

# An Investigation on Homework Involvement of Higher Secondary Students

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### Abstract

*This study aims to investigate homework involvement of the higher secondary students. The main objectives are to find out the level and significant differences based on gender, age, group of study, medium of instruction of higher secondary students. The hypothesis was that there may be significant of difference in homework involvement of the higher secondary students based on their gender, age, group of study, medium of instruction. Samples of 300 higher secondary students were selected for this study in Kalavai taluk region in India. The data was collected by the scale Opinionnaire on Homework - prepared by Bijay Kumar Yadav (2017). The major findings showed that there is no significant difference regarding age and group of study. It was also found that gender and, medium of instruction have influence on their participants' homework involvement.*

**Keywords: Strategy Instruction, Self-Regulated Learning, Pre-Service Chemistry Teachers, Learning Strategies**

### Introduction

Homework is a traditional practice that has been questioned throughout history; however, it has continued to be a common practice in the education system. Many parents and educators are led to believe that homework increases academic success and reflects good teaching and self-discipline. Despite the prevalence of homework as a common practice in the education system, the topic has sparked debate within the last decade (Buell, 2008). The minimal research available demonstrates that there is a negative relationship between homework and achievement at the elementary level (Cooper et al., 2006). Additionally, homework impacts time spent participating in non-academic activities, parent-child relationships, unstructured learning opportunities, and students' physical health. As culture, schools, and family structure have changed, homework has become more problematic for students, parents, and teachers (Vatterott, 2009). Homework and academic pressure have been normalized as a typical aspect of pursuing an education; however, many fail to recognize the stress this may cause (Sisson, 2015).

### Objectives of the Study

This study aims to find the level of homework involvement of the higher secondary students. Further its aims to school see the significance of difference of homework involvement of the higher secondary students based on Gender, Gender, Age, group of study, medium of instruction.

### Hypothesis of the Study

There may be significance of difference in homework involvement of the higher secondary students based on gender, age, group of study, medium of instruction.

### Sample of the Study

A sample of 300 higher secondary students was taken from kalavai taluk. Stratified random sampling technique was used.

### Significance of the Study

Homework is a vital part of learning, and it is expected by students, parents, school directors, and teachers. The benefits of homework are obvious: students retain class taught language, they reinforce what they have learnt, they develop study habits which ultimately allow them to develop as independent learners, and their cognitive understanding of language increases. Homework is an extension of the classroom which allows students to internalize information that has been presented in class. It bridges the gap between lessons, so that students can continue to work on English throughout the week even if they have only two classes a week. Homework is, therefore, a cornerstone of students learning process. Most educators understand this and homework conscientiously. Homework is important because it is at the intersection between home and school. Assessment plays an important role in the field of education. It is an integral part of the instructional program. Bloom and Nitko (1964) suggested that student's assessment is the basis of instructional decision. It is needed for the purpose of placement decision, formative decision, diagnostic decision and summative decision. These aspects of student's assessment are crucially important in the total educational program. The main emphasis in assessment is to have the pupil's progress in learning. In this regard a number of educational decisions are taken during the course of teaching/learning process. Without a regular and systematic internal assessment the decision made may not be valid. In other words, the internal assessment is necessary to measure the qualitative aspect of students; assessment in order to provide the continuous guidance to the students. If there is the provision of internal assessment it facilitates to identify the appropriate diagnostic and remedial teaching needed during the teaching/learning process.

Thus, there is no comprehensive and conclusive evidence supporting a particular view on homework. But the importance utilizes the leisure time of

the pupils other uses would have been wasted. It may establish the habit of working regularly. It supplements and confirms classroom work and is a practical mean to cover comfortable the lengthy and heavy syllables. It helps serve as a link for parent's teacher co-operation. It becomes most powerful tool to motivate the students for learning activities. Homework enables the child to show his / her progress in studies and it helps for teacher to judgment.

So, it is important to assess the attitude of higher secondary school students towards homework. Hence, the researcher has chosen this study on the homework involvement of students at the higher secondary level.

### The Instruments

The tools taken by the investigator to measure the homework involvement of higher secondary students are as follows Opinionnaire on Homework - prepared by Bijay Kumar Yadav (2017).

**Table 1 Showing the Level of Homework Involvement of Higher Secondary Students**

Variable	Levels	N	%
Homework involvement	Low	87	29.0
	Moderate	137	45.7
	High	76	25.3

From the above table it is observed that, the homework involvement of higher secondary students is moderate in nature. Nearly 46% of the selected sample has moderate level of homework involvement. Hence the null hypothesis is accepted.

**Table 2 Showing the Mean, S.D and C.R Value for Homework Involvement of Higher Secondary Students with Respect to Gender**

Variable	Gender	N	Mean	S.D	C.R value	L.O.S
Homework involvement	Boys	150	55.91	12.960	6.463	0.01
	Girls	150	65.65	13.125		

From the above table it is observed that, significant difference is observed at 0.01 level of significance

in the homework involvement of higher secondary school students with respect to gender. Girls have higher mean score in their homework involvement than boys. Hence the null hypothesis is rejected.

**Table 3 Showing the Mean, S.D and C.R Value for Homework Involvement of Higher Secondary Students with Respect to Age**

Variable	Age	N	Mean	S.D	C.R value	L.O.S
Homework involvement	Up to 16 years	171	60.51	13.818	0.388	N.S
	Above 16 years	129	61.14	14.061		

From the above table it is observed that, no significant difference is observed in the homework involvement of higher secondary school students with respect to age. Hence the null hypothesis is accepted.

**Table 4 Showing the Mean, S.D and C.R Value for Homework Involvement of Higher Secondary Students with Respect to Group of Study**

Variable	Group of Study	N	Mean	S.D	C.R value	L.O.S
Homework involvement	Science	167	60.90	14.037	0.165	N.S
	Arts	133	60.63	13.785		

From the below table it is observed that, no significant difference is observed in the homework involvement of higher secondary school students with respect to group of study. Hence the null hypothesis is accepted.

From the above table it is observed that, significant difference is observed in the homework involvement of higher secondary school students with respect to medium of instruction. Students of English medium have higher mean score in their homework involvement than the Tamil medium students. Hence the null hypothesis is accepted.

**Table 5 Showing the Mean, S.D and C.R Value for Homework Involvement of Higher Secondary Students with Respect to Medium of Instruction**

Variable	Medium of Instruction	N	Mean	S.D	C.R value	L.O.S
Homework involvement	Tamil	147	58.98	14.139	2.213	0.05
	English	153	62.51	13.494		

**Findings of the Study**

- The homework involvement of higher secondary students is moderate in nature.
- Significant difference is observed in the homework involvement of higher secondary school students with respect to gender.
- No significant difference is observed in the homework involvement of higher secondary school students with respect to age.
- No significant difference is observed in the homework involvement of higher secondary school students with respect to group of study.
- Significant difference is observed in the homework involvement of higher secondary school students with respect to medium of instruction.

**Educational Implication**

On the basis of finding presented in the previous section, the conclusion was drawn about the students’ attitude toward homework. On the whole secondary school students had Positive attitudes towards necessity of homework. Most of the students are weak and failed in even though they had positive attitude towards homework because weakness of the teacher, parents and school administrator. There are many factors which effect on student’s attitude towards homework. Which were found to be internal related factors, family related factors, and social related factors and school related factors? Students have different attitude towards homework because of their intellectual difference, peers groups, family supports and school cultures. In this regards this study has concluded that the students are positive towards homework. They agreed that homework is necessary for learning. This study also has concluded that there are some motivational factors

like home environment, school environment, social environment and internal factors that effect on students' motivation towards homework.

Each motivational factor is important for influencing student's homework doing habits so these factors can be studied separately. So, the parents, teachers, administrators and the policy makers should focus on channelizing the involvement of the students on homework.

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