

## Homework - A Difficult Word to Digest

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**Abstract:** Parents claim that they have absolutely no energy and time to pay attention to the homework suggested for their children and also claim that without follow up of class work how do their children progress in academics. A sample of forty students were selected for the study based on their poor performance in their first monthly test in Mathematics viz., who has secured less than 60% of marks in the pre test. The study found that among the students who have achieved less than 60% of marks in their pre test, there is no significant impact of homework on academic achievement in Mathematics if it assigns daily while as there is a significant impact of homework on academic achievement in Mathematics if it assigns twice in a week.

**Keywords:** Academic achievement, Homework and Mathematics.

### INTRODUCTION

Homework, Homework and Homework. The students of both primary and secondary schools in current generation are hard to hear, difficult to digest, scared to assimilate but their parents feel happy when do their children were assigned in large scale and engaged in that of work. Most of the students feel it is curse, chastisement, punishment, but it's an opportunity for teachers to corner students and what not. It is the only word in their lovely life makes every entertainment, fun, recreation keep off. Teaching fraternity dreamt of completing the syllabi, achievement of expected learning outcomes, ensuring academic discipline etc., by assigning enough homework to the future of the nation. Hence investigator think likely that the whole scenario revolves around the word homework, which is not simply a word but it is a life line for all stakeholders of the academics i.e., students, teachers, parents and academicians.

In the contemporary education sector, many positive developments have been taking place but unfortunately a few writers, researchers focussed on this pivotal issue. In the words of students, every period ends with homework, day ends in bundles of work for their group. Their teachers are also equally busy in attending the correction of their written work. Both students and teachers work hard but rest i.e., parents and administrators of the school enjoy their stiff work. When the investigator keenly looks into this sphere, he presumes many variables influence this dramatic word i.e., homework in academics.

Students claim that it is mere rewriting the concept from one source to another, which hinders them certainly doesn't allow to play and spend time with friends, parents and relatives. Of course this word homework is disgusting and undigested for certain section of students because they feel that this is the source for their teachers to complete the syllabus quickly, to punish the students even though they do with lot of difficulties. They claim that after completing the herculean task everyday teachers some time ignore it or they simply put a tick or two and endorse that work done is good or very good. Ultimately they do learn nothing, doesn't enhance their knowledge and interest in academic sphere.

Interestingly when the investigator encounters with the teaching fraternity about the perception of students about homework and its impact in academics by and large their perceptions were undigested but legitimate concerns. In their words, normally teachers were assigned not less than 33+2 periods out of 48 periods in a week i.e, out of 8 periods a day they are suppose to teach 6 periods and hardly they do have 2 periods that is 80 minutes a day in the school hours for the work other than teaching viz., correction of homework assigned, preparation of lesson plans, preparation of teaching aids, use of ICT, grounding of question papers, remedial teaching for low achievers, effective planning to handle gifted students, innovation or experimentation in teaching learning objectives. The investigator traumatized to see the list of teachers work spaced out apart from teaching classes.

On the other hand teachers have to attend directly or indirectly to maintain discipline in school premises, collection of fee, handling defaulters, conduct of various events namely co-curricular activities, extracurricular activities including games and sports, escorting the students to various exhibitions viz., science, Maths, Social science; tournaments in games and sports, celebration of various days of national and international importance, preparations for those activities with perfection, celebration of weeks viz., Hindi week, vigilance week etc., besides long hours of assembly with innovative activities.

Further the investigator was dumbfounded to listen to the teachers that they have to attend the reports demanded by the higher ups by return mail; time bound; immediate attention viz., parliamentary questions, RTIs, parents' queries, leaving their academic classes. These activities hinder the teachers' interest in academics inadvertently. A section of teachers lamented that what a system in which they are working.....they do everything keeping off the prime job of teaching and mould the students for future India. They demand that there should be proper mechanism to deal the things which are not associated with academics and make sure that teachers should attend their prime job of teaching with at most dignity.

When the investigator encounters the school administration they admit that the discussed points as above were the facts but school aims at all-round development of child. Being an administrator, the needy reports should be submitted on demand with help of working class. In his/her perception the administration doesn't create reports, controls the indiscipline, celebrations of days, weeks, organising events etc., on their own but with the support of teaching fraternity. They expect that teaching fraternity should work beyond the hours in the interest of future of nation.

Some sections of parents claim that in many of their jobs they work for eight long hours a day and take another hour or two to reach home with exhausted energy. They absolutely have no energy and time to pay attention to the homework suggested for their children and the same time they claim that without follow up of class work how do their children progress in academics.

The following studies were reviewed pertaining to homework, its impact on academic achievement.

Cooper [1] states that "homework is typically defined as any tasks assigned to students by school teachers that are meant to be carried out during nonschool hours".

According to Kohn [2], "teachers should only assign homework when they can justify that the assignments are beneficial and also urged the teachers to involve students in deciding what homework, and how much, they should do".

Gill & Schlossman [3] in their article expressed that "homework has been a perennial topic of debate in education, and attitudes toward it have been cyclical".

Bennett and Kalish [4] criticized that "both the quantity and quality of homework. They have provided evidence that extensive of homework harms students' health and family time, and they asserted that teachers are not well trained in how to assign homework".

Cooper *et al.* [5] claimed that "comparison of homework with no homework indicates that the average student in a class in which appropriate homework was assigned would score 23 percentile points higher on tests of the knowledge addressed in that class than the average student in a class in which homework was not assigned".

Good and Brophy [6] cautioned that "teachers must take care not to assign too much homework. They also suggested that homework must be realistic in length and difficulty given the students' abilities to work independently. Thus, 5 to 10 minutes per subject might be appropriate for 4th graders, whereas 30 to 60 minutes might be appropriate for college-bound high school students."

Cooper [7] suggested that "research findings support the common "10-minute rule" which states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. He added that when required reading is included as a type of homework, the 10-minute rule might be increased to 15 minutes".

Therefore the investigator feels teachers, administration and parents are the key players in academic sphere for enhancing the academic progress of the student and homework became the mantra to chant in their daily life. Hence the present study 'Homework – a difficult word to digest'.

## OBJECTIVES

The objective of the study is to find out the students' academic achievement on the impact of homework in the subject Mathematics.

## HYPOTHESIS

To study the objective of the present study the following null and alternative hypotheses were formulated and tested.

H<sub>01</sub>: There is no significant impact of Homework on academic achievement in Mathematics if it assigns daily.

H<sub>11</sub>: There is a significant impact of Homework on academic achievement in Mathematics if it assigns daily.

H<sub>02</sub>: There is no significant impact of Homework on academic achievement in Mathematics if it assigns twice in a week.

H<sub>12</sub>: There is a significant impact of Homework on academic achievement in Mathematics if it assigns twice in a week.

**METHODOLOGY**

For the present study the students on the rolls of class 10 of Kendriya Vidyalaya of Kalaburagi city of Karnataka form the universe. A sample of forty students were selected for the study based on their poor performance in their first monthly test in Mathematics

viz., who has secured less than 60% of marks in the pre test. Post Test - 1 was conducted after 4 weeks by assigning homework daily and Post Test - 2 was conducted after 4 weeks of Post test-1 by assigning homework twice a week and evaluated the assigned homework continuously and scrupulously. The collected data was classified and tabulated according to the requirements of the objectives. The study period for data collection was July to September 2016. Paired T-test was used to test the results.

**IMPACT OF HOMEWORK ON ACADEMIC ACHIEVEMENT IN MATHEMATICS**

To test the null hypotheses i.e., there is no significant impact of Homework on academic achievement in Mathematics if it assigns daily, a paired t- test was conducted. The results were shown in the following table -1.

**Table-1: Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test marks - Post test-1	3.27500	6.87988	1.08780	1.07471	5.47529	3.011	39	0.005

Source: SPSS output.

From the table, it is evident that the calculated t-value is 0.005 which is less than the level of significance at 5%. Hence the proposed null hypothesis is accepted and inferred that there is no significant impact of Homework on academic achievement in Mathematics if it assigns daily.

To test the null hypotheses i.e., there is no significant impact of Homework on academic achievement in Mathematics if it assigns twice in a week, a paired t- test was conducted. The results were shown in the following table -2.

**Table-2: Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Post test-1 - Post test-2	-.02500	6.47871	1.02437	-2.09699	2.04699	-.024	39	0.981

Source: SPSS output.

From the table, it is evident that the calculated t-value is 0.981 which is more than the level of significance at 5%. Hence the proposed null hypothesis is rejected and alternate hypothesis is accepted and inferred that there is a significant impact of Homework on academic achievement in Mathematics if it assigns twice in a week.

**CONCLUSIONS**

The study found that among the students who have achieved less than 60% of marks in their pretest,

there is no significant impact of Homework on academic achievement in Mathematics if it assigns daily while as there is a significant impact of Homework on academic achievement in Mathematics if it assigns twice in a week. These results show that the under achievers need a little relaxing time for better academic achievement in Mathematics. Therefore the investigator suggests that homework should be given to the low achievers twice in a week or as when required. The suggested homework should be scrupulously evaluated

and needy suggestions should be given to the students for their academic achievement.

The reasons might be in the ogle of teachers that the homework is by and large promotes academic performance of the child provided the suggested work has some novelty, fascination and exploration. Due to the academic and administrative pressures the teaching fraternity do not have enough time to spare in creating such homework.

The investigator suggested that the school authorities should think seriously on reducing the teaching hours for teachers and make use of time left on creating the worksheets, assignment, correction of written work in novel, experimental and innovative ways. If suggested work does not ignite the interest of the child, homework gives negative impact rather than positive impact on their academic performance.

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