

STUDENT'S ATTITUDE TOWARDS HOMEWORK

A

THESIS

BY

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER'S IN MATHEMATICS EDUCATION**

SUBMITTED TO

DEPARTMENT OF MATHEMATICS EDUCATION

CENTRAL DEPARTMENT OF EDUCATION

UNIVERSITY CAMPUS

TRIBHUVAN UNIVERSITY

KIRTIPUR, KATHMANDU

NEPAL, 2017

LETTER OF CERTIFICATE

This is to certify that **Mr. Bijay Kumar Yadav**, a student of academic year 070/072 with campus Roll No. 165/070, Thesis No. 1225, Exam Roll No. 280384/070 and T.U. Registration No. 9-2-225-425-2009 has completed this Thesis under the supervision of Mrs. Home Kumari Adhikari for the period prescribed by the rules and regulation of Tribhuvan University, Nepal. This thesis entitled **Student's Attitude Towards Homework** has been prepared based on the result of investigation conducted during the assigned period under the Department of Mathematics Education, Central Department of Education, University Campus, Tribhuvan University, Kirtipur, and Kathmandu. I recommend and forward that his thesis be submitted for the evaluation to award the Degree of Master's in Math Education.

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LETTER OF APPROVAL

This Thesis entitled **Student's Attitude Towards Homework** submitted by Mr. **Bijay Kumar Yadav** in partial fulfillment of the requirements for the Degree of Master's in Math Education has been approved

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bijay Kumar Yadav** has completed his M.Ed. Thesis entitled "**Student's Attitude Towards Homework**" under my supervision during the period prescribed on the depart under the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education to organize final viva-voce.

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DEDICATION

I would like to dedicate my dissertation to the six most influential people in my life: my parents Ram Autar Yadav, Arhul Devi Yadav, my uncle Kaleshwer Yadav, my heart lovely elder brother Sanjay Kumar Yadav my lovely sister-in-law Ruby Kumari Yadav and my heart lovely nephew Sanyam Babu Yadav. You all have earned this degree as much as I have. Your love and support knows no boundaries.

DECLARATION

This dissertation contains no material which has been accepted for the award of other degree in any institution. To the best of my knowledge and belief this dissertation contains no material previously published by any author except due acknowledgement has been made.

.....

(Bijay Kumar Yadav)

Date:

ACKNOWLEDGEMENTS

My deepest gratitude and most sincere thanks to Mrs. Hom Kumari Adhikari for her valuable advice, suggestions and encouragement. My thesis achieved its importance and multiple dimensions after her expert and experienced eyes checked it. Her most helpful behavior was like a catalyst to my thesis. How much I appreciate her it would be much less comparing her personality.

My special gratitude goes to respected teachers Prof. Dr. Hari Prasad Upadhyay, Prof. Dr. Min Bahadur Shrestha, Associate Prof. Laxmi Narayan Yadav, Prof. Dr. Binod Prasad Dhakal, Associate Prof. Bed Raj Acharya, Dr. Prof. Eka Ratna Acharya, Mrs. Bimala Mishra, Associate Prof. Bauwa Lal Sah, Mr. Abtar Subedi, Mr. Bed Prasad Dhakal, Mr. Lok Nath Bhattarai, Mr. Krishna Prasad Adhikari, Mrs. Sarala Luitel, Mr. Arjun Neupane, Mr. Deepak Mainali, Mrs. Bimala Bhattarai, Mrs. Rita Rijal, for their valuable suggestions and guidelines for completing this thesis.

I am also very much indebted to the school family of Shree Laxman Lalita Kusuwaha Higher Secondary Lahan-4, Shree Pashupati Adarsh Higher Secondary School Lahan-8, Sirha and 18th other secondary schools of Siraha district for their sweet co-operation and providing opportunity for the data collection.

Finally I wish to acknowledge my parents Ram Autar Yadav, Arhul Devi Yadav, my heart lovely elder brother Sanjay, my lovely sister-in-law Ruby and my heart lovely nephew Sanyam Babu who are greatest support system. Thank you for always allowing me to follow my dreams no matter how impossible and insurmountable they appear. You all have taught me the value of hard work, selfless hearts, and persistence. The five of you have given me more love throughout this M.Ed. Journey than the most people received in a lifetime. I love you all and I am ready for my next journey.

Date:-

.....
Bijay Kumar Yadav

ABSTRACT

Homework is a beauty of learning mathematics. It is a process of practicing the same skills or same concept over the same time. As homework is important aspect of learning process, many researches were conducted to find the attitude of the students, teachers and parents. In the same ground this study was carried to find out the attitude of the students at secondary level of Siraha district. Also there are several factors influencing the students' attitude towards homework. To find the effects of these variables this study was carried out. For the first objective of this study 150 students of the public and private schools were selected as sample by simple random sampling. To find out the attitude of the students the opinionnaire was implemented. Similarly to achieve the second objective of this study two students were selected to examine the impacts of the variables like home environment, school environment, peer influence and the internal factor. To validate the data two teachers and the parents of the selected students were selected.

The result of this study indicates that there is positive attitude of the students towards homework. There are many factors influencing the attitude of students towards homework. These factors are home environment, school environment, peers influence and the self-related factors. Teachers as well as parents were also accepted that these factors are responsible for influencing students' interest towards homework. There is significance in similarity towards the impact of the variables related to the homework. It was found that there is positive impact of the home environment, peers influence, school environment and internal factor.

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Chapter I

INTRODUCTION

Background of the study

Homework is broadly defined as student learning activities conducted outside of school hours as assigned by the teacher (Leone, 1989). Homework is an extension of learning opportunities, not displacement of or substitute for classroom instruction.

Homework can include a wide variety of student learning activities related to the curriculum and need not be exclusively “paper and pencils” activities (Leolly, 1955).

Homework serves a variety of purposes and including preparing students for new material, reinforcing and expanding upon classroom instruction, creating new understandings, building a sense of responsibility in students for their own education and informing and involving parents, guardians and other care providers. Homework meaningfully reflects the curriculum, is balanced and advances student learning (Encyclopedia, 1993). Assignments are well prepared and clearly explained. Quality is valued over quantity. Homework assignments that offer students a variety of choices in processes and / or products should be given whenever possible. Homework is one element of a vital partnership between parents and children, teachers and school. Particularly for students in the elementary grades, homework provides significant opportunities to enhance direct parent involvements such as reading out loud. At the middle and high school levels, the nature of parent's involvement changes but its important remains.

Homework is one of the powerful tools of the assessment of student performance in school education. It is the assignment to be completed out of regular school hours of the pupil. Therefore, any assignment is given by the teacher to their student to be done

at home. Patel (1993) recommends that “Internal assessment should be but into the total educational program and should use improvement rather than only certifying the level at achievement at the student”.

According to the international Encyclopedia Education (1993), ‘The word homework is defined consistently derived originally from the term referring to industrial work done outside factories. Thus customary meaning used in this entry the study of school subject outside of regular school classes. The first syllabus of the word homework implies study done during free periods in the school day during transportation in museum and work places and in other time and places. In fact some work assigned to be completed at home is done during regular school classes’.

Walberg (1984) states the nature of homework as “Homework that is stimulating related to classroom work. Carefully designed and suitable to students’ abilities is likely to produce the best effects. Frequently, assignments of moderate amount of work are likely to yield more learning and longer retention than larger but fewer assignments even though the total amount of time may be equal. Rapid, detailed and individualized feedback is likely to be appreciated and to yield larger effects than delayed, general and group feedback. Finally other things being equal larger amounts of study time including homework can generally be expected to result in more learning”.

The importance and need of homework cannot be minimized if it is of a right nature. Homework utilizes the leisure time of the pupils otherwise would have been wasted. It may establish the habit of working regularly. It supplements and confirms classroom work and is a practical mean to cover comfortable the lengthy and heavy syllables. It helps serve as link for parent’s teacher co-operation. It becomes most powerful tool to

motivate the students for learning activities. Homework enables the child to show his/her progress in studies and it helps for teachers judgments.

School time is insufficient to exhaust provided in the curriculum of mathematics.

Homework has to give regularly to provide for practice and to supplement classroom teaching. It becomes all the more important and necessary in view of the heavy load of work as compared to the time available (Sidhu, 1995). Some teachers and mathematics educators suggest that one problem solved by others helps. In this way the habit of doing homework regularly makes pupils sincere in their studies and develops the power of thinking. From the above statement that homework is a powerful tool of mathematics teaching. Assigning homework only cannot fulfill its purpose, students must do the homework and be evaluated by the teacher every teacher must check the homework and write critical comments and suggestions which help the students to identify their own mistakes and errors then they get an opportunity to correct those errors.

Similarly, Lee and Presitt (1979) present four types of homework which are as follows:

1. Practice – designed to drill or reinforce skills and information covered in class.
2. Preparation – given to prepare student to profit from subsequent lesson.
3. Extension – provided to ascertain if a student can be extended the concept or skill learned in class to new situation.
4. Creative – designed to require students to integrate many skills and concepts in producing

Some project.

Homework is a vital part of learning, and it is expected by students, parents, school directors, and teachers. The benefits of homework are obvious: students retain class-taught language, they reinforce what they have learnt, they develop study habits which ultimately allow them to develop as independent learners, and their cognitive understanding of language increases. Homework is an extension of the classroom which allows students to internalize information that has been presented in class. It bridges the gap between lessons, so that students can continue to work on English throughout the week even if they have only two classes a week. Homework is, therefore, a cornerstone of students learning process. Most educators understand this and homework conscientiously. Homework is important because it is at the intersection between home and school.

Assessment plays an important role in the field of education. It is an integral part of the instructional program. Bloom and Nitko (1964) suggested that student's assessment is the basis of instructional decision. It is needed for the purpose of placement decision, formative decision, diagnostic decision and summative decision. These aspects of student's assessment are crucially important in the total educational program. The main emphasis in assessment is to have the pupil's progress in learning. In this regard a number of educational decisions are taken during the course of teaching/learning process. Without a regular and systematic internal assessment the decision made may not be valid. In other words, the internal assessment is necessary to measure the qualitative aspect of students; assessment in order to provide the continuous guidance to the students. If there is the provision of internal assessment it facilitates to identify the appropriate diagnostic and remedial teaching needed during the teaching/ learning process.

Thus, there is no comprehensive and conclusive evidence supporting a particular view on homework. But the importance utilizes the leisure time of the pupils other uses would have been wasted. It may establish the habit of working regularly. It supplements and confirms classroom work and is a practical mean to cover comfortable the lengthy and heavy syllables. It helps serve as a link for parent's teacher co-operation. It becomes most powerful tool to motivate the students for learning activities. Homework enables the child to show his / her progress in studies and it helps for teacher to judgment. The necessity of homework in mathematics teaching seems to be on question able for high school students. More recently the issue has got importance on teaching without homework. So it is important to attitude of secondary school students towards homework in teaching mathematics in grade X. So the researcher was tried to find out the student's attitude towards homework in mathematics at secondary level,

Statement of the problem

It develops the students' ability in creativity and logical thinking. But it has not been majority of students in school to fulfill the homework of mathematics education which requires more practice and necessary. Some of the teachers believe that the homework helps the students to increase their level of learning as well as promote the classroom learning Teacher also believe that homework helps the student creative and logical thinking. However of the teachers claims that only giving homework is not effective. Teachers should think that student should not be overloaded by giving homework for creating more tension. Students weretaught according to their need, interest level capacity and need of society. Some teachers believe that students become hard working, disciplined, enthusiastic, logical and creative due to homework. In this way student feel boring to complete their homework. They think

that homework kills their playing time and taking as headache because students wants to play more time but homework minimize their playing time. Also some students are positive towards the homework. It supports to know the unknown terms and concepts. Clearly it formulates the studying habit regularly and provides the learning capacity of the students. In the context of Nepal around 50 percent of the students are being failed in Mathematics in SLC examination every year. In many of the failure case and mathematics is one of the subject in which many students are failed. It has seen a burning problem. Every people must have mathematical knowledge.

This study concerned with the study of governmental and institutional secondary level student's attitude about the usefulness and sufficiency of homework and attempt to seek the answer to the following questions.

- What are the attitudes of secondary school students' towards homework in mathematics?
- What are the motivational factors of students for doing homework?
- How do these motivational factors affected on students learning?
- Why these motivational factors affected on students' learning achievement?

Objectives of the study

The study intended to accomplish the following objectives

- To find out the attitudes of secondary level students towards homework in mathematics,
- To explore the motivational factors of homework in learning mathematics.

Significance of the study

Mathematics is one of the important subjects in secondary and higher education curriculum. The result of mathematics at secondary level has shown that many students are low achievers in mathematics. The students who are in secondary level are in 14-16 years. In this stage, the students have physical and emotional change, therefore the teachers should teach the students according to their need and interest for effective learning. The teacher should select the appropriate methods and techniques.

Homework is one of the aspects for effect mathematics learning. Most of the teachers believe that homework develops the logical power of the students. Therefore homework is widely used for learning mathematics at secondary level. But encoding to educationist student should not be given more homework which gives more tension than learning. Most of the student are dropped out they do not go to school regularly so in the context of Nepal, it is most important to know the attitude of secondary level student towards homework in mathematics. Since such sets was not made the researcher made this humble attempt of studying secondary level students' attitude towards homework in mathematics. The significance of the study stated in the following tips:

- This study helps for solving daily life problems in society by developing the habit towards action from young age.
- This study helps teachers to teach the students by providing appropriate amount of homework in mathematics
- It helps to develop the logical power and habit of hard working for students.

- This study helps to identify the attitude of students towards homework in mathematics.
- This study helps to identify the motivational factors of all students to do homework.
- It helps for policy makers, educators to make further mathematics curriculum policies.

Research Hypothesis

For this study the research hypothesis is given below

- There is a positive attitude of students towards homework at secondary level in mathematics.

Delimitation of the study

The study had the following delimitations:

- The study was only conducted for the students of secondary level (grade X) in mathematics.
- The study was conducted only on 20 schools of Siraha district.
- Opinionnaire and interview were only used as data collecting tools.
- This study was conducted among only 150 students of Siraha district.

Definition of the related terms

Attitude

Attitude is defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. It is a settled way of thinking

of feeling about someone or something typically one that is reflected in a person's behavior.

Attitude scale

Attitude scale is a scale which has many opinions towards homework to obtain students attitude.

Statement

The items or the message contained in attitude scale are known to be statements. The class of all possible statements that could be made about a given psychological objects is often called universe of content. Measurement is the assignment of numbers to objects or event according to rules or a set of rules.

Homework

The work which is given by the teachers for students to completes at home.

Secondary school

The schools which are conducting grade IX to XII.

Governmentalschool

The schools which are conducted by government of local community

Institutional school

A school supported by aninstitutional organization or institutional individual rather than by the government.

Chapter II

LITERATURE REVIEW

Literature is a scientific and systematic paper, journals, and articles, books and so on written or published by scholars. Reviewing of such literatures refer to the identification of literature, reading of literature, thermalizing and concluding the related literature. The main purpose of reviewing literature is to find the gap between the previous knowledge future findouting knowledge. It provides the way or framework for conducting a new research to the researcher. In this chapter the literatures are reviewed under the following bullets:

- Empirical review
- Theoretical review

Empirical Review

Nihure (2007) completed a research on the topic “To find out the attitude of primary school teacher towards homework in teaching mathematics” with objectives to find out the attitude of primary level teachers towards homework. The study conducted was of survey type. The population of his study consisted of all the primary level mathematics teachers of Chitwan district during the session 2063 B.S. The teacher sample for the study 45 teachers were selected 23 teachers were selected from governmental school and 22 teachers were selected from institutional school of the primary level teachers. In his study the question set was developed as the tools for collecting data. This attitude scale based on taxonomy of affected educational objectives (Bloom's, 1964), which includes statements related to the classroom homework. The opinionanires consisted of the five levels of statements classified into receiving, responding, valuing, organization and characterization. The opinionnare

developed was administered on the sample of 45 teachers according to the instruction given for each part. The opinionnaire took about an hour to respond and data were collected on the spot. Scores 5, 4, 3, 2, 1 were allotted to the scale of favor of strongly agree, agree, neutral, disagree and strongly disagree respectively for the opinion of respondents on each statement. The following statistical techniques were applied to verify the hypothesis of the study. The chi-square test was used to determine the attitude of teachers towards homework in teaching mathematics. T-test was used to test the significant difference between mean attitude scores of rural and urban teachers towards homework. All tests were tested at 0.05 levels of significance. The statistical analysis of the collected data yielded the following result as finding of this study. The teachers teaching mathematics at primary level had positive attitude towards homework in teaching mathematics.

Paudel (2010) conducted this study entitled “effect of feedback after homework correction on mathematics achievement at secondary level”. This study mainly focused on effectiveness of homework, correction with giving feedback. His study was intended to find the difference in achievement between the group of students with or without correction as well as feedback after checking homework and to find out the whether the correction of homework and giving feedback are necessary or not. For the collection of the data the investigator two achievements test paper pretest and posttest. The pretest consisted of 36 multiple choice items for the topic set theory, unitary method, percentage, simple interest, profit and loss and algebraic expression, LCM and HCF, triangles and Parallelograms from grade IX of students. The posttest consisted of 30 multiple choice questions on the topic trigonometry, probability and statistics of grade IX for the same grade of students. A posttest equivalent group was adopted for the purpose of this study sample was all the grade IX students of Pyuthan

district. Two schools were selected for the sample and two equivalent groups from each school were taken on the basis of the present result and the group was separated as an experimental and control groups. The experimental and control groups were taught by the investigator himself on the selected unit during the classroom instruction, homework was given to experimental and control group. The homework given to the experimental groups was corrected with comments and return to the students with proper feedback. The mistakes and errors of the experimental groups was discussed and corrected in the classroom also the investigator provides adequate feedback to the classroom. The investigator provides adequate feedback to the experimental group by effective use of homework. But the given homework of control group was neither corrected nor was adequate feedback provided. After the completion of instruction on the above mentioned units within three weeks, a posttest was conducted to both the groups. The mean and standard deviation scores were calculated and T-test at 0.05 levels of significant was used to carry out all the comparison among the groups. He concluded that the homework assigned with correction and feedback for the secondary levels mathematics students caused better achievement than homework assign without correction and feedback.

Pandit (1980) conducted his study entitled "attitude of secondary school student and their parent towards mathematics and other subjects of instruction". He was intended to find the attitude of the parents and students towards the mathematics. He selected the randomly five secondary schools in Kathmandu district. He concluded that the students and their patents ranked mathematics the highest on most of the attitudes statements. The mean measure of the attitudes of the males' students towards mathematics as a school subject was significantly greater than female students and

attitude of parents of male a student's exhibited a tendency to hold a higher level of expectations from their sons in study of mathematics than parents of female students.

Leone and Richards (1989) conducted a study entitled "Attitude of Students towards Homework" and intended that for most other activities in which they engaged. They showed that increased time on homework among fourth to nine grade students was positively related to achievement. He concluded that high achievers average 64 percent more time doing homework than did low achievers the differences were more marked at the higher grades and homework was more effective if parents were active in supervising it. The secondary school students in Japan spent almost twice as much time in school on average than did American students. Furthermore sapiens students exceeded United States students by factors of 4 to 5 in studying outside school. He found that United States students spent substantially more time at non-school work sleeping and socializing.

Judith (1994) on his research paper "Shedding some new light of old truth student's attitude to school in terms of year level and gender". It concluded that middle schools and high school girls have positive attitude towards school but the negative attitude towards school but the negative attitude towards mathematics. It focuses on the gendering the separation of boys and girls of Australian school through the study of seventh eights and tenth grade in co- educational school programs as well as girls only schools despite some authors belief that separating boys and girls for mathematics improves girls attitude towards mathematics the result towards mathematics the result indicates that even when girls are taught in all girls attitude towards mathematics with regards to teachers the paper suggests that separating boy and girls during mathematics instruction does not improve girls negative attitude towards mathematics.

Kaphle (2001) studied on “A study on attitude of secondary level students and teachers towards compulsory mathematics curriculum”. His aim was to find the attitude of the secondary level students and teachers towards mathematics curriculum. He selected fifteen teachers and one hundred sixteen students from Kavre district. He observed that classroom of teachers for 20 days and conducted an interview with five teachers about the nature and characterization of students towards homework. He conclude that, the secondary level students had a positive attitude where as teachers has negative attitude towards compulsory mathematics curriculum. The mean attitude score of students towards compulsory mathematics had no difference their teacher attitude score on compulsory mathematics curriculum.

Baral (2005) did his research on “Attitude of orphan students towards mathematic and its relationship with their achievement.” The objectives of his study were to find the orphan students attitude towards mathematics, to compare the mathematics achievement of orphan boys and girls and to determine the relationship between attitude and achievement in mathematics. He has selected SOS Hermann Gmainer school of Bhaktapur, Kaski, Kathmandu, Sunsari and Kavre districts. He had taken one hundred and two orphan students including sixty boys and forty two girls by purposive sampling technique. Data collection procedure was questionnaire. Data was analyzed by t-test with 0.05 level of significance and Pearson product moment correlation coefficient. He concluded that orphan students have positive attitude towards mathematics. There are significant difference between orphan boys and girls students towards mathematics and orphan boys had achievement status is better than orphan girls in lower secondary level compulsory mathematics .There was significant relationship between orphan students attitudes towards mathematics and achievement in this subject. A brief review of the literature in the field of attitudes revealed that the

attitude of students of different areas was studied. And in almost all study, the survey type research design was used, sampling procedure were random sampling, questionnaire was used and stratified random sampling method for sampling. Likert's five point's attitude scale was used for attitude and questionnaire as research tools. The researcher classified into five major affective objectives for questionnaire of Bloom's (1964). So the study made an attempt to find the attitude of student's homework at secondary level in mathematics of Gorkha district.

Anderson (1946) studied on "An attempt through the use of experimental techniques to determine the effect of Home Assignments upon scholastic successes". He found when homework was appropriate to the students concerned and when it was carefully assigned their marks improved. With the students of average intelligence, home study was equally valuable for English, Social Studies and Mathematics. The brighter students in the homework group made proportionally higher achievement scores than the group that was given no homework. Both average and below average students seemed to be handicapped when homework was not assigned.

Tiwari(1984) conducted a thesis entitled "A study of boy and girl attitude toward mathematics". He was aimed to compare the attitude of boys and girls towards mathematics. To achieve the objective of study he selected 25 boys and 25 girls of Lalitpur district by simple random sampling and finally his concluded both boys and girls held positive views that mathematics could be learn by anyone boys seems to exhibit higher percentage in support of this view the correlation between student attitude towards mathematics and their achievement in this subject were found to be significant. It indicates that they are closely related to each other.

The empirical literatures reviewed above can be divided into two main parts. One is attitude of teachers and students towards homework and another is about the attitude of teachers, students and parents towards teaching and learning mathematics. The literature about the attitude of students and teachers towards homework were mainly intended to find out their attitude towards homework. The study conducted by Neure (2007) was aimed to identify the primary teachers' attitude towards homework and compare their attitude with rural and urban teachers. Similarly the study conducted by Paudel(2010) was aimed to check the effect of correcting homework in classroom. These studies showed that homework is an important area of research for teaching and learning mathematics. Other studies were intended to find teachers, students, and parents' attitude towards homework in teaching and learning mathematics. The above research had only found the teachers and students attitude towards homework in primary level but not on higher level. These were also no detail information about the motivational factors that influence on students' attitude towards homework.

Theoretical Review

Bloom's Taxonomy of Educational Objectives

One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy of Educational Objectives. Bloom's taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcomes. Organizing measurable student's outcomes in this way will allow us to select appropriate classroom assessment techniques for the course. According to him there are three taxonomies of educational objectives. Which of the three to use for a given measurable students outcomes depends upon the original goal to which the measurable student outcome is connected. There are knowledge-based goal, skill-

based goal, and affective goals (affective: values, attitudes, and interests); accordingly, there is a taxonomy for each. Within each taxonomy, levels of expertise are listed in order of increasing complexity. Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques.

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objective in cognitive, affective, and sensory domains. The first volume of taxonomy is cognitive domain and it was published in 1956. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessment and activities. And the 2nd volume of taxonomy is affective domain was published in 1964. Skill in the affective domain describes the way people react emotionally and their ability to feel other living things' pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings. There are five levels in the affective domain moving through the lowest-order processes to the highest:

Receiving

The lowest level; the student passively pays attention. Without this level no learning can occur. Reviewing is about the student's memory and recognition as well.

Responding

The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way

Valuing

The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired.

Organizing

The student can put together different values, information, and ideas, and accommodate them within his/ her own schema; comparing, relating and elaborating on what has been learned.

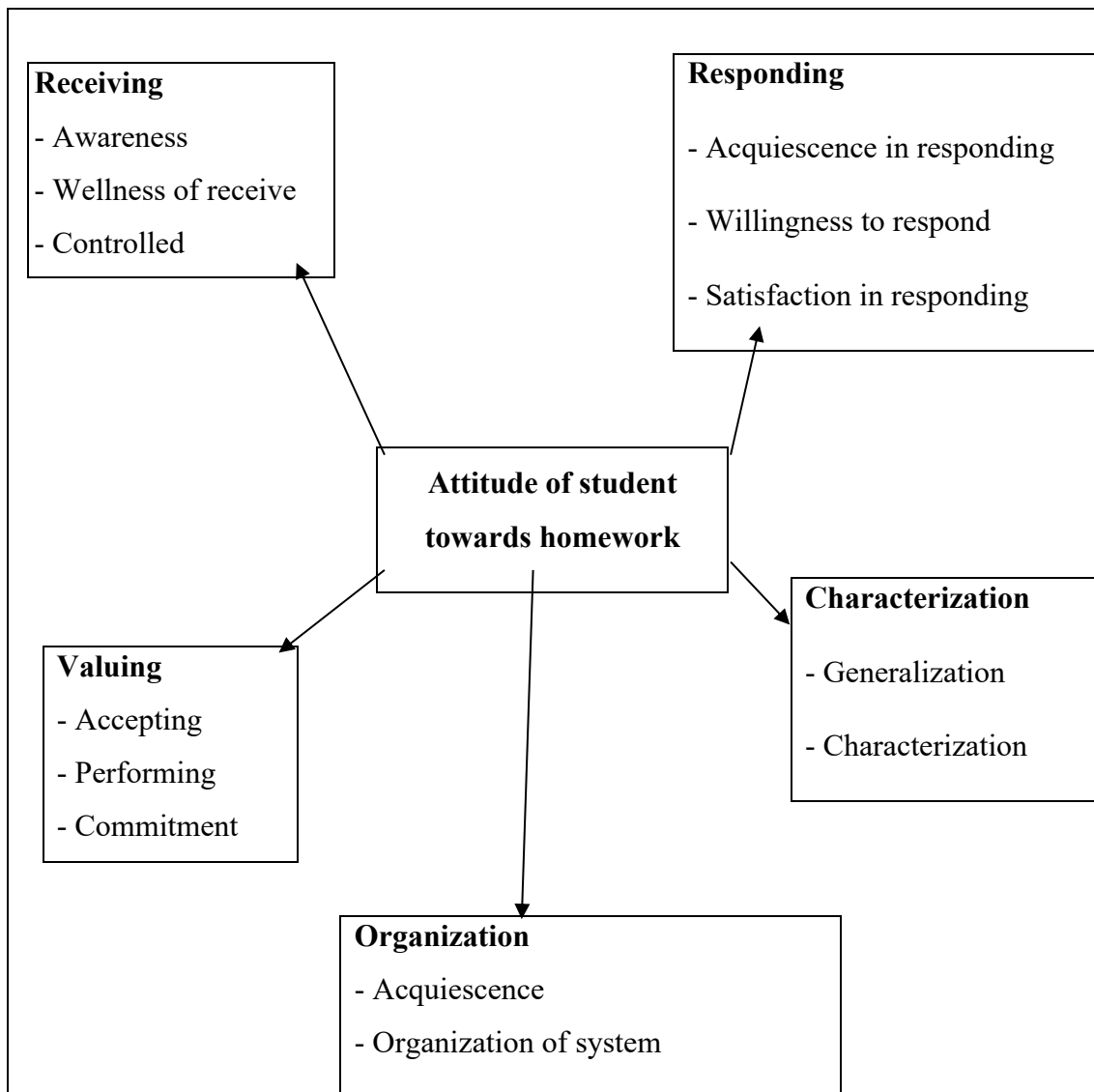
Characterizing

The student at this level tries to build abstract knowledge.

This theory is about the skill development of learner towards learning. It has divided the process of skill involved in any concept learning. This is a systematical study of affective domain of learner. The affective domain implies about the attitude, belief, opinion and perception of learner towards any learning. It is a psychological process through which one can express their attitude and perception. Therefore, for this study, this theory is used to develop then opinionnaire to find the attitude of students towards doing homework. Homework is a skillful task and to evaluate student's attitude towards homework. Then this Bloom's Taxonomy of Education was used.

The Conceptual Framework

This study was tried to identify the student's attitude towards homework. The components were already described theoretical review of the following conceptual framework has purposed to fulfill the objectives in descriptive survey.

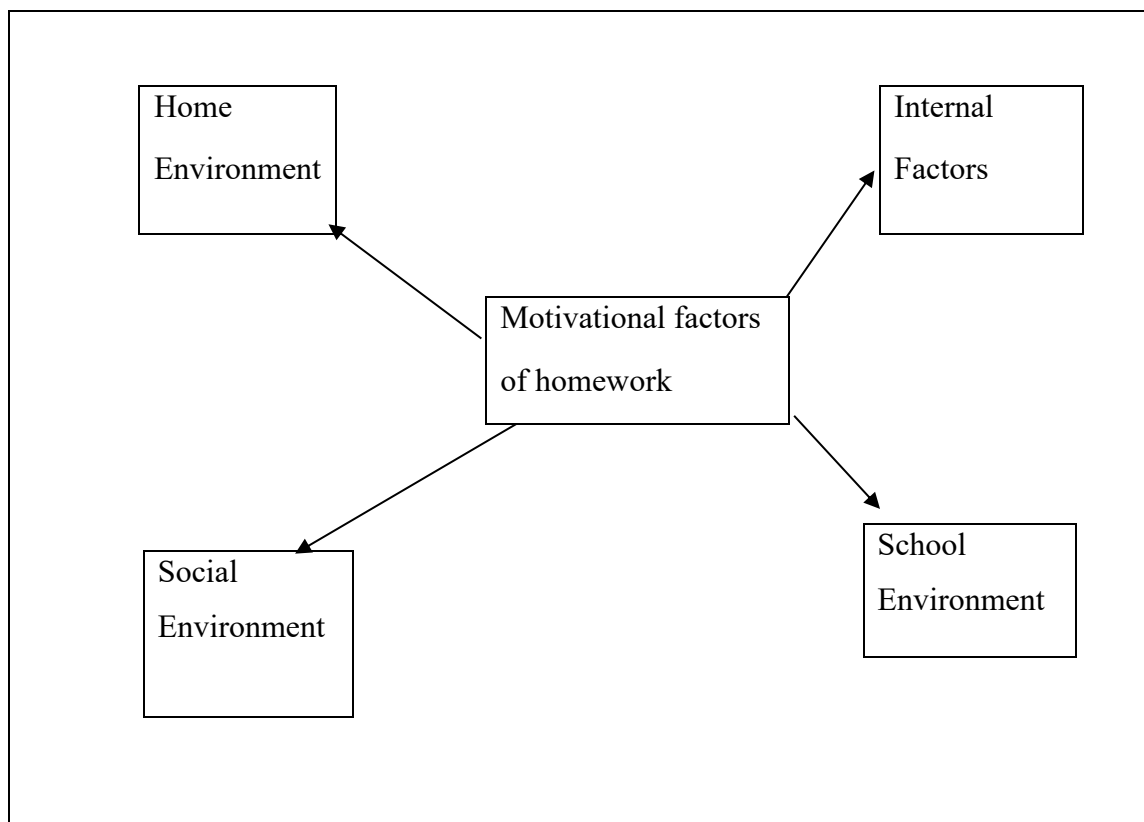


(Figure 1: Taxonomy of Educational Objectives, Bloom's Affective domain, 1964)

The above conceptual framework was used to obtain the first objective of this study. To find out the attitude of student's towards homework, the opinionaire was formed based on these major five domain mentioned by Bloom (1964). These domains of Bloom taxonomy of educational objectives are receiving, responding, valueing, organization and chararacterazation. Receiving is the lowest level of learning process. Without this level no learning can take place. It is the basic level of learning. Students should be careful for receiving new knowledge and skills. After receiving the knowledge the students' responses actively. The active response of the learner they are ready to learn new knowledge. The third level of the affective domain is valuing.

The valuing is the process by which the learner gives the value of learned knowledge. It is important part of learning. The fourth and the second last process of affective domain is the organization which refers that it is the process by which the learner can organize the previous knowledge. The last and important level of the affective domain is characterization. Characterization is the process through which the students can organize the knowledge. This is the last level of learning in which the students yields the originality towards the learning. There were altogether 25 statements in opinionnaire categorizing five statements from each domain.

The conceptual framework of the motivational factors of homework



(Figure II: Motivational factors for doing homework, Judith 1994)

To attain the second objective of this study above conceptual framework was used. As the aim of second objective of this study to find the motivational factors affecting student's attitude on homework these four major domains were used to prepare the

interview schedule. The interview protocol was prepared how and why these factors affected on student's attitude towards homework. These variables are home environment, school environment, social environment and the internal related factors. The home environment refers to the home related factors of the students effecting on homework doing habits of the students. Similarly the school related factors are the situation for the students provided to impact on doing homework. The third factor is the internal related factors. It is such factors that refer to the need and interest of the learner towards doing homework. The last factor related to the motivational factor effecting on the students' attitude towards homework is the social related factors. The social related factors refer to the society environment that effect on the students' motivation towards doing homework. The prepared interview protocol was conducted among the teachers, students as well as their parents to find the thick information about the influence of these factors on student's attitude towards homework. Finally, the conclusion was drawn on the basis of triangulation process.

Chapter III

METHODS AND PROCEDURES

Methodology is the scientific and systematic process which determines how the research is completed. It includes about the selecting process of sample, research design and also data analysis and interpretation process. The reliability and validity of the conducted research depends upon the methods and procedures of the research.

This chapter was discussed under the following subheadings:

- Research design of the study
- Population of the study
- Sample of the study
- Data collection tools:
 - Opinionnaire
 - Interview
- Reliability and Validity of tools
- Data collection procedures
- Data analysis and Interpretation

Research Design of the study

The research design of the study was mixed research design. In this study, the researcher was used qualitative and quantitative method. Due to the nature of the objective of this study to find the attitude of the teachers and students towards the homework the survey research design was employed. The survey research employs applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction. This study is a superficial study on issue or phenomenon. So the

researcher applies such type of design to find the attitude of secondary level students towards homework in mathematics and to find the motivational factors of homework in learning mathematics with the help of interview as research tools. In this study, for the first objective the calculated data were interpreted quantitatively and for the second objective where design qualitative analysis was used.

Population of the study

The study was conducted to investigate the student's attitude towards homework in mathematics. Therefore, the population of the study consisted all the students of grade X of Siraha district.

Sample of the study

The sample school of the study was determined by simple random sampling procedure. According to the educational statistics available from the District Education Office of Siraha, there were 115 secondary schools 11,550 students in the year 2073. The researcher selected 20 secondary schools including both governmental and three institutional schools by simple random sampling and sample of this study were the students of these selected schools. Among of these school's 150 students were selected by simple random sampling. Also for the second objective, two teachers, two students and two parents of the same students were selected. They were selected by purposive sampling method. The students were selected on the basis of their regularity and homework doing activities.

Data collection tools

The reliability and validity of the research depends on the reliability and validity of data collecting tools. These tools are important part of the research. Because the information that were required to attain the objective of research can be obtained by

these tools. These tools help a researcher to collect the information and required data for the research. Therefore, the following research tools were used for this study.

Opinionnaire

The opinionnaire is a tool for data collection. For the first objective of this study the opinionnaire was prepared on the basis of Bloom's taxonomy of educational objectives on homework. The opinionnaire was classified into five different domains receiving, responding, valuing, organization and characterization. Each domain contained five different statements. Therefore, the opinionnaire contained all together 25 statements. Each statement has five option of Likert's scale. They are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The prepared opinionnaire were numerically assigned with 5, 4, 3, 2, 1 respective on the students' response SA, A, N, D & SD for the positive statements and the reverse procedure was followed for the negative statements that is 1,2,3,4,5 was assigned to SA,A,N,D,SD respectively.

Interview

For the second objective of this study, an interview schedule was prepared to find the teachers view, peers view and parents view on student's attitude towards homework. The interview schedule was prepared on the factors of family environment, internal factors, school environment and social environment among teachers. The questions in the interview protocol were open-ended. It was aimed to find the students, teachers and parents' attitude why and how these four domains were responsible for motivating student's attitude towards homework. The interview protocol was conducted among two students along with their teachers and their parents.

Reliability and validity of tools

The reliability and validity of tools is the most important part of the study. The findings and conclusion is reliable and believable only if the tools used to collect information was valid. The significant of the whole study is based on the reliability and validity of the tools. So, to determine the reliability of the opinionnaire prepared on the basis of Bloom's taxonomy was conducted among ten students as a pilot testing. Then the split half method reliability analysis was used. The coefficient of correlation was found to be 0.675 which indicated that the opinionnaire was reliable. Similarly, the interview protocol was prepared on the guidance of the subject expert and the supervisor.

Data collection procedure

The data used for this study was brought from the primary source of data. To obtain the data for the first objective, the opinionnaire containing altogether 25 statements was prepared. The prepared opinionnaire was based on the Bloom's taxonomy of educational objective. The statements of the opinionnaire was marked Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). The prepared data was conducted among 150 students of secondary level in Siraha district. The sample students were selected by simple random sampling and given the opinionnaire to react on the statements. The students responses separately and their responses were analyzed by the help of Likert's scale.

To obtain the information required to attain the second objective of this research an interview protocol was prepared. The interview protocol contained open-ended questions. Two students were selected by purposive sampling. The subject teachers of the respective students were requested to have an interview and then the parents of

these students were also asked for interview. The researcher firstly conducted the interview with students, then with teachers and finally with the parents. The conducted interview was audio recorded and displayed on computer and then further analysis was done thematically and triangulation method.

Data analysis and Interpretation

The data analysis and interpretation of this study was divided into two parts. The first part of the data analysis and interpretation was the quantitative data analysis. To find out the attitude of student's towards homework in mathematics. The response of the students on each statements were given 5, 4, 3, 2, 1 points respectively to their response SA, A, N, D, SD for the positive statements and 1,2,3,4,5 was assigned to the negative statements for SA,A,N,D,SD respectively. Then the chi-square value, weighted mean and percentage of each statement were separately found. These values were interpreted as positive (P) and negative (N) as its weighted mean is greater and less than three respectively. Also the percent of each statement were calculated to find what percent of the total students' have positive or negative attitude towards homework.

The second part of the data analysis was thematic analysis. The response of the students, teachers and parents about the domains mentioned in the conceptual framework were recorded in Nepali language and then translated into English. The responses of the respondents were thematically analyzed. The response of students, teachers and parents were triangulated and finally conclusion was drawn.

Chapter –IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis interpretation of collected information of the study. The collected information from the informants was analyzed and interpreted to find the students attitude towards homework in mathematics. It has already been mentioned that there was a set of opinionnaires with five alternatives, strongly agree, agree, neutral, disagree and strongly disagree. To test the student's attitudes towards homework, chi-square test of significance was used as whole students and at 0.05 levels of significance. And chi-square test, weighted mean and percentage was used to compare the students' attitude towards homework at secondary level in mathematics.

This chapter presents the results of analysis with their interpretation. The analysis of the study was carried out under the following major headings corresponding to objectives of the study.

- To find out the attitudes of secondary level students towards homework in mathematics,
- To explore the motivational factors of homework in learning mathematics.

Student's attitudes towards homework in mathematics

The sampled students were asked 25 statements with an opinionnaire set (appendix-A) in order to assess their attitude towards homework at secondary level in mathematics. To find the students attitude towards homework, the chi-square value were calculated on each statements of the opinionnaire. The chi-square value on each of the statements with their statistical significance at 0.05 levels of significance had been given in Appendix–D, which has shown that all of the chi-square values of 25

statements are highly significance. It indicates that the opinions expressed by students obtained by their judgment. So, these statements are suitable and responsible to give the students of this study. The statements with the weighted mean value greater than three is described as positive (P) and the statements with the weighted mean value less than three is interpreted as negative(N).

Table no. 1: Receiving

S.N.	Statements	SA	A	N	D	SD	Weighted Mean	Percentage	Remarks
1.	Homework is an essential for students in mathematics	98	42	5	1	4	4.52	65.33%	P
2.	Homework helps to encourage the students	70	40	20	18	7	4.08	46.67%	P
3.	You feel boring to do homework in mathematics	20	10	30	40	50	2.4	33%	N
4.	Time is not sufficient to do homework in mathematics	20	40	30	35	25	2.96	26.67%	N
5.	Teacher always check your homework	80	20	25	10	15	3.93	53.33%	P

From the above table the statement no.1 “homework is essential for students in mathematics”. In this statement 65.33% students accepted the statement. The weighted mean of this statement one was found to be 4.52, which is greater than the

mean three. So this value shows that students had positive attitude towards this statement. The statement no.2 "homework helps to encourage the students". In this statement 46.67% students accepted and weighted mean value of this statement is 4.08. It shows that most of the students had positive attitude towards the statement. The statement no.3 "you feel boring to do homework in mathematics". In this statement 33% students strongly disagree with this statement and weighted mean of this statement 2.4. It shows that most of the students rejected it show the student do not feel boring to do homework in mathematics. Hence most of the students had negative attitude towards this statement. The statement no.4 "time is not sufficient to do homework in mathematics". In this statement 26.67% student's neutral on the statement and the weighted mean of this statement is 2.97. It shows that most of the students neither accepted nor rejected of this statement. It shows that most of the students had negative attitude towards in this statement. The statement no.5 "teachers always check your homework". In this statement 53.33% students agree on this statement and the weighted mean is 3.93. It shows that most of the students accepted so most of the teachers check the homework of the students. Thus most of the students had positive attitude towards in this statement.

Table no. 2: Responding

S.N.	Statements	SA	A	N	D	SD	Weighted Mean	Percentage	Remarks
6.	You feel difficulties to do homework in mathematics	40	40	30	15	25	3.36	26.67%	P
7.	You take the homework as a burden	15	25	30	40	40	2.56	26.67%	N
8.	You interested to do homework in mathematics	90	30	15	10	5	4.26	60%	P
9.	The teacher correct of your homework in mathematics	70	40	30	6	4	4.10	46.67%	P
10.	Teachers gives the homework to you should be limited	60	40	14	21	15	3.72	40%	P

The statement no.6 “you feel difficulties to do homework in mathematics”. In this statement 26.67% students are agreed and the weighted mean is 3.37. It shows that the most of the student accepted so the students that they feel difficulties to solve the homework in mathematics. Thus most have the students had positive attitude towards in this statement. The statement no.7 “you take the homework as a burden”. In this statement 26.67% students are disagree on the statement and the weighted mean is 2.57. It shows that most of the students have rejected the statement so, student do not take homework as a burden. Therefore, most of the students had negative attitude

towards in this statement. The statement no.8 “you interested to do homework in mathematics”. In this statement 60% students agree and the weighted mean of this statement is 4.27. It shows that the most of the student accepted so, they like doing homework in mathematics. In this statement the student had positive attitude towards homework. The statement no.9 “the teachers’ correction the homework in everyday”. In this statement 46.67% students are agreed on this statement and the weighted mean of that statement is 4.11. It shows that the teacher correction the homework. In this statement most of the students had positive attitude towards homework. The statement no.10 “Teacher gives the homework to you should be limited”. In this statement 40% students agree on this statement and the weighted mean is 3.73. It shows that most of the students accepted so the students had positive attitude towards in this statement.

Table no. 3: Valuing

S.N.	Statements	SA	A	N	D	SD	Weighted mean	Percentage	Remarks
11.	Homework gives mental pressure to you than learning	15	25	60	25	25	2.86	40%	N
12.	Homework is useful to develop your creating and logical thinking	60	35	25	10	10	3.83	40%	P
13.	Homework develops your study habit in mathematics	80	40	15	10	5	4.2	53.33%	P
14.	Homework is essential to ensure of your regular progress	69	31	19	16	15	3.82	46%	P

The statement no.11 “homework gives mental pressure to you than learning”. In this statement 40% student neutral and the weighted mean of this statement is 2.87. It shows that most of the students neither accepted nor rejected of this statement but the students had negative attitude towards in this statement so homework helps the students for better learning. The statement no.12 “homework is useful to develop your creating and logical thinking”. In this statement 40% students agree and the weighted mean of this statement is 3.83. It shows that most of the students accepted so the student had positive attitude towards this statement. The statement no.13 “homework develops your study habits in mathematics”. In this statement 53.33% students are

agreed and the weighted mean of this statement is 4.2. It shows that most of the student accepted so the students had positive attitude towards this statement. The statement no.14 “homework is essential to ensure of your regular progress”. In this statement 46% students are agreed and the weighted mean of this statement is 3.82. The mean weighted is more than three so it can be concluded that the students had positive attitude towards this statement.

Table no. 4: Organization

S.N	Statements	SA	A	N	D	SD	Weighted Mean	Percentage	Remarks
15.	Your low achievement of mathematics is due to homework	36	34	30	17	33	3.15	24%	P
16.	Homework helps to revise the previous lesson	40	40	35	20	15	3.46	26.67%	P
17.	Homework helps of your easy to learn	52	38	30	10	20	3.61	34.67%	P
18.	Your home environment effect to your homework	42	18	38	22	30	3.13	28%	P
19.	You must have the previous knowledge for homework	60	40	10	20	20	3.66	66.66%	P
20.	Teacher gives ideas for homework	50	50	17	13	20	3.64	33.33%	P

The statement no.15 “your low achievement of mathematics is due to homework”. In this statement 24% students agree and the weighted mean of this statement is 3.15. It shows that most of the student accepted so the students had positive attitude towards the statement. The statement no.16 “homework helps to revise the previous lesson”. In this statement 26.67% students agree and the weighted mean of this statement is 3.47. It shows that most of the students accepted so the students had positive attitude towards this statement. The statement no.17 “homework helps of your easy to learn”. In this statement 34.67% students are agree and the weighted mean of this statement is 3.61. It shows that most of the students accepted so for student homework helps their learning and most of the students had positive attitude towards in this statement. The statement no.18 “Your home environment effects to your homework”. In this statement 28% students are agree and the weighted mean of this statement is 3.13. It shows that most of the student had suitable home environment so the students had positive attitude towards this statement. The statement no.19 “you must have the previous knowledge for homework”. In this statement 66.66% students are agree on this statement and the weighted mean of this statement is 3.67. It shows that the students must have the previous basic knowledge otherwise they can't solve the homework in mathematics so most of the students had positive attitude towards in this statement. The statement no.20 “teacher gives the ideas for your homework”. In this statement 33.33% students are agreed and the weighted mean of this statement is 3.65. It shows that most of the teacher gives the ideas for the student's homework so the student had positive attitude towards the statement.

Table no. 5: Characterization

S.N.	Statements	SA	A	N	D	SD	Weighted Mean	Percentage	Remarks
21.	By the lack of homework you feel weak in exam	55	46	24	6	19	3.74	36.67%	P
22.	You play after the homework	53	54	30	10	3	3.96	36%	P
23.	Teacher gives the punishment when you do not show the homework	44	54	34	8	10	3.76	36%	P
24.	Teacher must write the comment and suggestions after check your homework	34	37	42	7	30	3.25	28%	P
25.	Your parents help for doing homework in mathematics	30	30	35	20	25	2.93	23.33%	N

The statement no. 21 “by the lack of homework you feel weak in exam”. In this statement 36.67% students agree and the weighted mean of this statement is 3.75. It shows that most of the students accepted. So the students feel when the lack of homework the weak in exam of mathematics. The statement no.22 “you play after finished the homework”. In this statement 36% students are agree and the weighted

mean of this statement is 3.96. It shows that most of the students accepted so most of the students play after finished their homework. The statement no.23 “teacher gives the punishment when you do not show the homework”. In this statement 36% students are agree and the weighted mean of this statement is 3.76. It shows that most of the students realize when we do not show the homework teacher give the punishment so they must be done the homework. The statement no.24 “teacher must write the comments and suggestions after checked your homework”. In this statement 28% students are neutral and the weighted mean of this statement is 3.25. It shows that most of the students neither accepted nor rejected of this statement so the students had positive attitude towards the statement. The statement no.25 “your parents helps for doing homework in mathematic”. In this statement 23.33% student neutral and the weighted mean of this statement is 2.93. It shows that most of the students neither accepted nor rejected of this statement so the student's parents do not helps for their homework. Thus the students had negative attitude towards this statement.

From the above analysis each of the statements was highly significant. Which shows that the students had positive attitude but they had different opinion of the students were 20 statements had positive attitude, among them 15 statements had highly positive attitude, 5 statements had negative attitudes.

Hence from the above analysis each of the statements was significantly different of their opinion. And 32% of the students agree, 2.39% of the students disagree and 3.65% of the students neither agree nor disagree on the whole statements and the chi-square value of these statements is 59.40. It shows that most of the students had positive attitude towards homework in mathematics at secondary level. All the statements had chi- square value positive so each statements are accepted among the students. This values of the statements indicated that all the students had the positive

attitude towards homework. Percentage of the students had expressed their positive attitude towards doing homework. Among of the different taxonomy of Bloom there is more positive attitude towards organization of Bloom taxonomy. In this domain five statements are strongly agree and one statement has agree as well as strongly agree also. In the receiving 3 statements were found to be positive, and two statement are negative. In the domain responding four statements are found to be positive and one statement was found to be negative. Similarly, in valuing domain three statements are found to be positive and the remaining statements are interpreted as negative attitude of students. In organization domain all the six statements were found to be positive. In the last domain i.e. characterization four statements were found to be positive and one statement was found to be negative.

Motivational Factors Influencing Students' Attitude Towards Homework

To attain the second objective of the study two students, two teachers and parents of these students were selected for the interview. The students were selected by purposive sampling and the teachers and their parents were requested for the interview. The interview was aimed to find the attitude of students' towards homework and to validate the responses of these students the interview was also conducted among teachers and parents towards the motivational factors related to doing homework. By analyzing the interview of students, teachers and parents the following factors are identified as motivational factors affecting of doing homework.

Home environment

There is a well-known saying about that home is the first school of child. A child learns to read or write in their home. Children learn many basic knowledge and concept in their home. So, home is the major influencing factor of doing homework.

As we analysis the word homework, it's clear that it's a task performed by students in their home. so, home environment affecting the student's motivation towards homework.

To know what is students' attitude towards effect of home work in doing homework the students replied

"My parents are illiterate. They did not know to solve the mathematical practical. I also have not calculator and geometry box." (Student1 view)

"I do my homework regularly. My elder brother pursuit me doing homework. He always helps me for doing homework in math." (Student2 view)

The above statements of two different students clearly stated about the effect of home environment. The student1 was not doing the homework regularly whereas student2 is doing homework regularly. The teacher effecting there is home environment.

Student1's home environment was not found to be supportive whereas student2's family is supportive for doing homework.

The researcher asked teachers about how family related factors affect student's motivation towards homework.

"You know that family is the first school of child. Each and every habits and behaviors of students are their children doing homework in my class. I have observed that some students are doing homework regularly and the reason behind it is their supporting family. Family can manage essential materials and required time for their children to do the homework" (Teacher's view)

From these statements, it is clear that some parents were supportive for doing homework, whereas some were not. The family who supports their children in doing

homework was found to be regular in classroom and the family who do not support were found to be irregular.

“The student who passed regularly has a literate family background and does regular homework”. (Teacher's view)

The above view of teachers signified the importance of home environment for doing homework. As the name of this assignment as homework, it's clear that this is a kind of activities related or supportive for student's class study which are carried by children's at home is homework word itself highlights the importance of home environment for homework. According to the response of teachers family environment is heart part for doing homework. There were many factors that lead students not to do homework. They are lack of understanding of problems. Working load of children, family environment etc. if family supports their children for doing homework student can do homework. Therefore, these factors are responsible for motivational factor of student's attitude towards homework. As the teacher had noticed that the students doing homework has supportive family environment where as other had lack of school environment. This view of teachers makes it clear that home environment effect on student's motivation towards homework.

The researcher also asked “how much time do you give you children for doing homework”. The replies of parents were

“Sir, we have to go for work. We don't know what and how to help them. The children go to school regularly but we don't know about their parents. I observe my child read only few times at evening”. (Parents1 view)

“We are busy for our own business. But I manage at least half hour for my child. I ask them about their homework and we do help as I can do”.

(Parents2 View)

By analyzing the above statements of teachers, students and parents, it was found that family or home environment influence the students' motivation for doing homework.

It was found that the students' whose family is supportive and literate were more motivated with respect to the students' whose family was illiterate and not supports students' homework.

Internal motivation (personal related factor)

Internal motivation is the major factor influencing the learning (Freud, 1964). It works as driver seat from one can go anywhere where well she waits.

Students group is another responsible factor affecting students' homework doing attitude. The researcher asked about the influence of peers group. The student1 replied

“My friends are helpful and they supports in doing my homework. Sometime they just help me by teaching and sometime I take their homework copy too”.

(Student1 view)

“We don't think doing homework is necessary having no homework. We never do homework”. *(Student2 view)*

From the statements presented above, it is clear that enough that there is a significant role of peer influence on students' attitude towards homework. The student who does regular homework has helpful friends circle but the students who do not do homework has no helpful friends circle. Similarly, the internal motivation and the peers circle grouping influence as students' attitude towards homework.

So to examine, its effect on students' attitude on homework, the researcher asked teacher "How students' internal motivation effects on homework doing habit of students. And do you find any difference between these students' behaviors".

"There are three types of students in classroom. One is self-motivated to homework, second is doing homework sometime and third never does the homework". (Teachers view)

From the above statement it is clear that the students who are self-motivated do regular homework. This indicates that the self-motivation is important motivating factors to empower the students for doing homework. Students' did not do homework with were self-motivated. Some students are only doing homework regularly; the reason behind it is their own motivating factor.

What do parents internal influence own students' are interviewed and they replied:

"I don't know that, I cannot give time. I just know about my children are going school. I have never found my children doing homework". (Parents1 view)

"My child is self-motivated towards doing homework. He always asks me his friends too. In it can be said that my child is self-motivated towards doing homework". (Parents2 view)

From the above statements, it is cleared enough that the internal motivation of child reflects on students' attitude towards doing homework. The child who are self-motivated towards their study and have supportive family and friends do regular homework whereas the result is negative for those students who have not such environment.

Social environment

Many motivational factors related with students attitude towards homework. Among of them one is social factors. Social factors are one of the major factors affecting students' attitude towards homework to know about its effects

The researcher asked about the influence of social factor in homework. The replied

“My parents go for work in the morning and return at night. They do not ask us about our study we want to ask about the homework but cannot. We do not get any support from our neighbors well”. (Student1 view)

“We study in group in evening. We all children of our locality take tuition class in group in our neighbor”. (Student2 view)

From the above stated statements it is clear that the social factor is one of the important motivating factors effecting on students motivation towards doing homework. The social with well socio-educational background has regular homework doing students whereasthe society with low socio-economic social status has no such children. The children who were doing regular homework were found to have supporting social condition whereas other group of children has no such condition.

The above statements the word ‘neighbor’ refers to the social factor. One kind of child is getting favorable environment for reading and writing which causes suitable environment for them to do regular homework. The other groups of children have low economic social slandered so that they were not getting favorable environment which cause them low participation in doing homework.. The researcher get the replied that

“Ok you know that society is the most important aspect for effecting on belief, opinion, attitude and concepts towards any event or phenomena. As the result,

it also impact on student's attitude towards homework. In my class mostly the Dalit community students do not do homework in the occupation of non-Dalit students. The social environment of Dalits or not as standard as non-Dalits. So you can realize how the social environment effect on students attitude towards homework" (teachers view)

The above statement clarified that social related factors are important for student's attitude towards homework. It was found that the students whose social status is higher than other social groups were found to have positive attitude in respect to others. The students from Madhesi, Bahun, Yadav, Tharu, Rai etc. Group's students have more positive attitude towards homework whereas the Dalit community group students had negative attitude towards homework which is clear by the homework doing habit of the not doing homework properly and continuously, this is because of family and social environment. This group social environment is not peaceful and supportive for students learning. This causes depression within students. This is why students do not show positive attitude towards homework. From the above statements of teacher it's clear that social environment is one of the major motivational factors affecting on students motivation towards homework.

School environment

As the above factors affecting student's attitude towards homework, the researcher also intended to investigate the impact of school related factors on student's attitude towards homework.

School is the second home of children. They learn many life skills in school. The school environment is main responsible factor for affecting students' attitude towards

homework. To know how schools environment effect on students' attitude towards homework. Students replied

“Our teachers always give homework. They checked is regularly. There is also provision for punishment for those students who do not do homework”.
(Student1 view)

“We do not get regular homework. Some teacher gives us homework but they do not check it regularly. They seldom ask us for homework. So we do not have interred in doing homework”. (Student2 view)

From the above stated statements it is clear that the first kind of school has suitable environment for homework. The school has managed a well environment for giving and checking regular environment. Such environment makes students the regular homework. Similarly the second school has opposite environment. The teachers did not provide regular homework and they also did not check it regularly. This types of teachers' behaviors towards homework in school this courage student not to do homework. From these different views of students, it can be concluded that school environment has major influence on students' attitude towards homework.

For this the teachers were asked “how does school supports the students homework and what is the role of school environment for motivating students in doing homework”. The teachers replied that

“School is a place where students can make a belief and attitude towards homework. If there is homework giving and checking culture within school then students are more positive towards doing homework” (teachers view).

From the above statement, it's clear that the school environment is major motivating factor that effects on students attitude towards homework. The response of the teacher

is clear that the homework giving and checking culture of school helps students to build a concept about homework. The school environment of checking homework gives students responsibility and motivation for the school, then students are giving more time for doing homework, which makes positive attitude of students towards homework. Therefore school environment is major influencing factors for student's attitude towards homework.

“There are two types of students in our school one are who are studying in this school for 10 years and another is who are recently enrolled. The first kind of students is doing homework continuously but there is problem for second kind of students” (teachers view).

The above statement of teacher indicates the role of school environment for student attitude towards homework. It is clear that the teacher had talked about two types of school environment. He has advocated that the first kind of students were doing homework continuously because of homework giving and checking culture of school but another type of students were not motivating and prepared for doing homework due to the lack of such type of environment inside school.

“I check homework of students regularly. I got complain that some teachers are blaming students for not doing homework. But in my subject all students do homework regularly. For this, I check homework regularly” (teachers view).

The above statement signified that the school environment of checking homework motivates student for doing homework. The students are doing homework regular of the subject whose homework is regularly checked and not motivating for doing

homework in which subject the homework is not checked. These all response implied that school environment effects on student's attitude towards homework.

To know the effect of school environment on students' attitude towards homework, the parents were asked how school environment effect on students. They replied

"I check my children copy regularly and got that the homework is checked sometime. I got phones call to if my child has not done the homework".

(Parents1 view)

"I don't know what school does for homework of students. I think they give and check homework". (Parents2 view)

From the above statements, it is clear that the parents have different perception towards impact of school environment on students' attitude towards homework. The view of parents1 clarify that the school is ware of giving and checking students homework. Such environment of school empowers student for doing homework regularly. But the school teacher view started with 'I think'. This statement easily can be concluded that parents had no idea about their children homework. They were not found to be aware of school environment for homework. They believed that this is only the responsibility of school and not the business of their.

As the interview was conducted among the teachers, students and parents, different views were collected. By analyzing these views, thematically it was concluded that there are major four factors home environment, school environment, internal factor and social environment effect on the student's attitude towards homework.

Homework is the essential process for understanding mathematical knowledge and concept. Therefore students should be motivated to do homework regularly. For this the above mentioned factors should be noticed carefully. All the students, teachers

and their parents had accepted that the major factors influencing the motivation of the students towards the homework are home environment, school environment, peers influence and the internal factors. The entire selected sample had agreed on that the homework is an essential task for the students to understand the mathematical knowledge and skills. Therefore, these major motivational factors influencing should be given more concentration.

Chapter V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter has been devoted to summary, findings, conclusion and recommendations for further study. Summary of the study, major finding conclusion and recommendation have been considered in sequence under sub-heading.

Summary

The study was carried out to examine the students' attitude towards homework at secondary level in mathematics. Especially the objectives of this study were to find out the students' attitudes towards homework in mathematics and to explore the motivational factors of homework in learning mathematics. To achieve these objectives of the study, the investigator gathered data by the method of opinionnaire survey and used 'Likert's five attitude scale as a tool. The population of the study of was considered as all the students of secondary level of Siraha District.

A set of opinionnaire were developed as the tools for data collection. It was based on Bloom's consideration of taxonomy of affective objectives, which includes statements related to classroom activities and out of the classroom. The opinionnaire consistent of five levels of statements classified as receiving, responding, valuing, organization and characterization. The opinionnaire developed was administered to the sample students according to the instruction given Likert's scales were used to collected data from the statements of opinionnaire. The chi-square test, percentage was used to determined students attitude towards homework at secondary level in mathematics. And the chi-square test and percentage, used to complete students' attitude towards homework and interpreted as accepted or rejected as its value is positive or negative respectively.

As per analysis of chi-square value and percentage of each statement the majority of students are in the favors of positive statements. It means all of the students had positive attitude towards homework.

For the second objective of this study and interview schedule was prepared and conducted among the teachers, students and parents. After the interview, the researchers analyzed the data thematically and analyzed by the method of triangulation. By analyzing the responses of the respondents it is conducted that the internal factors, home environment, social related factors and school related factors affecting a student's attitude on homework.

Findings of the Study

In the study, the researcher was selected 20 secondary school of Siraha districts for the objectives of the study. All together 150 students were considered as the sample among them 120 students of governmental school and 30 students of institutional school were selected. When the data was collected and tabulated then analyzed by using chi-square test, and percentage and thematically analysis were carried out for second objective. After statistical analysis of the collected data the researcher yielded the following result as finding of the study:

- The secondary level students had a positive attitude towards homework in mathematics.
- About 66 percent students are accepted that the homework is essential for learning mathematics.
- Only 23 percent students are accepted that their parents help them for doing homework.

- Most of the teachers give the homework to the student but they do not check and write the comments; teachers are not trained and qualified they do not use appropriate teaching method and materials. So the students are weak and fail in mathematics even though they have positive attitude towards homework.
- Most of the students copied with their homework from textbook, guide, guess paper and talented students' who already done homework.
- The weakness of school administrator and lack of the home environment, students are weak and fail in mathematics even though they had positive attitude towards homework.
- There is positive role of home environment towards homework.
- There is positive impact of peers and family environment towards homework.
- The school environment is responsible for students' homework doing behaviors.

Conclusion

On the basis of finding presented in the previous section, the conclusion was drawn about the students' attitude toward homework. On the whole secondary school students had Positive attitudes towards necessity of homework in mathematics. Most of the students are weak and failed in mathematics even though they had positive attitude towards homework because weakness of the teacher, parents and school administrator. There are many factors which effect on student's attitude towards homework. Which were found to be internal related factors, family related factors, and social related factors and school related factors. Students have different attitude towards homework because of their intellectual difference peers groups, family supports and school cultures. In this regards this study has concluded that the students

are positive towards homework. They agreed that homework is necessary for learning. This study also has concluded that there are some motivational factors like home environment, school environment, social environment and internal factors that effect on students' motivation towards homework.

Recommendation for further study / Implications

The conclusion of the study may not generalize to all students due to limitation contained in the study. On the basis of the study the following recommendations have been made:

- Taking wider coverage should make similar study
- Such study should be made for lower and upper level of students
- Beside questionnaire, interview should be taken from students so as to study attitude towards mathematics.
- This study examined only students' attitudes towards homework in mathematics at secondary level. It is better to include parents and teachers in such studies.
- The similar study can be conducted separately for the different objectives of this study.
- The similar study can be made with large scale and large scope
- Each motivational factor is important for influencing student's homework doing habits so these factors can be studied separately.

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APPENDICES

APPENDIX-A

Opinionaire for students

Dear students,

As a part of the requirement for the degree in Education, I am going to conduct a study on the topic "Students Attitude towards Homework"

This opinionaire is addressed to you in whom 25 statements have been adopted. There is no right or wrong answer. The right answer is your own opinion of feeling sought for the sake of the study. Please study these statements carefully and give opinion by putting tick mark (\checkmark) on any of the five opinions for each statements.

Name:

Sex:

School:

Class:

Address:

Date:

A. Receiving

S.N.	Statements	SA	A	N	D	SD
1.	Homework is essential for students in mathematics					
2.	Homework helps to encourage the students					
3.	You feel boring to do homework in mathematics					
4.	Time is not sufficient to do homework in mathematics					
5.	Teacher always check your homework					

B. Responding

S.N.	Statements	SA	A	N	D	SD
6.	You feel difficulties to do homework in mathematics					
7.	You take the homework as a burden					
8.	You interest to do homework in mathematics					
9.	The teacher correct of your homework in mathematics					
10.	Teachers gives the homework to you should be limited					

C. Valuing

S.N.	Statements	SA	A	N	D	SD
11.	Homework gives mental pressure to you than learning					
12.	Homework is useful to develop your creating and logical thinking					
13.	Homework develops your study habit in mathematics					
14.	Homework is essential to ensure of your regular progress					

D. Organization

S.N.	Statements	SA	A	N	D	SD
15.	Your low achievement of mathematics is due to homework					
16.	Homework helps to revise the previous lesson					
17.	Homework helps of your easy to learn					
18.	Your home environment effect to your homework					
19.	You must have the previous knowledge for homework					
20.	Teachers gives the ideas for homework					

E. Characterization

S.N.	Statements	SA	A	N	D	SD
21.	By the lack of homework you feel weak in exam					
22.	You play after finished the homework					
23.	Teacher gives the punishment when you do not show the homework					
24.	Teacher must write the comments and suggestions after checked your homework					
25.	Your parents help for doing homework in mathematics					

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD =
Strongly Disagree

APPENDIX-B

Responses of all students towards homework at secondary level in mathematics

S.N	Statements	SA	A	N	D	SD
1.	Homework is the essential for students in mathematics	98	42	5	1	4
2.	Homework helps to encourage the students	70	40	20	18	7
3.	You feel boring to do homework in mathematics	20	10	30	40	50
4.	Time is not sufficient to do homework in mathematics	20	40	30	35	25
5.	Teacher always check your homework	80	20	25	10	15
6.	You feel difficulties to do homework in mathematics	40	40	30	15	25
7.	You take the homework as a burden	15	25	30	40	40
8.	You interested to do homework in mathematics	90	30	15	10	5
9.	The teacher correct of your homework in mathematics	70	40	30	6	4
10.	Teachers gives the homework to you should be limited	60	40	14	21	15
11.	Homework gives mental pressure to you than learning	15	25	60	25	25
12.	Homework is useful to develop your creating and logical thinking	60	35	35	10	10

13.	Homework develops your study habit in mathematics	80	40	15	10	5
14.	Homework is essential to ensure of your regular progress	69	31	19	16	15
15.	Your low achievement of mathematics is due to homework	36	34	30	17	33
16.	Homework helps to revise the previous lesson	40	40	35	20	15
17.	Homework helps of your easy to learn	52	38	30	10	20
18.	Your home environment effect to your homework	42	18	38	22	30
19.	You must have the previous knowledge for homework	60	40	10	20	20
20.	Teacher gives ideas for homework	50	50	17	13	20
21.	By the lack of homework you feel weak in exam	55	46	24	6	19
22.	You play after the homework	53	54	30	10	3
23.	Teacher gives the punishment when you do not show the homework	44	54	34	8	10
24.	Teacher must write the comment and suggestions after check your homework	34	37	42	7	30
25.	Your parents help for doing homework in mathematics	30	30	35	20	25

Appendix- C

Responses of All Students towards Homework at Secondary Level in Mathematics.

S.N	Statement	χ^2 – value	Conclusion
1.	Homework is the essential for students in mathematics	230.33	S
2.	Homework helps to encourage the students	82.433	S
3.	You feel boring to do homework in mathematics	33.33	S
4.	Time is not sufficient to do homework in mathematics	8.33	S
5.	Teacher always check your homework	108.33	S
6.	You feel difficulties to do homework in mathematics	15	S
7.	You take the homework as a burden	15	S
8.	You interested to do homework in mathematics	161.66	S
9.	The teacher correct of your homework in mathematics	98.14	S
10.	Teachers gives the homework to you should be limited	52.066	S
11.	Homework gives mental pressure to you than learning	40	S
12.	Homework is useful to develop your creating and logical thinking	58.33	S

13.	Homework develops your study habit in mathematics	128.33	S
14.	Homework is essential to ensure of your regular progress	68.8	S
15.	Your low achievement of mathematics is due to homework	7.66	S
16.	Homework helps to revise the previous lesson	18.33	S
17.	Homework helps of your easy to learn	34.99	S
18.	Your home environment effect to your homework	13.86	S
19.	You must have the previous knowledge for homework	53.33	S
20.	Teacher gives ideas for homework	45.26	S
21.	By the lack of homework you feel weak in exam	51.8	S
22.	You play after the homework	74.46	S
23.	Teacher gives the punishment when you do not show the homework	55.73	S
24.	Teacher must write the comment and suggestions after check your homework	24.6	S
25.	Your parents help for doing homework in mathematics	5	S

APPENDIX-D**Responses of All Students towards Homework of at Secondary Level in
Mathematics.**

S.N	Statements	SA	A	N	D	SD	Weighted mean	Percentage	Remarks
1.	Homework is the essential for students in mathematics	98	42	5	1	4	4.53	93.33%	P
2.	Homework helps to encourage the students	70	40	20	18	7	4.08	73.33%	P
3.	You feel boring to do homework in mathematics	20	10	30	40	50	2.4	20%	N
4.	Time is not sufficient to do homework in mathematics	20	40	30	35	25	2.97	40%	N
5.	Teacher always check your homework	80	20	25	10	15	3.93	66.66%	P
6.	You feel difficulties to do homework in mathematics	40	40	30	15	25	3.367	53.33%	P
7.	You take the homework as a burden	15	25	30	40	40	2.567	26.67%	N
8.	You interested to do homework in mathematics	90	30	15	10	5	4.267	80%	P
9.	The teacher correct of your homework in mathematics	70	40	30	6	4	4.11	73.33%	P
10.	Teachers gives the	60	40	14	21	15	3.73	66.66%	P

	homework to you should be limited								
11.	Homework gives mental pressure to you than learning	15	25	60	25	25	2.87	26.67%	N
12.	Homework is useful to develop your creating and logical thinking	60	35	25	10	10	3.83	63.33%	P
13.	Homework develops your study habit in mathematics	80	40	15	10	5	4.2	80%	P
14.	Homework is essential to ensure of your regular progress	69	31	19	16	15	3.82	66.66%	P
15.	Your low achievement of mathematics is due to homework	36	34	30	17	33	3.15	46.66%	P
16.	Homework helps to revise the previous lesson	40	40	35	20	15	3.47	53.33%	P
17.	Homework helps of your easy to learn	52	38	30	10	20	3.61	60%	P
18.	Your home environment effect to your homework	42	18	38	22	30	3.13	40%	P
19.	You must have the previous knowledge for homework	60	40	10	20	20	3.67	66.66%	P
20.	Teacher gives ideas for homework	50	50	17	13	20	3.65	66.66%	P

21.	By the lack of homework you feel weak in exam	55	46	24	6	19	3.75	67.33%	P
22.	You play after the homework	53	54	30	10	3	3.96	71.33%	P
23.	Teacher gives the punishment when you do not show the homework	44	54	34	8	10	3.76	65.33%	P
24.	Teacher must write the comment and suggestions after check your homework	34	37	42	7	30	3.25	47.33%	P
25.	Your parents help for doing homework in mathematics	30	30	35	20	25	2.93	40%	N

Appendix-E

INTERVIEWS SCHEDULE

Name:-

Date:-

Age:-

Sex:-

Qualification:-

Other trained/untrained

Address:-

The interview with mathematics teacher was taken on the basis of following topics:-

Related to Internal Factors

- Do you think teaching methods helps students for homework?
- What are the internal related factors of students that motives students for doing homework?
- How does this factor effects on students attitude towards homework?

Related to Family Environment

- Does family environment affect the motivation of the students towards homework?
- Do you get family supports in students homework
- Do you find family environment on student's attitude towards homework?

Related to Societal Environment

- Do you notice effect of society on student's motivation towards homework?
- Does the society help students in homework?
- How do society help students help students for their homework

Related to School Environment

- Does school supports for students homework?
- Does school make you to check student's homework properly?
- How do you manage time for checking student's homework?
- What do think about school culture about the effect of school on homework?