

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

Dr. Shraddha Patelia^{1*}, Dr. Nanda Rathi², Vithika Varma³

ABSTRACT

The value of homework extends beyond school. We know that good assignments completed successfully can help children develop wholesome habits and attitude. Homework can help parents learn about their children education and communicate both with their children and the schools. And it can encourage a life-long love of learning. Research in the last decade has begun to focus on the relationship between homework and student achievement and has greatly strengthened the case for homework. Although there are mixed findings about whether homework actually increases students' academic achievement, many teachers and parents agree that homework develop students' initiative and responsibility and fulfils the expectation of students, parents, and the public. Studies generally have found homework assignment to be most helpful if they are carefully planned by the teachers and have direct meaning to students. Hence the present study compared the attitude of 140 CBSE and State board children towards homework. The sex ratio is 1:1. Attitude Scale Towards Homework (ASTH) designed by Usha Mishra is used to measure attitude towards homework The results reveal state board children have a significantly more positive attitude towards homework than central board children as well gender as a factor failed to influence the development of attitude towards homework.

Keywords: Homework, Attitude, CBSE board, State board

Attitude is a concept, which arises from the attempt to account for the observed regularities in the behaviour of individual persons, the quality of which is judged from the observed evaluative responses one tends to make. An individual can show positive or negative attitude towards a particular object, subject or idea. Attitude is having different components which includes cognitive (knowledge, beliefs and ideas); affective (feeling, like, dislike) and behavioural (tendency towards an action). The attitude that one has towards an object makes one to make judgment as to whether the object is good or bad harmful or beneficial, pleasant or unpleasant important or unimportant.

¹Assistant Professor, P.G. Dept. of Human Development, L.A.D. and Smt. R.P College for Women, Nagpur.

²Professor, Dept. of Human Development, L.A.D. and Smt. R.P College for Women, Nagpur.

³PG Student, Dept. of Human Development, L.A.D. and Smt. R.P College for Women, Nagpur.

*Corresponding Author

Received: April 02, 2023; Revision Received: May 14, 2023; Accepted: May 16, 2023

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

Hardly a day passes without the word "attitude" entering our conversation. It may be used as a compliment or a comment. At times one sees it and at times one senses it. An attitude is a particular feeling about something. It, therefore, involves a tendency to behave in a certain way in situation which involves something whether a person, an idea or an object. It is partially rational and partially emotional and is acquired, not inherent in an individual.

The attitude is basically the inward feeling expressed by one's behaviour. It can be seen without a word being said. Since one's body language and facial expression express one's attitude, it is generally contagious. It is believed that the attitude can be masked to fool others but the cover-ups do not last long. There is a constant struggle as attitude tries to wriggle its way out.

A hardened attitude is like a dreadful disease. It causes a closed mind and dark future. It is the positive attitude that is conducive to growth and leads towards progress. Positive attitude helps to cope more easily with the daily affairs of life. It brings optimism into life and makes it easier to avoid worry and negative thinking.

Positive attitude can be manifested by positive thinking, being inspired, constructive thinking, choosing happiness, creative thinking, looking for solutions, expecting success, seeing opportunities, not giving up, motivation to accomplish goals, displaying self-esteem and confidence, believing in oneself and in one's abilities. Thus, attitude is the primary force which will determine one's success or failure in life.

Now-a-days homework is being considered an essential part of child's learning. It encompasses a number of activities including revision and preparation for exams or future class work. It helps the teacher to cope with pupils of different work rates and finishing off the course within the stipulated period of time. It is generally given by teachers to help the students to develop confidence, independent learning skill to revise and practice their lessons already taught in class. The positive and negative impact of home work on children are as follows:

Positive Effects

1. **Immediate achievement and learning** include better retention of factual knowledge, increased understanding, better critical thinking, concept formation, information processing and curriculum enrichment.
2. **Long-term academic** effects like learning encouraged during leisure time, improved attitude towards school, better study habits and skills.
3. **Non-academic impact** would incorporate greater self-direction, greater self-discipline, better time organization, more inquisitiveness and independent problem solving.
4. **Greater parental appreciation of and involvement in schooling.**

Negative Effects

1. **Satiation like** loss of interest in academic material, physical and emotional fatigue.
2. **Denial of access to leisure time and community activities** due to parental interference, pressure to complete and perform well and confusion of instructional techniques.
3. **Cheating** includes acts like copying from other students and help beyond tutoring.
4. **Increased differences between high and low achievers.**

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

Gautam P. and Mishra S. (2015) found that the majority of pre-adolescence population, the girls revealed more positive attitude towards homework whereas boys had shown less positive attitude towards homework. Moreover, it was studied that boys don't have any stress due to homework.

Rengma S, Saikia J. and Sunny O. (2015) found that majority of the school students (67.5%) had neutral attitude towards homework, while 20 per cent of the respondents had favourable attitude and 12.5% of the respondents had unfavourable attitude towards homework. It was also revealed that a greater number of girls (25%) had favourable attitudes towards homework than that of the boys (18.75%) and so also a greater number of boys (31.25%) had unfavourable attitude towards homework than that of the girls (12.5%).

Pytel (2007) studied positive effect on students' homework completion rates and parents' attitudes toward their children's school.

Aim

The main aim of the study was to examine the attitude of students towards homework.

Objectives

- To examine the CBSE children's attitude towards homework.
- To investigate state board children's attitude towards homework.
- To analyse the sex difference in attitude towards homework.
- To compare the attitude towards homework among CBSE and state board children.

Sample Size

The effective sample of the study comprised of 140 students of age group 14 to 16 years. Of these 70 students were from CBSE pattern of education & remaining 70 were from State Board pattern of education in both the cases the sex ratio was 1:1.

Tool Used

Attitude Scale Towards Homework (ASTH) designed by Usha Mishra: This standardized tool is used to measure attitude towards homework. There are 32 items with 5 alternative response category- as Strongly Agree, Agree, Indefinite, Disagree, Strongly Disagree. The statements are in two forms i.e., positive and negative (16 statements are positive and 16 negative).

Scoring of ASTH: The positive items were awarded 5,4,3,2, 1 and the negative items were scored as 1, 2, 3, 4, 5. Reliability of the test was completed by split half method using spearman brown prophecy formula and by test-retest method after an interval of one and six months. The scale has content and face validity.

Procedure of Data Collection

Prior permission was obtained from the authorities of various schools in Nagpur. The data was collected in small group. First the rapport was built. Students were assured that their answers will be used only for research purpose and their responses will be kept strictly confidential. The standardized test was given to the students and the needed information about the test was given. There was no time limit, but they were asked to solve the test as quickly as possible.

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

Variables Under Study

- Dependent variable: Attitude towards homework
- Independent variables: Gender and Board of education

Statistical Treatment

The data was initially treated with mean and SD and for inferential purpose the data was subjected to two-way ANOVA.

RESULT & DISCUSSION

The aim of the present study was to compare the attitude towards homework of CBSE and State Board children. The sample of 140 children was classified into four groups as CBSE boys, CBSE girls, State Board boys and State Board girls. The mean and SD found is presented in the following table no. 1.

Table no. 1- Mean and SD of Attitude towards Homework of CBSE & State Board children

	CBSE		State	
	Boys	Girls	Boys	Girls
Mean	111	104	120	124
SD	3.6	3.7	3.4	3.9

From the above table it can be seen that there is a difference in the mean values of CBSE and State Board boys with respect to attitudes towards Homework. The mean value of CBSE boys is 111 with an associated SD of 3.6 and that of State Board boys is 120 with an associated SD of 3.4. There is a difference in the mean values. Similarly, there exists a difference in the mean values of State Board girls and boys with respect to attitude towards homework. The mean value of State Board girls is 124 with an associated SD of 3.9 and that of CBSE girls is 104 with an associated SD of 3.7. There is difference in the mean values of the two groups. But only on the basis of descriptive statistics it is not possible to infer confidently whether the two groups are differing significantly or not. Hence the data was subjected to two-way analysis of a variance. The results are displayed in table no 3.2

Table no. 2 - Complete summary of two-way ANOVA of CBSE and State Board children

Source of variation	df	SS	MSS	F-ratio
CBSE vs State Board	1	3981.24	3981.24	13.88**
Girls vs Boys	1	38.94	38.94	1.41
Interaction	1	1032	1032	37.58**
ESS	71	1949.48	27.45	
TSS	74	7001.67	27.45	

**** Significant at 0.01 level**

Examination of table no 3.2 reveals that main effect - type of board of education has yielded a F value of 13.88 which is significant at 0.01 level. Hence it can be confidently said that the two groups differ significantly. Examination of means of both the groups clearly says that the state board children (M=122, SD=4.2) have a significantly more positive attitude towards homework than central board children. The reason for this would be that right from the beginning parents of state board children inculcate in their children practices of homework. Homework is seen as an inseparable part of school life. Also, home assignments are allotted

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

marks in state board schools, whereas CBSE pattern is generally project and activity based and the parents of these children see homework as co-curricular activity.

The second main effect i.e., sex yielded a F value of 1.41 which is non-significant. Hence, it can be confidently inferred that the two groups do not differ significantly.

Today parents do not differentiate between their sons and daughters. Children are given equal facilities and opportunities at home to study and parents take care of their children in a similar manner irrespective of the sex of the child. Hence, there did not appear significant sex differences in the attitude towards homework.

The interaction effect between type of board and sex has yielded a F value of 37.58 which is significant at 0.01 level. Hence, it can be confidently inferred that sex and type of board functioned together in the development of attitudes towards homework.

Feng M. (2016) in the 9th International conference on educational data mining cited that no significant difference between the time the two genders spent on homework overall.

CONCLUSION

The findings of the present study from statistical treatment and analysis of data revealed the following conclusions:

- State board children have a significantly more positive attitude towards homework than central board children.
- Sex as a factor failed to influence the development of attitude towards homework.

Recommendations

- A large representative sample may be taken to get reliable results. Other variables like intelligence and motivation can also be studied with respect to homework.

Suggestions

- Schools should organize talk for parent on homework and inculcating habits of doing homework.
- Parents and teachers should encourage and motivate the students to develop a positive attitude towards homework.

Limitations

- The study was restricted to a small sample size of 140 students.
- Only two variables gender and type of education were studied.

REFERENCES

- Barnes, Tiffany, Ed.; Chi, Min, Ed.; Feng, Mingyu, Ed.(2016) Proceedings of the International Conference on Educational Data Mining (EDM) retrieved from <https://files.eric.ed.gov/fulltext/ED592686.pdf>
- Coleman, C.J. "Psychology and effective behaviour" D.B. Tarapurwala sons co. pvt Ltd, Mumbai, 1969, Pp 290.
- Gautam, Preeti & Mishra, Sunita. (2015). Children attitude towards homework and determine the stress of preadolescence due to homework, International Journal of Multidisciplinary Research and Development 2015; 2(1): 349-352.

Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children

- Kakkar, S.B. "Educational psychology" Prentice Hall of India Pvt. Ltd, New Delhi, 2004, Pp 57.
- Kochhar S.K. "Educational and vocational guidance in secondary school" Published by S.K. Ghai managing director Pvt Ltd, New Delhi, 1984, Pp 377-378.
- Sendi Seb Rengma, Dr. Jinamoni Saikia and Olivia Sunny (2015) Attitude of School Students Towards Homework, International Journal of Current Research, 7, (10), 21610-21612.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Patelia, S., Rathi, N. & Varma, V. (2023). Children's Attitude towards Homework- A Comparative Study among CBSE and State Board Children. *International Journal of Indian Psychology*, 11(2), 960-965. DIP:18.01.101.20231102, DOI: 10.25215/1102.101