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The American University in Cairo

SCHOOL TEACHERS' PERSPECTIVES ON HOMEWORK:

A COMPARATIVE STUDY

A Thesis Submitted to

Graduate School of Education

in partial fulfillment of the requirements for
the degree of Master of Arts

by Naglaa Fawzy

Spring 2012

Abstract

Homework practices vary widely among teachers. Some teachers make well planned assignments that combine learning and pleasure. Others use homework as a routine to provide students with drills on important activities. These wide variations stem from the teachers' different attitudes and opinions on homework. This research examines the perspectives of teachers, working in schools operating in Egypt whether Languagel or International, on homework. It compares the view points and practices of teachers working in Egyptian Language Schools to those of teachers working in International Schools located in Cairo. The research addresses the question: What are teachers' perspectives and practices of homework in schools, whether Language or International, within the upper elementary and middle school grades operating in Cairo, Egypt? This study analyzes quantitative data through a survey distributed to teachers working in Language and International Schools. The study findings indicate that teachers' opinions and practices of homework do not significantly vary in these settings. Homework has its own culture that affects teachers'perceptions and practices, regardless of the setting. The study concludes with a series of recommendations that would enable teachers to improve the quality of homework as well as help students be successful with it.

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Chapter 1 – Introduction

Homework has been defined as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper, 1989a, p. 7). Although it has existed forever, it continues to be an issue of debate in education. Gill and Schlossman (2000) stated that the public attitudes and views towards homework have been cyclical during the twentieth century. Opinions on the topic shifted, as they were more closely related to the general social philosophy and to global economic trends than they were to the research on homework's effectiveness.

Being an educator who has spent twenty years in the field, I have witnessed firsthand how teachers, administrators, parents, and students have had different and varied perspectives on homework. Some educators and parents have gone to extremes when it came to homework debates. Homework has been viewed as either all good or all bad the savior or destroyer of schools, children and families (Grill & Schlossman, 2000).

Keeping the students' best interest in mind, I have kept an eye on research carried out on the topic, hoping that it might settle the dispute over whether to assign homework or not. To date, research has not yielded conclusive results and it too has reflected a dichotomy in opinions. Proponents of homework have indicated and emphasized in their studies its various advantages (Cooper & Valentine, 2001; Corno, 2000; Epstein, Simon, & Salinas, 1997). In contrast, opponents have had a strong case against homework. They have listed its negative effects on families, especially those belonging to low socioeconomic backgrounds. They have set limitations and conditions for assigning homework that was purposeful and/or individualized (Bennett & Kalish, 2006; Cameron & Bartel, 2009; Kralovec & Buell, 2000).

On the other hand, much research has found common grounds as it agreed on the multiple purposes for assigning homework (Coleman, Hoffer, Kilgore, 1982; Corno, 1996; Epstein et al.,

1997; O'Rourke-Ferrara, 1998; VanVoorlis, 2001). It also has stated the time that should be spent on doing homework and specified the age at which assigning homework was beneficial (Cooper, 1989a; Cooper & Valentine, 2001). Moreover, most literature recommended that homework should be individualized (Bennett & Kalish, 2006; Cameron & Bartel, 2009; Kralovec & Buell, 2000; Public Agenda, 1998; Queensland Department of Education and the Arts, 2004). Teachers should consider students' abilities and preferences as well as the parents' ability to help their children when assigning homework. This required both time and training on the teachers' part, the two main issues which teachers complained about most (Farkas, Johnson, & Duffet, 1999).

In the schools where I worked, assigning homework was part of the school's policies. However, research results and recommendations were rarely taken into consideration when teachers assigned homework. Many teachers assigned "one type fits all homework", with no consideration of student differentiation. They assigned it for the purposes of practicing work that students have almost mastered in class, reviewing content before exams, or preparing for new lessons. Other teachers gave homework because it was expected from them by parents and the school administration. They complained frequently of students who did not do their homework, usually struggling ones, assuming that they were lazy. They rarely considered their own attitudes towards homework that might have rendered it as boring or difficult. One thing I knew for sure, teachers rarely questioned their practices when it came to assigning homework.

The Problem

In Egypt, homework has been a neglected area of research. Moreover, there has been no Egyptian national standard or consensus on when and how to give homework. Probably, this goes back to the way homework is perceived in the Egyptian culture as it is called "duty" which is the translation of the word homework in Arabic. Teachers' opinions on homework, why they

assign it, the extent of parents' involvement, and what they do with it after it is done are vague issues that are not documented by empirical literature in Egypt.

Purpose of the Research

The research examines teachers' perspectives on homework. It compares the points of view of teachers working in Language Schools to those of teachers working in International Schools in Cairo in an attempt to recognize variations, if any are found. The research attempts to answer the question: What are teachers' perspectives of homework in schools operating in Egypt, whether Language or International, within the upper elementary and middle school grades? The research also attempted to answer five sub-categorical questions:

- What is the teachers' purpose(s) for assigning homework?

- What are the perceived homework advantages and drawbacks?

- Do teachers expect the parents to help?

- Do teachers individualize homework?

- What are the consequences of doing/not doing homework? What do teachers do with homework after receiving it?

Significance of the Problem

Despite teachers' vital role in designing and assigning homework, research examining teachers' perspectives on homework is sparse (Hong & Milgram, 2006), especially in Egypt. In order to form a complete picture about teachers' perception on homework, many aspects should be examined. Teachers' concepts regarding homework purposes, advantages and drawbacks, the extent of parents' involvement or support, how they individualize homework, and what teachers do with homework after receiving it from students should be explored (Hong & Milgram, 2006).

The Justification of the Study

It is critical that homework policies and practices be based on the best evidence available provided by trustworthy research. This can help teachers reflect better on their conceptions and practices of homework (Cooper, Robinson, & Patall, 2006). In addition to that, the researcher will provide teachers with a list of recommendations based on best practices that will enable them take proper steps to improve the quality of homework assigned to upper elementary and middle schools. Consequently, students will experience greater success with homework and obtain the optimum education benefit from it.

Chapter Two-Existing Literature

Homework History

Sparks have flown regularly whenever educators, politicians, or parents have raised the issue of homework. It has been a controversial topic where extreme opinions were expected. Attitudes towards homework shifted as they were closely related to the generally perceived social philosophy and to global economic trends. The United States was one of the countries that documented precisely the alternating opinions. During the first two decades of the twentieth century, scholars and politicians typically believed that homework had pedagogical value (Cooper, 1989a). The mind was regarded as a muscle that could benefit from practice and memorization. However, the progressive educators at that time, who were against the nineteenth century pedagogy of recitation, wanted to abolish homework for its association with old teaching techniques.

Between 1900 and 1940, an anti-homework movement was led by the educational scholars. They believed that homework interfered with after school activities and family life. In 1941, the prestigious psychologist Henry Otto (as cited in Cooper, 1989b) captured the sentiments of the movement in the *Encyclopedia of Educational Research* when he concluded that the disadvantages of assigning homework outbalance the benefits. This trend was reversed twice, first by the late 1950s after the launching of the Soviets' Sputnik. There were concerns about the rigor of the American educational system that could leave the students behind modern technologies. Schools resorted to homework again as a possible solution to increase knowledge acquisition. The second time the trend against homework was reversed was after *A Nation at Risk* (National Commission on Excellence in Education, 1983) and *What Works*? (U.S. Department of Education, 1986). Schools assigned more homework to improve outcomes and achievement. With the No Child Left Behind Act and the movement towards standardization,

schools, parents, and policy makers became more concerned with the result of standardized exams. Accordingly, students started being assigned homework at earlier ages even beginning in Kindergarten (Gill & Schlossman, 2000). Wide protests against homework loads emerged more strongly with scholars and researchers demanding policy makers and educators take into consideration research data that did not prove the direct effect of homework on students' achievement.

The debate over homework was also documented in works and research carried out in countries other than the US. The Queensland Department of Education and the Arts (2004) indicated that there was a debate in the media in Australia about homework with a renowned psychologist saying that only students in years 10-12 should receive homework. This study was a summary of 64 international research studies about homework predominantly from the US and the UK. In addition, a Canadian article titled "The Researchers Ate the Homework" (Cameron & Bartel, 2009) reflected the debate between teachers and parent on assigning homework, the time spent on it, and its purposes. The article indicated the research findings of the Canadian Study "Homework Realities: A Canadian Study of Parental Opinions and Attitudes" carried out by Cameron and Bartel (2008).

The Case For and Against Homework

Policy makers, parents, and educators turned to the research for answers to their questions about the advantages and disadvantages of homework. However, researchers did not provide them with answers. Their findings were inconsistant and far from unanimous in their assessments of the benefits and drawbacks of homework. This led supporters of homework to overstate its benefits; however, its opponents exaggerated when discussing its harms (Gill & Schlossman, 2004). Proponents of homework stressed the fact that homework demonstrated that learning could take place outside school borders (Corno, 2000). It improved students' attitudes,

writing and literacy outcomes (Epstein et al., 1997), and enhanced parents' appreciation of education (Cooper & Valentine, 2001). Also, homework had specific nonacademic benefits peculiar to the elementry and middle school students. Infact, some teachers assigned homework for such benefits, which included perseverance, managing time, responsibility, and developing study skills and habits (Cooper et al., 2006; Corno & Xu 2004; Johnson & Pontius, 1989; Warton, 2001). Thus, homework played a part in establishing and consolidating a child's beliefs and study patterns regarding academic work.

On the other hand, opponents of homework had a strong case too. They claimed that homework damaged the students' interest in learning (Bennett & Kalish, 2006; Kohn, 2006). It undermined the students' curiosity (Buell, 2003; Kohn, 2006), created workers and not citizens (Bennett & Kalish, 2006; Buell, 2003; Kohn, 2006; Kralovec & Buell, 2000) and robbed children of the sleep, play, and exercise time they needed for proper physical, emotional, and neurological development (Bennett & Kalish, 2006; Buell, 2003; Kohn, 2006). More importantly, homework had negative effects on families as it deprived parents and children of valuable bonding time (Cameron & Bartel , 2009; Kralovec & Buell, 2000) and caused stress and conflict (Bennett & Kalish, 2006; Queensland Department of Education and the Arts, 2004; Kralovec & Buell, 2000; Public Agenda, 1998). Finally, homework broadened socioeconomic class divides and led to drop outs and social injustice (Buell, 2003; Kralovec & Buell, 2000; Queensland Department of Education and the Arts, 2004). As students did not come from the same educational or socioeconomic backgrounds, homework resulted in unequal opportunities. The disadvantaged children who did not have the required resources like educated parents or even time to finish their homework became frustrated and fell behind, eventually dropping out school altogether.

Although scholars and researchers did not settle the case for and against homework, there were some findings in their studies that could help to inform decisions about homework.

Students' Age

The positive effects of homework were related to certain age groups of students. High school students benefited more from homework than did younger students. This could be because younger students were more easily distracted, and/or had not developed positive study habits (Cooper 1989b; Hoover-Dempsey et al., 2001; Leone & Richards, 1989; Muhlenbruck, Cooper, Nye, & Lindsay, 2000). Homework did not benefit students academically below high school age (Cooper, 1989b; Queensland Department of Education and the Arts, 2004).

Purposes of Homework

Moreover, researchers seemed to agree that homework reflected various purposes (Brock, Lapp, Flood, Fisher, & Han, 2007; Cooper et al., 2006; Corno & Xu, 2004; Epstein & Van Voorhis, 2001; Gill & Schlossman, 2003; Muhlenbruck et al., 2000; Warton, 2001). Epstein and Van Voorhis (2001) identified ten purposes for doing homework. They included practice, preparation, participation, personal development, parent–child relations, parent–teacher communications, peer interactions, policy, public relations, and punishment. Van Voorhis (2004), who worked with teachers for a long time, further categorized these purposes into three groups: instructional (i.e., the first four purposes), communicative (i.e., the next three purposes), and political (i.e., the final three purposes). Taking a slightly different prospective, Cooper et al., (2006) indicated that homework purposes could be classified into two broad categories which were instructional and non-instructional. The instructional category included review, practice, preparation, extension, and integration. On the other hand, the non-instructional category included communication between parent and child, fulfilling directives from school administrators, public relation, and punishing students. Parents and teachers always identified and perceived these various purposes of homework as important (Cooper et al., 2006; Xu, 2005), thus reflecting an adult point of view (Coutts, 2004; Warton, 2001).

Time Spent on Homework

The time spent on homework was also an issue tackled by researchers. While research on the optimum amount of time students should spend on homework was limited, there were indications that for high school students, one and a half to two hours per night were optimum. Middle school students appeared to benefit from smaller amounts (less than an hour per night). Researchers in the US and UK agreed that children should spend no more than ten minutes per school night on homework in first grade. An increment of ten minutes could be added for each additional year. The U. S. Department of Education (2010) suggested the following amounts of nightly homework for students in elementary and middle school: ten to twenty minutes a day for kindergarten through second grade, thirty to sixty minutes for grades three through six, and seventh through ninth grade students should be spending more time on homework and the amount would vary nightly. The website of the U.S. Department of Education (2010) also mentioned the breakdown of subject areas and nightly assignments students should be assigned. When students spent more time than this on homework, the positive relationship with student achievement diminished (Cooper et al., 2006). In a Canadian study, Cameron and Bartel (2009) indicated that time spent on homework completion was relevant. The duration varied according to the students' academic level, achievement, the support received at home, and the student's mood and attitude on any given day.

Homework and Students' Achievement

Some research had shown that students who spend more time on homework had higher scores on measures of achievement and attitude. Duke University's extensive research that included more than 60 research studies on homework concluded that homework affected students' achievement positively. However, studies that examined this topic more deeply suggested that higher achievement was assossiated to the amount of homework completed by

students rather than the amount of homework assigned(Cooper, 2001; Cooper et al., 1998). It could be concluded that there was no clear cut evidence that homework was assossiated to students' higher achievement. Some research showed negative effects of homework if it exceeded certain amounts, some suggested positive effects for certain age groups, and some showed no effects at all (Kohn, 2006; Trautwein & Koller, 2003).

Parents Involvement

Studies of homework effects on the home and parents' involvement with it have produced mixed results. From a structural stand point, two fundamentally opposite effects on the home could result from assigning homework. Some people viewed homework as a threat to parents' authority on family time and how it should be spent. Alternately, some people viewed it as a means to strengthen communication and establish collaboration between school and parents (Gill & Schlossman, 2003). Similarly, research on parents' involvement with homework yielded contradictory results. On one hand, some studies have shown that parent involvement in homework had no effect on student achievement. Other studies indicated that students whose parents helped more with homework had lower test scores. However, this could be because the students were already slow learners and required more support from their parents. (Balli, Wedman, & Demo, 1997; Cooper et al., 1998; Epstein, et al., 1997; Van Voorhis, 2003). In addition, some educators, who believed that educational programs were scientifically designed and rigorously controlled, had negative views regarding parent support at home. They viewed parents as unqualified to help their children with homework as they lacked training. To these educators, parents were regarded as an obstacle to progressive education (Gill & Schlossman, 2003).

On the other hand, a study by Leone and Richards (1989) reported significant findings regarding parents' involvement with homework. Overall, the findings pointed out that homework

done with family members was associated with better academic performance. Cooper (2001) took the idea a step further by attempting to find a relationship between homework and achievement with elementary-school students. Although the researcher found little correlation between homework and students' achievement especially in the elementary stages, the findings revealed the fact that students' attitudes toward homework could be predicted by how much homework they completed, by student ability, and by parent facilitation. The researcher concluded that positive parent involvement in homework was the strongest predictor of grades. To be more specific, parents were facilitators and not instructors. Their support of independent children, and not their direct instruction, was considered as positive healthy involvement. These findings were confirmed by other studies that indicated that homework assignments that required interaction between students and parents resulted in higher levels of parent involvement and were more likely to be turned in than non-interactive assignments, therefore rendering parents' involvement as positive with certain types of assignments (Epstein & Van Voorhis, 2001).

The parent-student relationship while completing homework does play a part in successful homework completion. A study by Epstein examined homework activities effects on the achievements and behaviors of elementary school students in school. Data was collected by means of a survey from 82 teachers and 1,021 parents and students. The study focused on parent-student relationship and levels of tension during homework completion. Findings indicated that the students who felt relaxed doing their homework with a parent achieved higher literacy skills. They also liked talking about school and tended to be more disciplined in school. In the study, about 20% of students did not like to talk about school with their parents and 35% became tense when working with a parent on homework. The researchers also stated that students who suffered a troubled relationship with parents during homework completion usually had homework problems. However, these were the parents whom teachers asked to support the

students at home, as they needed help. Parents had to have sound guidance on how to support their children or problems could be further complicated by incorrect help at home (Epstein, 1998).

Generally, much research indicated that establishing a collaborative relationship with parents (Baker, 2003; Bryan et al., 2001; Callahan, Rademacher, & Hildreth, 1998; Christenson, 2002; Patton, 1994), improving and varying teacher-parent communication means, and providing continuous feedback to students and parents on homework (Bryan et al., 2001; Bryan & Sullivan-Burstein, 1998; Patton, 1994) could lead to higher homework completion rates.

Individualizing Homework

Nevertheless, both students' achievement and attitudes towards homework improved when teachers individualize homework by basing it on the students' learning styles. Minotti (2005) examined the effects of adjusting and creating homework to suit the students' learning styles on the academic achievement and performance of middle school students. Two convenient sample-formed groups undertook a pretest to indicate that they were essentially similar at the onset of the study. The controlled group students were given traditional assignments, while the experimental group of students used a new approach to homework based on their learning style. Both sets of students received trainings and notes from the researchers containing studying tips based on their group's homework strategy (traditional vs. learning-style-based homework strategies). The findings indicated that both groups demonstrated higher levels of achievement after treatment, but at considerably dissimilar rates. By examining the posttest scores, it became evident that after treatment the experimental group achieved significantly larger gains than the controlled group in reading, mathematics, science, and social studies.

Nevertheless, differentiating homework according to students' abilities leads to successful homework completion (Epstein &Voorhis, 2001). Empirical literature on homework

confirmed the fact that teachers in/out of class practices could minimize homework's difficulty

for struggling students. These practices included, but were not limited to, planning shorter

assignment and limiting their number (Cooper, 2001); simplifying homework to match students'

abilities to work independently (Epstein et al., 1997; Epstein, Polloway, Foley, & Patton, 1993;

Polloway & Patton, 1997); and explaining homework and having students begin it in class

(Patton, 1994; Salend & Schliff, 1989). Setting clear expectations and evaluation criteria

(Patton, 1994; Salend & Schliff, 1989) was also proven beneficial to successful homework

completion. Using homework models done by other students and having them explain it in class

(Pintrich & Schunk, 2002; Schunk, 2001; Zimmerman, 2000) enabled struggling students to

identify with their peers and therefore increased their possibility of completing homework

successfully. Other effective practices were providing well-planned and highly focused

instruction on study skills and self-regulation skills (Bryan et al., 1998; Dawson & Guare, 2004;

Epstein et al., 1993; Patton, 1994; Zimmerman, Bonner, & Kovach, 1996). Some teachers also

scheduled before and after-school homework clubs and support groups (Brock et al., 2007).

Finally, teachers could motivate students to complete the homework by making it relevant to

their real life experiences (Bryan et al., 1998; Margolis & McCabe, 2004; Patton, 1994).

Teachers' Perceptions and Practices of Homework

To teachers, homework has always been and evidently will continue to be part of their

daily routine. They have assigned it with the various listed purposes in mind. Most teachers have

assigned homework to reinforce what was presented in class or to prepare students for new

material. Less commonly, homework has been assigned to extend student learning to different

contexts or to integrate learning by applying multiple skills around a project (Cooper, 1989b;

Foyle, 1985; Murphy & Decker, 1989). Research studies indicated that teachers did not question

traditional practices or their effectiveness (Brock et al., 2007) and did not alter their practice across elementary stage (Warton, 1997).

Moreover, some studies revealed a perception gap between teachers and parents on the amount of homework teachers assigned and what parents experienced and the effort teachers put in designing and planning for homework. Cameron and Bartel (2009) conducted two surveys and many interviews with teachers, parents, and children to find out how homework was perceived in Canada. The first survey included 1094 parents and 2072 children. The second one included 945 teachers (K-12) with experience ranging from more than twenty-five years to less than five. Both urban and rural schools were represented too. The surveys indicated that teachers assigned homework because they thought parents wanted it while many parents were actually complaining about it. Moreover, teachers tended to underestimate the amount of time it took to complete the homework. The studies also revealed that teachers thought of homework as a burden. At least half of the teachers said that creating and assessing homework increased their workload. Creating meaningful homework took too much time and effort from the teachers. However, parents thought otherwise as the studies showed. They were not totally against homework. They were in-fact supportive of homework that they saw as relevant, meaningful, engaging, and challenging, which was not what their children experienced. Most homework assigned to their children was designed to fit all students, and was considered boring. Parents also proclaimed that teachers did not take into account parents' socio-economical background or abilities to help their children in doing the homework assigned. They complained that instructions for homework were not clear and that it was rather difficult for the child to do without support (Cameron & Bartel, 2009).

Homework Research in Egypt

Finally, the thorough review of the literature in Egypt as well as in Arab countries indicated that homework has been a neglected area of research. Few journal articles found

discussed the issue. These articles usually referenced and summarized research findings from Cooper or other foreign researchers. The Teacher Journal (n.d.), an Arabic journal carried out three surveys to explore the issue of homework. Only 15% of the teachers always answered the homework questions orally in the classroom before it was assigned to student at home, 33% of the teachers sometimes did so, and 19% said they rarely did so while 33% of the teachers said they do not answer homework questions orally in class. However, the article did not provide any demographic information related to the sample of teachers interviewed and the results could be misleading.

Chapter 3- Methods

The research is a descriptive study that uses an adaptation of grounded theory to understand teachers' perceptions of the issue of homework. The study follows the quantitative method research paradigm. A teachers' survey (Appendix 1) is used to describe teachers' opinions working in Language and International Schools located in Cairo, Egypt.

The research design follows a peer-reviewed article titled "Does Homework Matter? An Investigation of Teacher Perceptions about Homework Practices" (Brock et al., 2007) and a Canadian article entitled "The Researchers Ate the Homework" (Cameron & Bartel, 2009) which included two surveys carried out in Canada to describe teachers' and parents' attitudes towards homework. Both research studies included a survey.

The study focuses specifically on one research question. What are teachers' perspectives of homework in Language and International Schools within the upper elementary and middle school grades in Egypt? It attempts to answer five sub-categorical questions that convey the researcher's constructs and help answer the main research question. These questions are:

- What is the teachers' purpose(s) for assigning homework?

- What are the perceived homework advantages and drawbacks?

- Do teachers expect the parents to help?

- Do teachers individualize homework?

- What are the consequences of doing/not doing homework? What do teachers do with homework after receiving it?

Sampling/Participants

A directory of Language and International Schools located in Cairo was used to contact twenty schools. The researcher used stratified random sampling to reduce sampling error. Only ten schools out of twenty responded to the survey. One hundred ninety two teachers working in

ten Language and International Schools and teaching the upper elementary and middle schools took the survey. There was neither age nor years of experience restrictions on who should take the survey. Teachers belonged to various disciplines too.

Forms of Data Collection

Quantitative data was employed. The teachers' survey was original, tailored by the researcher to fit the Egyptian context. It was designed so that teachers could fill it out easily and efficiently in approximately twenty minutes. The cross sectional survey questions were aggregated into scales related to the constructs of interest, which were: purposes of assigning homework, perceived advantages of homework, perceived disadvantages of homework, expected parental involvement, individualization of homework, and consequences of doing or not doing the homework. Each construct was related to more than one question on the survey.

Data Collection and Management Procedures

Permission to collect data for the purpose of this research was obtained from the Institutional Review Board (IRB) at the American University in Cairo and The Central Agency for Public Mobilization and Statistics (CAPMAS). The survey was piloted with respondents not from the sample to check clarity and objectivity. Confidentiality was guaranteed to facilitate access to schools. The surveys were anonymous. In addition, for feedback and comments on accuracy the researcher shared the results of the findings with the participants. The data was collected in its natural setting with as little disruption as possible to the participants.

Data Analysis

The data was analyzed using a computerized statistical package called SPSS-X for the PC. Data was ordinal in nature; therefore, all appropriate descriptive statistics were utilized. Descriptive and cross tabulation analysis were appropriate. The researcher enhanced her findings using tables, graphs, and diagrams.

Chapter 4- Findings

This section examines and discusses the results from the survey. The findings of this study are informative. They indicate the teachers' answers of the five sub-categorical questions about purposes for assigning homework; teachers' perceptions of the homework advantages, drawbacks, purposes, and parents involvement; whether teachers individualize homework or not; and the consequences of doing or not doing homework (what teachers do with the received homework). These answers will reveal teachers' perspectives of homework in Language and International Schools operating in Egypt, which is the main research question.

Of additional value, reflections on the findings highlight numerous qualitative variables that could help to increase the understanding of the teachers' opinions.

Findings

      Purposes of Assigning Homework.

Questions 1 to 8 were related to the purposes of assigning homework. Teachers working in the Language Schools gave more importance to assigning homework with the purpose of students preparing for future lessons (question 1) than teachers working in the International Schools (Figure 1). The Language Schools teachers scored 15% on 'always' and 17 % on 'usually' while the International Schools teachers scored 4.7% on 'always' and14% on 'usually'. Only 14% of the Language Schools teachers 'never' assigned homework with that purpose in mind in contrast to 25% of International Schools teachers (Appendix 2). Moreover, the purposes of getting students to practice skills learnt in school, reviewing material covered in class, and memorizing and retaining information got the highest scores on the scale of 'always, usually and sometimes" from teachers working in Language and International Schools (Figurers, 2, 3 & 4). Scores on the survey statements addressing these three purposes are almost similar for both groups, with only minor differences (Appendix 2).

Figure 1. Assigning homework so that students prepare for future lessons.

Moreover, the purposes of getting students to practice skills learned in school, reviewing material covered in class, and memorizing and retaining information got the highest scores on the scale of 'always, usually and sometimes' from teachers working in Language and International Schools (Figurers 2, 3 & 4). Scores on the survey statements addressing these three purposes are very similar for both parties, with only minor differences (Appendix 2).
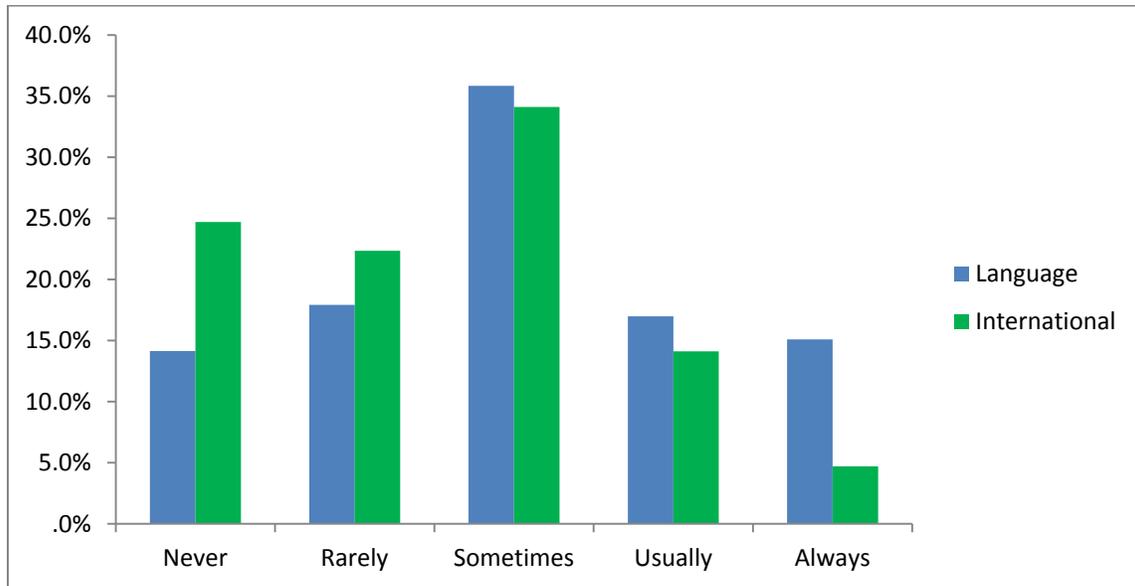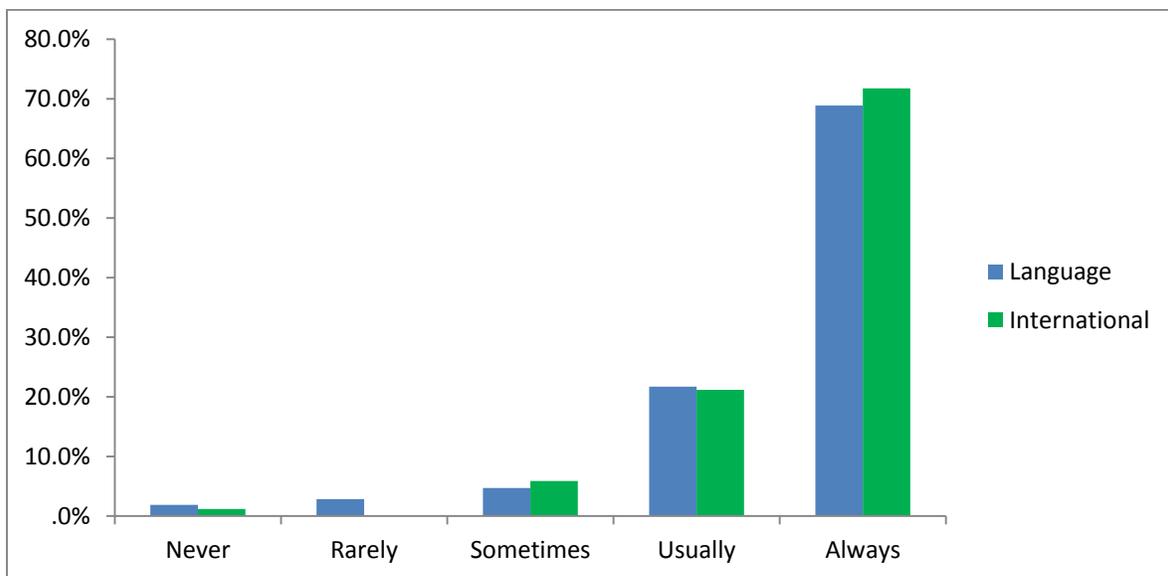

Figurer 2. Assigning homework so that students get to practice skills learnt in school.
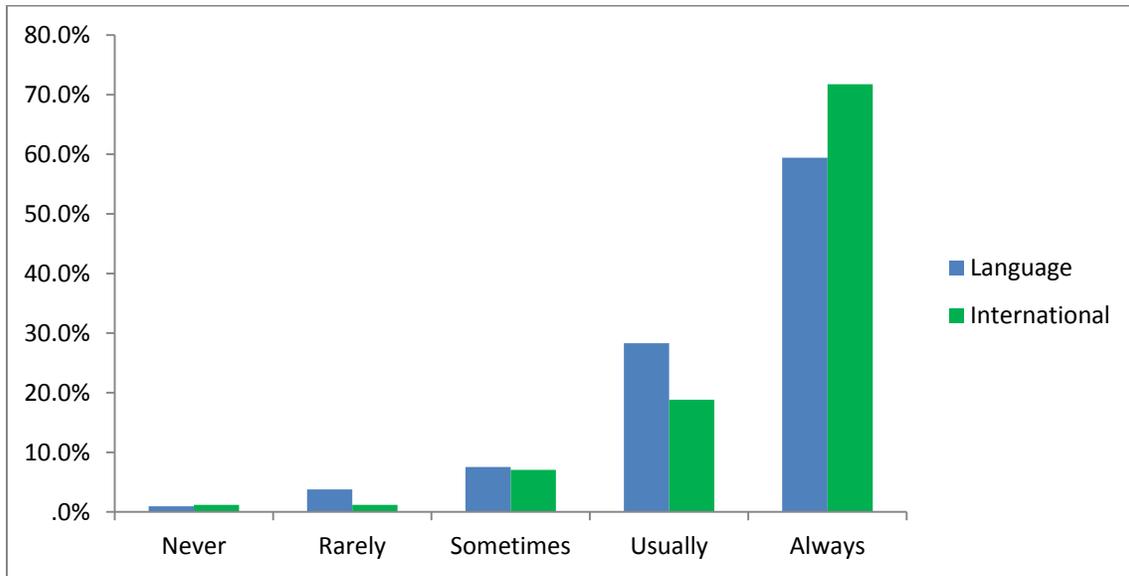
Figure 3. Assigning homework so that students review material covered in class.
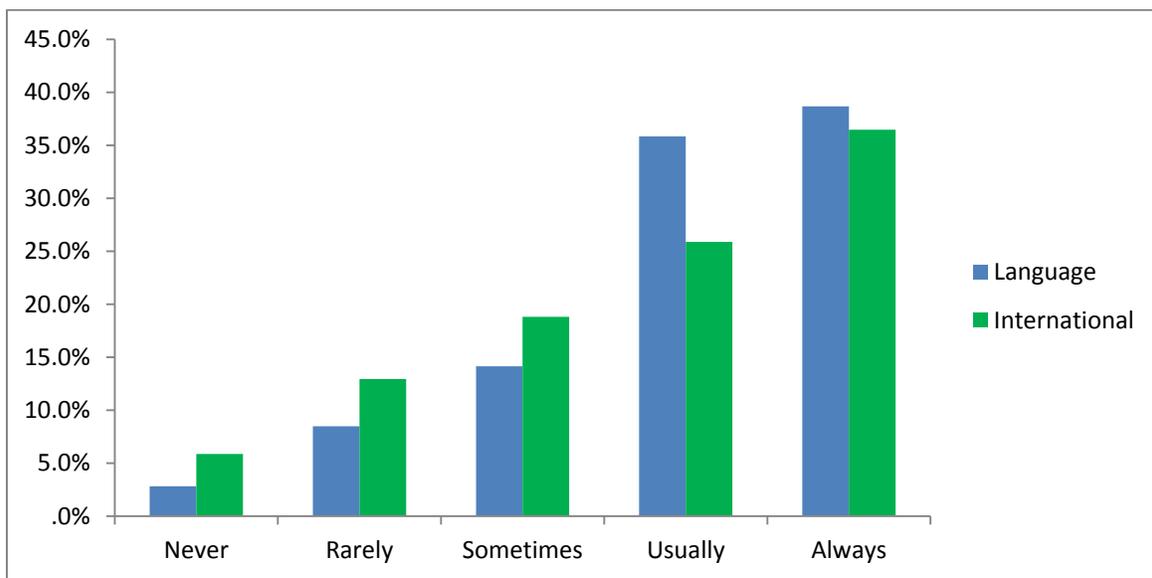
Figure 4. Assigning homework so that students memorize and retain information.

Nevertheless, teachers seem to agree that assigning homework with the purpose of students learning to collaborate with one another is less frequently used than the other purposes (Figure 5). The survey indicated that 14% of both groups 'always' assigned homework to enable students to collaborate. However, 47% of the International Schools 'sometimes' did that in contrast to 37% of teachers working in the Language Schools (Appendix 2).
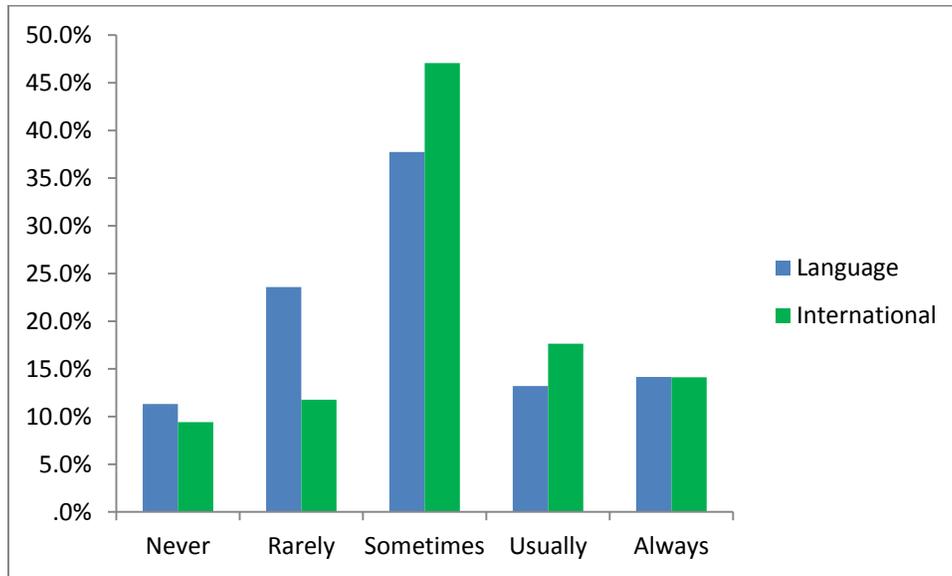
Figurer 5. Assigning homework so that students learn to collaborate with one another.

Teachers in both settings agreed that assigning homework with the purpose of punishment should 'never' be done (Figure 6). Less than 2% of all teachers 'always' and 'usually' assigned homework to punish students (Appendix 2).
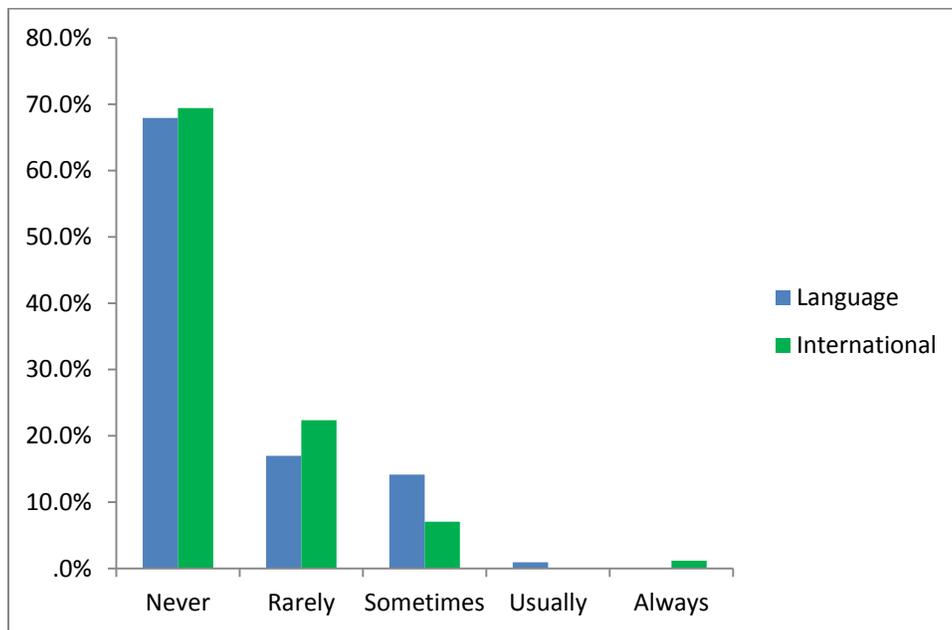
Figure 6. Assigning homework to punish students.

Although the purposes of assigning homework to please parents or to comply with school regulations is of less importance when compared to other purposes (Appendix 2), teachers

working in the International Schools put the purpose of complying to regulations more

frequently into consideration than their counterparts. The surveys' results indicated that 35.5% of

teachers working in the Language Schools never considered this purpose in contrast to 25.9% of

International School teachers. This slight difference is probably because International Schools

usually have a homework policy that teachers abide by. These policies are drastically different.

They merely indicate the number of times homework should be given weekly, and procedures

taken or consequences for not doing the homework.

The Advantages of Homework

The advantages of homework as perceived by teachers working in Language and

International Schools are expressed in questions 11 to 16. Teachers' scores on the advantages of

developing good study habits such as good time management and organization were high. A total

of 89% of all teachers in both settings either 'strongly agreed' or 'agreed' with the statement

while only 11 % were neutral, disagreed, or strongly disagreed (Figure 7).
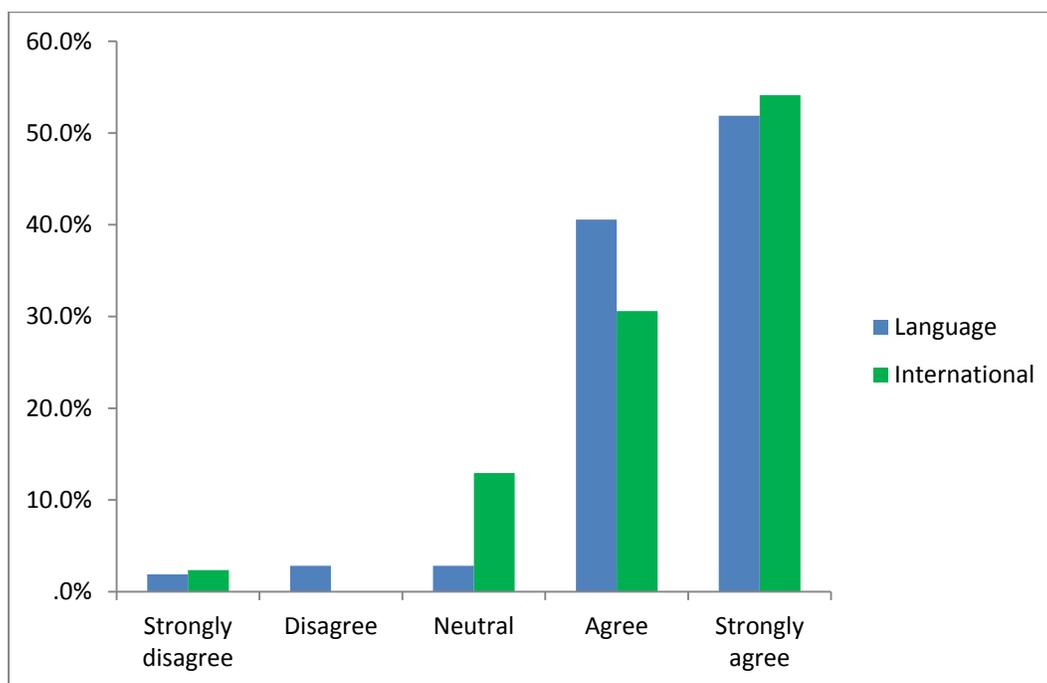
Figure 7. Homework helps students develop good study habits.

Similarly, teachers believed homework instills important values such as independence, responsibility, and perseverance. A total of 91% of teachers working in both types of schools either 'strongly 'agreed' or 'agreed' with the statement (Figure 8).
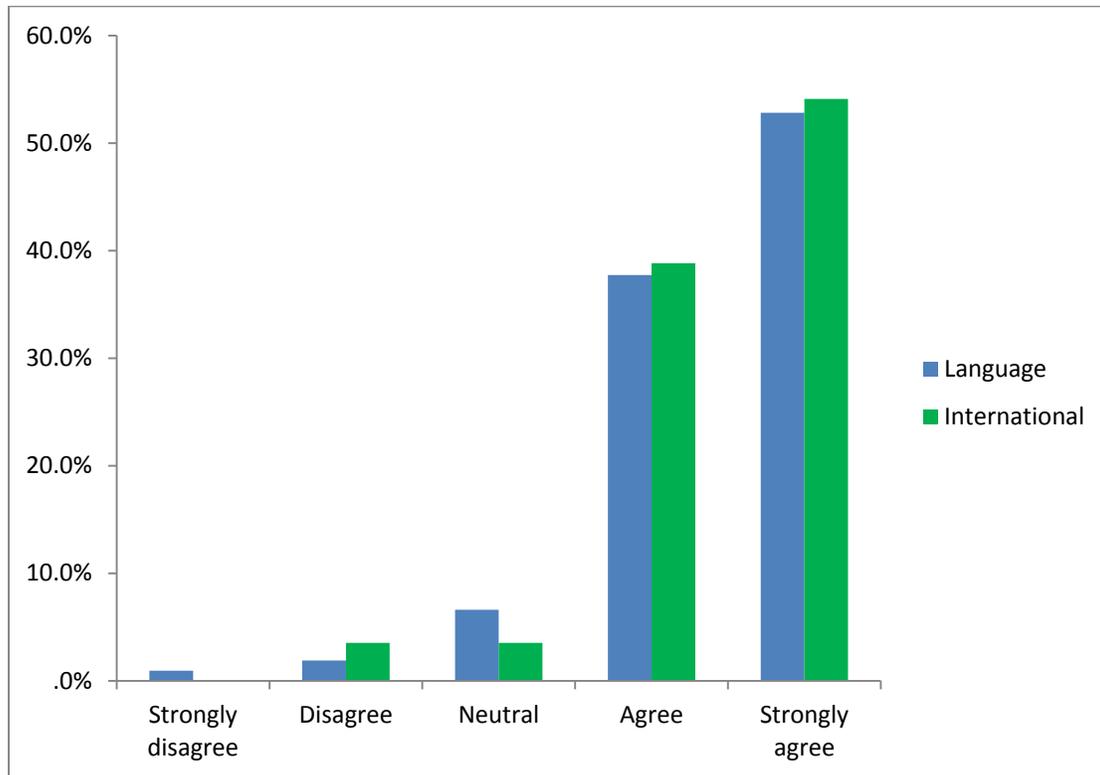
Figure 8. Homework instills important values such as independence and responsibility.

However, teachers disagreed among themselves, regardless of the type of schools they belonged to, when it came to considering parents' involvement as an important advantage of assigning homework. In the Language Schools, 15% of the teachers 'strongly disagreed', 26.2% 'disagreed', and 16.8% were 'neutral'. In the International Schools, 4.7% 'strongly disagreed', 22.4% 'disagreed', while 31.8% were 'neutral' (Figure 9). Both groups believed that homework helped students attain higher academic scores. However, teachers working in the Language Schools were more assertive of the statement as 29% 'strongly agreed' and 53.3% 'agreed' in comparison to 38.8% of teachers working in International Schools who strongly 'agreed' and 38.8% who 'agreed' (Figure 10).
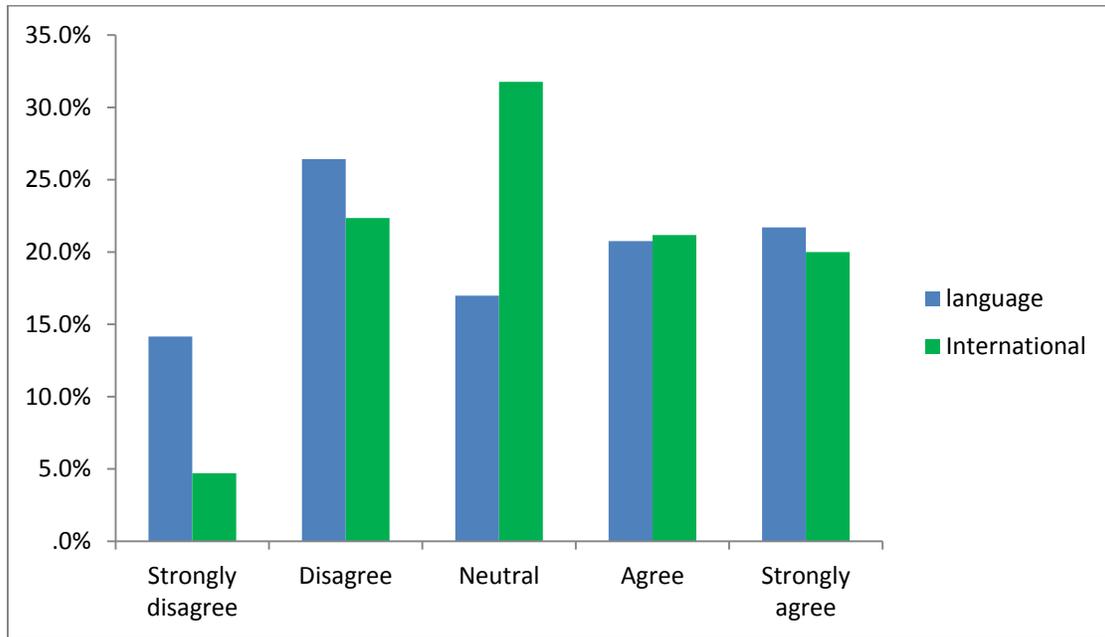
Figure 9. Involving parents in the education of their children.
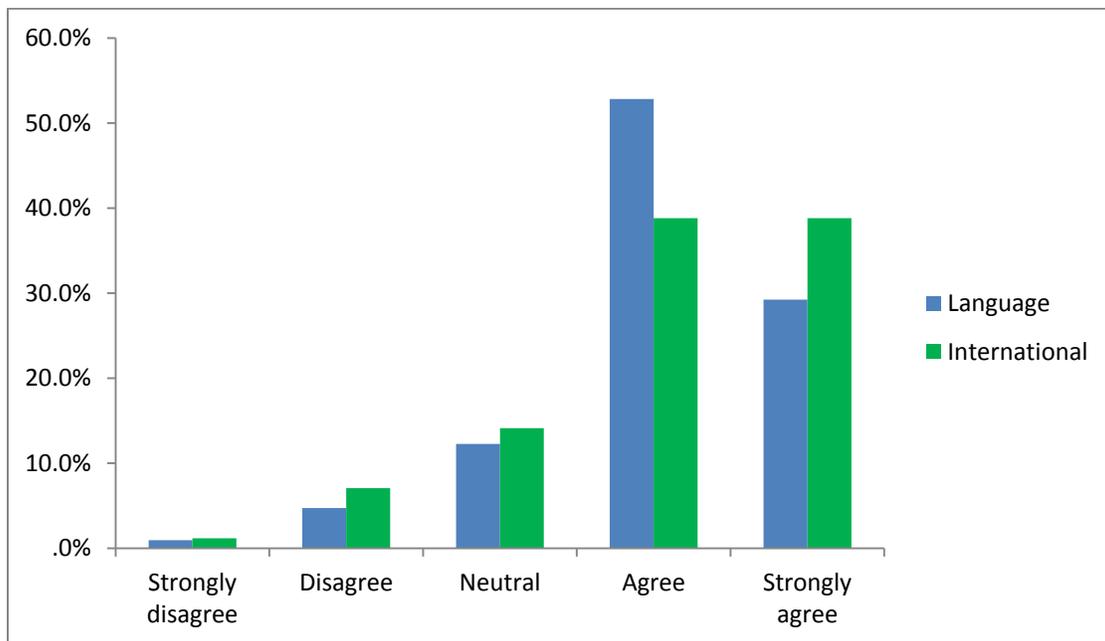
Figure 10. Homework helps students attain higher academic scores.

Moreover, most teachers believed that homework helped students realize that learning happens outside school. A total of 63% of teachers, working in both types of schools, either 'agreed' or 'strongly agreed' with the statement while 16.2 % of them either 'disagreed' or 'strongly disagreed' (Figure 11).
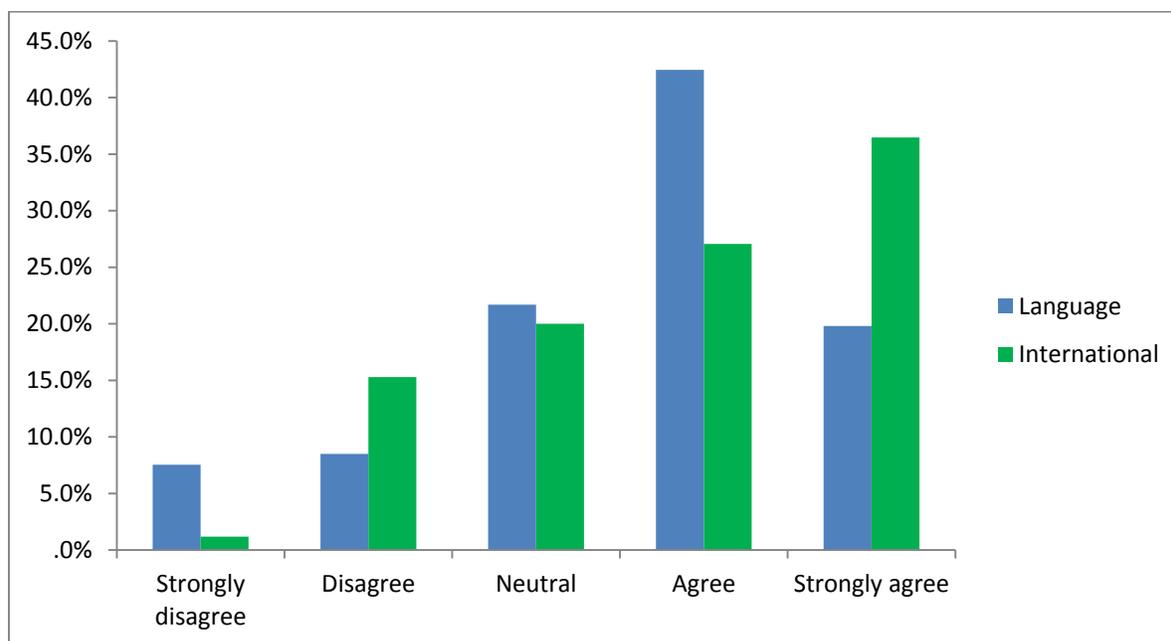
Figure 11. Homework helps students realize that learning happens outside school.

It was notable that teachers' scores were almost identical on the statement "homework improves skills learnt at school." In the Language Schools, 60.7% of the teachers 'strongly agreed' and 28.0% 'agreed'. On the other hand, 61.2% of the teachers working in International Schools 'strongly agreed' and 28.2% 'agreed' (Figure12).

The Disadvantages of Homework

Most teachers, whether working in Language or International Schools, either 'strongly disagreed' or 'disagreed' about five out of six disadvantages of homework. They disagreed that homework caused students to lose interest in academic studies or to be less motivated about learning. They also rejected the idea that homework contributed to physical fatigue and loss of sleep, it robbed children of time to spend with their families or on leisure activities and it could hinder children from developing friendships. They did not regard it as a cause of stress and conflict in the family. The table below (Table 1) indicates the total percentage of teachers who 'disagree' and 'strongly disagree' about the negative effects of homework. The Language School teachers disagreed that homework increased the gap between low and high achievers as 69.2% of

them either choose 'strongly disagree' or 'disagree'. However, the International Schools teachers were less assertive as 52.9% agreed while 21.2% were neutral, 21.2% agreed and 4.7% strongly agreed (Figure 13).
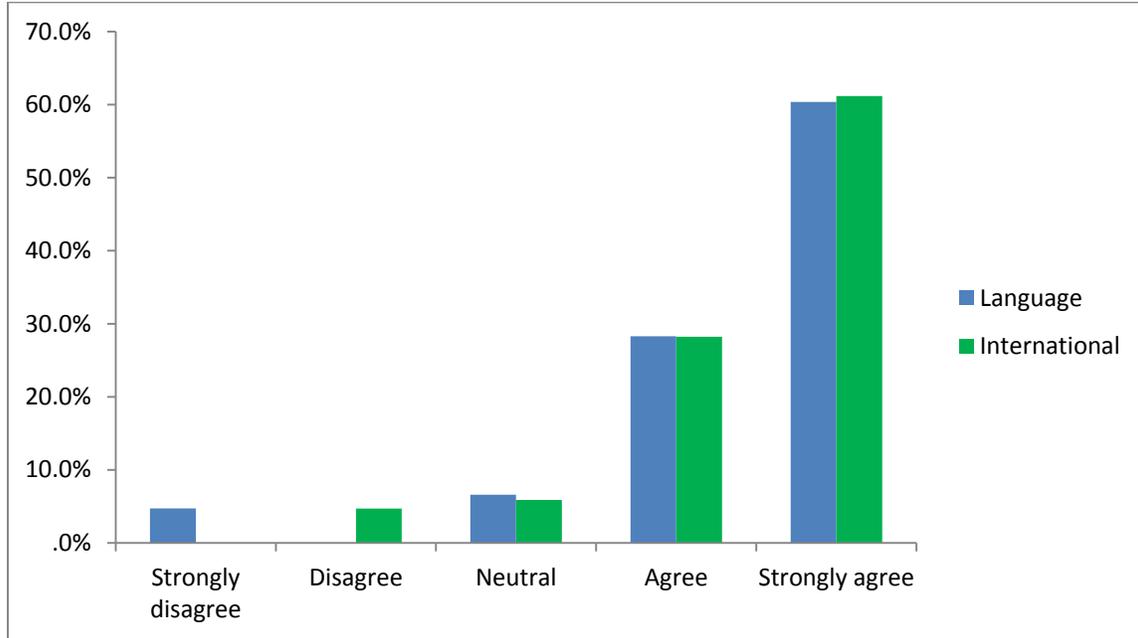
Figure 12. Homework improves skills learnt at school.
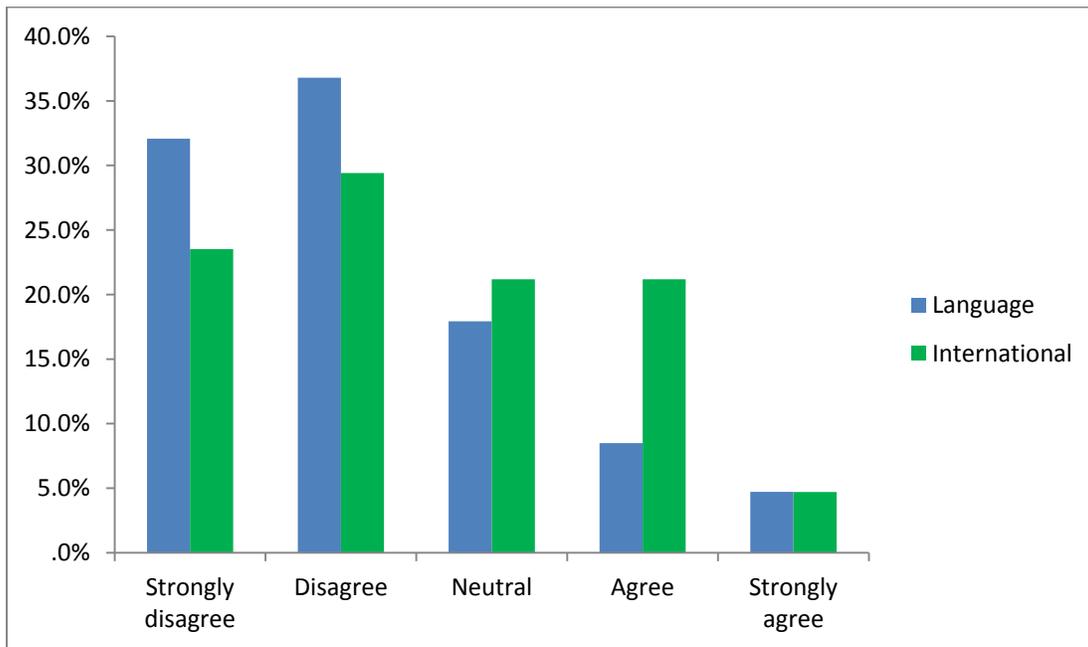
Figure 13. Homework can increase the gap between low and high achievers.

Table 1

The Disadvantages of Homework

	Language	International
Homework causes students to lose interest in academic studies/ to be less motivated about learning.		
Total % of teachers who disagree and strongly disagree	76.7%	71.8%
Homework can contribute to physical fatigue and loss of sleep.		
	63.5%	64.7%
Homework robs children of time to spend with their families or on leisure activities.		
	59.8	67%
Homework can cause stress and conflict in the family.		
	65.4%	64.7%
Homework can hinder children from developing friendships.		
	81.4%	78.8%
Homework can increase the gap between low and high achievers.		
	69.2%	52.9%

Parents' Involvement in Homework

In addition to Questions 13 that examined parents' involvement in homework as an advantage, questions 23and 24 to 27 delved more deeply into the issue of parents' involvement. Teachers working in Language Schools agreed that the different instruction techniques used by parents confuse children (59.9%). Their counterparts seemed to share their view as a total of

55.3% either 'agreed' or 'strongly agreed' (Figure 14). Most of the teachers in both groups did

consider parents' involvement in instruction a disadvantage.
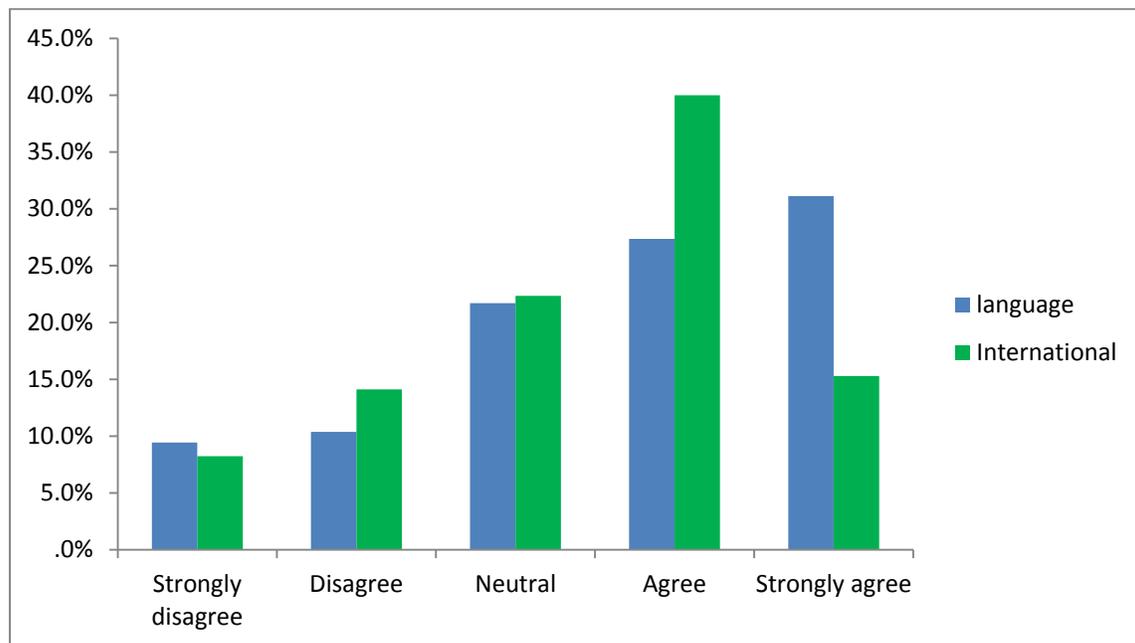
Figure 14. Different instruction techniques used by parents confuse children.

When asked whether teachers expected parents to help, teachers were divided among

themselves (Figure 15). Half of the teachers in both systems agreed (51.4%, 54.1%) while the

other half disagreed (48.6%, 45.9%). Significantly enough, when asked whether they provided

instructions for parents to supervise homework, exactly the same number of teachers working in

the International Schools who agreed that parents should help (54.1%) also confirmed that they

provided instructions (54.1%), while those who did not expect parents to help (49.9%), did not

do so. However, this was not the case for teachers working in the Language Schools. The

percentage of the teachers who expected parents' help (51.4%) exceeded significantly the

number of those who provided instructions to parents on homework (34.6%) which leads to the

possibility that some of the teachers working in the Language Schools expect parents to help, but

do not provide them with sound instructions on how to do so (Figures 15 & 16).
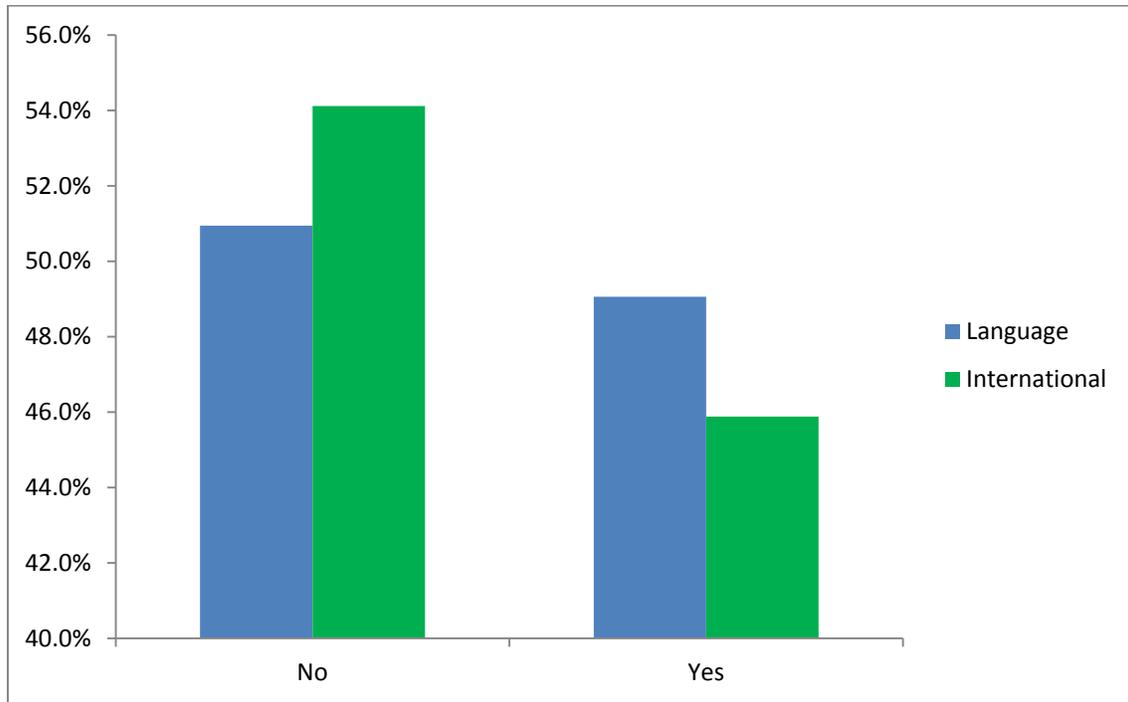
Figure 15. Do you expect parents to help?
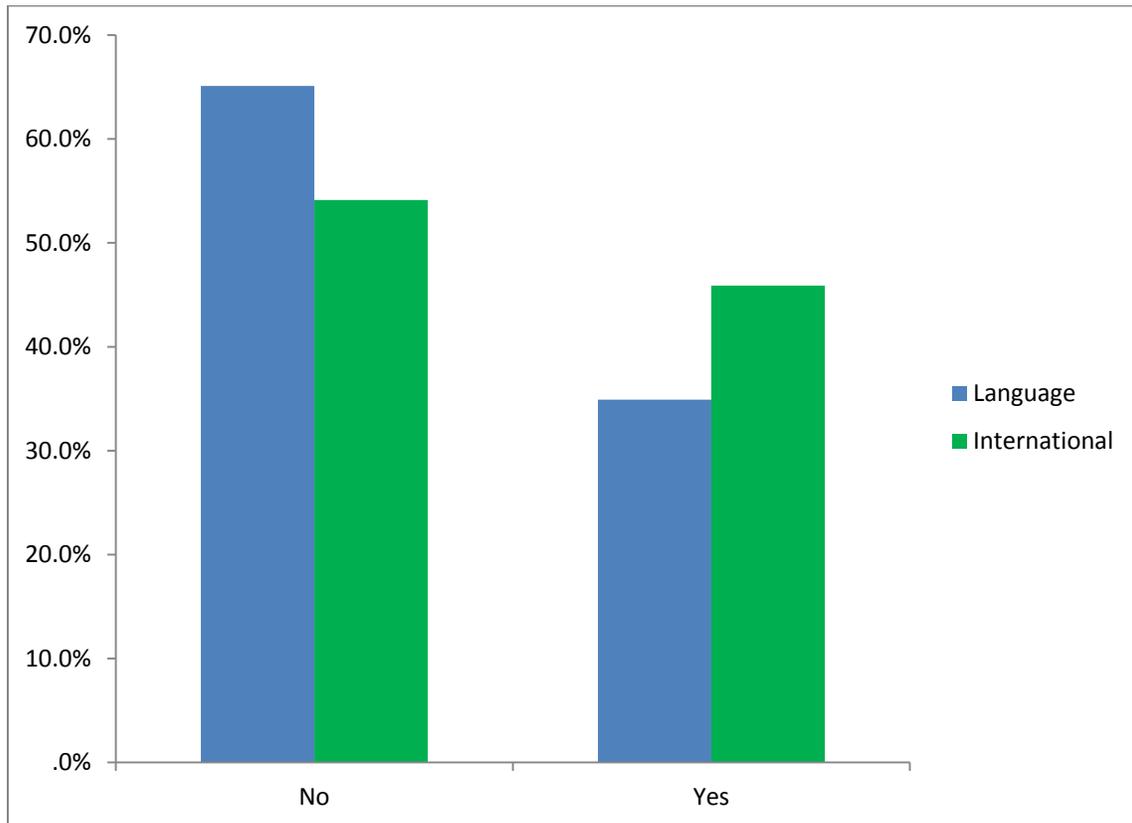
Figure 16. Do you provide instructions for parents for homework supervision?

When teachers were asked whether they knew children had adequate help at home, the teachers were divided significantly in the same ratio. A total of 33.65% of the teachers working in the Language Schools and 31.8% of the International School teachers answered negatively, while 66.4% and 68.2% respectively answered positively (Figure 17). Comparing the number of teachers who knew that students received adequate help at home (66.4%, 68.2%) to those who expected parents to help (48.6%, 45.9%) indicated that probably teachers who expected support from parents knew that they were capable of doing so.
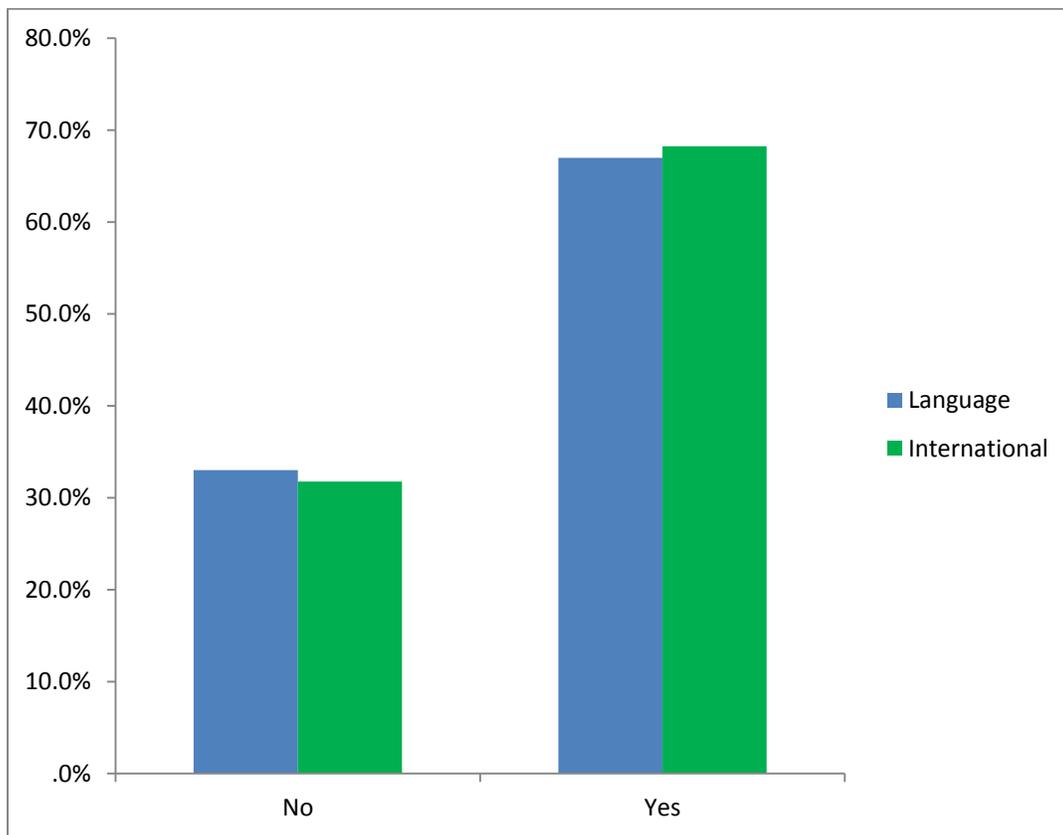
Figure 17. Do you know if children have adequate help at home?

The majority of teachers in both types of schools confirmed providing ways to communicate with parents about homework (Figure 18). However, teachers working in the International Schools who provided communication means to parents were more in number by 10% than their counterparts were. They also used technology like emails, blogs and schools'

sites, or special web pages. Language School teachers were more traditional as they used channel

notebooks and letters or copybooks.
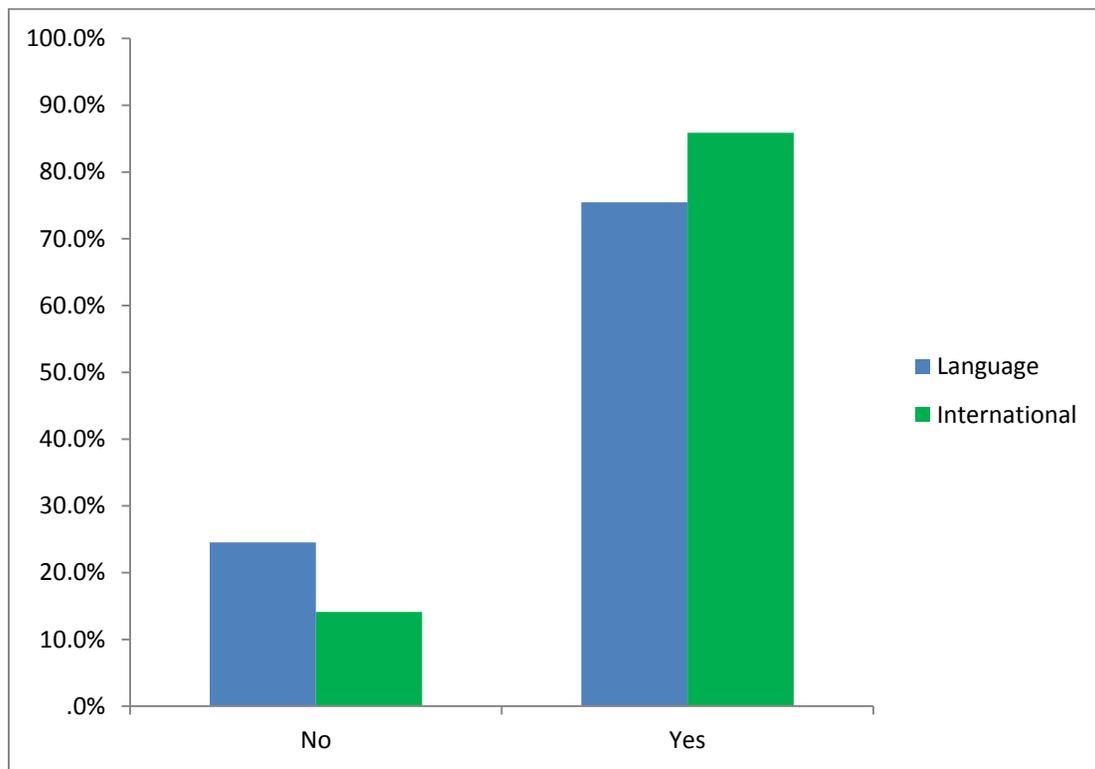
Figure 18. Communicating with Parents

Individualizing Homework

Questions 9, 28, and 29 addressed the issue of individualizing homework according to

learning styles or abilities. Responses of teachers in the National and International Schools did

not significantly vary when asked if they individualized homework (Figure19). A total of 82.3%

of all the teachers who took the survey either 'never', 'rarely', and 'sometimes' differentiated

homework. However, more than 70% of the teachers in both groups agreed that students always

wrote their homework in their notebooks while those who disagreed, mainly in the International

Schools, indicated that they used technology to facilitate this task for students. More

significantly, a total of 95.3% of the two groups confirmed that they provided instructions during

class time on homework. However, they only dedicated few minutes (an average of 3 to 5

minutes) to explain homework.
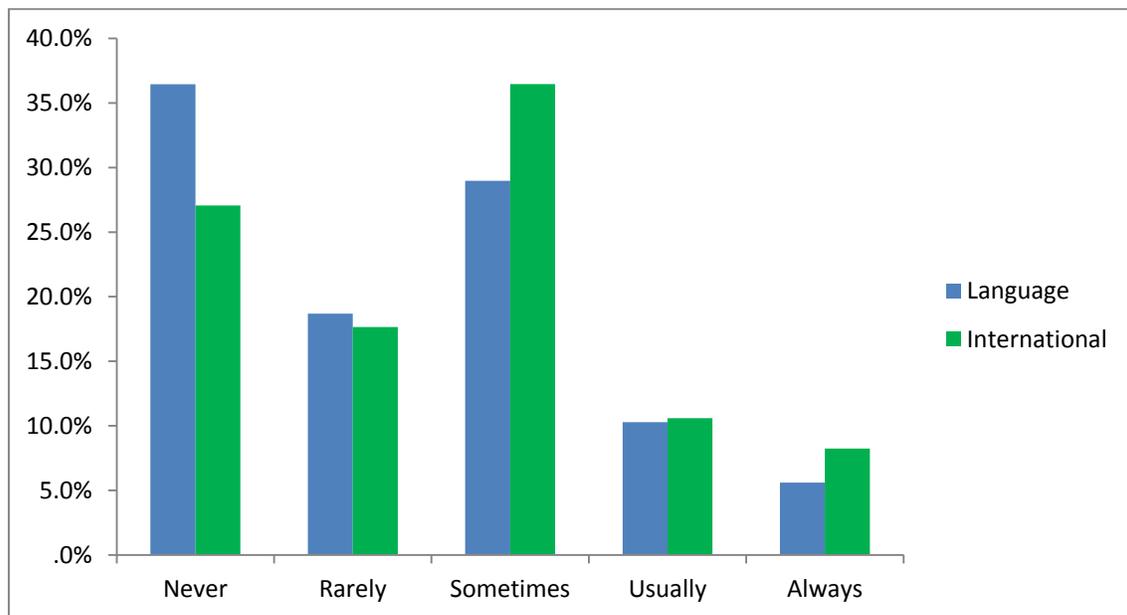
Figure 19. Individualizing Homework.

Consequences of Doing/Not Doing Homework

Questions 29 to 33 were related to what teachers do with homework after assigning it. A

total of 85% of the teachers working in both types of schools confirmed marking the homework

when handed in (Figure 20). More interestingly, the qualitative data they provided for this

question showed mixed methods for correction. Most of the teachers in the Language Schools

indicated that they collectively corrected the homework with the students on the board during

class. Some teachers working in the International Schools had policies preventing them from

doing individual corrections in class. Other policies allowed a three-day interval for correcting

and returning the homework. Some Language and International Schools teachers corrected the

homework individually outside classroom then selected only part to do again in class with

students. Significantly, a total of 95.8% of all the teachers who took the survey confirmed the

fact that they provided feedback on the homework. Again, the qualitative data provided revealed

the fact that 'feedback' was perceived differently. Some teachers considered giving the right

answers as feedback. Others gave incentives and encouragement for work well done in the form

of stickers, stars, and sometimes treat. None of the teachers mentioned constructive feedback that

is individualized, detailed, and goal oriented. Yet, no conclusions could be made regarding the

quality of the feedback provided because of the limited number of participants who provided

qualitative data. More than 70% of the teachers working in the Language Schools and 84% of

International Schools teachers indicated that homework was included in the students' final grade.

More than 80% of the teachers in both types of schools agreed that students were punished for

not doing the homework. In the few comments added, some teachers indicated that informing the

students' parents was a kind of punishment to the students. They sent 'follow up slips', 'warning

slips', added 'black dots' to the students' records, or made them stay during recess time or

activity lessons.
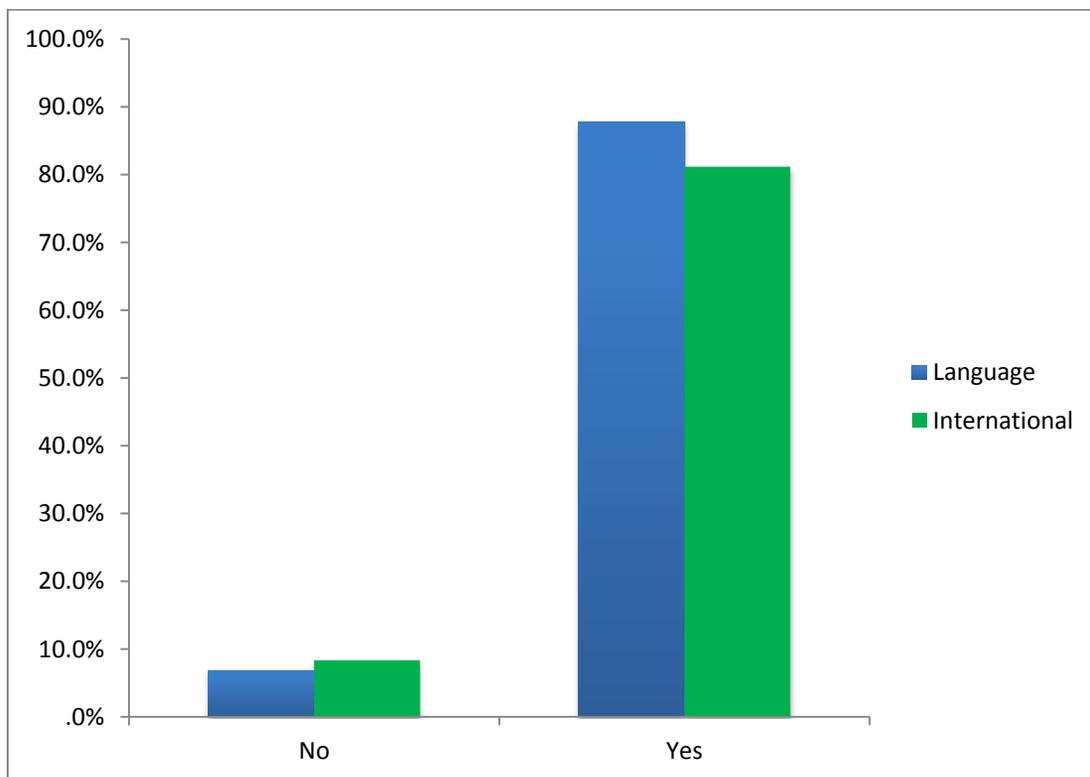
Figure 20.

Chapter 5- Discussion

The research findings show no significant differences in Language and International Schools teachers' perspectives and practices of homework. There are minor differences probably stemming from individual school polices on homework. Accordingly, it becomes clear to the researcher that homework has its own hidden culture that affects teachers' beliefs and practices, regardless of the settings. Few of the recent research findings have changed this culture.

Purposes of Homework

As the study indicates, most homework assigned is an extension of classroom practices in the form of reviews, drills, or completions of tasks started in class but not completed due to lack of time. According to Blooms taxonomy, these activities are all related to lower cognitive domains. Homework is rarely assigned to extend student learning to different contexts or to integrate learning by applying multiple skills like problem solving around a project. In both settings in this study, teachers consider the purpose of assigning homework to allow collaboration between students and develop teamwork skills to be of far less importance when compared to the three central purposes of reviewing, preparing, and practicing or drilling. Once again, this brings to mind the question: Do teachers perceive homework as part of the quality education that they should provide their students? Do they assign it out of convenience, as it is the culture? Nevertheless, do teachers practice what they knew and experienced as students twenty or thirty years ago? One cannot over emphasize the fact that homework has never been part of teachers' training and preparation, at least in Egypt. Teachers learn about lesson planning, classroom management planning, and assessment planning. However, there are few references made or emphasis given to "homework planning". As the literature review indicates, teachers consider homework to be a load that they have little time for. Effective homework that targets all

students and includes different purposes than those traditionally used call for training and for special time for accurate planning.

Advantages and Disadvantages of Homework

The majority of teachers working in the Language and International Schools believe in the advantages of assigning homework with no significant differences. They agree that homework helps students: develop good study habits; achieve higher academic scores; and realize that learning happens outside school. It instills important values such as independence, responsibility, and perseverance, and it improves skills learned at school. In addition to that, most teachers in both settings do not agree with statements indicating the disadvantages of homework. They disagree that homework causes students to lose interest in academic studies/to be less motivated about learning, contributes to physical fatigue and loss of sleep, robs children of time to spend with their families or on leisure activities, causes stress and conflict in the family, hinders children from developing friendships, and increases the gap between low and high achievers. Obviously, teachers accept homework that they are expected to assign as it is the culture in schools. They do not give its recently discussed disadvantages much thought. It is interesting to note that most of the disadvantages of homework reflect parents and students' opinions. As a result, perception gaps emerge between teachers' beliefs and those of parents and students. The vicious circle of expectations and misconceptions will continue to exist unless teachers reconsider homework as a quality learning activity contributing to the improvement of students' achievements as well as attitudes towards learning.

Parents Involvement

An often-asked question is, Should parents tutor their children to succeed on homework? In other words, should parents explain lessons and tasks that teachers should have covered in school. Research findings indicate that parents should not play the teacher's role. If a parent has

to teach the child to carry out homework, then the homework is beyond the child's independent level (Patton, 1994; Polloway & Patton, 1997), which should not be the case. Second, parents' different instruction methods could confuse students. Third, if tutoring leads to parent–child conflict, then parents should not do it (Salend & Gajria, 1995). Teachers in this study seem divided among themselves regarding parents providing instructions to students. However, the majority of teachers in the Language and International Schools believe that parents should help with homework at least by supervising it (question 24). Most teachers indicate that they inform and contact the parents when students do not do the homework. Therefore, it becomes evident to the researcher that teachers tend to believe that homework is not the teacher's responsibility, but rather the students and the parents. As the name suggests, it is "home work" and therefore not regarded as an extension of "school work".

Individualizing Homework

By expecting parents to help with homework (in any way), but not providing them with guidance (Language Schools teachers 65.4 %, International School teachers 54.1 %), are teachers expecting too much from parents? More importantly, are they thinking of struggling students? Students with learning difficulties or special needs suffer most, as they are forced to spend more time doing mostly work that they have not managed to complete in class. As mentioned in the literature review, it is the struggling students who are given more homework and who spend more time with their parents doing it (Allington & Cunningham, 2002; Bryan et al., 2001; Cooper & Valentine, 2001; Smith, Polloway, Patton, & Dowdy, 1998; Turnbull, Turnbull, Shank, & Smith, 2004). Tensed relationships resulting from frustrations on both sides tend to exist between low achievers and their parents during homework completion (Epstein et al., 1997). Therefore, not providing parents with enough guidance puts the parent-student relationship at jeopardy. It also leads to students developing negative attitudes towards school in

general and homework in particular. Furthermore, most teachers working in both settings (82%) do not often differentiate homework. They assign "one size fits all" kinds of homework. So, will all learners be interested in the same task? Are they all expected to do it simply because that is the culture? More importantly, how will homework be beneficial to struggling students if it is above their level? Although 93% of the teachers give brief in-class instructions on homework, they still address all students in the same way regardless of their various needs and abilities. Moreover, only 70% of the teachers confirmed that students record their homework in their notebooks. Very few teachers, all working in the International Schools, use technology to facilitate this task. However, probably the struggling students intentionally or unintentionally do not record their assignments believing that they will receive poor grades on their homework despite their desperate trials (Greene, 2002). In brief, there are certain conditions that lead to struggling students' success with homework among which are: teacher- parent collaborations, simplification of both assignments and instructions, differentiation of homework, the use of technology (Margolis, 2005). So, what will be the rate of homework completion especially for students with special needs, if most teachers do not put these conditions into their considerations?

Consequences of Doing/Not Doing Homework

Generally teachers in this study correct homework, give feedback, include it in the students' final grades, and punish students for not doing it. However, their ways of using all the mentioned consequences vary widely as the qualitative data indicate. It is notable, however, that none of the teachers who provided qualitative responses mentioned either constructive feedback or goal setting.

Chapter 5- Conclusion and Recommendations

Homework is as old as schooling itself. It has always existed and will probably continue to exist in the future. Over the years, it has formed its own hidden culture: how it is perceived, designed, assigned, completed, and corrected. In spite of its obvious gaps, the homework culture overrules and dominates perceptions and practices, regardless of the settings.

Moreover, teachers, students, and parents' alike have contributed in forming and shaping homework culture; they accept it, expect it, or live with it. Homework has become part of their daily practices and routines. The important point is that all three parties, teachers, parents, and students should see eye-to-eye regarding homework advantages and positive effects on students' performance and achievement. Therefore, changing only the teachers' perspectives and practices will not yield the desired results. Perhaps having a Reform Movement to re-create the homework culture and set new Homework Standards is the best solution to resolve the disputes over homework and to unify public perceptions and practices. The New Homework Standards would be built on parents, students, and teachers' surveys, recent research findings, and research-proven best practices. School and board policy and in-service discussions can contribute immensely to such a movement by examining homework's various issues and reaching a consensus. Of similar importance, including Homework Theories, Planning, and Best Practices in the teachers' training programs is vital to the success of the Homework Reform Movement. However, until this happens, teachers' perspectives on homework and their role in it remain central.

The research reveals obvious gaps in teachers' perceptions and practices that require reflection and adjustment to help students succeed with homework, develop positive attitudes, and achieve better results. To begin with, teachers believe that 'home-work' is primarily the students' and parents' responsibility, as its name suggests. However, teachers should start regarding it as 'school work' done independently. This could form the 'tipping point' for the

Reform Movement suggested. It will require forming new policies to support students with carrying out this task. It may also require a reconsideration of expectations, updated resources like technology, and greater structural organization.

By focusing on few "typical" purpose of homework, teachers reveal their wrong perceptions that homework is merely the drill and practice side of learning as opposed to quality learning based on creative and holistic problem solving and real life application. A change of mindset is needed, as teachers should regard homework as a quality activity that can enrich the students' experiences and extend learning outside school boarders. Therefore, it is recommended that homework be separate from class work. It should reflect other purposes related to extending student learning to different contexts or to integrating learning by applying multiple skills around a project.

One of the least practiced purposes is having students learn to collaborate although assignments and projects that are "done with peers and friends help students connect, draw from each other's talents, and communicate about schoolwork at times that they may otherwise be at home alone" (Van Voorhis, 2001, p. 190). Teachers are therefore encouraged to design projects built on the collaboration of after school Homework Friends; teacher-selected harmonious groups who enjoy working together and therefore learn from each other (Arreaga-Mayer, 1998; Harper, Maheady, & Mallette, 1994; Maheady, Harper, & Mallette, 2001). This will eventually result in developing students' teamwork skills in addition to increasing the homework completion rates.

Creating quality homework is also a challenge in terms of planning. Most teachers do not give homework design and planning much thought nor time. It is the opinion of the researcher that homework has to be thoroughly planned, designed, and prepared for, as is the case with daily lessons and assessments. Part of the planning process is differentiating and individualizing

homework to suit students' preferences, needs, and abilities. Efficient teachers keep in mind and cater to diverse learners, focusing on students with learning disabilities and attention deficits and second language learners when planning lessons and activities. Homework should be of no different.

In addition, there are many research-proven practices that increase students' completion rates of homework, especially for struggling students. Teachers are therefore urged to:

- Provide detailed in-class instructions, clear expectations and evaluation criteria for homework,

- Indicate to students the purpose of homework, skills acquired from the assignment, resources to be used, and preferred homework environments,

- Differentiate homework to match students' various learning styles and abilities,

- Design homework that is interesting and relevant to students' experiences,

- Provide instruction on study skills and self-regulation skills,

- Use technology to facilitate homework completion,

- Create after school 'Homework Friends' groups,

- Provide relevant feedback as to show students their work is respected and worthy of recommendations, and

- Improve communication and establish a collaborative relationship with parents.

Limitations

Among the limitations is the difficulty to accessing research studies done in Egypt on the topic. Moreover, gaining the schools' permission to carry out research is one of the greatest challenges that the researcher has faced. Finally, teachers may be reluctant to express an opinion that opposes their school's policy and jeopardizes their position in spite of the researcher's guarantee of confidentiality.

Recommendations for Further Research

Homework is a complex issue that has not been given enough attention in Egypt. Future research should explore more deeply and more specifically attitudes and opinions on homework of teachers working in schools operating in Egypt. Researchers can focus on teachers belonging to specific disciplines like science, math or Arabic. Techniques for teaching and studying these subjects can vary and ultimately affect the frequency and kind of homework given. Nevertheless, more research is required to explore in depth the quality of teachers' correction and feedback on homework and consequences of doing or not doing homework.

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Appendix 1

Survey

<u>**Use the following scale to guide your responses:**</u>

	Never	Rarely	Sometimes	Usually	Always
4 *Always* 3 *Usually* 2 *Sometimes* 1 *Rarely* 0 *Never*					
1. I assign homework so that students prepare for future lessons.	*0*	*1*	*2*	*3*	*4*
2. I assign homework so that students get to practice skills learnt in school.	*0*	*1*	*2*	*3*	*4*
3. I assign homework so that students review material covered in class.	*0*	*1*	*2*	*3*	*4*
4. I assign homework so that students memorize and retain information.	*0*	*1*	*2*	*3*	*4*
5. I assign homework so that students learn to collaborate with one another.	*0*	*1*	*2*	*3*	*4*
6. I assign homework to punish students.	*0*	*1*	*2*	*3*	*4*
7. I assign homework to please parents who say they want their children to receive homework.	*0*	*1*	*2*	*3*	*4*
8. I assign homework to comply with school regulations.	*0*	*1*	*2*	*3*	*4*
9. I differentiate homework according to the children's ability level.	*0*	*1*	*2*	*3*	*4*

10. I assign homework to (please add other reason(s) that have not

been included above)-----------------------

Use the following scale to guide your responses:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4 Strongly agree 3 Agree 2 Neutral 1 Disagree 0 Strongly Disagree					
11. I believe homework helps students develop good study habits such as good time management and organization.	0	1	2	3	4
12. I believe homework instills important values such as independence, responsibility and perseverance.	0	1	2	3	4
13. I assign homework because I believe it is it is important to involve parents in the education of their children.	0	1	2	3	4
14. I believe homework helps students attain higher academic scores.	0	1	2	3	4
15. I believe homework helps students realize that learning happens outside school.	0	1	2	3	4
16. I believe homework improves skills learnt at school.	0	1	2	3	4
17. I believe homework causes students to lose interest in academic studies/ to be less motivated about learning.	0	1	2	3	4
18. I believe homework can contribute to physical fatigue and loss of sleep.	0	1	2	3	4

19. I believe homework robs children of time to spend with their families or on leisure activities.	*0*	*1*	*2*	*3*	*4*
20. I believe homework can cause stress and conflict in the family.	*0*	*1*	*2*	*3*	*4*
21. I believe homework can hinder children from developing friendships.	*0*	*1*	*2*	*3*	*4*
22. I believe homework can increase the gap between low and high achievers.	*0*	*1*	*2*	*3*	*4*
23. I believe the different instruction techniques used by parents confuse children.	*0*	*1*	*2*	*3*	*4*

Use the following scale to guide your responses

	No	**Yes**
1 Yes *0 No*		
24. Do you expect parents to help?	*0*	*1*
25. Do you know if children have adequate help at home?	*0*	*1*
26. Do you provide instructions for parents for homework supervision?	*0*	*1*
27. Do you provide parents with a way to communicate with you about homework? If yes, what means of communication is used? (notebooks, emails,….etc) --------------------------------------	*0*	*1*
28. Do you give instructions during class time about the homework	*0*	*1*

assignment?

If yes, how much class time do you spend on explaining the

homework?

_____ minutes

29. Do the children <u>always</u> write homework in their homework diary?	*0*	*1*

Are there other ways that you use to inform them about daily

homework?

30. Do you mark the homework as handed in?	*0*	*1*

31. Do you give feedback on the homework?	*0*	*1*

If yes, what do you focus on in your feedback (correction,

quality, strengths, areas to develop..etc.)

32. Is homework included in the school report/final grade of the student?	*0*	*1*

33. Do children get punished for not handing in their homework?	*0*	*1*

Other Comments:

Appendix 2

Table 1

I assign homework so that students prepare for future lessons.

		Language	International
Never	Count	15	21
	%	14.0%	24.7%
Rarely	Count	19	19
	%	17.8%	22.4%
Sometimes	Count	39	29
	%	36.4%	34.1%
Usually	Count	18	12
	%	16.8%	14.1%
Always	Count	16	4
	%	15.0%	4.7%

Table 2

I assign homework so that students review material covered in class.

		Language	International
Never	Count	1	1
	%	.9%	1.2%
Rarely	Count	4	1
	%	3.7%	1.2%
Sometimes	Count	8	6
	%	7.5%	7.1%
Usually	Count	30	16
	%	28.0%	18.8%
Always	Count	64	61
	%	59.8%	71.8%

Table 3

I assign homework so that students memorize and retain information.

		Language	International
Never	Count	3	5
	%	2.8%	5.9%
Rarely	Count	9	11
	%	8.4%	12.9%
Sometimes	Count	15	16
	%	14.0%	18.8%
Usually	Count	39	22
	%	36.4%	25.9%
Always	Count	41	31
	%	38.3%	36.5%

Table 4

I assign homework so that students get to practice skills learnt in school.

		Language	International
Never	Count	2	1
	%	1.9%	1.2%
Rarely	Count	3	0
	%	2.8%	.0%
Sometimes	Count	5	5
	%	4.7%	5.9%
Usually	Count	23	18
	%	21.5%	21.2%
Always	Count	74	61
	%	69.2%	71.8%

Table 5

I assign homework so that students learn to collaborate with one another.

		Language	International
Never	Count	12	8
	%	11.2%	9.4%
Rarely	Count	25	10
	%	23.4%	11.8%
Sometimes	Count	40	40
	%	37.4%	47.1%
Usually	Count	15	15
	%	14.0%	17.6%
Always	Count	15	12
	%	14.0%	14.1%

Table 6

I assign homework to punish students.

		Language	International
Never	Count	73	59
	%	68.2%	69.4%
Rarely	Count	18	19
	%	16.8%	22.4%
Sometimes	Count	15	6
	%	14.0%	7.1%
Usually	Count	1	0
	%	.9%	.0%
Always	Count	0	1
	%	.0%	1.2%

Table 7

I assign homework to please parents who say they want their children to receive

homework.

		Language	International
Never	Count	63	47
	%	58.9%	55.3%
Rarely	Count	22	19
	%	20.6%	22.4%
Sometimes	Count	12	11
	%	11.2%	12.9%
Usually	Count	6	7
	%	5.6%	8.2%
Always	Count	4	1
	%	3.7%	1.2%

Table 8

I assign homework to comply with school regulations.

		Language	International
Never	Count	38	22
	%	35.5%	25.9%
Rarely	Count	13	13
	%	12.1%	15.3%
Sometimes	Count	26	20
	%	24.3%	23.5%
Usually	Count	11	16
	%	10.3%	18.8%
Always	Count	19	14
	%	17.8%	16.5%