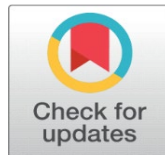
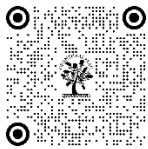


A PSYCHOLOGICAL STUDY OF ATTITUDES TOWARDS HOMEWORK AMONG STUDENTS IN THE CONTEXT OF GENDER AND AREA

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ABSTRACT

Homework is generally regarded as schoolwork formally assigned for completion outside school time. Now-a-days homework is being considered as an essential part of a child's learning. The prime aim of the study was to explore A Psychological Study of Attitudes towards Homework among Students in Context of Gender and Area. In the present research, a representative sample has been selected from the students studying in a school located in the city of Gandhinagar in the state of Gujarat. In which 40 Students had been selected as a sample through purposive sampling method. A scale of attitude towards homework developed by Usha Mishra has been used. Gujarati standardization done by Prajapati A. N. and Thaker V. (2019). There are 32 statements in this test. All this information was collected by Gandhinagar according to Attitudes towards homework were used to describe the interpretation of research results using the t test. There is no statistically significant difference between students from urban and rural areas, and between boys and girls.

Keywords: Attitudes Towards Homework, Students

1. INTRODUCTION

Homework is generally regarded as schoolwork formally assigned for completion outside school time. Now-a-days homework is being considered as 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 the class. Infect the crowded curricula, cumulative assessment, competitive examinations, project-based learning cause an overflow of work from school time into out of school time. However, the critics argue that homework

encroaches upon children's leisure time and denies them access to community work. They also consider it a powerful source of class discriminations as the Children from low socio-economic status often find it difficult to complete their homework. Most of the parents criticize the teachers to place a heavy burden on children in the form of homework, Children also do not like homework as they are unable to play after school hours. Inspite of all these differences of opinions, homework occupies an important place in teaching learning process.

“Homework is work formally assigned by the school that is assigned to be completed outside of school hours. Homework is assigned by the teacher outside the school hours to boost their confidence and motivate them to study more.”

(cooper,1989 & corno,1996)

2. REVIEW OF RELATED LITERATURE

Thaker (2019), in the psychological study of student's attitude to homework and home environment in terms of academic anxiety and family type, it was found that there was no difference in the attitude of students to homework in terms of academic anxiety and family type.

Patel (2019) studied the type of work of parents and the attitude of teenagers towards homework in the context of family and found that there was no difference between the type of work of parents and the attitude towards homework of teenagers in the context of family.

Gaur (2015) on the attitude of secondary school students towards homework found that the attitude towards homework was higher among private school students than government school students in terms of school type.

Magheswari (2018) studying the attitudes towards homework of secondary school students in Kanchipuram district found that there was a high correlation between gender and school type in attitude towards homework. While other variables do not have any effect.

Rengma and Saikia (2015) studying the attitude of school students towards doing homework found that 67% of the students had a neutral attitude towards homework, 20% of the students had a legislative attitude. While inhibitory attitude was observed in 12% students.

3. PROBLEM

A Psychological Study of Attitudes towards Homework among Students in the Context of Gender and Area.

4. OBJECTIVE

- 1) To study of attitudes towards homework among students with respect to boys and girls.
- 2) To study of attitudes towards homework among students with respect to Urban and Rural Area.

5. HYPOTHESIS

- Ho1: There is no significant difference between boys and girls in the attitude towards homework.

- Ho2: There is no significant difference between Urban and Rural Area Students in the attitude towards homework.

Table 1

Table 1 Variable				
Sr.No.	Variable Name		Level	Name of Level
1	Independent	Gender	2	1. Boys 2. Girls
2	Independent	Area	2	1. Urban 2. Rural
3	Dependent	Attitude scale towards homework	1	Measurement of Attitude towards homework

6. RESEARCH TOOLS

- 1) **Personal Data Sheet:** Personal data sheet developed by investigator was used to collect information about Area, Gender, standard, etc.
- 2) **Attitude Scale towards Homework:** A scale of attitude towards homework developed by Usha Mishra has been used. Gujarati standardization done by Prajapati A. N. and Thaker V. (2019). There are 32 statements in this test.

Reliability

The reliability of the present test shows a test-retest reliability of 0.93.

Validity

The validity is found to be high.

7. SAMPLE

In the present research, a representative sample has been selected from the students studying in a school located in the city of Gandhinagar in the state of Gujarat. In which 40 Students had been selected as a sample through purposive sampling method.

8. STATISTICAL ANALYSIS

Mean, Standard Deviation (SD), and t test has been used as statistical analysis in the present research.

9. RESULT DISCUSSION

In the present study, gender was included as an independent variable to measure students' attitude towards homework. In which the test of attitude towards homework which was designed by Dr. Usha Mishra Information is obtained from students through a test.

Ho: There is no significant difference between boys and girls in the attitude towards homework.

Table 2

Table 2 Table Showing Attitudes of Students Towards Homework with Respect to Boys and Girls					
Group	N	Mean	SD	t	Significant
Boys	20	104.8	15.41	0.34	NS

Girls	20	106.25	12.14
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***0.05 level 2.02 (df=38), 0.01 level 2.70 (df=38).**

Table 1 discloses results got by the group of Boys and Girls on Attitude towards Homework. As reported table 1 Boys shows lower mean score (M=104.8) then the Girls (M= 106.25) Also, the standard deviation of boys is found to be 15.41 and the standard deviation of girls is found to be 12.14 but 't' value of 0.34 indicate that the differences between the two groups in Attitude towards Homework is find to be statistically not significant. Hypothesis is Accepted. There is no significant difference between boys and girls in the attitude towards homework.

Ho: There is no significant difference between Urban and Rural Area Students in the attitude towards homework.

Table 3

Table 3 Table Showing Attitudes of Students Towards Homework with Respect to Urban and Rural Area

Group	N	Mean	SD	t	Significant
Urban	20	106.4	11.6	0.94	NS
Rural	20	109.6	10.32		

***0.05 level 2.02 (df=38), 0.01 level 2.70 (df=38).**

The findings for the Urban and Rural groups' attitudes about homework are shown in Table 2. According to Table 2, Urban Students' mean score (M=106.4) is lower than Rural Students' (M= 109.6). Furthermore, the standard deviations for urban and rural students, respectively, are 11.6 and 10.32, but the statistical significance of the variations in attitudes toward homework between the two groups is indicated by the 't' value of 0.94. The hypothesis has been accepted. Students' attitudes regarding homework do not significantly differ between those in urban and rural areas.

10. CONCLUSION

There is a no significant difference in students' attitude towards homework with respect to gender. Hence the preconceived hypothesis (There is no significant difference between boys and girls in the attitude towards homework) is accepted.

There isn't much of a difference between students' attitudes on homework and Area. Thus, the presumptive theory the acceptance of homework does not significantly differ across students in urban and rural areas.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

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