

A Study of Academic Achievement In Relation to Type of Homework and Anxiety among Elementary School Students

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Abstract

The present study was aimed to investigate the Academic Achievement In Relation To Type Of Homework and Anxiety Among Elementary School Students. The investigator has used the Anxiety Scale Questionnaire (ASQ : Cattell and Scheier, 1963), Raven's Standard Progressive Matrices (SPM) and Achievement Test in commerce to collect the data. The data was analysed by using Analysis of Variance.

KEYWORDS: Academic Achievement, Homework and Anxiety.

INTRODUCTION

It is a fundamental assumption that desire to achieve something of excellence is inherent in all human beings. It refers to the ability of an individual who strives to accomplish something, to do his best, to excel each other in performance involving competition with a particular standard of excellence.

Achievement tests are the index of one's mental ability. Academic achievement seems to be the vital factor which effects the emotional state of mind of students. The effectiveness of any educational system is gauged to the extent the pupils are involved in the system to achieve in cognitive, conative or psychomotor domain. In general terms achievement refers to the scholastic achievement of the students at the end of educational programme.

Homework is one such important factor which influences the academic achievement of the students. Homework is the work to be done at home out of school hours. Homework makes a useful contribution to child's success.

Anxiety is one of the most important non-cognitive variable which have been widely studied by the researchers. Though this variable has been explored singly or conjointly with other variables, there is no agreement about the nature and meaning of anxiety. It has been taken synonymous with apprehension, dread and uneasiness. The Anxiety stems from fear, but anxiety is often distinguished from fear i.e. an anxiety state is a vague, non-specific, objectless, whereas fear assures a specific feared object or event.

STATEMENT OF THE PROBLEM

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TYPE OF HOMEWORK AND ANXIETY AMONG ELEMENTARY SCHOOL STUDENTS

OBJECTIVES

1. To study the effect of type of homework on Academic Achievement of Boys and Girls.
2. To study the effect of levels of anxiety on academic achievement.
3. To study the effect of levels of intelligence on Academic Achievement.

HYPOTHESES

1. There is no significant effect of type of homework on Academic Achievement of Boys and Girls.
2. Levels of Anxiety has no significant effect on Academic Achievement.
3. Levels of Intelligence has no significant effect on Academic Achievement.

JUSTIFICATION OF THE PROBLEM

Achievement of the child is the focus of attention of parents, teachers, heads of the institutions and society at large. From the very first day child enters the school and throughout, his school college and university life, parents, teachers and others are more concerned about his achievement. It is the main yardstick to measure the performance. Achievement may be affected by various cognitive and non-cognitive factors. The present study has also a great scope to be explored and is quite significant and important in the present age, which is rightly called the 'age of advancement and anxiety'.

The present study has been undertaken with a hope that its findings would attract the attention of educationists and teachers to the level of intelligence and need of creating necessary degree of anxiety and motivation in the class. As the present study is to explore that the levels of anxiety, type of homework and intelligence may have an influence on the academic achievement of students. The knowledge and findings of this study may help the teachers and parents to create a really educational atmosphere in the classroom as well as at home. Keeping in view the above stated considerations, the investigator is keen to explore the relationship among homework, intelligence, anxiety and academic achievement.

DESIGN OF THE STUDY

Sample

The school students studying in VIIth class cited as subjects in this study. They were drawn from different schools of Amritsar city affiliated to the Punjab School Education Board.

The sample consisted of 150 students (75 boys : 75 girls).

Tools Used

Keeping in view that nature of present study the following tools were used to get the relevant information.

1. Anxiety Scale Questionnaire (ASQ : Cattell and Scheier, 1963)
2. Raven's Standard Progressive Matrices (SPM)

3. Achievement Test in commerce prepared by the Investigator.

STATISTICAL TECHNIQUES USED

In the present study Analysis of Variance were used for analysis of data.

ANALYSIS OF DATA AND DISCUSSION

Table 1

Scores On Academic Achievement Test Without Homework (Pre-Test)

| Scores | Boys | Girls |
|----------|-------|-------|
| Mean | 20.69 | 29.09 |
| S.D. | 5.16 | 3.18 |
| Skewness | 1.76 | -.10 |
| Kurtosis | 4.78 | 1.00 |

TABLE - 2

Scores Of Academic Achievement Test With Homework (Post-Test)

| Scores | Boys | Girls |
|----------|-------|-------|
| Mean | 25.68 | 34.52 |
| S.D. | 5.42 | 3.42 |
| Skewness | 1.65 | 0.22 |
| Kurtosis | 3.73 | -.19 |

The average scores of girls on the test given to them with homework and without any homework (post test and pre test) is relatively higher than boys. Whereas in both the cases the variation in scores is more in boys than girls.

TABLE - 3

Scores Of Test Of Intelligence

| Scores | Boys | Girls |
|--------|-------|-------|
| M | 36.25 | 36.53 |
| S.D. | 7.40 | 6.55 |
| SK | 0.04 | 0.09 |

| | | |
|-----|-------|-------|
| Kr. | -1.09 | -0.65 |
|-----|-------|-------|

TABLE - 4
Scores Of Test Of Anxiety

| Scores | Boys | Girls |
|--------|-------|-------|
| M | 36.67 | 41.24 |
| S.D. | 5.99 | 6.68 |
| SK | -0.21 | -0.27 |
| Kr. | -0.57 | -0.44 |

Boys and girls have got almost similar mean on the Test of Intelligence with small difference in standard deviations. However, the girls scored higher on Test of Anxiety as compared to boys.

TABLE -5
Summary Of Analysis Of Variance Showing Improvement Of Scores On Academic Achievement Test Among Boys And Girls

| Source of variation | Sum of squares | Degrees of freedom | Mean square | F | Sig. |
|---------------------|----------------|--------------------|-------------|------|-------|
| Between groups | 50.23 | 1 | 50.23 | 0.56 | 0.46a |
| Within groups | 13375.17 | 148 | 90.73 | - | - |
| Total | 13425.39 | 149 | - | - | - |

The critical value of F corresponding to 1 and 148 degree of freedom came out to be 3.91. Since the obtained value (F=0.46) is less than the table value (F=3.91). So the difference between the academic achievement of boys and girls is insignificant in relation to homework. Therefore we retain the hypothesis i.e type of homework has no significant effect on the academic achievement of boys and girls.

The Next Vector of interest was to find out whether homework brings improvement in their scores at the different levels of intelligence. To achieve this target the total sample of 150 students (75 boys and 75 girls) was divided into three groups High, Low and Average. This division was made on the basis of scores of the students they got on the Standard Progressive Matrices Test.

The upper 58 students were in the high intelligence group, 51 in the Low intelligence group and 41 in the average intelligence group. To meet the above stated aim post hoc ANOVA was used in which multiple comparison can be made.

TABLE-6**Relationship Of Homework With Different Levels Of intelligence.**

| (I)INTEL GRP INTEL GRP | (J) | Mean Difference (I-J) | Std. Error | Sig. |
|---------------------------|---------|--------------------------|------------|------|
| High | Low | -3.4393 | 1.763 | .153 |
| | Average | -6.4850* | 1.874 | .003 |
| Low | High | 3.4393 | 1.763 | .153 |
| | Average | -3.0457 | 1.926 | .290 |
| Average | High | 6.4850* | 1.874 | .003 |
| | Low | 3.0457 | 1.926 | .290 |

* The mean difference is significant at the .05 level.

The table clearly indicates that there are significant differences between high and average intelligence group. Table clearly indicates that children of average intelligence as compared to low and high intelligence had shown more improvement in their scores and this improvement can be attributed to homework. On the other hand children of high and Low intelligence as compared to average intelligence had not shown any significant improvement in their scores.

TABLE -7**Relationship Of Homework With Different Levels Of Anxiety**

| (I)ANXI GRP ANXI GRP | (J) | Mean Difference (I-J) | Std. Error | Sig. |
|-------------------------|---------|--------------------------|------------|------|
| High | Low | -3.2699 | 1.827 | .205 |
| | Average | -2.1249 | 1.932 | .547 |
| Low | High | 3.2699 | 1.827 | .205 |
| | Average | 1.1451 | 1.940 | .840 |
| Average | High | 2.1249 | 1.932 | .547 |
| | Low | -1.1451 | 1.940 | .840 |

Another area of interest was to locate the role of anxiety on academic achievement. To achieve this target. The total sample of 150 students was again divided in to three groups on the basis of scores on anxiety scale. High, Low and Average anxiety groups composed of 54, 43 and 53 students respectively. The three groups has not shown any significant differences among them. It means level of anxiety has no significant effect no Academic Achievement.

FINDINGS AND CONCLUSIONS

The present study was designed to study the relationship between academic achievement, anxiety and homework. The notable findings and given below:

1. The average scores of girls on the test given to them with homework and without any homework (post test and pre-test) is relatively higher than boys whereas in both the cases the variation in scores is more in boys than girls.
2. Boys and girls have got almost similar mean on the Test of Intelligence with small difference in Standard Deviations.
3. The girls scored higher on Test of Anxiety as compared to boys.
4. Homework has no significant effect on academic achievement of boys and girls.
5. Levels of anxiety have no significant effect on academic achievement in relation to homework.
6. Children of average intelligence have shown more improvement in their academic achievement and this improvement can be attributed to homework. So, it may be suggested that home assignments may be given according to their level of intelligence.

Recommendations for Further Studies

1. The present study has certain limitations in regard the type of homework as we have studied the academic achievement in relation to written homework only. It is, therefore suggested that to get more comprehensive picture academic achievement can be studied on the basis of different types of home-work i.e. written, oral and both
2. Due to the limitation of time the same achievement that was framed for the whole class. For having the more clear picture about the role of homework at all the three levels of intelligence, it is suggested to frame achievement test keeping in mind the levels of intelligence of the students.
3. the present study was confined to the students of elementary class only. It is suggested that similar investigation may be extended to the school children of other classes or standard.
4. A comparative study of government schools and private schools may be made in the light of the variables under study taking into consideration the boys and girls strata.

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