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Beliefs About Homework

by

Elizabeth Rose Taylor Smith

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

School of Education

Beliefs About Homework

by

Elizabeth Rose Taylor Smith

This dissertation has been approved in partial fulfillment of the requirements for

the

degree of

Doctor of Education

at Lindenwood University by the School of Education



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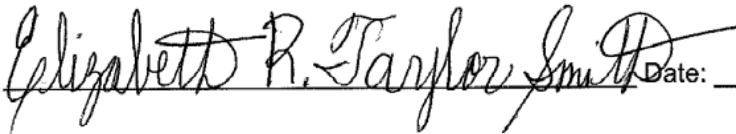
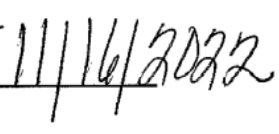
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Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Elizabeth Rose Taylor Smith

Signature:  Date: 

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Abstract

This mixed-methods research study aimed to learn the perspectives regarding homework of parents and teachers of students in grades two, three, and four. The definition used to define homework was based on Simplicio's (2005) definition of homework as a period set aside to put in a plan to expand learning skills and support information that the student gained while in the classroom. There were three research questions that guided this mixed-methods research study; What are the parents' perceptions of second, third, and fourth-grade students regarding homework? What are the perceptions of second, third, and fourth-grade teachers regarding homework? What are the connections between homework and student achievement?

Data were collected through the use of an online questionnaire, and one-on-one interviews. The sample size for this research was 21 parents and 13 teachers for the questionnaires, and 11 participants (5-parents; 5-teachers; 1-focus group member) were interviewed. The researcher analyzed all data separately. Three themes emerged from the analysis supported by the data sources: (a) Parents' experiences with homework, (b) Teachers' experiences with homework, and (c) Increased student achievement. The research findings revealed that parents' and teachers' perspectives do differ. Suggestions from researchers to teachers were given to assist with assigning homework. The research also highlighted suggestions for future research based on parents' and teachers' data from this research.

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Chapter One: Introduction to the Study

Introduction

According to Simplicio (2005), homework was a period set aside to put a plan in place to expand learning skills and support information that the student gained while in the classroom. Bempechat (2004) defined homework as tasks assigned to students that were meant to be completed outside of school hours. This mixed-methods research study identified perceptions of parents and teachers of grades two, three, and four, regarding homework and potentially provided strategies to improve the effectiveness of homework for student achievement. The research sought to identify beliefs about the relationship between homework and student achievement.

Homework has been around for quite some time and has been questioned by many. Homework has grown from modest tasks of memorization to complicated projects. Not only has the culture of homework changed, but the cultures of families and schools have changed as well.

School's Homework Policy

Kummer (2015) reported that Ann Jarrett, the teaching and learning director for the Missouri National Education Association (MNEA), recommended that students should be assigned no more than 10 to 20 minutes of homework. Some educators referred to this as the "Ten Minute Rule." Jarrett added that some students who struggled with homework took longer to complete it. Kummer (2015) also reported that in the interview, Jarrett stated that students' abilities and subject matter guidelines should be considered when assigning homework (as cited in Kummer, 2015).

The elementary school that served as the research site for this study did not have a school-approved homework policy in place. However, several teachers used the “Ten Minute Rule” or some other timeline. An official school homework policy had not been in existence since the 2012-2013 school year.

District’s Homework Policy

The school district did have a written district-wide expectation about homework. According to the School District’s 2016-2017 elementary schools’ handbook, the homework policy required each student to have homework nightly. The handbook stated expectation was that students would read independently for 20 to 30 minutes nightly, with an adult or sibling. Students were to complete 10 to 30 minutes of math, science, and/or social studies. Students in the district were also required to keep a reading log. Parents were required to sign reading logs, homework folders, and planners daily. Parents checked book bags regularly and checked for homework completion. The 2016-2017 handbook also recommended that parents recheck book bags in the morning to ensure that unsuitable items did not go to school with students. Also, parents were to establish routines and best practices at home for completing homework.

Missouri’s Homework Policy

As for a required homework policy at the state level, K. E. Dickey, Executive Assistant to the Commissioner of Education, replied to an email about Missouri’s Homework Policy. He stated the policy as such:

In Missouri, it is the locally-elected board of education, according to state law, that has governance authority over or the operations and administration of its school district. As of this policy, homework requirements were likely different for

each district in the state of Missouri (personal communication, September 22, 2016).

United States of Education's Homework Policy

The researcher contacted the United States Department of Education about a national homework policy. An Information Resource Specialist replied to the request about homework in this way:

Education in the United States is primarily a state and local responsibility.

Congress, the Department of Education, made clear its intention that the Secretary of Education and other Department officials were not allowed to assist in school systems curriculum or personnel. The establishment of schools and colleges, the development of curricula, the setting of requirements for enrollment and graduation—these are responsibilities handled by states, communities and public and private organizations, not by the United States Department of Education (personal communication, September 23, 2016).

Background of the Dissertation

The researcher believed that there were similarities and differences between parents' and teachers' perceptions of homework. As stated earlier, Simplicio (2005) described homework as a period set aside to put a plan in place to expand learning skills and support information that the student gained while in the classroom. Homework had grown from modest tasks of memorization to complicated projects. Not only had the culture of homework changed, but the cultures of families and schools had changed, as well. The information obtained for this study included thoughts of various researchers that noted similarities and differences between parents' and teachers' perceptions of

homework. Children spent about six to seven hours a day in school, and then they were given additional tasks to be finished at home. Night after night, power struggles in homes occurred over homework between students and their parents (Vatterott, 2009). The researcher remembered participating in power struggles about homework. The struggles created high levels of anxiety and frustration. A second recollection of the same behaviors was that of the researcher's son's household. A lot was going back and forth between the child and the parents; elevated voice levels, and crying.

The researcher solicited parents and teachers at the researched school to participate in this study. Each group's participation involved completing Likert-scale perception questionnaires and interviews regarding their perceptions of homework for elementary children. The participation of parents and teachers was volunteer status. There were no anticipated risks associated with this research. There were no direct benefits for participating in this study. However, the parents' and teachers' participation contributed to the knowledge about the possible benefits from participating in this research: feedback regarding parents' and teachers' beliefs regarding homework. Since the parents' and teachers' participation was voluntary, they could have chosen not to participate in this research study or to withdraw their consent at any time. Also, the participants could have chosen not to answer any questions they did not want to answer. They were not penalized in any way, should they have chosen not to participate or to withdraw. The researcher did everything she could to protect each person's privacy. Participants' identities were confidential and not released in any publication or presentation that might have resulted from this study. The information collected did remain in possession of the investigator in

a safe location. All participants were required to consent to volunteer before answering any survey questions.

Following the web-based questionnaires and interviews, a parent workshop was available that provided parents with techniques for helping their children with homework. The results of the research were available for grade-level teachers, principals, and parents. The information from this research had the potential to assist other educators, parents, and students.

Statement of the Problem

Parents' and teachers' perspectives of homework for elementary students had some similarities, as well as some differences. According to Vatterott (2009), arguments about homework dated back to over 100 years ago. As of this writing, the beliefs for and against homework had not changed drastically for 100 years. Some school districts stopped homework during the 1930s and 1940s, and others eliminated homework for grades K–6. However, in some school district policies for grades K–3, homework was not discussed. Homework that required students to complete two to three hours each night often caused families not to have their children attend school often (Kralovec & Buell, 2000). By the 20th century, the pendulum swung towards the anti-homework movement side of the debate.

The value of drill, memorization, and recitation for homework came under attack (Kralovec & Buell, 2000). Pediatricians began to speak out about the well-being of children. Doctors voiced their concerns about the effect of homework on school-age children. Some doctors even thought that the children benefited more from fresh air, sunshine, and exercise and accepted the perception that homework could interfere.

However, by the 1980s, pro-homework was in the forefront, continuing into the 1990s. Homework had become a controversial topic, and arguments for and against homework stirred impassioned reactions and feelings.

Purpose of the Study

This mixed-methods research study aimed to identify the perceptions regarding homework of parents and teachers of students in grades two, three, and four, and to explore the possible relationship between homework and student achievement. The study also provided strategies to improve the effectiveness of homework for student achievement. Suskind (2012) mentioned that research constantly showed that homework had a negligible effect on student learning achievement. The effect of homework probably appeared to be a difference in perceptions about homework. Parents perceived that homework interfered with family events and activities, as stated by Coutts (2004). Additionally, this research project provided parents with strategies to assist them in helping their children with homework. Teachers received information and strategies that assisted them in assigning homework that connected the school with the community and promoted family participation.

Bennett (2007) stated that some parents believed that their involvement did not require their help in their child's education. A few parents believed they did not have a decision in how homework was assigned. The perception of the parent-teacher partnership prompted parents' feelings of defeat and confusion about what their child brought home for homework. Bennett (2007) found that some parents believed that they were not involved in their child's homework decision-making and were not encouraged

to share their opinions about homework, resulting in a measure of distrust between parents and teachers.

According to Kohn (2006), several parents reported that homework was an invasion of family time. Furthermore, the strains of homework interrupted family interactions and sometimes led to stress and conflict. Students had less time for other events or to just be children if homework was assigned. Ratnesar and Donley (1999) also wrote that families believed that their child's homework ate up their family time. They wrote about a mother of three from New Jersey who said that it was tough to have family time, due to the amount of homework her children had nightly.

This mixed-methods research study explored the connection between students who consistently did their homework and their improvement in academic performance on reading and mathematics benchmarks, compared with that of students who did not consistently do their homework. Likert-scale questionnaires captured opinions regarding homework of parents and teachers, allowing for a comparison of the perceptions of the two groups.

Rationale

This mixed-methods research study examined similarities and differences between parent and teacher perceptions of homework. Similarities and differences between both groups helped to foster relationships between the two groups. Additionally, both groups had a chance to respect the other group's perspective about homework. Vatterott (2009) mentioned that by the end of the 19th century, attendance for students in grades one through four was irregular, and classrooms remained multi-age. By grade five, many students did not attend school, because they had to go to work, and fewer continued

high school. By the 1900s, the anti-homework dispute argued to end homework for students under 15 and a time limit of one hour nightly for older students. As a result of this dispute, many school districts voted to eliminate homework in lower grades.

However, by the 1960s and 1970s, many parents were still anti-homework. During this time, the argument centered on perceptions that students should be allowed to play and be children.

Vatterott (2009) stated that by the 1980s, the pro-homework perceptions focused on creating strategies for getting students to complete homework. However, by the 1990s, homework perceptions moved back to anti-homework because it seemed to interfere with family time (Ratnesar 1999). However, by 2000, according to Kohn (2006), Piscataway, New Jersey, gained nationwide recognition for putting a homework policy in place that controlled the number of homework students received, a policy that spoke against weekend homework, and prevented teachers from including homework in the grade. To understand today's perceptions about homework, one would have to understand the perceptions as far back as the 1900s. This research study was worth doing because it allowed the researcher to survey perceptions regarding homework for the last 116 years.

Some parents believed that their involvement in homework was not allowed (Bennett 2007). Some parents believed that their perceptions did not involve them in how homework was assigned. Bennett's research indicated that some parents and teachers did not have a trusting relationship. A non-trusting relationship caused damage to the student's education. The perception of the parent-teacher partnership prompted parents' feelings of defeat and confusion about what their child brought home for homework.

Because there seemed to be distrust between parents and teachers, Bennett (2007) stated that parents' perceptions about homework were much needed.

Bennett (2007) interviewed teachers about their perceptions of what a parent-teacher partnership might resemble. Bennett noted that not one teacher in the study mentioned listening for what parents' needs were. Also, Bennett shared what a third-grade teacher verbalized. Specifically, she stated parents should not meddle in what teachers gave for homework, but instead, parents encouraged students and provided help only when asked.

Various researchers have noted similarities and differences between parents' and teachers' perceptions of homework. Children spent about six to seven hours a day in school, and then they were given additional tasks for home. Kohn (2006) conveyed that homework had adverse effects on some students, because of the number of hours required to complete the assignments. A difference between parents' and teachers' perceptions about homework centered on the benefits of completed homework. According to Kohn, several parents reported that homework interrupts family time. Still, the strains of homework interrupted family interactions and may have led to stress and conflict. Students might have had less time for other events or to be a child after homework.

Pincus (2015) stated those children's challenges, such as attention deficit hyperactivity disorder, oppositional defiance disorder, learning disabilities, emotional and social disorders caused severe challenges for students and parents while completing homework. Pincus (2015) said that parents whose children had challenging circumstances while doing homework should also be transparent in their message to their children when completing homework. Above all, parents need to avoid power struggles. Usually, when

students with disabilities participated in the general education core curriculum, they were expected to complete homework just as their peers did. However, just as students with disabilities needed instructional accommodations in the regular education classroom, they also needed homework accommodations at home. Some students with disabilities found homework challenging, and teachers were frequently called upon to make accommodations for these students.

Cooper (2001) stated that assigning homework to students did not increase student achievement. Cooper and his associates conducted research that discovered either a slight relationship or no relationship between homework and student achievement depending on the specific hypothesis. In contrast, Schneider (2009) stated that students who completed homework improved their academic achievement if they received the correct homework. In contrast, Young (2009) stated that academic achievement improvement was contingent on the student. Young also said that students who surpassed their classmates in school were more likely to work on their homework and increase their academic performance. However, students who did not shine in the classroom and did not complete their homework could not improve their academic performance. Bempechat (2004) stated that opponents who judged homework pointed out that perceptions around homework yielded inconsistent findings and disputed its impact on achievement, particularly at the elementary level.

Haley (2006) likened homework to yard work or a household chore because Haley regarded homework as part of one's daily schedule. Other beliefs around homework looked at the perceptions of involvement in homework, limitations of the research, and whether learning attributed to completing homework.

Different beliefs about similarities and differences between parent and teacher perceptions of homework conflicted with family events and activities. At times, teachers did not realize that they caused a conflict in the student's family because of the assigned homework. Parents felt overwhelmed when they tried to ensure that homework was complete before their child participated in family events and activities. Also, parents had some differences when it came to families that participated in activities and events. Teachers did not consider that some students participated in family events and activities before completing homework. If families participated in this practice, then homework most likely was not likely finished after returning home from an event.

Nature/Scope of Study

This mixed-methods research study focused on a brief overview of the history of homework identified perceptions of parents and teachers of grades two, three, and four from an urban mid-western school regarding homework and provided strategies to improve the effectiveness of homework for student achievement. In the research study, parents and teachers completed Likert-scale perception questionnaires and participated in an interview. Other thoughts discussed in the literature review were: homework interference with sacred family time and suggestions for designing meaningful homework.

Hypothesis and Research Questions

The following hypothesis and research questions guided the research study:

Hypothesis

H1: There is a difference in students' academic progress based on the frequency with which they complete their homework.

Research Questions

Research Question 1 (RQ1): What are the parents' perceptions of second, third, and fourth-grade students regarding homework?

Research Question 2 (RQ2): What are the perceptions of second, third, and fourth-grade teachers regarding homework?

Research Question 3 (RQ3): What are the connections between homework and student achievement?

Limitations of the Study

This mixed-methods research study was limited to researching parents' and teachers' beliefs regarding homework for elementary students from an urban, mid-western school district. Possible minimal variables included: (a) age of parent(s), (b) parental involvement, (c) value placed on homework, (d) number of children in the household, and (e) parent(s)' level of education.

Definition of Terms

Busywork: Vatterott (2009) defined "busywork" as tasks that do not seem to involve thinking.

Homework: Simplicio (2005) defined "homework" as a period of time that has been set aside to put a plan in place to expand learning skills, and to support information, which the student gained while in the classroom.

Homework: Cooper (1989) defined "homework" as task responsibilities given to students by teachers that were meant to be completed at home and not at school.

Interactive Homework: Battle-Bailey (2004) defined "inactive homework" as a concept for parents and students to work collectively to increase academics.

Nondominant: Gutierrez (2006) introduced the term “nondominant” to refer to students who did not speak English only and were not European American.

Background of the Researcher

The researcher had 21 years of school counseling experience, three years as a reading specialist, and 13 years of classroom teaching experience. As a professional school counselor, the researcher served as teacher-in-charge in the absence of her immediate administrative supervisor. Even though the primary researcher sometimes served in the role of administrator, coercion was minimized with the three second-grade teachers, three third-grade teachers, three fourth-grade teachers, their students’ parents, three reading staff, and three exceptional-education, staff because she did not serve in any evaluative role at the study site.

Participants’ identities were kept confidential by assigning a pseudonym to the nine classroom teachers, three reading-support teachers, three special-education teachers, and the school’s name. Parents’ real names were confidential in the research study. The language on the Informed Consent included wording that made clear attempts to obscure the identity of the participants, but some, especially the 15 teachers, might still be identified by a knowledgeable and persistent reader.

Summary

This chapter presented the basis for the research study. Haley (2006) likened homework to yard work or a household chore, because homework was part of one’s daily schedule. Arguments about homework dated back over 100 years ago. This mixed-methods research study identified perceptions of parents and teachers of grades two, three, and four regarding homework and provided strategies to improve the effectiveness

of homework for student achievement. Some parents' and teachers' perspectives of homework for elementary students had some similarities and differences. Several parents reported that homework interrupted family time. After looking at reading and mathematics benchmarking data, there was a connection between second, third, and fourth-grade students who constantly did their homework and improved their academics, compared to those who did not constantly do their homework.

Self (2009), an assistant professor at Texas A&M University - College Station, offered a few suggestions for teachers to implement when designing relevant and meaningful homework for their students. Self (2009) stated that professionals considered the function of homework. Self (2009) added that teachers reconsidered their motives for giving homework. In addition, the author's impression of homework was viewed as more than just a required task or as a routine. According to Self (2009), homework is an engagement for purposeful learning exercises.

Lawmakers, educators, and parents have all contributed to the homework dilemma. Early on, research mainly focused on the quantity, kind, or aid students received when doing homework. To conclude, the researcher did not include the forgotten voices of students in the literature review. Warton (2001) went further to say that homework was unlikely to live up to its role in the development of skills, unless homework was viewed as helpful by students. Warton (2001) also believed that teachers' and parents' perspectives relating to homework had to move from time spent by students to finish tasks to a chance that inspired learning between home and school.

Chapter Two: Review of the Literature

Historical Background

Homework has been a controversial topic for at least the last 120 years. During that time, the practice has alternately enjoyed favorable public opinion or been the subject of widespread criticism. Vatterott (2009) noted that the prevailing sentiment regarding homework often reflected societal views about education itself.

At the beginning of the 20th century, homework was more of an expectation, even when not explicitly assigned. This was because of the heavy emphasis on memorization and recitation, which required students to practice their lessons over and over at home, in order to be prepared to recite them in class the next day (Gill & Schlossman, 2004). These hours spent in practicing lessons took a toll, which was particularly heavy given the critical responsibilities that children had as workers in the family at the time. The result was that many students left school altogether by the fifth grade, and the number that continued into high school was fewer still (Kralovec & Buell, 2000).

The early decades of the 20th century saw the rise of progressive thought pertaining to many aspects of society, notably education. Educators began to question the emphasis on drill, memorization, and recitation, and an anti-homework sentiment became widespread (Kralovec & Buell, 2000). Homework was vilified as robbing children of key aspects of childhood, not the least of which was being socialized. It was also blamed for inducing such medical conditions as eyestrain, stress, anxiety, and lack of sleep (Vatterott, 2009). Even as labor leaders pressed for a rethinking of working conditions for adults, excessive homework for children was seen by some as a violation of child labor laws (Vatterott, 2009). Gill and Schlossman (2004) noted that by the 1930s and 1940s, all

of this resulted in many school districts severely limiting the amount of homework that teachers were allowed to assign, with some abolishing the practice completely, particularly in the lower grades.

This anti-homework sentiment prevailed into the 1950s, when the launch of Sputnik 1 by the Soviet Union forced another reexamination of education. America seemed to be losing the space race, and the common perception was that Russian children had been working harder and achieving more in their schooling (Gill & Schlossman, 2004). Reforming American schools became a priority, and part of that had to do with reestablishing homework as a practice. Districts began to abolish policies that had banned or limited homework, and public opinion was in favor of this change; pro-homework sentiment was back (Vatterott, 2009).

The counterculture movement of the late 1960s and 1970s caused the next shift in the common perception of homework. The status quo was questioned throughout society, and that included what began to be known as the “education establishment” (Vatterott, 2009). Arguments against homework similar to those of the progressive era were advanced, and soon the pendulum swung back to the anti-homework side. Parents wanted their children to be able to enjoy their evenings playing with friends or relaxing, and schools accommodated; the amount of homework assigned again decreased (Bennett & Kalish, 2006).

Homework perceptions shifted yet again in the 1980s after the National Commission on Excellent in Education (1983) published its landmark study, *A Nation at Risk*. The report identified widespread deficiencies in the American education system, labelling them a matter of national security. Specifically prescribed in the report was that

“far more homework” be assigned for high school students (Vatterott, 2009, P. 7). Pro-homework sentiment again prevailed.

Throughout all of these shifts in public opinion regarding homework over the past century, the same arguments kept reappearing both for and against the practice. Parents’ perspectives on homework often differed from those of their children’s teachers.

Parents’ Perspectives Regarding Homework

Simplicio (2005) wrote that there has been a discussion about homework for more than a century. Opponents, often supported by parents, argued that educators required students to complete tiresome, repetitive, and uninteresting homework that had a small amount of ability to increase student learning. Educators argued that homework was an effective method if completed consistently. Theoretically, students who finished their homework probably learned more and had a greater likelihood of academic achievement. There are two sides to the beliefs of homework discussed in this chapter. In addition, all-inclusive homework perspectives are explored and identified. The researcher documented different beliefs about homework, student achievement, and how homework interfered with family time.

Parents’ Perspectives Against Homework

Authors Bennett and Kalish (2006) examined and confronted the homework guidelines in their children’s schools. Bennett and Kalish collected data from studies, gathered beliefs of parents, experts, teachers, and students regarding homework, and made recommendations in their 2006 book, *The Case Against Homework*. The authors gave parents hope, providing them with tools to help prevent their children from staying up past bedtime doing homework. They provided parents with a plan, illustrations,

emails, and approaches to meeting with their children's teachers. The book also provided mothers and fathers with a plan that assisted with homework.

Bennett (2007) stated that instead of parents feeling drawn to aid in their children's schooling, parents felt alienated. Kalish (2012) stated that earlier in her life, she supported homework. She wrote an article for a parenting magazine that shared with parents how to get their child to stop moaning and grumbling, and instead, they completed their homework. Her daughter completed homework in about 10 minutes nightly in her primary grades. However, as her daughter moved into the intermediate grades, she regularly brought home large quantities of nightly homework, which took about four hours to complete. The daughter cried and begged not to do the assigned homework. Kalish wrote that her daughter had gone from excitement about school to one who disliked school.

Kalish (2012) examined what research had said about homework and was shocked to find out that there was little support for homework in primary grades. She encouraged parents to take control of their child's homework life. One parent shared with the authors that her middle school student did not get homework in middle school, but it was customary that students in kindergarten completed homework (Bennett & Kalish, 2006). A second parent's perspective against homework was that of a single father from Sacramento, California. The father stated that he felt he had lost his mind with the amount of homework his two children brought home nightly. The father expressed that his frustration started with phone calls from the school about his eldest child not turning in completed homework. The father helped, but the math problem was still incorrect,

because the son did not use the correct process based on the teacher, although the answer was correct.

Other parents' beliefs about homework included Christine Hendricks, a mother of three in Glenrock, WY, who initially supported homework. Hendricks' perspective about homework changed when her daughter entered elementary school. By the time Hendricks' daughter entered fourth grade, she had so much homework that the daughter had no time to play with other children and minor participation in after-school activities (Kalish, 2006). Too much homework and little time for social skills concerned the mother wildly. The mother and daughter were anxious and stressed. The family no longer enjoyed evenings together. Hendricks, also a principal, made changes to homework in her school too. She created a team that looked at what research said about homework and decided to change. The school disregarded most of the homework, with one exception: when students studied for a test. After the second year, there was not a decline in student test scores. Also, parents at Hendricks' school reported that their children enjoyed school again (Kalish, 2006). There were no adverse effects. However, another family decided to address the fight against homework.

Kalish (2012) also reported that a father in Toronto, Canada, decided to listen to the idea of his 13 years old's pediatrician. The pediatrician told the father that his 13-year-old son needed additional exercise, and so the parent pleaded with other parents and called for the Toronto School District to hold public meetings. At the meetings, the parent presented the research behind homework. As a result, the district created a new policy regulating the amount of time students spent on reading homework in elementary schools, and students were no longer required to complete homework over the holidays

(Kalish (2012). Parents believed that this time was sacred for many families and was much needed. The school boards in Canada ensured that students did not experience overload with homework, due to the parent's fight against homework.

Marzano and Pickering (2007) noted that studies provided validation of the practicality of homework when used effectively. In an article by Kohn (2007), "Rethinking Homework," results reported that parents wept over how the effect of homework interfered with their relationship with their children. Kohn (2007) noted that parents across the world poured out their frustration about homework. Parents observed the amount of busywork that fell out of their child's backpack nightly. This produced and stunned their belief against the homework trend. Parents did not know if they were looked at as being too involved in their child's homework or not involved at all.

The perspectives of parents against homework were vital to some. Beliefs caused a network of parents who reached out and helped each other with ideas, such as how to take a stand against the busywork that followed their child home nightly. The struggle against homework included parents from all socio-economic groups.

Parents' Perspectives for Homework

Cooper (1989) described student homework as task responsibilities for pupils created by teachers that should be completed at home during non-school times and not during school hours. His synthesis study about homework yielded practices and results of each study focus, as summarized in Table 1.

Table 1

A Mixture of Studies on Homework

Synthesis Study	Focus	Number of Effect Sizes	Average	Percentile Gains
Graue, Weinstein, & Walberg, 1983 ¹	General effects of homework	29	.49	19
Bloom, 1984	General effects of homework	—	.30	12
Paschal, Weinstein, & Walberg, 1984 ²	Homework versus no homework	47	.28	11
Cooper, 1989a	Homework versus no homework	20	.21	8
Hattie, 1992, Fraser, Walberg, Welch, & Hattie, 1987	General effects of homework	110	.43	17
Walberg, 1999	With teacher	2	.88	31
	comments Graded	5	.78	28
Cooper, Robinson, & Patall, 2006	Homework versus no homework	6	.60	23

Note: This figure described the groundwork for the inquiry in this article which centered around the eight main research syntheses on the effects of homework that was published from 1983 to 2006. The Cooper (1989) inquiry involved more than 100 experimental research reports, and the Cooper, Robinson, and Patall (2006) inquiry included about 50 experimental research reports (2007, p. 76). Table 1 reported results from experimental/control comparisons of these two studies. (2007, p. 76)

¹Reported in Fraser, Walberg, Welch, & Hattie, 1987.

²Reported in Kavale, 1988

³Used with permission

According to Marzano and Pickering (2007), Cooper (1989), Cooper (1994), and Robinson and Patall (2006) were the most completed studies. The Cooper (1989) research studied perspectives about homework that dated back to the 1930s, whereas Robinson and Patall (2006) considered research from 1987 to 2003. Marzano and Pickering (2007) studies noted a meaningful relationship between student homework and an increase in student learning. The results of the study found that completed homework caused improvement in student academic gains.

Parents Involved in Homework

A group of authors, Hoover-Dempsey et al. (2001), gave their perspectives about parents being involved in their child's homework. The authors discussed why parents believed they should be concerned and wrapped up in homework assigned to their child. Parents believed they were vital in their involvement in homework. The authors noted that many parents helped with homework, because of their self-experiences and opportunities. Parents likewise believed that it was their obligation and the responsibility of parenting to help with student homework.

However, another perspective on why parents assisted with homework was due to parents' perceptions of the value of homework. Based on Hoover-Dempsey et al. (2001), parents who valued homework were more involved in their child's homework. Furthermore, the authors believed that parental help with homework led to positive student behaviors. Not only did parents help with homework because of personal obligations, but parents believed that teachers wanted them to help with homework. Parents felt that teachers sought and expected them to help.

The authors portrayed how parents helped with homework. In some cases, parents created homework time schedules, and in other cases, students created the homework schedule. Also, parents stayed in connection and communication with the teacher, and the school regarding homework. This purpose concentrated on growing parents' assistance with their child's homework. Furthermore, it allowed parents to monitor homework more. Parents looked at the child's homework struggles, accomplishments, and accurateness.

Parents participated in the students' homework based on different perspectives and experiences of their own. Also, some parents thought it was an expectation of their child's teacher for them to help with homework. Parents created homework schedules and workspaces and supplied their children with the necessary materials desired for a healthy homework environment (Hoover-Dempsey et al., 1995).

Parents' Perspectives on Their Involvement in Homework

Homework was a practice that was known as a universal tool in other countries, as well as in the United States. Parents of fourth-grade students in three Portuguese public schools participated in a study on homework. Cunha et al. (2015) reported that parental involvement in homework had equally positive and negative attributes. Some authors were advocates for parents' involvement as constructive practices, because homework enhanced academic achievement. On the other hand, other authors stated that homework took up a great deal of time, caused distress, frustration, and conflict in families, which resulted in fights over homework (Murray et al., 2006).

Fifty fourth-grade parents from the Portuguese school district were randomly selected and partook in the research study. The study intended to understand how parents assisted in helping their child with homework, and how it was reported (Cunha et al.,

2015). The author noted that of the 50, 40 parents responded that they voluntarily participated, but 32 (12 males, 20 females – between the ages 35 and 50) showed up on the scheduled date for the interviews. Individualized interviews with parents lasted about 25 to 30 minutes. The participants were asked a few questions that established the purpose of the dialogue. Sin (2010) wrote that the parents' perspectives followed a phenomenological design that analyzed parents' views through recorded interviews. This type of interview hoped that parents spoke more to their deepened understanding of parents' beliefs of parental involvement in their child's homework.

However, Marton (1986) reported that only the participants' data were collected and analyzed; the researcher's beliefs were not included. As a result, categories developed from using the participants' direct words. The transcribed interviews organized into groups. Pramling (1983) organized the data into the "what and how" aspects. In this process, two devices facilitated the collection of data: (a) frequency (how often the participants verbalized the same idea) and (b) position (the participants' point of view made during the dialogue). Six categories were formed from the gathered data. Parents' thoughts on how they were involved in their child's homework were linked together. Three groups were related to the "what" aspect. Those groups described to what extent the parents were involved in student homework—the remaining three groups connected to the "how" aspect. Participants described how parents theorized their own participation with homework (Harris 2011). The explanation of the six areas is shown in Table 2, which the authors referred to as the outcome space (Sin 2010).

Table 2

<i>Outcome Space</i>					
Conception (What)	Description	Example	Conception (How)	Description	Example
Promoting autonomy	Helping children to be autonomous and responsible for carrying out their tasks	Parents must promote the autonomy and creativity of their children...(CF6) Parents can help them to control the distraction in the house, and to assume responsibility for their work. (AC1)	Subsidiarity	Not doing homework for children	I must help him to structure the information to find the best way to solve the exercises, while not losing sight that he is the student, not me. (CF5) I help him to interpret the meaning of the math problems, but he solves the exercises. (LP13)
Learning control	Acknowledging the children's level of content knowledge and their main difficulties when doing homework	When parents are helping their children doing homework, they can follow the content topics children are learning in school. When I see his notebooks, I	Collaboration	Teaching strategies for solving exercises and modeling behaviors	For example, parents could help children to interpret texts and explain the grammar questions, or read the written essays to

		see it all...(GD11)			check inconsisten- -cies and mistakes. (FC10) Usually, children have difficulties to understand what to do, where to start doing the tasks. For example, cleaning the desk is always a good start. (AP2)
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Learning incentive	Helping to ensure that children do their work and grow better students	Parents can help their children to consolidate the skills acquired in school and reinforce them to continue working. (PC17)	Controlling emotions	Displaying strategies to help the children to cope with discourage- ment and negative emotions.	Whenever she is in despair or stuck, I encourage her by saying for example, "I know you can do it", or "do you remember the last time? In the end, you could finish the task" (PF18)...
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Used with permission Cunha et al., (2015).

In the “what” and “how” information presented in Category 1, the parents’ aspects focused on how parents encouraged students’ self-directed and responsible study behavior. Parents conversed about not doing their child’s homework, even when problems were complex. However, parents saw the necessity that led their child to the correct answer response that maintained their study behaviors (Hoover-Dempsey et al., 1995). In the “what” and “how” presented in Category 2, both of the categories stressed the importance of parental involvement, because parents were knowledgeable of students’ educational gaps, as well as struggles students faced when doing homework. Furthermore, parents provided learning strategies that helped students cope with individual study homework (Wilder, 2014).

Lastly, the “what” and “how” of Category 3 were closely related. The participants stressed concepts that provided children with incentives for completing their homework. Also, the concepts dealt with children’s emotions. Research participants stated that the encouragement helped children remain on task and that positive approaches encouraged children to do their homework (Hoover-Dempsey et al., 1995). Family members and corresponding close persons struggled and engaged in the topic of homework. The perspectives against homework caused disruptions within educators and non-educators. Parents’ perspectives against homework called for an end, since homework caused too many disruptions within families.

Viadero (2008) reported on a Metlife survey about homework, which revealed that the practice was generally well accepted by both teachers and students. The survey results revealed that at least 85% of parents were confident that their children did “ample amount of homework” or “not enough homework.” That percentage was even higher

among Black and Hispanic parents. The Metlife poll also noted that students, teachers, and parents all felt that homework was necessary or particularly important.

Wilder (2014) stated that research on parental involvement in homework questioned its effects. The conclusions were due to diverse parents' behaviors involved while they helped with their child's homework. Based on research findings, Wilder suggested that we need to deepen our perceptions and parental practices that improved academic results through questionnaires regarding how parents assisted with homework, the design of school-based programs that included parents, and the nurtured overall educational process.

Homework and Family Time

Bruinius (2002) reported that a small town in New Jersey fought against homework in exchange for a night of family time. According to the article, about 25,000 citizens took a night off from homework and other family events. A committee was formed and appealed to schools, youth sports organizations, religious sectors and gained their support of the citywide family night. The organizers wanted the community to realize that they had overscheduled children with everything that did not include relaxation. According to Bruinius (2002), parents felt that if they did not prepare their children to compete in this highly demanding world, it would lessen their chances of attending Ivy League schools. Some parents felt that they had to compete in this competitive world, putting their children in many activities.

According to Bruinius (2002), parents had several thoughts about the no-homework, family night. One homemaker named Jennifer stated that when she was little, her parents did not schedule activities for her. She said that all she and her siblings had to

do was go outside to play. There was no activity at 3:30, then another at 4:15, and one at 5:30 (para. 9). One more person, a psychology department chair at a university, talked about the word “overscheduling.” She talked about how “overscheduling” strained families. As a result of “overscheduling,” the department chair stressed the point that children were stressed, because they do not have the needed time for “downtime” (para. 13). Another parent, who worked for an agency, left a message on her office phone that no one could leave a message since she was enjoying an evening with her family (para. 16). Still another family sat around a table and played a popular board game. Indeed, many families supported the “no family interruption” times (Bruinius, 2002).

On the other hand, one mother decided not to participate in the cause. The mother agreed that schedules were overwhelming, but that parents allowed that to happen to their sons and daughters. That mother took her daughters to tennis lessons in another nearby town, since the residents there did not participate in the “no homework, no sports event.” However, a different concern interfered with homework and family time as children playing video games and not completing homework. According to a study by New Scientist (2007), males who played video games on weekdays spent 30% less time reading, whereas females spent 34% less time completing homework if they played video games. Though, the study did not report that playing video games interfered with family time.

Nevertheless, the study reported that video gamers spent less time finishing classroom homework assignments and required readings. Cummings and Vandewater (2007) wanted to know if academic and social relationships were affected among children aged 10 to 19 who played video games. The sample group recorded their data on a

random weekday and weekend. The study found that children who spent more time playing video games did not read more, and the amount of time spent completing homework was minimum. However, the study failed to indicate whether homework interfered with family time.

A different group of parents in California stated their perspectives on how they adjusted homework and family time. The parents were members of a non-profit organization that offered parents advice on issues related to their children's schooling. One of their perspectives presented in an online article, "All homeworked out?" (2016) was from a mother of a third grader whose daughter enrolled in the Los Angeles Unified School District. She voiced how her daughter spent at least two-to-three hours a night doing homework. The mother went on to say how that was too much homework for her busy family, adding that with the time demands of sports and music lessons, the last things her daughter needed were "dittos and busywork" (para. 3). The mother concluded by saying, "The reality is we're a really busy family, and homework is the thing that keeps the kids from getting the most sleep possible" (para. 3). When she and other parents voiced their complaints to the schools, the teachers reduced the amount of homework given to students to about an hour each night. However, some parents still disagreed with the hour nightly homework (GreatSchools Staff, 2016).

Another parent of the non-profit organization pointed out that she could find online lessons that were probably more beneficial than the copied "busywork" assigned by teachers. So, since there seemed to be disadvantages to one-to-three hours of the nightly homework, some parents arrived at maintaining a balanced school and family time life. A mother of three sons stated that she and her sons inserted quality time with

each other at any time of the day. The mother suggested that other parents do the same. The family's quality time was initiated first in the mornings by simply greeting each other with a simple "good morning." The family's interactions demonstrated that "family time" was not dictated by an "appointed time" (GreatSchool Staff, 2016).

Homework seemed to interfere with family time, but homework concerned students, as well as and parents. As cited by Dell-Antonia (2015), researchers from Brown University in Providence, Rhode Island, revealed that homework caused stress and tension within families. According to the research group of about 1,173 parents, both Spanish and English-speaking stated that the stress happened when parents found themselves powerless when it came to assisting with homework. In addition to the mentioned highpoint, the researchers also acknowledged how students in kindergarten and grade one spent more time doing homework than the suggested time allotted for those grade levels. According to a parent who participated in the research, the home should be a safe place for children. The mother concluded that children are stressed throughout a school day while they attended school. Moreover, the last thing children needed was to be stressed at home too. Another mother who participated in the research stated that the type of stress was not healthy for the parent neither the child.

While parents searched for a balance between homework and family time, it was suggested that both groups (schools/parents) needed to support each other. Schools and families needed flexibility. Also, some mothers suggested types of homework packets that teachers should have sent home with students.

Teachers' Perspectives Regarding Homework

Regardless of the amount of teaching experience or teachers' perspectives about homework, some teachers heard elaborate excuses as to why students were unsuccessful in turning in completed homework. As noted by in the article "The Case of the Missing Homework," teachers shared some of their students' imaginative excuses as to why students did not complete homework:

Sarah reported, "An eleven-year-old did not do her homework because she saw a car accident, so she went to donate blood." Bridget said, "Her student's parents did not sign the homework because both parents were in the shower." Christa said, "One student told her that you did not tell me the book report was due the same day I should have read the book by." Judy commented, "A student's dog ate her homework," and she had a written note from a veterinarian. Louise said, "Her student's house was burglarized, and the burglar stole the homework." Barbara's student said, "Her mom stole her homework and turned it in as her homework." Kimberly shared that a student's parents made her watch a movie with them, so she did not do her homework." Ken stated that "His student's mom was only able to finish the spelling, but she did not have time to finish the rest." Philip conveyed that his student's pet parakeet chewed off half of his homework and that he did not think his teacher only wanted part of the assignment." Now, Liz said, "She was told how a student used her homework for toilet paper because her family ran out." Gayle stated, "One of her students was not sure what was wrong with her mother because she usually made her finish her homework." Supposedly a true story, Meenal reported that one student's homework was locked in the trunk of

the family's car, and the keys were in Iraq with dad." Kathy said, "One sister performed a voodoo spell on the other sister, and her hands were not allowed to write anything. Sharon said, "One student was not able to do her homework since she had to be de-smelled after being sprayed by a skunk. Then there was Angie, who said, "The Homework Fairy told a student that they needed a break from doing homework." We will end with Gayle, who stated that "Her student's homework was such a hot item that it had been sold at the family's yard sale." (2012, p. 72).

Lisa Garner (2009) weighed in on the homework perspective regarding whether homework was beneficial or of no use for elementary students. She was not concerned with teachers assigning homework, but rather if the homework teachers assigned related to whatever was taught that day in the classroom; or if the homework was only "get by, or busy work." She gave examples of many school activities, including assemblies, book fairs, and three-day weekends, that sucked up classroom instruction time. As a result, teachers had no other choice but to send unfinished classwork home as homework. In closing, she stated that homework needed to be rational, related, and ought to support classroom student learning and not substitute student learning. She advanced the perspective that homework, given in reasonable amounts, fostered student creativity and developed critical thinking skills developed (Garner, 2009).

Teachers on the internet deliberated electronic perspectives about the purpose of homework. As noted in Answer Wikipedia (2018, January 20), teachers who blogged gave their perspectives that related to homework:

Teacher A: Homework was not a challenge. Students did not need assistance from others. Homework was not assigned every day; it was minimum and graded.

Teacher B: Homework reinforced skills taught in school. The teacher went further and stated that students worked with other students while at school, but when at home, students worked on their own.

Teacher C: This teacher blogged that homework coagulated what the student mastered in the classroom (p. 1).

Homework was, typically, a daily expectation. However, how do we know that the assigned homework worked? According to Mangione (2008), a special education teacher in Amherst, New York, declared that homework did not require help from others, but it established self-regulating implementation for students. Mangione went further to say that she teamed up with general education teachers and encouraged teachers to strategize, assess, and facilitate homework that was deemed appropriate for all students. Mangione (2008) also adopted the perspective about homework of her father, who was also a teacher. He too believed that homework reinforced skills taught in the classroom. Now, this was if homework was completed, which was why teachers graded homework. Mangione (2008) also stated that the homework discussion had been around for quite some time, but an added belief reemerged. That belief centered on the link between student achievements and the amount of time students spent doing their homework.

Teachers heard many excuses for why students did not complete assignments at home and failed to turn them in on time. Teachers believed that students' excuses ranged from the unexpected to the outrageous. Moreover, some of the wildest declarations were

true. Mangione (2008) expressed that school districts needed to design logical guidelines for homework.

Teachers' Perspectives in the United States Regarding Homework from Students of Nondominant Backgrounds

Gutierrez (2006) introduced the term “non-dominant.” The term referred to students who did not speak English only and were not European American. In a 2007 study, Brock et al. conducted research on how and when students did their homework. The authors surveyed 133 teachers from a vast urban center in the United States who taught in grades kindergarten through middle school. The teachers gave their perceptions about non-dominant students' homework, as it correlated to (a) if time was allotted for students to finish homework at school, (b) if the required homework needed assistance from adults at home, and (c) if teachers were certain that students had access from the community to finish their homework. Nearly all 133 survey participants stated that non-dominant students were allowed to do homework before, during, or after school. According to Brock et al. (2007), over two-thirds of the teacher questionnaire participants replied that they did not assign homework which required support from adults. The research said that almost all 133 participants suggested how students received assistance outside of school with homework. For instance, a fourth-grade teacher wrote on the questionnaire that some students joined an after-school homework group or went to a parent-led homework group.

The research included a subgroup of 27 teachers whom the authors interviewed. The interviewees gave suggestions for outside help with homework for students. One teacher set her phone up for after school assistance hours from 5:00 p.m. to 8:00 p.m.

This allowed students to telephone the teacher for help with his/her homework. Another teacher allowed students to start on their homework in class during the last 10 to 15 minutes of class time, and another created homework that students could do on their own. Based on interview results from Brock et al. (2007), two-thirds of the interviewee teachers reported that all of their students returned homework regularly, except for about two or three students. Moreover, the other one-third of the interviewee teachers stated that 60% to 75% of students returned homework regularly.

Brock et al. (2007) also uncovered two issues pertaining to homework and achievement in their interviews. The first had to do with extracurricular reading. Several of the teachers interviewed attributed advanced reading skills in their students more to the books they read for pleasure than to the homework assigned. Ann Mills, a second-grade teacher, made the case clearly when she stated that the more her students read outside of school, the better their reading skills became. She and other teachers noted that the additional reading at home increased fluency and comprehension and allowed parents to discuss the content with their children. In addition to the results in the research, many teachers believed that reading at home enhanced student achievement in reading, but there was no direct evidence to support that finding. Anissa Lake, a third-grade teacher, noted that students who lacked reading skills did not read at home, according to the students' logbooks. The teachers' perceptions were validated, based on the literature curriculum as designated by the school (Brock et al., 2007).

A second issue uncovered by the interviews (Brock et al., 2007) dealt with the impact of homework on student achievement in other content areas. Interviewees advocated that added homework in other subject areas improved student learning.

Second-grade teacher Nadine Creed mentioned that, “If in-class instruction directed homework, then homework reinforced skills students learned.” Creed went on to say that homework gave students added skill practices that increased student learning. For instance, when she assigned homework in spelling, student weekly test scores were very high.

Brock et al. (2007) reported that not all teachers interviewed believed that homework contributed to students’ academic achievement. For instance:

Interviewee Jessica Eaton-Green did not believe that other kinds of homework were practical and useful. Also, Green stated that homework was not effective in her judgment. Furthermore, that students should read whatever students wanted to read for 20 minutes while at home. Green ended with her perspective about worksheets, which Green did not find to be helpful (p. 362).

Another interviewee, second-grade teacher Jill Lieu, voiced her concern about putting much value on homework. Lieu did not see why teachers put so much weight on homework. Lieu reported that some of her brightest students never returned homework, just like some of her lowest students did not return homework (Brock et al, 2007).

In conclusion, the purpose of the research looked at teachers’ perspectives on homework. The research explored how teachers’ beliefs compared differently to other teachers’ beliefs and practices about homework. The research sought a deepened understanding. The research looked at information collected as to how the results related to teachers’ perspectives and practices. The research goal looked for homework suggestions that were fair, useful, and helpful practices that were valuable and beneficial for students from non-dominant families.

Teachers' Perspectives in Hong Kong Regarding Homework

Not only was research completed about homework in the United States, but Tam and Chan (2016) conducted mixed-methods research regarding teachers' perceptions of homework in Hong Kong. They surveyed 317 Chinese elementary teachers and conducted focus group interviews with 38 more, soliciting their conceptions and thoughts regarding the purpose of homework, as well as their homework assignment preferences. Their conclusion was that Hong Kong students consumed a tremendous amount of time on assignments every day related to homework. This homework practice dated back to the old-fashioned Chinese culture.

The need to restructure homework in Hong Kong highlighted the need to change for the 21st century. The Curriculum Development Council (2002) insisted that schools design meaningful homework. Students needed to be motivated about homework, and how often students received homework was considered. The two groups' perceptions within the Chinese culture explained the beliefs and practices positioned around the design and purpose of homework assignments. Also, teachers' beliefs about their purpose on homework, assignment preference, and the amount of homework given to students were all connected to effectiveness and efficacy beliefs regarding teaching (Tam & Chan, 2016). Both authors reported that when teachers planned homework, it compared to the teachers' views about the purpose of the homework.

Epstein (1988) reported that teachers assigned homework that addressed practice skills, increased student development, established communication between child-parent, fulfilled district policies, and how teachers used homework that reprimanded students. Most likely, the mentioned beliefs connected to the kind and amount of homework

students received. Tam and Chan (2016) reported that research was conducted worldwide in different education structures about teachers' views regarding homework. They reported that research conducted included limited teachers' perspectives about homework at the elementary grade level. Brock et al. (2007) reported that research involving elementary teachers in the United States identified the purposes of homework as relating to practicing skills, student discipline, and complying with district requirements.

Tam and Chan (2016) reported that Chinese teachers' beliefs and perceptions regarding homework was deeply embedded in the socio-cultural backgrounds of the education system in Hong Kong. The results of the research mentioned school routines and how teachers prepared to give students homework. Moreover, teachers in Hong Kong preferred homework for their students, and the students were expected to do homework for about an hour, completing homework at home, outside of school hours. According to Salili et al., (2003), these views were in line with Chinese traditions. The results from the teacher questionnaires favored homework assignments that stimulated student creativity, thinking, and other cognitive skills over outdated student practice and drill. In contrast, the interviewed group believed that the traditional practice and drill contributed to student learning. As a result, both groups agreed that homework should be balanced.

Elementary teachers' perspectives about homework impacted why teachers assigned homework. Teachers experienced pressure from parents and school administration about homework. In a 2001 study conducted by Epstein and Van Voorhis, 10 groupings noted reasons why teachers gave homework to students. The research determined that a few teachers assigned homework because it advanced student self-efficacy, student self-regulation, and completed homework taught student responsibility.

The study also reported that homework did not focus on student knowledge. The research highlighted student differentiation. Teachers felt that all students did not have to have skill exercises at the same time.

Does Homework Increase Student Achievement?

Researchers have tried for years to answer the question of whether or not homework improves student achievement. Just as there were different perspectives regarding homework, there were just as many different perspectives around the impact of homework on student achievement. Aunchman (2002) stated that homework needed to have an anticipated goal and not “busy work.” Vatterott (2009) defined busy work as when students were not allowed to think while learners worked on completed homework. As a result, a few students disliked “busy work” and discounted the importance of homework. Aunchman (2002) stated that students’ homework that went home should have challenged students, but this was not always the case. He added that after adults worked in an office all day, not many were interested in doing more of the same at home. Aunchman (2002) concluded that homework did not increase student achievement if the homework was not individualized and based on each students’ needs.

Another group of authors, Cooper et al. (2006), also looked at whether homework improved student achievement. They looked at studies done between 1987 and 2003 that studied if homework increased student achievement. One study included in their research looked at similarities and differences of students who were given homework to students with no homework. The study’s results indicated that student achievement increased after in-class instruction.

Cooper et al. (2006), stated that another group of researchers' studies connected an increase in student achievement with the amount of time students spent doing homework. Reviewing about 35 different studies, researchers reported that about 77% reported a connection between student achievement and homework. Even when researchers saw no relationships connected to increased student achievement for primary students, research indicated that primary-aged students' study skills were underdeveloped. In conclusion, other studies reported that struggling primary-aged students finished homework much longer afterward.

However, Kohn (2006) investigated whether researchers' perspectives about homework improved student achievement. Kohn stated, "You supposed researchers who studied data on homework were capable of deciding if homework improved student achievement" (p. 42). Kohn (2006) mentioned an article in the *Journal of Education Psychology* that included more than a dozen analyses on the review of homework collected between 1960 and 1989. In the article, many variables included homework, fill-in-the-blank, age of students, students' interest in homework, homework completion, and much more detailed research if homework improved student achievement. After all, it was not determined if homework improved student improvement.

In some countries, including the United States, the worth of homework was also questioned. Research in other countries attempted to answer this exact question as to whether or not homework indeed increased student achievement. In surrounding countries and the United States too, a similar purpose was addressed. Likewise, teachers have given homework to students for instructional or non-instructional reasons. According to Bas et al. (2017), researchers in Turkey completed meta-analytic research

that analyzed if homework increased student achievement. The key reason for the research was to determine if homework changed students' academic achievement. The research determined that homework had a slight effect on student academics. Again, according to Bas et al. (2017) this research was significant for those who made decisions about students and homework.

Glass et al. (1981) conducted a meta-analysis of similar research. The researchers analyzed the quantitative data collected from several studies (Glass 1976; Hunter & Schmidt, 2004; Lipsey & Wilson, 2001). The researchers located potential studies, coded the studies for relevant topics, and calculated the data (Hoffler & Leutner, 2007). The data analyzed the research statistics: data, norms for inclusion, coded data, and the computed norms of the validity of the research. According to Bas et al. (2017) 11 studies were a consideration in the research. Eight hundred and sixty-two elementary students participated in research between 2000 and 2015. The research categorized group sizes, research planning, dates of studies, grade levels of students, subject matter types, students' instructional levels, and students' economic levels.

One group of researchers (Trautwein & Köller, 2003) wrote about homework and student achievement perspectives. The authors studied classroom grades rather than year-end achievement assessments. The reasoning was that most classroom teachers viewed classroom grades as the determining factor for grade-level promotion, rather than student scores on year-end achievement assessments. Cooper (1998) defined student grades as thought out carefully: student achievement on district-required assessments, completion of class assignments, dedication and compliancy toward homework, and student effort to class assignments/tasks. Researchers have researched perspectives on homework for

decades. Cooper and Valentine (2001) sought the connection between homework and student grades, but concluded that the question of whether or not homework increases student achievement had not yet been answered.

An opinion stated by Wexler (2019) in an online article specified how primary schools removed homework from schools. Cited research revealed that homework did not increase student achievement. Wexler's contribution also shared how a second-grade teacher in Texas no longer gave students homework. An exploration of the subject matter did not show that homework improved student achievement. Another instance included a district school superintendent in Florida who ended homework for elementary scholars. Instead of doing homework, students read for 20 minutes in the evenings. According to Wexler (2019), other schools approved similar regulations and procedures that ended homework. The author went further to say that teachers did not receive enough training on how and why homework was assigned. Wexler (2019) felt as though universities failed to teach college students how homework should be assigned.

Some researchers believed that the notion that homework improved students' academic performance was a misconception unsupported by empirical evidence. Others believed students would benefit from homework, if individualized. Other studies revealed that homework did not increase student achievement. This school of thought led to relinquished homework within schools. Additionally, another author believed that universities failed teachers because they lacked instruction on assigning homework with fidelity. And so, the question regarding homework and academic achievement remains open.

Summary

This mixed-methods research study sought to learn beliefs of parents and teachers of grades two, three, and four regarding homework. The study attempted to potentially provide strategies to improve the effectiveness of homework for student achievement. The researcher sought to identify beliefs about homework and to investigate the connection between how well students achieved and homework. The research included thoughts of similarities and differences between parents' and teachers' perceptions of homework.

The literature review section of Chapter Two identified themes through research on parents and teachers' perspectives on homework. Parents' perspectives against homework included the idea that homework can be seen as "busy work" for their children. However, parents supporting homework saw a more positive and significant relationship with improvement of their child's academic achievements. Wilder (2014) researched parental involvement and its effectiveness. It was concluded that the findings suggested there needs to be a deeper perception and parental practice involving parent involvement in their child's homework.

Parents believed that it is their obligation to help with homework; parents believed teachers expected them to do so. This allowed parents to monitor and have better communication with the teacher (Hoover-Dempsey et al., 2001). Some parents view homework as an interference with family time. A community in New Jersey created a family night bringing families together for fun and relaxation. Parents continue to search for a balance between homework and family time, seeking support and flexibility from schools.

There are varying perspectives from teachers regarding homework. Garner (2009) researched if homework was beneficial to students. He stated that homework needed to be relatable and support classroom instruction. To this point teachers noted that students had very creative stories as to why homework was not completed. Teachers collaborated with other educators to create strategies to improve homework.

Students of nondominant are those who do not speak English only and are not European American. Research explored teachers' beliefs and practices about homework (Brock et al., 2007). Participants in the research reported that non-dominant students were allowed to do homework before or after school. These practices were helpful and beneficial for students from non-dominant families. Tam and Chan (2016) completed research on teachers' perceptions in an elementary school in Hong Kong and discovered school-aged students spent a large period doing homework assignments daily. Results from the research concluded that homework should be balanced.

Often homework does not increase student achievement. Aunchman (2002) stated homework had to have a goal and not "busy work." He reported that students lost the importance of homework when they felt it was "busy work." Researchers believed that homework may possibly increase student achievement if it has an achievement goal. Cooper and Valentine (2001) stated that the connection concerning student grades and homework has not yet been answered.

Chapter Three: Research Method and Design

The purpose of this mixed-methods research study was to identify perceptions of parents and teachers of Second Grade, Third Grade, and Fourth Grade students regarding homework. The research sought to identify beliefs about the relationship of homework and student achievement. Suskind (2012) mentioned that research consistently showed that homework had only a slight effect on educational achievement. This may have been a factor why there appeared to be a difference in perceptions about homework. Parents often perceived that homework interfered with family events and activities, as stated by Coutts (2004). Additionally, this research study provided parents with strategies that assisted them with helping their child with homework. Teachers received information and strategies that may have assisted them in assigning homework that connected school with community.

Research Questions and Hypothesis

The following research questions guided the research study:

Research Question 1: What are the perceptions of the parents of second, third and fourth-grade students regarding homework?

Research Question 2: What are the perceptions of second, third and fourth-grade teachers regarding homework?

Research Question 3 (RQ3): What are the connections between homework and student achievement?

The following hypothesis guided the research study:

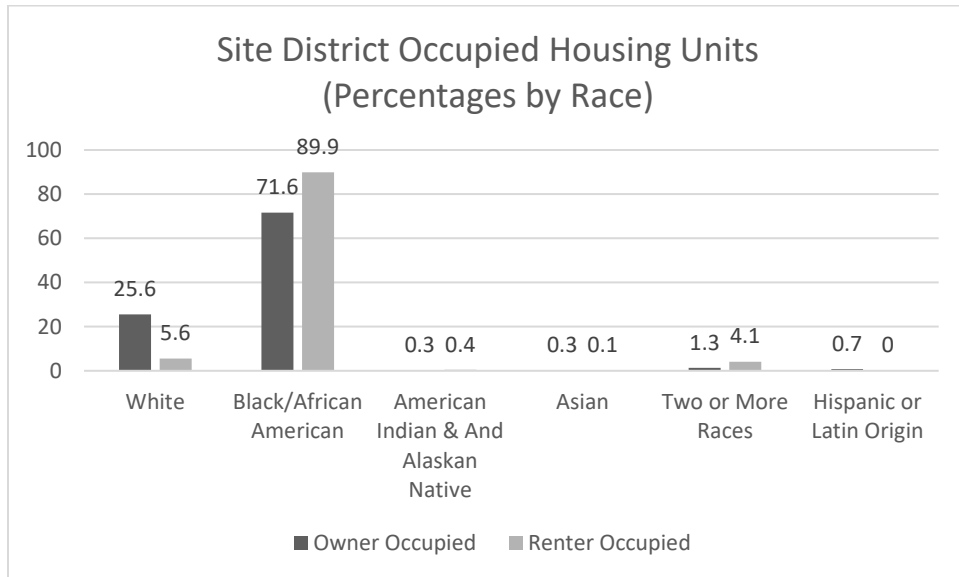
H₀: There is no difference in students' academic progress based on the frequency with which they complete their homework.

Research Site District

The research site school was an elementary school located in a suburban mid-western school district. The school was located in what was considered the district’s low socioeconomic area in North County. The school district was overseen by a special administrative board.

Figure 1 presents the breakdown of the research site district’s occupied housing units by ethnicity. The majority of district housing was occupied by Black / African American owners and renters. Nearly 90% of the district owners or renters were in that category. The majority of the rest of the occupied housing units were occupied by White owners and renters. The other ethnicities represented very small percentages.

Figure 1

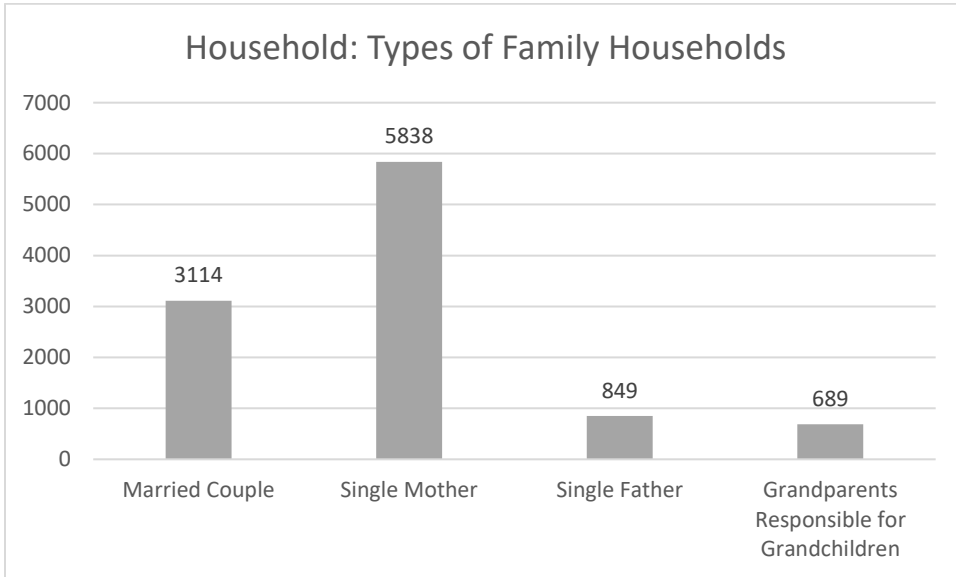


Adapted from: United States Census American Community Survey (2016): ACS 5-Year Estimates subject Tables

Figure 2 presents the types of households that included children represented in the research site district. There were 9,801 such households in the research site district, out of

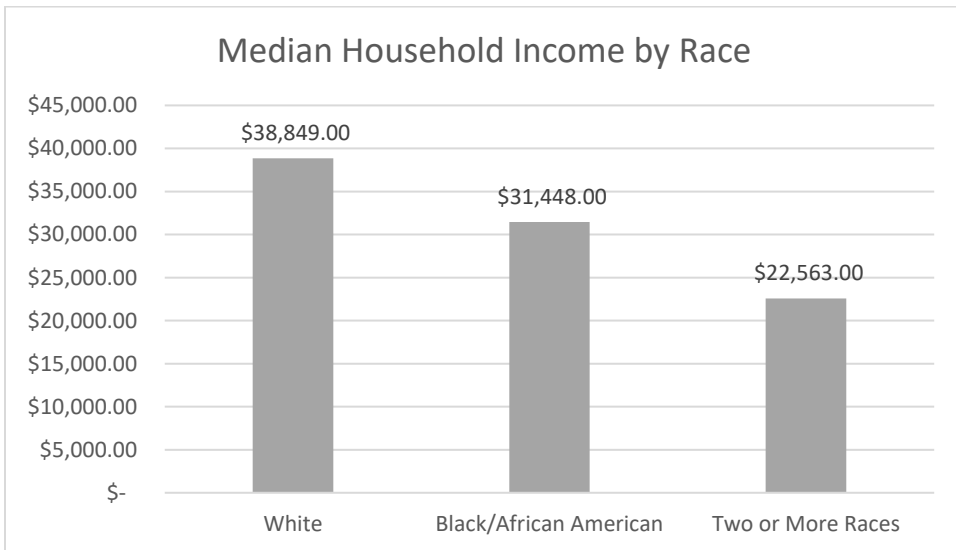
a total of 14,259 households. Of these family households, more than half (59.6%) had a female householder.

Figure 2



Adapted from: United States Census American Community Survey (2016): ACS 5-Year Estimates subject Tables

Figure 3

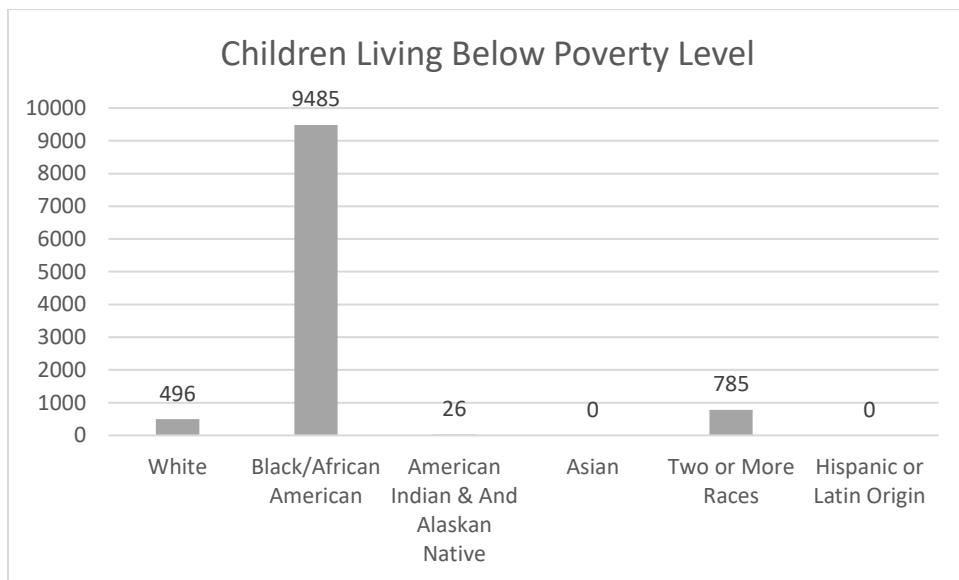


Adapted from: United States Census American Community Survey (2016): ACS 5-Year Estimates subject Tables

Figure 3 presents the median household income of the research site’s district. The only categories with proportions large enough to report were households that were White only, Black only, and those that represented two or more races.

Figure 4 presents the numbers of children living in poverty by race. The vast majority of children living below the poverty line in the research district (87.9%) were Black/African American.

Figure 4



Adapted from: United States Census American Community Survey (2016): ACS 5-Year Estimates subject Tables

Demographics of Research Grade Levels

Table 3 presents the demographics of the specific grades of the research site school that were the focus of this study. Those grades were Second Grade, Third Grade, and Fourth Grade of a public elementary school in the research site district. A total of 168 students participated in the study. Both males and females were well-represented (although not equally represented) in all three grades. In terms of race, however, the students were almost exclusively Black in all three grades, with just a handful of White,

Hispanic, and Asian students represented throughout the grades. The number of students on an Individualized Education Plan (IEP), those eligible for Free or Reduced Lunch, and those with Limited English Proficiency (LEP) are also presented.

Table 3

Demographics of Research Grades

Grade (Students)	Demographics			
	Male	Female		
Second Grade (74)	34	40		
	Black/African American	White	Hispanic	Asian
	70	1	2	1
	IEP	Free/Reduced Lunch	LEP	
	8	59	2	
Third Grade (50)	Male	Female		
	31	19		
	Black/African American	White	Hispanic	Asian
	47	1	2	0
	IEP	Free/Reduced Lunch	LEP	
	9	35	1	
Fourth Grade (44)	Male	Female		
	27	17		
	Black/African American	White	Hispanic	Asian
	42	1	1	0
	IEP	Free/Reduced Lunch	LEP	
	9	32	1	

The Researcher

The researcher had 21 years of school counseling experience, three years as a reading specialist, and 13 years of classroom teaching experience. As a school counselor, the researcher served as a teacher-in-charge in the absence of her immediate administrative supervisor. Even though the primary researcher sometimes served in the

administrator role, coercion involving the study participants was mitigated because she did not serve any evaluative role at the study site.

Participants

Twelve classroom teachers from the research site school participated in this study. Three teachers taught Second Grade, three taught Third Grade, and three taught Fourth Grade. Each of these teachers completed a survey questionnaire about their beliefs and practices regarding homework (Appendix B). In addition, these teachers collected data regarding the homework habits of each of their students. They also provided benchmark assessment data for each of their students in English / Language Arts (ELA) and Mathematics.

Twenty-one parents of students from the research site school participated in this study. Each parent completed a survey questionnaire regarding their beliefs about homework and the experiences of their children regarding homework (Appendix C).

Data Collection

Data for this study were collected by means of surveys administered to teacher and parent participants, interviews (both individual and focus group) of teachers, and secondary data collected by the school involving benchmark assessments in Mathematics and English Language Arts (ELA). Additionally, the teacher participants collected classroom data involving the homework habits of their students.

Survey data

The parent and teacher surveys were administered online by means of Google Forms. Questions for the surveys were adapted from the book, *Rethinking Homework: Best Practices that Support Diverse Needs*, by Cathy Vatterott (2009). The author of the

book gave the researcher written permission to use all requested questionnaires needed for the research (Appendix D). Questions were asked to capture parents' and teachers' perspectives about homework.

The Likert-scale questions in the survey for parents captured perceptions involving such topics as the amount of time students spent doing homework, the amount of control parents had regarding homework, parental involvement in homework, and the degree to which homework interfered with family time. The parent survey also contained an open-ended question about general beliefs regarding homework. Parents were also asked in the survey if they would be willing to be interviewed as part of the study, and if so, they were instructed to email the researcher to make arrangements.

The Likert-scale questions in the survey for teachers captured perceptions involving topics, such as the assigning and grading procedures of homework, the reasons homework was assigned, student completion of homework, and how homework performance was reflected in class grades. The parent survey also contained an open-ended question about general beliefs regarding homework. Teachers were also asked in the survey if they would be willing to be interviewed as part of the study, and if so, they were instructed to email the researcher to make arrangements.

The data from the parent and teacher surveys was organized in an Excel spreadsheet and subsequently coded by the researcher.

Interviews

Twelve classroom teachers from the research site school agreed to be interviewed for this study. The researcher conducted individual interviews with each of these teachers at a mutually agreed upon time. All interviews took place in the classroom of the teacher.

During the interviews, the researcher asked the teachers questions about their practices and beliefs regarding homework, including their thoughts on the purpose of homework, how it is graded, and parental involvement. The interview protocol may be found in Appendix E.

In addition to these individual interviews, the researcher conducted one focus group interview with four teachers from the school. This interview also took place on school grounds. The same interview protocol was used for the focus group as was used in the individual teacher interviews. All teacher interviews were audio recorded by the researcher and subsequently transcribed.

Student Homework Habit Data

The research site school had three Second Grade classes, three Third Grade classes, and three Fourth Grade classes. These nine classes were the focus of the quantitative portion of this study. Each of the nine teachers assisted the researcher by collecting data regarding the homework habits of their students. In order to determine the homework habits of their students, classroom teachers kept a checklist that they were asked to update daily. This checklist included the name of each student and the teacher was asked to place a checkmark next to the names of the students who turned in their homework each day. At the end of the term, teachers summarized the homework activity of the students by recording that they Always (A) turned in their homework, Rarely (R) turned in their homework, or Never (N) turned in their homework. This data was given to the researcher at the end of the term.

Benchmark Assessment Data

Benchmark assessment data in Mathematics and ELA was collected by each of the nine teachers in the Second, Third, and Fourth Grade classes at the research site school. These benchmark assessments were administered at the beginning, middle, and end of the term. At the end of the term, the nine teachers provided the scores for each of their students on these benchmark assessments. The researcher compiled all of these scores into an Excel spreadsheet.

Data Analysis

The data from the Parent Surveys and from the Teacher Surveys were downloaded from the Researcher's Google account and compiled into a spreadsheet. All responses were anonymous, but contained demographic data about the participants. The Researcher analyzed this demographic data in order to create and present demographic profiles of the Parent and Teacher participants of the study.

Responses to the Likert-scale questions in the Parent and Teacher Surveys were analyzed on a question-by-question basis in order to reveal trends and patterns in those responses. Averages regarding the responses were calculated for each question and analyzed according to grade level, as well as overall. This was done in order to reveal if responses were generally consistent or if they varied from grade to grade.

The researcher used the Student Homework Habit data and the Benchmark Assessment data to perform inferential statistical analyses. Specifically, the Researcher conducted a series of *t*-Tests of two independent means. The students were grouped on the basis of the Student Homework Habit data, which served as the independent variable. The dependent variable was derived from the Benchmark Assessment data. For each student, the Researcher subtracted the score of the first Benchmark Assessment from the

score of the last Benchmark Assessment to calculate a GAIN score for that student. This GAIN score served as the dependent variable in the analyses. All analyses were conducted at the $\alpha = .05$ level of significance.

The teacher interviews were audio recorded and transcribed by the researcher. The Researcher coded those transcripts manually and analyzed them for developed themes. This method was also used for the focus group.

Trustworthiness

The researcher did everything possible to protect the participants' privacy. Participants' identities were kept confidential by not using the names of the 13 classroom teachers and school. The 21 parents' names were not used in the study, as well. The language on the Informed Consent included wording that made clear that every attempt was made to obscure the identity of the participants.

Ethical Concerns

The researcher made sure ethics continued throughout the study. As indicated on the Informed Consent Form, there are no known or anticipated risks associated with this research. No, deception will not be used in the study. The research did not involve gathering information about sensitive topics. The primary focus age range was 18 to 64. The participants were not decisional impaired, by which the participants met the conditions to participate in the research study. Additionally, all copies of the Likert-scale perception questionnaires, recorded materials, and benchmarking report summaries will be shredded and erased after 10 years, following final approval by the Institutional Review Board, reducing any threats connected to confidentiality.

Conclusion

This chapter aimed to give a structure of the research method used to answer the research questions. Specifics of how the research study was conducted and who participated were outlined in the data collection, procedures followed, and data analysis. Questionnaires, interviews, and benchmarking summaries were the methodology selected that allowed the researcher to analyze and use the data to answer the research questions.

Chapter Four: Analysis

The purpose of this mixed-methods research study was to identify perceptions of parents and teachers of students in grades two, three, and four regarding homework, and to explore the impact that homework may have on academic performance. Both quantitative and qualitative data were collected and analyzed, including that from Likert-scale questionnaires, individual and focus group interviews, and benchmark assessments in Mathematics and ELA. Additionally, this research project provided parents with strategies that assisted them with helping their children with homework. This chapter describes the results of the data analysis.

Quantitative Analysis

The following hypothesis guided the quantitative analysis of this research study:

H₀1: There is no difference in students' academic progress based on the frequency with which they complete their homework.

In order to test this null hypothesis, the researcher conducted a series of *t*-Tests of two independent means. Since the scope of the study included grades two, three, and four, the researcher analyzed the data from each grade separately. In addition, data were collected regarding both math and ELA, and so the analysis was separated according to those content areas, as well.

The collected data consisted of measures of academic performance, as well as measures of homework completion. The academic performance was measured by benchmark assessments which were administered at various times during the academic term. Since students performed at different academic levels, the researcher decided that the most authentic measure of academic performance would be the increase in assessment

scores from the beginning of the academic term to the end. For each student, the researcher subtracted the first benchmark assessment score from the last benchmark assessment score to calculate a GAIN score. This GAIN score served as the dependent variable of the analysis.

The researcher also collected measures of homework completion for each student. This came from the teachers of the students, who were asked to keep track of the rate at which the students completed their homework throughout the academic term. The teachers reported this data to the researcher by recording either Always, Rarely, or Never as the homework completion rate for each student. This variable, HW RATE, served as the independent variable of the analysis.

Originally, the researcher planned to conduct a series of One-way Analyses of Variance (ANOVAs) to test for possible differences of means between the three levels of the dependent variable: Always, Rarely, and Never. Upon reflection, however, the researcher realized that the “Rarely” level was not substantively different from the “Never” level; both groups of students made a habit of not completing their homework. Unfortunately, the researcher did not present a “Usually” option for teachers to report regarding homework completion, which would have presented more of a complete continuum. In the end, the researcher split the students into two groups: the “Always” group who made a habit of completing their homework, and a combined “Rarely / Never” group which did not. Since the students were divided into two groups, the ANOVA was no longer the appropriate test to explore differences, and the researcher instead opted to conduct *t*-Tests of two independent means.

Second grade

The researcher conducted *t*-Tests of two independent means to determine differences in second graders' GAIN scores in mathematics and ELA based on their HW RATE scores.

Mathematics. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were equal. The analysis revealed that the mean GAIN score of the Always group ($M = 58.84$, $S.D. = 83.37$) was not significantly higher than that of the combined Rarely/Never group ($M = 19.03$, $S.D. = 84.96$); $t(47) = 1.61$, $p = .057$. Since the *p*-value is technically greater than .05, the researcher failed to reject the null hypothesis. However, since the *p*-value is between .05 and .1, this represents moderate evidence of a significant difference. The researcher concluded that there is moderate evidence that the mean GAIN in mathematics of the second-grade students who always completed their homework was significantly higher than that of students who rarely or never completed their homework.

ELA. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were equal. The analysis revealed that the mean GAIN score of the Always group ($M = 115.89$, $S.D. = 70.19$) was significantly higher than that of the combined Rarely/Never group ($M = 50.97$, $S.D. = 74.62$); $t(48) = 3.05$, $p = .002$. The researcher rejected the null hypothesis and concluded that the mean GAIN in ELA of the second-grade students who always completed their homework was significantly higher than that of students who rarely or never completed their homework.

Third grade

The researcher conducted *t*-Tests of two independent means to determine differences in third graders' GAIN scores in mathematics and ELA based on their HW RATE scores.

Mathematics. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were equal. The analysis revealed that the mean GAIN score of the Always group ($M = 58.66$, $S.D. = 50.95$) was significantly higher than that of the combined Rarely/Never group ($M = 18.26$, $S.D. = 44.70$); $t(46) = 2.82$, $p = .004$. The researcher rejected the null hypothesis and concluded that the mean GAIN in mathematics of the third-grade students who always completed their homework was significantly higher than that of students who rarely or never completed their homework.

ELA. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were equal. The analysis revealed that the mean GAIN score of the Always group ($M = 28.93$, $S.D. = 76.95$) was not significantly higher than that of the combined Rarely/Never group ($M = 2.05$, $S.D. = 57.90$); $t(45) = 1.29$, $p = .101$. The researcher failed to reject the null hypothesis and concluded that mean GAIN in ELA of the third-grade students who always completed their homework was not significantly higher than that of students who rarely or never completed their homework.

Fourth grade

The researcher conducted *t*-Tests of two independent means to determine differences in third graders' GAIN scores in mathematics and ELA based on their HW RATE scores.

Mathematics. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were equal. The analysis revealed that the mean GAIN score of the Always group ($M = 82.67$, $S.D. = 72.79$) was not significantly higher than that of the combined Rarely/Never group ($M = 48.10$, $S.D. = 59.60$); $t(41) = 1.37$, $p = .090$. Since the *p*-value is technically greater than .05, the researcher failed to reject the null hypothesis. However, since the *p*-value is between .05 and .1, this represents moderate evidence of a significant difference. The researcher concluded that there is moderate evidence that the mean GAIN in mathematics of the fourth-grade students who always completed their homework was significantly higher than that of students who rarely or never completed their homework.

ELA. The researcher conducted a two-sample *t*-Test of independent means by combining the Rarely and Never groups together and comparing that combined group to the Always group. A preliminary test of variances revealed that the variances were not equal. The analysis revealed that the mean GAIN score of the Always group ($M = 103.88$, $S.D. = 84.45$) was not significantly higher than that of the combined Rarely/Never group ($M = 92.71$, $S.D. = 30.17$); $t(6) = 0.60$, $p = .285$. The researcher failed to reject the null hypothesis and concluded that the mean GAIN in ELA of the fourth-grade students who always completed their homework was not significantly higher than that of students who rarely or never completed their homework.

Summary of Quantitative Analysis

The quantitative analyses exploring potential differences in academic gains based on homework completion rates yielded mixed results. Table 4 summarizes the results of all of the analyses.

Table 4

Summary of Quantitative Analyses

	Always		Rarely / Never		p-Value	Conclusion
	Mean	S.D.	Mean	S.D.		
2nd Grade Mathematics	58.84	83.37	19.03	84.96	.057	Moderate evidence that mean of Always group higher than that of Rarely/Never group
2nd Grade ELA	115.89	70.19	50.97	74.62	.002	Mean of Always group higher than that of Rarely/Never group
3rd Grade Mathematics	58.66	50.59	18.26	44.70	.004	Mean of Always group higher than that of Rarely/Never group
3rd Grade ELA	28.93	76.95	2.05	57.90	.101	No evidence that mean of Always group higher than that of Rarely/Never group
4th Grade Mathematics	82.67	72.79	48.10	59.60	.090	Moderate evidence that mean of Always group higher than that of Rarely/Never group
4th Grade ELA	103.88	84.45	92.71	30.17	.285	No evidence that mean of Always group higher than that of Rarely/Never group

Qualitative Analysis

The following research questions guided the qualitative component of this research study:

RQ1: What are the parents' perceptions of second, third, and fourth-grade students regarding homework?

RQ2: What are the perceptions of second, third, and fourth-grade teachers regarding homework?

RQ3: What are the connections between homework and student achievement?

Qualitative data was collected in the form of Parent and Teacher surveys, individual interviews with teachers, and focus group interviews with teachers.

Parent Surveys: Demographics

The surveys administered to the parents contained some demographic questions. An analysis of the responses to these questions offers a view of these participants in the study.

A total of 21 parents completed a Parent Survey for the study, representing 21 students, seven each (33.3%) from Second, Third, and Fourth Grades. Of the 21 students, 11 (52.4%) were girls and 10 (47.6%) were boys, and so the genders of students represented in the Parent Surveys were nearly even. Figures 5 and 6 present this breakdown.

Figure 5

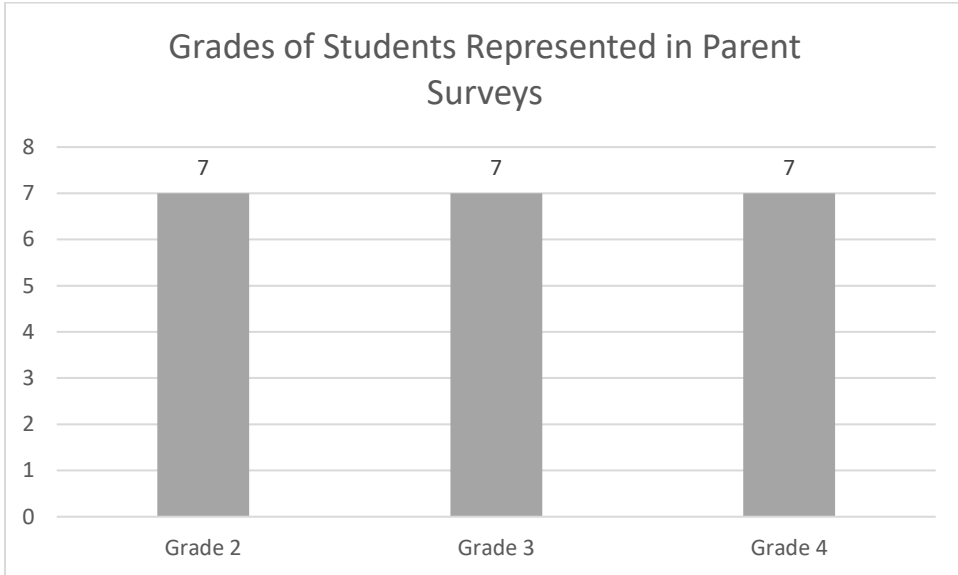
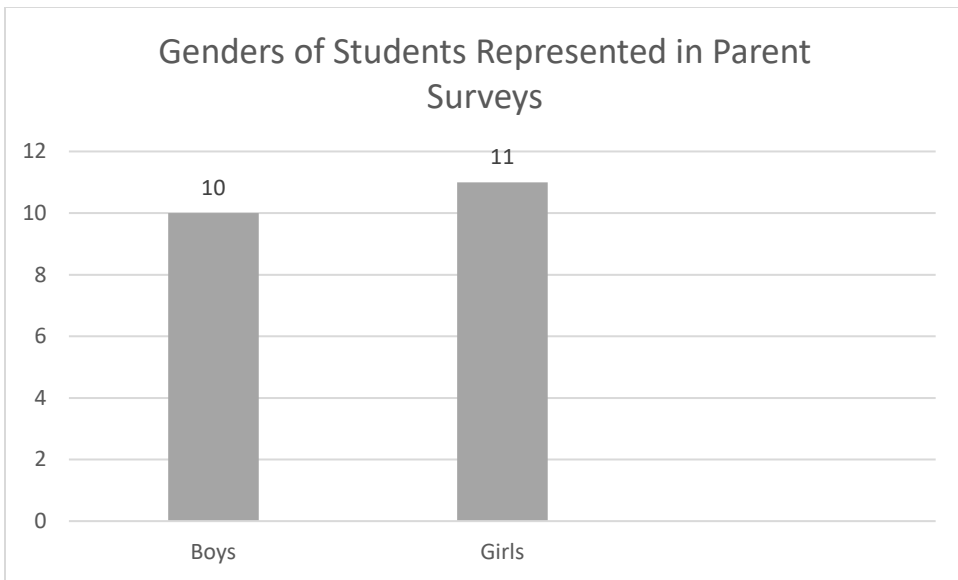


Figure 6



As for the parents themselves who completed the Parent Surveys, seven of them (33.3%) were in the 20 to 30 age range, eight (38.1%) were in the 31 to 40 age range, and six (28.6%) were in the 41 to 50 age range. Nearly all of the parents who completed the Parent Surveys were female; 20 of them (95.2%) were female, and only one (4.8%) male completed the survey. Figures 7 and 8 present this breakdown.

Figure 7

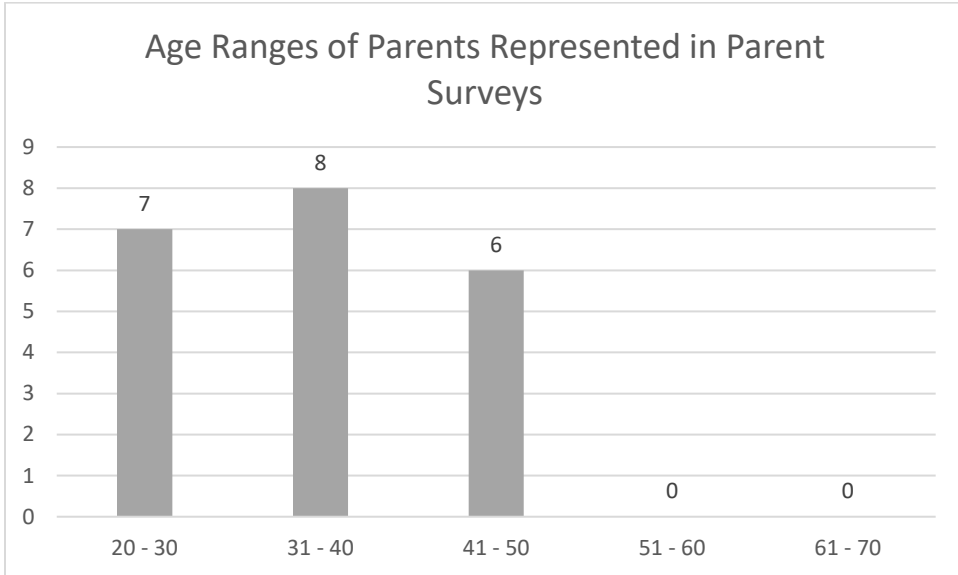
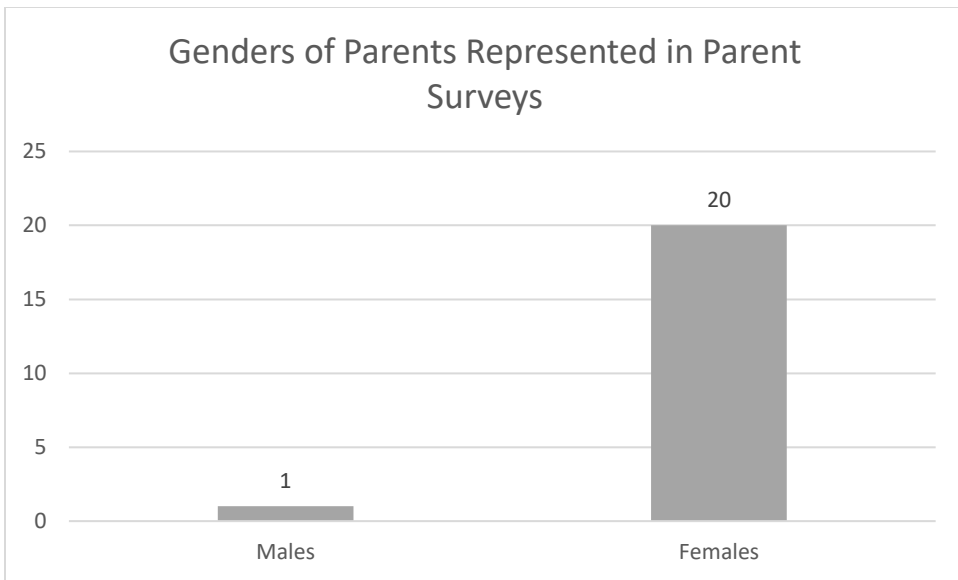


Figure 8



Teacher Surveys: Demographics

The surveys administered to the teachers also contained some demographic questions. An analysis of the responses to these questions offers a view of these participants in the study.

Thirteen teachers at the Research Site School completed the Teacher Surveys. Ten of them (76.9%) identified their position as being Classroom Teacher, one (7.7%) was a Reading Interventionist, one (7.7%) was a Special Education Teacher, and one (7.7%) was an Instructional Assistant. Twelve of them (92.3%) were female and one (7.7%) was male. As for their years of teaching experience, there was a wide range, from zero to five years all the way to 26 to 30 years. There were four teachers (30.8%) in the lowest range of teaching experience of zero to five years, which was the most in any range. However, the majority of these teachers (53.8%) had at least 16 years of teaching experience, with nearly a quarter (23.1%) indicating that they had taught for at least 26 years. Figures 9 through 11 present this breakdown.

Figure 9

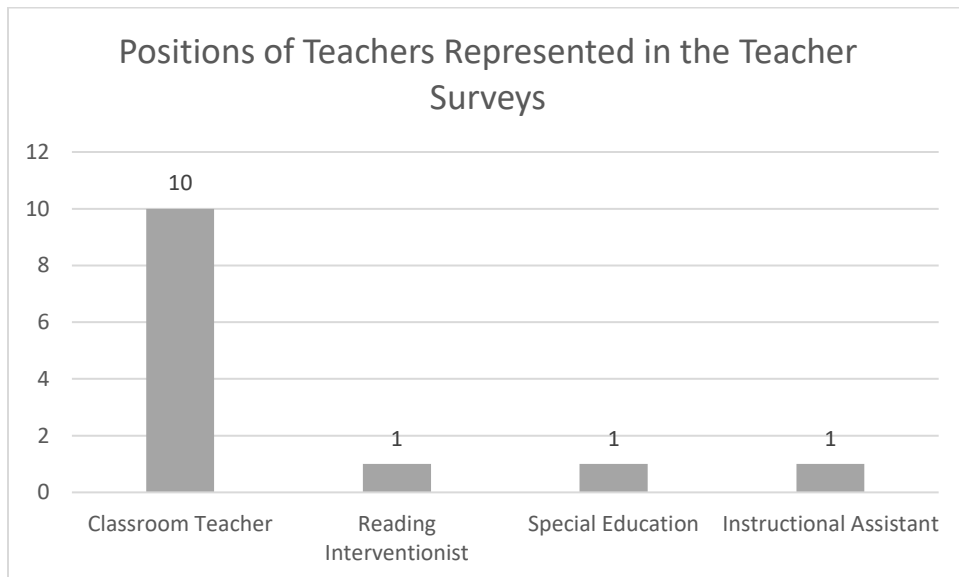


Figure 10

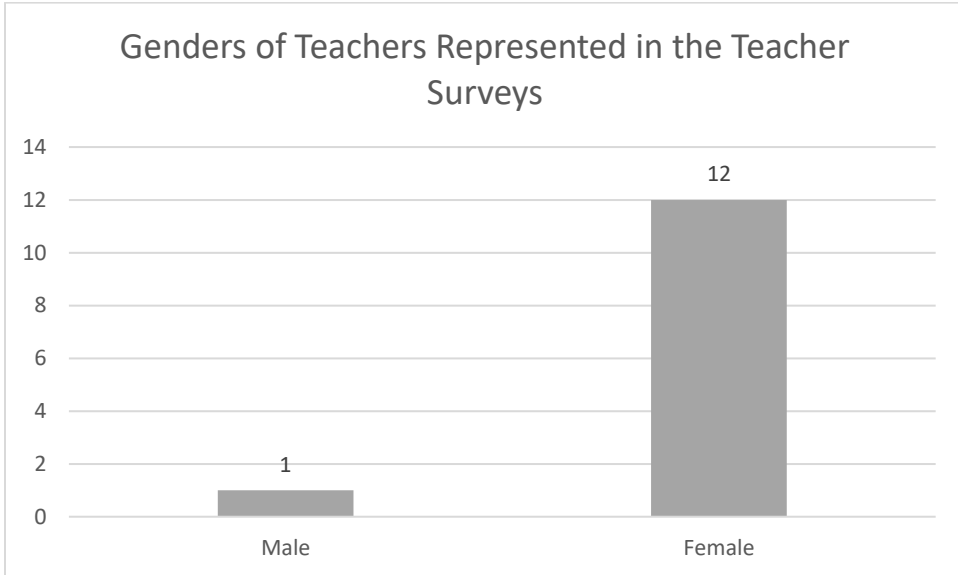
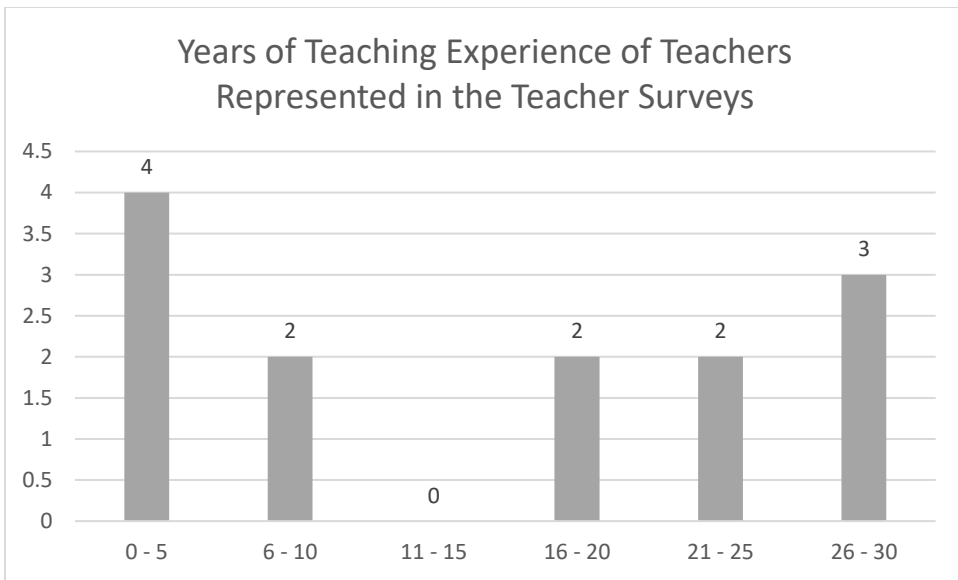


Figure 11



Analysis of Parent Survey Data

Second Grade

Of the seven parents of Second Grade students who completed the Parent Survey, four (57.1%) were parents of male students and three (42.9%) were parents of female students. One parent (14.3%) was in the 20 to 30 years age range, five (71.4%) were in

the 31 to 40 years age range, and one (14.3%) was between 41 and 50 years old. All seven parents indicated that their student did not receive special education services, and none were enrolled in the school's gifted program.

A question on the survey asked, "About how much time does your child spend on homework on weekday evenings?" Three (42.9%) of the parents responded that their child spent about 0 to 30 minutes, three (42.9%) answered 30 to 60 minutes, and one indicated that their child spent 60 to 90 minutes on homework during weekdays. Another question asked about time spent on homework on weekends. On that question, five parents (71.4%) answered 0 to 30 minutes while the other two (28.6%) answered 30 to 60 minutes. When asked what was a reasonable amount of time for Second Grade students to spend on homework, two (28.6%) indicated 0 to 30 minutes while the other five (71.4%) chose 30 to 60 minutes. No one indicated that it was reasonable for Second Grade students to spend more than 60 minutes on homework.

Another question on the survey asked, "To what extent do you understand why your child is required to do homework?" Two of the parents (28.6%) selected "Very often," three (42.9%) chose "Often," and two (28.6%) chose "Rarely." When asked how often their child's homework looked like busy work, as opposed to homework with a purpose, three of the parents (42.9%) selected "Rarely," two (28.6%) indicated it "Often" looked like busy work and two (28.6%) indicated it "Very often looked like busy work. No one selected that their child's homework "Never" looked like busy work.

Parents were also asked for their perspectives on the amount of control they had in their child's homework. They were given several statements and asked to select all that applied. Parents were asked to indicate if they had the right to have a say-so about the

amount and when extra homework was needed for their child. And, should parents have the authority to excuse their child from homework when needed to do so.

When asked “Can your child complete homework on their own without your help or supervision?”, one parent (14.3%) responded “Not usually,” three (42.9%) chose “Yes, usually,” one (14.3%) selected “Yes, but they don’t want to,” and two (28.6%) answered “Never.” None of the parents of Second Grade students chose the answer “Yes, always.”

Other questions on the survey solicited perspectives on students’ unique needs or particular circumstances impacting their ability to finish homework. Responses were varied, including that at least one student took medication at school which had worn off before homework was completed. Other students needed to wind down after school, and most parents indicated that their child had responsibilities at home, which left little time for homework. In addition, some parents indicated that their child displayed signs of being easily frustrated, or that their child was easily distracted and unable to focus while doing homework. Some students did not like doing homework at all. Most of the parents indicated that homework instructions were not always clearly written and that some homework assignments were too complex for their child to complete.

Another question on the survey dealt with organizational problems that impacted students’ ability to complete homework. Parents’ responses indicated that some students could not differentiate between schoolwork and their homework, some students forgot books or materials at school, and some forgot to write the assignment in their homework folder. Parents also stated that their child would sometimes do their homework but just forget to turn it in the next day at school.

As for how parents helped their child with homework, parents marked that they provided a quiet space, made sure that their child had access to necessary technology, and that they or another adult would help with the homework when they were available. Additionally, older siblings assisted with homework.

Another question on the survey asked about parental involvement in their child's homework. Parent responses indicated that they would check for complete homework and correct mistakes that their child had made. Parents also responded that they were, at times, unable to assist with their child's homework, because the instructions were unclear, or the material was hard to understand. When asked what could be done to make homework less stressful for their child, the parents recommended that students needed more days to complete homework, that directions for homework needed to be more clear, and precise, and that students needed to understand what deemed completed homework.

A final open-ended question on the survey solicited general beliefs about homework. In response, one parent stated that homework was good for students, because it was done in class that day. Another parent thought homework was just needed and that it was necessary. One parent stated that if students mastered homework, it was to be under supervision. A different parent added that students did not understand what to do on homework. The last two parents did not want students to have homework, because those parents believed students had done plenty of schoolwork already, while at school that day.

Third Grade

Of the seven parents of Third Grade students who completed the Parent Survey, one (14.3%) was the parent of a male student and six (85.7%) were parents of female

students. Three parents (42.9%) were in the 20 to 30 years age range, one (14.3%) was in the 31 to 40 years age range, and three (42.9%) were between 41 and 50 years old. One of the Third-Grade students represented received special education services, and none were enrolled in the school's gifted program.

A question on the survey asked, "About how much time does your child spend on homework on weekday evenings?" One (14.3%) of the parents responded that their child spent about 0 to 30 minutes, three (42.9%) answered 30 to 60 minutes, one indicated that their child spent 60 to 90 minutes, and two (28.6%) said that their child spent 90 minutes or more on homework during weekdays. Another question asked about time spent on homework on weekends. On that question, six parents (85.7%) answered 0 to 30 minutes while one (14.3%) answered 30 to 60 minutes. When asked what was a reasonable amount of time for Third Grade students to spend on homework, two (28.6%) indicated 0 to 30 minutes, four (57.1%) chose 30 to 60 minutes, and one (14.3%) felt that 60 to 90 minutes of homework was reasonable. No one indicated that it was reasonable for Third-Grade students to spend more than 90 minutes on homework.

Another question on the survey asked, "To what extent do you understand why your child is required to do homework?" Five of the parents (71.4%) selected "Very often," one (14.3%) chose "Often," and one (14.3%) chose "Rarely." When asked how often their child's homework looked like busy work, as opposed to homework with a purpose, three of the parents (42.9%) selected "Rarely," three (42.9%) selected "Often," and one (14.3%) indicated it "Very often" looked like busy work. No one selected that their child's homework "Never" looked like busy work.

Parents were also asked for their perspectives on the amount of control they had in their child's homework. They were given several statements and asked to select all that applied. Two of the parents (28.6%) indicated that they should have a say-so on the amount of homework their child receives, and that number increased to six (85.7%) when it came to the assignment of extra homework. One parent (14.3%) believed that they should have the authority to excuse their child from homework when needed to do so.

When asked, "Can your child complete homework on their own without your help or supervision?", three parents (42.9%) responded "Not usually," three (42.9%) chose "Yes, usually," and one (14.3%) selected "Yes, always." None of the parents of Third Grade students chose the answer "Never."

Other questions on the survey solicited perspectives on students' unique needs or particular circumstances impacting their ability to finish homework. Responses indicated that some students needed to wind down after school, and multiple parents indicated that their child had responsibilities at home which left little time for homework. A parent of a child with special needs stated that homework should be minimal because homework interrupted family time and sports. In addition, some parents indicated that their child displayed signs of being easily frustrated, or that their child was easily distracted and unable to focus while doing homework. Most of the parents indicated that homework instructions were not always clearly written and that some homework assignments were too complex for their child to complete.

Another question on the survey dealt with organizational problems that impacted students' ability to complete homework. Parents' responses indicated that some students forgot books or materials at school, and some forgot to write the assignment in their

homework folder. Parents also stated that their child would sometimes do their homework but just forget to turn it in the next day at school.

As for how parents helped their child with homework, parents marked that they provided a quiet space, made sure that their child had access to necessary technology, and that they or another adult would help with the homework when they were available. Additionally, older siblings assisted with homework.

Another question on the survey asked about parental involvement in their child's homework. Parent responses indicated that they would check for complete homework and correct mistakes that their child had made. Parents also responded that they were, at times, unable to assist with their child's homework because the material was hard to understand. When asked what could be done to make homework less stressful for their child, the parents recommended that directions for homework needed to be more clear, and precise, and that students understood the homework taken home.

A final open-ended question on the survey solicited general beliefs about homework. In response, one parent stated that homework was good for students, because it helped them to better comprehend and grasp the material covered in class. Another expressed that homework helped students keep up to date on their classes, and that it prepared students for the next school day. A different parent believed that homework reinforced skills taught in class that school day. An additional parent believed that homework was essential to a child's development. In essence, third-grade parents believed that homework went over what was taught in the classroom that school day. Another parent believed that homework was a "refresher" of what was retained by the

student away from the teacher. Furthermore, a final parent's perspective believed that homework was necessary for a child's development.

Fourth Grade

Of the seven parents of Fourth Grade students who completed the Parent Survey, two (28.6%) were the parents of a male student and five (71.4%) were parents of female students. Three parents (42.9%) were in the 20 to 30 years age range, two (28.6%) were in the 31 to 40 years age range, and two (28.6%) were between 41 and 50 years old. One of the Fourth-Grade students represented received special education services, and none were enrolled in the school's gifted program.

A question on the survey asked, "About how much time does your child spend on homework on weekday evenings?" One (14.3%) of the parents responded that their child spent about 0 to 30 minutes, four (57.1%) answered 30 to 60 minutes, and two (28.6%) said that their child spent between 60 and 90 minutes on homework during weekdays. Another question asked about time spent on homework on weekends. On that question, three parents (42.9%) answered 0 to 30 minutes and four (57.1%) answered 30 to 60 minutes. When asked what was a reasonable amount of time for Fourth Grade students to spend on homework, six (85.7%) indicated 30 to 60 minutes, and one (14.3%) felt that 60 to 90 minutes of homework was reasonable. No one indicated that it was reasonable for Fourth Grade students to spend more than 90 minutes on homework.

Another question on the survey asked, "To what extent do you understand why your child is required to do homework?" Five of the parents (71.4%) selected "Very often" and two (28.6%) chose "Often," none of the parents selected the responses of "Rarely" or "Never." When asked how often their child's homework looked like busy

work, as opposed to homework with a purpose, three of the parents (42.9%) selected “Rarely,” three (42.9%) selected “Often,” and one (14.3%) indicated it “Very often” looked like busy work. No one selected that their child’s homework “Never” looked like busy work.

Parents were also asked for their perspectives on the amount of control they had in their child's homework. They were given several statements and asked to select all that applied. Three of the parents (42.9%) indicated that they should have a say-so on the amount of homework their child receives. The parents also stated that they should have a say-so when it came to assigning extra homework to their child. One parent (14.3%) believed that they should have the authority to excuse their child from homework when needed to do so.

When asked, “Can your child complete homework on their own without your help or supervision?”, two parents (28.6%) responded “Not usually,” four (57.1%) chose “Yes, usually,” and one (14.3%) selected “Yes, but they don’t want to.” None of the parents of Fourth Grade students chose the answers “Never” and “Yes, always.”

Other questions on the survey solicited perspectives on students’ unique needs or particular circumstances impacting their ability to finish homework. Responses indicated that some students needed to wind down after school, and some had responsibilities at home, which left little time for homework. In addition, some parents indicated that their child displayed signs of being easily frustrated, that their child was easily distracted and unable to focus while doing homework, or that their child did not like doing homework at all. Some of the parents indicated that homework instructions were not always clearly

written and that some homework assignments were too complex for their child to complete.

Another question on the survey dealt with organizational problems that impacted students' ability to complete homework. Parents' responses indicated that some students forgot books or materials at school, and others would sometimes do their homework, but just forget to turn it in the next day at school.

As for how parents helped their child with homework, parents marked that they provided a quiet space, made sure that their child had access to necessary technology, had a dictionary available, and that they or another adult would help with the homework when they were available. Additionally, older siblings assisted with homework.

Another question on the survey asked about parental involvement in their child's homework. Parent responses indicated that they would check for complete homework and correct mistakes that their child had made. Parents also responded that they were, at times, unable to assist with their child's homework, because the directions or material was hard to understand. When asked what could be done to make homework less stressful for their child, the parents recommended that directions for homework needed to be more clear, and precise, and that students understood what homework needed to be turned in the next day. Parents also requested tips on how to help their child with homework, and guidance as to how much homework help was appropriate.

A final open-ended question on the survey solicited general beliefs about homework. In response, one parent stated that homework was needed but felt the school district gave little. Another characterized homework as a tool that that reinforced skills that were learned in the classroom that day. On the other hand, one parent felt that

homework was useless when the student did not explain it. Finally, one parent took the opportunity to state that their child liked homework.

Summary of Parent Survey Analysis

Table 5 consolidates the responses of all parents of Second, Third, and Fourth Grade students who responded to the Parent Survey.

Table 5

Summary of Responses to Selected Questions in Parents Survey

Question	Grade	Responses			
		0 – 30 minutes	30 – 60 minutes	60 – 90 minutes	More than 90 minutes
Time spent on homework (weekdays)	2nd	42.9%	42.9%	14.3%	0%
	3rd	14.3%	42.9%	14.3%	28.6%
	4th	14.3%	57.1%	28.6%	0%
Time spent on homework (weekends)	2nd	71.4%	28.6%	0%	0%
	3rd	85.7%	14.3%	0%	0%
	4th	42.9%	57.1%	0%	0%
Reasonable time for homework	2nd	28.6%	71.4%	0%	0%
	3rd	28.6%	57.1%	14.3%	0%
	4th	0%	85.7%	14.3%	0%
Understand why homework required	2nd	28.6%	42.9%	28.6%	0%
	3rd	71.4%	14.3%	14.3%	0%
	4th	71.4%	28.6%	0%	0%
Homework looks like busy work	2nd	28.6%	0%	42.9%	0%
	3rd	14.3%	42.9%	42.9%	0%
	4th	14.3%	42.9%	42.9%	0%

Analysis of Teacher Surveys

As stated earlier, teachers heard excuses from students why homework was not completed and submitted. Teachers believed that students' excuses ranged from "the unexpected to the outrageous." Furthermore, some of the wildest declarations were true. Elementary teachers' perspectives about homework impacted why teachers assigned homework. In this mixed-methods research study, 13 elementary teachers completed a questionnaire about their perspectives on homework. The grade levels taught consisted of 4 (30.8%) 2nd-grade teachers, 5 (38.5%) 3rd-grade teachers, and 6 (46.2%) 4th-grade teachers. The teachers taught the following subjects: 10 classroom teachers, one reading interventionist, one special education teacher, and one instructional assistant. Of the 13 responses, 12 (92.3%) females, and one (7.7%) male. Number of years teachers taught: four (30.8%) 0 to 5 years, two (15.4%) 6 to 10 years, zero (0%) 11 to 15, two (15.4%) 16 to 20, two (15.4%) 21 to 25, and three (23.1%) 26 to 30.

Teachers answered how many nights a week homework was assigned Monday through Thursday, the 13 (2nd-4th) grade teachers responded as such: eight (61.5%) teachers marked homework was assigned four nights, four (30.8%) teachers replied that homework was assigned three nights, zero (0%) teachers responded that homework was assigned two nights and one (7.7%) teacher selected that one night for homework was assigned. Then, when the teacher grade-level answers were looked at each separate grade level, the results presented itself as such for 2nd grade: one night, zero (0%); two nights, zero (0%); three nights, one (7.7%); and four nights, two (15.4%). Whereas 3rd-grade teachers responded likewise, one through three nights, zero (0%) and all 3rd-grade teachers assigned homework four nights (30.8%) Monday through Thursday. However,

when 4th-grade teachers responded to how often homework was assigned, their answers differed from the other two grade levels. Three 4th-grade teachers (7.7%) marked three nights, zero (0%) marked one and two nights, and two (15.4%) marked four nights. While when it came to homework assigned on weekends and over school holidays, 11 teachers responded (84.6%); four 2nd grade, four 3rd grade, and three 4th grade teachers marked that homework was not given both on weekends and over school holidays. Moreover, only two (15.4%) 4th-grade teachers marked that they assigned homework over school holidays and weekends. Second, through 4th-grade, teachers expressed their input as to why homework was assigned. The 2nd-grade teachers' top two responses to "why" homework was assigned centered on the fact that homework was a skill practice and that homework taught student responsibility. Teachers responded to "why" and "how" effective is homework. The two areas were the top two reasons indicated on a rating scale. Based on a 1 to 10 rating scale, the top two ratings were eight and five, as to how effective homework played a part in the effectiveness of homework. Third-grade teachers explained why teachers assigned homework focused on skill and how homework checked for understanding. The teachers' perspectives about "how" homework ranked effective at an eight and ten on a 1 through 10 rating scale. At the same time, the 4th-grade teachers' top two perspectives were the same as the 3rd-grade teachers. However, the ratings did differ. Fourth-grade teachers ranked the effectiveness of homework at a nine and an eight, on the rating scale.

All 13 teachers talked about the percentages of students who turned homework in on time, and the results were as such: four students 30.8%, three students 23.1%, three students 23.1%, two students 15.4%, and one student 7.7%. The second through fourth-

grade teachers also addressed the number of students' percentages who rarely or never turned in homework. Teachers commented as to what attributed to students' problems for unfinished homework. The research looked at the responses from each teachers' grade level instead of all 13 teachers. Second-grade teachers marked the questionnaire as such: one teacher marked 70%, two teachers indicated 50%, and one teacher had 0% of their students who turned in homework on time. Then two teachers marked 50%, one teacher marked 30%, and one teacher marked (0%) that students rarely or never turned in homework. When asked why that was so, teachers attributed the problems with homework with lack of parent/family support, parents did not value homework, some students forgot to do homework, laziness, and how students lacked supervision at home to help with homework.

Four third-grade teachers indicated on their questionnaire how students turned in homework 90%, 80%, 70%, and 50% on time. Those teachers noted that 10%, 20%, 50%, and 30% rarely or never turned in homework. Based on the teachers' responses, students failed to turn in homework due to many played video games, students had to complete chores, some even participated in after school activities, a few students lacked parental guidance/support at home, and students also lacked an understanding of the homework assigned. Whereas five fourth-grade teachers specified on the teacher questionnaire that students turned in homework 90%, 80%, 80%, 70%, and 50% on time. The teachers' answers were almost identical to the other two grade levels when they responded to students who never or rarely turned in homework. One teacher marked 10%, two marked 20%, one marked 30%, and the last teacher marked 50%. Regarding why fourth-grade students failed to turn in homework and what contributed to the

problem, teachers stated that lack of parental support and assistance at home, students not motivated to do homework, and poor communication between parents and teachers.

Second-grade teachers stated the following approaches were effective in getting students to do homework: 1. Students were given treats at the end of week 2; Rewards, three. Students completed homework during recess, four. One teacher did not give homework. All four teachers marked that homework was only graded for completeness. Three teachers selected that homework was not a percentage of the student's quarter grade, and one teacher marked that homework was worth 5% of their students' quarter grades. All four 2nd-grade teachers marked that 0% of students earned Ds or Fs for quarter grades.

Furthermore, 0% of D and F students failed a course due to incomplete homework. Also, these teachers shared their beliefs about homework. The teachers' perspectives about homework extended from one teacher who did not assign homework to homework that reinforced lessons taught in the class, homework that improved reading skills, the importance of communication between parents and school, and how there was a need for households to do so value homework.

Third-grade teachers' responses differed a little from 2nd-grade teachers when asked about their strategies to get students to complete homework. Their responses where students should get: 1. Extra points for earned/incentives; 2. A reward/consequence system; and 3. A group discussion about the homework explored the next school day. However, three of the four teachers marked the same responses as the 2nd-grade teachers, which was homework was graded for completeness only.

Furthermore, one teacher gave number grades for homework. All four teachers' responses were quite different for what percentage homework was for the student's quarter grade. Some teachers could not check homework nightly, stating one teacher, but the teacher provided feedback the following day, and students had to correct mistakes. Two teachers stated that homework worth 10% of their student's grades per quarter.

Moreover, the last teacher marked that homework was not a percentage of the students' grades. In a typical quarter, the number of students who earned Ds and Fs in a particular quarter ranged from three to 10. Furthermore, of those Ds and Fs earned, one teacher marked that one student's grade was due to incompleteness, whereas another teacher marked that all 100% of the grades were due to incompleteness, and finally, two teachers marked that zero of the grades were due to incompleteness.

Third-grade teachers' perspectives about homework slightly differed from second-grade teachers. One teacher responded that homework was essential and that homework re-taught skills taught in the classroom earlier that day. Furthermore, how homework taught perseverance extended beyond school hours; however, another teacher provided a statement about how homework allowed students to practice skills at home with parents. However, one parent stated just as the previous two grade levels that homework showed a connection between school and home and that homework was essential to strengthen skills. Nevertheless, the last third-grade teacher mentioned a few similar ideas as the other teachers but added different perspectives such as: believed that 3rd- graders were independent and held responsible for completed homework, and that returned to school; students not challenged by homework to the point of frustration; and finally, students did not receive a grade, due to parents who participated in the completed assignment.

Fourth-grade teachers offered motivation, incentives, and tangible rewards when they strategized for returned homework. However, there was one strategy a fourth-grade teacher used that the other grade level teachers did not use. That teacher gave students certificates for completed homework. Also, a record/chart was on hand of completed student homework. Three of the five teachers graded homework for completeness only, with (0%) of the student's quarter grade was graded, and the fifth teacher gave several grades that were worth 25% of the students' grade. In a regular grading quarter for 4th-grade, two teachers stated that 10% of their students earned grades of D/F for a designated quarter. The average of two other teachers' students averaged about a four for students who received a grade of D/F for their quarter grade. Then the last 4th-grade teacher marked that 10-12 of their students earned D/F for a quarter grade. One teacher said that about 5% of her students earned D's/F's when it came to percentages of those students who had not completed homework. The other four teachers responded like this when it came to students' failed grades/percentages and homework not completed: one teacher responded that 10% of their students failed, another selected that 2%, and the last two 4th-grade teachers marked that 0% of their students failed due to incomplete homework.

Some of the fourth-grade teachers' perspectives about homework were somewhat like the other two grade levels. Nevertheless, one fourth-grade teacher spoke about teachers not controlling students' home lives—moreover, another one believed that homework included the entire family. The same teacher mentioned that homework should be meaningful and not just busy work.

Analysis of Teacher Interviews

Parent and teacher interviews were all coded manually. The researcher sought to find groups emerging from the similarities in the open codes. The paragraph titles specified the themes that emerged in the interviews. The themes were: parents' experiences with homework, teachers' perspectives, and increased student achievement.

Parents' Experiences with Homework

Frustration. Three parent participants shared in an interview what caused their child's homework frustration. The parents were frank about their perspectives of their child's frustration. Parent 1 stated that when their scholar is not confident in doing the work, the uncertainty makes them frustrated and unwilling to do the work. Parent 2 shared how the child and parent were frustrated by a math homework assignment. The participant said that their child typically feels frustrated when he is working on a math problem. "There was a time when we both did not know the answer to the question." The student was frustrated that he did not know how to work the problem, and the parent was frustrated that they could not help him. Parent 5 indicated the same experience while her child attempted to complete a math homework assignment. "He is frustrated because he is not able to complete his math homework."

Likewise, six (28.6%) 2nd-grade parents checked on the parent questionnaire that homework frustrated their child quickly. Whereas, three 3rd-grade and one (4.8%) 4th-grade parents marked on the parent questionnaire that homework frustrated their children quickly, as well.

A Decrease in Family Time. Three parent participants addressed how homework interfered with family time. Parent 2 preferred for their child not to have weekend or holiday homework. "Those days are family time and are meant for fun, family bonding

activities. They have homework throughout the week, and school year, so they need some type of break.” Another parent commented on their opinion around homework weekends and holidays. Parent 3 indicated that they do not like weekend homework since it interferes with family time because it is just the weekend. Parent 5 stated that holiday vacation homework is hard on their child and our family. “Our focus should be enjoying quality time with the family versus checking schoolwork.”

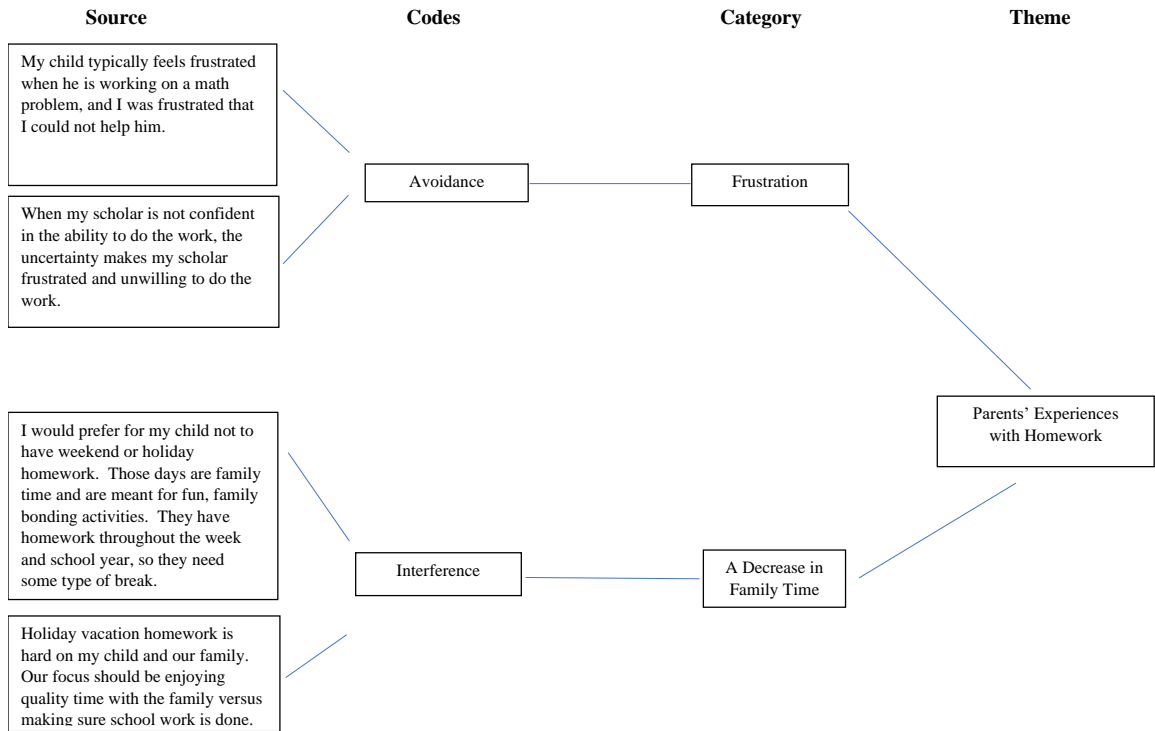
Advocacy. Two parents spoke to how much control parents might have over homework. Parent 1 said that the parent's input should be heard and considered. They felt that some teachers provide excessive homework. Parent 4 believes this is the only time when parents must step in and advocate/question the purpose for the excess.

Modeling. Two parents hoped to model for their children. Parent 2 stated that teachers can send home a PowerPoint of what they went over that week so parents can give students additional help. Parent 3 suggested that teachers should make sure directions are clear, and they can tell you what they are supposed to do before leaving class.

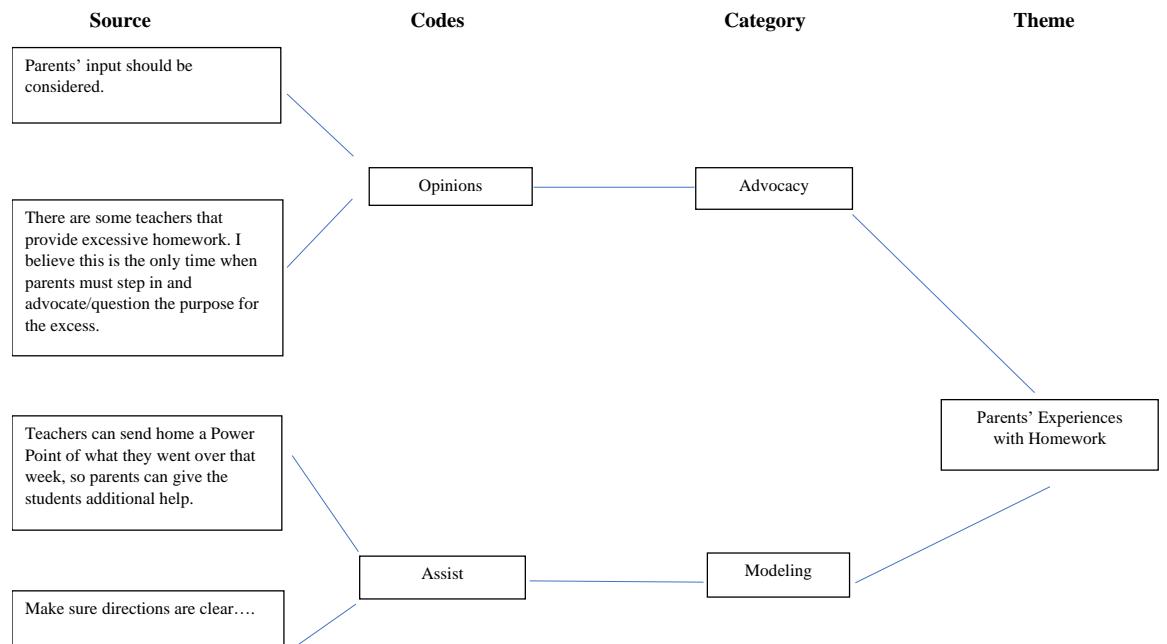
Also, four (19.0%) 2nd-grade parents and four (19.0%) 4th-grade parents marked on the parent questionnaire that teachers should give more precise direction to students about homework. All seven (33.3%) third-grade parents marked how teachers should give more precise directions on the parent questionnaire.

Figure 12

Theme 1: Parents' Experiences with Homework



Continuation/Theme 1: Parents' Experiences with Homework



Teachers Perspectives on Homework

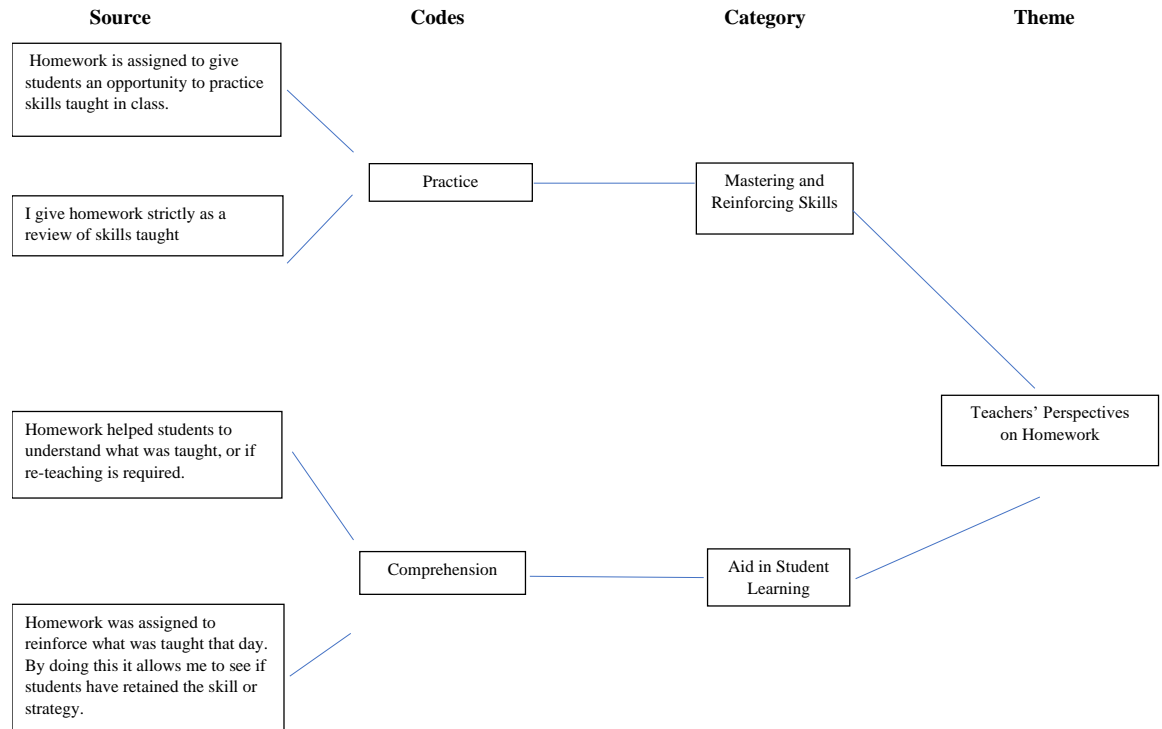
Mastering and Reinforcing Skills. This theme captured why teachers assigned homework. Two 2nd-grade teachers responded as follows: Teacher 1 stated that homework allows students to practice skills taught in class. Teacher 2 responded with, "I give homework strictly as a review of skills taught." Teacher 4 said that homework was for mastering a specific or series of skills to be applied to actual events.

Aids in Student Learning. A 2nd-grade teacher (teacher 3) stated that homework helped students understand the skills taught or if re-teaching is required. The 3rd-grade teacher said, "Homework was assigned to reinforce skills taught that day." Teacher 5 said that doing this allows the teacher to see if students have retained the skill or strategy.

Furthermore, three (23.1%) 2nd-grade teachers, four (30.8%) 3rd-grade teachers, and five (38.5%) 4th-grade teachers marked on the teacher questionnaire why teachers assigned homework for the practice of a skill. Whereas one (7.7%) 2nd-grade teacher, three (23.1%) 3rd and 4th-grade teachers marked on the teachers' questionnaire that homework was assigned to check for understanding/comprehension.

Figure 13

Theme 2: Teachers' Perspectives on Homework



Involved Parents. This theme captured participants' perspectives about homework. The word "assist" was common in at least four out of five responses centered on parents' involvement in homework. Parent 1 said they mainly assist their scholar with reading and math, and how it allows the scholar to try or ask for help before the parent helps. This parent also asks questions about the work leading up to the assignment. Parent 2 tries to help their child with as much homework as they can. The parent also checks to see if he has homework, and they also assist with the homework. Parent 3 stated they assisted when their children have questions and double-checked the completed work, making sure their children completed the homework neatly and thoroughly. Parent 5 tries to assist if they can by searching the internet for any assistance.

Two 2nd, three 3rd, and four 4th-grade parents responded on their questionnaire that they were involved in their child's homework by checking homework. However, two 2nd, one 3rd, and two 4th-grade parents selected that they were not involved in homework because they did not understand the directions. Moreover, three selected the option on the questionnaire that they did correct their child's mistakes on homework.

Teachers welcomed parents' help with homework, but from a different viewpoint. Teacher 1 suggested that parents should monitor their child completing homework and then check over the homework. Teacher 2 responded that parental involvement with homework is on an as-needed basis for guidance. Teacher 3 said, "I expect parents to help with homework." Teacher 4 stated, "They loved for every parent to be involved in every aspect of their child's education/learning." Teacher 6 said, "I expected parents to participate at least 10% of the time when homework went home with students." Even if the homework was a project, the expectation was still student-centered.

Second-grade teachers explained that homework was an extension to what teachers taught in the classroom. Another 2nd-grade teacher described it as an opportunity to practice skills taught in the class. Nevertheless, another 2nd-grade teacher said, "Homework was strictly a review of skills taught."

On the other hand, two 3rd-grade teachers (Teachers 4 and 5) shared that they assigned homework because it allows them to see if students have retained the skill or strategy. The other third-grade teacher said, "Homework was mastering a specific or series of skills that when applied to real events."

Fourth-grade teachers' (Teacher 6 and 7) views on why they assigned homework were somewhat different from the other grade levels. Teacher 6 mentioned that

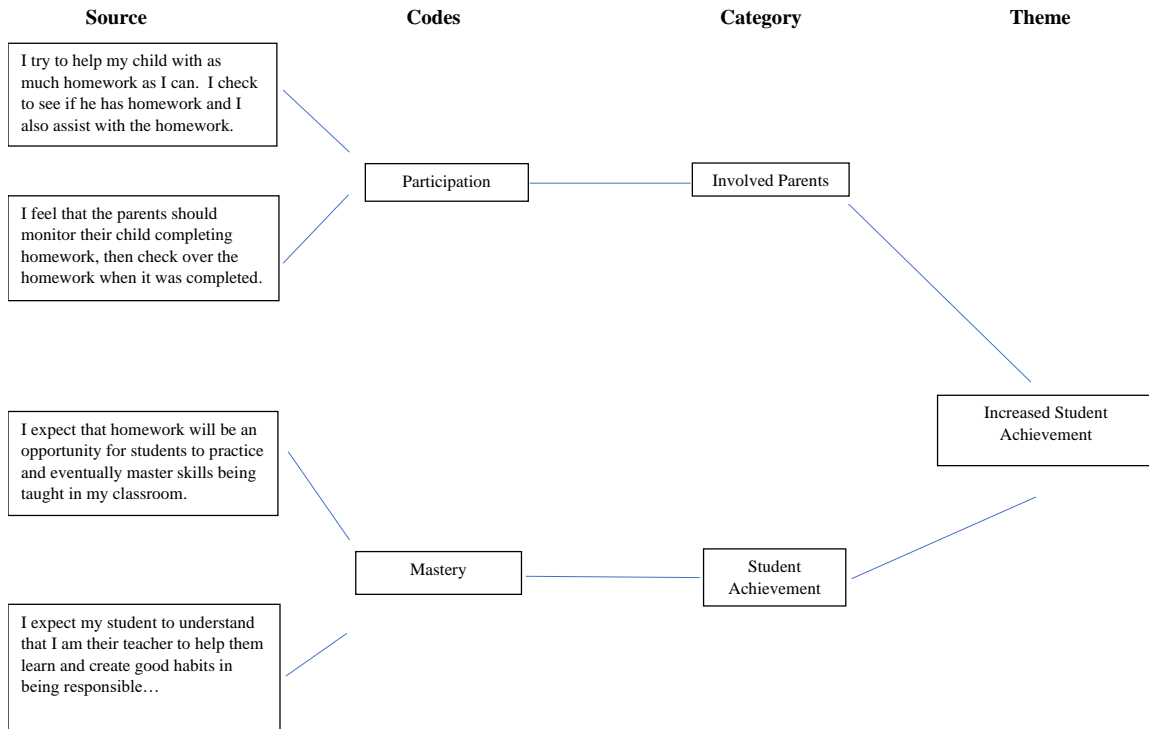
homework was individualized to fit the students' academic level. Teacher 7 went on to say that different students took home different sets of homework.

In the end, some teachers noted that students were successful with homework if homework was something the students felt confident doing. One teacher simply put it as the quality of homework, instead of the quantity assigned. Further suggestions were that students' interests needed to add to assigned homework.

Student Achievement. This theme spoke to what teachers expected students to gain by doing homework. A 2nd-grade teacher (Teacher 2) said, "I expect my student to understand that I am their teacher to help them to learn. In addition, another 2nd-grade teacher (Teacher 1) said, "I expect students to gain another opportunity to practice skills taught in class." One 4th- grade parent responded on their questionnaire that they believed that homework might increase students' academics.

Figure 14

Theme 3: Increased Student Achievement



Summary

The purpose of this mixed-methods research study was to identify perceptions of parents and teachers of Second Grade, Third Grade, and Fourth Grade students regarding homework. Chapter Four provided a description of the data collection, data analysis, and results of the research. Data were analyzed and measured by Likert-scale perception questionnaires. Interviews revealed codes and themes that connected with the research questions. The research sought to identify beliefs about the relationship between homework and student achievement.

The population of this research included: twenty-one parents who participated in the Likert-scale perception questionnaires. All three grade levels were represented, with seven (33.3%) parents' participant demographics for each grade. The ages of the parent

participants were mixed. The 13 parent participants who responded were between the ages of 20 and 30, and responded with 33.3% participation; ages 31 to 40 responded with 38.1%, ages 41 to 50 responded with 28.6%. Moreover, 0% of parents responded between ages 51 to 60 and 61 to 70. Likert-scale perception questionnaires measured thirteen 2nd, 3rd, and 4th-grade teacher perceptions of homework. The teacher participants were elementary classroom teachers, a reading interventionist, a special education, and an instructional assistant. The number of years for teaching experience within the 13 teachers were 0 to 5 years 30.8%, 6 to 10 years 15.4%, 11 to 15 years 0%, 16 to 20 years 15.4%, 21 to 25 years 15.4%, and 26 to 30 years 23.1%. Teacher participants interviewed for the research were from all three grade levels.

The following hypotheses and research questions guided the research:

Hypotheses

H1: There is a correlation between the parent and teacher perceptions of homework, measured by Likert-scale perception questionnaires, and whether the students struggle academically, measured by reading and mathematics benchmarking.

H₀2: There is no difference in students' academic progress based on the frequency with which they complete their homework.

Research Questions

Research Question 1 (RQ1): What are the parents' perceptions of second, third, and fourth-grade students regarding homework?

Research Question 2 (RQ2): What are the perceptions of second, third, and fourth-grade teachers regarding homework?

Research Question 3 (RQ3): What are the connections between homework and student achievement?

Data analysis in this research produced three major themes that guided meaning in the data collected. The first theme that developed was Parents' Experiences with Homework. This theme was created from the codes of avoidance and interference, which then created the categories of frustration and a decrease in family time. The second theme that developed was Teachers' Perspectives on Homework. This theme was created from the codes of practice and comprehension, which then created the categories of mastering and reinforcing skills and aid in student learning. The third theme that developed was Increased Student Achievement. This theme was created from the codes of participation and mastery, which then created the categories of involved parents and student achievement.

There were several limitations to this research. This mixed-methods research study was limited to researching parents' and teachers' beliefs regarding homework for elementary students from an urban mid-western school district. Possible minimal variables included: (a) age of parent(s) (b) parental involvement, (c) value placed on homework, (d) number of children in the household, and (e) parent(s) level of education. All measures were taken to prevent the researcher's expertise from causing bias in this research. The researcher had 23 years of school counseling experience, three years as a reading specialist, and 13 years of classroom teaching experience.

This chapter provided the results of this research. Chapter Five will provide a summary, conclusion, and recommendations for this research. The final chapter will also address the research limitations and recommendations for future research.

Chapter Five: Discussion

Summary of Study

The purpose of this mixed-methods research study was to identify perceptions of parents and teachers of grades two, three, and four regarding homework. Data were analyzed and measured by Likert-scale perception questionnaires. Interviews revealed codes and themes that connected with the research questions. The research sought to identify beliefs about the relationship between homework and student achievement. Suskind (2012) mentioned that research consistently showed that homework had only a slight effect on educational achievement. The results have been a factor why there appeared to be a difference in perceptions about homework. Parents often perceived that homework interfered with family events and activities, as Coutts (2004) stated. Additionally, this research project provided parents with strategies that assisted them with helping their children with homework.

Statement of the Problem

Parents' and teachers' perspectives of homework for elementary students had some similarities and some differences. According to Vatterott (2009), arguments about homework dated back over 100 years ago. As of this writing, the beliefs for and against homework have not changed drastically from 100 years ago. Some school districts stopped homework during the 1930s and 1940s, and others eliminated homework for grades K–6. In comparison, other school districts had not begun homework conversations on policies for grades K-3. Homework that required students to complete two to three hours each night often caused families not to have their children attend school often

(Kralovec & Buell, 2000). By the 20th Century, the pendulum swung towards the anti-homework movement side of the debate.

The value of drill, memorization, and recitation for homework came under attack (Kralovec & Buell, 2000). Pediatricians began to speak out about the well-being of children. Doctors voiced their concerns about the effect of homework on school-age children. Some doctors even thought that the children benefited more from fresh air, sunshine, and exercise and accepted the perception that homework could interfere. By the 1980s, the pendulum swung back to pro-homework, yet again, continuing into the 1990s.

The population of this study included 21 parents who participated in the Likert-scale perception questionnaires. All three grade levels were represented, with seven (33.3%) parent participants from each grade. The ages of the parent participants were mixed. The 21 parent participants who responded were between the ages 20 and 30 (33.3%), 31 and 40 (38.1%), and 41 and 50 (28.6%). Likert-scale perception questionnaires also measured thirteen 2nd, 3rd, and 4th-grade teachers' perceptions of homework. The teacher participants were elementary classroom teachers, a reading interventionist, a special education, and an instructional assistant. The number of years for teaching experience within the 13 teachers were 0 to 5 years (30.8%), 6 to 10 years (15.4%), 16 to 20 years (15.4%), 21 to 25 years (15.4%), and 26 to 30 years (23.1%). Participants interviewed for the research were from the three grade levels. The parent and teacher interviews were coded manually and reviewed for developed themes. Teachers collected secondary data from second, third, and fourth-grade students.

This chapter summarizes three main themes and findings that developed the body of knowledge in this study. The researcher will highlight a discussion on the triangulation

of the results. The chapter will conclude with personal reflections, strategies to assist parents with homework, and recommendations for future research. The following research questions guided this study:

RQ1: What are the parents' perceptions of second, third, and fourth-grade students regarding homework?

Themes Resulting from the Data Analysis

Theme 1: Parents' Experiences with Homework.

This theme emerged and is related to 2nd, 3rd, and 4th-grade parents' perspectives about homework. The theme developed through codes of avoidance, interference, opinions, and assistance. The codes were frustration, a decrease in family time, advocacy, and modeling. The findings suggest that parents' beliefs about homework were both undesirable and desirable.

The undesirable findings were consistent with other research on the topic. Parents, experts, teachers, and students talked about their beliefs in a book titled, *The Case Against Homework* (Bennett and Kalish 2006).

The parents in this study who reflected undesirable perceptions regarding homework in the Likert-scale questionnaires acknowledged that homework caused avoidance, frustration, interference, and decreased family time. Parents stated that when their children were not confident in doing the work, the uncertainty made them feel frustrated. The children avoided homework and became unwilling to do the work. Weekends and holidays are for family time. The focus should be on enjoying quality time with the family versus making sure school work is complete. According to Kohn (2006), parents reported that homework is imposing on family time. Kohn's (2007) article

"Rethinking Homework" reported that parents wept about the influence of homework on their relationship with their children. Kohn noted that parents across the world poured out their frustration about homework. Night after night, power struggles in homes occurred over homework between students and their parents (Vatterott, 2009). Whereas other authors stated that homework took up a great deal of time, caused distress, frustration, and conflict in families, which resulted in fights over homework (Murray et al., 2006).

The parents in this study who reflected desirable perceptions regarding homework in the Likert-scale questionnaires highlighted their opinions, assistance with homework, advocacy, and modeling how to complete homework in a positive way for their children. Some parents looked for strategies to help their children with homework. Vatterott (2009) stated that by the 1980s, the pro-homework perceptions focused on creating strategies for getting students to complete homework. Parents wanted to assist their children with homework in some way. It was one parent's opinion for teachers to send home a power-point of skills/lessons taught in class so that the parent would assist and model how to do the homework correctly. Based on the parents' top three suggestions on their questionnaire, they gave the following when homework came home: (1) the assurance that homework went home with clear directions; (2) parents requested tips as to how much homework they were permitted to help with; and (3) parents wanted teachers to ensure that students knew about their homework before they left school.

Theme 2: Teachers' Experiences with Homework.

The second theme that emerged from the data dealt with the experiences regarding homework of the teachers involved with the study. The following codes were captured from their written and verbal responses: practice and comprehension, mastering

and reinforcing skills, and teachers' aid in student learning. The study findings suggest that second through fourth-grade teachers expressed their input as to why homework was assigned. Teachers in all three grade levels were consistent in their responses as to "why" homework was assigned. Those reasons centered on the fact that homework was the practice of a skill and that homework taught student responsibility. The study's findings align with Simplicio (2005), which described homework as a period set aside to put a plan in place to expand learning skills and support information that the student gained while in the classroom.

Theme 3: Increased Student Achievement.

This theme emerged from written and verbal responses from both the parent and teacher participants, as well as from the analysis of the quantitative data. The codes that assisted in the development of this theme were participation and mastery. The codes involved parents and student achievement. Cunha (et al. 2015) reported that parental involvement in homework had equally positive and negative attributes. The study's findings aligned with parents' responses on the Likert-scale perception questionnaires. Parents spoke about how involved they had been in their child's homework, impacting the academic achievement of their children. From the teachers' perspectives, the primary reasons for their assigning homework had to do with fostering academic achievement of their students.

The analysis of the quantitative data revealed mixed results. Of the six analyses performed on the data, two revealed strong evidence that the rate at which students completed their homework was positively related to their academic performance. This was the case for 2nd Grade ELA ($p = .002$) and 3rd Grade Mathematics ($p = .004$).

However, another two analyses revealed only moderate evidence of the positive effect of homework completion. This was the case for 2nd Grade Mathematics ($p = .057$) and 4th Grade Mathematics ($p = .090$). Furthermore, the final two analyses showed no evidence of increased academic achievement for students who regularly completed their homework. These involved 3rd Grade ELA ($p = .101$) and 4th Grade ELA ($p = .285$). Such results are hardly definitive, and they reflect what is found elsewhere in the literature on the topic. In the end, the findings of this study aligned with Suskind (2012), who said, "Research constantly showed that homework had a small effect on student learning achievement" (p. 2).

Data Triangulation

Fusch et al. (2018) stated that triangulation, using multiple data sources, helps promote social change and reduce bias. It also allows the researcher to gain a clearer picture of the reached data saturation. Anney (2015) stated that triangulation examines the honesty of the participants' responses. The researcher investigated the 2nd, 3rd, and 4th-grade parents' and teachers' beliefs about homework and the connections between homework and student achievement. The data from the two sources, Likert-scale perception questionnaires, and one-on-one interviews, was gained. Triangulation of these data sources helped to enhance the quality of the data collected.

Data triangulation addressed and processed the multiple data sources about parents', teachers' perspectives about homework and benchmarking data for ELA and Mathematics. The data sources selected for this study focused on providing perspectives of parents and teachers and benchmarking information.

Data from both sources were coded and categorized separately, then the codes and categories were combined. Codes were created by looking at the data and recognizing words or phrases repeated, creating primary codes and categories. The themes were generated from the combined analysis of both data sources from the categories created by the initial codes and analyzed and answered the research questions. This process allowed the intersection of the findings from all sources of data used in this study. By combining the data from all data sources, the researcher gained the participants' perspectives more accurately.

Personal Reflections

Upon reflecting on the data, parent and teacher perspectives on homework do differ. As a former classroom teacher who taught grades one, three, and four from the 1980s to the 1990s, I now realize I may not have assigned homework to students based on current research data. Neither was I knowledgeable about the subject matter. When looking back, homework was assigned at higher-level thinking skills in other subjects, but not when assigning homework. When considering personal perspectives on homework, I would like to reference a couple of suggestions I might do differently now:

- **Avoid assigning homework at the end of the school day.** Waiting until the end of class to assign homework fails to allow students to ask questions, and enough time is not allowed for explanations from the teacher. Students need time to ask questions about the homework if further clarification is needed. As has been stated by Nuzum (1998) and Tavares (1998), homework can send a misinformed message to students as an afterthought when assigned at the end of a school day.

- **Refrain from assigning homework as punishment.** The researcher agrees with researchers who stated that homework is not punishment. The practice of assigning homework as punishment can cause students to think homework is harmful. Instead, homework should be thought-provoking with a purpose that increases growth in learning (Silvis, 2001; Plato, 2000; O'Rourke-Ferrara, 1998; Paulu, 1998; Tavares, 1998; Cooper, 1994a; Davis et al., n.d.; West Allegheny School District, n.d.)
- **Homework assignments.** Busywork – defined by Vatterott (2009) as tasks that do not seem to involve thinking as busywork. Researchers talked about when students fill in blanks on worksheets as busywork. More challenging homework allows students to use higher-level thinking skills instead of filling in blanks. Multiple researchers (Bluestein, 2006b; Moorman & Haller, 2006c; O'Rourke-Ferrara, 1998) stated this requirement would challenge students to draw conclusions, analyze, evaluate, and make comparisons.
- **Homework differentiation is possible.** Researchers believe that it is possible to differentiate homework. These researchers believe that when homework is differentiated, it may increase student success. Moorman and Haller (2006c) stated that all 30 children in the same classroom should not be assigned the same homework assignment. Usually, this homework strategy is a one-size-fits-all, and usually, the technique is not effective in helping students master skills taught in the classroom. This practice does not necessarily mean teachers should create a new assignment each night for each student. Instead, teachers should assign different academic levels for homework and assignment types, especially for

those students who may not benefit from the given assignment (Bluestein, 2006b; Kohn, 2006b; Dierson, 2000; Wood, 2000; West Allegheny School District, n.d.).

- **Assigning the same type of homework nightly versus a variety.**

According to researchers, teachers should avoid assigning the same type of homework nightly throughout the entire school year. Students might become bored with homework when there is no variety in assigning homework. However, homework assignments might not be necessary for all students. Therefore, multiple authors (Horowitz 2005; Brewster & Fager, 2000; Paulu, 1998; West Allegheny School District, n.d.) cited that homework assignments should be that of a mixed approach. There is a possibility that this approach may increase the chances of students enjoying some homework.

Suggestions from Researchers for Teachers Assigning Homework

Researchers suggested that teachers consider following a few of the mentioned suggestions when assigning homework to students. Below are a couple of responses that highlight some of the parent beliefs about homework on the Likert-scale perception questionnaires and one-on-one interviews:

- **Assigned homework should have a clear purpose.** It has been agreed among researchers that homework assignments should be clear for all students, regardless of academic ability. Researchers (Northwest Regional Educational Laboratory, 2005; Shellard & Turner, 2004; Brewster & Fager, 2000; Chaika, 2000b; Nuzum, 1998; Paul, 1998; Doyle & Barber, 1990; West Allegheny School District, n.d.) stressed that for students to gain knowledge from homework, there must first be

an understanding of what is necessary to learn, and how learning outcomes are getting accomplished.

- **Expectations should be communicated to students and parents**

Homework should have expectations. Communication to parents and students about homework expectations should occur at the beginning of the school year.

Teachers must communicate the amount of homework that will be assigned, when homework will be collected, the connection between homework and student progress, the consequences for late or incomplete homework, and how parents can best support their children in completing homework (Horowitz, 2005; Brewster & Fager, 2000; Marzano et al., 2000; Nuzum, 1998; Paulu, 1998; Monona Grove School District, n.d.).

- **Make sure homework assignments correspond to the classroom curriculum.**

Teachers should be knowledgeable of their students' skill levels. So, there should be a connection to what students are learning in the classroom and how classroom skills extend home. (Plato, 2000; Paulu, 1998; Tavares, 1998; Cooper, 1994a; Davis et al., n.d.).

- **How much homework is enough for students?** The assignment of homework

should be appropriate for students' age levels. In addition, homework should not interfere with family time. Teachers should consider their students' home situations (Marzano & Pickering, 2007; Hancock, 2001; Davis et al., n.d.).

Furthermore, teachers should give thought to the amount of time spent completing homework. If parents report that it takes their child too long to complete

homework, this may indicate that more instruction from the teacher may be needed (Bluestein, 2006b; Paul, 1998).

- **Parental involvement.** According to various researchers, parents should not be asked or required to play a significant role in homework. As an alternative, parents should monitor homework for its completion, answer clear-cut questions, provide feedback to students, and provide a quiet place for students to complete homework (Northwest Regional Educational Laboratory, 2005; Walker et al., 2004; Paul, 1998; Cooper, 1994a). When teachers want parents to be involved in their child's homework, teachers should communicate clear expectations for parents' involvement in homework (Brewster, C., & Fager, J., 2000). Furthermore, make sure that the expectations are realistic and attainable for parents' skills and time schedules (Battle-Bailey, 2003; Silvis, 2001; Brewster & Fager, 2000).

Recommendations for Future Research

The researcher's recommendations are suggestions based on parents' and teachers' data from this study. Interference with family time, excessive amounts of homework, and the purpose of homework should be considered by teachers when assigning homework. Researchers believe that parents should be slightly involved in their child's homework and not excessively involved. Avoid stressing parents and students when assigning homework. Upon completing the study, the researcher considered some of the researchers' suggestions for future research on homework. A few ideas are summarized accordingly.

Researchers suggested that having homework helplines incline to help students. Students may benefit from this recommendation who have forgotten homework assignments at school and students who were probably absent from school due to illness. Grade level teachers will need to record brief homework messages for homework assignments. Students and parents will have access to the homework helpline any time of the day (Glazer & Williams, 2001). Research investigating the utilization and effectiveness of this strategy could be beneficial in offering a more informed view of the elusive homework / achievement connection.

Another recommendation will center on after-school homework. After-school homework centers provide students with positive environments for completing homework. The centers will need to have certified staff, resources and allow students to improve their study habits. This kind of center will assist in removing negative relationships between parents and students (Kralovec & Buell, 2001; Sharp, 2001). Homework websites are another recommendation. (Chaika, 2000b) acknowledged it would be beneficial for schools to develop of list of websites to help students with several subjects. The designs of the websites will be beneficial for different difficulties and grade levels. In addition, many schools might consider seeking high school or college students to tutor elementary students (Paulu, 1998). All of these strategies would provide other avenues for research, and studies investigating their effects on student achievement could add significantly to the literature.

One last recommendation of a strategy to investigate involves peer support groups. This support group can be used with students in different grade levels to

complete homework. This group may team students up with other students to work on homework at a designated time of the school day.

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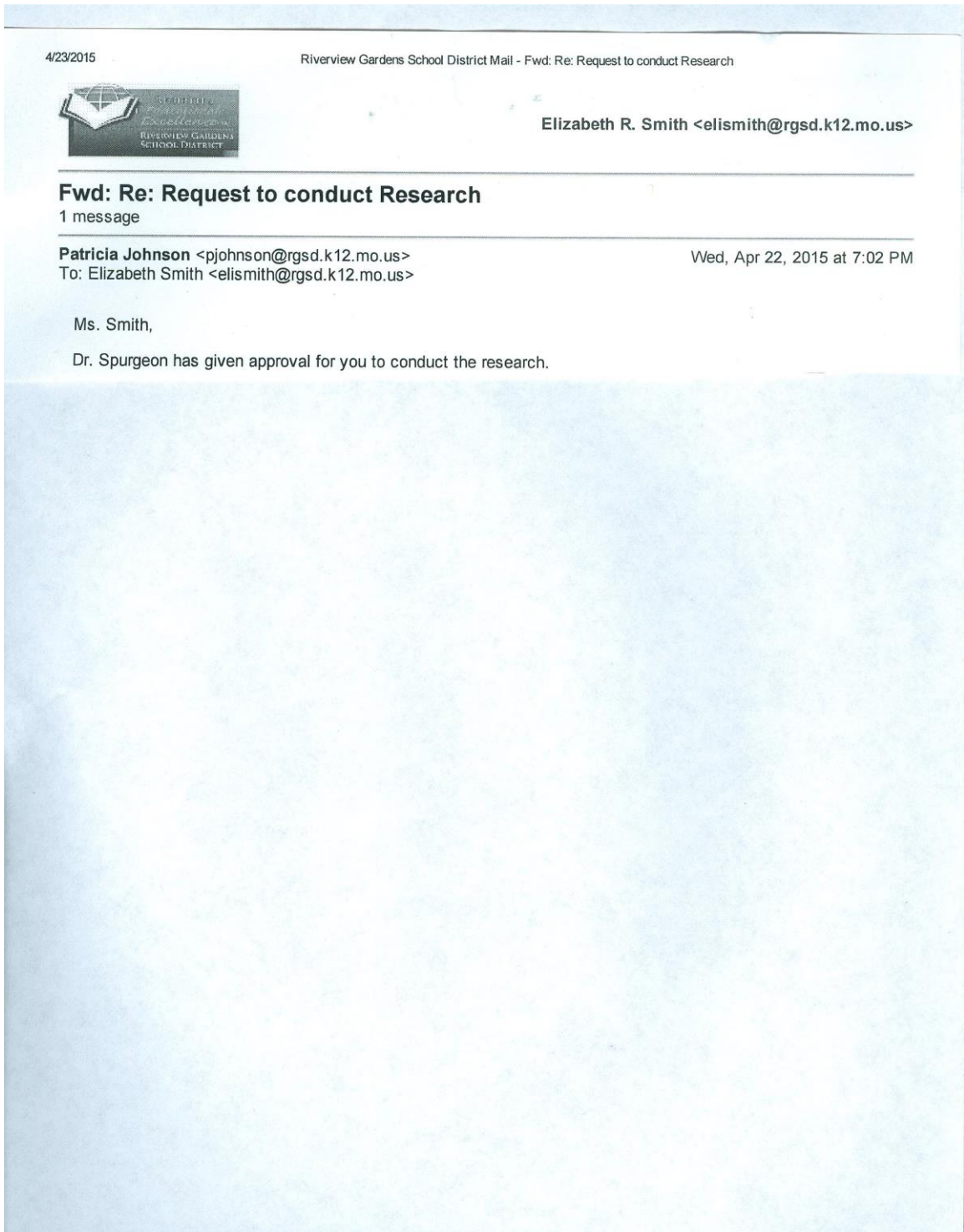
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Appendix A

Site Authorization Email



Appendix B

Teachers Likert-Scale Questions

I've invited you to fill out a form:

[Teachers: Research Study of Parents', and Teachers' Beliefs Regarding Homework for Elementary Students](#)

By continuing the questionnaire, you are giving consent to volunteer your participation. The aim of this web-based questionnaire is to gain additional information about homework practices in your classroom, and to find out your beliefs about homework. Your students' parents will participate too by completing a questionnaire. Thanks for your participation!

Grade level taught *

- 2nd Grade
- 3rd Grade
- 4th Grade

Subject(s) taught *

- Classroom teacher
- Reading interventionist
- Special education
- Instructional assistant

Gender *

- Male
- Female

How many years of teaching experiences do you have? *

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- Other:

How many nights a week do you assign homework? *(Monday through Thursday) *

1 2 3 4

-

Do you assign homework on weekends, and over school vacation? *

Why do you assign homework? *(Check all that apply)

- for practice of a skill
- to check for understanding
- to prepare students for the next day's lesson
- to teach students responsibility
- other instructional reason *(Please list _____)
- because I feel pressure from other teachers
- because I feel pressure from the administration
- because it is school policy
- because I feel pressure from parents
- other non-instructional reasons *(Please list _____)

How effective is homework in reaching the goals listed above? *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What percentage of your students turn in homework assignments on time? *

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

What percentage of your students rarely or never turn in homework? *

For those students who consistently fail to turn in homework, to what do you attribute the problem? *

What strategies do you find effective in getting students to do their homework? *

Do you grade homework? If so, how? *

- Number grades
- Letter grades
- For completeness only

If you grade homework, what percentage is it of the student's quarter grade? *

In a typical quarter, approximately how many of your students earn D's or F's for their quarter grade? *

Of those D and F students, what percentages of them fail primarily due to incomplete homework? *

What are your beliefs about homework? *

If you are willing to participate in a face-to-face interview, please contact me at elismith4210@gmail.com *

- Option 1

Thanks for your participation!

- Option 1

Appendix C**Parents Likert-Scale Questions**

I've invited you to fill out a form:

[Research Study of Parents', and Teachers' Beliefs Regarding Homework for Elementary Students](#)

By continuing the questionnaire, you are giving consent to volunteer your participation. The aim of this web-based questionnaire is to gain additional information about homework practices in your child's school, and to find out your beliefs about homework. You child's teacher will also complete a questionnaire. Please do not put your name on this questionnaire. Thanks for your participation!

What is your child's grade level? *

- Grade 2
- Grade 3
- Grade 4

What is your child's gender? *

- Male
- Female

What is your age? *

- 20-30
- 31-40
- 41-50
- 51-60
- 61-70

Check all that apply to your child *

- My child gets frustrated easily
- My child is bothered by many distractions
- My child is unable to focus
- My child does not like doing homework
- Homework instructions are not always clear
- Sometimes the homework assignment is too hard
- Other:

What is your gender? *

- Male
- Female

Does your child receive special education services? *

What is your child's grade level? *

- Grade 2
- Grade 3
- Grade 4

What is your child's gender? *

- Male
- Female

What is your age? *

- 20-30
- 31-40
- 41-50
- 51-60
- 61-70

Check all that apply to your child *

- My child gets frustrated easily
- My child is bothered by many distractions
- My child is unable to focus
- My child does not like doing homework
- Homework instructions are not always clear
- Sometimes the homework assignment is too hard
- Other:

What is your gender? *

- Male
- Female

Does your child receive special education services? *

Is your child in the gifted program at Moline School? *

- Yes
- No

About how much time does your child spend on homework on weekday evenings? *

- I should have the right to excuse my child from homework when I feel it is needed
- Other:

How often do you understand the value of your child's homework assignment(s)? *

- Always understand the value
- Often understand the value
- Rarely understand the value
- Never understand the value

How often does the homework look like busy work? *

- Very Often
- Often
- Rarely
- Never

Can your child complete homework on their own without your help or supervision? *

- Yes, but they don't want to
- Yes, usually
- Yes, always
- Not usually
- Never

Does your child's special needs or special circumstances impact their ability to complete homework? *Mark all that apply to your child *

- My child takes medication at school which has worn off before homework is done
- My child needs a lot of "downtime" to relax after a hard school day
- My child has many responsibilities at home that leave little time for homework
- My child is involved in many outside activities that leave little time for homework
- My child spends little time at home on weekdays due to extended day care, babysitters, or visitation with non-custodial parents
- Other:

Check all that apply *

- My child gets frustrated easily
- My child is bothered by many distractions
- My child is unable to focus
- My child does not like doing homework
- Homework instructions are not always clear
- Sometimes the homework assignment is too hard
- Other:

Does your child have organizational problems with homework? *Check all that apply *

- They can't figure out what is school work or homework
- They forget to write the assignment down in their folder
- They forget to bring home books or materials
- They complete homework but forget to turn in or lose track of it
- Other:

How do you help your child in doing homework? *Check all that apply *

- A quiet place for them to work
- Dictionary
- Assistance from another sibling
- Internet access
- An adult with time to help

How involved are you in your child's homework? Please check all statements that apply to you *

What can teachers do to make homework better and less nerve-racking for your child? *Check all that you agree with *

- Do not require students to do homework at all
- Make homework for extra credit
- Make sure homework goes home with clear directions
- Make sure the child has an understanding of what is required to do for homework
- Give clearer instructions to students about homework

- Set time limits for the child to work on each assignment
- Give students more than one day to complete assignments
- Let parents know how homework is graded
- Give parents tips on how they can help with homework and how much to help with

What are your beliefs about homework? *



If you are willing to participate in a face-to-face interview, please contact me at elismith4210@gmail.com

- Option 1

Thanks for your participation!

-
- Option 1
- Option 1

Submit

Appendix D

Permission to Use Questionnaires

6/17/2015

Riverview Gardens School District Mail - RE: Dr. Cathy Vatterott: Request



Elizabeth R. Smith <elismith@rgsd.k12.mo.us>

RE: Dr. Cathy Vatterott: Request

3 messages

Vatterott, Cathy <vatterott@umsl.edu>
 To: Elizabeth Smith <elismith@rgsd.k12.mo.us>

Mon, Mar 9, 2015 at 8:04 AM

yes, you may use the surveys. The book is available used on Amazon. You should be able to get it for \$3-4.

Dr. Cathy Vatterott
 Professor of Education
 369 Marillac Hall
 UM-St. Louis
 (314) 516-5863
 (314) 516-5942

From: Elizabeth Smith [elismith@rgsd.k12.mo.us]
 Sent: Sunday, March 08, 2015 8:40 PM
 To: cathy@homeworklady.com
 Subject: Dr. Cathy Vatterott: Request

This is an enquiry e-mail via <http://www.homeworklady.com/> from:
 Elizabeth Smith <elismith@rgsd.k12.mo.us>

Greetings Dr. Cathy Vatterott,
 I'm Elizabeth Smith, guidance counselor at Moline Elementary, in the Riverview Gardens School District. Also, I'm in the doctoral program at Lindenwood University, and I am in the process of writing my dissertation. My research is titled, Mixed Method Action Research Study of Parents', Students', and Teachers' Perceptions Regarding Homework for Elementary Students. This written request is twofold. First, may I have permission to use your parent and student questionnaires, teacher interview questions, and written permission forms as instruments of data gathering tools for my research? Second, may I have a complimentary copy of the book, "Rethinking Homework", to have as a resource, and to use as a reference for an upcoming workshop which I will be facilitating? Thanks for accepting my written requests. Feel free to contact me at elismith@rgsd.k12.mo.us, or by phone at 314-600-7832.
 Thanks for what you do for students and educators,
 Elizabeth Smith, Moline's School Counselor

Elizabeth R. Smith <elismith@rgsd.k12.mo.us>
 To: "Vatterott, Cathy" <vatterott@umsl.edu>

Mon, Mar 9, 2015 at 12:38 PM

Greetings Dr. Vatterott,
 Thanks for your support and additional information! Hopefully, I will be able to meet you soon. I'd like to interview you, if that's okay with you.

Elizabeth Smith
 [Quoted text hidden]

--

Mrs. Elizabeth Smith, Guidance Counselor
 Riverview Gardens School District
 Moline Elementary School
 9865 Winkler Dr.
 St. Louis, MO 63136

Appendix E

By continuing the interview, you are giving consent to volunteer your participation. The aim of this interview is to gain additional information about homework practices in your child's school, and to find out your beliefs about homework. Your child's teacher will also be asked to participate in an interview. Thanks for your participation!

Interview Questions for Parents

Adapted from Cathy Vatterott's Book-*Rethinking Homework*

1. Tell me about your opinion around weekend homework and homework over the holiday vacations?
2. Share with me your view about how much control parents might have over the amount of homework their child has?
3. Describe the kind of homework your child brings home.
4. Refer to a time when homework seemed to frustrate your child?
5. Describe the area where your child does their homework?
6. Tell me about your involvement in your child's homework?
7. What can teachers do to make homework better for your child?
8. How do you help your child in doing homework?
9. What do you do to help your child when the homework assignment is too hard?
10. Tell me about how much time your child spends on homework on weekday evenings.
11. What is your child's grade level?

Appendix F

By continuing the interview, you are giving consent to volunteer your participation. The aim of this interview is to gain additional information about homework practices in your classroom, and to find out your beliefs about homework. Your students' parents will be asked to participate in an interview. Thanks for your participation!

Teacher Interview Questions

Adapted from Cathy Vatterott's Book-*Rethinking Homework*

1. Explain why you assign homework?
2. What strategies do find effective to get students to return homework?
3. Describe the kind of homework you assign to your students.
4. How involved do you want parents in their child's homework?
5. Tell me about your opinion around weekend homework and homework over the holiday vacations?
6. If you used one word to describe homework, what would it be, and why?
7. Share with me how you grade homework?
8. What can teachers do to make homework better for their students?
9. How do you help your students who struggle in the classroom with completing their homework at home?
10. What do you expect your students to gain by doing homework?
11. What grade level do you teach?

Appendix G

Student Homework Data

2nd Grade Math – Homework Completion

Teacher	Never	Rarely	Always
A	21%	47%	32%
B	21%	21%	58%
C	39%	44%	17%

2nd Grade ELA – Homework Completion

Teacher	Never	Rarely	Always
A	21%	47%	32%
B	21%	21%	58%
C	39%	44%	17%

3rd Grade Math – Homework Completion

Teacher	Never	Rarely	Always
A	6%	18%	76%
B	0%	41%	59%
C	17%	44%	39%

3rd Grade ELA – Homework Completion

Teacher	Never	Rarely	Always
A	6%	18%	76%
B	0%	47%	53%
C	17%	44%	39%

4th Grade Math – Homework Completion

Teacher	Never	Rarely	Always
A	0%	13%	87%
B	15%	21%	64%
C	12%	12%	76%

4th Grade ELA – Homework Completion

Teacher	Never	Rarely	Always
A	0%	13%	87%
B	7%	7%	86%
C	12%	12%	76%

Appendix H - Benchmark Assessment Data

Grade: 2nd Subject: Math Teacher: A							Grade: 2nd Subject: ELA Teacher: A						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	495	BB	670	P	Low	N	1	520	BB	551	BB	High	N
2	603	P	768	A	On Course	A	2	532	BB	676	P	Low	A
3	508	BB	510	BB	High	N	3	544	B	575	BB	High	N
4	589	P	594	BB	Moderate	R	4	570	B	652	B	Moderate	R
5	629	P	707	P	On Course	R	5	610	P	776	P	Low	R
6						R	6			540	BB	Moderate	R
7	508	BB	471	BB	High	N	7	520	BB	626	B	High	N
8	629	P	620	B	Low	A	8	649	P	765	P	On Course	A
9	534	B	682	P	Low	R	9	570	B	540	BB	Moderate	R
10	521	BB	707	P	Moderate	A	10	597	P	563	BB	Moderate	A
11	534	B	633	B	High	A	11	610	P	700	P	Low	A
12	589	P	719	P	On Course	A	12	557	B	798	P	Low	A
13	575	B	658	B	Moderate	R	13	570	B	733	P	Low	R
14	484	BB			Moderate	N	14	509	BB	563	BB	Moderate	N
15	655	P	682	P	On Course	R	15	661	P	833	A	On Course	R
16	679	A	743	P	On Course	R	16	532	BB	755	P	Moderate	R
17	642	P	415	BB	Low	R	17	544	B	588	BB	High	R
18	679	A	719	P	On Course	R	18	697	P	798	P	On Course	R
19	484	BB	521	BB	High	A	19	544	B	588	BB	High	A
20							20						
Grade: 2nd Subject: Math Teacher: B							Grade: 2nd Subject: ELA Teacher: B						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	575	B	682	P	Moderate	R	1	610	P	600	BB	Moderate	R
2	603	P	633	B	Moderate	A	2	509	BB	626	B	High	A
3	534	B	707	P	Moderate	R	3	557	B	551	BB	High	R
4	547	B	454	BB	High	A	4	489	BB	688	P	Moderate	A
5			532	BB	Moderate	A	5			652	B	Moderate	A
6			607	B	Moderate	N	6			711	P	On Course	N
7	589	P	607	B	Moderate	A	7	570	B	809	P	Moderate	A
8			581	BB	Moderate	N	8			588	BB	Moderate	N
9	642	P	794	A	On Course	A	9	697	P	776	P	On Course	A
10	534	B	719	P	Moderate	A	10	570	B	700	P	Moderate	A
11	561	B	670	P	Moderate	A	11	532	BB	676	P	Moderate	A
12	575	B	645	B	High	R	12	489	BB	652	B	High	R
13	667	P	719	P	Low	A	13	661	P	733	P	Low	A
14	495	BB	620	B	High	A	14	509	BB	711	P	Moderate	A
15	534	B	670	P	Moderate	N	15	489	BB	626	B	High	N
16	603	P	594	BB	Moderate	A	16	557	B	626	B	High	A
17			682	P	On Course	N	17			711	P	On Course	N
18	561	B	532	BB	High	A	18	499	BB	626	B	High	A
19	603	P	556	BB	Moderate	R	19	520	BB	529	BB	High	R
20							20						
Grade: 2nd Subject: Math Teacher: C							Grade: 2nd Subject: ELA Teacher: C						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	495	BB			Moderate	R	1	557	B			Moderate	R
2	521	BB	454	BB	High	N	2	509	BB	529	BB	High	N
3	547	B	544	BB	Moderate	R	3	557	B	600	BB	High	R
4	616	P	645	B	Low	A	4	720	P	787	P	On Course	A
5	534	B	521	BB	High	R	5	480	BB	600	BB	High	R
6	575	B	510	BB	High	R	6	544	B	575	BB	High	R
7	575	B	544	BB	Moderate	A	7	597	P	639	B	Low	A
8	534	B	633	B	High	N	8	557	B	540	BB	High	N
9	508	BB	480	BB	High	A	9	499	BB	613	BB	High	A
10	575	B	569	BB	Moderate	N	10	544	B	529	BB	Moderate	N
11	575	B	556	BB	Moderate	R	11	520	BB	551	BB	High	R
12	462	BB	480	BB	High	N	12	499	BB	509	BB	High	N
13	508	BB	480	BB	High	R	13	570	B	600	BB	High	R
14	616	P	569	BB	Moderate	N	14	610	P	529	BB	Low	N
15	521	BB	532	BB	High	N	15	570	B	529	BB	High	N
16	575	B	521	BB	High	R	16	544	B	563	BB	High	R
17	508	BB	510	BB	High	R	17	597	P	639	B	Moderate	R
18	575	B	521	BB	High	N	18	532	BB	484	BB	High	N
19							19						
20							20						

Grade: 3rd Subject: Math Teacher: A							Grade: 3rd Subject: ELA Teacher: A						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	603	BB	645	BB	High	A	1	676	B	608	BB	Moderate	A
2	642	B	701	B	High	A	2	783	P	853	P	On Course	A
3	700	P	776	P	On Course	A	3	858	P	904	P	On Course	A
4	603	BB	687	BB	High	A	4	593	BB	549	BB	High	A
5	615	BB	645	BB	High	A	5	593	BB			Moderate	A
6	642	B	631	BB	High	A	6	744	P	691	BB	Moderate	A
7	629	B	645	BB	High	A	7	662	B	636	BB	High	A
8	657	B	687	BB	High	A	8	662	B	664	BB	High	A
9	700	P	764	P	Low	A	9	744	P	816	P	On Course	A
10	603	BB	645	BB	High	R	10	593	BB	595	BB	High	R
11	579	BB	687	BB	High	A	11	704	B	743	B	High	A
12	590	BB	673	BB	High	A	12	676	B	514	BB	High	A
13	700	P	659	BB	Moderate	R	13	795	P	816	P	On Course	R
14	590	BB	673	BB	High	R	14	647	BB	636	BB	High	R
15	642	B	606	BB	High	A	15	620	BB	608	BB	High	A
16	615	BB	741	B	High	A	16	606	BB	804	P	Moderate	A
17	615	BB	645	BB	High	N	17	676	B	678	BB	High	N
18							18						
19							19						
20							20						
Grade: 3rd Subject: Math Teacher: B							Grade: 3rd Subject: ELA Teacher: B						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	615	BB	619	BB	High	A	1	581	BB	636	BB	High	A
2	615	BB	659	BB	High	A	2	606	BB	582	BB	High	A
3	685	P	715	B	Moderate	A	3	676	B	718	B	High	A
4	603	BB	645	BB	High	R	4	704	B	521	BB	High	R
5	671	B	673	BB	High	R	5	606	BB	608	BB	High	R
6	590	BB	631	BB	High	A	6	633	BB	650	BB	High	R
7	629	B	645	BB	High	R	7	570	BB	678	BB	High	A
8	642	B	741	B	High	A	8	633	BB	743	B	High	A
9	642	B	687	BB	High	R	9	731	P	743	B	Moderate	R
10	629	B	584	BB	Moderate	R	10	606	BB	608	BB	Moderate	R
11	657	B	741	B	Moderate	R	11	647	BB	608	BB	High	A
12	657	B	701	B	High	A	12	633	BB	691	BB	High	A
13	671	B	645	BB	High	R	13	620	BB	691	BB	High	R
14	642	B	753	P	Moderate	A	14	662	B	792	P	Moderate	A
15			848	A	Low	A	15			678	BB	Moderate	R
16	642	B	631	BB	High	A	16	620	BB	622	BB	High	R
17	671	B	715	B	High	A	17	676	B	636	BB	High	A
18							18						
19							19						
20							20						
Grade: 3rd Subject: Math Teacher: C							Grade: 3rd Subject: ELA Teacher: C						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status
1	685	P	687	BB	Moderate	R	1	633	BB	582	BB	High	R
2	700	P	659	BB	Moderate	R	2	606	BB	650	BB	High	R
3	685	P	776	P	Low	A	3	744	P	853	P	On Course	A
4	615	BB	715	B	High	N	4	593	BB	650	BB	High	N
5	603	BB	701	B	High	A	5	833	P	878	P	On Course	A
6			701	B	Moderate	R	6			608	BB	Moderate	R
7	741	A	715	B	Low	A	7	820	P	961	A	On Course	A
8	603	BB	701	B	High	A	8	757	P	731	B	Low	A
9			673	BB	Moderate	R	9			678	BB	Moderate	R
10	615	BB	659	BB	High	N	10	690	B	622	BB	High	N
11	642	B	645	BB	High	R	11	633	BB	650	BB	High	R
12	657	B	797	P	Moderate	A	12	845	P	878	P	On Course	A
13	642	B			Moderate	N	13	647	BB			Moderate	N
14	700	P	659	BB	Moderate	R	14	606	BB	595	BB	High	R
15	549	BB	728	B	High	A	15	690	B	664	BB	High	A
16	671	B	715	B	High	A	16	606	BB	678	BB	High	A
17	615	BB	619	BB	High	R	17	593	BB	622	BB	High	R
18	629	B	673	BB	High	R	18	633	BB	718	B	High	R
19							19						
20							20						

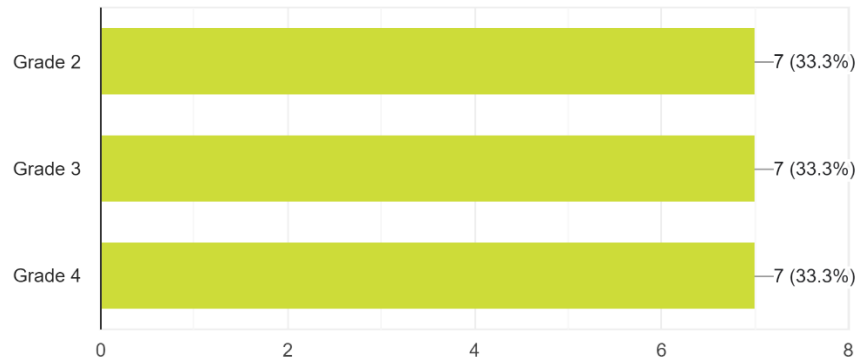
Grade: 4th Subject: Math Teacher: A							Grade: 4th Subject: ELA Teacher: A						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	
1	726	BB	626	BB	High	A	1	783	B	761	BB	High	
2	793	B	869	P	Low	A	2	863	P	949	P	On Course	
3	820	P	944	A	On Course	A	3	888	P	1073	A	On Course	
4	780	B	902	P	Low	A	4	824	B	936	P	Moderate	
5	690	BB	795	B	High	A	5	742	BB	761	BB	High	
6	641	BB	687	BB	Moderate	A	6	756	B	733	BB	High	
7	807	P	902	P	On Course	A	7	742	BB	974	P	Moderate	
8	780	B	740	BB	High	A	8	797	B	852	B	Moderate	
9	869	P	923	P	On Course	A	9	769	B	1014	A	Low	
10	880	P	965	A	On Course	A	10	900	P	1014	A	On Course	
11	845	P	965	A	On Course	A	11	769	B	1073	A	Low	
12	780	B	880	P	Moderate	A	12	783	B	961	B	Moderate	
13	766	B	795	B	High	A	13	681	BB	814	P	High	
14	820	P	944	A	On Course	R	14	960	P	1073	A	On Course	
15	714	BB	654	BB	High	R	15	681	BB	788	BB	High	
16							16						
17							17						
18							18						
19							19						
20							20						
Grade: 4th Subject: Math Teacher: B							Grade: 4th Subject: ELA Teacher: B						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	
1	702	BB	768	BB	High	R	1	769	B	839	B	High	
2	833	P	869	P	On Course	A	2	783	B	974	P	Moderate	
3	766	B	934	P	Moderate	A	3	824	B	1014	A	Low	
4	793	B	955	A	Low	A	4	888	P	1014	A	On Course	
5	739	B	713	BB	High	N	5	704	BB	747	BB	High	
6	766	B	934	P	Low	A	6	811	B	900	P	Moderate	
7	726	BB	833	B	High	R	7	876	P	961	P	On Course	
8	807	P	976	A	On Course	A	8	704	BB	864	B	High	
9	753	B	833	B	High	R	9	692	BB	888	P	Moderate	
10	820	P	955	A	On Course	A	10	888	P	974	P	On Course	
11	766	B	955	A	Low	A	11	876	P	912	P	On Course	
12	766	B	808	B	High	A	12	681	BB	876	P	Moderate	
13	793	B	1059	A	Low	A	13	1064	A	1073	A	On Course	
14	780	B	795	B	High	N	14	863	P	1000	P	On Course	
15							15						
16							16						
17							17						
18							18						
19							19						
20							20						
Grade: 4th Subject: Math Teacher: C							Grade: 4th Subject: ELA Teacher: C						
Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	Homework Status	Student	Pre-Test Score	Pre-Test BB-B-P-A	Post-Test Score	Post-Test BB-B-P-A	Risk Level	
1	833	P	891	P	On Course	A	1	960	P	1028	A	On Course	
2	766	B	821	B	High	A	2	729	BB	706	BB	High	
3	690	BB	740	BB	High	A	3	729	BB	719	BB	High	
4	857	P	913	P	On Course	A	4	900	P	974	P	On Course	
5	869	P	902	P	On Course	A	5	997	A			On Course	
6	780	B	857	B	Moderate	A	6	888	P			On Course	
7	880	P	965	A	On Course	A	7	1094	A			On Course	
8	793	B	808	B	High	R	8	704	BB	839	B	High	
9	845	P			On Course	A	9	876	P			Low	
10	726	BB			Moderate	A	10	838	P			On Course	
11	780	B	857	B	High	A	11	824	B	912	P	Low	
12	857	P	923	P	On Course	A	12	900	P	912	P	On Course	
13	869	P	795	B	Low	A	13	960	P	1000	P	On Course	
14	702	BB	782	BB	Moderate	N	14	716	BB	801	B	High	
15	739	B	833	B	High	A	15	888	P	949	P	On Course	
16	753	B			Moderate	R	16	824	B			Moderate	
17	702	BB	782	BB	High	N	17	692	BB	788	BB	High	
18							18						
19							19						
20							20						

Appendix I

Parent Summary Survey Data

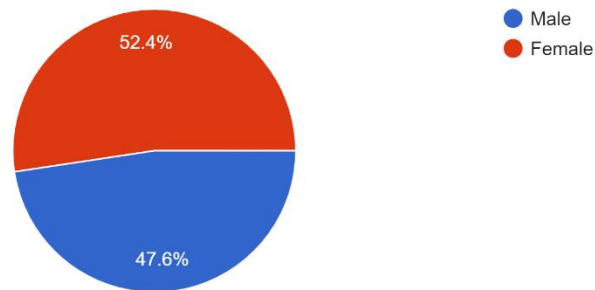
What is your child's grade level?

21 responses



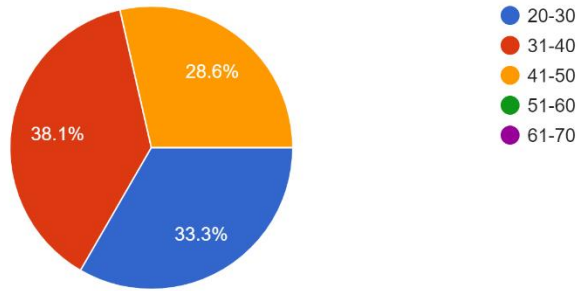
What is your child's gender?

21 responses



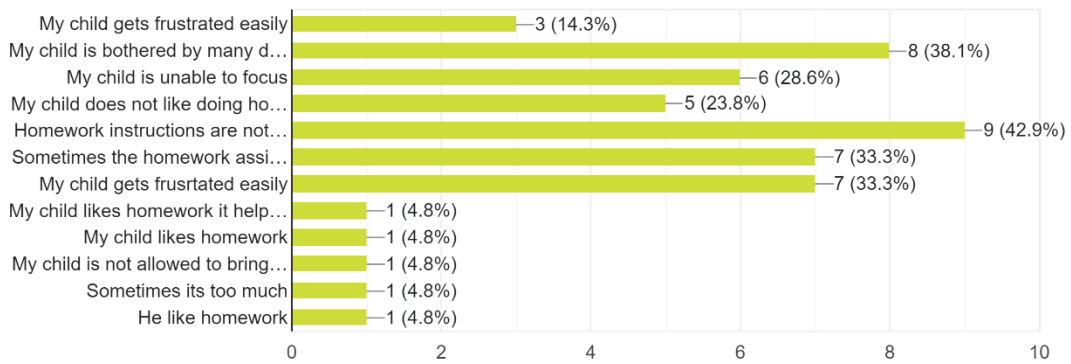
What is your age?

21 responses



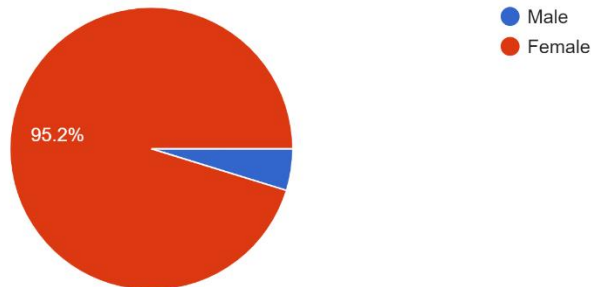
Check all that apply to your child

21 responses



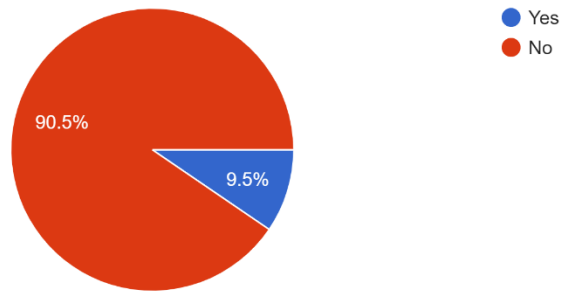
What is your gender?

21 responses



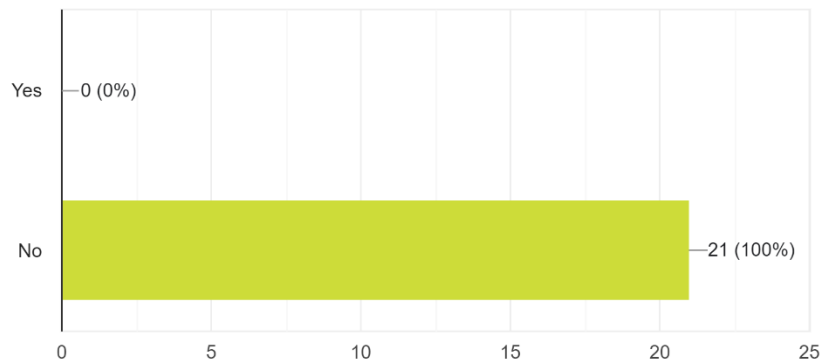
Does your child receive special education services?

21 responses



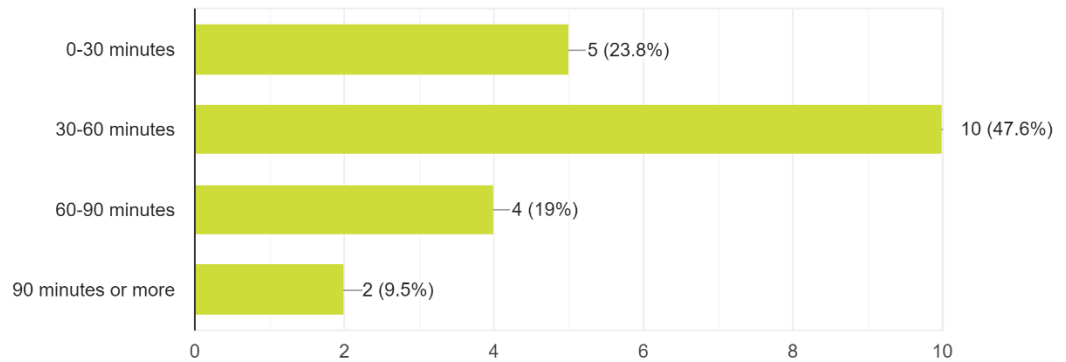
Is your child in the gifted program at Moline School?

21 responses



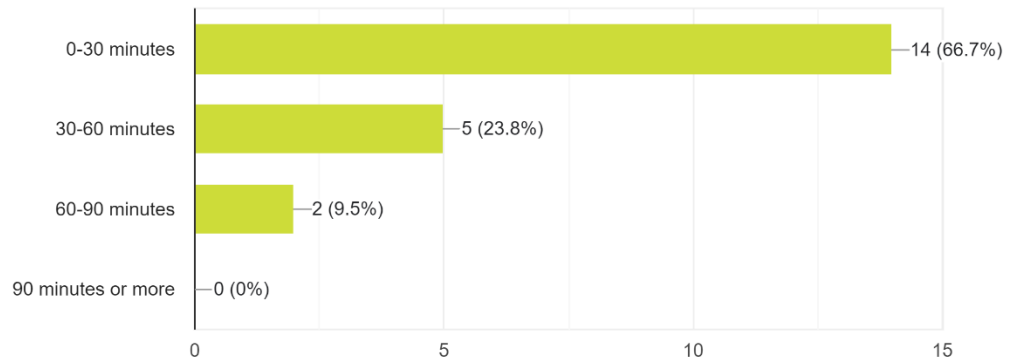
About how much time does your child spend on homework on weekday evenings?

21 responses



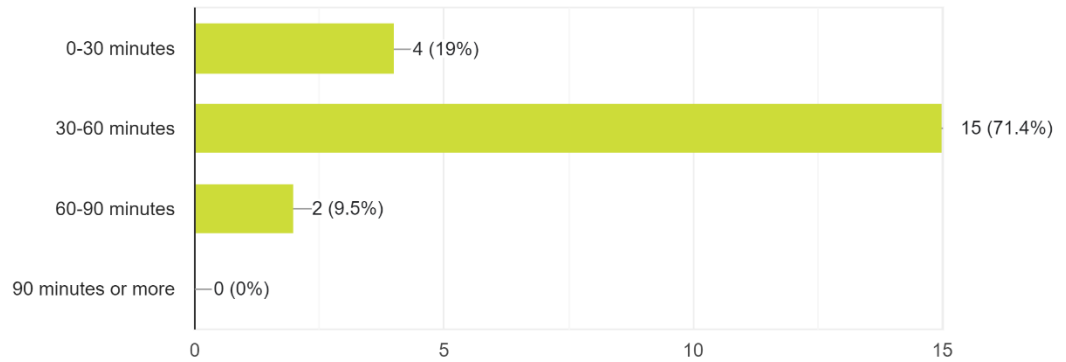
About how much time does your child spend on homework on weekends?

21 responses



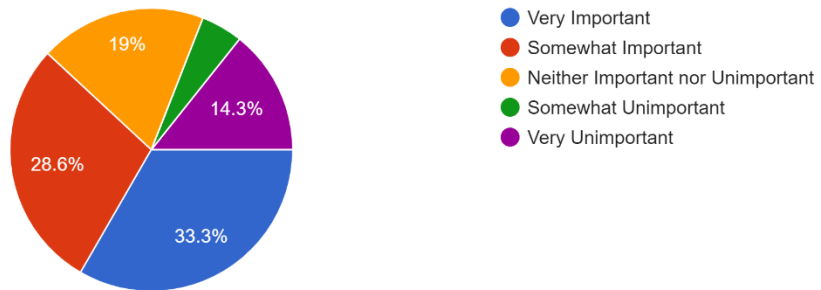
What do you believe is a reasonable amount of homework for your child's grade level?

21 responses



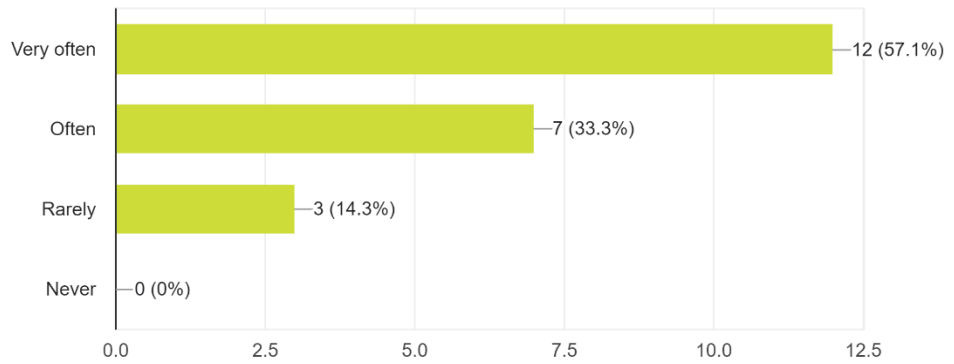
How important is weekend homework and homework over holiday vacations?

21 responses



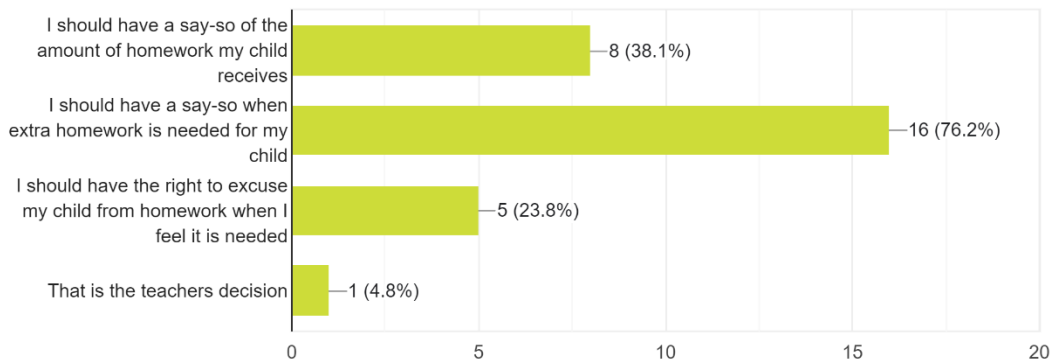
To what extent do you understand why your child is required to do homework?

21 responses



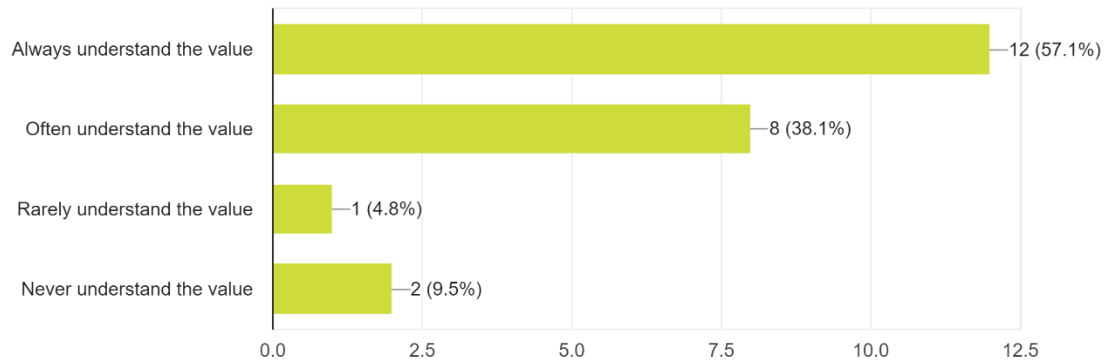
How much control should parents have over the amount of homework their child has? *Mark all that apply to you

21 responses



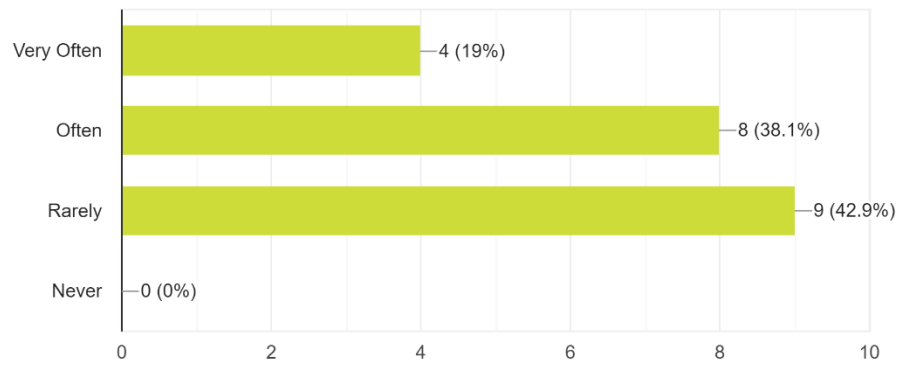
How often do you understand the value of your child's homework assignment(s)?

21 responses



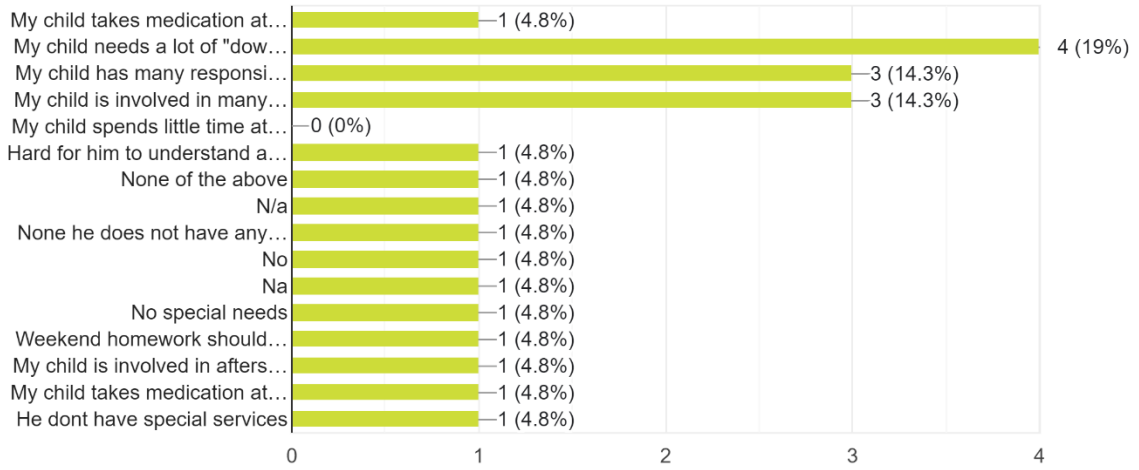
How often does the homework look like busy work?

21 responses



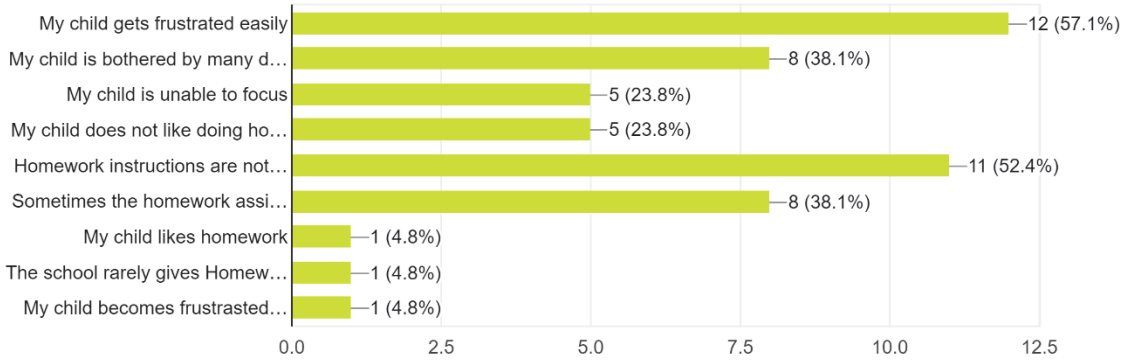
Does your child's special needs or special circumstances impact their ability to complete homework? *Mark all that apply to your child

21 responses



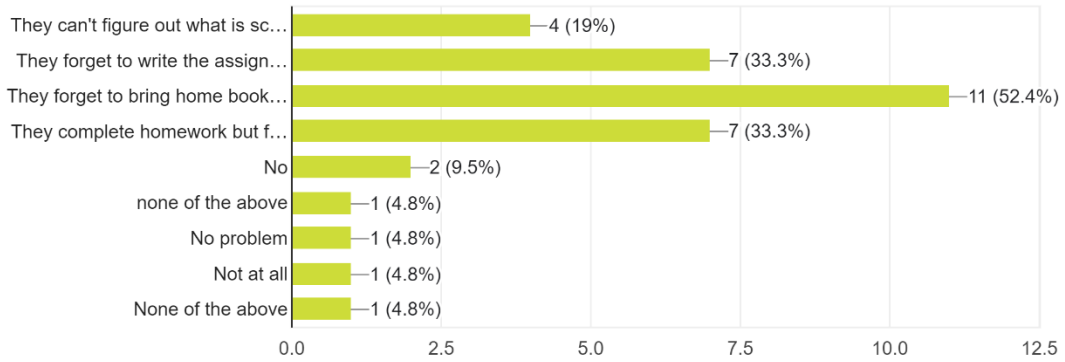
Check all that apply

21 responses



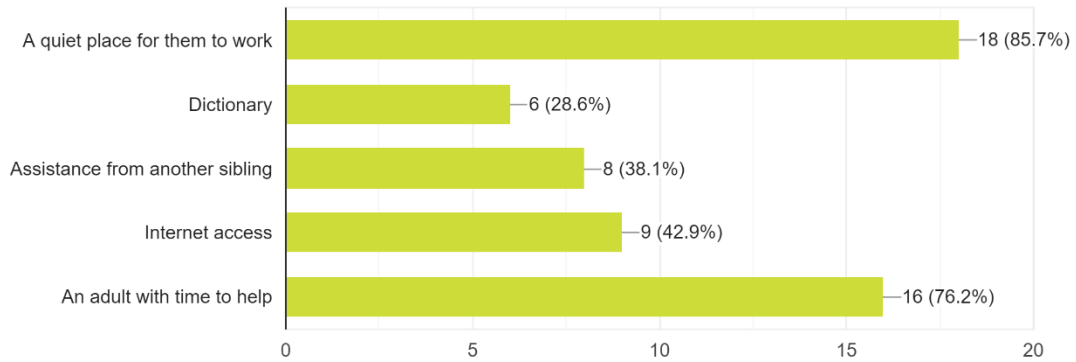
Does your child have organizational problems with homework? *Check all that apply

21 responses



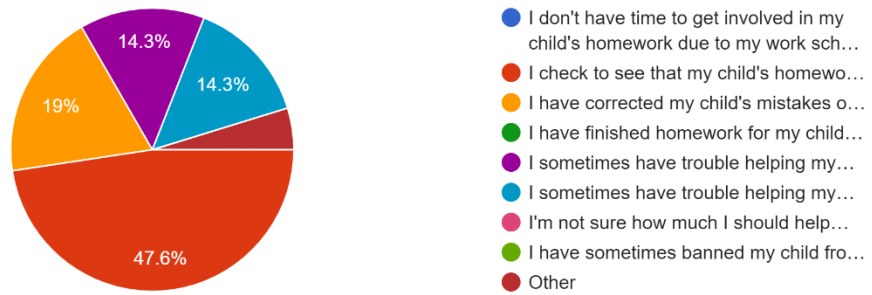
How do you help your child in doing homework? *Check all that apply

21 responses



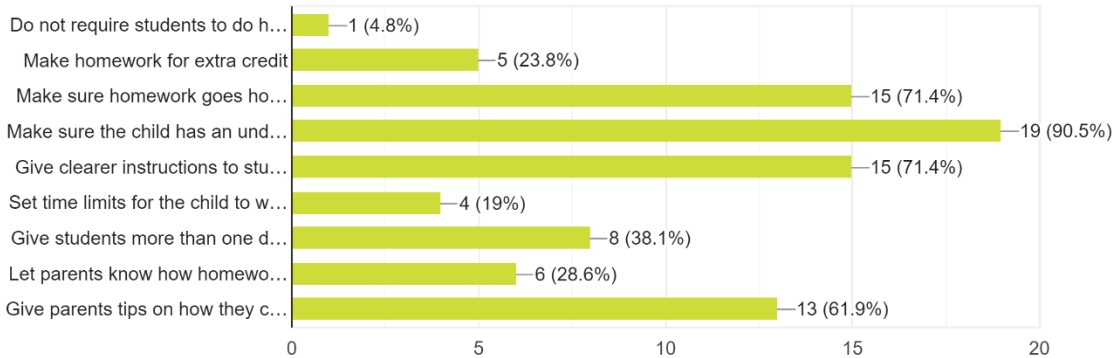
How involved are you in your child's homework? Please check all statements that apply to you

21 responses



What can teachers do to make homework better and less nerve-racking for your child? *Check all that you agree with

21 responses



What are your beliefs about homework? 21 responses

It determines students understanding
 Great
 Refresher of what was actually learned(retained) by the student away from the teacher
 They should understand what they are asked to complete.
 he don't need homework cause he work all day at school
 I believe that homework is beneficial. It allows children to use what they have learned outside the classroom environment.
 It's important
 It needs to reinforce what the lesson was about that day.
 It keeps a child caught up on their studies and fresh for next day of class will have a good start for when it's time to review over their studies.
 It's helps them to prepare for the next assignment as well.
 Homework is important in child development.
 I believe homework helps students comprehend and grasp a better understanding of the material.
 I believe homework is needed but this district seems to give very little.
 Homework should be over see if that'll mastered
 Homework is good students, because it is a review on what they did in class
 I believe homework is necessary. I is an extension of what they are doing in the classroom. However, if my child can't explain to me what she has to do, then it is no point.
 Homework is very necessary to reinforce skills taught at school and it give me, the parent, an idea of what is being taught in some areas.
 I believe homework should be a reinforcement of what was done in the classroom that day
 Homework is to keep the mind stimulated on what has been discussed earlier in the class to make sure the child has full understanding of the materials been taught. They can

participate in class but once they leave class if an understanding of the subject is not clear than its just words going in one ear and out the other.

I believe that homework should be used as a tool to reinforce and practice skills learned in the classroom.

I feel homework is needed

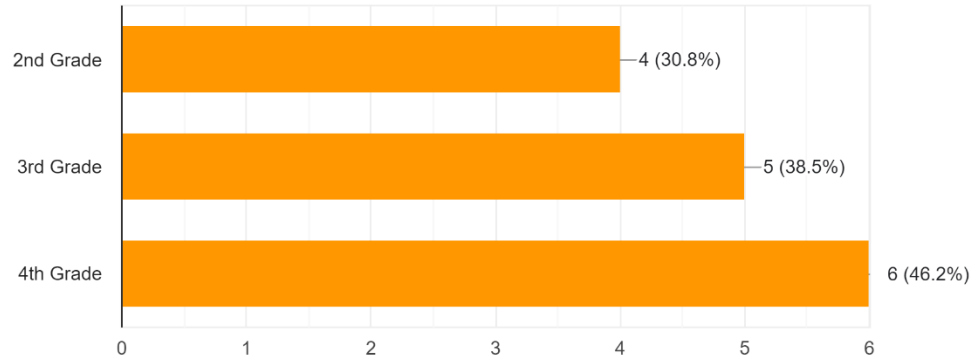
kids should not have homework

Appendix J

Teachers Summary Survey Data

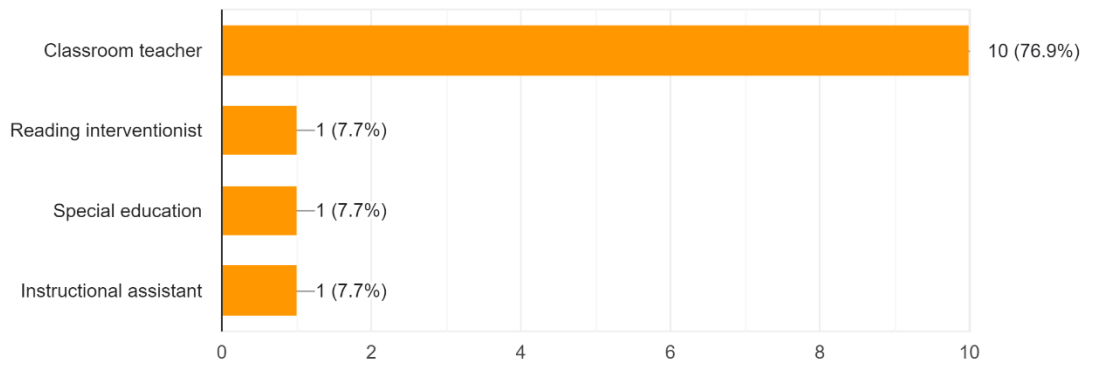
Grade level taught

13 responses

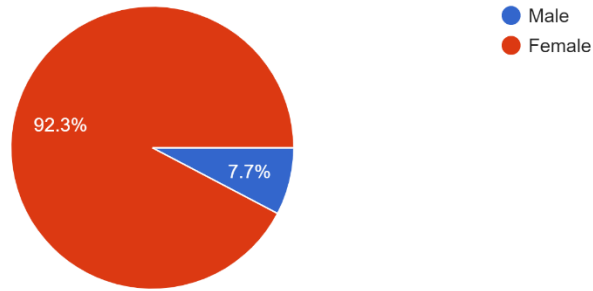


Subject(s) taught

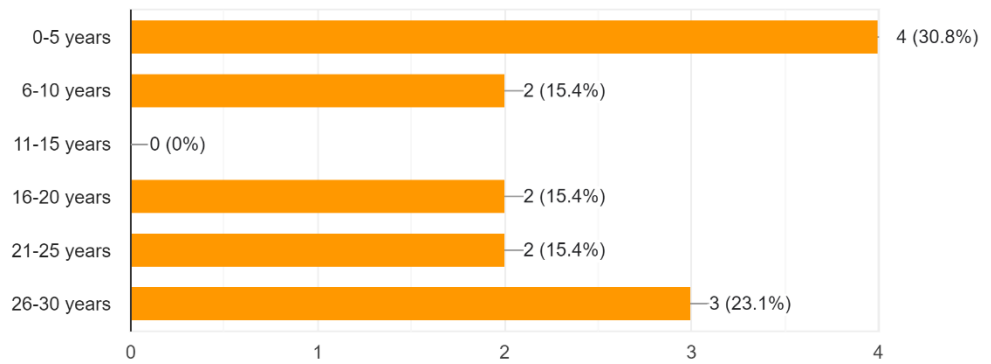
13 responses



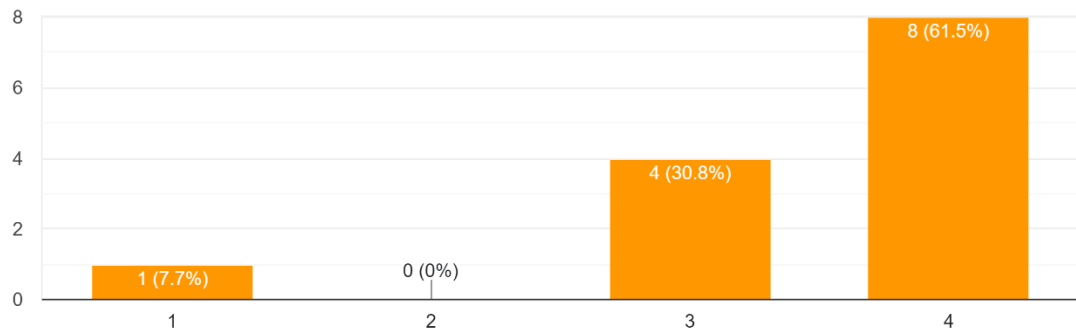
Gender
13 responses



How many years of teaching experiences do you have?
13 responses

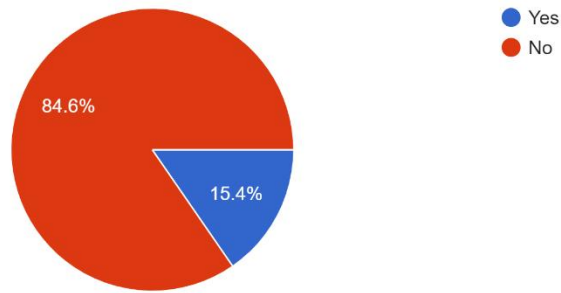


How many nights a week do you assign homework? *(Monday through Thursday)
13 responses



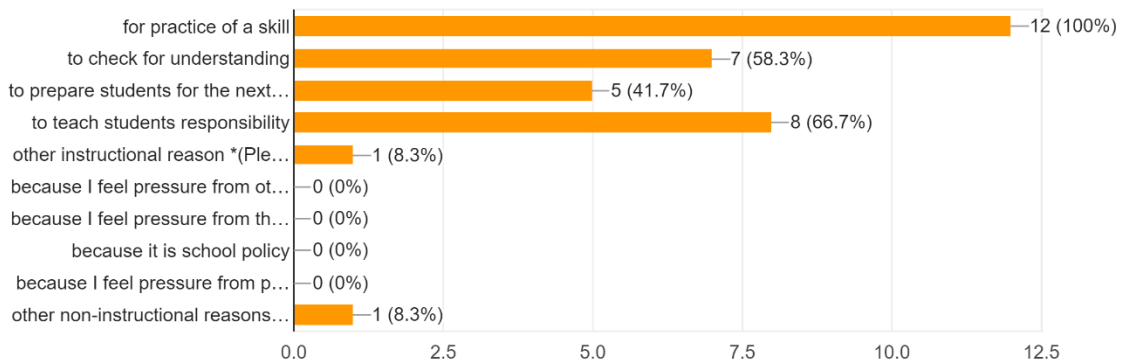
Do you assign homework on weekends, and over school vacation?

13 responses



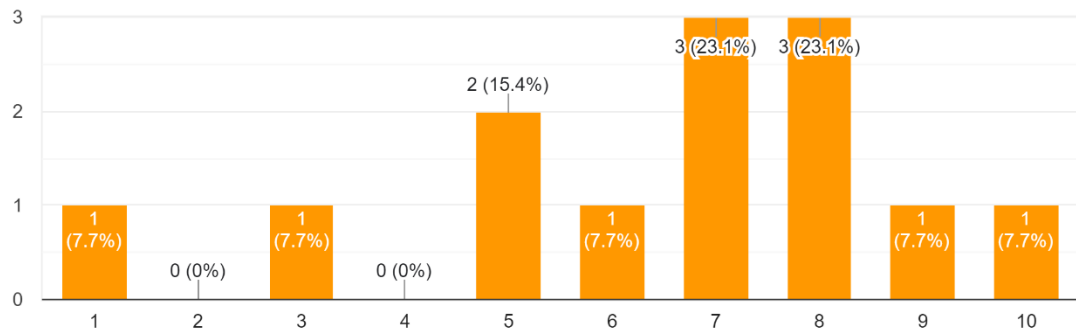
Why do you assign homework? *(Check all that apply)

12 responses



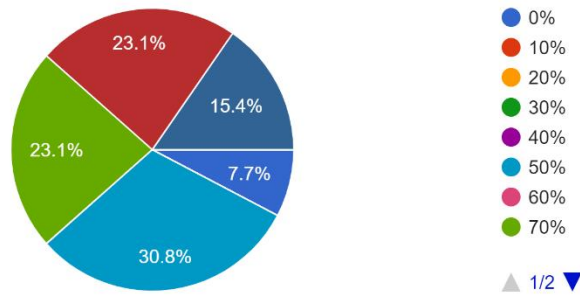
How effective is homework in reaching the goals listed above?

13 responses



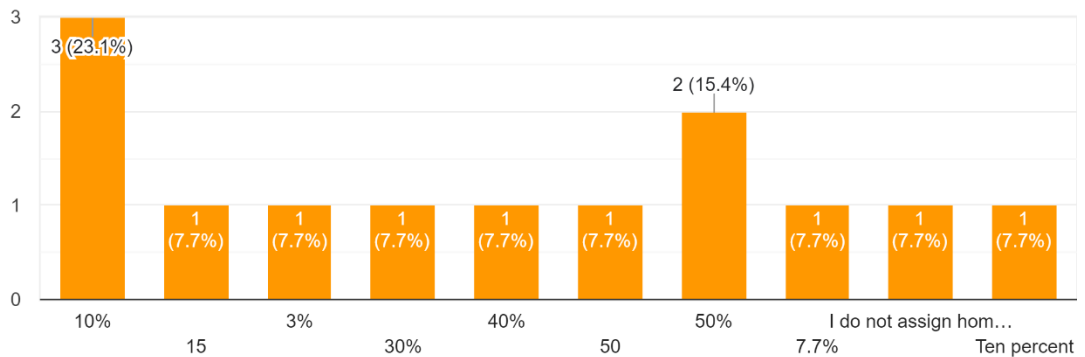
What percentage of your students turn in homework assignments on time?

13 responses



What percentage of your students rarely or never turn in homework?

13 responses



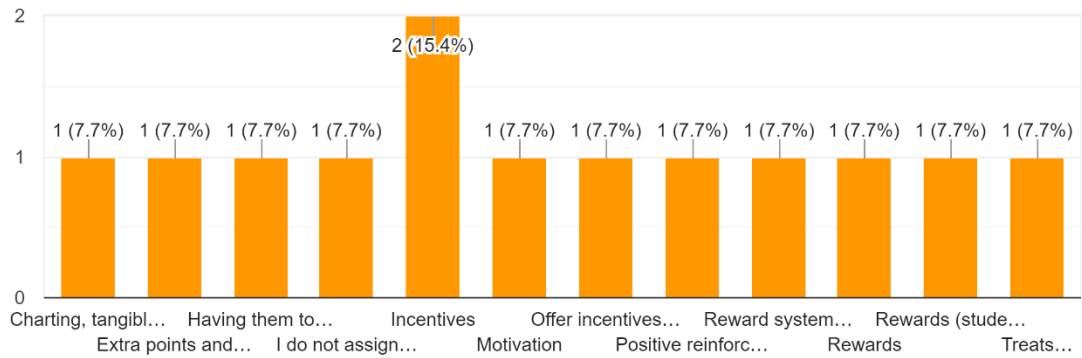
For those students who consistently fail to turn in homework, to what do you attribute the problem? 13 responses

- Parental support
- Lack of understanding or parental support at home.
- I do not assign homework
- Parent/ family support, values
- Home support
- Forgetfulness or laziness
- Lack of parental support, irresponsible transportation of the homework
- Students have little or no support.
- Poor communication between parent and teacher
- Not motivated
- No supervision at home to help
- Lack of parental assistance at home

playing video games, chores, after school activities, lack of parental guidance

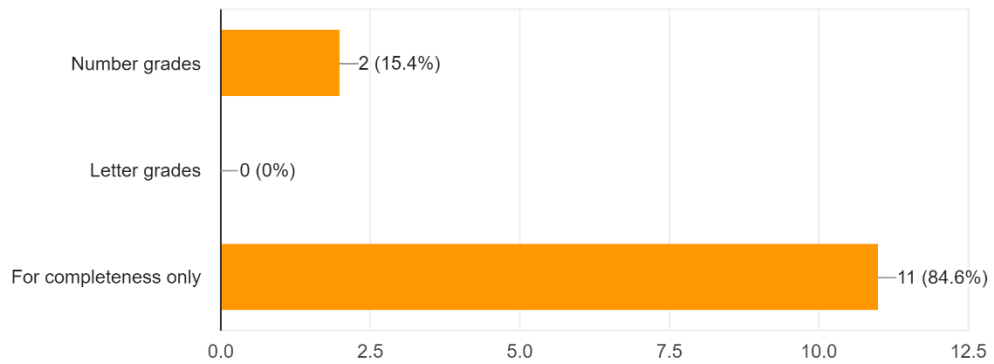
What strategies do you find effective in getting students to do their homework?

13 responses



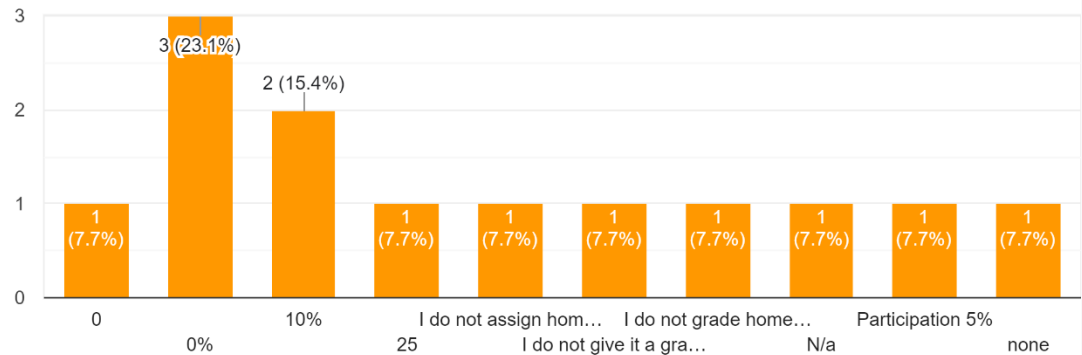
Do you grade homework? If so, how?

13 responses



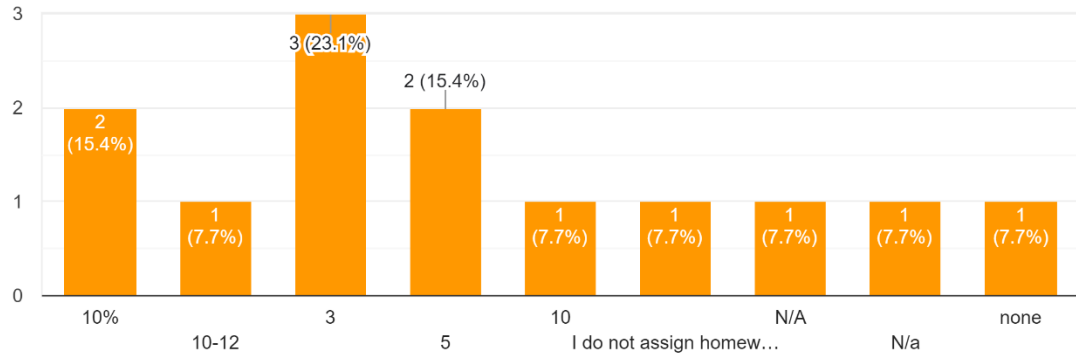
If you grade homework, what percentage is it of the student's quarter grade?

13 responses



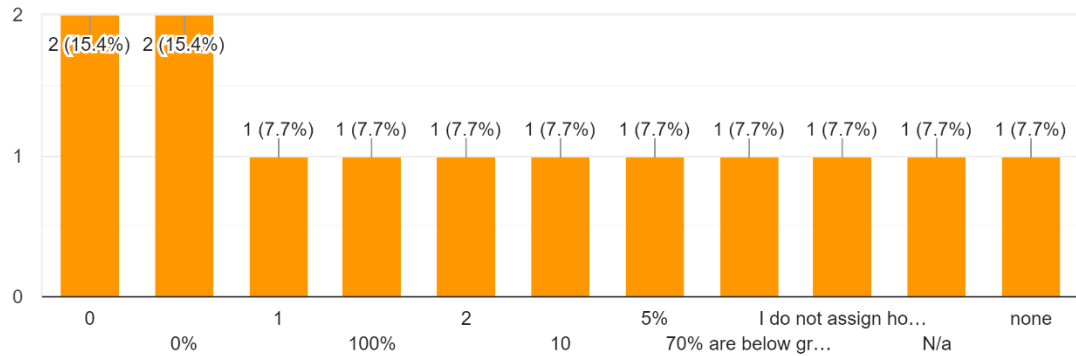
In a typical quarter, approximately how many of your students earn D's or F's for their quarter grade?

13 responses



Of those D and F students, what percentages of them fail primarily due to incomplete homework?

13 responses



What are your beliefs about homework? 13 Responses

Homework provides reinforcement of skills. It allows students the opportunity to practice skills at home and also helps to keep the parents aware of content being taught in class. I believe that homework is meant to be an aide to student learning. Due to some students getting help from parents/guardians, many homework grades cannot be taken as a proper assessment of what they can/cannot do. However, homework can count as a completion grade. Once a child reaches third grade, I feel like they should be gaining responsibility and holding themselves accountable for accomplishing a simple task such as completing it to the best of their ability and returning it to school. It is meant to reinforce what they have learned in class, not to teach a new skill or challenge them to a point of frustration. I do not assign homework

Homework is for skill practice and communication between school and home about what is being taught and should be mastered. My homework is based on reading levels and moving up to meet grade level expectations.

I'm indifferent because I cannot control their home situations.

Students should have homework to reinforce skills and lessons taught during the school day.

Homework should be given to students as a practice tool to help students master skills. It is also a data resource for how well students are doing with a particular skill. Also, it helps parents to understand what is being taught and expected of their child(ren) to learn in the classroom.

I believe homework is important to build and strengthen skills as well as making the connection between school and home.

Can be very beneficial

To make sure the students understand their lessons & have obtained the information.

I believe that homework helps a parent is able to guide the student but if a household doesn't value education or is not home due to work them it has no impact on student learning.

I believe that homework includes the entire family. I believe that homework may increase students' academics. I believe that homework should be meaningful and not just busywork.

Homework is essential in reteaching concepts and skills from that day; it allows for students to be responsible for their education and teaches them how to persevere and that learning extends beyond the regular school hours.

Vitae

Elizabeth Rose Taylor Smith

Elizabeth Rose Taylor Smith was born in St. Louis, MO. After completing her schoolwork at Charles Sumner High School, St. Louis, MO, in 1978, Elizabeth entered Harris-Stowe State College, St. Louis, MO. She received a Bachelor of Science in Elementary Education (K-8) and a Reading Certificate (K-12), in 1983. In the same year, she was employed as a first-grade teacher at Froebel Elementary School-St. Louis Public Schools, St. Louis, MO. Elizabeth remained with St. Louis Public Schools from 1983 to 1996, where she also taught 3rd and 4th grades. In 1989, she received a Master of Arts in Educational Processes from Maryville University, St. Louis, MO. Elizabeth earned a Master of Arts in School Counseling in 1997, from the University of Missouri-St. Louis, and certified in grade levels K-12. In 1997, Elizabeth began to work for the Riverview Gardens School District as a School Guidance Counselor. To date, she is currently working for the district. Elizabeth has also worked in Riverview Gardens as a Reading Specialist. In 2011, Elizabeth earned a Master of Arts in Education Administration (K-12), from Lindenwood University, St. Charles, MO. In the fall of 2012, Elizabeth began her studies toward a doctoral degree in Education Administration at the same institution, with a graduation date of November 22, 2022. Elizabeth is the Vice President of Riverview Gardens National Education Association (NEA).