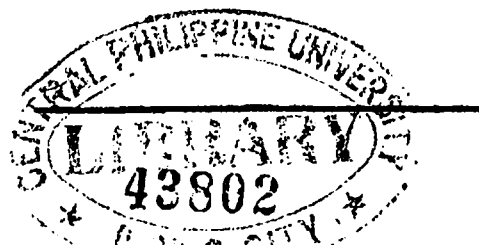


CENTRAL PHILIPPINE UNIVERSITY, ILOILO CITY

THE EFFECT OF HOMEWORK UPON THE ACHIEVEMENT
OF PUPILS IN GRADE FIVE ARITHMETIC

A Thesis
Presented to
the Faculty of the School of Graduate Studies
Central Philippine University
PHOTOCOPYING NOT ALLOWED



In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
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June 1974

CHAPTER I

INTRODUCTION

It is obvious that there are as many methods and techniques in teaching arithmetic as there are arithmetic teachers in grade five. It is likewise obvious that some methods are more effective than others.

Teaching arithmetic is similar to the teaching of other subjects in that it requires correct methods and techniques in order that the pupils may learn the fundamental operations.

Homework is an integral part of an elementary mathematics curriculum.¹ However, some teachers usually take homework for granted. Some are of the opinion that homework does some good to the learner; that is, it affects the achievement of pupils, provided it is given as a continuation of the previous lessons, and provided, further, the work is properly checked and evaluated. Some think that it does more harm when it is given just to give the pupils something to do at home, and when it is not properly checked or evaluated.

¹Charles E. Osgood, "Effect of Arithmetic Homework Upon the Attitude of Third Grade Pupils Toward Certain School Related Structure," Method and Theory in Experimental Psychology (New York: Oxford University Press, 1953), pp. 713-714.

Some studies revealed that homework did good when given at the right time, where enough reading materials were available and when the work was checked.²

Different educators have varied opinions pertaining to homework. In "Would Homework Be Abolished?" Arnold Oren gave his opinion that homework is an abomination because it interferes with homelife. After dinner a family should be able to enjoy the priceless living fellowship that is home. Here is the best environment for any child to learn the eternal verities, to develop moral fiber and emotional maturity. Furthermore, he declares that our children deserve the same privileges that we parents enjoy. "Eight hours," he says, "has long been recognized as a fair working day for adults. After dinner most parents can relax, read, talk, and look at TV. Their sons and daughters aren't so lucky."³

Dwight W. Allen, assistance professor of education and spokesman for the team of Stanford University professors who tested some ideas of eliminating homework in about a dozen West Coast high schools, said: "We don't feel the home is the best place to do school assignments. The student

²Dwain E. Small, et al., "A Study of Two Methods of Checking Homework In High School Geometry Class," The Mathematics Teacher, 60:149-152, February 1967.

³Arnold Oren, "Would Homework Be Abolished?," NEA Journal, 54:22-24, February, 1965.

isn't at his best after school. Study conditions may not be good. Necessary resources--reference books and the like--are often not available."⁴

Betty M. Shaw, Junior High School Coordinator, of the Hancock county schools, in West Virginia, says that it all depends on the type of assignments, on the grade level, the students' individual requirements, and the degree to which the homework encroaches upon youngsters' need for rest, relaxation, and playtime. To her, if assignments are constructive and reasonable, homework is valuable. Homework then provides experiences that help the students explore his individual needs and interests as well as shape his mind into a tool capable of both progress and power. The right kind of homework is an extension of classroom study. Assignments that a student is capable of doing by himself are useful in overcoming subject difficulties.⁵

In Irving W. Stout's "What Parents Think About Homework," he noted down some parents' opinions, like "the homework is a tie between home and school; it is a way in which the teacher can tell parents what and how he is teaching."

⁴Ibid., p. 23.

⁵Ibid., p. 24.

Another parent said, "I wish my kids had more homework, then maybe I'd know what the school is trying to teach them."⁶

A father of two said, "About the only time we ever see the teacher is when the school has an open house. Homework is our only way of keeping up with what goes on."

Homework, for these parents, is a communication from the teacher to the parents. It has a bearing on family relationships: the way parents feel about their children and the way their children feel about their parents.

Because of these conflicting view about homework, the investigator planned and carried out an experiment to determine the effect of homework upon the achievement of the pupils in grade five arithmetic, in her school.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to find out whether homework had some effect upon the achievement of the pupils. Specifically, the study wanted to answer two questions. (1) Which of the two methods affects the achievement of the pupils significantly, the

⁶Grace Langdan and Irving W. Stout, "What Parents Think About Homework," NEA Journal, 46:370-372, September, 1957.

one which requires homework or the one which does not?

(2) Is there any change in the variability of the groups as the result of the use of any of the methods?

The researcher has not been concerned with the effect on pupils' performance of different techniques of handling homework. What she was much concerned about in this study was the direct effect of homework upon the achievement of pupils, regardless of the availability of reading materials.