HOMEWORK AS A MEANS OF STUDENT MOTIVATION

Melody F. Whitley

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Approved by

Advisory Committee

Kathy Fox Sherry Pinto

Susan Catapano
Chair

Accepted by

Dean, Graduate School
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Abstract

Homework is the focal point of many versions of educational reform; yet, research on the benefits of homework as a means of raising student achievement remains controversial. This study used interviews to examine a diverse group of educators, perceptions of the quality and quantity of homework their own children received each week, who also had school age children of their own. The main questions for the parent-educators to consider was whether or not the homework their children received increased their achievement levels, instigated motivation within their child, and helped to build positive relationships with their children’s educators and themselves. The study was designed to determine measures to be taken to improve the quality of homework assigned by educators as a whole, as well as standards to be developed to give teachers a general guideline of reasonable expectations on the quantity of homework assigned. In addition, the study considered whether or not teachers should have more rigid guidelines of differentiating homework assignments for individual students just as they do for regular in class assignments.
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DEDICATION

I am dedicating this thesis to my wonderful husband who has given me strength and support all the way through this degree. He is absolutely the best all the way around and I will love him forever.
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Homework as a Means of Student Motivation

A typical response to homework in middle school by students might be moans and “not again, I don’t have enough time for all of this!” Yet in the midst of the typical reactions of the majority, a student comes up and asks me for more homework so she can be better prepared to attend an early college high school. As a middle school educator, I began to seriously question the motivating factor behind my assigning weekly homework for my students. I had reached the point of wondering whether I was assigning homework just to please my administration and the parents of the students I taught. I asked several teachers within my own school what they thought about homework and also how much homework they thought was appropriate for teachers to assign to their students.

I began to research the opinions and studies of educated professionals to see what the consensus was concerning homework. As I read study after study, I could see that the issue of homework was clearly debatable and the guidelines for current teachers remained unclear. Thus, the purpose of this study with educators across my school district was to better determine what type and amount of homework really helped the students academically. Before I began my interviews and focus groups with teachers, I investigated the purposes teachers’ assigned homework and what the current researchers have to say about making homework effective. Some of the reasons teachers’ assigned homework and several ways to make homework effective are discussed in the following paper, as well as suggestions made by researchers in education about homework.

Review of the Literature

Teachers Reasons for Assigning Homework
The reasons educators report for assigning homework (e.g., Bempechat, 2004; Cooper, 1989; Epstein & Van Voorhis, 2001) can be grouped into three main categories; enhancing achievement levels, improving student motivation and self-regulation, and establishing a positive link between families and education. It comes as no small surprise to note that enhancing student achievement is educators’ stated number one reason for assigning homework. The most prevalent form of homework assigned seems to be drill and practice assignments, having the main purpose to rehearse and deepen the understanding of knowledge acquired in the previous lessons taught during school (Ludtke, Niggli, Planck, Schnyder, & Trautwein, 2009). This type of homework is cognitively less demanding and it focuses primarily on repetitive exercises. In addition, politicians and educational leaders who view the labor of parents as a cost effective way to enhance learning time as a means of boosting student achievement see this type of assigned homework as beneficial to the educational system as a whole (Keith, 1987; Smith, 1998).

*Can Homework lower the Achievement Gap?*

Another achievement-related purpose of homework assignments is the assumed belief in the potential to lower the achievement gap between high and low-achieving students (Ludtke, Niggle, Planck, Schnyder, and Trautwein, 2009). Researchers in previous years (e.g., Keith, 1987) have suggested that low ability students in particular could benefit from spending more time on homework assignments. Depending on cognitive factors such as aptitude and ability, every learner needs a certain amount of time to master a task and that amount of time varies from learner to learner (Carroll, 1984). Theoretically, given the same number of tasks to be completed with unlimited learning time, the achievement gap should diminish over time (Ludtke, Niggle,
Planck, Schnyder, & Trautwein, 2009). Reality shows this theory to be controversial at best without substantial supporting evidence to back it up.

The achievement gap between high and low achievers still exists in public education today and non-supporters of traditional homework do not view homework as a means of diminishing the achievement gap. (Goldberg, 2007) indicates students being assigned homework as a means of ‘catching up’ on classroom assignments as a method for setting students up for failure (2007). Consequently, students may be led into a ‘homework’ trap referring to a condition in which the child fails to complete the assignments; the child’s grade drops significantly; the child fails to respond to standard consequences; the parent-teacher interventions have little or no effect; thus, the child sees an overall decline in his or her achievement (Goldberg, 2007).

Furthermore, these conditions put the child at a significant risk because this structure of negative events can lead to declining grades; a negative attitude toward education; lack of preparedness for higher grades; general increases in behavioral problems; and the risk of movement toward undesirable peer groups (Goldberg, 2007).

**Improving Student Motivation and Self-Regulation**

With this knowledge in hand, it would seem that educators need to work toward improving student motivation and self-regulation, as opposed to degradation. Student motivation and self-regulation remains the second main reason for educators to assign homework. Many educators believe that parents can serve a role in motivating their own children and helping them develop skills in self-regulation. In general, parents across social class and ethnic groups in the United States are willing to try to help their children with their homework and believe it is their duty as a parent to provide this assistance (Delgado-Gaitan, 1992). In fact, most parents in the United States feel that by completing homework assignments, their children are demonstrating
work and respect for authority as school prepare them for future success (Goldberg, 2007).

Regardless of the pros and cons, educators view the current assignment of homework, along with parents’ positive perceptions, as significant motivational factor for students.

**Strengthening the Bonds between School and Family**

Parents’ positive perception of homework ethics of parents can also serve as a link to strengthen the bonds between family and schools, a third necessary component of why teachers assign homework. The necessity of building positive relationships between educators and parents becomes clearer as evidence points to a direct correlation between student motivation, academic success, and parental support. While researchers and educators are split in opinion about the extent of involvement parents should have concerning homework, most agree that parents should be involved in their child’s homework on some level (e.g. Cooper, 2001; Grolnick & Slowiaczek, 1994; Hoover-Dempsey et al., 2001). In fact, some research indicates that parental involvement is a key ingredient in the development of beliefs and attitudes that assist in fostering academic achievement, yet with researchers and educators uncertain this remains an open-ended issue (Bempechat, 2004). What is clear, overall, parents do have a considerable affect on the development of student attitudes, behaviors, and learning in general (Eccles & Wigfield, 2002; Hill & Taylor, 2004).

In consideration of the knowledge that most parents are supportive of homework, this allows educators an unpressured opportunity to re-think their current homework policies and traditions. If the intended value of homework is to increase achievement levels, student motivation and self-regulation, and to establish a positive link between school and family; it needs to be the main priority of educators. One important factor concerning homework assignment practices is the control of homework completion, yet the reasons why students are
not completing homework should be taken into consideration (Ludtke, Niggli, Schnyder, & Trautwein, 2009). Homework that cannot be done without help is not good homework and homework stress or avoidance of homework often stems from frustration (Vatterott, 2005).

It remains unclear whether teachers’ typical control practices are positively associated with student homework effort and motivation (Ludtke, Niggli, Schnyder, & Trautwein, 2009). If the aim is to increase student motivation, intense grading and control might not be the answer. The self-determination theory (Deci, Koestner & Ryan, 1999; Deci & Ryan, 2002) differentiates between informational feedback and controlling feedback. Informational feedback is thought to have positive consequences while controlling feedback is believed to undermine students’ intrinsic motivation (Cameron & Pierce, 1994). Homework assignments are going to be more effective if students are motivated to invest effort into completing them and if the emotion experienced along with the homework assignment is positive (Ludtke, Niggli, Schnyder, & Trautwein, 2009).

Stress associated with homework is not conducive to motivating students to complete their assignments. If a student cannot complete homework without help, the information or skill taught in the class may not have been understood. Homework assignments not completed because a student truly doesn’t grasp the concept could be sent back as incomplete by the parents writing a letter saying that his or her child didn’t understand the problems. This action completed by a parent along with a request for the concept to be re-explained to the child and allow the child to redo the assignment with give the teacher valuable feedback about a students’ learning (Vatterott, 2005). In addition to comprehension, the time allotted for homework should be taken into consideration.
A considerable amount of time has been designated to the study of how much homework is too much. Vatterott says, “Both the National PTA and the National Education Association endorse the ten-minute rule, which states that the maximum amount of homework (all subjects combined) should not exceed ten minutes per grade level per night. That is, a first-grader should have no more than ten minutes of homework, a sixth-grader no more than sixty minutes, and a twelfth-grader no more than two hours” (p. 4, 2005). Vatterott further states that children with learning disabilities are eligible for individual adaptations, yet some children without learning disabilities are just mentally exhausted at the end of the day. These children may be entitled to accommodations as well as they are physically and mentally too tired to concentrate on too much homework (Vatterott, 2005).

The Present Study

Anecdotal evidence suggests that educators have different levels of success with intrinsic motivation of students with their homework. This study was conducted with a sample of educators who are also currently parents of school age children to examine the goals set forth by their own children’s teachers regarding homework. The main questions of the study were: 1.) how might measures to be taken to improve the quality of homework assigned by educators as a whole, 2.) should standards be developed to give teachers a general guideline of reasonable expectations on the quantity of homework assigned and 3.) should teachers have more rigid guidelines of differentiating homework assignments for individual students just as they do for regular in class assignments?

Interviews were conducted to examine parent-teacher attitudes toward their children’s current homework assignments and to gather data determining what changes in current homework practices are necessary. The data, along with the research, became a determining
factor in the validity of current homework procedures. Questions in the interview were geared to see if the parent-teachers were satisfied with homework goals. *Were their children improving academically as a result of the weekly homework? Did the homework serve as a motivating factor for their child and help their child to develop skills in self-regulation? Finally, did the homework received by their child strengthen the bonds between home and school for their families?*

Methods

*The Data Collection Methods: School Sites*

The focus of this study was to determine the motivational factors of homework being assigned in our schools. The data collected would be used to help educators re-think their current homework policies and procedures to strengthen the overall effectiveness. The methods of collecting the data consisted of interviews of individuals and focus groups at the school sites. The combined use of qualitative methods to study the same phenomenon is considered to enhance data richness and depth of inquiry (Lambert, & Loiselle, 2007).

The study took place in Southeastern North Carolina in four schools all located within the same school district. Data gathered about the schools was based on the 2009-2010 academic year. School A is an elementary school with approximately 415 students enrolled; School B is also an elementary school with about 610 students; School C is a Middle School consisting of approximately 620 students; and School D is also a middle school with about 887 students enrolled (NC School Report Card, 2009-2010). School A and School C are both Title I schools and host a more diverse ethnic population of students.

*Participants.* The participants in this study were chosen based on certain criteria. First, they had to be currently employed as a certified teacher by one of the four schools designated to
be in the study. Second, they had to have school age children living in their home of which they took an active part in monitoring and helping with their weekly homework. Third, the participants had to agree to participate on a volunteer basis in the study without compensation with the knowledge their personal identities would remain confidential. The average age of the participants was 33.4 years (range 24-61 years). The teachers’ interviewed represented a high level of experience and certifications, 70% holding masters degrees and 60% being National Board Certified by the State of North Carolina.

The process for choosing the participants was to contact the school principals at each individual school and ask for permission for teachers employed at that particular school to participant in the study. This procedure was completed via e-mail and phone conversations. Each principal was given a copy of the interview questions prior to his or her acceptance of the study being conducted on the school site. The principals had to give permission for the researcher to conduct research on school premises. Once this task was complete, the principals located five individuals within his or her own school that met the intended criteria and gave the researcher their names to contact to start the study. The teachers who volunteered to participate were given copies of the interview questions at least a week prior to the actual interviews. Focus group and individual interviews were set up via e-mail and phone conversations with the exact time, date, and place to meet clearly established. All interviews, individual and focus, were conducted on one of the four schools sites after school hours.

Results

Themes in Teacher Beliefs Concerning Homework

The school sites provided a place for the interviews to take place in the teachers own environment and the teachers seemed comfortable during the interviewing process. Themes
emerged as the teachers responded to the interview questions. The first theme was homework being seen by the majority interviewed to be a necessary component of their child’s education. Most teacher families had set procedures for homework to take place, such as sitting in the same place, for example, such as the kitchen table or at a desk at around the same time every day. Another emerging theme was areas of concern. Many of the teachers felt homework focused specifically on too much ‘busy work’ and the length of time the homework involved was too long. Another concern was six of the interviewees felt homework should be strictly review and meaningful, not teaching something new at home. Parents should be helping their child review what was being taught at school, not teaching their children themselves.

The first interview session took place at School A in the library and was conducted with five interviewees as a focus group interview. The participants had somewhat completed the interview questionnaires prior to the actual interview and finished them as the interview took place. The focal point of this interview seemed structured around teachers giving too much homework in general and homework was not seen as a motivational factor for their children. In fact, the general consensus of the group was that homework was more of a chore that had to be completed and it actually took away from valuable family time. Every participant admitted that homework should be assigned for the academic value; only the assignments should be shorter and more meaningful. One particular teacher voiced her opinion saying the following “My son received 50 math problems to complete last night, I personally think that is going overboard.” Her son was in the fifth grade and struggled in math. Another teacher had concerns about her daughter’s high quantity of homework because her daughter played sports and participated in yearbook. She said the following, “How do they expect kids to stay after school and practice every day for soccer, basketball, or whatever; then, come home and feel up to two whole hours
of homework? It just isn’t practical or healthy! She makes the grades, but she is exhausted by the end of the week.” Her daughter was a sophomore taking honors classes in preparation for college and maintains the A honor roll consistently.

The second interview conducted as a focus group took place at School B in an individual teacher’s classroom. Three out of four of the teachers had the same concerns as the teachers in the first focus interview. One teacher complained about it taking her son and daughter over two hours every night to complete homework; and for her that was exhausting. She said the following, “I usually don’t get home until around 5:15 if we don’t have any meetings and then I have to cook dinner for everyone. I have the kids sitting at the table working on homework from around 5:30 to 7:30 and we kind of eat in between. Think about it! We stick the kids in and out of the bath and they have to go to bed. Our whole evenings are spent on homework, my husband complains about this quite often as well.” Research supports this claim as some activists are currently seeking a school policy change that will limit homework amounts. These activists are saying that too much homework, particularly in elementary schools, causes stress, sleep deprivation, depression, and family strife (Clemmitt, 2007).

These were typical concerns of the other two teachers interviewed in this group who thought their own children receive too lengthy homework assignments; yet, the fourth and fifth teacher expressed different views. Teacher 4 said the following about homework, “I think homework is essential for student growth and achievement, we did it growing up and these children can handle it as well. They need to learn more responsibility and at least they aren’t glued to the television or playing video games while they are working on homework!” Teacher 5 agreed saying, “I agree, plus you need to consider the amount of time we have during a given day. Some children need the practice above and beyond that allotted time to be successful. My
daughter reads a half hour a night and practices her multiplication tables for another twenty minutes or so; I don’t think she would have learned all of this material in school effectively. If this is considered to be ‘busy work’, then I say it’s okay if it is reinforcing the skill being taught.”

The individual interviews were conducted at the school sites and varied in length and responses. The overall consensus of the individual interviews was that most homework assigned to their own students did not serve as a motivational factor for their child; although many agreed that homework did promote academic growth. One teacher interviewed; however, had a different perspective than the majority. He viewed homework as essential and thought that homework should be a first priority. This teacher had the following to say about homework, “School First! Many families put sports and activities over homework. Understandable on the odd day—but for many families that unfortunately is most days.” He thought that academics, including homework, should always be placed above sports and extracurricular activities. He further stated the following about homework, “My more successful students always placed a high premium on homework. I see it as an indicator of desire to succeed in their education.” This indicated an intrinsic motivational factor occurring within some of his students concerning their homework.

Another teacher interviewed felt that the quality and quantity of homework was adequate, she said, “Some nights they may be slammed and some nights they won’t have any.” She also felt like this school year was better and stated the following about the past, “In the past a lot of it seemed like busy work. Sometimes the teacher sends home what they didn’t have time to finish in class and then my daughter may be lost.” She also expected teachers to give her daughter credit for homework, not necessarily judging whether it was right or wrong. She said, “I expect her to go over it and it should be something that checks or extends their understanding of
the concepts being taught in class.” Her philosophy had changed during her child’s school experience in this manner. She was more careful in the amount she assigned because she wanted her students to have family and free time at home. This was something she did not consider until she actually had children of her own.

One interviewee said that in her house, “Homework takes priority over anything else and is checked by myself or my husband. Homework is the responsibility of my children and they are expected to complete the homework without any prompting.” She feels that homework assignments in general promote self-regulation and motivation for children to learn to be responsible. This same interviewee thought that homework dealt with the subject matter being taught in that particular class. She said, “Homework should be an extension of the topic and reinforce the concept taught. Homework should never be used as punishment or as busy work. It should be meaningful and have a direct intended purpose.” This teacher thought she was too hard on her peer educators as she said “I’m critical of homework; I have to trust my co-workers to be professionals.”

Although the majority of the teachers interviewed did not necessarily see homework as a motivational factor for their child, they did take homework very seriously. One teacher interviewed said the following indicating the seriousness of homework in her home, “It is a top priority and we take it very seriously. I sometimes have to let my husband take charge of homework because I tend to become ‘teacher’ again.” She said her philosophy had changed during her child’s school experience because she had seen the importance of parent-teacher communication. She also said that it was important to have clear expectations and routines outlines for both students and parents; and that homework should be something that the child
could complete independently. She had a positive outlook on homework and saw it as an important academic contribution to her child’s education.

Another teacher had high expectations of her children concerning homework. During the interview she spoke a lot of responsibility and getting work done in a timely manner. She completed two different interview forms, one for her son and one for her daughter. She said, “I expect my son to do his homework before he plays and I also expect him to do it independently. I also expect his teachers to assign only work for practice and only when it’s absolutely necessary (no busy work). She says homework with this child is a constant battle and wishes his teachers would keep it to a minimum. About her daughter, she said. “She has useful homework that provides practice and she completes her homework satisfactorily independently.” She still had the same opinion about assigning homework just for practice and only when it was absolutely necessary for her daughter also.

Another teacher interviewee wanted her daughter to complete homework without a reminder from her and thought homework taught her child responsibility. She said the following about homework, “Homework should not be graded; it should be used as a tool. I do not help my daughter with her homework; her work is completed with or without errors. Teachers could use this to see which skills she’s having trouble with.” Since having a child of her own her philosophy of homework had changed somewhat. She said, “I have kept the same perspective, but I am very conscious of the amount and skill I assign to my own students.” She said homework should be a review and not just busy work. “It should have meaning and be resourceful, and then my children will benefit from it.”

One teacher interviewed said, “My philosophy has changed tremendously since I have two kids in school playing sports. I do not give as much as I used to, instead I try to cover as
much as possible during the school day.” She was more aware of the child’s need to do something else besides homework after school and valued family time lost to homework. She also felt like the trend of obesity in the United States would not diminish by overloading students with homework and athletics’ played an important part of a child’s physical and mental development. Her husband was a boy’s basketball and soccer coach and he constantly reminded his students of the importance of getting adequate exercise afterschool. The interviewee said, “These kids have been sitting almost all day in school, the last thing they need is to go straight home and sit again to complete lengthy homework assignments. They need time to exercise and play; just to be normal kids!” She said her son had to complete three pages of math homework after a soccer game and he was exhausted. She said, “I had to send him on to bed and he had to get back up at 5:00 in the morning in order to finish it. That was too much!”

The next teacher interviewee had strict expectations for his children and they sat at a set place to complete homework each night. He said he allowed his children to play outside for an hour and a half every afternoon before they even start their homework. He said, “Homework should be strictly review and my philosophy hasn’t changed at all since I have children of my own. I think homework should be just a review of the skills and not too long.” Another teacher interviewee said she looked for the relevance of homework as opposed to the amount of time it took to complete it. She was satisfied with the amount of homework her child received and was constantly checking it to make sure it was relevant to the subject being taught. She said, “I have sent the teachers a note asking them to explain the relevance of a particular assignment if I don’t agree with it. Either way I want my children completing homework and growing academically. Some years are better than others in the relevance of the homework her child is given.”
The last teacher interviewee said she had gained more insight into the education process and what was involved by having children of her own. She said the following about homework, “It should focus on basic skills, reduce stress, make the child successful, and individualize. According to this teacher, homework should be differentiated between students just as class work is and should be a positive experience for the child. “Homework can be used to identify problem areas for students, but it can also show the child’s areas of strengths as well. I want my students feeling successful about their homework assignments and we go over every assignment in class. Students can correct answers and ask questions. I want homework to be a learning process, so the time spent in the home life completing homework is not wasted.”

Summary

Teacher interviewees recognized the value of homework as an asset to their own children’s academic growth. Overwhelmingly, they agreed that homework does support academic growth and is a necessary part of education. Areas of concern concentrated around the relevance of the actual homework being assigned and the amount given to their child. Most teacher interviewees did not feel like homework strengthened the bonds between family and school, yet the overall attitude toward homework was positive. Judging by teacher interviewee comments homework seldom was seen as a motivational factor for students, but the parents recognized its value for their own children.

The interview included three questions for the participant to mark agree or disagree to gather the general perception teachers had about these specific measures. The three questions followed the research information as to why teachers assigned homework. The data represented in the charts below indicates the teacher responses to the three main questions of does the homework their child receives help their child academically, motivationally, and does it build
positive relationships between school and family. The first question about the academic value of homework rated the highest percentage of teacher interviewees agreeing with it; while the question concerning homework as a motivational factor saw a dip in the percentage of teachers agreeing with this perception. Teacher interviewees answered with an overwhelmingly disagree or even strongly disagree with homework being seen as strengthening the bonds between school and family.

Homework improved academic achievement according to the teacher interview responses, yet it remained unclear why homework was not seen as a motivational factor for students. The teacher interviewees were more likely as parents to see the academic benefits and motivate their own children to complete these assignments. Most of the interviewees talked of the importance of homework overall and had varied responses to what areas homework helped their own children accomplish educational goals. The following charts give clear representation of teacher response concerning three of the questions asked in this study. The questions were as follows: do you agree or disagree with the idea that homework assigned to your child has a direct correlation to his or her academic success; do you agree or disagree with the idea that weekly homework assignments serve as a motivational factor and help your child develop important self-regulating skills; and do you agree or disagree that the overall homework experience has served as a factor in developing positive relationship between school and family?
Figure 1: *Homework and Academic Success*.

Information in this figure represents the results of data collected in the study about one specific question asked of the interviewees. See Appendix 1 for the Interview Questions.

*Interview Question Number 13: Do you agree or disagree with the idea that homework assigned to your child has a direct correlation to his or her academic success?*
Figure 2: *Homework as a Motivational Factor?*

Information in this figure represents the results of data collected in the study about one specific question asked of the interviewees. See Appendix 1 for the Interview Questions.

Interview Question Number 14: *Do you agree or disagree with the idea that weekly homework assignments serve as a motivational factor and help your child develop important self-regulating skills?*
Figure 3: *Homework Strengthening the Ties between School and Family?*

Information in this figure represents the results of data collected in the study about one specific question asked of the interviewees. See Appendix 1 for the Interview Questions.

Interview Question Number 15: *Do you agree or disagree that the overall homework experience has served as a factor in developing positive relationships between your child’s school and your family?*
Conclusion

In this study, the reason for teachers assigning homework were examined through individual and focus group interviews to give insight into what teachers were saying about homework. The various reasons educators reported for assigning homework (e.g., Bempechat, 2004; Cooper, 1989; Epstein & Van Voorhis, 2001) were grouped into three main categories; enhancing achievement levels, improving student motivation and self-regulation, and establishing a positive link between families and education. It came as no small surprise to note that enhancing student achievement was educators’ stated number one reason for assigning homework and the majority of the teachers interviewed agreed with this statement (Cooper, 1989). The most prevalent form of homework assigned seemed to be drill and practice assignments, having the main purpose being to rehearse and deepen the understanding of knowledge acquired in the previous lessons taught during school (Ludtke, Niggli, Planck, Schnyder, & Trautwein, 2009). This type of homework was cognitively less demanding, yet it seemed to be what teachers want for their own children. Over and over during the interviews teachers expressed that homework should be a review of the lesson taught at school.

The participants overwhelmingly voted to disagree with the fact that homework is a factor in developing positive relationships between school and family. If research indicated the reasons for teachers assigning homework were for improving academic achievement levels, increasing student motivation, and building positive relationships between home and family; these results may have important implications for classroom teachers as they develop and implement homework policy and procedures. Perhaps measures can be taken to improve the quality of homework assigned by educators as a whole and standards can be developed to give teachers a general guideline of reasonable expectations on the quantity of homework assigned.
Teachers can assign homework that is necessary and meaningful every time. Educators can regulate time allotted for homework assignments, perhaps based on grade levels and individual abilities. Differentiation used in daily instruction can be extended into homework assignments and serve individuals on their own level of performance. With these minimal changes students, parents, and teachers alike can develop more positive communication between school and families; and students can become more motivated to complete homework assignments effectively.
References


Appendix I

*Interview Questionnaire*

*Homework as a Motivational Factor Study*

1. How many children residing with you currently attend public schools?

2. If you answered more than one to the question above, you can choose to complete a separate survey for each child.

3. How do you perceive the quantity of homework your child is given each week?

4. How do you perceive the quality of homework assigned to your child weekly?

5. Does your child generally complete the homework satisfactorily? With help or without help from an adult or older sibling?

6. As an educator yourself, how do you approach homework in your own home environment?

7. What are your expectations for the teachers’ role regarding homework?

8. Approximately, how much time do you expect your child to spend on homework nightly?

9. What feedback do students/families receive for homework in your child’s classroom?

10. Are you satisfied with the feedback you receive for homework in your child’s classroom?

11. Has your philosophy/method changed at all during your child’s schooling experience?

12. How has being an educator yourself altered your perspectives of your child’s homework?

13. The overall homework assigned to your child contributes much to his or her academic success. Do you agree or disagree with this statement? 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly Agree
14. Homework is a motivating factor and helps your child develop important skills in self-regulation. Do you agree or disagree with this statement? 1. **Strongly disagree** 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly Agree

15. The overall homework experience for your child has served as a factor in developing positive relationships between your child’s school and your family? Do you agree or disagree with this statement? 1. **Strongly disagree** 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly Agree

16. How would you rate your feelings about the homework your child receives with 5 being the most positive? 1……2……3……4……5

17. Are there any suggestions you can make to improve homework for any stakeholders?