

**A Study of Beliefs and Practices of Parents and Teachers  
about Homework in Delhi**

*Dissertation submitted to Jawaharlal Nehru University in  
partial fulfilment of the requirements for the award of the  
degree of*

**MASTER OF PHILOSOPHY**

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**2017**




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Date: 26 July, 2017

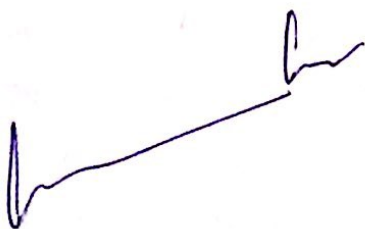
DECLARATION

I, **Sonali Aggarwal**, declare that this dissertation entitled “**A Study of Beliefs and Practices of Parents and Teachers about Homework in Delhi**” is submitted by me in partial fulfillment for the award of the degree of **MASTER OF PHILOSOPHY** of Jawaharlal Nehru University. I further declare that the dissertation has not been previously submitted for any degree of this or any other University and is my original work.

  
(Sonali Aggarwal)

CERTIFICATE

We recommended that this dissertation be placed before the examiners for the award of the degree of Master of Philosophy in this University.



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## **Acknowledgement**

First of all, I express my heartfelt gratitude to Dr. Arvind Kumar Mishra for being a patient guide and mentoring my work throughout. It was only because of his constant engagement and interest in this project that I have been able to complete it successfully. It is needless to mention that without his support, wisdom and guidance this work would not have been possible.

I would also like to thank Dr. S. Srinivasa Rao, Prof. Geetha B. Nambissan, Prof. SaumenChattopadhyay, Dr. Suresh Babu and Dr. Pradeep Kumar Choudhry for providing me with their invaluable suggestions which helped in shaping this research project.

I wish to extend a special thanks to the Chairperson (Prof. SaumenChattopadhyay) of the department for creating and maintaining a positive and vibrant environment in the department. I want to thank Prof. Minti Panda for understanding me at the time, when I was in problems in M.phil Programme. I also thank Panda, Prof. Dhruv Raina, Prof. BinodKhadria, Prof. Deepak Kumar and Dr. Parimala Rao for their fruitful teaching during course work .

I would also like to thank the non-teaching staff of the Department. They provided a peaceful environment to work in. Deepak sir in the office needs a special mention for catering to our paperwork requirements always with a smile on his face.

I extend my sincere thanks and love to my sister Ms. ShaliniGoel, for helping me in every problem of my life and my nephew Mr. HardikGoel for helping me in formatting of tables.

I want to thank my mother for her unconditional love and support. I want to remember my father who is no more but still he remains in my heart and dedicated his entire life for my happiness. My words can in no way make up for the effort they have put for me.

And, of course the love, support and motivation of my husband kept me working. As without his support this phase cannot be completed. I like to appreciate my children Maitrei and Kartik for understanding me for not being able to devote my time and attention to them, and for not helping in their homework sometimes. All three had been a pillar of strength for me in the difficult and low moments experienced during this research endeavor. They have been very patient and kept me together and sane all through.

I want to thank my friend RichaRana for being study buddy and for discussions we had on phone. Also, I extend my appreciation to my friends Ishnita and Mohna for being with me.

**Sonali Bhardwaj**

# CHAPTER 1

## Introduction

### 1.1 Introduction

Homework has remained a hot-button issue in the past decades (Gill & Schlossman, 2003a). Carr (2013) argues that the issue over the effectiveness of homework among researchers, administrators, teachers, parents, and students is a matter of debate and it about homework for either being very long or short, easy or difficult, alienates the child or helps in student achievement, representative of teachers' characteristics of either being lazy or enthusiastic, builds character or erodes self-worth, demanding of parents or inconsiderate of them and a catalyst for behavior confirmation or contributing to national economic strength (Schlossman, S.L., Gill, B.P., 2004).. Cooper found in his meta-analysis that out of 20 studies that were conducted between starting from the year 1962 and ending in the year 1986, 14 of it had results favoring homework whereas only 6 studies supported no homework. The most interesting outcome of the study was the impact of the level of the grade on the relation between the homework and the students' achievement. In junior high school, the average homework effect was half this magnitude, and in elementary school, homework had no association with achievement gains (Cooper, 2006). Homework has been defined by various scholars in different ways.

According to Corno (1996), "Homework" is generally defined as schoolwork brought home (Corno, 1996) or tasks that are meant to be follow through during non-instructional time assigned to students by school teachers(Cooper 2004, Bembenutty, 2011). Homework is a crucial element of most school-aged children's daily routine, an enduring aspect of student's educational experiences (Bempechat et al..2011) and is often viewed and a 'complicated thing' (Corno,1996) for teachers, students, and parents (Trautwein,2007), yet valuable educational tool(Cooper et al..1998).Homework may be assigned with intentional purposes of practice (Corno, 1996), preparation, participation, personal development, parent-child relations, parent-teacher communications, policy, public relations, punishment and peer interactions, which serve three main functions of instructional, communicative and political (Voorhis, 2001).

Homework is not an unfamiliar phenomenon, and while the practice of homework was reputedly advocated in the eleventh century by Italian teacher Roberto Nevillis (Farrell, A., & Danby, S. 2015), but according to Gill and Schlossman (1996), “it took until the mid-twentieth century for homework to become a ‘universal’ phenomenon” (Farrell, 2015). Various studies have shown that students get benefited from regular homework because they were practicing new concepts, previewing concepts to be learned, or reviewing previous concepts (Trautwein et al. 2002). According to NCF also, homework can also provide opportunities for parents to know a little more about what their child is understanding in the school and provide children the initial momentum to explore and recognize the universe outside the school as a realm for learning. But, if learning is perpetual, and also takes place in other areas such as home, the workplace, the community, etc. beyond the school, then school homework should be planned differently. It need not depend on parents reinforcing what the school has already done. It can set different types of activities for children to do, on their own or with their parents.

But, if the intention of assigning homework is to reinforce children's learning process at home (and thereby benefit from it) and families are unequal to the task, the pupils will not receive the same quality of education (Ronning, 2011). Using Dutch survey data on students and teachers in elementary school, Ronning has done the first study that empirically analyzed whether the effect of assigning homework on pupil achievement differs across students from different socioeconomic backgrounds in Netherlands and the effect on student learning of assigning homework depends on home inputs, this suggests that students from advantaged family backgrounds may learn more from homework than pupils from disadvantaged family backgrounds (Ronning, 2011). So, the effect of Homework is not homogeneous but is heterogeneous. Moreover, according to Salinas, (2014) Homework can be burdensome for the students from disadvantaged backgrounds who are not capable of doing homework because of work obligations, a lack of resources, family responsibilities and consequently homework may have the unintended consequence of widening the performance between students from different socio-economic backgrounds. Some researchers have also argued that home study has increased differences especially when the achievement difference is associated with economic differences (Scott-Jones, 1984; Odum, 1994; McDermott, Goldman, & Varenne, 1984). Homework is another opportunity for learning; but it may also reinforce socio-economic disparities in student achievement (Salinas, (2014).



Similarly, with the growing importance of homework in the Indian educational system, children who are first-generation learners are often left without adequate support systems at home because parents themselves are not sufficiently educated to be able to help them. Since a vast proportion of first-generation learners are Dalit, Adivasi and Muslim children, excessive reliance on homework perpetuates this historic generational disadvantage. In systems where a large amount of reliance is placed on homework and private tuitions, children whose parents are unable to provide the required supervision are likely to be left behind (Desai, S.& Thorat, A., 2012)

However, research is very thin or nonexistent in some areas that include studies that introduce homework as an exogenous intervention like students with varying SES (Cooper et al. 2006). Moreover, in his meta-analysis in 2006, Cooper found none of the study that observed at the students' SES as a moderator of the "homework - Achievement link" (Cooper et al. 2006). The existing studies are showing that students are benefitted from Homework (Cooper et al. 2006), but no study is showing that "Are all the students benefiting in the same manner"? And no study so far has seen in the current location that how children of varying SES are differently benefitted from homework.

Many studies have shown that low SES children as compared to high SES students are getting a high educational achievement and low SES students are having a low educational achievement (Wilmshurst, 2012). Further, Achievement –related belief is co-constructed with the relevant adult, i.e., parents and teachers in the home and school context and peers (Elliot & Dweck, 2005). It has been seen that the Pupil's belief about achievement is influenced by the beliefs of teachers and parents and develop in the multiple contexts of their schools, homes and the broader culture (Bempechat et. al.2011). Parental belief and encouragement have a substantial impact on child academic success and adults' attitudes about homework have a profound influence on students' own beliefs (Cooper, Lindsey, Nye, & Greathouse, 1998). Thus, to investigate belief of parents and teachers regarding homework are an important issue, with far-reaching implications for children.

## **1.2 Dissertation overview**

There is always a debate on the advantages and disadvantages of the homework. The beliefs of parents and teachers are different on homework. In fact, the belief of different parents belongs to different socio-economic status are different. Teachers of different types of schools have different types of beliefs. These different types of beliefs emerge from the social reality they are facing and consequently affect the practices. So practices are also differing by the circumstances of parents and teachers. So, the purpose of this study is to find out the belief of parents and teachers about homework, the factors benefitting homework and to examine the reasons of different benefits of homework for different groups of students.

The immediate next chapter, Chapter 2 will present a detailed theoretical review on previous researches on homework which started with the unfolding of the history of the homework. Then, the chapter will cast attention on Belief of parents and teachers about homework, after it the chapter has highlighted the practices of parents and teachers about homework. Detailed account of reasons in differences in homework has been provided. The next section then critically analyzed the previous models taken by the various researchers in the homework research. A detailed account of the entire theoretical framework of the earlier studies is then discussed in the chapter. Last but not the least in the section of Homework in Indian Context is there in which the policies of government regarding homework has been discussed.

Chapter 3 is the chapter of study in which first overview of the study and its objectives have been described. Then method of the study including location of the site, sample size, its characteristics, inclusion and exclusion criterion, detailed information about the tools of the study has been discussed. And lastly a detailed view of the procedure of data collection is explained.

Chapter 4 is the chapter of results and discussion in which findings of the study is discussed with tables, its consistency has been seen with previous researches. Interpretation of data has done in theoretical terms. Whole findings are divided into three themes emerged from the subjective experiences of the respondents and these themes were used to answer the question emerged from the review of the literature. Lastly concluding part with limitations and future implications are given.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

When a child comes back to home after spending a good amount of time at school, usually every parent would like to ask the very first question, from their child is: "Do you have any homework?" If the answer is 'yes,' the next step is to plan how to go for it but if by chance the answer is 'no,' there is a sigh of relief on both sides. The case can be reverse too. There are also some situations where parents get concerned when the child comes with no homework and vice-versa. Some believe that it is good and some bad. Still arguments are going on. So, to know about the concept of homework, from where it emerged to till now, in this review of the literature seven themes emerged according to the belief and practices of parents and teachers about homework were looked.. First, the history of homework is reported. Second, literature that highlights Parents and teachers beliefs of homework was discussed. Third section looks at practices of parents and teachers about homework. In fourth section the differences in homework has been observed. Fifth and sixth section has reviewed the theories and models of homework and last but not the least in the seventh section studies homework in Indian context has been seen.

#### **2.1 History of Home work**

The attitude towards homework has been cyclical (Gill & Schlossman, 1996, 2004).Over the course of time; beliefs about the importance of homework have fluctuated over time. It frequently provoked a fiery debate among parents, researchers, educators, and policymakers. Before the 20<sup>th</sup> century, they felt that homework was meant to discipline children's minds (Cooper, Robinson, & Patall, 2006). At that time, memorization led to knowledge acquisition, and as memorization was believed to be at-home activity, so homework was encouraged as a brilliant schooling strategy (Gill & Schlossman, 2000). However, by the mid-1920's, scholars reacted against the memorization focus of homework, and greater emphasis was placed on developing problem-solving as opposed to learning through drill (Lindsay, 1928).

A study conducted in 1927 was one of the first which compared homework to in-school study (Cooper & Valentine, 2001). The effects of achievement was examines by the researchers of

students in the age group of 11-12 years. Indeed, this was the introduction of an enormous future for homework research and public opinions that switched between favorable and unfavorable several times over the years.

In the 1940s, the people used to believe that the homework is interfering with other activities at home, utterly useless and not meeting the vital needs of children as well as adolescents (Cooper, 1989). Nevertheless, by the 1950s, public opinion began to change toward favoring homework, after the Russians launched the Sputnik satellite (Cooper, Robinson, & Patall, 2006). It made Americans feel that their children are not progressing in the same manner and they are not ready to face the technological advances which were going on in other countries. So, they started to pressurize the importance of homework, thinking that it allowed students to get more knowledge and at a rapid rate. But, the cycle again reversed itself in the mid-1960s (Jones & Colvin, 1964) and now people again saw homework as a warning sign of undue stress on children. Yet again, the homework's worth was questioned by contemporary learning theorist who raised its possible disadvantageous consequences for mental health (Wildman, 1968).

This attitude continued throughout the 1970's. But in the early 1980's, the cycle was once again reversed after "*A Nation at Risk, a report*" prepared by National Commission on Excellence in Education, (1983) found insufficient homework as a primary source of our educational problems. This new focus on achievement led to a "tougher standards" movement. Many schools began to require more and more homework at earlier and earlier grades. School district policies requiring homework in early grades, sometimes even as young as kindergarten, became common practice for the first time in United States history (Gill & Schlossman, 2000; Kohn, 2006).

Again, in the 21st century, the perceptions of parents on homework shifted. They started expressing concern about the amount of stress homework caused for their children (Cooper, Robinson, & Patall, 2006). Educators and parents at this time began to express mixed feelings about their roles and the debate became more intense as people started analyzing and redefining their values regarding education. However, once again, the practice of assigning homework is being challenged by parents and educators concerned about the stress that homework may put on children (Cooper et al., 2006). This brief history of homework illustrates the cyclical nature of public acceptance of homework and how it has been influenced by the current broader social, political, and economic environment. It is clear that homework is still a topic of debate among

educators and the belief and practices of parents and teachers about homework are also changing, so it is essential to unearth the beliefs of the parents and teachers regarding homework.

## **2.2 Belief of parents about home work**

“Beliefs, a cognitive stance, are identified with an individual’s personal knowledge and result from the conclusions that an individual draws from experience” (Lavonen, Jauhiainen, Koponen & Kurki-Suonio, 2004 ).

The relationship between students and parental beliefs was examined by Cooper and his colleagues (1998) regarding homework and academic achievement at the elementary and secondary school level. At all ages, children’s beliefs about homework were positively associated with parents’ attitudes. And, in the higher grades, students’ attitudes about homework were directly predicted by their parents’ attitudes, which were positively and directly related to their children’s school performance. It is found that children's own belief about homework neither develop overnight neither in a vacuum, but they are fostered over the years through daily interaction with parents as well as teachers (Bempechat, 2010). Parents' child-rearing practices may be expressions of their beliefs (Goodnow, 1988). It was inferred that the lack of positive effect of homework, might be a product of the negative attitude of the parents themselves. In a study of the urban and suburban children of grade 9, a large number of students reported that they were displeased with their homework regime and did their homework alone (Leone & Richards, 1989). However, if they did their homework in the presence of a parent, the effect was more positive and their achievement greater.

More recently, in a test of the effectiveness of homework on academic achievement, which can be defined as a student's score on a standardized test (Cooper, Valentine, Nye, & Lindsay, 1999 ;) or a student 's grades in their classes (Keith, 1982, 1998; Xu, 2009), Cooper, Lindsey, and Nye (2000) conducted a study about attitudes towards homework and found that those parents who helped their children with homework helped their children better understand and complete it on their own, enabling autonomy and help at the same time and not spoon feeding their children either. Similarly, Keith and Cool (1992) found that involvement of parents (as measured through educational aspirations, communication about school and school events, home structure, and

participation in school activities) had a positive effect of significance on the achievement of students in several subject areas. The significant part of the study is that this effect was facilitated through homework—parents who are more involved encourage children to do more homework and reading at home (Hoover-Dempsey et al., 2001).

Researches done in homework are consistently reporting that about all parents understand that homework has been analyzed as a significant element of school and monitor their children's work also ( Epstein, 1986; Hoover-Dempsey et al., 1995). Nevertheless, it is more likely that more educated parents are to act on their beliefs (Xu & Corno, 1998).

It also has reported that parents seemed to have very particular belief regarding the types of assignments, which according to them should be given to their children (Mcdermott, R.P, Goldman, S.V & Varenne, H, 1984).They provide clues about how parents see themselves participating in school-related learning activities. The parents usually contemplate the value of homework because it helped their children either to get promoted to the next grade, i.e., to secure better marks or to make them prepare for high school. Teachers, on the other side, viewed the value of homework for its long-range capability and thus parents and teachers agreed that homework was valuable, but disagreed why it was valuable.

Hoover-Dempsey et al.(2001), made an effort to know the reason of parents involvement in their children's homework, in a review of research on parental involvement in children's homework, and about how it contributes to the knowledge of students and the strategies they employ. They come to the conclusion that it is the belief of the parents that their involvement is affecting the learning of the students positively, so they should be involved. They also believed that School expects, invites and thus gives value to this involvement (Hoover-Dempsey & Sandler, 1995, 1997). The review has also made an attempt to observe that parents engage in a broad range of activities in this effort; from the creation of basic structures for homework performance to more complex efforts based on teaching for understanding and helping children develop effective learning strategies. All the above studies tried to look the beliefs of parents about the school, their involvement in child's homework, benefits of parents education for doing homework, their strategies to help them in homework. But not any of the studies so far have seen 'What are the factors benefitting homework most according to the belief of the parents? ( RQ1)'. Though, it is very crucial to know about the preferences of the parents, which according to their belief are

most beneficial in completing homework, as their beliefs are shaping the beliefs of their children about homework. Also, the belief of parents and teachers about learning has a deep influence on the development of children's own beliefs about success in school and the efforts it takes to apply it (Stipek & Gralinski, 1991). So, it is also imperative to know about the belief of the teachers about homework.

### **2.2.1 Belief about homework - Teachers**

Children's beliefs about learning and achievement develop in the multiple contexts of their homes, schools, and the broader culture (Rogoff, 1990). Schools and teachers are similarly influential in the development of students' beliefs about achievement. The effects of low expectations, communicated subtly by teachers (e.g., by not allowing enough time to respond to a question) or by the school structure (e.g., through placement in lower tracks), results in lower achievement and lower self-assessments of ability (Oakes, 1985). Importantly, children as young as five can interpret what teachers think about their abilities from their teachers' emotions. For example, when a teacher shows anger in the face of a failing grade, children correctly take this to mean that the teacher believes they did not try hard enough (low effort). In contrast, when a teacher expresses pity at a low grade, children assume, again correctly, that the teacher believes the student does not have the ability to do any better (low ability)

As the attitudes and beliefs of teachers guide their decisions and actions in classrooms, it is important to study them (Bryan, 2012). Cooper (2006) argued that teachers' beliefs about HW may influence their classroom behavior. More recently, Kaur (2011) found that the three mathematics teachers in her study gave HW and that the type of HW was in line with their beliefs about HW. Wallace & Kang (2004) argued that the way teachers act should not be perceived as an isolated, independent entity but rather as one aspect of a holistic system. They claimed that researching teacher actions, as well as cognitive-based beliefs and affective-based attitudes, may help in understanding the complexities of a system played out in a particular context.

According to the research done by Kukliansky, I., Shosberger, I. & Eshachit, H., (2014) on the belief of science teachers regarding homework, it seems that there is also coherency between the views concerning the importance of HW and giving HW. All the teachers who expressed ideas about the content category (i.e. improving knowledge and skills in the field studied) and those

who gave HW (i.e. mainly drill and practice) also expressed in their interviews that one objective of HW was to reinforce content. This result confirms another study where most teachers (not science teachers as in this case) endorsed drill and practice as a primary objective of assigning HW (Trautwein, Schnyder, Niggli, Neumann & Lüdtke, 2009);

Teachers' beliefs are important factors that affect their instructional practices and student achievement (Ashton & Webb, 1986; Rosenholtz, 1989; Tschannen-Moran, Woolfolk Hoy, & Hoy 1998). Instructional Efficacy is the extent to which a teacher believes he or she can make a change in students' academic achievement and behavioral development beyond their home and community influences. It is the belief in the value of education and confidence in one's ability to be a successful, effective teacher (Taub, Tobias, & Mayher, 2006). These beliefs shape expectations, and these expectations then influence behaviors. The practices include instructional decisions such as the use of class time or a particular curriculum, as well as interactions and relationships with students and colleagues. Such behaviors shape the overall climate of the school associated with student achievement, documented in a rich body of research (National Research Council, 2004; Hao & Pong, 2008; Suárez-Orozco, Rhodes, & Milburn,

Epstein and Becker (1982) have reported, teachers believe children benefit from parental encouragement and supervision of children's learning at home. They acknowledge, however, that we lack information about the kinds of tutoring or supervisory strategies that are most appropriate for raising student's achievement by the complex web of attitudes and beliefs that teachers hold. Various studies have seen about the teachers believe regarding the factors benefitting homework, but in parts like some saw the belief regarding benefit of parental involvement, some about parents education level but none of the studies so far has taken all the variables affecting homework together and seen, 'What are the factors most beneficial for homework according to the belief of the teachers? (RQ 2)'. No study has taken the priority based ranking from the teachers regarding the factor benefitting most to homework which is very important to know for the sake of clarity whether factors related to socio-economic status or teacher practices or own child skill are crucial for completing homework. The present study has tried to look for these gaps.



### **2.3 Practices of Parents about home work**

The ritual of homework provides a nightly school-like activity in the home. The parents view homework which child bring home with him as sources of schooling practices that carried over to the home. Homework has been identified as a crucial part of the process of achievement as it is the “lynchpin” in the participation of teachers, parents and students in the tri polar partnership Weston (1999). Homework assignments can be a means by which parents can form impressions about the school and teacher as they form the vital link between home and school. This section examines the practices of parents about homework and includes the factors affecting practices like Time spent on homework, Parental involvement, Parent's Education level, difficulty in doing homework and their socio-economic status

Various researches have been done by researchers on time spent on homework and its effect on academic achievement. Cooper, Robinson, and Patall (2006), in their meta-analysis) found 50 studies that investigated the relationship between homework time and achievement and the results showed weak to modest gains at the middle and high school levels and no statistically significant increase in grades at the elementary level. This suggests that homework benefits mainly the upper classes. However, time spent on the task is only one aspect of homework behavior, and it does not take the quality of time, such as studying attentively in a quieter environment (Plant, Ericsson, Hill, & Asberg, 2005).

Regarding, time spent on homework is often equated with conscientious homework behavior. However, Carroll's model, in fact, predicts learning outcomes based on both time spent and time needed. The time required is higher in students with low cognitive abilities and low prior achievement. Moreover, Carroll emphasized on only the active time spent on task and the role played by motivational and volitional factors (perseverance). He noticed that distractions faced by the student could have destructive effects on homework behavior of students. So, spending a lot of time on his or her homework, this is not necessarily a sign of high conscientiousness but may reflect problems of motivation or concentration.

Schmitz and Skinner (1993) conducted a diary study spanning a 4- month period. Based on daily measurements, they analyzed them at both the between-student and the within-student level. Schmitz and Skinner also asked students to rate the “subjective effort” they put into their

homework (i.e., their perception of effort expended). In the between-student analysis, a negative correlation was found between the time needed to complete homework and achievement, i.e., students who reported less study time than their peers had higher performance scores. At the same time, the subjective effort was positively related to performance. In their within-student analysis, Schmitz and Skinner again found a negative correlation between time spent on homework and achievement—students needed more time for assignments they found difficult. When controlling for task difficulty, the relationship between time on homework and achievement became more positive.(as cited in Trautwin, 2009) So, it is very crucial to know ‘How much time is child spending on homework?(RQ 3)

### **2.3.1 Practices of teachers about home work**

The philosophy that “variety is the spice of life” could be applied to homework to ensure continued stimulation, leading to successful completion of homework. However, from the schools and teachers perspective, many could find difficulty in co-coordinating a whole school homework system, across a wide range of autonomous curricular areas, which meets the needs of all. From a student’s perspective, and after all they are the consumers, they request homework which is interesting, stimulating and motivating which will engage them in the learning process.

MacBeath and Turner (1990) highlight that in secondary schools in Scotland there were quite wide differences in attitudes to homework by subject departments and whole school policies, reflecting patterns of timetabling and differing perceptions of what was "important." MacBeath and Turner (1991) suggested that in some schools, homework practices tended to be the domain of individual departments and school policies, often reflective of a traditional hierarchy, while in other schools, it was seen as important to balance the distribution of homework across the whole range of curriculum areas. Warrington and Younger (1996) observed that the nature of the homework task, the status of the subject, the resources available to support the task and the perceived value of the task by the teacher; all profoundly influenced the students’ reactions to their homework. Students were more inclined to respond positively to homework tasks which gave them the opportunity to show individual initiative and research where a clear purpose to the task was evident. Students' comments indicate that they very much want homework tasks to be interesting, a view that has been noted in previous research (e.g., Epstein & Van Voorhis, 2001; Xu, 2008).Students’ perceptions of the quality of homework—the extent to which these were

viewed as well thought out and interesting— predicted homework motivation and effort (Trautwein & Ludtke, 2007). These findings support calls for teachers to engage students through homework assignments that are interesting and innovative (e.g., Xu, 2008).

Further, it has been seen Higher achievers were bored by homework from which they did not learn, such as worksheets. Lower achievers, in contrast, were bored by what they perceived as too much or uninteresting homework. For the higher achievers, interest in homework seemed to turn on whether they believed that they were learning something new. Importantly, though, they did their homework despite acknowledging that they were not learning from it, even in subjects they did not enjoy, even if the tasks were unpleasant because they were lengthy or complicated, and even if they only did not feel like doing their homework. In short, they endured adverse effect to do what was expected of them.

Every teacher of every school of the country is practicing homework in one way or other. And if all the students are not from same dominant, then an issue emerged from it was, “How children from low SES background particular are impacted by teachers' homework practices. (RQ)”. In this study the researcher explored why teachers assign homework, the kinds of homework teachers assign, how teacher gives feedback to students and other practices of teachers. But researchers reported that there is a difference in the practices adopted by parents and teachers about homework. So, it is prominent to explore about the differences in homework. To explore this it is very important to look on the models of homework made by different researchers while doing the researches on homework.

## **2.4 Differences in homework**

In the past decade, the importance of getting parents involved in their children's education has received considerable attention from policy makers, educators, parents, and the mass media. Central to this heightened awareness is the No Child Left Behind Act of 2001, in which parent involvement was identified as one of six areas requiring reform (Patall, E.A, Cooper, H.& Robinson, J.C, 2008)). Parents engage in various types of involvement strategies, like giving materials and quiet place for homework; communicating with the teacher about homework; looking general oversight or monitoring of completion; making rules about when, where, or how homework is done; responding to questions about home- work and giving feedback; or actually

providing direct homework instruction (Hoover-Dempsey et al., 2001). Parents who are involved in homework have an opportunity to demonstrate their belief that schoolwork, homework, and learning are important (Epstein & Van Voorhis, 2001)

A historical assessment of the research on parent involvement in homework has been provided by the Hoover-Dempsey et al. (2001). After reviewing 59 studies on parent involvement, they found that although research examining the effect of parent involvement in homework on achievement produced mixed findings, homework involvement seemed to support improved achievement, as well as student attention to homework, homework completion, and homework performance, attitudes toward homework and school, and perceptions of competence.

As Cooper (1989) and Wiesenthal et al (1997) explain the completion of homework involves a complex interaction of more influences than any other part of the schooling process. Thus homework comes closer to the real-life conditions of working on one's own, guided by intrinsic motivation, a good proxy for the adult world of more autonomy, work, and responsibility. If homework is to fulfill this role, then homework assignments could be more efficient when they not only supplement the classroom lesson but encourage students to be independent learners through following directions and developing responsibility and self-discipline.

Many researchers have demonstrated associations between family demographic factors and children's achievement (e.g., Ferriss, 2006; Sirin, 2005). Family socioeconomic status is among the most important demographic factors related to children's development and academic performance. Research conducted by (Ronning, 2011), showed that parental help with homework differs considerably across students from different socioeconomic backgrounds and children from more disadvantaged background receive less help with their homework assignments. To be more precise pupils belonging to the upper part of the socioeconomic scale perform better when homework is given, whereas students from the lowest part are unaffected. At the same time, more disadvantaged children get less help from their parents with their homework. In the past, a deficit perspective had been framed for the family literacy, which saw parents as having negative opinions of schooling and needs to be trained for helping their child with academic work (Amstutz, 2000). However, research has shown that homework was often highly valued as a form of family literacy and parental involvement made it more meaningful in High SES homes as well in the homes of children of low socioeconomic status (SES). (Cooper & Valentine, 2001;

Deslandes, 2009; Epstein, 2010; Epstein, Simon, & Salinas, 1997; Fox, 2003, 2010). This study presents an investigation which set out to determine answers to the question: What practices are used to support children with homework in families deemed as at risk due to low socioeconomic factors?(RQ 4) Through analysis of interview data gathered from parents, the researcher tries to know the reason of differentiation of homework practices among families. After knowing the differences, practical implications can be shared with teachers regarding the variation between school and home expectations for homework, enthusiasm, commitment and determination (Warrington and Younger 1996)

Research evidence suggests that, regardless of the type of homework given, that students completed homework more successfully when the task varied according to the needs of the individual and that learning in school was more varied, imaginative and differentiated than homework (MacBeath 1996). But if it is not and homework is beyond their capability they have to take tuitions described as ‘shadow education’ (Bray 2003, 2009 as cited in Majumdar (2014)) for completing homework which becomes parallel to their school education. With the nurturing spread and cases of private tuitions, the load of work on students increases many times —an additional ten to fifteen hours of work per week beyond school hours. Several students can be seen running to coaching classes immediately after or before school as they often have homework both from school as well as from the tutor increasing their burden instead of reducing (Majumdar 2014). The challenge, therefore, is set for teachers to be more imaginative like the exercises being set for homework and to consider homework which would engage the students in the homework process through stimulating, interesting and appropriate activities, set at an appropriate level to meet the needs of the individual. It is recognized that when homework is given in a suitable format, and teacher adopt appropriate practices, it can give students an opportunity to apply a concept beyond the controlled conditions of the classroom.

## **2.5 Theoretical Models of Homework:**

A temporal model of the homework was presented by Coulter (1979), which was divided into three phases. The teacher’s effort, motivation, structure, and facilitation provided to the students were assumed to lead to be necessary for homework in the first phase. These efforts diffused with the personal characteristics of the child confirmed that students like to do some other activity or Homework. During the second phase, home- community factors were examined including the type

of resources available, facilitation of home learning environment, availability of community resources. It was considered whether these factors combined to influence the student's performance on homework. Finally, in the third phase, i.e., classroom follow-up, Coulter's result suggested that teacher feedback positively affected children results, attitudes and ultimately academic achievement.

Keith (1982) in his model suggested that time spent on homework should be seen as a function of student's race and family background, and higher socioeconomic status families expected to spend more time on homework. Keith and his colleague's models (1986, 1993, 1992), used the data from National Educational Longitudinal Study and included no classroom follow-up or initial classroom variables as in the Coulter's model but elaborated the representation of student background factors. Keith has tested his models using the structural equation modeling (SEM) and sophisticated path analysis to test his models while Coulter never did any empirical test of his model. In all his analysis homework has found to have a remarkable direct impact on the performance measure.

Cooper (1989) in his modified and expanded homework model suggested a comprehensive account of the variables which can impact homework. It suggested that ability of the student, grade level, motivation, gender and economic background are exogenous factors that influence the effectiveness of homework and the endogenous factors divide the process of homework into characteristics of the homework, initial classroom factors, home –community factors and classroom follow-up. However, the model does not conceptualize homework interest as one of the important variables in the homework process. Also, Parent's involvement was also not seen in the model which is, in fact, a very significant variable in the Indian context. Cooper (2001) and his colleagues have done some amendments in his model which they further tested on elementary children. He focused on variables related to parent, home and community influences and left out the initial classroom and classroom follow-up factors. Cooper conducted the analyses taking the student as a unit of analysis. He used SEM to examine relationships among our variables.

When all the models were reviewed, a significant omission in the models of homework is highlighted that these models nowhere have tested on data obtained from the parents and teachers of elementary school students, i.e., from class 1 to VIII and not a single one is unearthed in the present setting. So, the question emerged, 'What factors should be included in the model taken in Indian Context?'(RQ) Neither the Cooper (1989) nor the Coulter tested their proposed model,

Keith's research included eight grade and above students and Cooper (2001) included parents, teachers and students of 2 and 4<sup>th</sup> class. So this omission is a remarkable importance. The present study, then, is the first who has taken the relevant variables from the Cooper and Keith's model, which are most suitable according to the Indian setting. And also the first one who has done an empirical study with a sample of the teachers and parents of the elementary school students to check out their belief and practices about homework. But, with these theoretical models, it is also necessary to check the various theories taken by different researchers in the field of homework.

## **2.6 Theoretical Framework used in studies**

Past researchers have mostly applied aspects of motivation theory, most notably self –regulation and expectancy-value theory and self-efficacy theory to the study of homework (Xu, 2007; Zimmerman & Kitsantas, 2005; McCann & Turner, 2004). Zimmerman and Kitsantas (2005), has documented the self-regulatory benefits of homework in the context of students of demanding parochial high school, which were assigned about 3 hours of homework per night and due to adaptive homework practices, such as having a set time and place to do homework, predicted personal responsibility as well as self-efficacy beliefs. Those students, who were showing more belief in their ability to cope with challenging or difficult learning situations and thus demonstrating self- efficacy for learning, were those who adhered to clearly defined and rigorous homework routines. They also certified the view that the responsibility for learning is more with students than teachers. Perceived accountability and self-efficacy for learning mediated the relationship between student's GPA and homework practices and thus underscoring the between academic outcomes and motivational beliefs. Similarly, XU (2007) informed that more frequent uses of homework strategies were associated with high levels of intrinsic interest in homework was an indication of self-regulated learning in middle school student.

Achievement related behavior can be predicted by expectancy- value theory has shown by various studies( Eccles, 2005, Eccles et al., 1998).Trautwein and his colleagues (2006), in a series of studies, demonstrated that expectancy for success, utility, and cost value are centrally occupied in student's homework behavior by applying expectancy-value theory.Their study of homework behavior proposes that achievement is influenced by homework through different aspects of homework assignments like monitoring of homework completion and quality of tasks by the teacher; characteristics of students like gender, conscientiousness, cognitive ability; and

influence of parents like expectation and help. These are said to be associated with homework motivation, defined as expectancy, cost value, and utility, which further proposed to be related to homework behavior linked to effort and time and at the end to the academic achievement (Trautwein et al., 2006). Trautwein and his colleagues found across a variety of school subjects, among eighth and ninth graders found that homework motivation predicted the effort students reported to have engaged in their homework.

The researchers interpretations of data regarding teachers' beliefs about their students' homework completion are grounded in the major concepts of theories discussed in this section. These arguments assume that teachers' efficacy beliefs affect their instructional decisions (Soodak & Podell, 1996). Also, the researcher asserts that the school climate, school administration, and interactions with colleagues and students play a significant role in shaping teachers' beliefs which influences their decisions about homework. But at this stage, the researcher has not taken any particular theory as she tried to explore the different theories to find out the positive and negative aspects of them in the context of homework in the Indian scenario. Thus, it also become important to look the studies done in the Indian context.

## **2.7 Studies in Indian Context**

It is argued several times by the Ministry of HRD that whether homework has an adverse effect on children or not. 'Learning without Burden', a report prepared by National Advisory committee under the chairmanship of Prof. Yash Pal(1993) observed that in schools a burden of bag is increasing day by day and homework is also one reason of it and recommended that the nature and character of homework needs a radical change. In the primary classes, children should not be given by homework, save for extension of explorations in the home environment. In the upper primary and secondary classes, homework, where necessary, should be non-textual, and textbooks, when needed for work at home should be made available on a rotation basis. But no attention is paid by the schools on this recommendation.

National Curriculum Framework 2005 has also suggested that parents should encourage their children for doing a reasonable amount of homework and revision with playing and reading storybooks. If there will be more focus on elaboration of concept in the textbooks by the writer then only the triangular relationship between the private tuition, heavy homework and high-



speed classroom teaching can be weakened. NCF has prescribed different homework time for different classes: No homework up to class II and from class III two hours a week, One hour a for Middle classes i.e about five to six hours a week and for Two hours a day in Secondary and Higher secondary and for this, the teachers need to rationalise the amount of homework by planning and working together.

Now, recently CBSE also demanded suggestions from parents and teachers regarding them. According to the Circular No.: Acad-35/2016, dated September 12, 2016, of the CBSE to all Heads of Schools affiliated to CBSE with subject measures to reduce the weight of school bag in the schools affiliated to CBSE. The board stated that Classes one and two should not be given homework or brings school bags, and schools should prescribe only light weight textbooks. Schools should keep a separate provision for completion of homework or assignments in the timetable during school hours.

## **CHAPTER 3**

### **Study**

#### **3.1 Overview**

The ball of the present study started rolling to offer a detailed image of homework practices adopted by parents as well as teachers and their beliefs in diverse school/community settings. The purpose of the study was:

- 1) To find out the beliefs of teachers and parents about the benefits of homework benefitting homework according to the belief of teachers and parents.
- 2) To examine the practices followed by parents and teachers due to maximize the benefits of homework for children.
- 3) To examine the reasons of differences of benefits of homework for different groups of students.

#### **3.2 Method**

##### **3.2.1 Location of the study**

The site of the study was East and North- East districts of Delhi. These districts have both government and private management elementary schools. They are seen as among the most populated areas of Delhi where people of every religion, caste, and creed live in a significant number. A significant proportion of the families belong to every socio-economic status, with minority, SC, ST and OBC. Unlike some other places in the country, chosen sample area had none of the multigrade classroom. All Classrooms were single grade with single mother teacher or teachers according to the required subjects. The study is expected to reflect the different contexts in each elementary school in North -East and East districts of Delhi.

The reason why these two districts were taken for the study is that:

- 1) There are various High fee schools like G.D Goenka, Ahlcon International, and Sneh International, etc. as well as low fee and government schools.

- 2) These districts have posh colonies like Preet Vihar and Vivek Vihar on the other hand slum areas like Seema Puri and Khajoori khas.

Diversity in income, schools, education, and occupation was present in this site, which was the demand of the study. So, these districts were well suited for the present study.

### 3.2.2 Sample

For the fair representation of the diverse milieu, it was imperative to comprise teachers and parents from the different types of elementary schools under the study. So the inclusion and exclusion criteria are

- 1) Teachers of different types of schools
- 2) Teaching Elementary classes.
- 3) Parents from different SES whose children are studying in elementary classes of different types of schools.
- 4) They should belong to East and North-East District of Delhi.

### Tables showing sample characteristics

**Table 1 Information about schools of teachers and parents**

<u>Income of Parents</u>	<u>Government Schools</u>	<u>Private Low Fee Schools</u>	<u>Private High Fee Schools</u>	<u>Total</u>
<u>Below 2 lacs</u>	6	3	1	<b>10</b>
<u>2-6 lac</u>	0	4	2	<b>6</b>
<u>6-10 lac</u>	1	1	2	<b>4</b>
<u>Above 10 lac</u>	0	0	11	<b>11</b>
<b>Total</b>	<b>7</b>	<b>8</b>	<b>16</b>	<b>31</b>
<b>No. of Teachers of different types of Schools</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>20</b>

**Table 2**

income (in lakhs)	No. of parents	Income Group and Education levels of Parents											
		no edu.		elementary		sr. secondary		Graduate		post graduate		Others	
		M	F	M	F	M	F	M	F	M	F	M	F
Below2	10	1	1	7	5	0	1	0	1	1	1	0	0
2 to 6	6	0	0	1	0	3	3	1	3	1	1	1	0
6 to 10	4	0	0	1	0	1	0	0	2	2	2	0	0
More than 10	11	0	0	0	0	0	0	5	4	4	4	1	1
Total	31												

The sample consists of 51 people from which 31 were parents, and 20 were teachers. Data were not collected from the students of the school because it was seen that children's beliefs are influenced by their parents, and teachers beliefs and children's own belief about homework neither develop overnight neither in a vacuity but they develop from the very beginning by communications with their family and school (Bempechat,2010). The researcher has also seen the same from her pilot study which included children also. The parents face more stress of homework as compared to their children and no doubt; this pressure is given by the teachers of their schools. Further, the parents can evaluate their children's ability more reliably than children's own beliefs.. So, it seemed more appropriate to interview the parents and teachers to unearth the issue of homework. So, the data has been taken from the teachers and parents of following types of schools of the district, to saw the diverse beliefs and practices.

1. Government schools which comprise Municipal Corporation Schools, Sarvodaya Schools, and Aided Schools
2. Low fee schools
3. High fee schools like G.D Goenka

**Characteristics of Parents:** The researcher got the entire respondent as female. The reason behind it was, as females were more interested in discussing, have more time than Men and it is also believed in our society that it is the primary duty of the mother to pay attention to child, take care of them and to make them complete their homework as most of the father said that we have to work outside, so it is the duty of the mother to pay attention to child's

studies. All of the participants were the child's biological parents. All of the parents except one (divorced) were two-parent families. Education, income, and occupation varied widely.

For finding the SES of the parents both objective and subjective indicators were used. Objective indicators include income, education level, and occupation while the subjective indicator is the perception of parents about their social status. Only subjective social status can detain added facets of experiences of poverty faced by families. It proved to be a mirror to the people for ranking their social status. So that they can provide more comprehensive representation of the social and economic resources which they can provide to their kids. Parents whose yearly income was less than the minimum wages Act amount, i.e., approximately Rs. 2,00,000 considered as Low SES parents on income basis as according to the notification issued by Labour Department of Delhi, on 3<sup>rd</sup> October 2017, the minimum monthly wages should start from Rs.13,650 for the unskilled worker and Rs.17,604 Rs for the clerical job. It means yearly income approximately Rs.2,00,000.

**Characteristics of Teachers:** All the teachers except one was female as most commonly female teachers are preferred in the schools.

### **3.2.3 Measures**

Following tools were used in the study

1. Self-structured Homework Interview Schedule for parents (HISP) inspired by the work of Cathy Vatterott. The HISP starts with some basic information giving background knowledge of every parent like their education, income, occupation, and number of kids, etc. Then it contains some fundamental questions about their children for example. In which class and school your child is studying? What is the monthly fee for the school? What is the perception of you about your social status? Then it contains approx 34 questions which include questions regarding, Time Spent on Homework, Purpose of homework, Difficulties /problems in completing their work, Differences in homework due to income and education of parent, resources available at home and the daily routine of their children.

2. Self- Structured Homework interview schedule for teachers (HIST) inspired by the work of Cathy Vatterott. Similarly, the HIST started with asking some basic information from

the teachers about the school in which they were teaching, classes they were taking, etc. It contains 37 questions asking about whether they provide homework or not on weekdays and weekends, do children complete homework or not, differences in homework of students, PTM, Tuition, etc.

3. Priority schedule for parents and teachers, in which they have to put ten factors benefitting homework in the order of their preference. 1 for the most preferred and 10 for least preferred factor. These ten factors which are best suited in Indian scenario were taken from the Cooper and Keith Model of homework. The ranking schedule was divided into 3 broad headings, inspired by the Cooper and Keith model 1) Home and Community factors include Parental Education, Parental involvement, resources available at home, Parental income and lack of distractions at home 2) Teachers factors included Teacher's efforts and feedback and 3) Child's factors includes Subject of the homework, child's skills and gender of the child.

4. Picture of students homework diaries and copies were also taken to visualize what is given in schools and how the child is doing it.

5. Face expression and body language of parents and teachers were also observed while taking interviews.

The HISP AND HIST were pilot tested with diverse samples of teachers, parents and students before the commencement of main data collection procedure which in turn helped to do changes in irrelevant questions. Close-Ended, as well as open-ended questions, were asked while taking the interview to get a complete picture of the phenomenon. Close ended part of answers were used for making tables while open ended part was used in the results whenever required.

#### **3.2.4 Procedure of Data Collection**

The study followed a semi structured in-depth interview over a period of around one to one and a half hour as in-depth interviews have the potential to unveil conceptual s. It was informed to the parents and teachers that the researcher is only wanted to know about their experiences, belief and practices about homework and that there was no wrong or right answer. First, it was thought to record the interview of parents and teachers, and the permission was also taken from the first and the second respondent, but it had seen that the respondents are not feeling comfortable while

recording and was giving ideal answers instead of actual answers. So, the idea of the recording was dropped, and attention was given on taking interview only so that the real information could be gathered. The total period taken for conducting the interview was about one month, and it was tried to cover around two interviews in a day. Face expressions of parents and teachers, their body language, their aggression, anger, sorrow, guilt, and incapability to change things were also observed while interviewing.

In fact, the process of data collection was more rigorous than what the researcher thought it earlier. First, the researcher used purposive sampling for the collection of data. (Creswell (2007) as cited in Turner III 2011) claimed that using the purposeful sampling make the exact sites and individuals available which can purposefully understand the research problem and central phenomenon of the study.

So the researcher thought to take his first interview from the school where she taught some years back and has a good reputation there, but due to the fear of subjectivity and biases, she refrains herself, but the researcher contacted the teachers of the school and asked for any other teacher which they know. So, later on, the data was collected through snowball sampling. One of the teacher's husband was TGT, teaching in Sarvodaya Vidyalaya of Bhajanpura. The researcher called him and requested to give time, when the researcher reached at their home and started interviewing and said that Sir, now you have to speak for a long time, for that he said, " Madam, we are the teachers, and we have to talk in class for an extended period, so no problem", but after giving the answer of around 13 questions he became tired and hurriedly said to her daughter 'pani lekar aao' and drank the water and said 'Madam, itna to mei school mei nahi bolta, jitna aap ne bulwa diya' and excuse himself for giving remaining interview on the same day. Maybe the reason he gave the answers to the previous questions in a high enthusiasm & in a very elaborate manner by giving examples. So, he was exhausted now, then the researcher decided to take the remaining part of the interview on the coming Sunday in the morning, so his energy level remains high. This was the only instance where the respondent did not give the whole interview altogether because of the tiredness. It also happened that sometimes the respondent did not be able to give the whole interview in a single shot as sometimes 1) their child was crying, 2) mother in law was calling, 3) husband reached home, or 4) respondent started weeping by remembering his inability to teach children and poverty at the same time, so for these type of

respondents the researcher took interview in two or three chunks after a break of ten to fifteen minutes. The researcher got some government teachers from the contact of her sister who is government teacher in MCD School and used to go to the seminars and at MCD office and have a contact with other teachers.

The researcher remembered that when she was taking the interview of one teacher teaching in MCD school, and she asked that if you know any other teacher who can give the interview, the respondent said, 'what is the need of taking interview of other MCD teachers as every teacher teaching in the MCD schools have the same views and practices'? But when the researcher took the interview of some other teacher in the same school, she found that there exists a difference in the belief and practices of the two teachers of the same school. One government teacher was from her neighborhood. It also happened that sometimes the teacher of the government schools tried to give the ideal answer instead of true one by thinking that this information can be sent to the higher authority in future by the researcher who in turn can impact their job. Then again the researcher had to convince them that this data is for the research purpose only and it has nothing to do with the government.

Some teachers of particular schools purposively found out by the researcher as when she interviewed the parents of MCD school of Gamri and Ghonda area of north east Delhi, she felt they are the real sufferers and nothing quality work is going to that particular school. So, the researcher tried to take the interview of their teachers but what they told is different from what the parents are saying. Those parents were the real sufferers.

Further, the interviewer went to the places where school buses usually come to pick the students in the morning and tried to contact with parents, asked for their permission to give the interview and confirmed the time when they could give and then took the interview at the time and place most suitable for parents. While interviewing the parent, the researcher tried to know about the information of another parent from him, which she can collect data and thus followed snowball sampling. One day when she was looking parents belong to High SES, she went to a bus stop of G.D Goenka School. She asked the mother of the two children about the purpose of the research and requested to give her the interview. Suddenly, she warned her children to not to step out from the main gate of their home as there were coming outside to catch the train. She behaved like the researcher was a thief and acting like a researcher.



Sometimes the respondent got too much emotional while talking to the researcher mainly the low SES families. They used to say 'didi, mera baccha padh to lega na? mei bahut pareshan hu, didi aap padha do tuition'. They were very much fed up with the type of education taking place in the schools. The researcher got two low SES parents from the summer camp organized by her daughter for the underprivileged children. Some low SES parents did not want to share their feeling, so it took a long time to agree on them, as whenever they saw respondent, they always tried to avoid her. In fact, this data collection proved to be the rigorous but very knowledgeable, exciting, memorable and eye-opening phase for the researcher. The school diary was also seen, and pictures of their diaries and homework were also taken.

In fact, this whole process of data collection was a fascinating, knowledgeable and eye-opening process for the researcher. But, at the end of this process, she thinks this process indeed made her more confident and able to gain the confidence of other people but this is not the end of the research, in fact, it is the beginning of exploration.

## Data Presentation

**Table 3 Summary Statistics of Parents and Teachers priorities of Factors Benefitting Homework**

Factors Benefitting Homework	Parents Preferences		Teacher preferences	
	MEAN	S.D	MEAN	S.D
<u>Home and community Factors</u>				
1.Parental Education	2.9	2.08	3.15	2.18
2.Parental Involvement	3.32	1.7	2.9	1.8
3.Income of the Parents	6.1	2.86	6	2.93
4.Resources available at home	6.35	1.72	6.35	2.03

5.Lack of distractions at home	7.14	2.27	7.3	1.83
<u>Teacher's Factors</u>	3.87	1.82	4.05	2.37
6.Teacher's Efforts				
7. Teachers feedback	5.51	1.89	5.5	2.25
<u>Child's Factors</u>	4.45	2.88	4.2	1.73
8. Child's skills				
9.Subject matter of homework	5.61	2.72	5.8	2.83
10.Gender of the child	9.61	1.3	9.75	0.63

**Table 4. Time spend on home work in weekdays and weekends by income of parents and type of schools**

No. of hours spend on homework		Income of parents( in Lakhs)			Type of Schools		
		Less than 2	2 to 10	More than 10	Government	PLF	PHF
Less than ½ hour	Weekdays	2	0	0	2	0	0
	Weekends	0	0	0	0	0	0
½ hour to 1 hour	Weekdays	3	2	1	0	0	1
	Weekends	3	2	0	4	0	2
1 hour to 2 hour	Weekdays	5	3	3	5	6	8
	Weekends	5	6	4	3	0	10
More than 2 hour	Weekdays	0	5	7	0	2	7
	Weekends	2	2	7	0	8	4

**Table 5 Answers on the basis of income of parents and type of schools**

Questions regarding Homework		Income of parents( in Lakhs)			Type of schools in which children are studying		
		Less than 2	2 to 10	More than 10	Government	PLF	PHF
Q .1 Does your education helping your child?	Yes	8	10	11	5	7	16
	No	2	0	0	2	1	0
Q 2.If you are not educated, then is it difficult for your child?	Yes	8	10	11	5	8	16
	No	2	0	0	2	0	0
Q 3. Is parents education makes difference?	Yes	8	10	11	5	8	14
	No	2	0	0	2	0	2
Q4.Does not completing hw effect final marks?	Yes	10	10	11	7	8	16
	No	0	0	0	0	0	0
Q5.Does income has an effect on hw of your child?	Yes	8	8	9	5	6	14
	No	2	2	2	2	2	2
Q 6.Does hw perpetuates position of child?	Yes	8	9	7	5	8	11
	No	2	3	4	2	0	5

Table 6 Answers of parents on the basis of type of schools of children

		Always			Often			Sometimes			Never		
		G	PLF	PHF	G	PLF	PHF	G	PLF	PHF	G	PLF	PHF
1	Do you understand value of homework?	3	6	6	0	0	4	3	2	5	1	0	1
2	Is Homework a busy work	1	1	2	0	1	2	2	1	6	4	5	6
3	Does child not doing homework, decreasing efficiency of the child?	6	5	10	1	3	0	0	0	4	0	0	2
4	Does your child complete homework on their own?	2	1	3	2	2	5	2	2	8	1	3	0
5	Does hw creating problem at home?	3	3	4	0	1	0	0	1	7	4	3	5
6	Do you involve in child's homework?	3	6	9	4	2	4	0	0	0	0	0	3
7	Is internet based homework	1	0	4	4	7	1	0	0	4	2	1	7

	<b>appropriate?</b>												
<b>8</b>	<b>Does your child taking tuitions for homework?</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>11</b>
<b>9</b>	<b>Do you discuss hw in PTM?</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>10</b>	<b>Is there any difference in hw due to income?</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>

**LFS – Low Fee School**

**HFS- High Fee School**

## CHAPTER 4

### Discussion

This purpose of this study was to analyze the beliefs and practices of parents and teachers about homework, to know the factors most benefitting the homework process and to know the reasons of differences in homework. So, this study analyzed theme wise the questions which emerged from the review of literature and which based on the review of literature and subjective response of respondents. On the basis of review of literature three major themes emerged in the study, Beliefs of parents and teachers about homework, Practices of parents and teachers about homework and Reason for differences in homework.

#### **Beliefs of parents and teachers about home work**

Table 1 identifies the most important factors beneficial for homework according to the beliefs of parents and teachers. The primary aim was to find out the factors which according to the beliefs of parents and teachers are benefitting most for doing homework.

According to the table, 2.9 is the least mean which occurs for 'Parents educational level' under the parents section while the same is for Parents involvement under the teachers section i.e., the most dominant factor preferred by parents was the parents educational level and then their involvement, while teachers have given more preference to parents involvement than their education level. The parents believe that their literacy and non-literacy makes a difference in the completion of homework (Table). Educated parents said if they were not educated it will be challenging for them to get their child's homework completed and in fact, their education is very much responsible not only for their completion of homework but also helping their child in getting good grades as their child's homework is better than others child work. One parent stated, 'My child's homework is always praised by the teachers of the school, whether it is a project given to any subject or any other written homework' and she has the feeling of proud about it, when the same question was asked from illiterate parents, they stated if they were educated they could educate their child in a better manner. Some parents who were not educated sent their child for tuitions, but if those parents had a low level of income, then it becomes tough to send them to

proper tuition center. As many tuition centers were charging a huge sum of money and taking several students at the same time and it was more or less represent class like structure. Most of the low-income parents were also less educated. About 70 % of the parents from low-income group were studied up to elementary level, 20 % illiterate and only one parent among 10 was post graduate but she could not teach to their children and not able to complete their homework get done as she was poor in English so can't help their child in an efficient manner. Most of the low-income parents were very less educated, and their children were studying in either government or low fee school except one whose children were studying in HFS under EWS category as she is a single parent and giving tuitions for earning her livelihood. Some low-income group parents seemed very helpless and very much tensed about their child future. For them, if they were more educated they could involve more with their children but now as they were not educated so could not involve with them as they did not know about their child is actually reading or pretending to be studying. But for every parent, involvement was also significant. Hoover-Dempsey et al., (2001) found that parents want involvement in the homework of their child as they believe that it will positively influence them and they perceive that teachers also want their participation.

According to teacher's belief, it is more important to participate in homework homework than their education level than more educated and less involved. Some teachers said if the parents involved with their child yet they are not educated that is also very important for the child as the parents make their child sit for doing homework. No doubt, their education level also helps the children as without studying at home a child can't complete his homework and can't secure good marks. Most of the teachers of the low fee school are in favor of this thinking. According to them, everything can't be completed at school as the syllabus is extensive so we are not able to complete everything in class so give homework so that the curriculum can be completed. The same thing is explored by Nambissan (2012) that in almost every low fee schools, only pedagogy was reading from the text, copying the answers in their copies and last copious amount of unfinished work as homework. So for completion of this unfinished class work, Parents education and involvement both are necessary. According to 93% of teachers, parent's education and involvement make a difference in their homework. This finding is consistent with the findings of Epstein and Van Voorhis, 2001, who found that crucial contribution, can be made by even by the parents with basic formal schooling. And they said that Parental involvement has a

crucial impact on the homework of children which in line with Hoover-Dempsey & Sandler, 1995. As per them, parental involvement gives instruction, modeling, and reinforcement that develop child attitudes, behavior and knowledge and thus promote successful school performance.

Next most preferred factor, both as per the belief of parents and teachers is Teacher's effort in homework. Most of parent's believes that a teacher can make a homework process better by making children to understand homework so that they do not have any confusion about it. Five out of thirty-one wished that teachers should give more time to complete homework, while six demanded that less homework should be granted as so much work is given that our child remains busy in doing it. It also creates stress for our children and us; this view of the parent was supported by the research done by Verma et.al (2002), which found that homework was the most negative context of school work, associated with anger, stress, boredom, and irritability.

Some Low SES parents reported that teachers did not make any effort for making the children understand the lesson and homework. In fact, they just give homework for the sake of formality, and sometimes did not explain the chapter and just give the exercises at the back of that chapter for homework, Which was very difficult for low educated parents to make their children complete. Neither their child understood anything nor did they and it become a source of stress for them daily. While taking interviews from the low SES parents that they started weeping having the feeling of their inability to teach their child.

And they have the belief that if teachers of schools put more efforts to address the need and problems of students, then perhaps the added pressure on the child and his parents could be reduced. It does not mean that while stressing on teachers feedback the parents and teachers ignored the concept of child abilities.

The next two factors which according to the beliefs of parents and teachers were most important are child skills and teachers feedback. When the parents were asked that whether their child can complete homework on their homework, six parents reported that

Always, nine said often, 12 reported sometimes, and four reported never. It is to be noted that the children who could not do their work alone were from the low SES families. Some parents said that sometimes the child has the organizational problem and do not realize that he has given

homework, forgot to bring books or forgot to turn it in. Teachers also believe that they teach the whole class in the same manner so if some students are not doing homework then it is because they lack some skills. All children of the class are not equal, and it is their lack of concentration or attention they are unable to do homework. Sometimes they are not up to that class level in which they are studying. For this problem, they also alleged the 'No Detention Policy' of the government. That due to this policy we have to pass the students who are also failed. But now, as Government is planning to introduce a bill in Parliament to end the 'no-detention' policy for the classes 5 to 8, announced by HRD Minister Prakash Javadekar in the Lok Sabha (the Economic Times) so it can be hoped that it will change the students beliefs of passing without studying will be changed. But what about the classes from first to four, the curriculum of primary classes is not too much but very important for laying the foundation for the further academic development. Hence, how it can be ignored?

The parent also believes that teacher's feedback can bring improvement in the skills of the child. The teachers should point out any errors a student made in his homework; they should accompany the "wrongs" with the "rights." So that the student would be able to analyze his mistakes as well as his strengths. The teachers also believe the same, but teachers of government school said that we have so many students in the class, how can we give separate feedback to every child. But teachers of High Fee schools reported to pay very much attention to feedback and it necessary for every teacher to provide detailed feedback to every child. Teachers of low fee school also give feedback like the star, smiling face, motivational words like good, well done but do not usually provides a well-explained feedback.

Next important factors according to the parents and teachers belief were the Subject of the homework and then income of the parents. Parents had reported, 'when my child got the homework of drawing she did it immediately and when she got of science of Maths she avoids up to the last moment'. A similar thing was reported by teachers that if the subject is of child's interest, then the child does it with a tremendous interest like some students immediately complete math's homework who like it while who dislikes waiting for the last moment.

This study showed income of the parents as a major factor in the completion of the homework. When parents were asked about the effect of income on homework Twenty-five out of thirty-one turned for 'yes.' Teachers also favored this, but some said that we did not give any homework to



our children on which money is spent. But parents had to pay money first for the child fee, then for their homework then for their tuitions if they are not capable of helping. Then, how can we ignore that it is also a game of money? Many studies support this.

Income of the parents is related to the next important factors 'Resources available at home' (8th in priority with mean 6.35), like internet resources, dictionary, etc. Here also the study saw the "homework gap"—a division between families who have computers and approach to the web at home, and those who do not. Actually, in some schools internet based homework is given and those who do not have computers at home have to go to the cyber café and spend money and then complete their homework.

Lack of distraction at home did not prove to be a critical factor ( 9 in the priority list with mean 7.14 and 7.3 by parents and teachers respectively). This is the reason as most of the parents especially from high SES that when our child is doing homework, we never disturb him and let them study only. They do not have to do any work except homework, but some parents from the very low SES informed that their child has to do some house hold work also. Like one girl from the low SES family has to make food for the entire family after coming from school as her mother works as a daily wage laborer.

Least number of votes went to the Gender of the child from parents (mean -9.61, S.D-1.3) and teachers ( Mean-9.75, S.D -0.63) which are consistent from the previous researchers.

İflazoğlu Hong (2012) found no gender differences in homework achievements and homework attitudes. Cooper (1989) reported no important connection between the gender of the student and homework-achievement relationship. Higher achievement and discipline is generally associated with female gender to be associated with higher achievement, more ambitious course-taking and higher self-discipline during (Duckworth & Seligman, 2006). In a comparative study done by Chen and Stevenson in 1989, it was found that whenever time spent on homework shows variations on the basis of gender, girls represented a greater investment of time in first grade in Minneapolis, in both first and fifth grades in Sendai and in fifth grade in Beijing. But no such thinking of parents found in India except a handful of parents who said their girls are paying more attention than boys. This section has served the first objective of the study and the

second section talked about the second objective and the practices about homework followed by parents and teachers.

## **Practices**

This diversity of belief which we have looked into the first theme of discussion required not only an analytical exploration of practices of homework but also a reconsideration of practices of school and family about homework. These various practices are observed by in-depth interviews with the parents and teachers of different schools. To discuss deeply, practices are further divided into sub themes.

### **Assigning of Home work**

Sixteen out of 20 teachers informed that they daily assigned homework to students and four assigned homework on any day when they feel suitable. They gave homework so that parents can know what is happening in the school that their child has studied in the school. Some give on alternate days and some solves only one or two part in class work and the remaining part were granted for the homework. The Same proportion of teachers gave homework for the weekends. Some assigned projects on these days as the child got more time to do. About eight teachers assigned for practice, about seven for understanding, about four for responsibility as if the homework was not assigned the child will not become responsible. And also there is pressure from the administration and the parents also. In some schools, it is the policy of the school to provide homework every day. None of the teachers from any the school has said that homework is not useful or necessary. About 16 out of twenty teachers stated that it is essential to give homework. About 7 teachers reported that their eighty to 100 % of students complete their homework on time, less than 20% give assignments late. According to 16 teachers out of 31 said that the students who never turn up for homework are less than 20%.The various reason why students were not completed homework was 1) parents were not educated (4 teachers) 2) Parents are from the low-income group so unable to help as well as to provide tuitions. 3) Parents do not pay attention 4) lack of resources for homework like the internet, dictionary, etc.

When it was asked of teachers that what was the percentage of homework they usually kept in the final grades, Government schools teachers answers had ranged from 5 to more than 15 marks, low fee school teachers ranged from 5 to 15 marks and high fee school teacher's response

was had a range from 5 to 10 marks. The range of students getting lower grades due to incomplete homework is from 5 to 15 in the government school and up to 10 in others. Now, according to the circular number Acad05/2017 dated 31/01/2017, CBSE has restored the Board Examination for class X and decided the uniform system of assessment from class VI, in which five marks are for copy submission and five marks for subject Enrichment activities. No doubt to say that both of these activities included homework. These policies are not in consistency with the policies of other countries like Piscataway, New Jersey, in 2000, which enforced a policy for homework which restricted the amount of homework, forbidding homework on weekends and teachers were asked to discontinue from the practice of counting homework in the final grades (Kohn, 2006 as cited in Vatterott,2009).

When asked from the teachers that when the children did not complete the homework then what you usually do. Only one teacher of low fee school boldly said I gave punishment and the remaining teacher said that to give punishment is not allowed by the government, so we try to find out the reason for not doing homework and sometimes give them again to complete it. But when this question was asked from the parents they gave a different picture. Children are scolded, gave in punishments in most of the schools except some MCD school as punishment is not allowed by the government, and secondly these teachers are salaried by the government not by the private hand so do not care much about their homework. If children do then it is good, if children not completed they again gave them to complete. So they did not take many headaches.

The philosophy that relates to the idea of rewards and punishments is none other than behaviorism.(Kohn, 1999). It is such firmly rooted in our education system that all the things like reward and punishment reflect it and tells that behavior can be controlled.

### **Time Spent on Home work**

To explore the question whether notable differences of time which low SES and high SES children devote to homework do in fact exist, the parents were told to keep a check on the hours their children spent on homework. So, parents calculated the time in minutes spent by their children in doing homework on weekdays and weekends. These estimates are summarized in Table. The range of time spent in weekdays is from less than half hour to more than 3 hours generally. This is confirmed by the findings of Bempchat et al. (2011) that usually most of the students spent time according to their current assignment, can be from 15 minutes to 3 hours and sometimes

nightly ritual for long time taken projects. But the student also reported that no weekend homework was given to them which were not supported by this research as homework on weekend's starts at the half hour and remains up to more than four hours. In fact, at weekends schools provides more homework sheets to children so that they can complete their work in the holiday. One parent from a very high fee school reported that her son gets homework only on the weekdays and all other day receives the homework of only mathematics, Bempchat et al. (2011) also indicated that they have homework each night in the mathematic only.

Whenever time spent on homework differed by social and economic reasons, a greater investment of time is always found by high SES mothers. Mothers of low SES families reported that their children spent little time homework as compared to high SES families. For example, as per table, no low SES children are spending time on homework more than two hours while about 64% high SES children are spending more than two hours on homework, as well as no High SES children, are spending less than half hour on weekdays. When parents were asked about these differences, the low SES parents whose children were either in the government school or Low fee school reported different reasons. One low SES parent reported that ' My child is in MCD school, teachers taught him nothing, so no homework to do, in fact, I want that some amount of homework should be given to my child, but sometimes the only homework which he got is to copy from 'kunjji(key)' in his copy'. So, my child spent sometimes only 15 to 20 minutes for homework. While a High SES parent reported that almost every day my child does up to three to four hours of homework, approximately two hours for written assignment and two hours for learning work. Similar result was also shown by Keith (1982), who predicted school grades as per the time spent by the children on homework and found higher ability students from high SES families were spending more time on homework. But that child who are studying in low fee school and is from the low-income group are spending one to two hours in weekdays and two to four hours on weekends. These types of school normally have the policy from the school side to give homework to children every day and parents are also happy that their child is receiving homework, so they are getting the education. Homework is directly related to achievement in the parent's mind set. They have the notion that if the child was not given homework, that means he has not studied anything at the school supporting Trautwein et al. (2006) proposed that homework behavior, i.e., effort and time are related to homework motivation and ultimately academic achievement.

When these results were differentiated by school type, it was found that government school students are not doing homework more than two hours and no student of high fee schools are doing less homework less than half an hour. These results are similar to what was found according to income basis. From the table, it can be seen that 93% of the children from high SES family are spending more than one hour and 7 % of the children are spending between half to one hour on the weekdays. It is also evident from the table that not a single student of low fee school is spending less than one hour on weekdays and less than two hours on weekends on homework.

According to some studies, large amounts of time dedicated to homework may lead to internalizing problems and to lower effect and activation across daily contacts.

Tuition is one of the new and expanding contents of this negative experience. Attending coaching classes or tuitions is becoming a normative part of the day-to-day reality of Indians Verma (2002). 19 out of 20 teachers reported that tuitions become norm now and seven reported tuitions are necessary for doing work, some parents said that by tuition children become disciplined and come in routine. Some parents informed that our children do not study at home, so we send them to tuitions. Other parents send their children to tuition as they are not educated so could not teach them. Nine parents who are not educated, and belong from low SES are sending their child to tuition, and other nine parents who are highly educated and belong from the high status group was not sending their children for tuition. Thus a huge gap is emerging, those who have not the money are spending money for tuitions and those who have, are teaching themselves. So, free education in government schools and paid tuition seem to be seamlessly comingling to conjure up a rather intriguing tale of rights and choice. Thus, private tuitions or shadow education strengthen inequality rather than reduce (Majoomdar, 2014).

So, the question emerged, what is the reason behind such a difference in time spent on homework among different SES students?' The answer that study got was, firstly the people spending least time on homework is from the government and aided schools of Delhi. Secondly, there are some home and community reasons factors behind it due to which child felt difficulty in doing homework. So the second theme which emerges very prominently from the data was causes of differences in Homework.

## **Reasons of Differences in Homework.**

The Socioeconomic status of the parents separates the children of haves from the have-nots in many ways, all of which affecting homework. Social, economic, cultural multiplicity, various styles of parenting and values of family merge together and affect homework, constructing various perceptions of the school- family relationship and differing views about homework. The reasons for differences which emerged from this study are primarily due to parental education level, their income level and due to the type of school. When parents asked that is their education affects the homework of the child, all the parents except two from the low SES whose children are studying in government school say 'yes.' All of the parents have a very different attitude towards their education. Those who are highly educated have a feeling of pride in their mind, those who do not have a sense of lowness and those who are educated and still was not able to help their children had the feeling helplessness. The reason that these educated parents like M.A could not help their child is that they had done their education from the Hindi medium, so they are not able to understand even the English book of class III. The two parents who said their illiteracy is not causing problems in homework of their children have the belief that whatever going in the school is good and teaching is the work of teachers and not us. We have to do work so we cannot help our child. These two parents children are the first generation learners. They feel it is the responsibility of the school to make them study.

Some parents were very sad about their helplessness; they said may be if they were more educated they can help their children in a better way.

25 parents and ten teachers felt that income affects the homework of the child. This is because from income resources helping in homework can be brought. A child can be put in an excellent tuition center where the tutor is not teaching a class but a group of students. Some parents said if they have more money, they never let their child go to government school. These parents felt low when their child had to face problem due to income. When some project was given in the school, they did not give money to their child, so there was always a significant difference between the s type of homework among low and high-income families.

In fact, the difference in the children of low SES and high SES starts from the very beginning, for example, educated parents usually talk to their children using rich vocabulary which a non-

educated family cannot speak. Basil Bernstein in his writings showed the relationship between social class and language. So, their vocabulary is double from the children of uneducated parents. Secondly, they do not have resources at their homes; they never see their parents reading in pastime, homework from the internet is burdensome for these parents.

## **Conclusion**

The first purpose of the present study was to explore the beliefs of parents and teachers regarding homework and the factors benefitting homework. It has been seen in the process of research that beliefs of the parents were not nurtured in one day, nor in the vacuum but the process of belief construction is going on with their experiences in the social context of their development. The belief of one parent differs from other by their socio economic status. No, doubt parents from every status are valuing homework, but there were no overlapping reasons. High SES parents valued homework so that their children learns the responsibility and in future become like them and low SES were valuing homework so that their children can earn the livelihood and do not become like them. So, the beliefs of assessing homework are different among haves and have-nots of the society. High SES parents were giving maximum importance to Parents education in the priority table of factors befitting homework, as their education is making all the difference, due to their education level and involvement their children are collecting stars in the class and are among the top achievers of the class while low SES had valued education as this is what they are deprived of, if they were educated then their children can also bring laurels for them. What to talk about the first generation learner parents, they had neither money nor education, so tough for them to talk about homework, the belief was so far.

Different researches done on homework associated the children with the expectation of success with the value of homework. But this theory can be extended to be used with the parents of the children. Parents beliefs of expectation from homework, they value homework and expect it to prove useful for the future. The various factors of value component can be seen as 1) attainment value to, i.e., to do well in homework, and to complete homework 2) intrinsic value i.e., presence of intrinsic motivation for involvement in homework with their children 3) utility value i.e., homework will help their children in future for becoming like them or do not like them and last cost value i.e. Whatever they are paying for the sake of homework like hiring tuitions for their child, spending time and money on their homework for their expectations. Although various

researchers have worked on the belief and practices of teachers and parents about homework but relatively less research has been unearthed the belief of factors benefitting homework, explored the priorities of parents and teachers for these factors and tried to study the practices followed by both parents and teachers by using quantitative as well as qualitative aspects in the Indian setting. The present research has revealed on the one hand how beliefs and practices differ in different socio-economic status in the society and on the other in the various types of schools in India. The findings of the research may be useful and thus attract the interests of the educators, further researchers and can inform the policy maker that to make such policy on homework which can do justice to the children of all status.

A limitation always in any research, and the current study also was not far from the loopholes. Firstly sample size was of only 51 for the sake of feasibility, but more sample size gives a clearer picture of the study. Secondly, all the parents' respondents were mothers, so the belief and practices of fathers were missed by the studies which can be explored further. Thirdly a study has been done in two districts of Delhi so its result cannot be generalized but can be considered while doing further research. Lastly, a longitudinal study can give a better picture of the story of the beliefs and practices which could not be done due to the limitation of time. But, this study has raised many relevant questions for the further exploration like homework is intensifying the gap between privileged and no privileged and high achievers and low achievers.

So, if homework is widening the difference between high achiever and low achiever then who are these achievers? Where is the implication of 'Right to Education' and equal opportunities of education to every child if homework is given to the families who are unequal in education and income level. If homework is perpetuating the difference between the High SES child and Low SES child then how is it beneficial from the point of equality. Why the teacher's trainers in different training institutes are taught to give homework at the end of the lesson plan but never explained what type of homework should be paid to not to increase the disparity among students. More questions emerged than answered by the present research. So these issues can be raised further in the light of different socio- economic factors.



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## Annexure 1

### Homework interview schedule for teachers (HIST)

The purpose of this interview schedule is to learn more about homework practices in your school and to find out your opinions about homework. All surveys are anonymous.

Name \_\_\_\_\_

Grade level(s)taught\_\_\_\_\_

Subject(s)taught\_\_\_\_\_

Name of School\_\_\_\_\_

Number of years of teaching experience\_\_

Type of School\_\_\_\_\_

1. How many days a week do you assign homework (Monday through Friday)?

1. Every day

2. Never

3. Any day when I feel suitable

4. Other

2. Do you assign homework on weekends and over school vacations?

1. Yes

2. No

3. Sometimes

4. Rarely

3.(a) Why do you assign homework? (Check all that apply)

1. for practice of a skill

2. To check for understanding

3. To teach students responsibility

4. other instructional reasons (please list)

\_\_\_\_\_

3(b)

1. because I feel pressure from other teachers
2. because I feel pressure from the administration/ because it is school policy
3. because I feel pressure from parents
4. other non-instructional reasons (please list)

4. How well does homework work? How effective is homework in reaching the goals listed above?

- |               |                  |
|---------------|------------------|
| 1. 100%       | 2. 50%           |
| 3. Not at all | 4. Depends on HW |

5. In your opinion, is homework an important part of the learning process?

- |              |           |
|--------------|-----------|
| 1. Always    | 2. Never  |
| 3. Sometimes | 4. Rarely |

6. What percentage of your students turn in homework assignments on time?

- |                 |                  |
|-----------------|------------------|
| 1. 80% to 100 % | 2. 50% to 80%    |
| 3. 20% to 50%   | 4. Less than 20% |

7. What percentage of your students turn in homework assignments late?

- |                 |                  |
|-----------------|------------------|
| 1. 80% to 100 % | 2. 50% to 80%    |
| 3. 20% to 50%   | 4. Less than 20% |

8. What percentage of your students rarely or never turn in homework?

- |                 |                  |
|-----------------|------------------|
| 1. 80% to 100 % | 2. 50% to 80%    |
| 3. 20% to 50%   | 4. Less than 20% |



9. For those students who consistently fail to turn in homework, to what do you attribute the problem?

1. Parents are not educated
2. Parents are not rich so not sending their child to a good tuition centre
3. They are not paying attention
4. Lack of resources like internet, assignment sheets etc

10. Do you think doing the children who do their homework regularly are among high achievers of the class? And the children who are not doing homework are among the low achievers?

11. According to your opinion, is homework increasing the gap between the high achievers and low achiever? how

12. Is the child suffering because of the lack of guidance, lack of resources at home?

13. What strategies do you find effective in getting students to do their homework?

14. Do you think homework creates resentment in parents?

- |          |                             |
|----------|-----------------------------|
| 1. Yes   | 2. Never                    |
| 3. Often | 4. Sometimes, depends on HW |

15. How do your students receive feedback about homework?

- |          |                             |
|----------|-----------------------------|
| 1. Yes   | 2. Never                    |
| 3. Often | 4. Sometimes, depends on HW |

16. Do you grade homework? If so, how? (ie: number grades, letter grades, for completeness only)

- |              |          |
|--------------|----------|
| 1. Yes       | 2. No    |
| 3. Sometimes | 4. Other |

If yes then

1.Marks      2. Grades      3. Motivational Words   4.Other

17. If you grade homework, what percentage is it of the student's quarter/semester grade?

18. In a typical semester, approximately how many of your students earn D's or F's /lower grades for their quarter/semester grade?

19. Of those D and F/lower grades students, what percentage of them fail primarily due to incomplete homework?

20. How do you react when a student doesn't complete his homework?

1. gives punishment
2. gives a note to parents
3. again give that work
4. tries to understand the reason of not completing the homework.

21. Do you think you should do something to make homework easier and less stressful?

22. Do children are taking tuitions for completing their homework?

23. Do you think tuition is necessary for completing homework or for any other purpose?

24. Do you think tuition is becoming a norm now?

25. Is doing homework increases the self efficacy of children? How?

(**Self-efficacy** is defined as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of **self-efficacy** can play a major role in how one approaches goals, tasks, and challenges).

27. If a child is not able to do hw, does it decrease its self efficacy?

28. Does income have an effect on homework? (For ex. In case of a project given by the school)

28. Is there a difference between the homework done by students of high Socio economic status (SES) and low SES? If yes then what?

29. Is homework increasing the disparity between the students of low and high SES?

30. How many times do you think you discuss about homework in PTM?

- |           |              |
|-----------|--------------|
| 1. Always | 2. Never     |
| 3. Often  | 4. Sometimes |

31. What do you generally discuss about homework in PTM?

32. Do you give internet based homework?

- |           |              |
|-----------|--------------|
| 1. Always | 2. Never     |
| 3. Often  | 4. Sometimes |

33. What percentage of your students turn in internet based homework assignments on time?

- |                 |                  |
|-----------------|------------------|
| 1. 80% to 100 % | 2. 50% to 80%    |
| 3. 20% to 50%   | 4. Less than 20% |

34. What percentage of your students is unable to do such type of homework?

1. 80% to 100 %

2. 50% to 80%

3. 20% to 50%

4. Less than 20%

35. Do Low SES children are able to do internet based homework?

36. What is the need of giving this type of homework?

37. Any other practice which you want to discuss about homework?

## Annexure 2

### Homework Interview Schedule for parents (HISP)

The purpose of this interview is to learn more about homework practices in your child's school and to find out your opinions about homework. All surveys are anonymous.

#### Basic information

Name\_\_\_\_\_

Monthly Income\_\_\_\_\_

Grade level of child\_\_\_\_\_

Sex of child\_\_\_\_\_

Address\_\_\_\_\_

Phone No.\_\_\_\_\_

Child's School's Name\_\_\_\_\_

Monthly income\_\_\_\_\_

#### Time spent on home work

1. On average, how much time does your child spend on homework on weekday evenings?
2. On average, how much time does your child spend on homework on weekends?
3. What do you feel is an appropriate amount of homework for your child's grade level?
4. How do you feel about weekend homework and homework over holiday vacations?
5. How much control should parents have over the amount of homework their child has?(check all that apply to your child)
  1. I should be able to request a limit on the amount of homework.
  2. I should be able to request additional homework for my child.
  3. I should be able to excuse my child from homework when I feel it is necessary.

4. Other-----

### **Purpose or value of home work**

6. How often do you understand the value of the homework assignment to your child's learning?

7. How often does the homework appear to be busy work?

8. Do you think that doing homework is increasing the self-efficacy of your child? (**Self-efficacy** is defined as one's belief in one's ability to succeed in specific situations or accomplish a task).

9. Do you think that helping your child in homework is increasing your self-efficacy in any manner?

10. Do you think that if your child is not able to do homework on a regular basis, is it decreasing the self efficacy of your child?

### **Difficulty in home work/child's work habits**

11. Can your child complete homework on their own without your help or supervision?

1. Yes, always
2. Not usually
3. Never
4. Yes, but they don't want to

12. Does your child have special needs or special circumstances that influence their ability to complete homework? (check all that apply to your child)

1. My child needs a lot of "downtime" to relax after a hard school day.
2. My child has many responsibilities at home that leave little time for homework.

- 3. My child is involved in many outside activities that leave little time for homework.
- 4. Other \_\_\_\_\_

13. If your child has difficulty working alone to what do you attribute the problem?

- 1. Homework directions are not clear
- 2. The assignment is too hard
- 3. My child is tired/unable to focus
- 4. \_\_Other\_\_

\_\_\_My child is easily frustrated

\_\_\_There are too many distractions

\_\_\_My child resents having to work at home

---

14. Does your child have organizational problems related to homework?

\_\_\_They don't realize they have homework

\_\_\_They forget to write the assignment down

\_\_\_They forget to bring home books or materials

\_\_\_They complete homework but forget to turn it in or lose track of it

\_\_\_Other \_\_\_\_\_

15. What resources do you have at home to assist your child in doing homework?

\_\_\_A quiet place for them to work

\_\_\_Dictionary

\_\_\_Encyclopedia

\_\_\_Internet access

\_\_\_ An adult with time to help

16. Is Homework creating problems at home?

17. How involved are you in your child's homework? Please check all statements that apply to you.

\_\_\_ I don't get involved in my child's homework.

\_\_\_ I check to see that my child's homework is done.

\_\_\_ I have corrected my child's mistakes on homework.

\_\_\_ I have completed homework for my child just to get it done.

\_\_\_ I sometimes have trouble helping my child because I don't understand the directions.

\_\_\_ I sometimes have trouble helping my child because I don't understand the material.

\_\_\_ I'm not sure *how much* I should help my child with homework.

\_\_\_ I have occasionally prohibited my child from doing homework because it interfered with sleep or family time.

\_\_\_ Other \_\_\_\_\_

18. What could teachers do to make the homework process better and less stressful for your child?  
(Check all that you agree with)

1. Make sure the child understands the homework
2. Give students more than one day/proper time to complete assignments
3. Give less homework
4. Stop giving homework altogether.

19. How often does your child get the internet based homework? Do you find it appropriate?

1. Always

2. Never

3. Often

4. Sometimes



20. Is your child taking tuitions for completing homework?

1. Yes

2. No

3. Sometimes

4. Other

21. Do you think tuition is becoming a norm now?

22. How often you discuss homework in PTM?

23. What do you generally discuss about homework in PTM?

24. Do you think there is a difference between the homework done by your child and any other child of the class? How?

25. Do you think your education is helping your child in doing hw. (if parents are educated)

26. Would it be difficult for your child to complete hw if you were not educated?

27. Does your education is making a difference in the homework done by your child as compared to any child

28. Is your child is not able to complete hw due to your illiteracy? (if parents were not educated)

29. Is non completing of homework also effecting his/her marks?

30. Do income has an effect on homework? (For ex. In case of a project given by the school).

31..Is there a difference b/w your child and another child on the basis of homework like difference between high income and low income.

32. Is the homework perpetuating the position of your child in the class?

33. If there would be no hw given by the school and all the work would be completed in the school only, then would it be the better for your child?

34. Any other issue which you want to tell about homework----

### Annexure 3

#### Priority Schedule for Parents and Teachers

Kindly rank the following factors which are benefitting homework from most important (1) to least important (10) according to your beliefs. Also, write down the factor not mentioned here but according to you is important.

**FACTORS**

**RANKING**

Parental Involvement in homework

Parent's education level

Subject matter of homework

Income of parents

Child's skills

Teacher's efforts

Teacher's feedback

Gender of the child

Resources available at home ex. the Internet etc.

Lack of distractions at home

-----Any other factors according to you.....