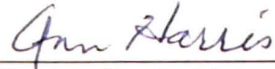


**A RELATIONSHIP AMONG NINTH GRADE STUDENTS
BETWEEN HOMEWORK AND VARIOUS FORMS OF FEEDBACK**

LORI ANNE WILLIAMS


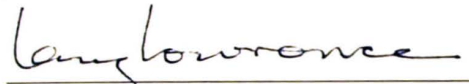
To the Graduate Council:

I am submitting herewith a field study written by Lori Anne Williams entitled "A Relationship among Ninth Grade Students between Homework and Various Forms of Feedback." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a concentration in Secondary Education.

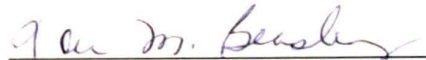


Dr. Ann Harris, Major Professor

We have read this field study
and recommend its acceptance.


Dr. Margaret Deitrich
Dr. Larry Lowrance

Accepted for the Council:


Dean of the Graduate School

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Signature: Lori Anne Williams

Date: April 17, 2003

A Relationship among Ninth Grade Students
Between Homework and Various Forms of Feedback

A Field Study

Presented to the

Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

Of the Requirements for the Degree

Education Specialist

Lori Anne Williams

Spring 2003

DEDICATION

This project is dedicated to several very important people in my life: First, to my husband, Phil Leeton, who always encourages me and supports me in everything I attempt. Second, it is dedicated to my aunt, Lisa Baker Reece, who has assisted me in more ways than imaginable throughout all the course work leading to this degree. Finally, this project is dedicated to my precious godchildren, Brent and Lillie Buthje, for their patience and understanding.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my graduate committee: Dr. Margaret Deitrich, Dr. Larry Lowrance, and Dr. Ann Harris. They have vigilantly encouraged me to continue my educational career. Their assistance, patience, and fortitude have helped me to complete many goals.

I would also like to acknowledge my wonderful students from Clarksville High School Class of 2006 for their willing participation in this study. I am truly grateful for these magnificent individuals who have influenced me: My building principal, Mrs. Judith Castleberry, and my colleagues have offered me tremendous support throughout this process. Additionally, my former principal, Dr. B. J. Worthington, has continued to encourage me to strive for excellence and is always willing to listen and give advice to me. His example helped me to begin my teaching career in such a positive way by reminding me to always teach with an urgency and a passion.

My special reading partner, Miss Samantha Baker, and I worked together for an entire school year, building a portfolio of which we are both extremely proud. During our year together, we learned from one another. I am especially grateful for her assistance.

Finally, I appreciate my parents, Jim and Lois Williams, who set a fine example through their own lives and teaching careers. I feel fortunate to have an opportunity to follow in their footsteps.

ABSTRACT

The purpose of this study was to conduct research that pertained to the completion of homework in the classroom. This research study focused on students' reactions to a variety of forms of feedback from the teacher, in response to homework completion. A total of 93 students (58 male and 35 female) participated in the study. Each participant completed a pretest, which served as a baseline. Two treatments, each lasting for two weeks, were administered, and compared to a control procedure. After the conclusion of the last treatment, participants completed a posttest. Reliability checks and validity tests were completed for both tests. The results of the study suggest that student homework completion increased slightly when the teacher became involved with each individual. However, results of this study indicate there is not a significant relationship between homework completion and teacher involvement with individual students. Further study which includes larger populations and for longer periods of treatments is recommended.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Many students seem unmotivated to complete classwork and homework assignments that are administered by the teacher. Their lack of motivation leads to poor grades and an atmosphere of apathy in the classroom.

Importance of the Problem

Students must be motivated and have a desire to achieve in order to be successful in the classroom. Teachers should examine strategies and activities that help students become active, rather than passive learners. Some students come to today's classroom with poor self-esteem that decreases their motivation to perform. In order to assist students, teachers need research-based strategies that motivate students to find success in the classroom.

Relationship of this Study to the Problem

Many students consciously choose not to participate in homework activities. Their grade suffers greatly, as does their understanding and comprehension of concepts covered in the classroom. This study will examine two intervention strategies that may increase student compliance for homework completion. The main goal is to help students become more successful and improve their education achievement levels.

Research Question

Among ninth graders, to what extent does a relationship exist between self-motivation and outside encouragement and completion of homework assignments?

Research Hypothesis

There will be no significant differences in the percentage of students who complete homework between students who receive outside encouragement and students who do not receive outside encouragement.

Definition of Terms

1. Homework: Assignments given by the teacher to be completed after the regular class period and turned in on a date specified by the teacher.
2. Teacher-directed Motivation: An incentive provided to help students move towards a particular action or behavior.
3. Teacher Praise: Positive comments like “Good job!” or “Well done!” made directly to students for the purpose of acknowledging positive actions of the student.
4. Reward: A stimulus given for desired achievement in order to increase the probability of another occurrence of the desired achievement.

Assumptions

1. The Hawthorne effect was presumed to be equal for all groups.
2. The students in the study were considered to be demographically comparable in age, gender, achievement level, and reading level.

3. The pretest and posttest were administered and scored in a manner that was both consistent and objective.

Limitations

1. This study was limited to students who were enrolled in English I at a single high school of a school system located in the southeastern portion of the United States.
2. The sample of students who participated in the study was limited to those who returned signed assent and consent forms.
3. The volunteer aspect of the sample may have affected the results.
4. The students who participated in this study were from a single high school located in a city whose population is approximately 105,000.
5. The study using the control group and two treatment groups lasted for only two weeks each, for a total of six weeks; therefore, the findings could not be attributed to a specific treatment.

Delimitations

The boundaries of this study included only ninth graders from a single school in the southeastern United States.

Preview

Students were involved in a study to determine which variables influenced their ability and / or desire to complete homework. Records were kept of students' homework completion. The teacher administered three separate treatments, which consisted of

individual conferencing, class competitions, and a variety of rewards. The results of the study were analyzed to determine the most effective treatment and used to direct future assignments and activities in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

Historical Perspective

Traditionally, reforms in public education have implored school officials to raise the current academic standards, while increasing accountability for all educators. Gill and Schlossman (2000) reported that educators in the United States have analyzed both positive and negative effects of homework. Over the past century, the homework pendulum has swung from both sides with crusades for school districts to completely abolish homework to mandating specified amounts per orders of the school district (Gill & Schlossman, 2000). In order to determine the amount of homework that is appropriate and beneficial to students, many researchers have studied the effects of homework on students from various backgrounds and grade levels. Overall, these studies indicate that students who are enrolled in general education courses are being assigned more homework than they had been assigned even four years earlier (Struyk, 1995).

Time Spent on Homework

Recent research implies that time spent on homework has positive effects on learning (Olympia, Sheridan, Jenson & Andrews, 1994). Upper elementary students showed the smallest effect for homework, while high school students showed the largest effect. In a study by Hagborg (1991), 95 students who had a history of repeating grades were selected from a single school district in a semi-rural community. The students completed a questionnaire, which included amount of time spent on homework and attitudes about

homework. The researcher also tracked discipline and behavior problems. The results of the study indicated that students who spent zero time working on homework were most often males who had more frequent discipline and behavior problems. Their overall grades were also reported to be significantly lower than students who spent time on homework assignments (Hagborg, 1991).

Roderique (1994) also investigated the amount of time spent on homework. His study indicated that two thirds of all secondary seniors completed less than one hour of homework per night, while elementary students completed at least two hours of homework per night. He also discovered that students with more behavior disorders had more difficulties with completing homework. In his study, educators in 550 school districts in the United States responded to a questionnaire to identify school policies regarding homework.

In a study that included 179 students from 20 middle school classes, the researcher utilized cooperative learning groups to help motivate students to complete homework assignments (O'Melia & Rosenberg, 1994). The 10 secondary teachers received special training prior to the beginning of the eight-week study. Students worked in cooperative learning groups to complete classwork and to grade homework assignments. The rate of homework completion increased from 12% to 61%.

Homework has played an important role in many different discipline areas. Even though most schools require at least one year of physical fitness, homework has only recently become utilized with physical education classes (Mitchell, Stanne, & Barton, 2000). Students included in their study did not respond positively to the change. In a

survey including 139 parents, over 70% indicated that they did not know of cases where homework had been assigned in physical education class. Furthermore, they did not believe that homework should be required. Since the law of the state included in the study required each student to complete one year of physical education in order to meet graduation requirements, teachers and college students worked together in order to identify meaningful activities that included homework. After attending special training courses for physical education teachers, 80 % of the teachers agreed with assigning homework for physical education. Written work was strongly favored over physical assignments.

Teacher Intervention

Tripp (1998) asserted that he reminds his class that his goal is to assist students in developing skills in using mathematics to solve problems. He also informed his class that activity is required with any development of a skill. Tripp implied that as a member of the community of learners of mathematics, his students must actively participate in learning and that one of these ways includes completing the homework that he assigns. In Tripp's study, he asked students to serve as "experts" for specific mathematical problems. He explained that serving as an "expert" meant that anyone (including Tripp) could ask the "expert" a question about the problem and the "expert" would be responsible for answering all class questions. He also assigned a portion of the course grade to this task. In his study, student participation and achievement were both raised significantly (Tripp, 1998).

In a study conducted by Gordon (1994), the researcher offered special assistance with the option to revise papers after receiving feedback from him. He stipulated that he would only provide this assistance to the first 10 students who turned in their assignments early. He concluded that the “scarcity manipulation” increased the number of students who wanted assistance from him. Because an overwhelming number of students asked Gordon if he had received 10 papers yet, he concluded that students did indeed want their teachers to be involved in the homework process.

Juarez (2001) attempted to identify the idea of how teachers as caregivers affected students. In his study, he asked students to complete a student motivational questionnaire to assess self-esteem. He randomly separated the students into two groups. Students in group A received treatments that were considered tender and gentle such as encouraging comments or motivational stickers. Students in group B received no interaction or praise from the teacher. Both groups later responded to a teacher effectiveness questionnaire. The results of the surveys indicated that Group A students had a significantly higher perception of teachers as caregivers than Group B, who had not received any feedback from their teacher. Juarez (1994) concluded that a teacher must provide an environment of care and support because it plays such an important role in terms of student motivation.

Effect on Achievement

Since homework is often used in today’s classroom, an important aspect to examine is the relationship between homework and achievement. Most educators agree that they assign homework with the goal of helping to improve students’ retention and

understanding of concepts that have been covered during the class. The research study completed by Cooper, Lindsay, Nye, and Greathouse (1998), indicated that students in an average high school class completing regular homework outperformed 75 % of students in a no-homework class. In a middle school or high school setting, the effect was only about 50%. Elementary students had very small achievement gains (Cooper, 1992).

According to Bryan and Sullivan-Burstein (1998), teachers depend heavily on homework assignments in order to have their students finish work that took longer than the normal class period. Teachers also assigned homework to reinforce and practice concepts learned in class. Even with careful planning on the part of teachers, many students did not complete the homework and lost interest in the topic after approximately 30 minutes. Bryan and Sullivan-Burstein (1998) examined the association between homework completion and academic achievement. Their study included about 700 students in a suburban kindergarten through sixth grade elementary school. The principal of the school selected 11 teachers to participate in the study. During the two-year period of the study, the teachers met weekly to share experiences, feelings, and beliefs about the homework problems they were experiencing in their classrooms. They also set goals to increase students' rates of homework returned while searching for ways to help their students become more motivated and involved in the learning. Each teacher systematically recorded homework completion and quiz scores for comparison. After three weeks, the teachers provided a reward for the students who had completed all assignments for the week. The results clearly indicated higher grades for students who had completed all or the majority of homework assignments (Bryan & Sullivan-Burstein, 1998).

Verbal Praise

In a study from a United States Military Academy, students were asked to complete a time spent on homework log on which students recorded the amount of time spent preparing for each class. The students' concern that their grade might be affected by the amount of homework they completed was eliminated when the instructor informed them that the course was objective based and criterion referenced (Hancock, 2000). As the instructor examined the homework logs, he made comments like "thank you" or "great work" to the students in the treatment group. The control group did not receive any comments, positive or negative. The results clearly indicated that the students who had received positive comments completed more homework than the students who did not receive any comments.

Parental Involvement

Cooper (1992) examined the effects of parental involvement with homework. He concluded that giving parents a formal role in homework completion did not have a positive or a negative effect. Some parents in the study became confused with the instructions because the instructions differed so greatly from the instructions they were given years earlier when the parents themselves were in school. Cooper stated that parental involvement could sometimes often turn into parental interference. His study also implied that parents who lived in poorer homes were less likely to provide homework assistance for their children (1992).

In a study that included six case studies of children completing homework with their values, expectations, and management styles strongly influenced the children's strategies (Xu & Corno, 1998). The students in this study were assigned weekly homework. They received a homework package on Monday and were required to turn it in on Friday. One of the requirements was to read for 15 minutes per day and comment on their readings in a reading log. Some of the families (who had volunteered for the study) found this task to be too difficult to keep up. Because of the strong influence the parents had on their children, this attitude of feeling overwhelmed transferred to the students in the study. Parents were also asked to arrange the home to create an environment conducive to learning by removing distractions. Four of the six parents reported that they changed their feelings and opinions about helping their children after they had been involved with the study for a period of time. They also admitted that helping their children required more of a commitment of their daily lives than they had originally expected.

In a separate study involving 74 sixth graders and families from a midwestern middle school, parents shared closely related responses. The parents stated that although they believe homework is a valuable learning tool, they experienced difficulty and frustrations in helping their children (Balli, Wedman, & Demo, 1997). When analyzing the data in this study, 65% of parents reported helping their first grade children with homework. Prior to the beginning of the study, the percentage of parents helping had already dropped to 14 % by the time the student reached sixth grade (Balli, Wedman, & Demo, 1997). The researchers also suggested that the socioeconomic status and education level of the parent may be correlated to the amount of homework assistance the students received.

The data implied that parents with higher socioeconomic status and education levels spent more time assisting their own children with homework.

Student Initiated Homework

In a study in which the purpose was to examine student homework type preference and general attitude, the researcher examined traditional teacher-directed homework and student-centered assignments (Kogan, 1997). The return rate of homework increased significantly when homework that was assigned was student-centered. Additionally, 86% of students indicated that they enjoyed the assignments that had been non-traditional and student-centered.

According to Miller and Kelley (1994), the use of goal setting by students of different ages is an effective way for teachers and parents to assist students. After the original goals have been set, students began to take on the responsibility of making and completing their own goals. As homework completion rates soared, students' grades and achievement were positively associated with all ability levels. Both researchers agreed that including goal setting in a homework plan greatly contributed to assisting student to become more self-motivated.

In another classroom experiment, 64 fifth grade students from two public schools were enrolled in four intact classes with teachers who had received special training in cooperative learning by the researcher (Foyle, 1992). The students were randomly assigned to groups and to treatment. Some groups were not required to complete any homework, while others were assigned practice homework. Each student worked in a

cooperative group. The positive or negative attitude of the group strongly influenced each individual, as determined by a posttest given by the researcher (Foyle, 1992).

View from Other Countries

Just as educators in the United States often study the effects of homework on students, educators from other countries also desire high academic achievement through homework assessments. In studies from Luxembourg and Portugal, the researcher investigated whether or not homework activities positively affected students' second-language acquisition and literacy skills (Villas-Boas, 1998). The researcher also noted that significant learning takes place in locations other than the traditional classroom. According to the findings from Villas-Boas, many students need an additional period after school in order to complete their independent work. However, when parental involvement took place, student achievement improved significantly. Parents and students were both provided with activities that had been designed to improve literacy and acquire vocabulary. Many variables including the language spoken in the home, the availability of books, and adult reading habits were considered. The sample consisted of 160 students from nine public schools. The parents of the students selected were asked to come to school for regular meetings with their child's teacher. They received regular reports on their child's progress and discussed suggestions given to them by the teacher to help the students improve. Teachers reported that most of the parents were happy and extremely enthusiastic about working with their children at home. Teachers reported that the parental support was a decisive factor including children's reading development and fluency.

In Lisbon, a study was completed which included 47 children from a primary school in the suburbs of a metropolitan area in the suburbs of a metropolitan area. The failure rate of the students was very high (nearly 60 %) because of the difficulties the students experienced in reading and writing. Each family of the children lived in economically disadvantaged neighborhoods. The students were assigned interactive homework activities to complete with parents. Even though many parents of these students were initially hesitant about contacting teachers, a positive bond was formed between teachers and students. Ultimately, student achievement improved because of the extra time spent working on assignments outside of class (Villas-Boas, 1998).

For 18 months, the Scottish Education Department examined home-school connections (McBeach, 1998). The researcher determined that the bridge between home and school was a very important one. However, some parents reported that they did not place value on homework—they did not want the demands of homework to be made on their children. Once again, the attitude from the parents was transferred to the students who indicated they did not have interest in the homework.

Student Perceptions of Homework

In a study of two New York high schools, Black (1997) reported that many students spent the equivalent of a “sixth day” on homework each week. She maintained that even the students who were on high academic tracks seemed to be rebelling by not completing all required homework. In order to find better ways to manage this problem, the school system investigated and involved students, parents, teachers, and

process. Most students shared that they believed homework should be assigned and that it was a valuable part of learning. However, students resented copying information from textbooks and resisted long worksheets. Students also reported their unhappiness with teachers who quickly look at the assignment and check off the names of students who complete them. In Black's study, students reported that they are more likely to comply with homework if it is reasonable, interesting, and clear.

In a study that included 88 developmental students enrolled in general psychology classes, teachers assigned study questions for each chapter and required students to complete them. The teachers wanted to determine whether or not a correlation existed between the completion of homework and higher quiz grades. The students in the study responded to a questionnaire dealing with their attitudes and feelings about the assignment. When the students reached 80% mastery, they took 10-item multiple-choice quizzes. The results of the quizzes indicated higher scores than they had received without the homework assignments. Additionally, the results of the attitude surveys indicated that the students felt better prepared and were more satisfied with their performance in the course (Brothen & Wambach, 2002).

In a study by Cooper et al. (1998), 709 students and 82 teachers completed the Homework Process Inventory. The intent was to assess the many aspects of homework procedures. Because of the wide variety of ages and ability levels of the participants, different versions of the instrument were constructed. After analyzing the results, the researchers determined that a direct positive correlation between positive attitudes about homework and good grades exists.

CHAPTER III

METHODOLOGY

Participants

The school system from which the sample was selected is located in a suburban school district that contains a total of six high schools. The high school which was used in the sample has an enrollment of 1225 students. The participants in the study were 93 male and female students who were currently enrolled in English I. These students had already been divided into five class periods, each of which lasts for fifty-five minutes. When the guidance department scheduled the students, the students were randomly selected using computer software and randomly assigned to teachers' classes.

Permission to proceed with this study was granted from The Institutional Review Board at the sponsoring university (see Appendix A-1). Permission was also granted from the county school system prior to the beginning of the field study (see Appendix A-2). Permission was then granted from the building principal (see Appendix A-3). The risks to each human subject were deemed minimal.

Each subject was asked to grant permission to the researcher by signing an assent form provided by the researcher (see Appendix A-4). Students had the opportunity to check yes or no to indicate their preference for participating or not participating in the study. Each student was also asked to take home a parental consent form to be signed and returned to the researcher (see Appendix A-5). Students who completed and returned both forms received a reward of a sticker. The reward was not based on participation in the study; it was given simply for completion and return of the forms. Prior to the

beginning of the study, these forms were given to students during the first five minutes of each class period on the first day of the proposed study.

Instruments

For this study, the subjects were administered a researcher-generated attitude survey which was used as a pretest to determine the baseline (see Appendix B). The attitude survey measured students' perception of homework assignments. The survey consisted of twenty statements related to students' personal feelings about homework. This survey was tested for reliability by using a split half / odd even format and for content validity by evaluation of the test by three professionals. The format of the survey required students to respond using a Likert scale. The scoring for positively worded questions was as follows: SA- strongly agree (5); A – agree (4); U – undecided (3); D- disagree (2); and SD- strongly disagree (1). For negatively worded questions, the scoring was reversed as follows: SA- strongly agree (1); A – agree (2); U – undecided (3); D- disagree (4); and SD- strongly disagree (5). A total score of 76-100 indicated that the student had a positive perception of homework. A total score of 51-75 indicated that the student had a somewhat positive perception of homework. A total score of 26-50 indicated that the student had a somewhat negative perception of homework. A total score of 1-25 indicated that the student had a negative perception of homework. The results of this pretest formed a baseline and understanding of the students' feelings prior to the beginning of the treatments. At the conclusion of the study, a posttest was administered to determine whether or not evidence existed that the treatments impacted their perceptions. The same instrument was used for the posttest (see Appendix B).

The researcher generated a form on which to keep a record of each student's homework completion and grade (see Appendix C). This form was stored in a locked filing cabinet and will be destroyed one year after the study is completed. The researcher also generated an aggregate class chart, which was displayed publicly and was used during the final two weeks of the treatment to record homework completion (see Appendix D). No individual names or scores were listed on either chart.

Progress was measured by observing the students' overall grades during each of the two-week segments. Each segment was compared to the previous segment in order to determine the variables that affected homework completion.

Procedure

Prior to the beginning of the study, permission was granted from the Institutional Review Board at the sponsoring university. Following that permission, permission was granted from the school system from which the research was conducted and from the building principal of the selected school. Following that permission, the study was explained to each of the five classes of students. Permission was obtained from each student and parent by the return of each person's assent or consent form, respectively.

This field experiment lasted for six weeks. Each class period lasted for 55 minutes. For the first two weeks of the study, the teacher assigned nightly homework to all students. Regardless of participation in the study, all students from each of the five sections were given the same assignment. When students returned to class each day, the teacher collected the homework at the beginning of each class period. The teacher did not make any comments (positive or negative) about the homework. The teacher began

the new lesson for the day and continued assigning homework each day to all students. Homework was returned to students on a daily basis with a grade; however, no comments were written on the papers. This procedure served as Control Baseline Data (A) for homework completion.

For weeks three and four, the teacher asked students to hold homework at their desks. At the beginning of the class period, the teacher came to each desk and individually conferenced with each student. The teacher looked at the assignment, made a comment, and placed a stamp on each paper that was at least three fourths complete. If the assignment was not at least three fourth complete, the teacher did not stamp the paper. The teacher made appropriate comments (positive for those who had completed assignments and encouraging for those who did not have completed assignments) to each student. After the teacher had finished conferencing with each student, all students turned in their papers to the teacher. The teacher assigned a daily grade and included comments on the papers. The papers were returned to the students on a daily basis. This procedure served as Treatment B for homework completion.

For weeks five and six, the teacher continued to ask students to hold homework at their desks. At the beginning of the period, the teacher continued to come to the desk and individually conference with each student. The teacher continued to look at the assignment, made a comment, and placed a stamp on each paper that was at least three fourths complete. If the assignment was not at least three fourths complete, the teacher did not stamp the paper. The teacher also made appropriate comments like, "Good job!" The teacher then counted aloud the number of stamps completed by all of the students. The teacher took a class percentage of completions and marked them on an aggregate

chart, which was displayed in a prominent place for all classes to see. This chart did not list individual names or scores; only class percentages were presented on the chart. After the teacher had finished conferencing with each student, students turned in their papers to the teacher. The teacher assigned a daily grade and included comments on the papers. The papers were returned to the students on a daily basis. The teacher continued this process until the end of the two-week period, and then rewarded the class who had the highest percentage by permitting a special game day during their regular class time. During the game day, students were allowed to play language arts based games such as Scrabble and Taboo during class time, instead of the regular lesson planned by the teacher. This procedure served as Treatment C for homework completion.

The researcher examined the results from each of the two-week sessions to determine which variables (Control A: no comments or interaction with teacher; Treatment B: interaction with teacher; and Treatment C: interaction with teacher along with class competitions) influenced the amount of homework completed by the student.

Statistical Procedures

Pretest and posttest scores were compiled and the mean score and standard deviation determined for each participant. A *t-test* for independent samples was used to test for a significant difference in the scores of the group.

CHAPTER IV

DATA AND RESULTS

The Sample

The sample was selected from a ninth grade classroom, from which students were randomly assigned. There were a total of 93 participants who completed and returned a parental consent and student assent form prior to the beginning of the study. These participants included 58 (62%) male and 35 (38%) female, as shown in Figure 4.1.

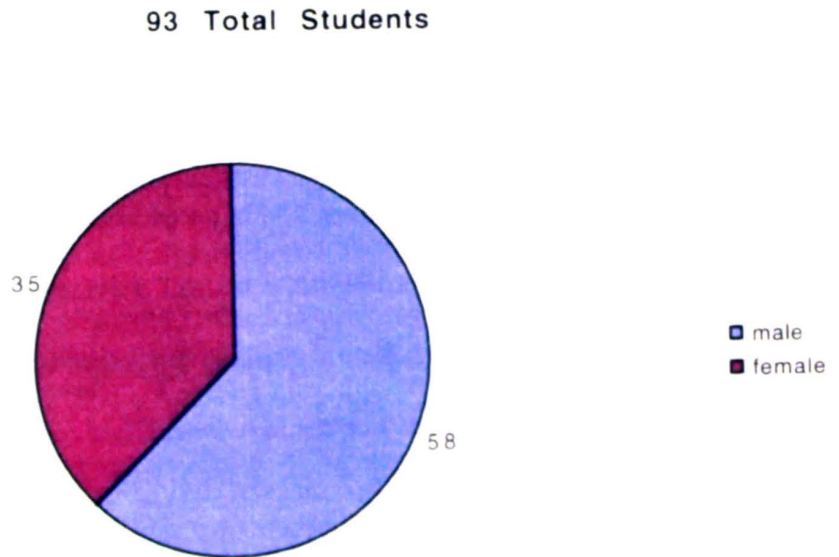


Figure 4-1. The Sample.

Self Perceptions and Homework Attitude Based on Pretest

A pretest consisting of twenty statements was administered to participants, who had the opportunity to respond using a Likert scale from strongly agree to strongly disagree. The scoring for positively worded questions was as follows: SA- strongly agree (5); A — agree (4); U — undecided (3); D- disagree (2); and SD- strongly disagree (1). For negatively worded questions, the scoring was reversed as follows: SA- strongly agree (1); A — agree (2); U — undecided (3); D- disagree (4); and SD- strongly disagree (5). A total score of 76-100 indicated that the student had a positive perception of homework. A total score of 51-75 indicated that the student had a somewhat positive perception of homework. A total score of 26-50 indicated that the student had a somewhat negative perception of homework. A total score of 1-25 indicated that the student had a somewhat negative perception of homework Table 4. 1 Self Perceptions and Attitude Survey Based on Pretest indicates the percentage of students in each category.

Table 4-1. Self Perceptions and Homework Attitude Survey Based on Pretest.

Total Composite	Percentage of Males (58 total)	Percentage of Females (35 total)	Percentage of All Students (93 total)
76-100 positive	10	9	10
75-51 somewhat positive	43	60	49
50-26 somewhat negative	47	31	41
25-1 negative	0	0	0

The responses from each demonstrate the many differences in feelings by gender. More females (69%) than males (53%) responded to show that they had positive or somewhat positive attitudes towards homework. Overall 59% of students indicated positive or somewhat positive attitudes towards homework. Another large difference between the genders was indicated by the fact that 47% of the males indicated that they had a somewhat negative attitude towards homework, while only 31% of the females shared this attitude. No males or females indicated that they had a negative attitude towards homework. Few students held after school jobs (16%) to possibly interfere with homework; however, 47% responded that they are involved in at least one extra-curricular activity after school. Another interesting response was that 57% of students said their parent usually asked about homework assignments; however, only 39% said that their parents assisted them with homework assignments. Students agreed (38%) that they rarely ask their teacher for help and an overwhelming number (79%) do not use a homework hotline. Approximately 40% said that they work regularly with other students to complete homework. Copying another student's homework seems to be another statement by which students agree. Approximately 75% of students responded that they have copied someone's homework, while 73% have allowed others to copy their homework. Only 14% of students strongly agreed that they feel guilty when they do not complete homework, while 25% do. Another observation based on these findings was that student responses to time spent on homework indicated that there was no agreement that homework takes longer than an hour to complete. This raises a question to the true amount of time spent on homework by students. The strongest response (agree) was 24%, followed by 20% who strongly agree. A high number of students (70%) agreed that

they do not complete homework if they know the teacher will not check it, while 38% do not feel guilty about non-completion of homework. A complete analysis of each statement disaggregated by gender and total number of students is included in Appendix E

Self Perceptions and Homework Attitude Based on Posttest

A posttest consisting of twenty statements was administered to participants, who had the opportunity to respond using a Likert scale from strongly agree to strongly disagree. The scoring for positively and negatively worded questions was the same as on the pretest. The posttest indicated that 75% of the males had a positive or somewhat positive attitude about homework. There was an increase of 22 percentage points from the pretest. Likewise, the female attitudes increased from 69% positive or somewhat positive attitudes to 80%, for a total increase of 11. Males and females who responded that they had a positive or somewhat positive attitude about homework was 86%, compared to 59% in the pretest, indicating a striking increase of 27%. The males indicated that 26% had a somewhat negative attitude towards homework, compared to 47% in the posttest for a decrease of 21 percentage points from pretest to posttest. Females who responded that they had a somewhat negative attitude about homework in the posttest decreased by 11%, from 31% in the pretest to 20% in the posttest. No students indicated negative attitudes on the pretest or posttest.

Table 4.2 Self Perceptions and Homework Attitude Based on Posttest indicates the percentage of students in each category.

Table 4-2. Self Perceptions and Homework Attitude Survey Based on Posttest.

Total Composite	Percentage of Males (58 total)	Percentage of Females (35 total)	Percentage of All Students (93 total)
76-100 positive	16	13	24
75-51 somewhat positive	59	17	55
50-26 somewhat negative	26	5	22
25-1 negative	0	0	0

A complete analysis of each statement disaggregated by gender and total number of students is included in Appendix E. Students seemed much more certain about the amount of time they took to complete homework assignments than they did in the pretest. Almost 71% believed that it took more than an hour, and only 5% were undecided. An overwhelming 90% indicated that they are more likely to complete a homework assignment when they know it has a significant effect on their grade. When students were asked if they believed that homework assignments were a waste of time, a majority (66%) indicated that they were not a waste of time. A high majority (82%) of students also indicated that they were not likely to complete homework when they didn't think the teacher would check it. Students who like their teachers are more likely to complete homework assignments, as indicated by a 71% strongly agree or agree response. Attitudes of students seemed to improve about their feelings of homework assignments.

A strong number of students (51%) agreed that homework assignments were helpful to their learning. However, 68% said that they believed homework assignments were a waste of time. Another large number of students (71%) agreed that they have homework in at least one class each night. If students know the homework assignment has a significant effect on their grade, 88% of students responded that they were more likely to complete it. Students responded strongly (60%) that they do not go to their teacher for help. The trend of copying was still prevalent in the posttest, with 83%, compared to 75% in the pretest responding that they have copied someone else's work. Attitude towards teacher was also an important factor, as 71% responded that they were more likely to complete homework assignments if they liked their teacher. When asked if students work on homework from one class while they are in another class, an overwhelming 77% responded that they do this regularly. However, 57% of males and only 20% of females work on homework from one class while they are in another. Almost 77% feel pressure from outside sources to succeed in school.

Summary of Groups by Completion

During the control period, the teacher collected homework and returned it daily without comments, and 74% of the students completed homework. An increase of 10% from the Control Period occurred when the teacher administered Treatment B. During this Treatment, the teacher made positive and encouraging comments as she stamped each paper at the individual's desk. However, when Treatment C was administered, the teacher continued the stamps and positive comments and added class competition. As a result, the homework completion rate increased only three percentage points. Therefore,

only a slight increase occurred with the addition of the class competition, compared to a larger increase with the individual attention of the teacher. Table 4.3 Summary of Groups by Procedure and Homework Completion indicates percentages for the control and treatment groups during the six week study.

Table 4.3 Summary of Groups by Procedure and Homework Completion.

Group	Procedure	Subjects	Percentage of Homework Completion
A	Control A	93	74
B	Treatment B	93	84
C	Treatment C	93	87

Analysis of Pretest and Posttest

The average score of attitude towards homework increased from 56.1 to 63.61 from pretest to posttest. The standard deviation decreased only slightly from 13.44 to 12.75. This means that the variability of attitude decreased among the participants.

The sample was divided into three groups, which were based on control and treatment procedures. The pretest (administered before Control A) and the posttest (administered

after Treatment C) scores were compiled. A *t-test* for independent samples was used to test for significant differences between the posttest scores for each group. The T-Value was 1.045-20 and the critical T was 1.645, as indicated in Table 4.4 Analysis of Pretest and Posttest. Table 4.4 indicates the analysis of the pretest and posttest in which the significance level was set at .05. Based on these results, there were no significant differences between the pre and posttest of the group.

Table 4.4 Analysis of Pretest and Posttest.

Group	n	Average	Standard Deviation	Degrees of Freedom	T Value	Critical T
Pretest	93	56.1	13.44	92		
Posttest	93	63.61	12.75	92	1.045-20	1.645

$p < .05$

Control A

(Weeks One and Two)

The teacher assigned nightly homework, which was collected at the beginning of each class period. During this portion of the study, the teacher did not make any comments (positive or negative) about homework. Each day, the teacher returned the homework to each individual student. The teacher assigned a daily grade for each

homework assignment and continued the process throughout the two week period. These grades were calculated based on completion of homework, not accuracy of homework.

The grades were recorded and served as a portion of the grade for the six weeks.

Percentages of students who completed homework are disaggregated by gender in Figure 4.2.

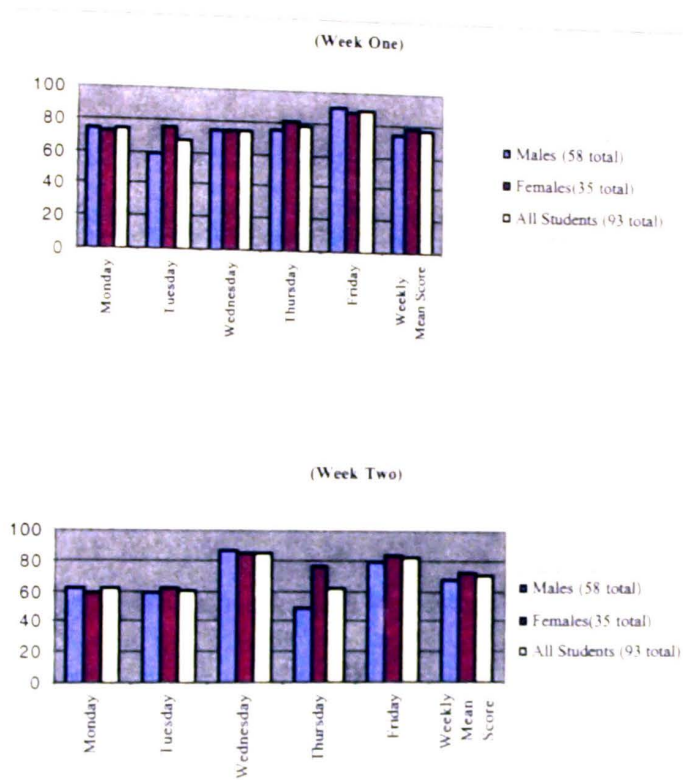


Figure 4-2. Control A.

Both male and female student seemed to have an increase in the amount of homework completed from 72% on Thursday for males to 90% on Friday in Week One. Females also increased from Thursday at 80% to 88% on Friday. The largest disparity between males and females was on Tuesday, as only 59% of male s completion homework, as

compared to 74% of females. The day with the lowest percentage of homework completion was Tuesday for males, while females showed their worst performance on Monday, with only 70% completing homework. The overall mean for males was 73% for males and 79% for females. For Week Two, the mean score decreased nine percentage points, to a 70% mean score. In summary, Friday remained a strong day for homework for both groups with 80% completion rate; however, students also had even higher scores on Wednesday, with 84% completion. The scores decreased on Monday from 71% for both groups in week one to only 60% in week two. The largest disparity for week two was on Thursday, only 49% of males completed homework, while 78% of females completed homework.

Treatment B

(Weeks Three and Four)

The teacher assigned nightly homework to all students. At the beginning of each period, the teacher came to each desk and individually conferenced with each student. The teacher looked at each assignment, made a comment, and placed a stamp on each paper that was at least three fourths complete. Students turned in their papers daily to the teacher, who assigned a grade to each paper. The previous day's homework was returned to each student each day. In analyzing the homework completion for each of the two figures, several interesting facts were discovered. Some of the days showed higher completion rates than others. These days even varied by gender and the day of the week. The overall mean score for week three was 81%, which was an 11% increase from Week Two's performance of 70%. Males decreased significantly on Friday in Week Three,

with a weak showing of only 30%. Females had the lowest percentage on Thursday, with only 60% completion rate. In Week Four, males showed their weakest performance on Friday, with 82% completion. This is still a significant increase of 52% from Week Three's lowest day of 30%. Mean scores increased for males from 82% in Week Three to 87% in Week Four. Female mean scores increased from 79% in Week Three to 88% in Week Four, for a 9 % increase. Summarizing this data from Treatment B, Friday remained a strong day for females in Week Four, with a 93% completion rate, which was the same as on Wednesday. Females had the lowest completion rate of the week on Monday, which was 82%. Males had the lowest completion rate on Friday, which was 87%. From Week One to Week Four, the overall mean score increased 15 percentage points, from 73% to 88%. Percentages of students who completed homework are disaggregated by gender in Figure 4.3.

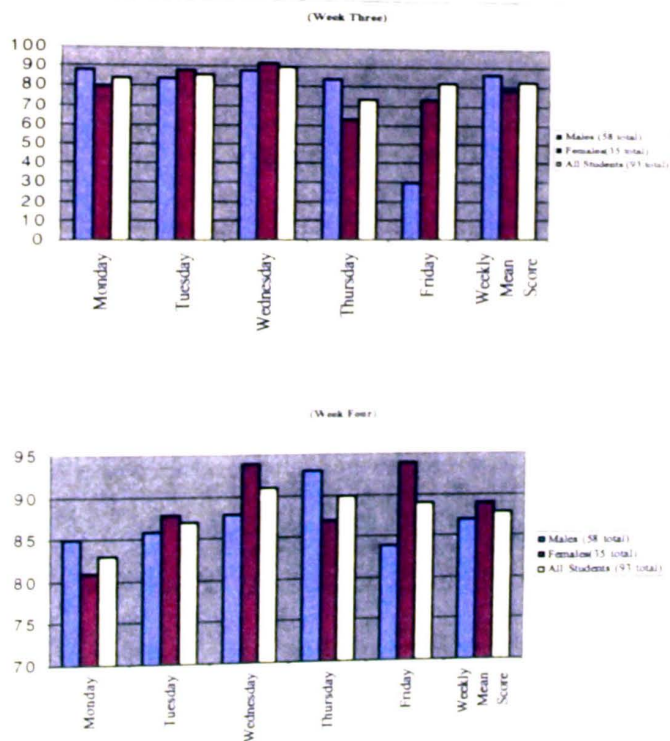


Figure 4-3. Treatment B.

strongest homework completion day varied, even by gender. Although students did complete more homework in Week Six than they did in Week One, the change is not great. Percentages of students who completed homework are disaggregated by gender in Figure 4.4

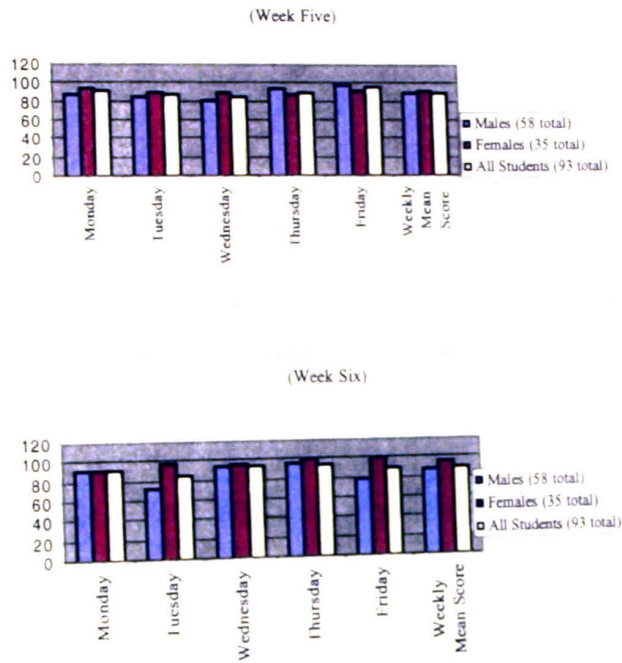


Figure 4-4. Treatment C.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate varying methods to help students be more successful in the classroom by motivating them to complete their homework assignments. The review of the literature suggested that teachers should give clear, concise assignments. The literature also indicated that students must see a valid purpose in completing assignments. For example, students need to know that the teacher will check their homework.

This chapter contains a summary of the analysis of data used to test the hypothesis. Findings from this study resulted in a failure to reject the null hypothesis: There will be no significant differences in the percentage of students who complete homework between students who receive outside encouragement and students who do not receive outside encouragement. Students seem to complete more homework when praise is offered. In Control A, the teacher collected homework each day and returned it with a grade and no comments. Scores increased slightly when the teacher implemented Treatment B by individually conferencing with each student and stamping each paper. When Treatment C was implemented, the conferencing and stamping continued; however, the addition of the class competition did not indicate a large increase. The change may have been brought on by an outside incentive. However, these results indicated the use of varying motivational techniques did not indicate a significant difference in homework completion. An analysis of Homework Completion indicates that students seem to

complete slightly more homework when praise is offered. This data is shown in the following Table 5.1.

Table 5.1 Analysis of Homework Completion.

Group	n	Average	Standard Deviation	Degrees of Freedom	T Value
Control A	93	7.2	2.97	92	A-B. .0023
Treatment B	93	7.8	3.01	92	B-C 3.2-7
Treatment C	93	8.7	2.11	92	A-C 8.49-10

Conclusions

There seems to be a strong correlation of .81, which is significant, between Control A (teacher assigning homework and returning it daily with a grade but no comments and Treatment B when the teacher came to each desk and conferenced individually with each student and stamped the papers. A strong correlation of .85, which is significant, also occurred between Treatment B and C (which included the addition of class competitions. A slightly weaker correlation (.70) of Control A and Treatment C occurred. This means that while the scores between Control A and Treatment B were quite similar, a change took place between Control A and Treatment C. These figures are indicated below on Table 5.2 Correlation of Treatments.

Table 5.2 Correlation of Treatments.

Correlation A to B	Correlation B to C	Correlation A to C
0.810655154	0.855431421	0.708997334

Research Question

This study addressed the following research question regarding whether or not outside factors influenced completion of homework assignments: Among ninth graders, to what extent does a relationship exist between self-motivation and outside encouragement and completion of homework assignments? Analysis of the data suggests that the use of extrinsic praise and personal attention combined with small tokens of recognition (stamps) seems to increase homework completion. Adding competition and rewards to this procedure appears to further increase homework completion, especially among males.

The study was severely limited in the length of time devoted to each procedure. If the study had been longer, there might have been a different outcome. The percentage of males in the study was much higher than the percentage of females in the study. This may have had an effect on the results.

Recommendations

The following recommendations are based on an analysis of the data resulting from this study.

1. It is recommended that this study be replicated in the future.
2. It is recommended that these future studies should include larger populations than the sample of 93 indicated in this study and for longer periods of time.
3. It is recommended that the sample should be replicated with other populations (grade levels) for longer periods of time.

4. It is recommended that the findings of this study and future studies should be readily available to faculty for possible implementations in classrooms.

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LIST OF REFERENCES

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APPENDICES

APPENDIX A-1

Letter of Approval from Institutional Review Board

Austin Peay State University Institutional Review Board

January 29, 2003

Lori Williams
c/o Ann Harris
Education
APSU Box 4545

RE: Your application dated January 28, 2003 regarding study number 03-016: A Relationship Between Ninth Grade Students' Completion of Homework and Various Forms of Feedback (Austin Peay State University)

Dear Ms. Williams:

Thank you for your response to requests from a prior review of your application for the new study listed above.

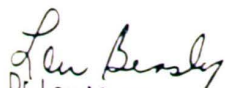
Congratulations! This is to confirm that your application is now fully approved. The protocol is approved through one calendar year. You must obtain signed written consent from all subjects. . . . This approval is subject to APSU Policies and Procedures governing human subjects research. You may want to review this policy which can be viewed on the APSU website at: www2.apsu.edu/www/computer/policy/2002.htm

You are granted permission to conduct your study as most recently described effective immediately. The study is subject to continuing review on or before December 2, 2003, unless closed before that date. Enclosed please find the forms for reporting a closed study and for requesting approval of continuance.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions at all do not hesitate to contact Lou Beasley (221-7414; fax 221-7641; email: beasleyl@apsu.edu) or any member of the APIRB.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study!

Sincerely,


Dr. Lou M. Beasley

Chair, Austin Peay Institutional Review Board

APPENDIX A-2

Letter of Approval from School System

February 4, 2003

Ms. Lori Williams
Clarksville High Schools

Dear Ms. Williams:

Your research project titled "A Relationship Between Ninth Grade Students' Completion of Homework and Various Forms of Feedback" has been approved by the research committee. The date of approval was January 30, 2003.

Now that you have approval from the research committee, you may contact the principal for approval. According to Board Policy File IFA, the principal has the final authority and responsibility for approving or disapproving research conducted in his/her building.

Please read the Research Policy and Procedures Handbook for all information concerning research in the Clarksville-Montgomery County Schools.

If you have questions, please call my office at (931) 920-7819.

Sincerely,

Sallie Keith

Sallie Keith
Curriculum and Instruction Coordinator

APPENDIX A-3

Letter of Approval from Building Principal

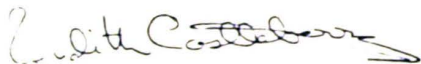
January 31, 2003

Dr. Timothy Sweetholp
APSU
Institutional Review Board

Dear Dr. Sweetholp,

Mrs. Lori Anne Williams has discussed her field study with me and I feel that the study will be well done with no adverse effect on the students. This letter is my written approval for her to implement the planned study.

Sincerely,



Judith Castleberry
Principal of Clarksville High School

APPENDIX A-4

Student Assent Form

Assent of Participation in a Research Study
(Student Copy)
Austin Peay State University

You are being asked to participate in a research study. I need your permission and your parent's permission before we may begin. This study is designed to find out strategies that help students to complete homework assignments.

Each person in our class will take a pretest to help determine their feelings and attitudes concerning homework assignments. You will not be required to answer any questions you do not wish to answer. Your scores on the pretest will be used to determine your feelings about homework assignments. I will use three different strategies to encourage homework completion. At the end, I will give you the posttest, which will be similar to the pretest. Again, you will not be required to answer any questions you do not wish to answer. Another teacher will code both of these tests so I will not know whether or not you are participating in the study until I look at the results at the end of the study.

Your participation will help other researchers and teachers learn what type of strategies helps you complete your homework. The summary results will be used to help other teachers at your school decide how and when to assign homework.

You are not required to participate in the study. If you decide not to participate, your scores from the pre- and posttest will not be included in the study. Regardless of your decision to be included or not, you will still be required to complete all assignments given by your teacher. You may withdraw from the study at any time without being punished or penalized.

If you choose not to participate in the study at all, you will not be punished or penalized in any way. If you have any questions, please feel free to ask me between classes. You may also have your parents contact me at school at (931) 648-5690 if they have questions. They may leave a voice mail if I am unavailable and I will return their call as soon as possible.

Mrs. Lori Anne Williams

Please indicate your choice by placing an X in the appropriate blank.

_____ Yes, my parents and I agree to allow Mrs. Williams to use my scores in her study.

_____ No, my parents and I do not wish for Mrs. Williams to use my scores in her study.

(Print your name)

(Your signature)

(Today's date)

APPENDIX A-5

Parent Consent Form

**Consent of Participation in a Research Study
(Parent Copy)
Austin Peay State University**

Your child is being asked to participate in a research study. This form is intended to provide you with information about the study. You may ask the researcher, Mrs. Lori Anne Williams, about this study, or you may contact the office of Grants and Sponsored Research, Box 4517, Austin Peay State University, Clarksville, Tennessee 37044, (931) 221-7881 with questions about the rights of research participants.

1. Purpose of the Study

The purpose of this study is to find out strategies to help students complete homework assigned by teachers in order for students to be more successful in the classroom.

2. Procedures to be Used

All students in the class will be asked to complete a pretest to help determine their feelings and attitudes about homework. All students will be told that they choose to answer only the questions they wish to answer. The teacher will assign regular homework assignments to all students in the class. Participation or non-participation in the study will not change the homework assignments in any way. For a period of six weeks, the teacher will implement a variety of strategies (i.e. positive verbal and written instructions) to help encourage students to complete homework assignments. At the end of the study, all students will be asked to complete a posttest similar to the pretest to determine feelings and attitudes about homework. All students will be told that they choose to answer only the questions they wish to answer. The students will also be told that they may choose to withdraw from the study at any time with no penalty. They will be told that if they choose to withdraw, their scores will not be used and any data collected from them will be destroyed. At the conclusion of the study, the researcher will analyze the results of the pre- and posttests to determine which strategies are most beneficial in helping students complete their homework assignments.

3. Regarding Benefits and Risks

Potential benefits for your child may include an increase of completion of homework assignments, which may lead to better comprehension of materials covered in class and possible improvement in grades. In addition, your child's participation will help teachers at Clarksville High School decide which strategies are most successful for helping students complete homework assignments. The risks for each student are minimal.

4. What will happen to the information collected?

Another teacher who is not directly involved with the study will code student names on the pretest and posttest so that the researcher will not know who is participating in the study until the conclusion of the study. The researcher will examine scores from pre- and posttests and will also analyze charts that document homework completion. The information will be stored in a locked filing cabinet and destroyed one year after the conclusion of the field study and publication. The student's name will never appear in any publications.

Please read the statements below. They describe your rights and responsibilities, as your child is a participant in this research project.

1. I agree to allow my child to participate in the present study conducted by Lori Anne Williams from the Education Department at Austin Peay State University. I understand that my child will be asked to complete a pre- and posttest about his / her feelings and attitudes regarding homework. I understand that my participation or non-participation in the study does not change my child's homework assignment in any way.
2. I have been informed and my child has been informed of the purpose of the study and about any risks that may be involved. I have also been told of any benefits that may result from my participation. Mrs. Williams has offered to answer any further inquiries that I may have regarding the research. I understand I may contact her by telephone Monday through Friday at (931) 648-5690.
3. I understand that my child or I may choose not to have his / her pre- and post test scores used for analysis at any time without penalty or prejudice. I also understand that any data obtained from my child will be withdrawn from the study and destroyed if I choose to withdraw.
4. I realize that by agreeing and signing this consent form, I willingly give my consent for my child to participate in the current study. I also acknowledge that I have been given a copy of this form to keep for my records.

Please indicate your choice by placing an X in the appropriate blank.

_____ Yes, my child and I agree for Mrs. Williams to use my child's information in her research study.

_____ No, my child and I do not wish for Mrs. Williams to use my child's information in her research study.

Name (Please print)

Date

Signature

Child's name (Please print)

APPENDIX B

Pre-and Posttest

How do you feel about homework?



Please read the following statements and using the scale given below:
Remember, you are not required to respond to any statement that you do not wish to respond to. Please **circle** the answer that best demonstrates your feelings.

SA = I strongly agree with this statement.

A = I agree with this statement.

U = I am undecided about my feelings.

D = I disagree with this statement.

SD = I strongly disagree with this statement.

1. I feel homework assignments are helpful to my learning.

SA A U D SD

2. I currently hold an after school job.

SA A U D SD

3. I am involved in at least one extra-curricular activity after school.

SA A U D SD

4. I usually have homework in at least one class each night.

SA A U D SD

5. My parents usually ask about my homework assignments.

SA A U D SD

6. My parents assist me with homework assignments.

SA A U D SD

7. Homework assignments normally take longer than one hour to complete.

SA A U D SD

8. I believe homework assignments are a waste of time.

SA A U D SD

9. If I know the homework assignment has a significant affect on my grade, I am more likely to complete it.

SA A U D SD

10. I use a homework hotline for help.

SA A U D SD

11. I rarely go to my teacher for homework help.

SA A U D SD

12. If I don t think the teacher will check my homework, I don t make much effort to complete it.

SA A U D SD

13. I regularly work with other students to complete homework.

SA A U D SD

14. I have copied someone else s homework.

SA A U D SD

15. I have allowed a friend to copy my homework.

SA A U D SD

16. I use a planner to organize my homework assignments.

SA A U D SD

17. If I like my teacher, I am more likely to complete my homework assignments.

SA A U D SD

18. I feel guilty when I do not complete my homework.

SA A U D SD

19. I work on homework from one class while I am in another class.

SA A U D SD

20. I feel pressure from outside sources to succeed in school.

SA A U D SD

APPENDIX C

Record of Student Homework Completion and Grade

Control A (Weeks 1 and 2)

[illegible]

Treatment B (Weeks 3 and 4)

[illegible]

Treatment C (Weeks 5 and 6)

[illegible]

APPENDIX D

Aggregate Class Chart for Homework Completion

Aggregate Class Chart

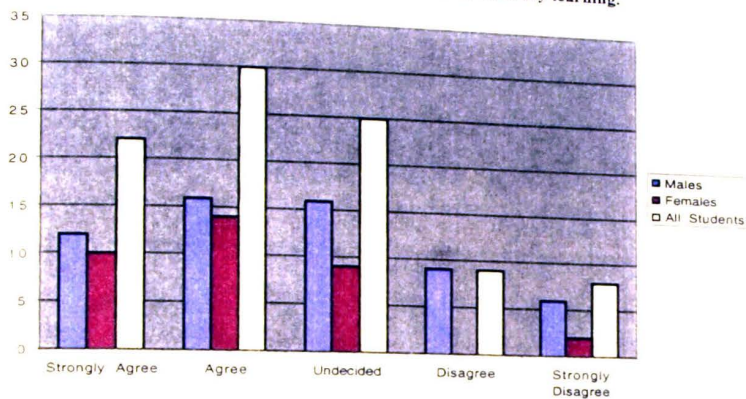
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
10					
5					
0					

APPENDIX E-1

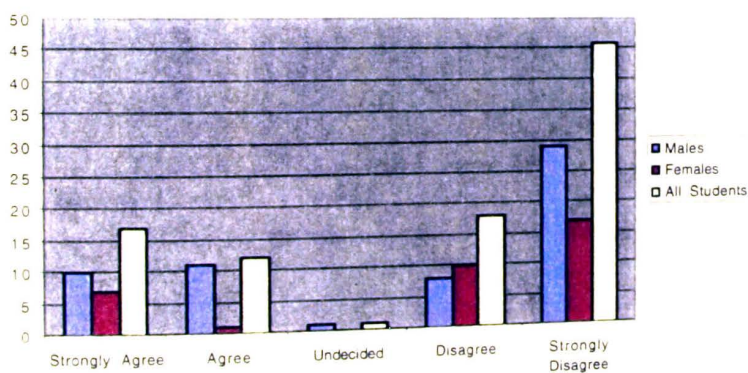
Analysis of Pretest Disaggregated Scores by Gender

Analysis of Pretest Disaggregated by Gender

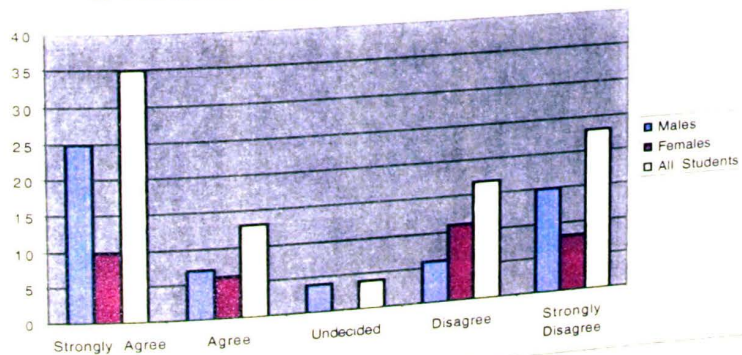
1. I feel homework assignments are helpful to my learning.



2. I currently hold an after school job.

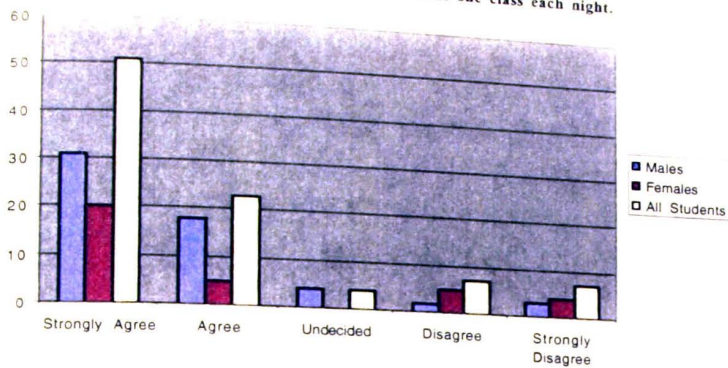


3. I am involved in at least one extra-curricular activity after school.

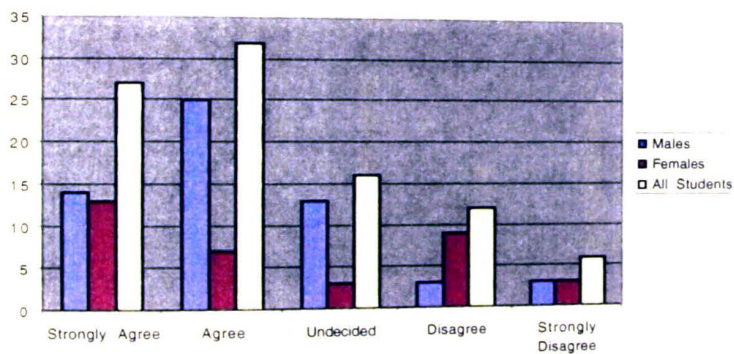


These figures are given as percentages.

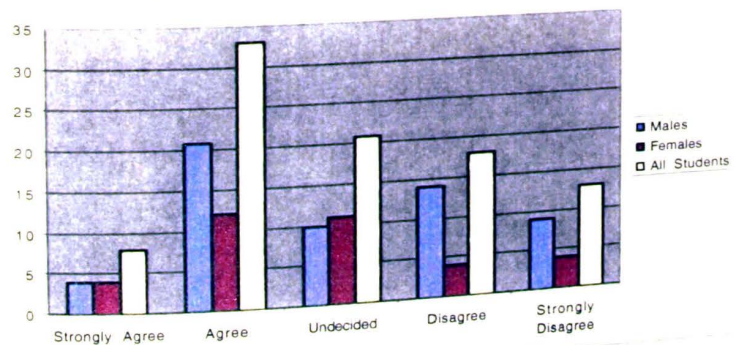
4. I usually have homework in at least one class each night.



5. My parents usually ask about my homework assignments.

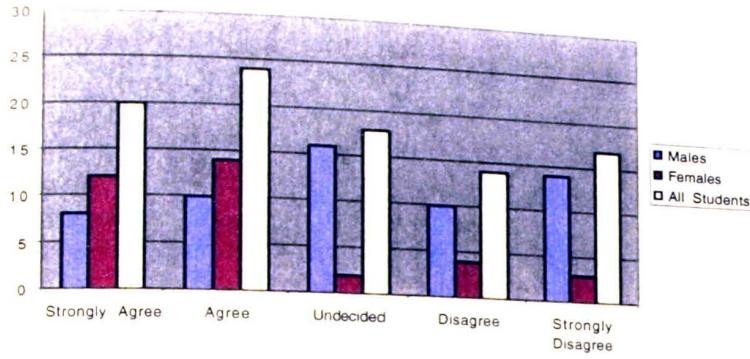


6. My parents assist me with homework assignments.

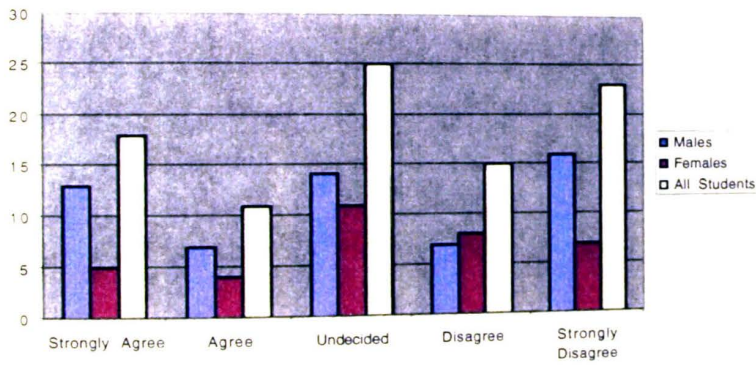


These figures are given as percentages.

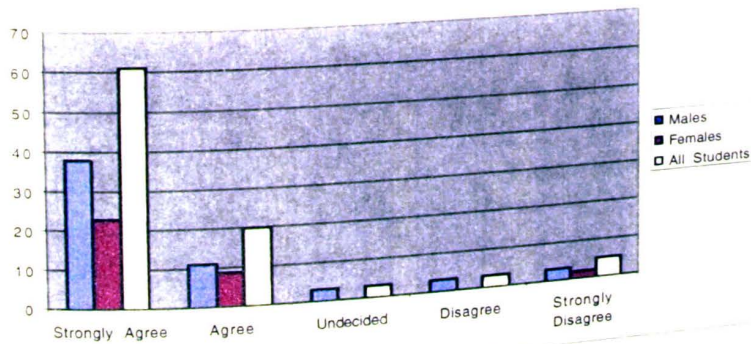
7. Homework assignments normally take longer than an hour to complete.



8. I believe homework assignments are a waste of time.

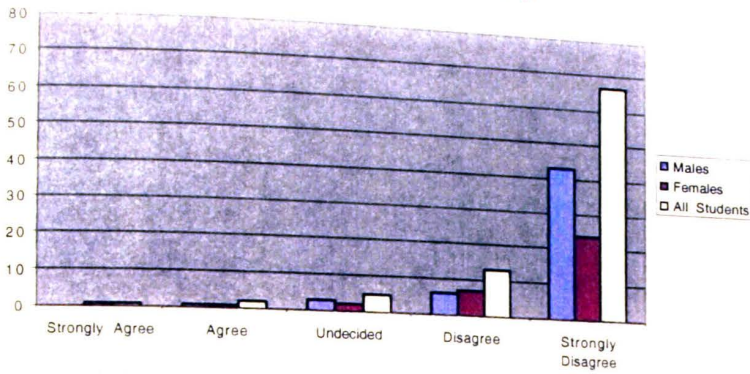


9. If I know the homework assignment has a significant effect on my grade, I am more likely to complete it.

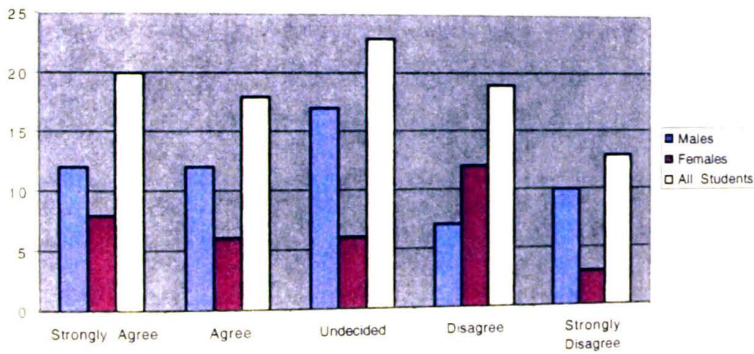


These figures are given as percentages.

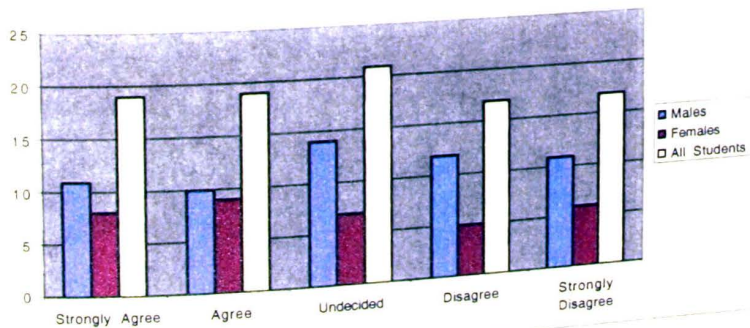
10. I use a homework hotline for help.



11. I rarely go to my teacher for homework help.

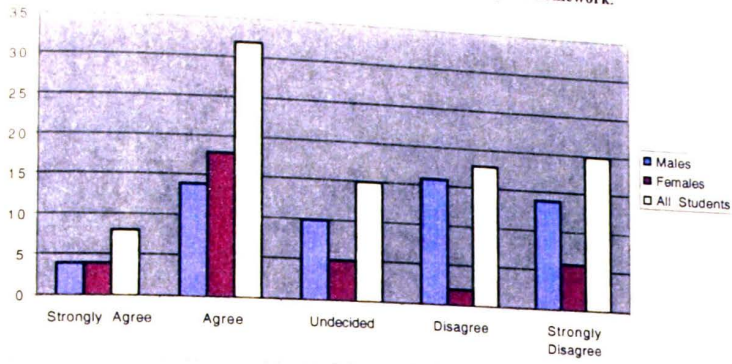


12. If I don't think the teacher will check my homework, I don't make much effort to complete it.

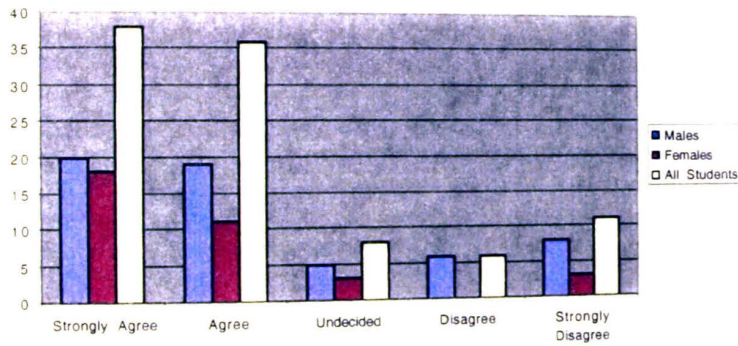


These figures are given as percentages.

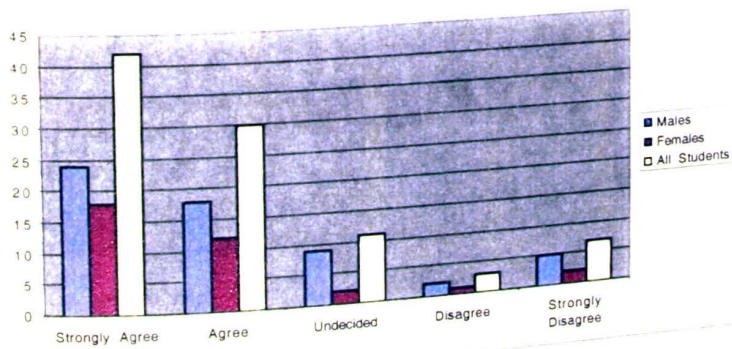
13. I regularly work with other students to complete homework.



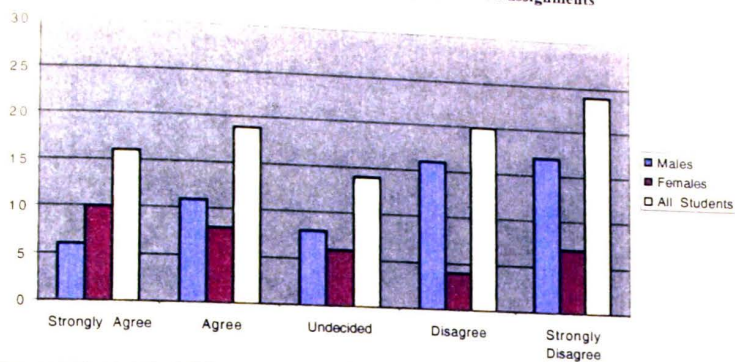
14. I have copied someone else's homework.



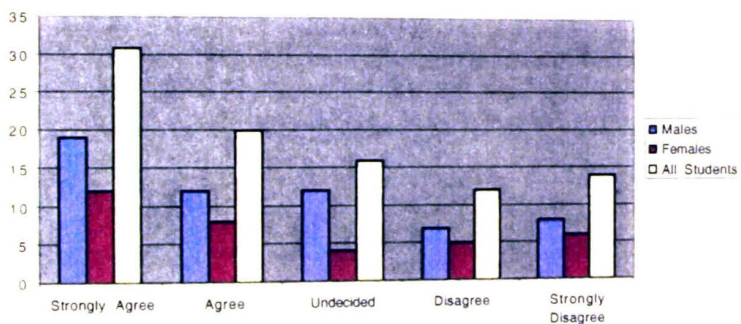
15. I have allowed a friend to copy my homework.



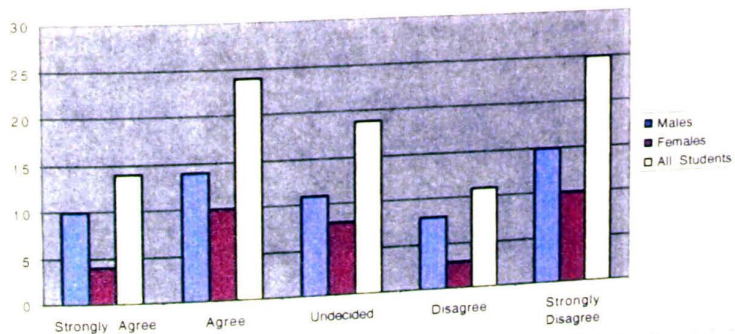
16. I use a planner to organize my homework assignments



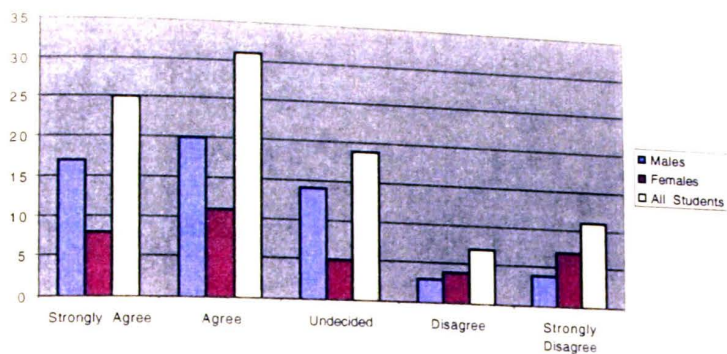
17. If I like my teacher, I am more likely to complete my homework assignments.



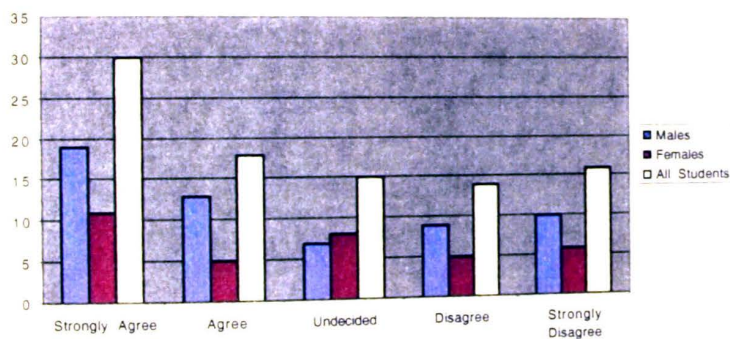
18. I feel guilty when I do not complete my homework.



19. I work on homework from one class while I am in another class.



20. I feel pressure from outside sources to succeed in school.



Appendix E-2. Analysis of Pretest Disaggregated by Gender.

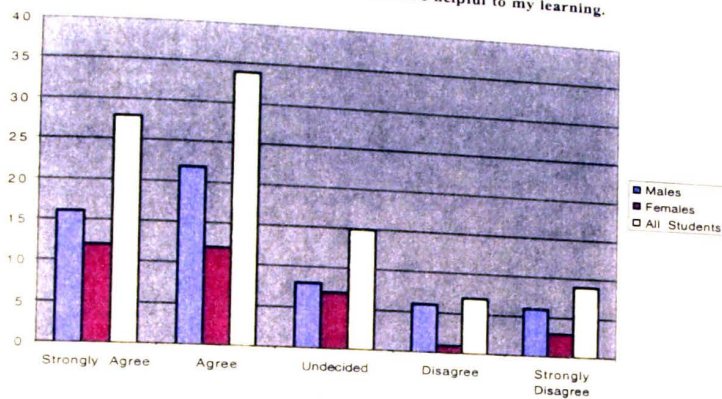
These figures are given as percentages.

APPENDIX E-2

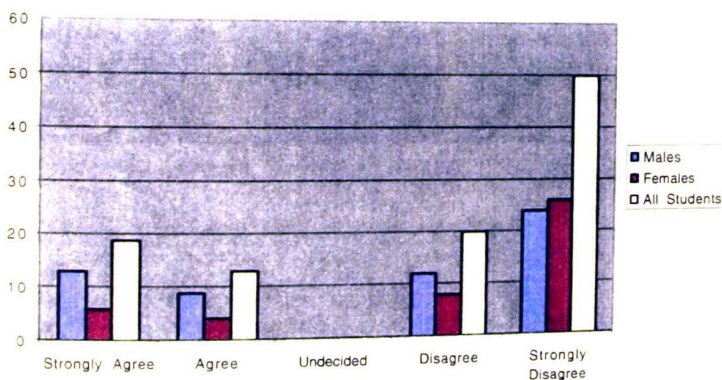
Analysis of Posttest with Disaggregated Scores

Analysis of Posttest Disaggregated by Gender

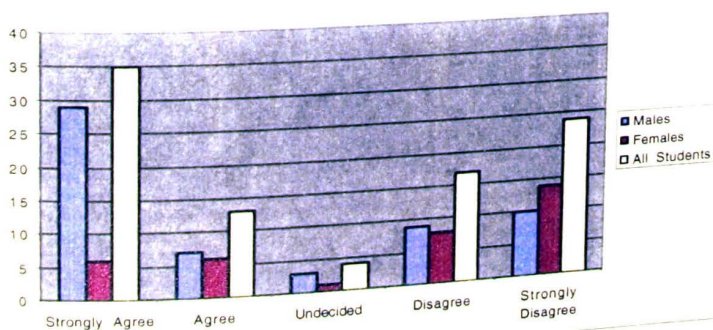
1. I feel homework assignments are helpful to my learning.



2. I currently hold an after school job.

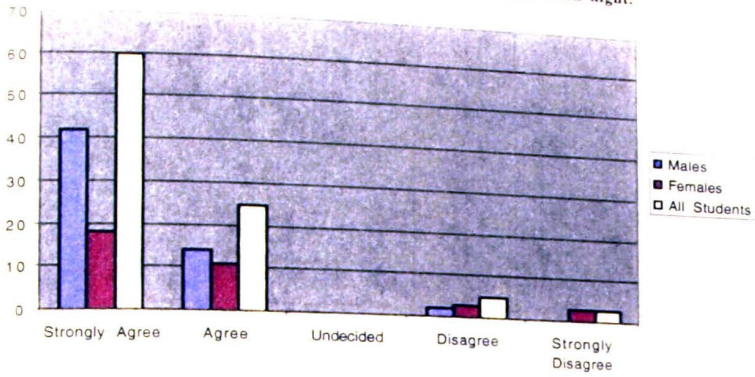


3. I am involved in at least one extr-curricular activity after school.

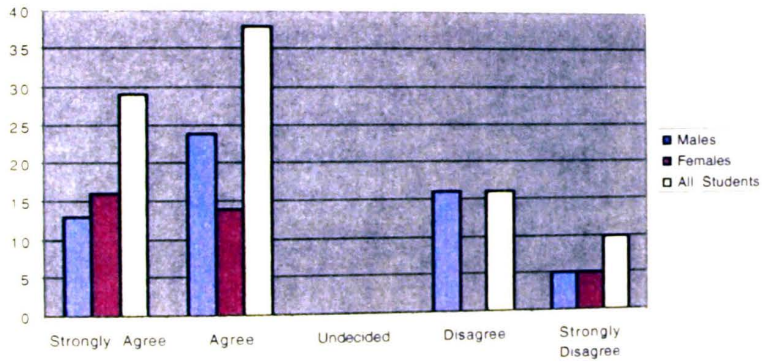


These figures are given as percentages.

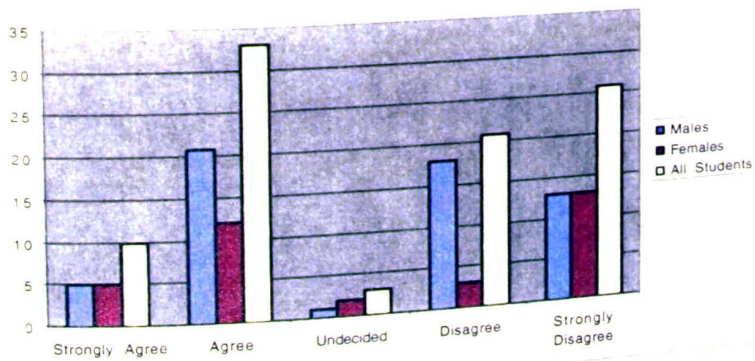
4. I usually have homework in at least one class each night.



5. My parents usually ask about my homework assignments.

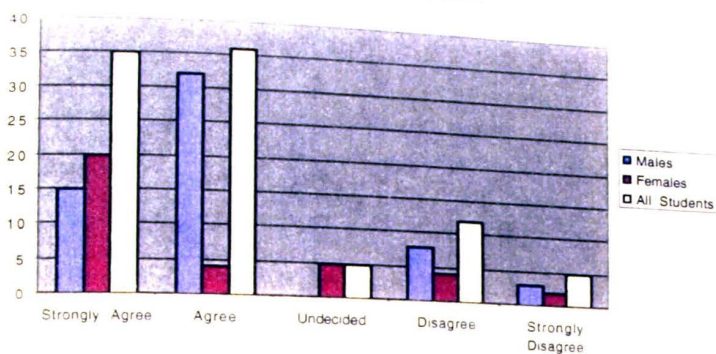


6. My parents assist me with homework assignments.

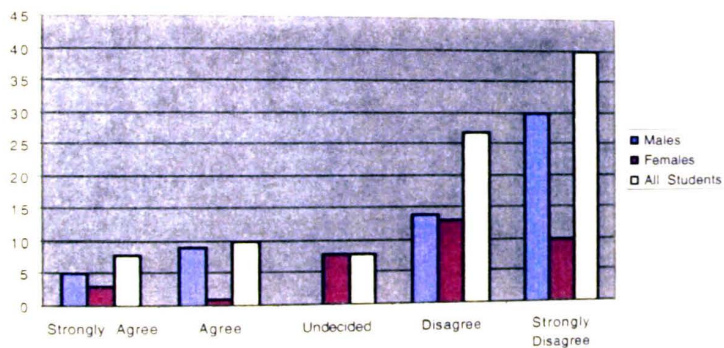


These figures are given as percentages.

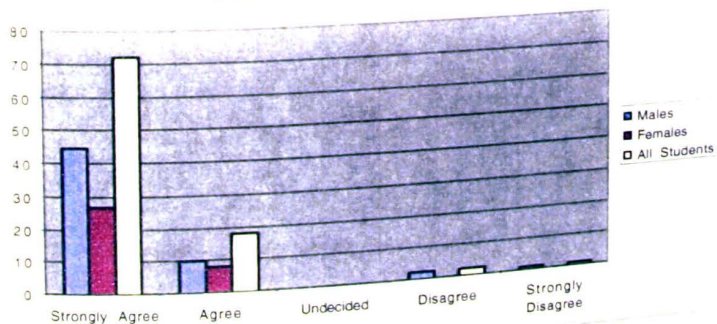
7. Homework assignments normally take longer than on hour to complete.



8. I believe homework assignments are a waste of time.

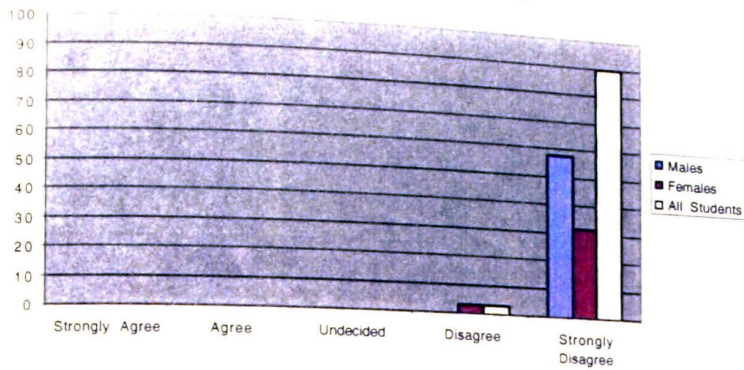


9. If I know the homework assignment has a significant effect on my grade, I am more likely to complete it.

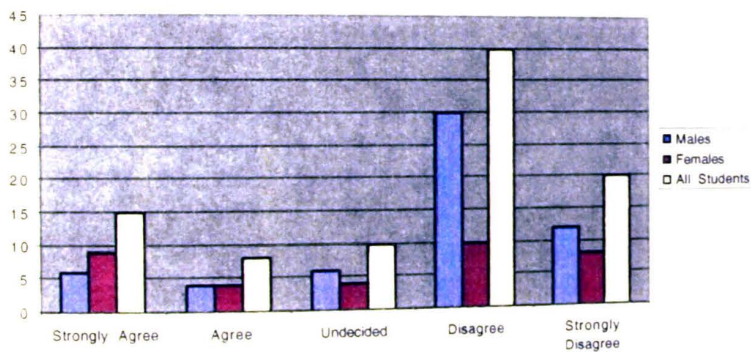


These figures are given as percentages.

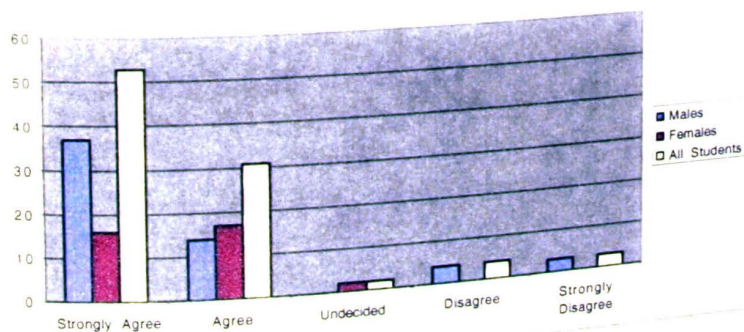
10. I use a homework hotline for help.



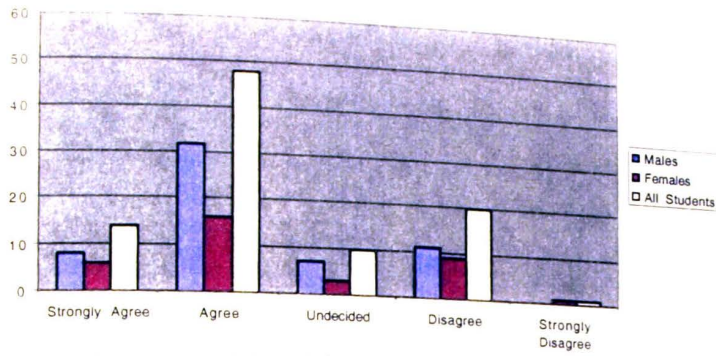
11. I rarely go to my teacher for homework help.



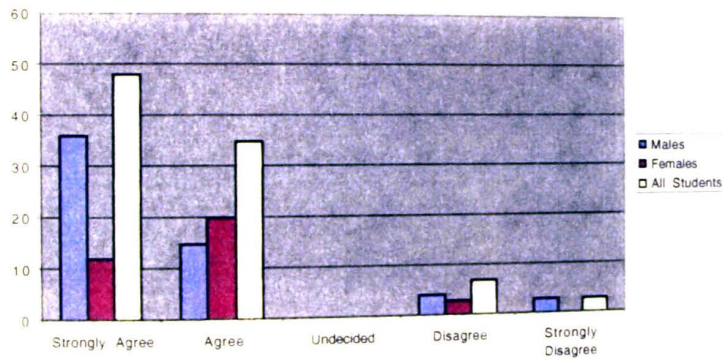
12. If I don't think the teacher will check my homework, I don't make much effort to complete it.



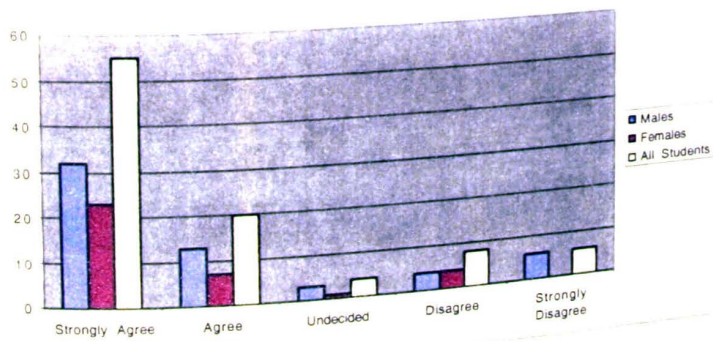
13. I regularly work with other students to complete homework.



14. I have copied someone else's homework.

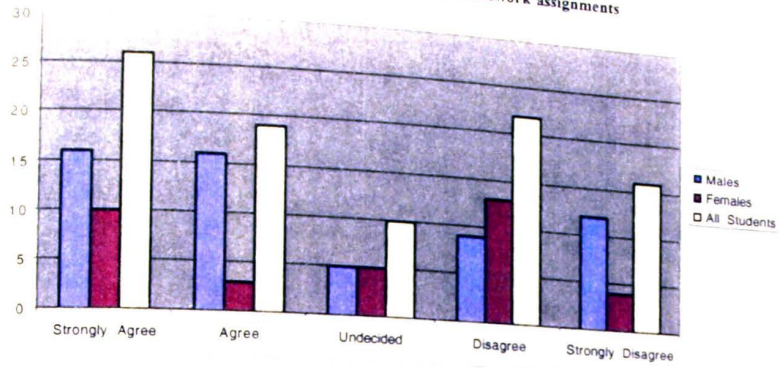


15. I have allowed a friend to copy my homework.

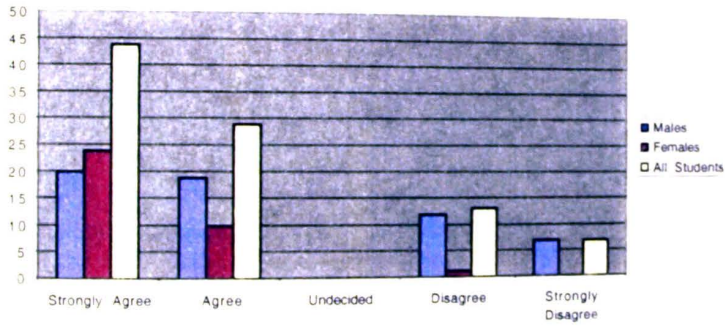


These figures are given as percentages.

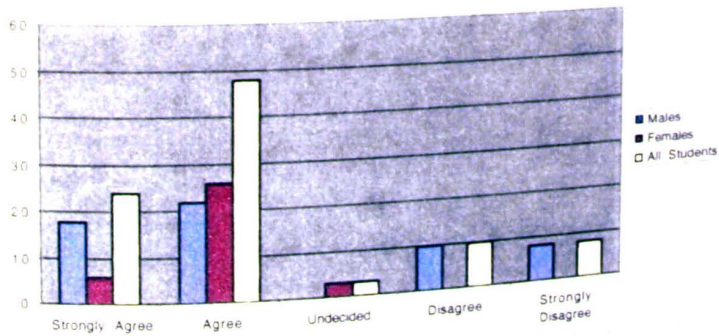
16. I use a planner to organize my homework assignments



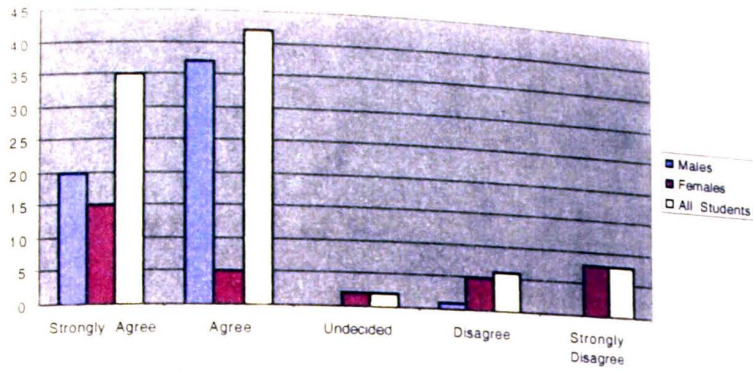
17. If I like my teacher, I am more likely to complete my homework assignments.



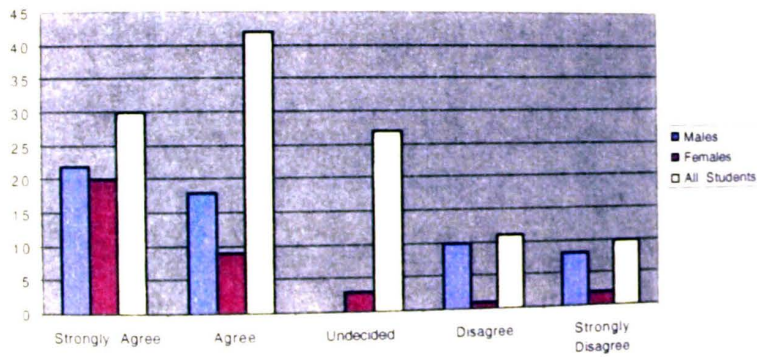
18. I feel guilty when I do not complete my homework.



19. I work on homework from one class while I am in another class.



20. I feel pressure from outside sources to succeed in school.



Appendix E-2. Analysis of Posttest Disaggregated by Gender.

These figures are given as percentages.

VITA

VITA

Lori Anne Williams was born in Livonia, Michigan. She attended elementary schools in Danville, Illinois and Dallas, Texas. She graduated from Hardin County High School in Savannah, Tennessee and then completed a program of study from West Tennessee Business College in Jackson, Tennessee. Lori Anne earned a bachelor's degree in English; a master's degree with highest honors in curriculum and instruction; and an education specialist degree with highest honors in secondary education with a concentration in reading from Austin Peay State University in Clarksville, Tennessee. She currently teaches ninth grade English at Clarksville High School.

Throughout her career, Lori Anne has received several awards and accolades. She was selected as the Sallie Mae First Class Teacher for the State of Tennessee. She also received Phi Delta Kappa's Outstanding Educator Award. Lori Anne received the Fred Belger Award and academic honors from Austin Peay State University.

Lori Anne works on numerous state committees, including Gateway English. She continues to serve as a state trainer for Phase I and Phase II Gateway Institutes. She has presented at several conferences, including International Reading Association and Tennessee Reading Association. She is an active member of Delta Kappa Gamma and serves as an officer for Phi Delta Kappa. She also volunteers to serve as secretary on the Board of Directors for the United Way Crisis Call Line.