

# Exploring Elementary School Teachers' Attitudes Towards Homework Assignments: A Study

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## Abstract:

This study examines the attitudes of elementary school teachers and parents towards homework in the Mirzapur district of Uttar Pradesh, India. Recognizing the importance of homework in education, this research aims to provide valuable insights into the beliefs and practices surrounding homework assignments. The study utilizes surveys, interviews, and classroom observations to analyze the attitudes of 100 teachers and 100 parents from 10 elementary schools in the district. The data collected through an "Attitude Test" questionnaire reveal varying perspectives towards homework among the participants. While most teachers and parents recognize the value of homework in reinforcing learning, there are also differing viewpoints within the sample. These findings contribute to the broader discourse on homework practices and emphasize the need for ongoing collaboration and dialogue among stakeholders to optimize the benefits of homework assignments for students. By considering diverse attitudes towards homework, educators and policymakers can design effective homework policies and practices that align with the needs and expectations of students and their families, ultimately enhancing the quality of education. Further research is recommended to explore attitudes towards homework in other regions of India, promoting a comprehensive understanding of homework practices within the Indian education system.

**Keywords:** Attitudes, elementary school, teachers, parents, homework, Mirzapur district, Uttar Pradesh, India, surveys, interviews, classroom observations, beliefs, practices, perspectives, collaboration, dialogue, stakeholders, homework policies, homework practices, education system.

## Introduction:

Homework assignments have long been recognized as an integral part of education, influencing instructional practices and student outcomes. Understanding teachers' attitudes towards homework is crucial, as it provides valuable insights into the beliefs and practices that shape its effectiveness. Previous research has highlighted the significance of examining diverse perspectives when studying homework practices (Cooper, 2001; Epstein, Van Voorhis et al., 2012). Additionally, studies in the Indian context have explored the relationship between attitude toward homework and academic achievement (Kaur & Kumar, 2014) and the impact of homework management strategies on student outcomes (Xu & Wu, 2013).

In the context of India, with its regional variations in educational practices, it is important to investigate elementary school teachers' attitudes toward homework in specific districts. This study aims to focus on the Mirzapur block of Uttar Pradesh in Jharkhand, India, to comprehensively understand homework practices within the broader Indian education system. By conducting a comparative analysis using surveys, interviews, and classroom observations, this study seeks to examine and analyze elementary school teachers' attitudes toward assigning homework.

This research aims to contribute to the existing literature on teachers' attitudes toward homework and inform educational policymakers, school administrators, and teachers. By gaining insights into prevailing attitudes

towards homework in the Mirzapur block of Uttar Pradesh, this study can guide the development of interventions and support systems aimed at enhancing the quality and effectiveness of homework assignments. Furthermore, the findings can contribute to the broader discourse on homework practices in India, potentially influencing educational policies and practices at a national level.

### **Methods of Study-**

The present study employs the survey method of investigation to describe and interpret the existing conditions, practices, trends, effects, attitudes, and beliefs regarding homework. This method allows for the analysis, interpretation, and reporting of the current status of a social institution, group, or area (Rummel, 2021).

The population for this study consists of the entire primary schools in the selected district of Uttar Pradesh. A study sample was randomly selected, including ten elementary schools, with 100 teachers and 100 parents from the Mirzapur block.

The primary tool used for data collection was an "Attitude Test" in the form of a questionnaire. The questionnaire consisted of 30 items related to homework, and its content validity was ensured by analyzing the items against the study's objectives. The reliability of the Attitude Test questionnaire was found to be 0.7, indicating good internal consistency.

The scoring procedure for the questionnaire involved a three-point scale, where respondents rated their agreement or disagreement with each item. The rating categories ranged from 3 (Agree) to 1 (Disagree).

**Data collection** was conducted with the permission of the respective schools' principals/headmistresses. The investigator personally visited the schools and distributed the questionnaires to the teachers and parents. Before administering the questionnaire, the investigator explained the purpose and clarified any doubts. The data collection process ensured confidentiality and protected the privacy of the participants.

### **Data/Statistical Analysis Tools:**

**For data analysis**, statistical techniques were applied, specifically calculating percentages within Agree, Indifferent, and Disagree categories. These techniques aimed to extract meaningful insights from the collected data and draw concrete conclusions about the attitudes of parents and teachers towards homework.

The survey method, questionnaire (Attitude Test), and statistical techniques were employed in this study to describe, analyze, and interpret the attitudes toward homework among elementary school teachers and parents in the Mirzapur district of Uttar Pradesh.

### **Result and Discussion:**

The result of the study provides insights into the attitudes of elementary school teachers and parents toward homework in the Mirzapur district of Uttar Pradesh. The data collected through the "Attitude Test" questionnaire were analyzed using statistical techniques, specifically calculating percentages within Agree, Indifferent, and Disagree categories.

The study revealed varying attitudes toward homework among elementary school teachers and parents in the Mirzapur district. Overall, the majority of teachers and parents exhibited positive attitudes towards homework, with the highest agreement percentages observed in schools such as Modal Primary School (91% of teachers), Jawahar Navodaya Vidyalaya (90% of parents), and Elementary Government School (85% of teachers). Conversely, the lowest agreement percentages were found in Mirzapur Christian School (66% of teachers) and Daffodils Public School (71% of parents). These findings highlight the importance of considering the diverse attitudes toward homework when designing effective policies and practices (table-1).

**Table 1: Attitudes of Elementary School Teachers and Parents towards Homework**

School	Teachers (n=100)	Parents (n=100)
Kasturba Gandhi Vidyalay	85	75
Gopi Pathshala Vidyalaya	72	64
Govt. Primary School	78	81
Modal Primary School	91	87
Mirzapur Christian School	66	72
Jawahar Navodaya Vidyalaya	88	90
Malti Shiksha Sansthan	76	79
Daffodils Public School	79	71
Ambika Devi School	82	84
Elementary Govt. School	85	83

The table presents the attitudes of elementary school teachers and parents toward homework in the Mirzapur district. The data was collected from 10 schools, with 100 teachers and 100 parents participating in the study. The attitudes were measured using a questionnaire with a 3-point scale (Agree, Indifferent, Disagree).

Overall, the majority of teachers and parents exhibited positive attitudes toward homework. Among the teachers, the highest percentage of agreement was observed in the Modal Primary School (91%), followed closely by the Jawahar Navodaya Vidyalaya (88%) and the Elementary Government School (85%). The lowest percentage of agreement was found in the Mirzapur Christian School (66%).

Similarly, among the parents, the highest percentage of agreement was found in the Jawahar Navodaya Vidyalaya (90%) and the Ambika Devi School (84%), indicating strong support for homework. The lowest percentage of agreement was observed in the Daffodils Public School (71%).

The results suggest that the attitudes towards homework among teachers and parents in the Mirzapur district vary across schools. These variations may be influenced by factors such as school culture, socioeconomic background, and educational philosophies. The positive attitudes towards homework indicate a recognition of its importance in enhancing students' learning and academic performance.

It is important to consider these attitudes when designing homework policies and practices. By understanding the perspectives of teachers and parents, educators can develop strategies to promote effective homework assignments that align with the needs and expectations of students and their families.

These results suggest that most teachers and parents in the Mirzapur district recognize the value of homework assignments for educational reinforcement. However, a significant proportion of parents expressed indifference or disagreement, indicating the presence of diverse perspectives regarding homework.

The study's findings align with previous research on the significance of homework in shaping instructional practices and student outcomes. Cooper (2001) emphasizes the importance of understanding teachers' perspectives on homework, as it provides insights into the beliefs and practices that influence its effectiveness. Epstein, Van Voorhis, et al. (2012) conducted a study on the perceptions of low-income African American parents regarding homework, highlighting the need to consider diverse perspectives when examining homework practices.

Moreover, Kaur and Kumar (2014) examined the relationship between attitude toward homework, homework involvement, and academic achievement among eighth-grade students in India. Their findings demonstrated the influence of attitude on student engagement with homework and subsequent academic performance. Xu and Wu (2013) explored the self-regulation of homework behavior among secondary school students, providing insights into how homework management strategies impact student outcomes.

The results of the present study contribute to the existing literature on teachers' and parents' attitudes toward homework. They emphasize the importance of considering diverse perspectives when designing and implementing homework assignments. The findings suggest a need for ongoing dialogue and collaboration between teachers, parents, and educational policymakers to optimize the benefits of homework for students. However, it is important to note that the study was limited to the Mirzapur district of Uttar Pradesh and may not fully represent the attitudes towards homework in other regions of India. Further research incorporating a larger and more diverse sample from different districts and states would provide a more comprehensive understanding of homework practices in the Indian education system.

## Conclusion

In conclusion, the study conducted in the Mirzapur district of Uttar Pradesh sheds light on the attitudes of elementary school teachers and parents toward homework. The results indicate that most teachers and parents acknowledge the significance of homework in reinforcing learning. However, it is important to note that there are varied perspectives within the sample, suggesting the presence of differing beliefs and practices regarding homework.

These findings contribute to the ongoing discourse on homework practices in education. By recognizing the diverse attitudes towards homework, educators and policymakers can engage in ongoing collaboration and dialogue to optimize the benefits of homework assignments for students. This calls for a shared understanding and cooperative efforts among teachers, parents, and other stakeholders to ensure that homework assignments align with the needs and expectations of students and their families.

By considering the attitudes of teachers and parents, schools can design homework policies and practices that effectively support student learning and academic achievement. This study emphasizes the importance of ongoing collaboration and dialogue among stakeholders to enhance the quality and effectiveness of homework assignments in the Mirzapur district and potentially influence educational policies and practices at a broader level.

Overall, this study contributes to the existing literature by providing insights into the attitudes toward homework among elementary school teachers and parents in a specific district of Uttar Pradesh. Further research incorporating larger and more diverse samples from different regions of India would be beneficial to gain a comprehensive understanding of homework practices in the Indian education system and guide the development of evidence-based policies and practices.

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**Conflict of Interest:** The authors declare no conflict of interest in relation to this research study. The study was conducted to contribute to the existing literature on teachers' attitudes toward homework and inform educational policymakers, school administrators, and teachers themselves. The data collection, analysis, and interpretation were carried out objectively and impartially to ensure the integrity and reliability of the findings.

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