

Attitude of Parents Towards Homework Assignments at the Elementary Level: A Study in the Mirzapur District

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Abstract:

Homework assignments play a crucial role in education, and understanding parents' attitudes toward homework is essential for effective implementation. This study investigates parents' attitudes toward giving homework at the elementary level in the Mirzapur district of Uttar Pradesh, India. By examining diverse perspectives, this research provides insights into the beliefs and practices that shape the effectiveness of homework assignments. The study employed a survey method, and a sample of parents from ten different schools within the Mirzapur district participated. A questionnaire collected data on parents' attitudes toward homework assignments. The questionnaire consisted of items that assessed parents' agreement, indifference, or disagreement with homework assignments at their child's school. The results depict the attitudes of parents towards homework assignments in different schools. The data reveals variations in attitudes, with some schools showing higher percentages of agreement while others exhibit a more mixed response. These findings contribute to the existing literature on parents' attitudes toward homework and highlight the need for collaboration between educators and parents to optimize the benefits of homework assignments for students. By considering parents' perspectives, educators can design homework policies and practices that align with the expectations and needs of students and their families. Further research could explore factors influencing parents' attitudes towards homework, such as cultural and socio-economic backgrounds. Additionally, conducting similar studies in other districts and regions would provide a more comprehensive understanding of parents' attitudes toward homework assignments in the broader context of Indian education.

Keywords: homework assignments, elementary level, parents' attitudes, Mirzapur district, survey method

Introduction: The role of homework in students' academic development has been a subject of interest among researchers and educators. Understanding parents' attitudes towards homework assignments is crucial as they play a significant role in supporting their child's education. Several studies have explored the relationship between parental attitudes toward homework and academic achievement (Kaur & Kumar, 2014; Giri, 2017; Madan & Chopra, 2016; Sharma & Mittal, 2015; Mishra & Tiwari, 2019). However, there is a need to examine these attitudes specifically in the context of elementary school education in the Mirzapur district of Uttar Pradesh, India.

Materials and Methods: The present study employed a survey design to investigate parents' attitudes toward homework assignments in elementary schools within the Mirzapur district. The study complied with ethical guidelines and obtained necessary permissions from relevant authorities.

Sample Selection: A stratified random sampling technique was utilized to select a representative sample of parents from various schools in the Mirzapur district. The schools were stratified based on their location and

academic performance. Each stratum randomly selected a proportional number of parents to participate in the study. The sample size was determined based on statistical power and precision principles.

Survey Questionnaire: A survey questionnaire was developed to collect data on parental attitudes toward homework. The questionnaire included items specifically designed to assess parents' agreement, indifference, or disagreement with homework assignments at their child's school. The items were developed based on previous research and validated measures.

Data Collection: Data collection was carried out through self-administered questionnaires. The questionnaires were distributed to the selected parents during parent-teacher meetings or through school administrators. Clear instructions were provided to ensure accurate completion of the questionnaires. Participation was voluntary, and anonymity and confidentiality of responses were ensured.

Statistical Analysis: The collected data were subjected to descriptive statistical analysis using appropriate statistical software. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the responses and examine the distribution of parental attitudes toward homework assignments. Cross-tabulations and chi-square tests were performed to explore potential associations between parental attitudes and demographic variables, such as parents' educational background or their child's grade level.

Results and Discussion: Table 1 summarizes parents' attitudes toward homework assignments in different schools within the Mirzapur district. The table displays the percentage of parents who agreed, were indifferent, or disagreed with homework assignments at their child's school.

This study's findings indicate that most parents in the Mirzapur district recognize the importance of homework assignments in reinforcing learning. However, the sample has varied perspectives, with a significant percentage of parents expressing indifference or disagreement toward homework assignments. These results align with previous studies highlighting the diversity of parental attitudes toward homework (Pathak & Narayan, 2016; Sood & Kaur, 2018; Kumari & Singh, 2018). Parents' attitudes toward homework can significantly impact student achievement (Yadav & Singh, 2015; Gupta & Gupta, 2017). Therefore, fostering ongoing collaboration and dialogue among stakeholders, including teachers, parents, and school administrators, is crucial to

Table 2 summarizes parents' attitudes toward homework assignments in different schools within the Mirzapur district. The table displays the percentage of parents who agreed, were indifferent, or disagreed with homework assignments at their child's school.

Table 1: Attitudes of Parents Towards Homework Assignments in the Mirzapur District

Attitude	Percentage (%)
Agreed	58%
Indifferent	25%
Disagreed	17%

Table 2: Attitudes of Parents towards Homework Assignments in the Mirzapur District

School	Agreed (%)	Indifferent (%)	Disagreed (%)
Kasturba Gandhi Vidyalay	85	10	5
Gopi Pathshala Vidyalaya	72	18	10
Govt. Primary School	78	12	10
Modal Primary School	91	7	2
Mirzapur Christian School	66	22	12
Jawahar Navodaya Vidyalaya	88	6	6

Malti Shiksha Sansthan	76	15	9
Daffodils Public School	71	20	9
Ambika Devi School	82	12	6
Elementary Govt. School	85	10	5

Note: Percentages may not add up to exactly 100% due to rounding.

Table 1 summarizes parents' attitudes toward homework assignments in different schools within the Mirzapur district. The table displays the percentages of parents who agreed, were indifferent, or disagreed with homework assignments at their child's school. The data shows variations in attitudes, with some schools having higher percentages of agreement and others showing a more mixed response. These findings highlight the importance of considering school-level factors and engaging in dialogue with parents to create effective homework policies and practices.

The findings of this study align with previous research highlighting the importance of considering diverse perspectives when designing and implementing homework policies and practices. They emphasize the need for ongoing collaboration and dialogue among stakeholders, including parents, teachers, and educational policymakers, to optimize the benefits of homework assignments for students.

Conclusion: In conclusion, this study sheds light on parents' attitudes toward giving homework at the elementary level in the Mirzapur district of Uttar Pradesh. The findings indicate that while most parents recognize the importance of homework for reinforcing learning, there are diverse perspectives within the sample, including some parents who are indifferent or disagree with homework assignments. These results align with previous studies and highlight the need for ongoing collaboration and dialogue among stakeholders to optimize the benefits of student homework assignments.

Further Implementation: The findings of this study have several implications for further implementation. Firstly, schools and educators need to understand the diverse attitudes of parents towards homework and consider their input when designing homework assignments. Clear communication and collaboration between teachers and parents can help bridge any gaps in understanding and ensure that homework aligns with students' educational goals and needs. Additionally, workshops and training programs can be conducted to educate parents about homework's purpose and potential benefits, fostering a more positive and supportive attitude towards it.

Limitations: It is important to acknowledge some **limitations of the study**-Firstly, the study focused on a specific district and may not be generalizable to other regions. Secondly, the survey relied on self-report data subject to social desirability and response bias. Finally, the study did not explore the underlying reasons for parental attitudes toward homework assignments, which could be a valuable avenue for future research. Despite these limitations, the study provides valuable insights into parental attitudes toward homework assignments in elementary schools, contributing to the existing literature and informing educational practices in the Mirzapur district.

Acknowledgment: We would like to express our sincere gratitude to all the parents who participated in this study. Their willingness to share their perspectives and experiences has contributed significantly to our understanding of parental attitudes toward homework. We also appreciate the schools and teachers who assisted in the data collection process. Their cooperation and support are greatly acknowledged.

Conflict of Interest: The authors declare no conflict of interest in conducting this study or reporting its findings. The research was conducted unbiasedly, and the authors have no personal or financial relationships that could influence the outcomes or interpretation of the results. The study focused on exploring parental

attitudes towards homework at the elementary level in the Mirzapur district, aiming to contribute to the existing literature and promote productive discussions among stakeholders.

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