The Perceptions of 9th Grade Students on English Homework in a Suburban School District

Joann M. MacMullen
The College at Brockport

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The Perceptions of 9th Grade Students on English Homework in a Suburban School District

By

Joann M. MacMullen

A Thesis submitted to the Department of Education and Human Development In partial fulfillment of the requirements for the degree of Master of Science in Education

Degree Awarded:
Spring Semester, 2003
Submitted by:

[Signature]
Candidate
Date: 5/1/03

Approved by:

[Signature]
Thesis Advisor
Date: 5/1/03

[Signature]
Second Faculty Reader
Date: 5/12/03

[Signature]
Director of Graduate Studies
Date: 5/15/03
With love, I dedicate this thesis to my husband, Jack; my children, Jason, Jennifer and Jeff; my parents, Peter and Grace Buda; my in-laws, Charles and Eula MacMullen. Without their sacrifice, love, support and patience, I would not have been able to fulfill my dreams. Thank you for your gifts of love.
Abstract

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

Homework is a complex subject. Educators find themselves dealing with students who choose not to do their homework on a daily basis. Why is this so? There are many studies of educators and parents on their perceptions of homework, but perhaps the missing link is the students’ perceptions. Do they value homework?

The study involved administering a survey to 4 classes of 9th grade English students. Four different English teachers taught these classes.

The findings demonstrated that a majority of students value their English homework. Also, a majority of students believed their parents valued English homework.
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CHAPTER I

Statement of Problem

**Purpose**

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

**Research Question**

What are the perceptions of 9th grade students on English homework in a suburban school district?

**Need for Study**

Most research on homework has focused on achievement as an outcome. Although the research points towards higher achievement at the high school level, why is it considered a source of conflict by many parents and teachers? Little has been done on the attitudes towards homework from the people who are doing the homework – the students. Are students aware of the perceptions and attitudes of parents and teachers? Do they correspond with students’ own perceptions? Do they do
homework to please parents and/or teachers? Do they recognize the benefits of homework? This study provides educators and parents the insights of students into the complex yet valuable subject of homework.
Chapter II

Review of Literature

Purpose

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

Research Question

What are the perceptions of 9th grade students on English homework in a suburban school district?

Review of Literature

Definition of Homework

Homework is a complex subject. It has many definitions and involves several stakeholders. Cooper defines homework as “tasks assigned to students by school teachers that are meant to be carried out during non-school hours” (as cited in Cooper, 1989, p. 70). Bond and Smith are a little more explicit in saying “it is usually distinct from the
multitude of extracurricular activities or intellectually stimulating activities undertaken voluntarily by students” (as cited in Knorr, 1981, p. 8). Warton (2001, p. 155) describes it as “a multifaceted process that involves a complex interplay of factors in two contexts—home and school—and a range of participants from school-system level employees to individual students”.

Sullivan and Sequeira (1996) further defines homework's complexities:

Consideration must be given to the mediating effects of student characteristics, subject matter, classroom and assignment factors, and parental influences. Homework should have different purposes for different grades. For younger students, it can foster positive attitudes, habits and character traits. For older students, it can facilitate knowledge acquisition. (p. 346)

LaConte (1981) identified three basic categories of homework: practice, preparation and extension. Practice is an exercise to provide students an opportunity to reinforce newly acquire skills or apply recent learnings. The most effective practice assignment is one in which the student is asked to apply the learning in a personal or meaningful way. Preparation assignments are those in which students obtain information for the following day’s discussion. It may be something as simple as a reading assignment or doing library or internet research or carrying out a
number of activities requiring the gathering of information prior to a class
discussion. Extension assignments are those assignments that take the
student beyond the work begun in class. Extension homework deals with
individual application, research and study. Most homework can fit into one
of these three categories.

Effect of Homework on Achievement

Back in 1923, W. T. Beauchamp studied the effects of doing
homework and concluded that it results in "superior test performance"
regardless of the type (as cited in Friesen, 1979). In 1960, H. A.
Schroeder conducted a study to see if time spent on homework resulted in
increased achievement. He concluded that the benefits were
"questionable" (as cited in Friesen, 1979). Another study was then done
by A. Goldstein in 1960 that reviewed 30 years of research. He concluded
that preconceived ideas about the value of homework biased the research
findings. He reported the results as being inconclusive and statistically
insignificant. The few significant findings, he reported, seem to suggest
that homework did result in increased achievement for some students in
some subjects (as cited in Friesen, 1979).
Cooper and Valentine (2001) reported on a quantitative synthesis of research funded by the National Science Foundation in 1989 that investigated 120 empirical studies of homework's effect on achievement. The study was conducted on thousands of students across the United States using three different research designs. One design was the use of statewide and national surveys that correlated the amount of homework completed by students to their achievement test scores. The second design was comparing the achievement level of students who received homework. The third design was comparing homework to in-class supervised study. The study revealed that, generally, students who did homework outperformed students who did not. It also suggested that the relationship between homework and achievement is tempered by the student's age or grade level. Students who did homework at the high school level had a substantial positive achievement level. Middle school students also benefited from homework but only about half as much. For elementary school students, the effect of homework on achievement is insignificant.

Cooper (1989) also cataloged potential positive and negative effects of homework. Among the positive, was immediate achievement and learning, such as curriculum enrichment, better retention of factual knowledge, increased understanding, better critical thinking, concept
information and information processing; long-term academic effects such as willingness to learn during leisure time, better study habits and skills and improved attitude towards school; nonacademic effects such as greater self-direction and discipline, better time management, more inquisitiveness and independent problem solving; and lastly, greater parental appreciation and involvement in schooling. Among the negative effects were satiation such as loss of interest in academic material and physical and emotional fatigue; denial of access to leisure time and community activities; parental interference such as pressure to complete assignments and perform well and confusion of instructional techniques; cheating such as copying from other students, help beyond tutoring and finally, increased differences between high and low achievers.

Role of Parents

As far back as 1916, the role of parents and school has been studied. Brooks visited 268 homes of students and gathered data on environment, homework, grades and assistance provided by parents. He found that “children with disinterested parents in poor home environments tend to have difficulty with their school work, and that when the parents are capable of guiding the child, the child generally does well” (as cited in Friesen, 1978, p. 3).
The National PTA has published a guide entitled, "How to Help Your Child Succeed," to assist parents in helping their children be successful in school. The guide lists ten critical keys to success and one of the topics is supporting and helping their child at home with their homework (Loveless, 2001).

Research supports the idea that parental attitudes help guide their children's attitudes on homework. Therefore, schools and teachers should make the effort to involve parents and convey to them the importance of the role they play (Cooper, Lindsay, Nye & Greathouse, 1998).

According to Hoover-Dempsey and Sadler, there are three major reasons parents get involved in homework: they believe they should be involved, their involvement will make a difference and they perceived invitations from teachers to be involved. Hoover-Dempsey and Sadler also go on to say that parents' involvement in homework affects achievement because it offers "modeling, reinforcement, and instruction that supports the development of attitudes, knowledge and behaviors associated with successful school performance" (as cited in Hoover-Dempsey & Battiato, et al, 2001, p. 203). In a study done by Balli, Wedman and Demo (1997), comments suggest that family involvement in homework helps foster family camaraderie and an increased awareness of what children are learning in school.
Kay and Fitzgerald (1994) conducted a study of parents whose children with disabilities spent a majority of their time in general education classes. Five themes emerged from the qualitative analysis of data from parent action research logs, individual interviews and focus groups. These were: (1) parents felt ill-prepared to help their children with homework; (2) parents wanted to know the teacher’s expectations of their child and also their role in helping with homework; (3) parents wanted their children to be given individualized homework assignments; (4) parents enjoyed hands-on projects in which the whole family could participate; and (5) parents wanted to become partners on their child’s instructional team and therefore needed an improved two-way communication system.

Boers (2002) conducted a survey in which teachers were asked what they wanted from parents of students in providing an effective and successful school year. In the area of homework, teachers expressed frustration about the lack of attention to homework or follow up by parents. Several suggestions were given: find out what was assigned that night, check to see if completed, help children when needed and spend some time reviewing concepts from past homework assignments.

Parent’s help diminishes as students go from elementary to middle school and from middle school to high school (Bryan & Nelson, 1994;
Warton, 2001). As students reach the middle-school level, parents perceive homework also as a means of teaching responsibility and self-reliance. Research also suggests that perhaps by middle school, students may not want their parents' help and may prefer to do their work alone (Bryan & Nelson, 1994).

Solomon, Warin and Lewis (2002) did a study in which 56 families with teens were interviewed one on one with a member of the research team. The interview covered a range of topics such as household duties, parent employment, parent-teen joint activities, closeness and change in family relationships. The interviews were analyzed and one of the topics repeatedly raised was homework. It was discovered that parental investment in homework support could cause tension between parents and teens depending on the parenting styles. For 32% of the families, homework help was dominated by conflict and anxiety. The study concluded that parents are investing considerable time and emotional effort to support their child's homework, although there is considerable frustration that the homework agenda is not their own and they have little power to influence.

Cooper (2001) reports that the research correlation between parent involvement and student achievement has contradictory findings. He did a literature review of five studies in 1989 that related the amount of parental
involvement to student achievement, with correlations ranging from $r=+40$ to $r=-.22$. He suggested two explanations for the contradictory findings:

First, because these studies are correlational, they may be gauging a relationship that goes both ways. That is, it may be the case that both (a) increasing parent involvement causes improved student achievement and (b) poor achievement causes greater parent involvement. (p. 46)

Epstein did a study in 1988, which also supports Cooper’s explanation. She found that more parent involvement was associated with lower achievement. She also found out that teachers made more frequent requests to parents of students with lower achievement to help with homework (as cited in Cooper 2001). Cooper goes on to report:

A second explanation for the contradictory findings could be that parent involvement may cause improved student learning under some conditions but interfere with learning under other conditions. Some types of parent help with homework might be beneficial, but other types might be detrimental to student progress. (p. 46)

Role of Teachers

Homework is one of the many techniques teachers use daily in the assessment of student performance along with teacher questioning, classroom practice, interviewing and student questions (Columba, 2001). Teachers start the homework process. They choose the topics and assign homework that helps students meet learning goals and standards.
According to Epstein, “assignments not only reflect the teachers' knowledge of the curriculum, but also their understanding of the skills, abilities and needs of their students, and the characteristics and situations of their students’ families” (as cited in Epstein & Van Voorhis, 2001, p. 181). Epstein and Van Voorhis (2001) further state that well designed assignments help foster home-school partnerships, increase student learning and development, and improve teaching practice. Columba (2001) reports that teachers should make sure assigned homework is completed and in someway acknowledge the effort. Grading is not always necessary but some record should be kept as to what homework was done or not done. Teachers need to send a clear message that the responsibility of doing homework is the same as the responsibility to do work in class. In addition, Hinche (1996) states teachers need to critically think about exactly what is assigned, under what conditions and why.

Farkas, Johnson and Duffet report that most teachers want parents to support their children’s learning and monitor homework but think that most parents do not do enough (as cited in Epstein & Van Voorhis, 2001). Como suggests that parents want to be involved but don’t know how (as cited in Epstein & Van Voorhis, 2001). Ames, et al.; Epstein; McDermott et al.; Pratt, Fillipovich and Bountrogianni all conclude that teachers must
use strategies, tools and approaches to help parents become more productively involved in homework (as cited in Epstein & Van Voorhis, 2001). Callahan, Rademacher, and Hildreth along with Epstein, all agree that a critical component of successful homework completion is increased communication between home and school environments (as cited in Harniss, Epstein, Bursuck, Nelson and Jayanthi, 2001). Jayanthi, Sawyer, Nelson, Bursuck and Epstein conducted focus groups with teachers, parents and school administrators to identify recommended solutions. Several recommendations were made such as increasing time and opportunity for communication, increasing ways to communicate, use of assignment books, supporting communication between parents and students, and having district homework policies (as cited in Harniss, et al., 2001).

**Role of School District**

The school district sets the school’s policies that enhance learning. Clearly, homework is a key element in the partnership between home and school and therefore, policies concerning homework should be in place. Roderique and Polloway (1994) conducted a study to survey the policies of a national sample of school districts concerning homework. A total of 550 schools were surveyed with a response rate of 48.5%. The results
indicated that only 35.2% of the school districts surveyed did have a homework policy. This suggests that homework is governed either by the individual school or more likely, by the teacher. This is surprising since homework seems to be such a hot topic and a primary concern of the reform movement in the 1980s. The study recommended that school districts should have policies governing homework. These policies should reflect the input of all parties involved, remain current and relevant through an on-going process of review and revision, and address the needs of all children.
CHAPTER III

Design

Purpose

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

Research Question

What are the perceptions of 9th grade students on English homework in a suburban school district?

Methodology

Subjects

This study involved 85 heterogeneous ninth grade students who were asked to participate in a homework survey. Four separate English classes taught by four different teachers participated. The school is located in a large suburban school district in western New York State with enrollment from a wide cross-section of the population.
Materials

A student survey containing 20 questions was used to obtain students' perceptions and attitudes regarding English homework. See Appendix A for a sample of the survey.

Procedures

Four different 9th grade English teachers passed out the surveys in each class and asked the students to fill them out. They were collected anonymously.

Analysis of Data

The survey responses were tabulated and reviewed and conclusions were drawn in answer to the research question.
CHAPTER IV

Results of Study

Purpose

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

Findings

Eighty-five students responded to the survey. The following are the percentages with the highest percentage bolded.

1. In general, I value English homework ______.
   1. very much  2. some  3. very little  4. not at all
   26%  47%  19%  8%

2. My parents value English homework ______.
   1. very much  2. some  3. very little  4. not at all
   51%  31%  12%  6%
3. English homework helps me learn ______.
   1. very much  2. some  3. very little  4. not at all
   28%        59%        9%         5%

4. I do my English homework ______.
   1. always  2. mostly  3. sometimes  4. never
   26%        52%        15%         5%

5. Are there benefits to doing English homework?
   28%        34%        29%         8%

   If so, what are they?

   Seventy-two percent of students responded favorable
   benefits to doing English homework, while twenty-eight percent
   responded either negatively or no response. The favorable
   responses of the students can be broken down into three
categories: learning – 40%; develop as a writer – 20%; get good
grades to pass – 12%. No response was 22% while only 6% were
negative.

6. I am assigned English homework ______ per week.
   1. 5 or more days  2. 3-4 days  3. 1-2 days  4. Never
   21%             54%         18%       4%
7. I spend _____ per night on English homework.
   1. 0–15 min. 2. 15–30 min. 3. 30–60 min. 4. more than 1 hour
   17% 53% 14% 5%

8. Should there be consequences for not doing English homework?
   1. Yes 2. No 3. Unsure
   28% 24% 46%

9. Describe the conditions under which you do English homework (in school, at home, in your bedroom listening to CDs, watching TV, etc.)

   Fifty-two percent of students surveyed responded that they complete their homework at home with external stimulus such as listening to music, watching TV and talking on the phone. Twenty-seven percent responded they complete their homework at home in a quiet atmosphere. Seven percent responded they complete their homework in school only. Seven percent responded they complete their homework both at home and school but did not specify if quietly or with external stimulus. Seven percent of students surveyed had no response; these are most likely the students who do not do homework.
10. Do you think English homework should be graded?

When?

How?

If you said no, why not?

<table>
<thead>
<tr>
<th>If yes, When</th>
<th>How</th>
<th>If no, why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>check if done</td>
<td>12%</td>
</tr>
<tr>
<td>1. next class</td>
<td>points</td>
<td></td>
</tr>
<tr>
<td>2. if important</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>3. next class</td>
<td>if done</td>
<td></td>
</tr>
<tr>
<td>4. ——</td>
<td>grade and give back</td>
<td></td>
</tr>
<tr>
<td>5. long assignment</td>
<td>grade and give back</td>
<td></td>
</tr>
<tr>
<td>6. long assignment</td>
<td>skills</td>
<td></td>
</tr>
<tr>
<td>7. next class</td>
<td>grade</td>
<td></td>
</tr>
<tr>
<td>8. next class</td>
<td>effort</td>
<td></td>
</tr>
<tr>
<td>9. when important</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>10. ——</td>
<td>number completed</td>
<td></td>
</tr>
<tr>
<td>11. always</td>
<td>——</td>
<td>doesn’t mean anything</td>
</tr>
<tr>
<td>12.</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>13. always</td>
<td>points</td>
<td></td>
</tr>
<tr>
<td>14. ——</td>
<td>effort</td>
<td>just projects</td>
</tr>
<tr>
<td>15. ——</td>
<td></td>
<td>can’t grade by way they talk</td>
</tr>
<tr>
<td>16. long assignments</td>
<td>points</td>
<td></td>
</tr>
<tr>
<td>17. always</td>
<td>effort</td>
<td>it doesn’t count</td>
</tr>
<tr>
<td>18.</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>number completed</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>effort</td>
<td></td>
</tr>
<tr>
<td>21. always</td>
<td>number done</td>
<td></td>
</tr>
<tr>
<td>22. always</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>——</td>
<td></td>
</tr>
</tbody>
</table>
25. after class
26. always
27. test, quiz
28. sometimes
29. ---
30. in class
31. every other day
32. always
33. only projects
34. when done
35. next day
36. 4X anytime
37. beginning of class
38. ---
39. project
40. always
41. when due
42. number done
43. grade
44. not done
45. not sure
46. higher grades
47. however
48. number done
49. not students fault if they don't understand
50. ---
51. projects
52. when due
53. day due
54. ---
55. next day
56. always
57. in class
58. ---
59. when due
60. speech/essay
61. ---
62. ---
63. ---
64. ---
65. something right/wrong
66. teacher not worksheet
67. I don't do it
68. so
69. ?
70. higher grades
71. however
72. daily
73. don't know
74. number done
75. grade
76. not sure
77. number done
78. not students fault if they don't understand
79. effort
80. effort
81. teacher
82. # done
83. effort
84. # completed
85. out of 10
86. teacher
87. rubric
88. because
89. b/c you might be a ....
65. always
66. when due
67. always
68.

less than quiz, more than class work
done
right/wrong

b/c Eng. Is an art and not
everyone has the talent

69. ----
70. projects
71. projects
72. when done
73.
74. when due
75. essays
76. always
77. when important
78. 3 weeks
79. everyday
80. day after
81. certain times
82. end of week
83. project
84. ----
85. ----

% %
organization/comprehension
not harsh, everyone has own style
effort
easy
right/wrong
right/wrong
5 pts.
5 or 10 pts
scale
check if done
10 pts.

11. Generally, how well do you do on English homework?
   1. above average   2. average   3. below average
      19%    75%    5%

12. How often are you assigned different types of English homework
    such as projects, open-ended questions, reading, writing?
      20%  34%  44%  1%

13. Does anyone help you with your English homework?
   1. No one  2. teacher  3. parent  4. friend  5. sister/brother  6. other
      47%  22%  15%  25%  5%  5%
14. Do your parents/guardians ask if your English homework is done?
   27% 8% 32% 33%

15. Do you learn anything from doing your English homework?
   14% 33% 44% 8%

16. Do you like English class?
   18% 33% 36% 13%

17. Is English class hard for you?
   1% 9% 62% 29%

18. Are you given time in class to complete English homework?
   17% 29% 48% 7%

19. How much English homework do you usually complete per week?
   28% 47% 11% 7% 5%

20. Why do you think English teachers give homework?
   1. to preview and help complete long projects
   2. because they want us to have fun
   3. to see how good or how far you are in that class and if you need any help
   4. so we can practice and get better
   5. to see how much you have learned
   6. to see how much you’ve learned
7. so we could learn how to do things, learn to follow directions
8. to help with our creativity
9. because they want students like me to fail
10. to teach us more
11. so we can learn
12. to make people hate them
13. so we can practice and it helps us learn better
14. to learn English
15. to learn
16. because then we can practice writing, reading and to highlight sentence structure
17. so they can help you understand the subject more and learn stuff
18. to see if you understand what you are given in class
19. to expand what we learned in class
20. so we learn and learn more faster
21. because they didn’t finish in class
22. if you go over something in class and they give you HW about it, they want to see what you learned
23. to help build our skills
24. ----
25. so we improve in English
26. to see if what they are teaching, we learned it
27. to make us smarter
28. so we can learn the unit we are doing and that’s half our grade
29. to learn out of school
30. we learn physically by doing and writing things
31. cuz they are meanies
32. to sum up the lesson we learned
33. don’t know
34. to help us learn better
35. learn new things
36. to pass us
37. to practice, to get things done, so you don’t forget by the next day
38. they having nothing else to do
39. to see if you are paying attention in class or to see how much effort you put into your work
40. so they don’t forget
41. ----
42. to help us in our test or when we grow up and become something
43. to see how well you know what is being taught
44. so we can learn and understand
45. cause they want you to learn
46. to help you improve your writing skills
47. so you can use your skills later in life
48. to basically study and learn out of school
49. because they want to see if you know the material
50. so we learn something and for writing
51. ----
52. because they want to
53. to help us
54. to help you understand the lesson
55. so you can learn
56. to see what you learned
57. to keep your mind running
58. to help us get more ideas understand the importance of English
59. good question
60. to develop our writing, spelling and grammar skills
61. to help us learn better
62. good questions
63. ----
64. because it's important for class
65. get students comfortable with the material
66. so we learn English skills
67. to see if you were listening in class and practice
68. because they think it helps
69. because
70. ----
71. ----
72. torture us, I don't usually enjoy doing the homework
73. I don't know but it takes up a lot of my time
74. I don't know
75. I don't know
76. to help you understand by doing it alone and probably keep your grades up if you do it
77. they are given to test the amount of what's taught, being put to work
78. better understanding
79. let us learn and to get the easy points
80. so you learn out of class
81. to see if you understand what they are teaching and if you are paying attention
82. to review class
83. to help us learn
84. to piss us off and to see us suffer while they laugh their asses off,
marking F's and D's
85. ----

Discussion

Seventy-three percent of students surveyed seem to value to quite an extent their English homework. They believed their English homework helped them learn (87%). Eight-two percent of the students believed their parents valued English homework; but surprisingly, only thirty-five percent regularly asked their children if their homework was done. Also, only fifteen students responded that their parents helped them with their English homework. Most negative answers across the board were the same five to thirteen percent who did not value homework, whose parents did not value homework, did not complete their homework, and found English class difficult for them.

Students felt it was important for their English homework to be graded (80%). When asked how, there were multiple answers; yet, they strongly indicated their effort should be acknowledged in some way. Based on the percentages, most likely the students who think there should be consequences for not doing English homework are the ones who are doing it and understand why.
The amount of English homework seems to be very reasonable.
Fifty-three percent indicated they spend 15-30 minutes on English homework. Interestingly, a majority of students responded that they listen to music while completing their homework.
CHAPTER V

Conclusion and Implications

Purpose

The purpose of this study was to examine the perceptions and attitudes of 9th grade students on English homework in a suburban school district.

Conclusion

The results of the survey showed that a majority of students value to quite an extent their English homework. Also, a majority of students believed their parents valued English homework. Most negative answers across the board were the same five to thirteen percent who did not value homework, whose parents did not value homework, did not complete their homework, and found English class difficult for them.
Implications for the Classroom

Based on students' comments as to how homework should be graded, they feel if they do it, it should be acknowledged in some way. Most students said it should be graded on effort since it is practice. Teachers should make a point of counting homework in some way, even if only check marks that are counted at the end of a marking period and given some kind of effort grade. Many students also indicated they would like their homework evaluated in a day or two. Teachers must give students immediate feedback on their homework. Without immediate feedback, students are unaware of their mistakes and areas of weakness.

Teachers need to be very clear as to why the homework assigned is important. Students should be able to answer the questions: Why am I learning this? Why is it important? If students know why they are doing homework, they would more likely complete it.

Implications for Further Research

Further studies should be done on the impact of homework on students with disabilities. As more and more special education students
are mainstreamed, they are expected to complete homework. For some, this is a problem because students with learning and behavior disorders have been described as needing to be reminded, procrastinating and being easily distracted (Bryan & Nelson, 1994). Many classes are called "blended" classes where half of the students have learning and behavior disabilities and work with two teachers, a regular education and a special education teacher. There could be potential problems of expectations that cannot be met when it comes to homework.

In addition, further studies should also be conducted in other content areas. Some areas, such as Math, rely on homework to help students practice doing complicated mathematical equations. Also, in learning a second language, repetition through homework is an important tool to help students learn.

Lastly, does the age or grade level make a difference in students' attitudes towards homework? Perhaps a study should be made that follows students' attitudes on homework from middle school on up. I wonder if the students in this study understand the impact homework can have on their grades? All through middle school, students are promoted to the next grade whether they are passing or not. In ninth grade is when a student has to have a passing grade or will have to repeat the class. Do
students realize yet that homework has an impact on passing or do they understand this as they get into higher grades?

All in all, homework is an essential component of the overall learning process. It is necessary for academic success and it is important that all the parties involved realize its significance.
References


APPENDEX
9th GRADE STUDENTS' PERCEPTIONS ON ENGLISH HOMEWORK SURVEY.

Please answer the following questions honestly. Your answers will be kept anonymous.

5. In general, I value English homework ______.
   1. very much  2. some  3. very little  4. not at all

6. My parents value English homework ______.
   1. very much  2. some  3. very little  4. not at all

7. English homework helps me learn ______.
   1. very much  2. some  3. very little  4. not at all

8. I do my English homework ______.
   1. always  2. mostly  3. sometimes  4. never

21. Are there benefits to doing English homework?
   If so, what are they?

22. I am assigned English homework ______ per week.
   1. 5 or more days  2. 3-4 days  3. 1-2 days  4. Never

23. I spend ______ per night on English homework.
   1. 0 – 15 min.  2. 15 – 30 min.  3. 30 – 60 min.  4. more than 1 hour
24. Should there be consequences for not doing English homework?
   1. Yes  2. No  3. Unsure

25. Describe the conditions under which you do English homework (in school, at home, in your bedroom listening to CDs, watching TV, etc.)

26. Do you think English homework should be graded?
   When?
   How?
   If you said no, why not?

27. Generally, how well do you do on English homework?
   1. above average  2. average  3. below average

28. How often are you assigned different types of English homework such as projects, open-ended questions, reading, writing?

29. Does anyone help you with your English homework?
   1. No one  2. teacher  3. parent  4. friend  5. sister/brother  6. other

30. Do your parents/guardians ask if your English homework is done?

31. Do you learn anything from doing your English homework?
32. Do you like English class?

33. Is English class hard for you?

34. Are you given time in class to complete English homework?

35. How much English homework do you usually complete per week?

20. Why do you think English teachers give homework?