home. It is an activity that teacher tells children has the power to propel them into a successful life. But educators know the pitfalls of the homework. Not all children need the drill and practice teacher send home. Some children can complete homework (projects) at home with the help of the willing parents, while others struggling alone. Teachers don't know who has completed the home work, so teachers are uncertain about student skill level. Recent homework debates in American countries have centered on question of how much homework at which grades produce what kinds of gains. A recent analysis of homework research by the Center for Public Education (2007) found that homework at elementary level is counterproductive, while homework in middle and high school shows some correlation with small increases in test scores. But those findings do not hold across the board. Asian students benefit more from homework than other ethnic groups, while student from low-income households benefits less from homework than students from higher income homes. Homework may have non-academic benefits in terms of management developing responsibility and student habits, but the research on these benefits for from conclusive. The effect of homework is debated. Generally speaking, homework does not improve academic performance among children and may improve academic skills among older students. It also creates stress for students and their parents and reduces the amount of time that students could spend outdoors, exercising, playing sports, working, sleeping or in other activities.

1.2 HOMEWORK

Homework, or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the class. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, math problems to be solved, material to be reviewed before a test, or other skills to be practiced. Homework is defined as tasks assigned to students by school teachers that are intended to be carried out during non-school hours. This definition excludes in-school guided study (although homework is often worked on during school), home-study courses, and extracurricular activities such as sports teams and clubs.

1.3 HISTORY OF THE HOMEWORK

Historically, homework was frowned upon in American culture. With few students interested in higher education, and due to the necessity to complete daily chores, homework was discouraged not only by parents, but also by school districts. In 1901, the California legislature passed an act that effectively abolished homework for those who attended kindergarten through the eighth grade. But, in the 1950s, with increasing pressure on the United States to stay ahead in the Cold War, homework made a resurgence, and children were encouraged to keep up with their Russian counterparts. By the end of the Cold War in the early 1990s, the consensus in American education was overwhelmingly in favour of issuing homework to students of all grade levels.

1.4 OBJECTIVES OF HOMEWORK

The basic objectives of assigning homework to students are the same as schooling in general: to increase the knowledge and improve the abilities and skills of the students, to prepare them for upcoming (or complex or difficult) lessons, to extend what they know by having them apply it to new situations, or to integrate their abilities by applying different skills

to a single task. Homework also provides an opportunity for parents to participate in their children's education. Homework also may be designed to reinforce what students have already learned. Opponents of homework cite the practice as rote, or grind work, designed to take up children's time, without offering tangible benefit.

1.5 EFFECT OF HOMEWORK

1.5.1 Academic performance

Methods to assess the correlation between homework and academic performance vary. Homework research dates back to the early 1900s. However, no consensus exists on the general effectiveness on homework. Results of homework studies varied based on multiple factors, such as the age group of those studied and the measure of academic performance. Cooper, Robinson & Patall (2006) studied the literature on homework from 1987 to 2003, yielding varied results from different studies. The studies compared the time spent on homework with grades and test scores as measures of academic achievement. Studies involving older students reported a positive and significant correlation, but studies involving younger students reported a slightly negative correlation when both parent and student reports of the time spent on homework were included, but the correlation slightly increased when only student reports were included. The authors recommended that researchers commence further studies using different methodology, warning that the correlation may not be caused by age. For older students, very high amounts of homework caused students' academic performance to worsen. To measure the time spent on homework, the studies analyzed in Cooper, Robinson & Patall (2006) used the reports of either the students or the parents. When students provided the report, the correlation was positive and significant, but when parents provided the report, the correlation became significantly weaker. After a comprehensive review, academics scholar Harris Cooper concluded that homework does not improve academic achievements for grade school students. Cooper analyzed dozens of

students and found that those who are assigned homework in middle and high school score "somewhat" better on standardized tests, but that students who have 60 to 90 minutes of homework a day in middle school or more than 2 hours in high school score worse. Methodologies used to study the effectiveness of homework have been disputed. To measure student achievement, most studies used either grades, test scores, or both. Trautwein & Köller (2003) argued that grades may be an unsound measure of achievement, as *individual* grades may depend on the overall performance of the class: a student may receive a higher grade for the same work in one class than another. In Cooper, Robinson & Patall (2006), the correlation between time spent on homework and measures of academic achievement became slightly weaker using standardized test scores rather than grades.

1.5.2 Non-academic performance

Cooper, Robinson, and Patall (2006) reviewed five studies linking time spent on homework with students' attitudes toward homework and other school-related outcomes, and two studies examining school conduct. Their attitude findings were positive overall but varied in strength and statistical significance across different assumptions. For school conduct, Cooper et al. highlighted two studies. Epstein (1988), using parent reports of elementary students' behavior, found an almost zero correlation between homework time and conduct ($r = .01$). Vazsonyi and Pickering (2003), studying 809 U.S. high-school students with the Normative Deviance Scale, reported modest positive correlations: $r = .28$ for White students and $r = .24$ for African American students. In all three correlations, higher values indicate a stronger relationship between more homework time and poorer conduct.

Other researchers emphasize potential benefits of homework: Bempechat (2004) argued that homework can build motivation and study skills, and Xu and Yuan (2003) reported that parents and teachers commonly view homework as helpful for developing study habits and personal responsibility. Students, however, tend to view homework less favourably and are less likely

than adults to credit it with skill development. Consistent with those student perceptions, Leone and Richards (1989) found that students often experience negative feelings while doing homework and show lower engagement compared with other activities.

1.5.3 Health and daily life

Homework has been identified in numerous studies and articles as a dominant or significant source of stress and anxiety for students. Relationship between homework and health are few compared studies on academic performance. Cheung & Leung-Ngai (1992) surveyed 1,983 students in Hong Kong, and found that homework led not only to added stress and anxiety, but also physical symptoms, such as headaches and stomach aches. Students in the survey who were ridiculed or punished by parents and peers had a higher incidence of depression symptoms, with 2.2% of students reporting that they "always" had suicidal thoughts, and anxiety was exacerbated by punishments and criticism of students by teachers for both problems with homework as well as forgetting to hand in homework. A 2007 study of American students by MetLife found that 89% of students felt stressed from homework, with 34% reporting that they "often" or "very often" felt stressed from homework. Stress was especially evident among high school students. Students that reported stress from homework were more likely to be deprived of sleep. Homework can cause tension and conflict in the home as well as at school, and can reduce students' family and leisure time. In the Cheung & Leung-Ngai (1992) survey, failure to complete homework and low grades where homework was a contributing factor was correlated with greater conflict; some students have reported teachers and parents frequently criticizing their work. In the MetLife study, high school students reported spending more time completing homework than performing home tasks. Kohn (2006) argued that homework can create family conflict and reduce students' quality of life. The authors of Sallee & Rigler (2008), both high school English teachers, reported that their homework disrupted their students' extracurricular activities and

responsibilities. However, Kiewra et al. (2009) found that parents were less likely to report homework as a distraction from their children's activities and responsibilities. Galloway, Conner & Pope (2013) recommended further empirical study relating to this aspect due to the difference between student and parent observations.

1.5.4 Time use

Galloway, Conner & Pope (2013) surveyed 4,317 high school students from ten high-performing schools, and found that students reported spending more than 3 hours on homework daily. 72% of the students reported stress from homework, and 82% reported physical symptoms. The students slept an average of 6 hours 48 minutes, lower than the recommendations prescribed by various health agencies. A study done at the University of Michigan in 2007 concluded that the amount of homework given is increasing. In a sample taken of students between the ages of 6 and 9 years, it was shown that students spend more than 2 hours a week on homework, as opposed to 44 minutes in 1981.

1.6 PURPOSE OF HOMEWORK

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 also can serve purposes that do not relate directly to instruction. Homework can be used to

- (1) Establish communication between parents and children;
- (2) Fulfill directives from school administrators;
- (3) Punish students; and
- (4) Inform parents about what is going on in school. Most homework assignments have elements of several different purposes

1.7 ATTITUDE TOWARDS HOMEWORK

Homework has been a part of student's lives since the beginning of formal schooling in the United States. 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 favourably. During the 1940s, the emphasis in education shifted from drill to problem solving. Homework fell out of favour because it was closely associated with the repetition of material. The launch of the satellite *Sputnik* by the Soviet Union in the mid-1950s reversed this thinking. The American public worried that education lacked rigor and left children unprepared for complex technologies. Homework, it was believed that it could accelerate knowledge acquisition. The late 1960s witnessed yet another reversal. Educators and parents became concerned that homework was crowding out social experience, outdoor recreation, and creative activities. In the 1980s, homework once again leapt back into favour when *A Nation at Risk* (1983), the report by the National Commission on Excellence in Education, cited homework as a defence against the rising tide of mediocrity in American education. The push for more homework continued into the 1990s, fuelled by increasingly rigorous state-mandated academic standards. As the century ended, a backlash against homework set in, led by parents concerned about too much stress on their children.

1.7.1 The positive and negative effects of homework

The most direct positive effect of homework is that it can improve retention and understanding. More indirectly, homework can improve students' study skills and attitudes toward school, and teach students that learning can take place anywhere, not just in school buildings. The non-academic benefits of homework include fostering independence and responsibility. Finally, homework can involve parents in the school process, enhancing their appreciation of education, and allowing them to express positive attitudes toward the value of school success. Conversely, educators and parents worry that students will grow bored if they are required to spend too much time on academic material. Homework can deny access to leisure time and community activities that also teach important life skills. Parent involvement in homework can turn into parent interference. For example, parents can confuse children if the instructional techniques they use differ from those used by teachers. Homework can actually lead to the acquisition of undesirable character traits if it promotes cheating, either through the copying of assignments or help with homework that goes beyond tutoring. Finally, homework could accentuate existing social inequities. Children from disadvantaged homes may have more difficulty completing assignments than their middle-class counterparts. The late 1960s witnessed yet another reversal. Educators and parents became concerned that homework was crowding out social experience, outdoor recreation, and creative activities. In the 1980s, homework once again leapt back into favour when *A Nation at Risk* (1983), the report by the National Commission on Excellence in Education, cited homework as a defence against the rising tide of mediocrity in American education. The push for more homework continued into the 1990s, fuelled by increasingly rigorous state-mandated academic standards. As the century ended, a backlash against homework set in, led by parents concerned about too much stress on their children.

1.8 EXTENSIVENESS OF HOMEWORK

In contrast to the shifts in public attitudes, surveys suggest that the amount of time students spend on homework has been relatively stable. Data from the National Assessment of Educational Progress suggests that in both 1984 and 1994, about one-third of nine-year-old and one-quarter of thirteen-and seventeen-year-olds reported being assigned no homework at all, with an additional 5 percent to 10 percent admitting they did not do homework that was assigned. About one-half of nine-year-olds, one-third of thirteen-year-olds, and one-quarter of seventeen-year-olds said they did less than an hour of homework each night. In 1994 about 12 percent of nine-year-olds, 28 percent of thirteen-year-olds, and 26 percent of seventeen-year-olds said they did one to two hours of homework each night. These percentages were all within one point of the 1984 survey results. A national survey of parents conducted by the polling agency Public Agenda, in October, 2000, revealed that 64 percent of parents felt their child was getting "about the right amount" of homework, 25 percent felt their child was getting "too little" homework, and only 10 percent felt "too much homework" was being assigned. International comparisons often suggest that U.S. students spend less time on homework than students in other industrialized nations. However, direct comparisons across countries are difficult to interpret because of different definitions of homework and differences in the length of the school day and year. Experts agree that the amount and type of homework should depend on the developmental level of the student. The National PTA and the National Education Association suggest that homework for children in grades K–2 is most effective when it does not exceed ten to twenty minutes each day. In grades three through six, children can benefit from thirty to sixty minutes daily. Junior high and high school students can benefit from more time on homework and the amount might vary from night to night. These recommendations are consistent with the conclusions reached by studies into the effectiveness of homework.

1.9 RESEARCH ON HOMEWORK'S OVERALL EFFECTIVENESS

Three types of studies have been used to examine the relationship between homework and academic achievement. One type compares students who receive homework with students who receive none. Generally, these studies reveal homework to be a positive influence on achievement. However, they also reveal a relationship between homework and achievement for high school students that is about twice as strong as for junior high students. The relationship at the elementary school level is only one-quarter that of the high school level. Another type of study compares homework to in-class supervised study. Overall, the positive relationship is about half as strong as in the first type of study. These studies again reveal a strong grade-level effect. When homework and in-class study were compared in elementary schools, in-class study proved superior. The third type of study correlates the amount of homework students say they complete with their achievement test scores. Again, these surveys show the relationship is influenced by the grade level of students. For students in primary grades, the correlation between time spent on homework and achievement is near zero. For students in middle and junior high school, the correlation suggests a positive but weak relationship. For high school students, the correlation suggests a moderate relationship between achievement and time spend on homework.

1.10 RESEARCH ON EFFECTIVE HOMEWORK ASSIGNMENTS

The subject matter shows no consistent relationship to the value of homework. It appears that shorter and more frequent assignments may be more effective than longer but fewer assignments. Assignments that involve review and preparation are more effective than homework that focuses only on material covered in class on the day of the assignments. It can be beneficial to involve parents in homework when young children are experiencing problems in school. Older students and students doing well in school have more to gain from homework when it promotes independent learning. Homework can be an effective instructional device.

However, the relationship between homework and achievement is influenced greatly by the students' developmental level. Expectations for homework's effects, especially in the short term and in earlier grades, must be modest. Further, homework can have both positive and negative effects. Educators and parents should not be concerned with which list of homework effects is correct. Rather, homework policies and practices should give individual schools and teachers flexibility to take into account the unique needs and circumstances of their students so as to maximize positive effects and minimize negative ones. Did you know that, in the early 20th century, the mind was viewed as a muscle that could be strengthened through mental exercise? And, since exercise could be done at home, homework was viewed favourably. It was during the 1940s that schools began shifting their emphasis from memorization to problem-solving. Homework fell out of favour because it was closely associated with the repetition of material. In the 1950s, Americans worried that education lacked rigor and left children unprepared for the new technologies, such as electronics. Homework, it was believed, could speed up learning. Fast forward to the 1960s, when educators and parents became concerned that homework was crowding out social experience, outdoor recreation, and creative activities. Two decades later, in the 1980s, homework again came back into favour as it came to be viewed as one way to stem a rising tide of mediocrity in American education. The push for more homework continued into the 1990s, fuelled by rising academic standards. And so, with this brief history behind us, the next question is, "Homework—to do or not to do?" According to the U.S. Department of Education's online guide, "Homework Tips for Parents," homework can have many benefits for young children. The guide suggests that homework can improve remembering and understanding of schoolwork and can help students develop study skills that will be of value even after they leave school. It can teach them that learning takes place anywhere, not just in the classroom. Also, according to the guide, homework can foster positive character traits, such as independence and responsibility. However, if not properly assigned and monitored,

homework might also have negative effects on children. Educators and parents worry that students will grow bored if they are required to spend too much time on schoolwork and can prevent children from taking part in leisure-time and community activities that also teach important life skills. Homework can lead to undesirable character traits if it promotes cheating, either through the copying of assignments or getting help with homework that goes beyond tutoring. The guide goes on to suggest that it remains the job of parents and educators to maximize the benefits of homework and minimize the costs.

1.11 AMOUNT OF HOMEWORK

Experts agree that the amount of homework should depend on the age and skills of the student. Many national groups of teachers and parents, including the National Parent Teacher Association (PTA), suggest that homework for children in kindergarten through second grade is most effective when it does not exceed 10-20 minutes each day. In the third through sixth grades, children can benefit from 30-60 minutes of homework per day. Junior high and high school students can benefit from more time on homework, and the amount may vary from night to night. Experts also agree that reading at home is especially important for young children. High-interest reading assignments might push the time on homework a bit beyond the suggested homework minutes. These recommendations are consistent with the conclusions reached by many studies that examined the effectiveness of homework. For young children, research shows that shorter and more frequent assignments may be more effective than longer but fewer assignments. This is because young children have short attention spans and need to feel that they have successfully completed a task.

1.12 HOMEWORK AND PARENTAL INVOLVEMENT

According to the U.S. Department of Education, research also shows that parent involvement can have either a positive or negative effect on the value of homework. Parent

involvement can be used to speed up a child's learning, as well as enhance parents' appreciation of education. It can give them an opportunity to express positive attitudes about the value of success in school. However, parental involvement might also interfere with learning. For example, parents can confuse children if the teaching techniques they use differ from those used in the classroom. Parental involvement can turn into parental interference if parents complete tasks that the child is capable of completing alone. Given these possibilities, the potentially most important outcome of mothers' and fathers' involvement with their children's homework is that communication between the school and family can improve. Research shows that, if a child is having difficulty with homework, parents should become involved by paying close attention. They should expect more requests from teachers for their help. If a child is doing well in school, parents should consider shifting their efforts to providing support for their child's own choices about how to do homework.

1.13 ACADEMIC ACHIEVEMENT

Academic achievement refers to a student's success in meeting short- or long-term goals in education. In the big picture, academic achievement means completing high school or earning a college degree. In a given semester, high academic achievement may mean a student is on the honour roll. Academic achievement may also refer to a person's strong performance in a given academic arena. A student who earns good grades or awards in science has achieved in the academic field of science. Education associations and schools monitor the overall level of student academic achievement to decide what, if any, changes need to be made in the educational system.

1.14 WHY ACADEMIC ACHIEVEMENT IMPORTANT

Academic achievement is important because it prepares students for future careers. It also allows students to enter competitive fields. Academic achievement is often a sign of a refined

intellect, which can help students in all areas of their lives. Graduating from high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement helps students avoid poverty. College education provides even more benefits, and employers are increasingly looking for employees with college degrees even in unrelated fields. Academic achievement also allows students to enter competitive fields. Those who wish to enter the medical field need a thorough educational background in biology, and engineering certification requires adequate educational credentials. Those looking to enter academia need strong academic achievements. Academic achievement also helps shape the minds of students. Knowledge about history helps people interpret news events while mathematical knowledge helps people learn about mortgages and car loans. Critical thinking also helps people interpret the world around them, and colleges place an emphasis on teaching students how to work through problems. While the lessons learned in class give students specific skills, the process by which they learn this material and the original ideas they are asked to consider have an effect on many aspects of their lives as well.

1.15 FACTORS AFFECT STUDENTS' ACADEMIC ACHEIVEMENT

Academic achievement can be influenced by a variety of factors, from simple demographic factors such as age, gender and family socioeconomic status to more variable factors like the quality of the teaching faculty at a student with special needs are grouped together. For example, in some cases, students of certain gender or race may have a statistically better chance of academic success than their peers of a different gender or race. Additionally, home life, including parental financial status and the amount of support and stability offered at home, can have a big impact on how students perform in school. An academic study published in 2013 has indicated that factors that are entirely out of most young students' control can have a big influence on how they perform in school, showing that a parent or guardian's socioeconomic status can have a strong influence on that student's academic achievement. However, not all

factors that influence academic achievement are out of a student's hands entirely. The same study showed that students tend to maintain the same level of academic achievement throughout all of their years in school, with students who start out performing relatively poorly maintaining that level of performance until they leave school

1.16 HOMEWORK AND ACADEMIC ACHIEVEMENT

Homework, or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the class. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, math problems to be solved, material to be reviewed before a test, or other skills to be practiced. The effect of homework is debated. Generally speaking, homework does not improve academic performance among children and may improve academic skills among older students. It also creates stress for students and their parents and reduces the amount of time that students could spend outdoors, exercising, playing sports, working, sleeping, or in other activities.

1.17 STATEMENT OF THE PROBLEM

The present study is entitled “**Attitude towards homework and academic achievement among secondary school students.**”

1.18 OBJECTIVES OF THE STUDY

1. To find out the level of the attitude towards the homework among the secondary school students.
2. To analyze the influence of attitude towards homework and their relative academic achievement among secondary school students.
3. To evaluate and compare the attitude towards homework among secondary school students with respect to boys and girls, rural and urban, type of school, parental income and parental occupation, and parental educational status.

4. To find out the relationship between attitude towards homework and academic achievement among the secondary school students.

1.19 HYPOTHESES OF THE STUDY

1. The level of attitude towards homework among secondary school students is average.
2. There is no significant influence between attitude towards homework and academic achievement among secondary school students.
3. There is no significant difference between boys and girls with regard to their attitude towards homework.
4. There is no significant difference between rural and urban school students.
5. There is no significant difference between government, Kendra Vidhyalaya, Navodhaya, government-aided, and private schools.
6. There is no significant relationship between attitude towards homework and academic achievement among secondary school students.

1.20 NEED FOR THE STUDY

Homework has been a long struggle for all the educators. Modern students are really loaded with homework, including assignments, projects, and other related activities. The curriculum is fully loaded with activities, testing experiences, and field-based events, which bothers the student's community to feel that they are not able to spend their valuable time with other peer teams. In recent years, the issue has received increased attention in the popular press and has become a topic of controversy. Unfortunately, research and commentary offer conflicting conclusions on homework. During the past decade, according to Gill and Schlossman (1996), "leading educational spokespersons have celebrated homework as essential to raise educational standards, foster high academic achievement, upgrade the quality of the labour force, and link family and school in a common teaching mission" (27). Perspectives vary, however. According

to the *School Library Journal* (2005), students are receiving higher grades with less outside preparation, while the *Washington Post* (2006) reports that the increase in the amount of student homework has increased arguments against it. Alfie Kohn, a critic of homework, recently wrote, "There was no consistent linear or curvilinear relation between the amount of time spent on homework and the child's level of academic achievement" (2006, 15) The homework debate has often focused on how and why homework affects students' learning and achievement scores. The problem with this focus is the lack of consistent results. Kralovec and Buell (2001) proposed that the public's belief in the effectiveness of homework is based on three homework myths:

Myth 1: Homework increases academic achievement. What researchers say: Cooper (1989a) argues that reviews on the link between homework and achievement often directly contradict one another and are so different in design that the findings of one study cannot be evaluated fairly against the findings of others.

Myth 2: Without excessive homework, students' test scores will not be internationally competitive. What researchers say: Information from international assessments shows little relationship between the amount of homework students do and test scores. Other studies find a positive relationship in math, but not in reading (Fuchs et al. 2004).

Myth 3: Those who question homework want to weaken curriculum and pander to students' laziness. What researchers say: Kralovec and Buell (2001) note that homework critics rarely question the work assigned but rather the fact that the work is so often performed at home without adult supervision to aid the learning process. Moreover, homework may be given by some teachers as a chore or punishment. Today classroom teaching is more loaded with instruction, which has been passed from the teachers who taught. Even researchers also don't like to do homework and assignments, but there is no difference in the scoring of academic achievement, and researchers also found many students who don't do assignments, and their

academic performance was very good. Hence, the researcher felt that there was a need to find if there was any correlation between the attitude towards homework and the academic achievement of the students; this is the way the study "Attitude towards homework and their related academic achievement among secondary school students" has been taken for the research.

1.21 DEFINITIONS OF KEY TERMS USED

1.21.1 CONCEPTUAL DEFINITION

- **ATTITUDE**

An attitude is a state of readiness or tendency to act or react in a certain manner when confronted with certain stimuli - **Oppenheim**

- **HOMEWORK**

Homework is a task assigned by their teachers and completed outside the class - **Wikipedia**

- **SECONDARY SCHOOL STUDENTS**

The secondary school students are those who are studying in high schools/higher secondary schools aged between 13 and 16 - **CBSE**

1.21.2 OPERATIONAL DEFINITIONS

- **ATTITUDE**

It is a psychological tendency expressed by evaluating a particular entity with some degree of favour or disfavour on the homework or assignment.

- **HOMEWORK**

Homework is an activity outside the classroom in which the researcher is evaluating the degree of attitude in their active participation, teacher force, parental support, burden on their part, and bridge between the classroom and home environment.

- **SECONDARY SCHOOL STUDENTS**

Those students studying in the high school/secondary school of 9th class, aged between 14 and 16, from government, private, and government-aided Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya schools in the Pondicherry region during the academic year 2016-17.

1.22 DELIMITATIONS OF THE STUDY.

- The study was confined to only secondary school students.
- The study was confined to only the Pondicherry region.
- The data has been taken only from 300 samples.
- The sample has been drawn from only Grade 8 schools.

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review is an evaluative report of information found in the literature related to a selected area of study. The review should describe, summarize, evaluate, and clarify this literature. It should give a theoretical base for the research and help you (the author) determine the nature of your research. Works that are irrelevant should be discarded, and those that are peripheral should be looked at critically. A literature review is more than the search for information and goes beyond being a descriptive annotated bibliography. All works included in the review must be read, evaluated, and analyzed (which you would do for an annotated bibliography), but relationships between the literature must also be identified and articulated in relation to your field of research.

2.2 REVIEW OF RELATED LITERATURE

"In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic and what their strengths and weaknesses are. The literature review must be defined by a guiding concept (e.g., research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available or a set of summaries.

2.3 PURPOSE OF REVIEW OF RELATED LITERATURE

In general, the literature review should:

- provide a context for the research
- justify the research
- ensure the research hasn't been done before (or if it is repeated, that it is marked as a "replication study") show where the research fits into the existing body of knowledge

- enable the researcher to learn from previous theory on the subject
- illustrate how the subject has been studied previously
- highlight flaws in previous research
- outline gaps in previous research
- show that the work is adding to the understanding and knowledge of the field
- help refine, refocus or even change the topic

2.4 STEPS TO DEVELOP LITERATURE REVIEW

There are several steps in developing a literature review. These include:

- selecting the topic
- setting the topic in context
- looking at information sources
- using information sources
- getting the information
- organizing information (information management)
- positioning the literature review
- writing the literature review

2.5 STUDIES CONDUCTED BY ABROAD

1. Chang, Charles B., et al. (2014). Relationships of Attitudes toward Homework and Time Spent on Homework to Course Outcomes: The Case of Foreign Language Learning.

This study examined the generalizability of these findings to foreign language learning by analyzing 2,342 adult students' attitudes toward assigned homework, time spent on assigned homework, and achievement outcomes in a variety of foreign language courses. Student ratings of the relevance of homework, the usefulness of feedback provided on homework, and the fairness of homework grading were positively correlated with teacher-assigned grades and

standardized proficiency test scores in listening, reading, and speaking. Reported time spent on homework, however, was negatively correlated with these measures. In hierarchical regression analyses, all homework-related variables emerged as significant predictors of outcomes after controlling for potential covariates such as language learning aptitude, demographic variables, and affective factors. Thus, these results provide evidence that language course outcomes are positively associated with attitudes toward homework but negatively associated with time spent on homework. Possible interpretations of these findings are discussed. We suggest that the negative association follows in part from the opportunity cost of time spent on assigned homework, which decreases time spent on individualized study that may be more beneficial for improving language course outcomes.

2. Max Strandberg (2013) Homework—Is there a connection with classroom assessment?

A review from Sweden, Educational Research. The growing interest among researchers concerning how to use assessment to enhance students' learning as well as to improve instruction provided the impetus for this review of teachers' assessment activities related to homework. The purpose was to bring together and critically examine the evidence in a way that illuminates research findings firstly on homework related to formative assessment, and secondly to relate research findings on homework to teachers' classroom work to formative assessment, and finally to complement existing international research by examining findings from Sweden. International peer-reviewed articles, as well as doctoral theses, reviewed anthologies, encyclopaedias, international reports, and handbooks were used. Findings show a gap in the research field of homework, especially in relation to formative assessment. Various research findings point to the importance of exploring the quality of homework. Research on how to assign and assess homework must consider the problems and conflicts that homework causes students, parents, and teachers. Research is also needed to illuminate issues related to conditions for equity in relation to homework and feedback.

3. Herbert W. Marsh, Andrew J. Martin (2011) Academic self-concept and academic achievement: Relations and causal ordering. A positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes. The present review examines support for the reciprocal effects model (REM) that posits academic self-concept (ASC) and achievement are mutually reinforcing, each leading to gains in the other – and its extension to other achievement domains. We review theoretical, methodological, and empirical support for the REM. Critical features in this research are a theoretical emphasis on *multidimensional perspectives* that focus on specific components of self-concept and a methodological focus on a construct validity approach to evaluating the REM. Consistent with these distinctions, REM research and a comprehensive meta-analysis show that prior ASC has direct and indirect effects on subsequent achievement, whilst the effects of self-esteem and other non-academic components of self-concept are negligible. We then provide an overview of subsequent support for the generality of the REM for: young children, cross-cultural, health (physical activity), and non-elite (gymnastics) and elite (international swimming championships) sport. This research is important in demonstrating that increases in ASC lead to increases in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only is self-concept an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. Implications for educational practice are discussed.

4. Morte Ronning. (2011). Who benefits from homework? Economics of Education. Analyzed whether assigning homework has a heterogeneous impact on pupils' achievement. Addressing potential biases by using difference-in-difference approach, the researcher found that the test score gap is larger in classes where everybody gets home work than in classes where nobody gets homework. More precisely pupils belonging to the upper part of socio-

economic scale perform well than when homework is given, whereas, pupils from the lower part are unaffected. At the same time more disadvantaged children gets less help from their parents with their homework. Therefore, Homework can amplify existing inequalities through complementarities with home inputs.

5. Jennifer E. Tokarski, (2011). 'Thoughtful Homework or Busy Work: Impact on Student Academic Success'. Over the years the amount of homework and what kind of homework students are completing on a nightly basis has changed dramatically. From the early 1900s when homework was abolished because it was considered a violation of child labor laws to today when after No Child Left Behind was enacted in 2002, the focus has moved to evaluating academic success from a standardized test. Teachers are expected to fit so much learning into a day of school, that homework is used to fit in what they could not get into the day at school. Being one day behind can set teachers behind for the whole year and cause them even more stress about how their students will perform on the standardized test at the end of the school year. Teachers are given little or no training in the subject of homework. Some school districts dictate how much time students must spend on homework each night. However, teachers are on their own in regards to what they assign for homework each night. This qualitative research using interview questions given to classroom teachers revealed that teachers are focusing on the quality of the homework they assign. Students are benefitting academically from this extra time that teachers are spending, making sure that their students are receiving and completing quality assignments. Teachers need to understand the effectiveness of assigned homework. They must avoid giving busywork just to make sure that the students are completing a certain amount of homework each night.

6. Milad Khajepoura, Sayid Dabbagh Ghazvinia, (2011). The role of parental involvement affects in children's academic performance, Examined the role that parental involvement has on children's academic Performance. Different types of parental involvement

were assessed, including volunteering, home involvement, attending parent classes, school political involvement, talking to staff, talking to teachers and etc. The data were collected by parental involvement questionnaire scores and by academic performance grades. The sample was included 200 boy students in Tehran. Overall, the results indicated that those who did the self-report survey, went to the parent class, or were involved in more home-type involvement (such as checking child's programming, talking with child at home about classroom, lessons and friend topics, or engaging in educational activities outside of school and etc.) had children that performed better in different kind of areas of the parental involvement questionnaire or had better grades. It is hoped that the results of this study will give parents and educators a better understanding of how particular kinds of parental involvement affects children's performance.

7. Xu, Jianzhong, (2010). Homework Purposes Reported by Secondary School Students: A Multilevel Analysis, examined purposes for doing homework as perceived by 969 eighth-grade students from 52 classes and 831 11th-grade students from 45 classes. Through an exploratory factor analysis, 15 homework purposes were reduced to a 3-factor structure: peer-oriented, adult-oriented, and learning-oriented reasons. A series of 3 multilevel models were run, with each derived factor serving as the dependent variable. All three factors were positively associated with homework interest, teacher feedback, affective attitude toward homework, and family homework help. Adult-oriented and learning-oriented reasons were negatively associated with homework distraction. Boys reported statistically significantly lower scores in adult-oriented and learning-oriented reasons than did girls. Finally, older students were more likely to do homework for peer-oriented and learning-oriented reasons.

8. Leah Wingard, Lucas Forsberg, (2009). Parent involvement in children's homework in American and Swedish dual-earner families, analyzed parent involvement by employing ethnographic methods and discourse analysis of parent-child talk about homework. We

juxtapose what is often presented as a straightforward and unproblematic concept of parent involvement in education policy and research with actual instances of the day-to-day practices and reported experiences of parent involvement in children's homework in the U.S. and Sweden. Our analyses show that parent involvement may be either parent or child initiated, and varies widely according to how much homework the child is assigned, the child's orientation to homework and a number of other factors. Analyses demonstrate that parents become involved in two main ways: 1. Through anticipating and planning the activity of homework and 2. By directly participating in the accomplishment of the homework task itself. We additionally highlight in the paper that there is an inherent tension between a parent's responsibility for homework and the child's responsibility for homework, and that parent involvement can cause tension in communication in the parent-child relationship.

9. Xu, Jianzhong, (2008). Models of Secondary School Students' Interest in Homework:

A Multilevel Analysis, aimed to test empirical models of variables posited to predict homework interest at the secondary school level. Student- and class-level predictors of homework interest were analyzed in a survey of 1,046 8th graders from 63 classes and of 849 11th graders from 48 classes. Most of the variance in homework interest occurred at the student level, with grade level appearing as the only significant predictor at the class level. At the student level, the variation in homework interest was positively associated with affective attitude toward homework, motivational orientation toward homework, student initiative in monitoring homework motivation, teacher feedback, and self-reported grade. Girls reported statistically significant higher scores in homework interest than did boys. (Contains 4 tables and 1 note.)

10. Steven McMullen, (2007). The Impact of Homework Time on Academic Achievement, demonstrates that the amount of time students spend on homework plays a central role in determining academic success. A policy investment which takes advantage of this fact can do

more to increase academic achievement than similar investments in traditional policy options such as decreasing class size or increasing teachers' wages. This study uses longitudinal data on students, teachers and school characteristics to estimate the impact of homework time, and the impact of the amount of homework assigned, on mathematics achievement.

11. Martin Knollmann Elke, Elke Wild, (2007). Quality of parental support and students' emotions during homework: Moderating effects of students' motivational orientations, investigated the relationship between parental support, students' motivational orientations, and students' emotions during homework. It was assumed that intrinsically motivated students would feel better when parents provided much learning autonomy, while extrinsically motivated students would experience more positive affect when directive parental support was given. In study I, students (N=181) reported their emotions after having read two vignettes (autonomy- supportive vs. directive parental support). In study II, 38 students reported their motivation, the perceived quality of parental support, and their emotions after each of 21 homework sessions. Results of extreme group comparisons (intrinsic vs. extrinsic motivation) partly supported the assumed Aptitude-Treatment-Interaction: Even when students' academic self-concept was controlled, extrinsically motivated students tended to report more negative affect than intrinsically motivated students under autonomy-supportive conditions; for directive parental support, the reverse trend was discovered. Consequences for homework interventions are discussed.

12. Stephen R. (2006). The relationship of school-wide Positive Behavior Support to academic achievement in an urban middle school, represents a significant addition to, and expansion of, this literature by examining the relationship of school-wide Positive Behavior Support-induced reductions in out-of-class referrals to student academic achievement. School-wide PBS was implemented in an urban, inner-city middle school in the Midwest over a 3-year period. Data on Official Disciplinary Referrals, suspensions, standardized test scores, and

treatment fidelity were gathered and analyzed. Results demonstrated significant reductions in ODRs and suspensions and increases in standardized math and reading scores. Additionally, regression analyses suggested a significant relationship between student problem behavior and academic performance. Treatment adherence to PBS procedures was significantly correlated with reductions in problem behavior. These findings are discussed in terms of helping urban schools address challenging behavior.

13. JudithL. et. al (2006), Classroom goal structure, student motivation, and academic achievement, Over the past 25 years, achievement goal theory has emerged as one of the most prominent theories of achievement motivation. This chapter uses an achievement goal framework to examine the influence of classroom and school environments on students' academic motivation and achievement. Considerable evidence suggests that elementary and secondary students show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding, and improving skills and knowledge. Whereas school environments that are focused on demonstrating high ability and competing for grades can increase the academic performance of some students, research suggests that many young people experience diminished motivation under these conditions. The implications of achievement goal theory for examining the impact of school reform are discussed

14. Joy Faulkner & Carolyn Blyth, (2006). Homework: is it really worth all the bother? Joy Faulkner and Carolyn Blyth are two professional educational psychologists who feel the evidence of research suggests that the setting of homework, which is both appropriate to the subject and correctly administered, can be a valid component of the learning process. Pupils who set a high priority on homework tend to achieve higher academic results, and furthermore, they frequently develop work skills and self-discipline which will stand them in good stead in the world of work beyond school. The article examines factors which might influence the effective use of homework, and makes some suggestions to ensure that all children benefit

equally from this potentially very valuable source of extra support. The article does not necessarily reflect the beliefs of our employing local education authority.

15. Selcuk R. Sirin. (2005), Socio-economic Status and Academic Achievement: A Meta-Analytic Review of Research. The meta-analysis reviewed the literature on socio-economic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES–achievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES–achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White’s (1982) meta-analysis to see whether the SES–achievement correlation had changed since White’s initial review was published. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed.

16. Harris Cooper, et, Al. (1987–2003) Does Homework Improve Academic Achievement? A Synthesis of Research, conducted in the United States since 1987 on the effects of homework is summarized. Studies are grouped into four research designs. The authors found that all studies, regardless of type, had design flaws. However, both within and across design types, there was generally consistent evidence for a positive influence of homework on achievement. Studies that reported simple homework–achievement correlations revealed evidence that a stronger correlation existed (a) in Grades 7–12 than in K–6 and (b) when students rather than parents reported time on homework. No strong evidence was found for an association between the homework–achievement link and the outcome measure (grades as opposed to standardized tests) or the subject matter (reading as opposed to math). On the basis of these results and others, the authors suggest future research.

17. Kathleen V. Hoover-Dempsey, et.al (2001) Parental Involvement in Homework,

Reviewed research on parental involvement in student homework. It is focused on understanding: why parents become involved in their children's homework; which activities and strategies they employ in the course of involvement; how their homework involvement influences student outcomes; and which student outcomes are influenced by parents' involvement. Findings suggest that parents involve themselves in student homework because they believe that they should be involved, believe that their involvement will make a positive difference, and perceive that their children or children's teachers want their involvement. Parents' involvement activities take many forms, from establishing structures for homework performance to teaching for understanding and developing student learning strategies. Operating largely through modelling, reinforcement, and instruction, parents' homework involvement appears to influence student success insofar as it supports student attributes related to achievement (e.g., attitudes about homework, perceptions of personal competence, self-regulatory skills). Recommendations for research focused on the processes and outcomes of parents' homework involvement are offered, as are suggestions for school practices to enhance the effectiveness of parental involvement in homework.

18. Eunsook Hong & Roberta M. Milgram (1999) Preferred and actual homework style:

a cross-cultural examination. The relationship and difference between preferred and actual homework styles, and cultural and gender differences in students preferred and actual homework styles, were investigated in 272 US seventh-graders (134 males and 138 females) and 219 Korean age peers (115 males and 104 females). While some students responded similarly to both preferred and actual homework style measures, others responded differently. That is, those who had certain preferences for doing their homework might or might not have done their homework according to their preferences. Although there were some similarities in the US and Korean children's homework styles, there were a substantial number of homework

style elements that clearly distinguished between children in the two cultures. There also were gender differences and gender-country interaction on some elements of homework style. The importance of matching homework environment with homework style for students' homework achievement was discussed. Many educators believe that homework contributes to the enhancement of school learning and academic achievement. Numerous articles have appeared in the professional literature in which strong opinions on the topic of homework as a teaching strategy were expressed (e.g. Cooper, 1989a; Palardy, 1995). These articles reflect views ranging from strong criticism of the use of homework.

19. Steve Farrow, et, al. (1999) Homework and Attainment in Primary Schools. An analysis of data relating to homework in the final year of primary school is reported in the core areas of mathematics, English and science. Information was available on achievement levels, attitudes, developed ability, cultural capital and sex. Widespread variation in reported homework frequency emerged in the core subjects in primary schools, as did significant differences between girls and boys for mathematics and reading. The findings indicated that the highest test scores were achieved by those pupils who reported doing homework 'once a month' in each of the core subjects. Homework reported more frequently than 'once a month' was generally associated with lower attainment. Multilevel models that controlled for important variables did not lend support to the 'more is better' view of homework. Our contention is that the assumptions about the value of homework (largely derived from secondary school practice and experience) should not be automatically 'grafted on' to primary practice. More serious consideration should be given to the nature and frequency of homework setting in primary schools.

20. Kazmierzak, Karen S. (1994). Current Wisdom on Homework and the Effectiveness of a Homework Checking System, Examined the efficacy of homework assignments on the learning and academic achievement of 13 high school students in a second-year German class.

During the first and second quarters of the 1993-94 school year, each homework assignment was checked by the teacher and assigned a grade of two points if it was complete, one point if incomplete, and a zero if the assignment was not attempted. During the first quarter of the second semester, homework was assigned as before but was not checked by the teacher. The study found that students' quarterly grades were only one percentage point higher, on average, when home work was checked than when it was not, leading to higher letter grades for three students. A survey of student attitudes on the checking system and homework in general found that most students had a neutral position toward both, neither strongly favouring nor strongly opposing homework and homework grading.

21. Barry J. Zimmerman. Models of Self-Regulated Learning and Academic Achievement, found that on self-regulated academic learning has grown out of more general efforts to study human self-control or self-regulation. Promising investigations of children's use of self-regulation processes, like goal-setting, self-reinforcement, self-recording, and self-instruction, in such areas of personal control as eating and task completion have prompted educational researchers and reformers to consider their use by students during academic learning. In this initial chapter, I will discuss self-regulation theories as a distinctive approach to academic learning and instruction historically and will identify their common features. Finally, I will briefly introduce and compare six prominent theoretical perspectives on self-regulated learning—operant, phenomenological, social cognitive, volitional, Vygotskian, and cognitive constructivist approaches—in terms of a common set of issues. In the chapters that follow, each theoretical perspective will be discussed at length by prominent researchers who have used it in research and instruction.

22. Kelly, Peter J, et, Al. (2007). Case Managers' Attitudes toward the Use of Homework for People Diagnosed with a Severe Psychiatric Disability. Examined mental health case managers' attitudes toward the use of homework and explored the relationship between

clinician attitudes and systematic homework administration practices. A survey examining attitudes toward the use of homework was completed by 122 Australian mental health case managers. Case managers who held more positive attitudes reported better client responses to homework. Systematic homework administration was predicted by the degree to which case managers felt that homework enhanced client outcomes and the importance that case managers placed on the use of homework for severe psychiatric disabilities. The use of training and supervision programs to promote systematic homework administration practice is discussed

23. Peltier, Courtney Pizarich, (2011). A Comparative Study of Teachers' Attitudes and Practices regarding Homework in the Elementary, Middle, and High School Grades, examined the attitudes and practices of elementary, middle, and high school teachers regarding homework. In addition, the study sought to find if there was a relationship between the teachers' attitudes and practices of homework, as well as finding the differences between the grade levels. The questionnaire used for this study consisted of 18 items focused on teachers' attitudes toward homework using a five-point Likert scale. In addition, six questions on the survey were asked regarding demographics, and there were eight questions pertaining to teacher homework practices. A Pearson Correlation was used to examine the relationship between attitudes and practices of each grade level, and a one-way ANOVA was conducted to address the differences among the grade levels. The findings of the study revealed that there is a relationship between the teachers' attitudes and practices of homework in middle school and special education classes; however, there was no significant relationship between the two in elementary and high school grades.

24. Xu, Jianzhong, (2010). Predicting Homework Distraction at the Secondary School Level: A Multilevel Analysis. Found that Students continue to struggle with homework distraction well into the secondary school years. Recently, the concern over homework distraction has been growing, as new electronic media have offered diverse and nearly

ubiquitous forms of diversion to students while they are doing homework. It is surprising to note, however, that a systematic examination of a broad spectrum of factors that contribute to homework distraction is noticeably absent from much contemporary literature. Thus, there is a critical need to examine a range of variables that may influence homework distraction and, consequently, what implications might be drawn from this line of research to help the students' better handle homework distraction. Purpose: The aim of the present study is to propose and test empirical models of variables posited to predict homework distraction at the secondary school level, with the models informed by (a) relevant theoretical approaches (e.g., volitional control) and (b) findings from homework research that alluded to a number of factors that may influence homework distraction. Research Design: The study reported here used cross-sectional survey data. Participants: The participants were 1,800 students from 97 classes in the southeastern United States: 969 eighth graders from 52 classes, and 831 eleventh graders from 45 classes. Results: Results from the multilevel analyses revealed that most of the variance in homework distraction occurred at the student level, with grade level as the only significant predictor at the class level. Findings further revealed that at the student level, the variation in homework distraction was influenced by gender, self-reported grades, the context of doing homework at home, and student attitudes toward homework.

25. Katz, Idit, et. Al (2011), 'The Role of Parents' Motivation in Students' Autonomous Motivation for Doing Homework, investigated the role of parents in the quality of the motivation that students adopt towards homework. One hundred and thirty-five dyads of 4th grade Jewish-Israeli children and one of their parents responded to surveys. The findings indicated that parents' behavior that supported the children's psychological needs was positively related to the children's autonomous motivation for doing homework. Parents' need-supportive behavior was associated with parents' own autonomous motivation for involvement in helping with homework--i.e., parents' identification with the importance of such

involvement--with parents' competence beliefs, and with parents' positive attitudes towards the task of homework. The findings highlight the role of type of parents' involvement with their children's homework in the children's motivation toward homework, and of parents' own type of motivation for this task in the quality of their involvement.

26. Jennifer M. Hayward (2010). The Effects of Homework on Student Achievement. The College at Brockport determined how implementing a homework correction plan effects student achievement in mathematics. There are numerous unique plans regarding homework that teachers use and often these varieties occur within the same school or district. Through my research, I found many recommendations for length of homework, the amount of time students should spend on homework, etc., but none that focused on having students make corrections to their homework. I believe if students are made aware of their misconceptions and have the opportunity to correct them on their homework assignments, the learning will carry over to their performance on assessments as well as their overall performance in mathematics. One of the first findings from this study is that students completed more homework assignments prior to the quiz in the post-intervention unit, but fewer homework assignments prior to the test in the post-intervention unit. In the pre-intervention unit, the average percent of homework completed prior to the quiz was 78% and for the post-intervention unit it was 85o/o. In the pre-intervention unit, the average percent of homework completed prior to the test was 86% and for the post-intervention unit was 70%. It is interesting to note that the pre-survey showed that 48% of the class felt completing homework was important and 38% of the class felt it was very important. The post-survey showed that 43% of the class felt completing homework was important, but 52% felt it was very important. Perhaps there is a decrease in the post-intervention unit homework average because it was the last unit of the school year and students were feeling stressed or overloaded with other work. On the other hand, they may have felt confident in their understanding based on their quiz score and didn't feel the need to complete

as many homework assignments. According to the post-survey results, most students felt completing homework was very important and perhaps wished that would have completed more to do better on their assessments. Whatever the reason for lack of homework completion, their scores reveal that there is some relationship between

2.6 RESEARCH WORK DONE BY INDIA

1. Vidya Thirumurthy, (2014a). Homework, Homework Everywhere: Indian Parents' Involvement with Their Children's Homework. Parents play a key role in children's academic success. In this article, the author describes a sample of India's middle- and working-class parents' involvement in children's academic activities and the nature of support they provide for their children. In each case, everyday activities at home, often replicating school-based activities, indicated the narrowing of the separation between school and home—in terms of pursuing both linguistic and content-specific skills. While parents' concern for their children's academic success was obvious in all cases, the nature of support they provided was wide-ranging—from intense and complex involvement to disassociate. The support parents provided was dependent on their educational, cultural, and socioeconomic background. The author's recommendations aim at achieving educational equity for learners coming from all social, economic, and cultural backgrounds in order to equip them with skills for the new millennium.

2. Vidya Thirumoorthy (2014). What Indian parents teach us about helping with homework? Homework is the perfect platform for the parents to help children unravel the mystery to learning. Parents are in a unique position to hang the academic concepts that children learn at school onto their real-life perception of the world. Through homework, parents and teachers can communicate and support their learning. Parental involvement in homework activities can help make learning academic concepts meaningful while potentially motivating them to learn, but how can parents make academic learning fun? Over the period

of four months, the researcher had the privilege of observing five families in Chennai in India, and looking at how they always been intrigued by the emphasis middle class parents in India placed academic success. The researcher wanted to record how that emphasis is embedded in their everyday practices. Homework activity surfaced as a significant experience across families that communicated the importance given to school work at home. The prominent strategy used by most parents in India when it comes to homework is “read aloud, recite aloud and write”. Recalling the responses to textbook question can potentially strengthen child’s visual and auditory memory and when they write their responses, children learn to pay close attention to spellings, syntax and punctuations. These parents were not teach simply aiding their children to learn concepts and complete homework. They are were cultivating important academic skills. Such “concerted cultivation” shapes how children use language to negotiate, reason and develop persuasive arguments. These are vital skills necessary for academic achievement, nurturing knowledge, and positive attitudes towards learning and school. What the Indian parents demonstrated was their children gain academic and independent thinking skills. Homework should not be taken nonchalantly. Investing time and energy promotes joint focus by both the parents and child on the task, helping the parents to shape their children’s disposition to learning. But homework is not an end in itself and it is important to remember it is just a means for setting a positive trajectory for lifelong learning.

3. Pamela M. Warton (2010). The Forgotten Voices in Homework: Views of Students, Adults, whether educational policymakers, teachers, or parents, hold consistent views about homework. According to them, it has many purposes among which are (a) the encouragement of academic learning, and (b) the development of skills and attributes such as student responsibility, learning autonomy, and time management. In marked contrast to the adult views, little is known about student perceptions, ideas, and understandings about homework. In this

article, Eccles's expectancy-value model of achievement-related choices is offered as a conceptual framework for discussion of the student perspective. Benefits and costs from the adult perspective are examined as an essential first step in determining children's perceptions of the adult viewpoint. Research that has considered the affective responses of children about homework and their understandings in terms of its purpose and value is then reviewed. Research gaps are identified that show clearly the lack of systematic investigations about the students' perspectives. Directions for future research are then outlined.

4. Harris Cooper and James J. Lindsay (2000). Homework in the Home: How Student, Family, and Parenting-Style Differences Relate to the Homework Process. Parents (n 5709) were surveyed about involvement in their child's homework. A factor analysis revealed three dimensions of homework involvement similar to those found in more general studies of parenting style. These dimensions are autonomy support, direct involvement, and elimination of distractions. A fourth dimension, parental interference, differentiated itself from autonomy support for students in higher grades. Two-thirds of parents reported some negative or inappropriate form of involvement. Parenting style for homework was then related to student and family characteristics and student schooling outcomes. Results indicated parents with students in higher grade levels reported giving students more homework autonomy and less involvement of all other types. Parents in poorer families reported less support for autonomy and more interference. Parents reported less elimination of distractions when an adult was not at home after school and, for elementary school students, when there were more than one child living in the home. Elementary school parents of males reported more direct involvement in homework, while high school parents of females reported more direct involvement. More parental support for autonomy was associated with higher standardized test scores, higher class grades, and more homework completed. More positive parent involvement was associated with

lower test scores and lower-class grades, especially for elementary school students. Student attitudes toward homework were unrelated to parenting style for homework.

2.7 CONCLUSION

From the above discussion, it is evident that the parents' positive attitude towards child's education is important in determining academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in children's present and future studies. Parent's attitude towards their children's education is affected adversely by gender, locality and type of school. It is expected that attitude of government school children will be unfavourable towards homework. However, the present study aims to examine whether the Gender, Type of school and locality has influence on their homework practices and academic achievement. Hence the review has reflected different dimension of homework and academic achievement among different type of group including male, female, government, private, Govt. aided, Kendriya Vidhyalaya and Navodhaya Vidhyalaya schools in their performance of academic achievement and attitude towards homework.

CHAPTER - III

METHODOLOGY

3.1 INTRODUCTION

The present study is to analyze the attitude towards homework and their relative academic achievement among secondary school students. This chapter explains the methodology, sample, and sampling procedure, method of data collection and method of data analysis. In the present research investigator collect the data from the sub sample like Gender, Occupation, Locality and Type of school from the selected sample.

3.2 METHODOLOGY

“Methodology” implies the methods you intend to use to collect data. It is often necessary to include a consideration of the concepts and theories which underlie the methods. When describe methods it is necessary to state how the researcher has addressed the research questions and/or hypotheses. The methods should be described in enough detail for the study to be replicated, or at least repeated in a similar way in another situation. Every stage should be explained and justified with clear reasons for the choice of particular methods and materials. There are many different ways to approach the research that fulfils the requirements of a dissertation. These may vary both within and between disciplines. It is important to consider the expectations and possibilities concerning research in researchers’ own field. The success of any research depends largely upon the suitability of the methods and the tools and techniques the researcher used. For the collection of data many methods and procedures have been developed and employed.

The methodology followed by the investigator can be given under the following headings,

- Method of the study
- Variables of the study

- Description of the variables
- Sampling procedures
- Instrumentation
- Procedure of data collection
- Statistical techniques used for analysis of data

3.3 METHOD OF THE STUDY

To achieve objectives of the study, normative survey method has been used by the investigator, because the investigator is primarily concerned with the conditions and relationship existing in the present variable.

3.4 VARIABLES OF THE STUDY

Attitude towards Homework is the major variable of the study.

3.4.1 Demographic variables.

- Gender
- Parents' status
- Occupation
- Income
- Type of school
- Locality

3.5 DESCRIPTION OF VARIABLES

3.5.1 Gender

Each gender has its own type of functions and norms. So, the mean scores of boys and girls on interest on attitude towards homework are considered for comparison. In the present study there are 116 boys and 184 girls.

3.5.2 TYPE OF SCHOOL

The present study has taken the samples from the from the following types of school, that are, State government school, Private school, Government aided school, Central government schools such as Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya school.

3.5.3 LOCALITY

Each student has their own place of residence. Either they belong to Urban or Rural areas. So, the mean scores of boys and girls on attitude towards homework are considered for comparison. In the present study there are 154 samples from rural area and 146 samples from urban.

3.6 SAMPLING PROCEDURE

The sample for the study has been drawn from eight schools of the Pondicherry region. The sample of the study consisted of 300 samples of boys and girls, studying at Government, Private, Government aided, Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya schools belonging from rural and urban areas. As the study requires the representations of samples from different strata, the investigator followed ‘Stratified Random Sampling’. The representative sample must contain individuals drawn from each category of strata. In the present study sample was selected on the basis of Gender, Parents status, Occupation, Income, Type of school and Locality of the students and the method is adopted to achieve the objectives of the study is ‘Normative Survey Method’.

3.7 SIZE OF THE SAMPLE

Table 3. 1: Demographic Variables

Sl. No	Demographic Variables	N	Total
1	Boys	116	

	Girls	184	300
2	Educated	207	300
	Uneducated	93	
5	Private	86	300
	Government	62	
	Government -Aided	43	
	Kendriya Vidhyalaya	61	
	Navodhaya Vidhyalaya	86	
6	Rural	154	300
	Urban	146	

The sample selected from eight randomly selected schools of Pondicherry. The total size of the sample is 300 secondary school students, a fair representation of the population.

3.8 INSTRUMENTATION

The scale Attitude towards Homework developed by “Usha Mishra” has been adopted by the researcher for the present study.

3.9 DEVELOPMENT OF SCALE TO MEASURE ATTITUDE TOWARDS HOMEWORK

Preparation of Items – The items of the scale were constructed on the basis of the opinion of teachers, parents and pupils obtained through the relevant literature. Most of the items of the scale is based on the scale developed earlier by Usha Mishra and Kushwaha (2001). The first draft of the scale constituted 60 items which have been critically examined and edited keeping in mind the simplicity, precision and clarity. This initial pool of 60 items was given to the experts in the field of education to review items. In the light of the comments made by

them, some of the items were either modified or changed. Pre-Try-out – The first draft of the scale was administered on a sample of 25 subjects for pre-try-out to check the language accuracy and sentence construction. Finally, 40 items arranged randomly were ready for Final Try-out/Second try-out. For final try-out of the items, scale was administered on a group of 370 respondents from the urban areas of Allahabad. This being a Likert type scale, the respondents were asked to indicate their response on a five-point scale namely strongly agree, agree, indefinite, disagree and strongly disagree.

3.10 INSTRUCTION FOR ADMINISTRATION

Before administering the test, the instruction given in the test booklet was read and explained to the students so as to enable them to understand the purpose of the test and how to indicate their responses on test booklet.

3.11 SCORING

Table 3. 2: Scoring procedure

The scoring was done in the following manner:

Sl. No	Response Category	Positive Item	Negative Item
1	Strongly Agree	5	1
2	Agree	4	2
3	Indefinite	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

3.12 ITEM ANALYSIS

The internal criterion was used for finding out the discriminating index of an item. The internal criterion makes use of total score in selecting the upper and lower groups. Therefore, on the basis of total score on the test, the upper 27% and the lower 27% case were selected for

item analysis. Ebel (1979) has described two important advantages of using internal criterion as a basis for selecting upper and lower groups. The first is relevance and the second is convenience, as the total score on the test is always readily available. The reason for selecting upper 27% and lower 27% of the cases for item analysis is that it provides the best compromise between two desirable but inconsistent aims. (Ebel, 1972):

1. To make the extreme groups as large as possible.
2. To make to extreme groups as different as possible.

3.13 DISCRIMINATING INDEX

Critical Ratio method was applied to find out the discriminating index of each item. Out of 40 items 34 items were found to be significant by using C.R. However, two more items were dropped to make the number of positive and negative statements equal.

3.14 FINAL DRAFT OF THE SCALE

The final draft of the scale consisted of 32 items in which 16 items were related to positive attitude and 16 items were related to negative attitude towards homework.

Table 3.3:

Table 3. 3: Items details of the scale

Serial number of positive and negative items are given in table.

Sl. No	Type of Items	Serial Number of the Items
1	Positive Items	2,3,4,7,8,10,12,13,16,17,19,20,21,24,26,27
2	Negative Items	1,5,6,9,11,14,15,18,22,23,25,28,29,30,31,32

3.15 RELIABILITY

Table 3. 4: Reliability scores

Method	M	Reliability
--------	---	-------------

Split half	370	.82
Test retest (1 month)	50	.75
Test retest (6 months)	50	.78

Reliability of the test was computed by split half method using Spearman Brown prophecy Formula and by test-retest method after an interval of one and six months. The values are reported the following.

3.16 VALIDITY

The items of the scale have been critically examined by 25 experts in the field of education. The opinion of these judges with respect to the relevancy of items confirmed that the scale has content and face validity.

3.17 PROCEDURE OF DATA COLLECTION

The investigator administered 'Attitude towards Homework Scale' to 300 secondary school students from different types of schools in the Pondicherry region. All the necessary instructions were given in order to respond to the given tool.

Table 3. 5. Showing the distribution of the study

Sl. No	Sample	N	Percentage
1	Boys	116	38.7
2	Girls	184	61.3
Total		300	100
3	Educated	207	69
4	Uneducated	93	31
Total		300	100
10	Private	86	28.7

11	Government	62	20.7
12	Government aided	43	14.3
13	Kendriya Vidhyalaya	61	20.3
14	Navodhaya Vidhyalaya	48	16
Total		300	100
15	Rural	154	51.3
16	Urban	146	48.7
Total		300	100

Figure 3. 1. Showing the sample distribution for the study

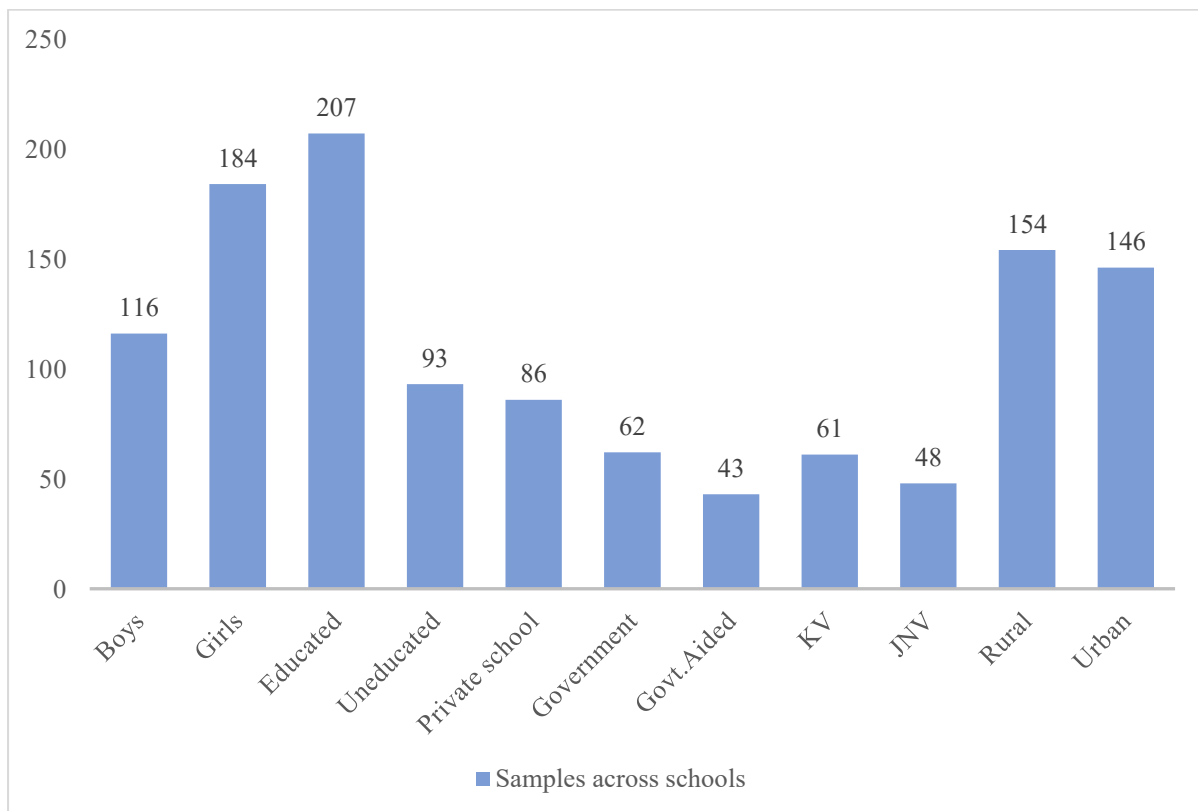


Table 3. 6 Showing the details of the entire sample (school wise)

Sl. No	Name of the School	Sample
1	Jyothi Vallalar Higher Secondary school Kalapet.	55

2	Seventh Day Adventist Higher Secondary School Mudaliarpet	31
3	Thanthai Periyar Government Girls Higher Secondary School Ariyankuppam.	31
4	Government Girls Higher Secondary School Kalapet.	31
5	Professor' Annousamy Higher Secondary School Bahour.	20
6	Wiseman Higher Secondary School, Marappalam.	23
7	Kendriya Vidhyalaya No 2. Puducherry	61
8	Jawahar Navodhaya Vidhyalaya	48
Total		300

Figure 3. 2 School Wise sample distribution

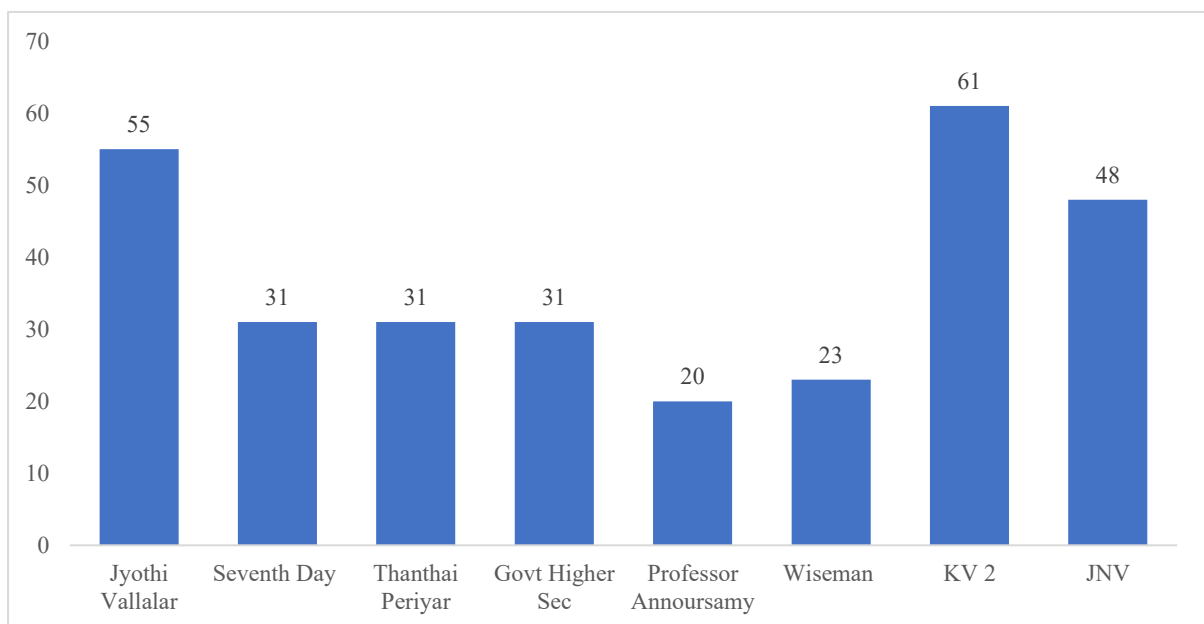


Table 3. 7 Showing the sample on the basis of Gender

Sl. No	Gender	Sample
1	Boys	116

2	Girls	184
Total		300

Figure 3. 3 Showing the sample on the basis of Gender

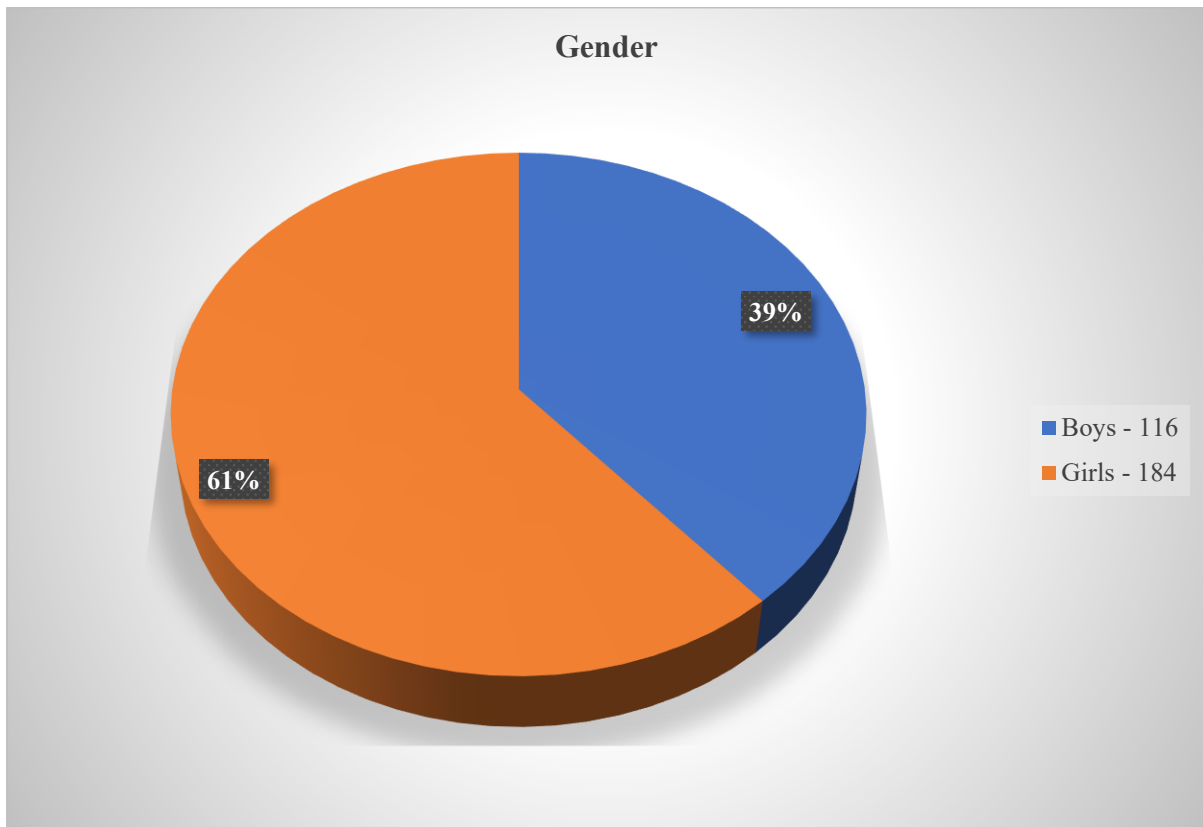


Table 3. 8 Showing the sample on the basis of Parent Status

Sl. No	Parents Status	Sample
1.	Educated	207
2.	Uneducated	93
Total		300

Figure 3. 4 Showing the Sample on the basis of Parents Status

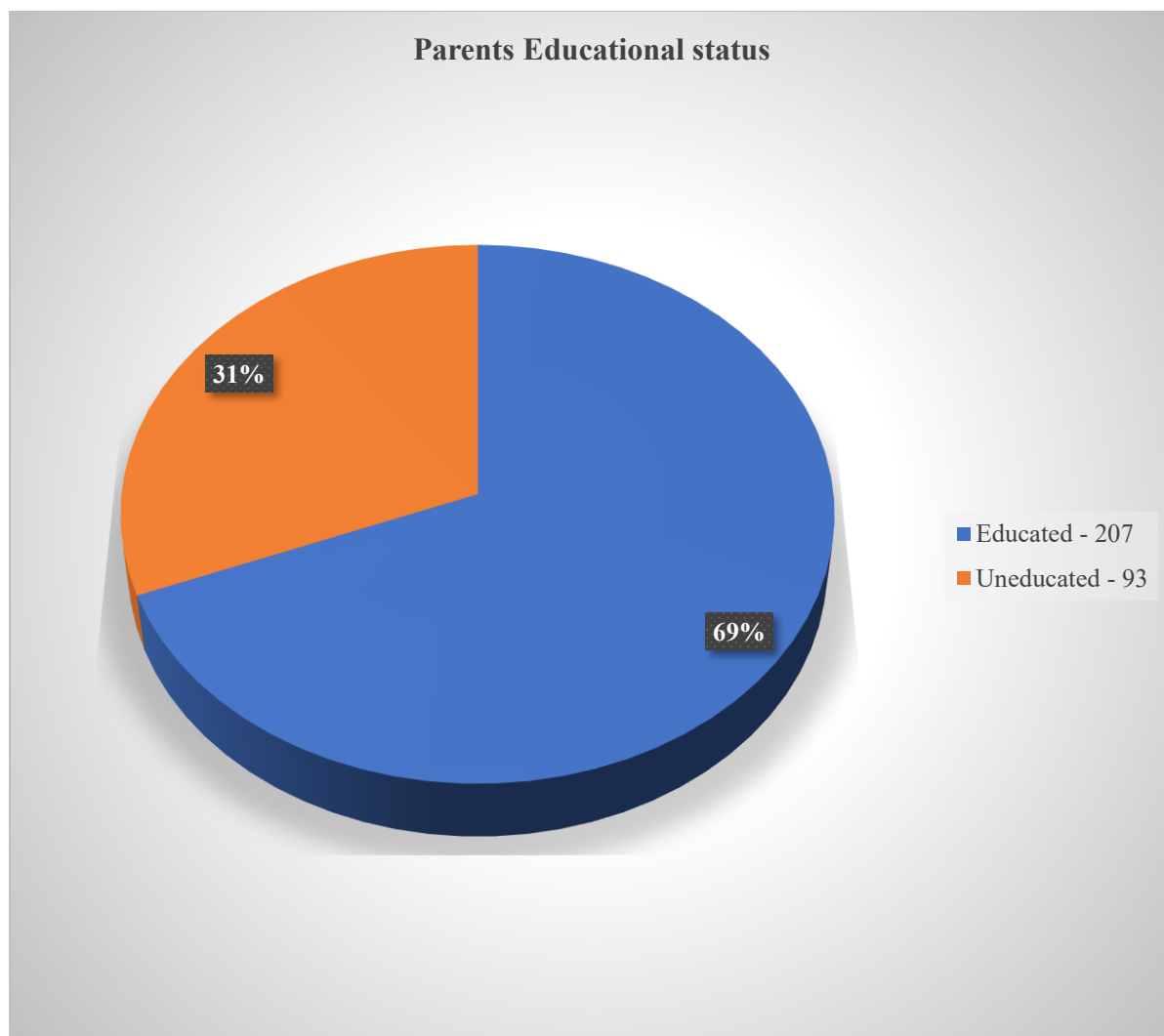


Table 3. 9 Showing the sample on the basis School Type

Sl. No.	School Type	Sample
1	Private (2)	86
2	Government (2)	62
3	Government aided (2)	43
4	Kendriya Vidhyalaya	61
5	Navodhaya Vidhyalaya	48
Total		300

Figure 3. 5 Showing the samples on the basis of School Type

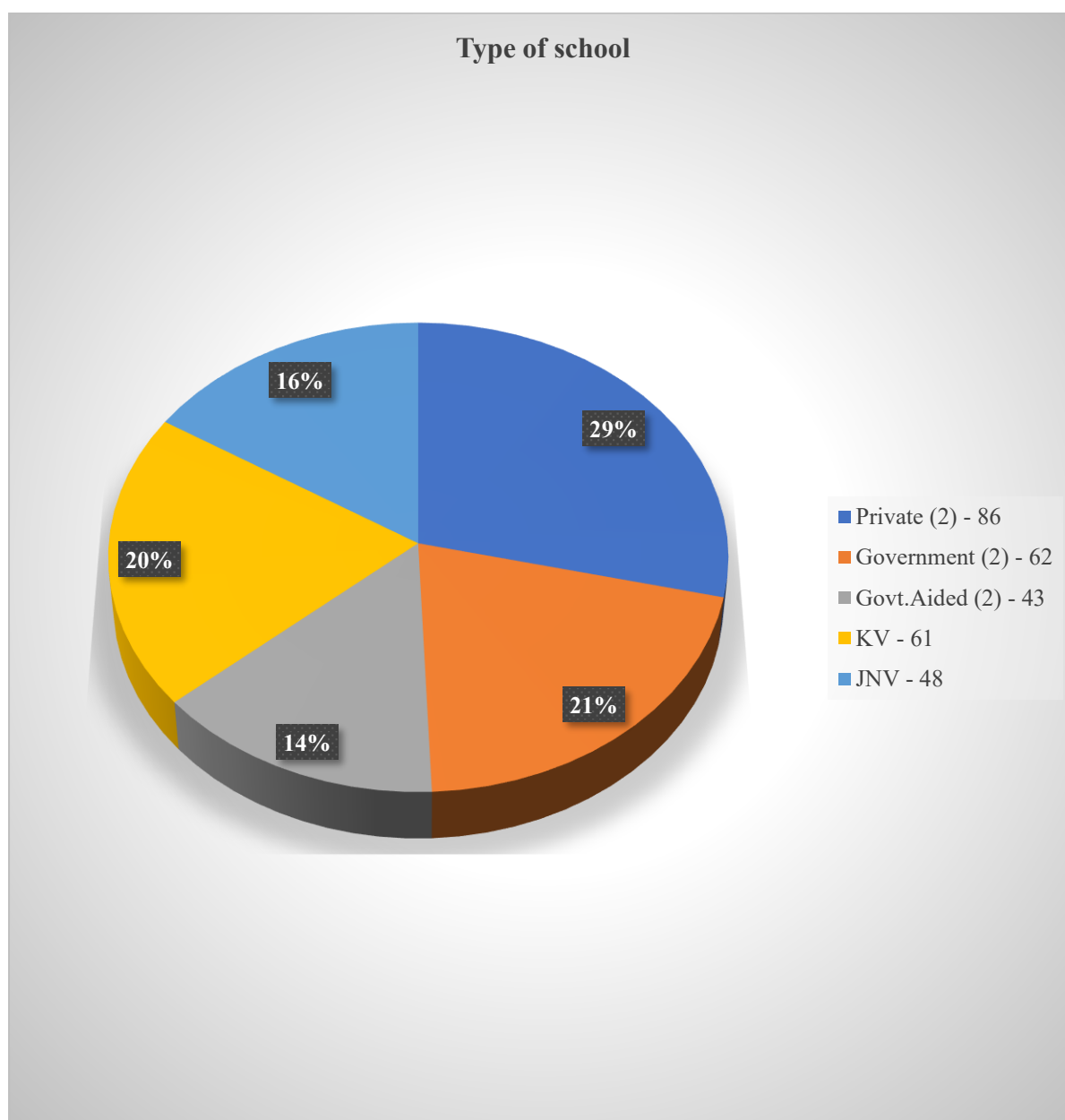
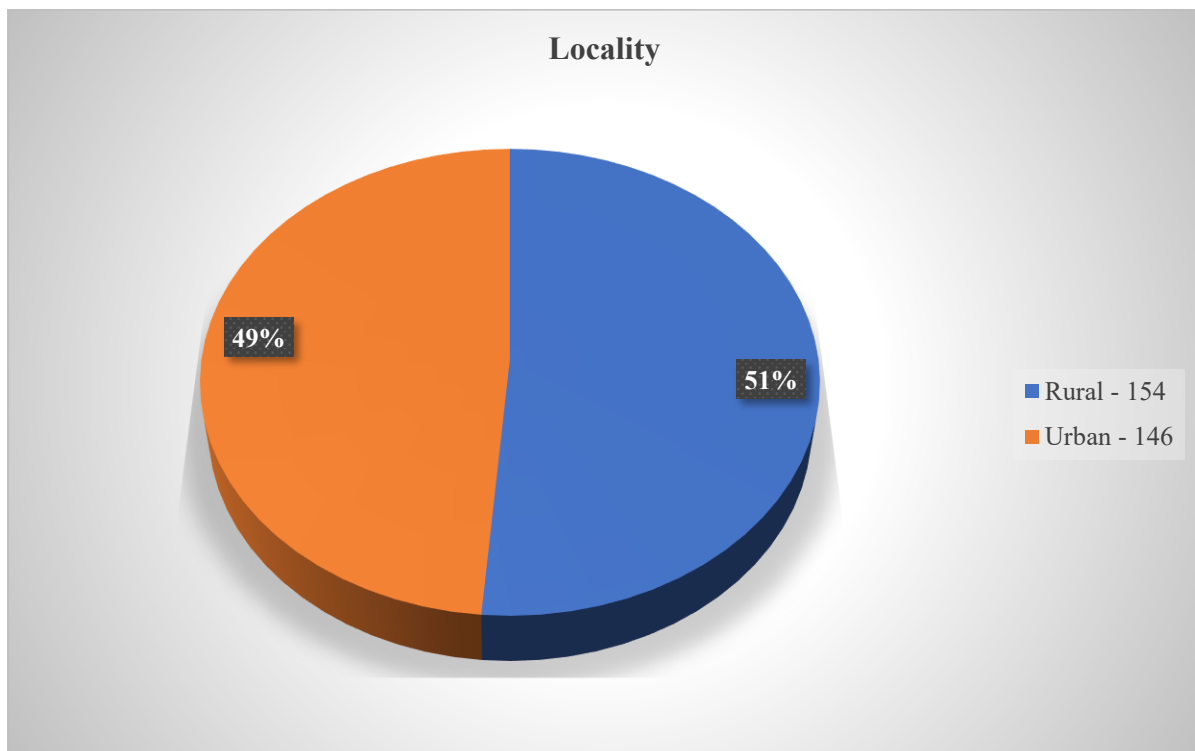


Table 3. 10 Showing the samples on the basis of Locality

Sl. No	Locality	Sample
1	Rural	154
2	Urban	146
Total		300

Figure 3. 6 Showing the sample on the basis of Locality



3.18 STATISTICAL TECHNIQUES USED FOR ANALYSIS

The following statistical techniques were used for the data.

3.18.1 Measures of Central Tendency

Mean

The mean of a distribution is commonly understood as the arithmetic average. It is perhaps the most familiar; most frequently used as well as understood average. The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total number of values.

For ungrouped data,

$$\text{Mean: } M = \frac{\sum x}{N}$$

For grouped data,

$$\text{Mean: } M = \frac{\sum fx}{\sum f}$$

Median

The median by definition refers to the middle value in distribution. In case of median one half of the items in the distribution have a value the size of the median value or smaller and one half has a value the size of the median value or larger. The median is just the 50th percentile value below which 50% of the values in the sample fall. It splits the observation into two halves.

For ungrouped data

$$\text{Median} = \frac{n+1}{2}$$

For grouped data

$$\text{Median} = L + \frac{\frac{n}{2} - C}{f} \times h$$

Mode

Mode is the value in the series which occurs frequently (i.e) the modal value has the highest frequency in the series. It is a location value and indicates the area of highest frequency in the series.

$$\text{Mode} = 3 \text{ median} - 2 \text{ mean}$$

3.18.2 Measures of Dispersion

Standard Deviation

The average of squared deviations of the measures of scores from their mean is known as the variance. The standard deviation is the positive square root of variation.

For Ungrouped data

$$\text{S.D} = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

For Grouped data

$$\text{S.D} = \sqrt{\frac{\sum f(x - \bar{x})^2}{\sum f - 1}}$$

3.18.3 Differential Analysis

Differential analysis is the important procedure by which the researcher is able to make inference involving in the determination of the statistical significance of difference between groups with reference to selected variables. It involves the use of 't' test. A t-test is a numerical procedure that take into account that the difference between means of two groups, the number of subjects in each group and the amount of variation of spread present in the score. Thus, the t test is used to determine whether the performance of groups is significant or not.

“t”- Test

Statistics will help us to find whether there is different between two groups. We calculate the mean of each group and then find out whether the means of the two groups differ or not. To find out the different between two means we use t test. If we know the 'z' value, we can find out from the normal probability curve. To calculate the 'z' value, we need the standard deviation of the sample distribution of difference between two means. The standard error of difference between two means can calculated from the standard deviation and the size of the sample from which we collected the data.

$$t = \frac{\mu_1 - \mu_2}{\sigma}$$

ANOVA test

Analysis of variance (ANOVA) tests the hypothesis that the means of two or more populations are equal. ANOVAs assess the importance of one or more factors by comparing the response variable means at the different factor levels. The null hypothesis states that all population means (factor level means) are equal while the alternative hypothesis states that at least one is different. The name "analysis of variance" is based on the approach in which the procedure uses variances to determine whether the means are different. The procedure works by comparing the variance between group means versus the variance within groups as a way of determining whether the groups are all part of one larger population or separate populations

with different characteristics. The one-way ANOVA compares the means between the groups you are interested in and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$$

where μ = group mean and k = number of groups. If, however, the one-way ANOVA returns a statistically significant result, we accept the alternative hypothesis (H_A), which is that there are at least two group means that are statistically significantly different from each other. At this point, it is important to realize that the one-way ANOVA is an omnibus test statistic and cannot tell you which specific groups were statistically significantly different from each other only that at least two groups were. To determine which specific groups differed from each other, you need to use a post hoc test. Post hoc tests are described later in this guide.

3.18.4 CORRELATION ANALYSIS

Correlation

The Pearson **correlation** coefficient, often referred to as the Pearson R test, is a statistical **formula** that measures the strength between variables and relationships. To determine how strong the **relationship** is between two variables, you need to find the coefficient value, which can range between -1.00 and 1.00.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Regression

A regression equation is used in stats to find out what relationship, if any, exists between sets of data. For example, if you measure a child's height every year you might find that they grow about 3 inches a year. That trend (growing three inches a year) can be modelled with a regression equation. In fact, most things in the real world (from gas prices to hurricanes) can be modelled with some kind of equation; it allows us to predict future events. A regression line is the "best fit" line for your data. You basically draw a line that best represents the data points. It's like an average of where all the points line up. In linear regression, the regression line is a perfectly straight line: Regression formula is shown below.

$$Y = a + bX$$

$$b = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2} \quad a = \frac{\sum Y - b \sum X}{N}$$

Where,

N = number of observations, or years

X = a year index (decade)

Y = population size for given census years

3.19 CONCLUSION

The methodology provides the guidelines for the investigators above the way and the study has to be conducted accordingly. It is imperative to adopt a suitable methodology thereby we can generalize the findings. In the present chapter a clear description about the variables, tools, sample and method of data collection and statistical techniques complied to analyze the study. The detailed analysis of data with the testing of hypothesis is presented in the next chapter

CHAPTER - IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter highlights the analysis of the data obtained based on the variables of the study. The study entitled as “Attitude towards homework and their related academic achievement among secondary school students”. Statistical analysis of the collected data employed for calculations are Mean, Median, Standard Deviation, t-test, F-test (ANOVA), Correlation and Regression. Using these appropriate techniques hypotheses framed are tested and verified and the findings were interpreted accordingly.

4.2 DESCRIPTIVE ANALYSIS OF DATA

Three hundred secondary school students from the selected Government, private, Government aided, Kendriya Vidhyalaya, Navodhaya Vidhyalaya Schools in Puducherry region were selected for the purpose of sampling. After collecting the data the variables, studied in the present investigation are on Attitude towards homework and their academic achievement has been classified with reference to some selected variables like gender, Parents status, School type and their locality.

4.2.1 LEVEL OF SIGNIFICANCE

The investigator has the convenience in choosing several arbitrary standards called level of significance, of which 0.05 and 0.01 levels are often used in the research. The rejection or acceptance of the framed null hypotheses is based upon some level of criterion. In this present study the researcher has selected 0.05 level of significance for acceptance or rejection of framed directional and null hypotheses.

4.3 STATISTICAL ANALYSIS OF DATA AND TESTING OF HYPOTHESIS

4.3.1 DESCRIPTIVE ANALYSIS

HYPOTHESIS 1: The level of attitude towards homework among school students is average.

Table 4. 1 – Showing Mean and S.D of the total sample

Variable	Sample	Mean	Standard Deviation
Attitude towards homework	300	112.79	17.63

The above table reveals that the obtained mean score of Attitude towards homework among secondary school students is 112.79. It means that the secondary school students possess average level of attitude towards homework. Hence the framed directional hypothesis is accepted. Therefore, it can be concluded that the level of attitude towards homework among secondary school students is average.

Figure 4. 1 Showing Attitude level of homework of the students

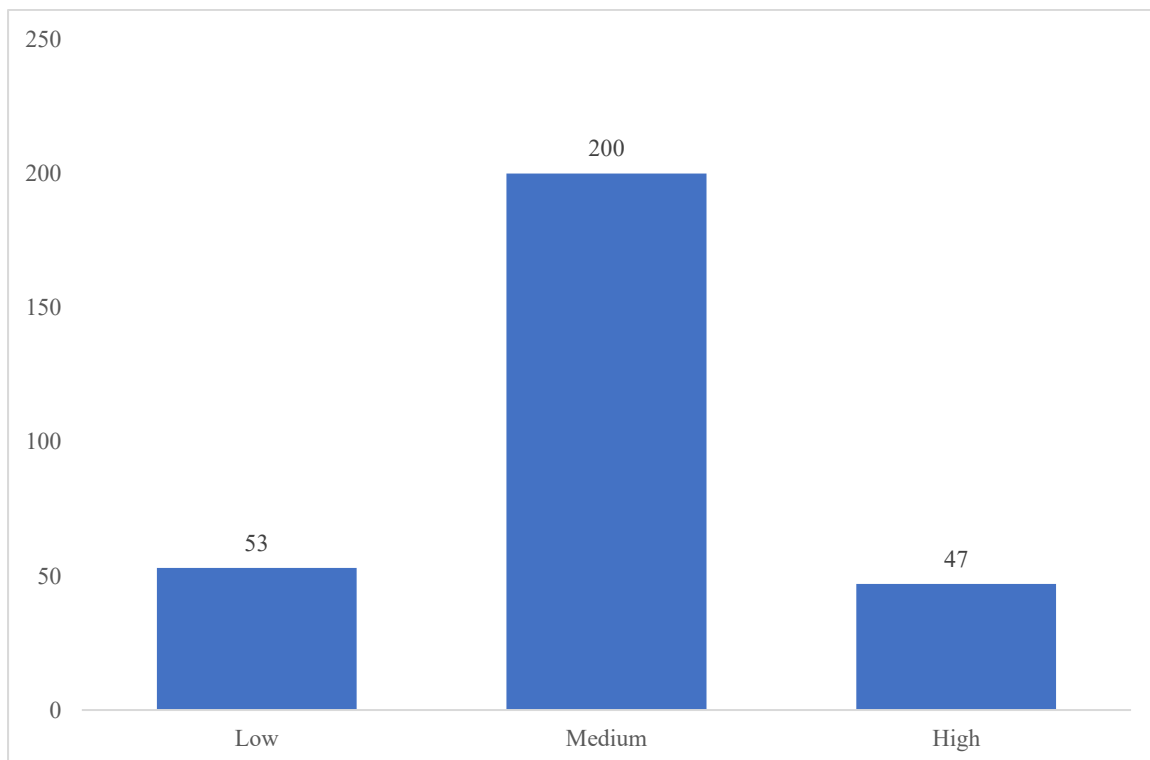
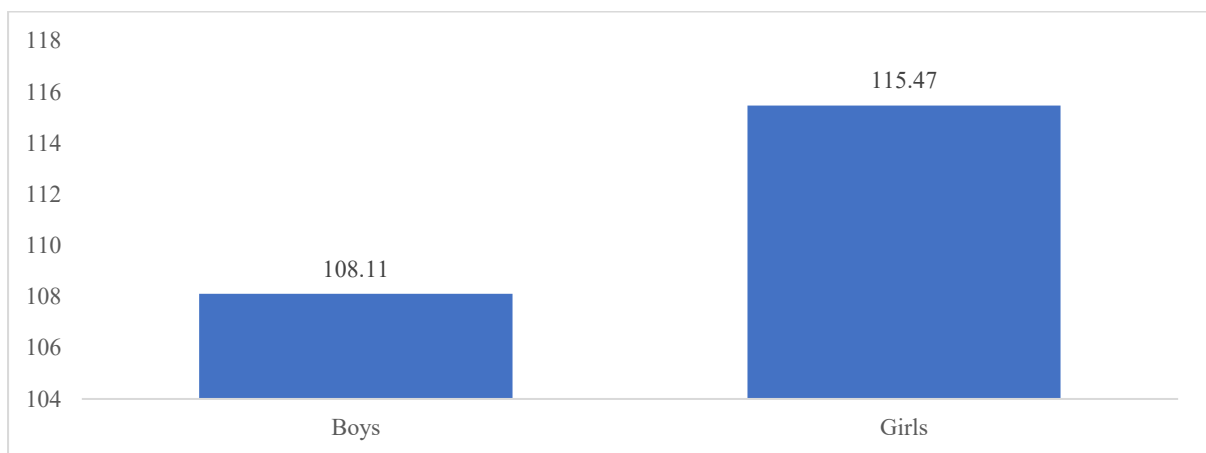


Table 4. 2 Showing the mean score and Standard Deviation of Secondary school students based on gender.

Gender	Mean	Standard Deviation
Boys	108.11	18.94
Girls	115.47	15.21

Figure 4. 2Mean scores and Standard Deviation of attitude towards homework Secondary school students.



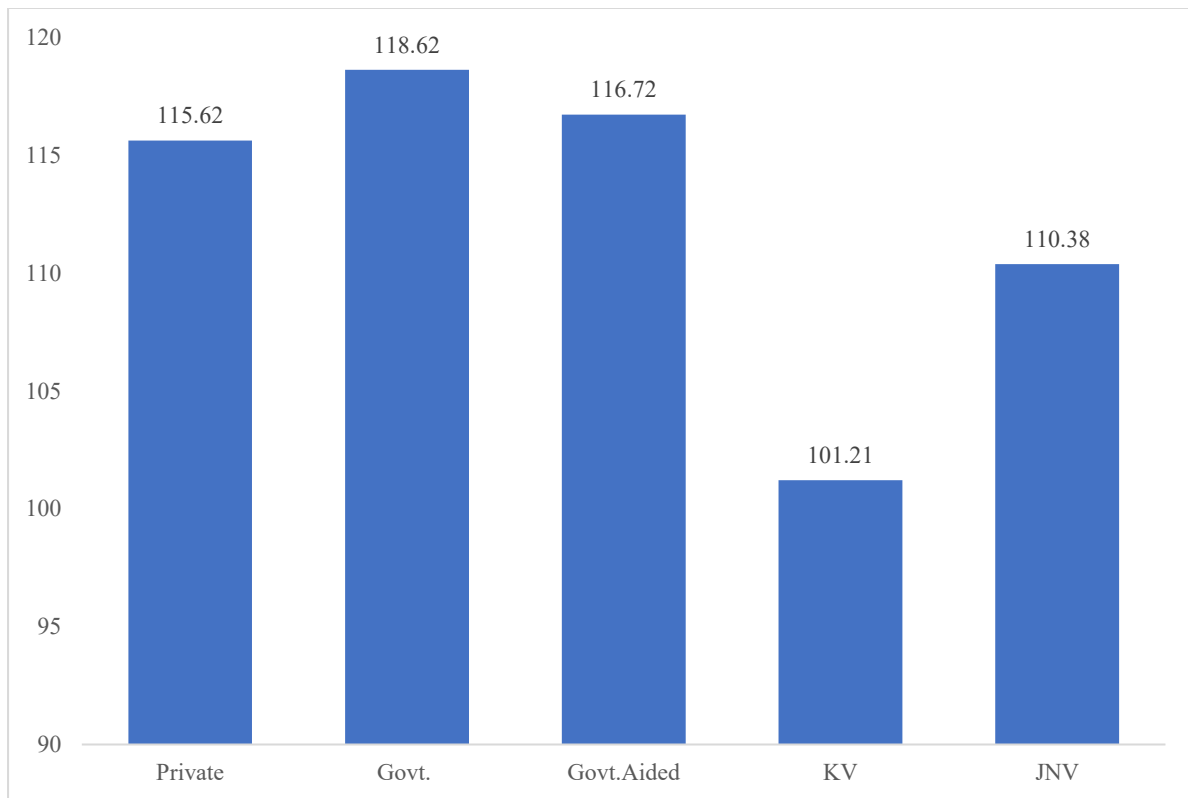
The mean score of Boys and Girls is 108.11 and 115.47 respectively. Hence it can be inferred that the Attitude towards homework of female students is higher than the male students.

Distribution of sample based on the locality of the sample.

Table 4. 3 Mean score and Standard Deviation of sample based on School Type

School Type	Mean Score	Standard Deviation
Private school	115.62	17.70
Government school	118.60	12.15
Government Aided school	116.72	13.96
KV school	101.21	14.07
JNV	110.38	20.55

Figure 4. 3 Mean scores of the sample based on School Type



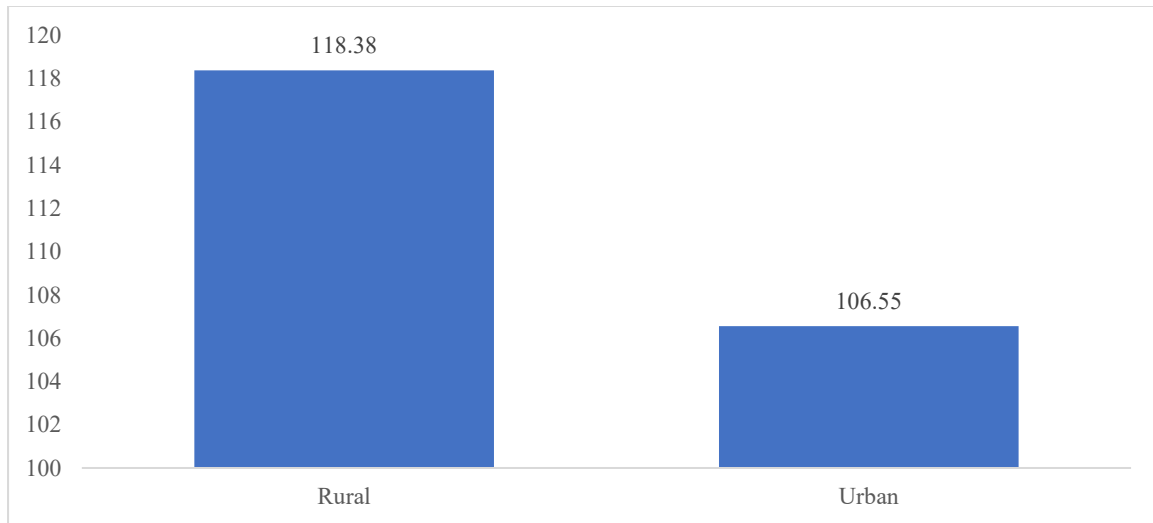
The mean score of Private, Government, Government aided, Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya is 115.62, 118.60, 116.72, 101.21 and 110.21 respectively. Hence it is inferred that the Attitude towards homework among Government school students is higher than the other private, Government aided, Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya School. In this Kendriya Vidhyalaya School students have low level of attitude towards homework than other schools.

Distribution of sample on the basis of the locality

Table 4. 4 Shows the Mean Score and Standard Deviation of the Samples's attitude towards homework based on their locality.

Locality	Mean	Standard Deviation
Rural	118.38	17.68
Urban	106.55	14.176

Figure 4. 4 Mean score of the sample's Attitude towards homework based on their locality

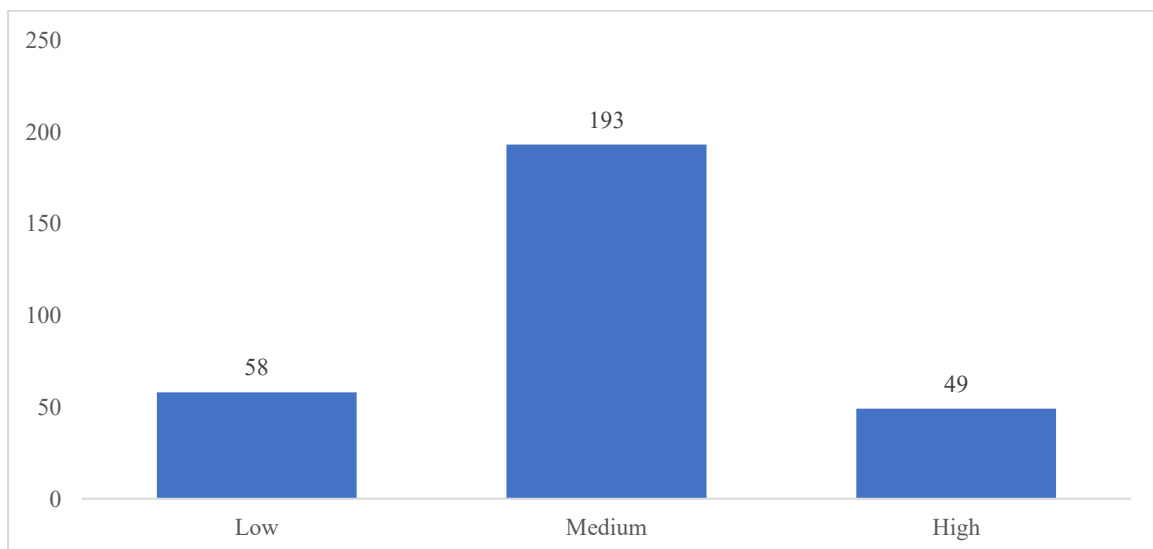


The Mean Score of rural and Urban Students are 118.38 and 106.55 respectively. Hence it is inferred that the Attitude towards homework of rural students is higher than the urban students.

Table 4. 5 Showing Mean score and Standard Deviation of Academic achievement of the total sample.

Variables	Sample	Mean	Standard Deviation
Academic Achievement	300	367.31	85.42

Figure 4. 5 showing the level of academic achievement of the sample



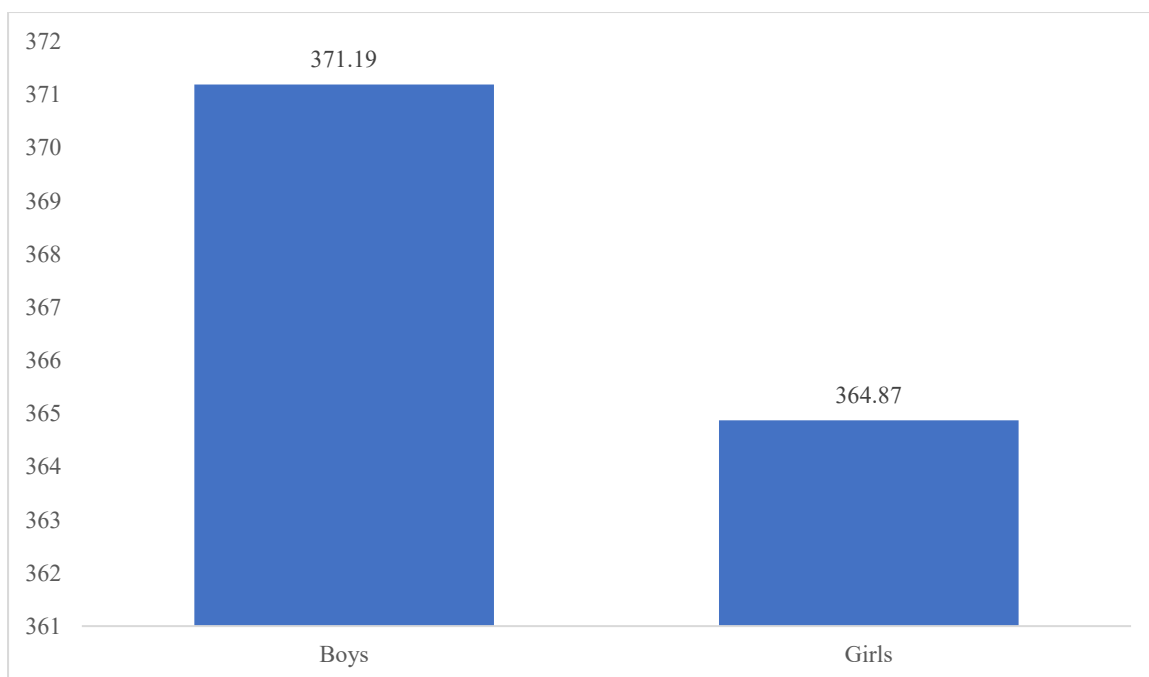
The above table reveals that the obtained Mean score of academic achievement among secondary school students is 367.31. It means that the secondary school students possess average level of academic achievement. Therefore, it is concluded that the academic achievement of secondary school students is average.

Distribution of sample on the basis of gender of the secondary school students' Academic achievement.

Table 4. 6 Showing the Mean score and Standard Deviation of the Secondary Students Academic achievement based on gender.

Gender	Mean	Standard Deviation
Male	371.19	97.16
Female	364.87	77.30

Figure 4. 6 Showing the Mean score of the samples' Academic achievement based on Gender.



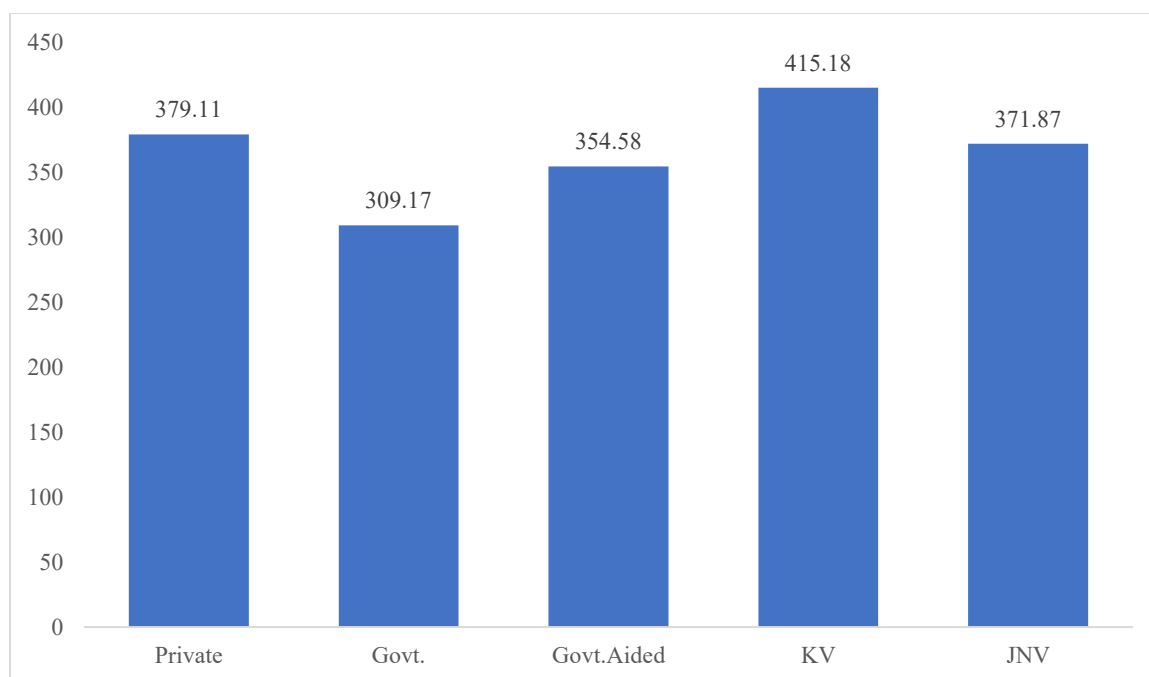
The Mean score of Boys and Girls is 371.19 and 364.87 respectively. Hence it is inferred that the Academic achievement of boys is higher than the girls.

Distribution of sample on the basis of academic achievement of the secondary school students on the basis of School type

Table 4. 7 Showing the Mean score and Standard Deviation based on School Type.

School Type	Mean	Standard Deviation
Private school	379.10	64.64
Government school	309.17	71.88
Govt. aided	354.58	69.92
KV	415.18	97.93
JNV	371.87	87.69

Figure 4. 7 Showing Mean score and Standard Deviation of the samples' academic achievement based on school type



The mean score of academic achievement of secondary school students from Private, Government, Govt. aided, Kendriya Vidhyalaya and Jawahar Navodhaya Vidhyalaya schools are 379.105, 309.17, 354.58, 415.180 and 375.87 respectively. Hence it is inferred that the

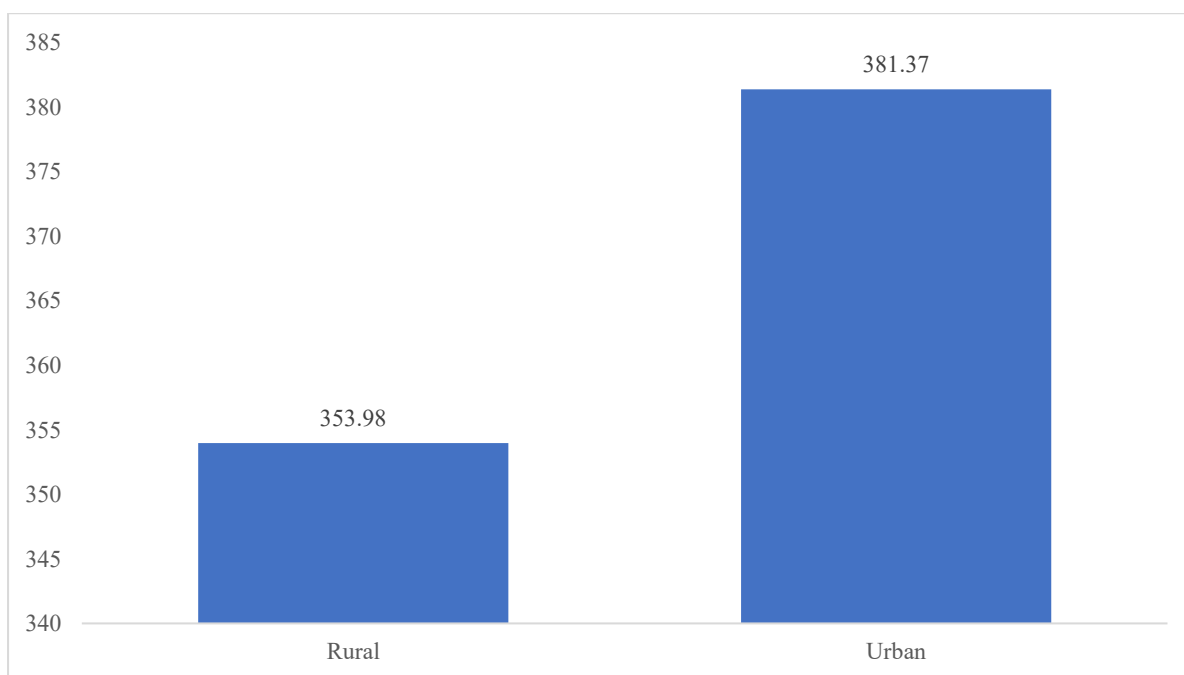
academic achievement level of Kendriya Vidhyalaya School is higher than the other private, Government, Government aided and Navodhaya Vidhyalaya schools.

The Distribution of sample on the basis of locality of the secondary school students' academic achievement

Table 4. 8 Showing Mean score and Standard Deviation of the sample's academic achievement based on their locality

Locality	Mean	Standard Deviation
Rural	353.98	85.24
Urban	381.37	83.62

Figure 4. 8 Showing Mean scores of the sample's academic achievement based on their locality.



The mean scores of rural and urban students' academic achievement are 353.98 and 381.37 respectively. Hence it is inferred that the academic achievement of urban students is higher than the academic achievement of rural students.

4.3.2 DIFFERENTIAL ANALYSIS

HYPOTHESIS 2: There is no significant influence between attitude towards homework and Academic Achievement among secondary school students.

Table 4. 9 Showing the Regression test Coefficients score.

Model	B	Std. Error	Beta	t	Sig.
Constant	360.591	32.952	0.012	10.943	0.000
Attitude towards homework	0.60	0.289		0.206	0.837

The above table shows that the p-value (0.837) is greater than 0.05. It, shows that it is not significant. It means that the attitude towards homework has no effect on the Academic achievement. The significant level of 0.837 indicates that we can accept the null hypothesis that attitude towards homework does not have any influence on academic achievement.

HYPOTHESIS 3: There is no significant difference between boys and girls with the request to their attitude towards homework

Table 4. 10 Showing Mean score, Standard Deviation and t-value of the secondary school students based on their Gender

Variable	Gender	N	Mean	SD	t-value	df	P value
Attitude towards homework	Boys	116	108.11	18.94	3.703	298	0.001
	Girls	184	115.47	15.22			

The calculated analysis reveals that there is a significant difference in which the obtained t-value is 3.703 at 0.05 level. $P (0.001 < 0.05)$. Hence it is inferred that the attitude towards homework significantly differs between boys and girls. So null hypothesis is rejected.

HYPOTHESIS 4: There is no significant difference between Rural and Urban school students

Table 4. 11 Mean score, Standard Deviation and t-value of the secondary school students based on the locality of the students

Variable	Locality	N	Mean	SD	t	df	p value
Attitude towards Homework	Rural	154	118.38	17.68	2.807	298	0.000
	Urban	146	106.55	14.17			

The calculated analysis is revealed that there is a significant difference, in which the obtained t-value is 2.807 at 0.05 level. $P(0.000 < 0.05)$. Hence it is inferred that the attitude towards homework is significantly differs between rural and urban students. So the null hypothesis is rejected.

HYPOTHESIS 5: There is no significant difference between Government, Kendra Vidhyalaya, Navodhaya Vidhyalaya, Government Aided and Private schools.

Table 4. 12 Table 4.15 Showing the Mean score, Standard Deviation and F-value of secondary school students on the basis of school type

Variable	School Type	N	Mean	SD	F	df	p value
Attitude towards homework	Private	86	115.62	17.706	11.599	4	0.000
	Govt.	62	118.60	12.157			
	Govt. aided	43	116.72	13.967			
	KV	61	101.21	14.070			
	NV	48	110.38	20.557			

The calculated analysis is revealed that attitude towards homework is differed significantly among three groups, $F = 11.599$, $p < 0.01$. Attitude towards homework is low among Kendriya Vidhyalaya school ($M = 101.21$) and high in private, government, government aided and Navodhaya Vidhyalaya schools. (Mean Scores = 115.62, 118.60, 116.72, 110.38).

Table 4. 13 Showing Post Hoc Tests - Dependent Variable: Attitude towards Homework - Tukey HSD

(I) ST	(J) ST	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
Private	Government	-2.980	2.667	.797	-10.30	4.34
	Govt. aided	-1.105	2.990	.996	-9.31	7.10
	KV	14.403*	2.680	.000	7.05	21.76
	JNV	5.241	2.884	.366	-2.67	13.16
Government	Private	2.980	2.667	.797	-4.34	10.30
	Govt. aided	1.876	3.177	.976	-6.84	10.60
	KV	17.384*	2.887	.000	9.46	25.31
	JNV	8.222	3.078	.061	-.23	16.67
Govt. aided	Private	1.105	2.990	.996	-7.10	9.31
	Government	-1.876	3.177	.976	-10.60	6.84
	KV	15.508*	3.188	.000	6.76	24.26
	JNV	6.346	3.361	.326	-2.88	15.57
KV	Private	-14.403*	2.680	.000	-21.76	-7.05
	Government	-17.384*	2.887	.000	-25.31	-9.46
	Govt. aided	-15.508*	3.188	.000	-24.26	-6.76

	JNV	-9.162*	3.089	.027	-17.64	-.68
JNV	Private	-5.241	2.884	.366	-13.16	2.67
	Government	-8.222	3.078	.061	-16.67	.23
	Govt. aided	-6.346	3.361	.326	-15.57	2.88
	KV	9.162*	3.089	.027	.68	17.64

The Tukey post hoc tests indicated that attitude towards homework among Kendriya Vidhyalaya school students differed significantly from Private, Government, Government aided and Navodhaya Vidhyalaya school students ($p = 0.000, 0.027 < 0.05$). So, among these five schools mentioned above KV Vidhyalaya School students are having poor attitude towards homework. Here Government school, Government aided school, Private school, and Jawahar Navodhaya school, Kendriya Vidhyalaya School having the attitude towards homework (1,2,3,4,5) places accordingly. Hence it is inferred that there is significant difference among Private, Government aided, Government, Jawahar Navodhaya Vidhyalaya and Kendriya Vidhyalaya school students in attitude towards homework. So null hypothesis is rejected.

4.3.3 CORRELATION ANALYSIS

HYPOTHESIS 6: There is no significant relationship between attitude towards homework and Academic Achievement among secondary School students

Table 4.17 showing the result of regression

Variable	Mean	Std. Deviation	t	AAM	Attitude towards homework
AAM	367.317	85.4253	Pearson Correlation	1	.012
			Sig. (2-tailed)		.837
			N	300	300

Attitude towards homework	112.62	17.105	Pearson Correlation	.012	1
			Sig. (2-tailed)	.837	
			N	300	300

The calculated analysis is revealed that there is no significant relationship in which the obtained significant value is 0.837 at 0.05 level. Hence it is inferred that there is no significant relationship between attitude towards homework and academic achievement.

4.4 CONCLUSION

The descriptive analysis reveals that the obtained mean score of Attitude towards homework among secondary school students is 112.79. It means that the secondary school students possess average level of attitude towards homework. Hence the framed directional hypothesis is accepted. Therefore, it can be concluded that the level of attitude towards homework among secondary school students is average

The calculated correlation analysis shows that the goodness of fit is 0.003. So, there is 0.3% change in Academic achievement. That means the p-value (0.837) is greater than 0.05. It shows that it is not significant. It means that the attitude towards homework has no effect on the Academic achievement. The coefficient table shows that the significant level of 0.837 indicates that we can accept the null hypothesis that attitude towards homework does not have influence on academic achievement.

The differential analysis reveals that there is a significant difference in which the obtained t-value is 3.703 at 0.05 level. $P(0.001 < 0.05)$. Hence it is inferred that the attitude towards homework significantly differs between boys and girls. So null hypothesis is rejected.

The calculated analysis is revealed that there is a significant difference, in which the obtained t-value is 2.807 at 0.05 level. $P(0.000 < 0.05)$. Hence it is inferred that the attitude

towards homework is significantly differs between rural and urban students. So, the null hypothesis is rejected

The calculated analysis is revealed that attitude towards homework is differed significantly among the three groups, $F(4, 295) = 11.599$, $p < 0.01$. Attitude towards homework is low among Kendriya Vidhyalaya school ($M = 101.21$) and high in private, government, government aided and Navodhaya Vidhyalaya schools. (Mean Scores = 115.62, 118.60, 116.72, 110.38).

The Tukey post hoc tests indicated that Attitude towards homework among Kendriya Vidhyalaya school Students differed significantly from Private, Government, Government aided and Navodhaya Vidhyalaya school students ($p = 0.000$, $0.027 < 0.05$). So, among these five schools mentioned above KV Vidhyalaya School students are having poor attitude towards homework. Here Government school, Government aided school, Private school, and Jawahar Navodhaya school, Kendriya Vidhyalaya School having the attitude towards homework (1,2,3,4,5) places accordingly. Hence it is inferred that there is significant difference among Private, Government aided, Government, Jawahar Navodhaya Vidhyalaya and Kendriya Vidhyalaya school students in attitude towards homework. So null hypothesis is rejected.

The calculated correlation analysis is revealed that there is no significant relationship in which the obtained significant value is 0.837 at 0.05 level. Hence it is inferred that there is no significant relationship between attitude towards homework and academic achievement.

CHAPTER – V

FINDINGS, SUGGESSTIONS AND CONCLUSION

5.1 INTRODUCTION

This section includes a brief re-statement of the problem, a description of the procedure used and discussion of findings and conclusion of the study. The summary and conclusion section is the most widely used part of the research report because it reviews all the information that has been presented in the previous section.

5.2 NEED AND IMPORTANCE OF THE STUDY

Attitude towards homework and their related academic achievement of secondary school students is focused as a main issue. Attitude towards homework is the key to success and has been regarded as the most significant aspect of human behaviours. One of the major aims of education is to develop the ability to attain better performance. The issue of homework ties into many aspects of the students' lives. Homework is a way for students to take responsibility for their education and for them to gain more knowledge and comfort in the content as academic performance. By the time students enter the secondary school levels of education they need to be practicing how to study their own. So, they will be more successful in the future as they enter into the higher secondary schools and colleges on the basis of their academic performance. The more students work with material, the better they will get academic performance. Homework also provides a very need home and school connection. Since the secondary school students are in critical age, they need to learn good study habits and good academic performance. For the sake of getting good academic performance the children are being highly engaged with homework. Even though homework is import to the children to get academic performance, the researcher wants to know that how much attitude of homework is influencing on the academic performance.

5.3 STATEMENT OF THE PROBLEM

The present study is entitled as “**Attitude towards homework and their relative academic achievement among secondary school students**”.

5.4 OBJECTIVES OF THE STUDY

1. To find out the level of the attitude towards the homework among the secondary school students.
2. To analyze the influence of attitude towards homework and their relative Academic Achievement among secondary school students.
3. To evaluate and compare the attitude towards homework among secondary school students with respect to their Gender, locality, type of school, parental income and parental occupation and Parental educational status.
4. To find out the relationship between attitude towards homework and Academic Achievement among the secondary school students.

5.5 HYPOTHESES OF THE STUDY

1. The level of attitude towards homework among secondary school students is average.
2. There exists significant influence between attitude towards homework and Academic Achievement among secondary school students.
3. There is no significant difference between boys and girls with the request to their attitude towards homework.
4. There is no significant difference between Rural and Urban school students.
5. There is no significant difference between Government, Kendra Vidhyalaya, Navodhaya, Government Aided and Private schools.
6. There is no significant relationship between attitude towards homework and Academic Achievement among secondary School students.

5.6 SIZE OF THE SAMPLE

The sample selected from eight randomly selected schools of Pondicherry. The total size of the sample is 300 secondary school students, a fair representation of the population.

5.7 TOOLS USED FOR THE STUDY

The standardized tool **Attitude towards Homework** scale, developed by “Usha Mishra” has been adopted by the researcher for the present study.

5.8 STATISTICAL TECHNIQUE USED FOR THE STUDY

1. Descriptive analysis
2. Differential analysis
3. Correlation analysis

5.9 MAJOR FINDINGS OF THE STUDY

Based on the descriptive, differential and correlation analysis of data on the research variable as Attitude towards homework and their related academic achievement among secondary school students, the following findings were drawn.

1. It found that the secondary school students possess average level of attitude towards homework.
2. It found that there is no significant influence between attitude towards homework their Academic achievement
3. It found that there is a significant difference between boys and girls in which girls are having high level of attitude towards homework.
4. It found that there is a significant difference in attitude towards homework between rural and urban students in which rural students are having high attitude towards homework.

5. It found that there is a significant difference among Government, Private, Govt. aided, Kendriya Vidyalaya and Navodhaya Vidyalaya schools, in which Kendriya Vidyalaya school students are having low attitude towards homework and Government school students are having high attitude towards homework.
6. It found that there is no significant relationship between attitude towards homework and academic achievement.

5.10 RESULTS AND DISCUSSIONS

“Cooper (1987-2003)” on the effects of homework is summarized. Studies are grouped into four research designs. The authors found that all studies, regardless of type, had design flaws. However, both within and across design types, “there was generally consistent evidence for a positive influence of homework on achievement”. Studies that reported simple homework-achievement correlations revealed evidence that a stronger correlation existed in Grades 7-12 than in K-6 and when students rather than parents reported time on homework. No strong evidence was found for an association between the homework-achievement link and the outcome measure or the subject matter.

1. “Sendi Seb Rengma, Dr. Jinamoni Saikia and Olivia Sunny. (Oct 2005), Attitude of school students towards homework” conducted a study, to study the attitude of school students towards homework and to find out if there is any gender difference in the attitude towards homework. The findings highlighted that majority of the respondents (67.5%) had neutral attitude towards homework, while 20 per cent of the respondents had favourable attitude and 12.5 per cent of the respondents had unfavourable attitude towards homework. It was also found that more number of girls (25%) had favourable attitudes towards homework than boys (18.75) and similarly more number of boys (31.25%) had unfavourable attitude towards homework than that of girls (12.5%). Like the above study, present study also reveals the findings that, the attitude towards

homework among secondary school students is average. Because students are not showing much interest to do homework, they are thinking that homework gives tension and it is very boring. They are thinking that because of homework children are not getting freedom to play and involve in any other activities like games etc.

2. Harris Cooper, Jorgianne Civey Robinson, and Erika A. Patall (1987-2003), Does Homework Improve Academic Achievement? A Synthesis of Research Duke University revealed the result that there is a positive influence on homework and academic achievement. The present study found that the attitude towards homework does not have influence on Academic achievement. Children are not fully depend on homework, because children are giving importance rather than the academic achievement. The homework also may not be related to the summative assessment which is conducted for the purpose of academic achievement.
3. “Xu, Jianzhong, (Dec 2008). Models of Secondary School Students' Interest in Homework: A Multilevel Analysis” - The above study revealed the findings that girls reported statistically significant higher scores in homework interest than did boys. Likewise, the present study also found the result that, Girls are having high level of attitude towards homework than boys, because girl students are little serious in terms of homework and they take any kind of homework in a sportive way by taking the help of the parent and other peer group in order to complete their home assignment. Bell et al. (2006) study correlates with this one in a variety of ways; this study looks at other factors that may influence homework completion and achievement more strongly than family involvement. Girls always work independently than boys by means of social stigma on them thinking that girls are always to be at home, meanwhile there are lot of chance to commit themselves on the given homework

4. Rural students are having high attitude towards homework than urban students, because rural students are relatively serious because of the minimum resources and the financially they are weak, for them homework is something additional work in order to improve their academic caliber and they always take this kind of homework in a sportive way and they perform better and better.
5. “Nishtha Gaur (February- 2015), Attitude towards Homework of Secondary School Students”. “The study indicated that the attitude towards homework of public-school boys and public-school girl students is more or less same. The government and public-school students do not differ significantly on attitude towards homework”. The present study says that Government school students are having high attitude towards homework than the other schools such as Private, Government aided, Navodhaya Vidhyalaya and Kendriya Vidhyalaya. Because Government school students are not having much privilege to access much resources to develop their academic Caliber. So totally they are depending upon the teachers and homework for their expected learning outcome. Even most of the government schools are not proper transactional strategy and pupils haven’t been engaged properly into the concept. So, most of the students understanding the homework by doing homework. And Kendriya Vidhyalaya school students has low attitude towards homework, because all of their parents are mostly educated, they are well privileged to access educational resources easily, and they are not much worrying about homework, even they are not showing interest to do homework. Because Kendriya Vidhyalaya school is following CBSC syllabus, so teaching strategy is activity base learning, children are learning joyfully, so for them homework is not need to understand the concept what is been taught in schools.
6. In a study by De Jong et al. (2000), most teachers assigned homework almost every lesson, which was three to four times a week (each class met four times per week). The

results showed that frequency was not related to achievement. The amount of time students spent doing the homework assignments had a stronger relation (De Jong et al., 2000). Similarly, Cooper, Lindsay, Nye, and Greathouse (1998) found non-significant relationships between the frequency of homework assigned and average student achievement in elementary grades. In secondary grades, there was also a non-significant, but slightly negative relationship between frequency and achievement (Cooper, Lindsay, Nye, & Greathouse, 1998). In contrast, a study was done by Trautwein et al. (2002) that found there was a significant relationship between classes that were assigned more homework and their achievement level. By the end of the school year, students who were assigned homework more frequently had higher scores than students who had homework less frequently. Students benefited from regular homework because they were practicing new concepts, previewing concepts to be learned, or reviewing previous concepts (Trautwein et al., 2002). Similarly, studies by Walberg, Paschal and Weinstein (1985; 2001) found that daily homework assignments resulted in larger effects on student achievement than homework assigned less often or assigned randomly. The highest effect sizes resulted when daily homework assignments were given. The present study found the result that there is no relation between attitude towards homework and academic achievement. Because of generation changes drastic changes happening in education field, tradition method of teaching, chalk and talk had been outdated and new technological tools are being used for teaching such as, interactive smart board, video, power point presentation etc. these are very much contributing the children to develop their cognitive ability, and to bring them into the concept without feeling bore. So, by the above technological aids' pupil observing and understanding the concept very well, there homework is losing its strength and pupil are not showing interest to do homework. According their observation pupil are

performing well in final examination and getting high academic performance, that too whatever homework is given by teachers, may not be related to the examination, so because of the reasons homework is not doing anything for academic achievement.

5. 11 EDUCATION IMPLICATIONS

Attitude towards homework is an important skill for all school students in order to learn and improve confidence of the students. Nowadays, homework is mostly done by the parents, as per the research findings homework is not helping for academic achievement.

There should be a logic to assign homework in order to spent time on homework and amount of homework given to the students by teacher. It should be well organized.

Teachers are supposed to assign any homework in an economic way by pooling and bringing local resources available and encourage students to do so.

Gender difference in attitude towards homework is influenced by various factors other than biological factors, the educators need to consider critically the positive and negative impacts of classroom variables and make conscious efforts to promote homework in a sportive way.

Homework should be active oriented, focuses on personal satisfaction and it must be bridge between school instruction and real-world situation.

Students who didn't complete homework must not be punished and treat them in amicable manner.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

- This study was limited to the secondary school only. It could be extended to the students at higher secondary level.
- This study could be extended to all the age groups.
- This study is confined with only secondary school students from some selected schools in Puducherry region. This could be extended to another region also.

- This study is confined with only 300 samples. It could be extended more no of sample.
- This study can be extended for finding the relation with attitude towards homework and Cognitive ability.

5.13 CONCLUSION

The purpose of the present investigation was to study the Attitude towards homework and their related academic achievement among secondary school students with the reference to some selected variables like, Gender, Locality and Types of schools. The study indicated that Secondary school students are having average attitude towards homework, It is indicated that the attitude towards homework differs between gender, Locality, Parent's status; Occupation, and among different types of schools such as Private, Government, Government aided, Kendriya Vidhyalaya and Navodhaya Vidyalaya school.

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