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Preeti

Research scholar, Department of
Human Development & Family
Studies, Babasaheb Ambedkar
University (A Central
University) Lucknow, U.P.,
India

Sunita Mishra

Dean & Head, Department of
Human Development & Family
Studies, Babasaheb Ambedkar
University (A Central
University) Lucknow, U.P.,
India

Correspondence:

Preeti

Research scholar, Department
of Human Development &
Family Studies, Babasaheb
Ambedkar University (A
Central University) Lucknow,
U.P., India

Children attitude towards home work and determine the stress of preadolescence due to homework

Preeti, Sunita Mishra

Abstract

The present study aims to analyze the attitude of children towards homework and stress of preadolescence. The study based on primary source of data, collected through the survey work. Study was conducted in lucknow district of Eastern Uttar Pradesh. 100 boys and girls of preadolescence group have been taken for the study through stratified random sampling techniques. Children's attitude towards homework by Dr. Usha Mishra was administrated to find out the level of stress of preadolescents boys and girls. Data was collected and analyzed in term of frequency percentage. The study reveals that the majority of preadolescence population the girls more positive attitude towards homework and boys had less positive attitude towards homework and they don't have any stress due to homework.

Keywords: Homework, attitude, stress, preadolescence.

1. Introduction

Homework is a daily feature of most students school experience and consists of a series of tasks or activities assigned by teacher to student generally, completed outside normal school hours. The most common purpose of homework is to have student preface material already presented in class so as to reinforce learning & facilitative mastery of specific skills. Homework is generally required as school work formally required as school work formally assigned for completion outside school time. It encompasses a number of activities including revision and preparation for exam of future class work it given by teachers to help the students develop confidence, independent learning skill, to revise and practice their lessons already thought in the class. Homework is encroaches up children's leisure time and denies them access to community work. They also consider it powerful source of class discriminations as the children from low socio-economic status after find it difficult to complete their homework.

Involvement in student homework can be influenced by several members of the school community: teachers, professionals who work with students and families in before and after school programs, and parent leaders. After school providers are often ideally positioned to act as a bridge of communication between home and school on issues related to student learning and homework (Cosden, Morrison, Albanese, & Macias, 2001).

Parents often become involved in their children's education through homework. Whether children do homework at home, complete it in after school programs or work on it during the school day, homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning.

Parents and other adults often benefit from knowing what kind of monitoring is appropriate for students with different individual needs (Hong & Lee, 2003).

The most obvious presumed benefit of homework is of one of the materiel cove real. However, partly because this (most measurable) benefit has not been consistently demonstrated, it has also been assumed that homework has less direct benefits.

- Improving study skills, especially time management.
- Teaching students that learning can take place outside the class room involving parents.
- Promoting responsibility and self-discipline.

2. Materials and Methods

This study was conducted in Southcity and Rajnikhand with easy accessibility of sample was selected with stratified. The main target population of study was the preadolescence age group (12 to 15) from Southcity and Rajnikhand which was selected stratified in view of convenience of survey work and 100 samples were selected from the population. There is two school were selected from the luck now city in a specific area

(Southcity and Rajnikhand) which name central women’s college and new public school. The data was collected by using tools which is constructed by Dr. Usha mishra and the results were reveals from the frequency percentage of the study.

3. Results and Discussion

Table 1: Gender wise distribution of respondent on the basis of children’s stress towards homework.

Response Category	Boys		Girls	
	f	%	f	%
Strongly agree	0	0%	1	1%
Agree	1	1%	1	1%
indefinite	12.5	12.5%	14	14%
Disagree	25	25%	29	29%
Strongly disagree	7	7%	9	9%
total	45.5	45.5%	54.5	54.5%

Table 1 shows the gender wise distribution of children’s stress towards homework in two schools of lucknow city. An analysis of data about number of boys stress towards homework depict that 0 percent strongly agree, 1 percent agree, 12.5 percent indefinite, 25 percent disagree, 7 percent strongly disagree and the number of girls stress towards

homework depict that 1 percent strongly agree, 1percent agree, 14 percent indefinite, 29 percent disagree, and 7 percent strongly disagree. Result reveals majority of girls believe that they don’t have any stress due to homework and it is not as like burden for the student in their school time. Boys also think that but their number of population is low.

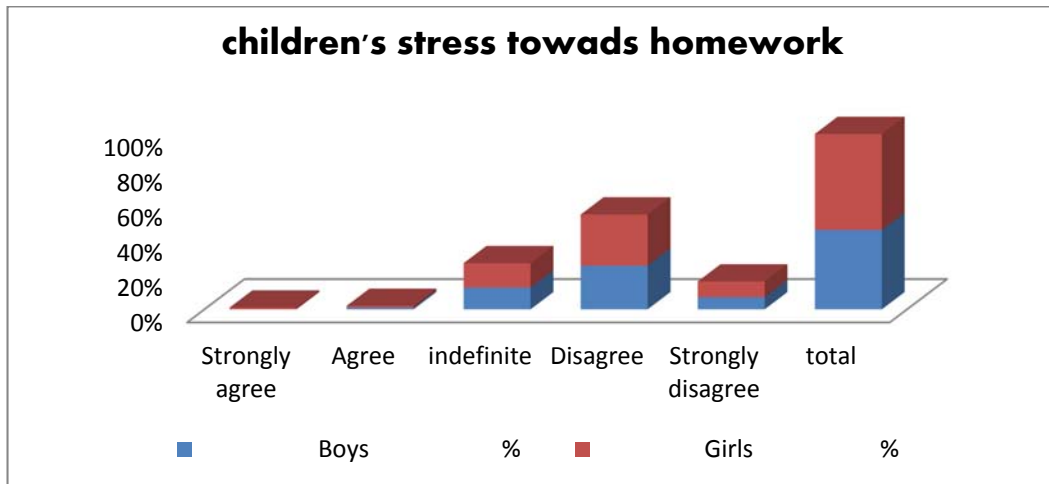


Fig 1: Children’s stress towards homework.

Table 2: Gender wise distribution of Respondent according to Knowledge of Parents about Children’s Education Progress.

Response category	Boys		Girls	
	f	%	f	%
Strongly agree	33	33%	36	36%
Agree	14	14%	15	15%
indefinite	1	1%	1	1%
Disagree	0	0%	0	0%
Strongly disagree	0	0%	0	0%
Total	48	48%	52	52%

Table 2 gives an idea about the knowledge of parents about their children’s education progress. Table shows that number of boys 33 percent strongly agree,14 percent agree, 1 percent indefinite, 0 percent disagree, 0 percent strongly disagree and number of girls 36 percent strongly agree, 15 percent agree, 1 percent indefinite, 0 percent disagree,0 percent strongly disagree. Majority of girls about the parent’s knowledge according to her education progress is high.

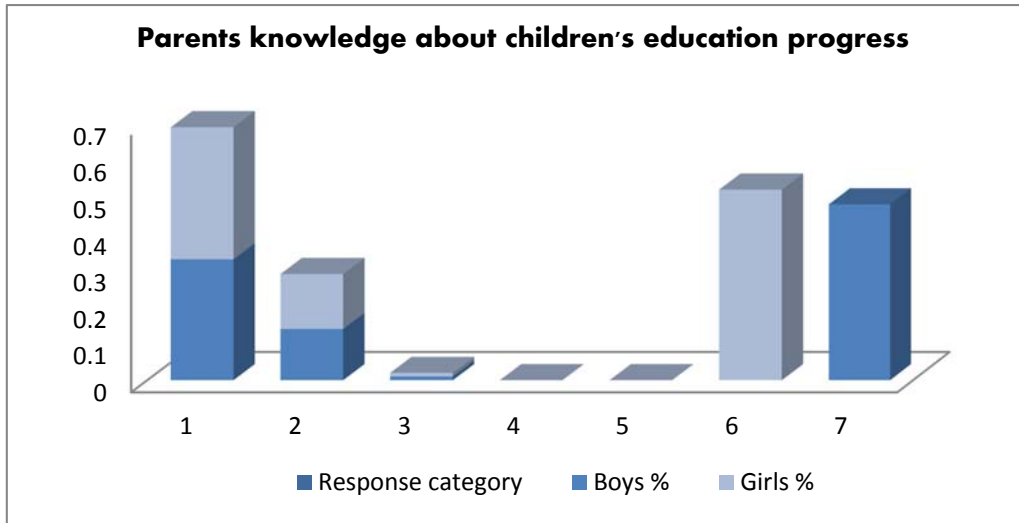


Fig 2: Parents knowledge about children's education progress.

Table 3: Gender wise distribution of the Respondent according to Homework Help in self Confidence.

Response category	boys		girls	
	f	%	f	%
Strongly agree	36.5	36.5%	38.5	38.5%
Agree	11.5	11.5%	13.5	13.5%
Indefinite	0	0%	0	0%
Disagree	0	0%	0	0%
Strongly disagree	0	0%	0	0%
Total	48	48%	52	52%

Table 3 shows that gender wise distribution of the respondent accordingly homework help in self-confidence. Number of boys 36 percent strongly agree, 11.5 percent agrees, 0 percent indefinite, 0 percent disagree, and 0 percent strongly disagree. Numbers of girls 38percent strongly agree, 13 percent agree, 0 percent indefinite 0 percent disagree. Majority of girls believe that homework are very supportive and helpful in accelerate their self-confidence and boys have low percentage than girls about the self-confidence through homework.

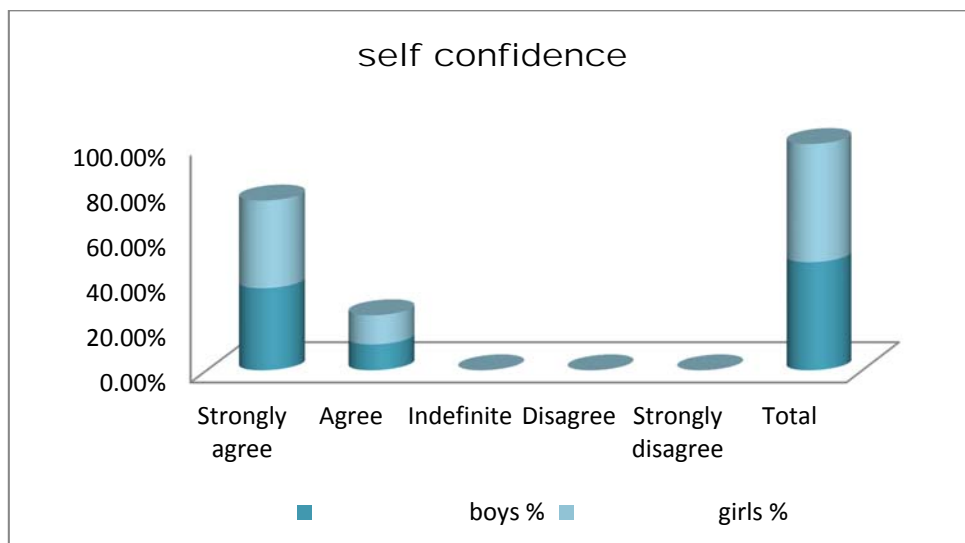


Fig 3: Self confidence

Table 4: Gender wise distribution of Respondent on the basis of Homework help in good marks due to Exam.

Response category	Boys		Girls	
	f	%	f	%
Strongly agree	37.5	37.5%	37.5	37.5%
Agree	10	10%	10	10%
Indefinite	2.5	2.5%	2.5	2.5%
Disagree	0	0%	0	0%
Strongly disagree	0	0%	0	0%
Total	50	50%	50	50%

Table shows that gender wise distribution of respondent on the basis of homework help in good marks due to exam. Number of boys 37 percent strongly agree, 10 percent agree, 2.5 percent indefinite, 0 percent disagree, 0 percent strongly disagree. Number of girls 37 percent strongly agree, 10 percent agree, 2.5 percent indefinite, 0 percent disagree, 0 percent strongly disagree. Both boys and girls have equal percent about the homework help in good marks due examination.

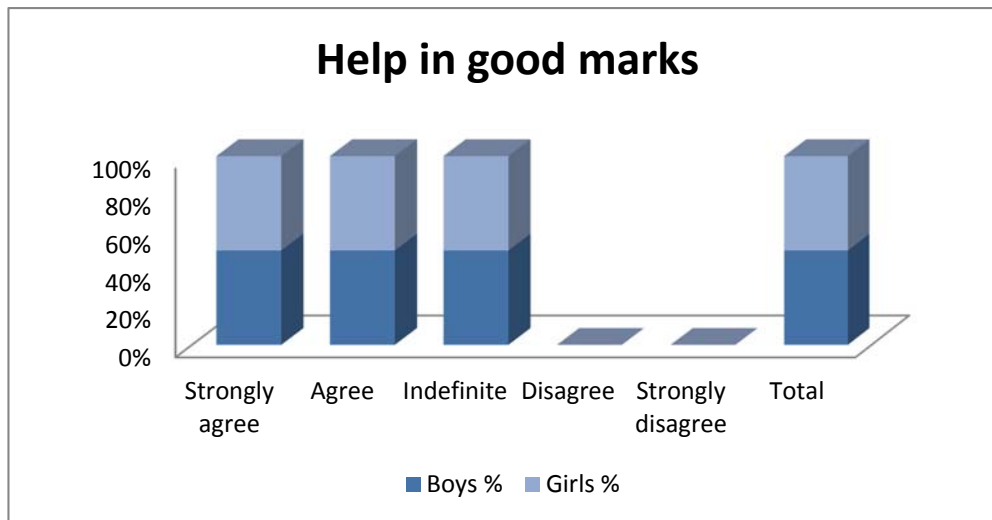


Fig 4: Help in good marks.

4. Conclusion

In the present study it was concluded that Student homework creates opportunities for important interactions among schools, families, students, and other adults who help care for children. Well-designed homework helps students learn; it also offers parent's opportunities to see what students are learning, talk with children about their learning, education progress and interact with teachers and other school-community members about ways to support student learning. Girls are more sincere and have positive attitude towards Homework as compare boys.

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