

THE EFFECTS OF HOMEWORK ON STUDENTS' SOCIAL-EMOTIONAL HEALTH

A Thesis

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by

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Graduate and Professional Studies in Education

Abstract  
of  
THE EFFECTS OF HOMEWORK ON STUDENTS' SOCIAL-EMOTIONAL HEALTH  
by  
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Children's and adolescents' social-emotional health is moving to the forefront of attention in schools, as depression, anxiety, and suicide rates are on the rise for youth (Bennett & Kalish, 2006). At the same time, students are experiencing intense academic demands, including an increased focus on grades, standardized test scores, and larger amounts of assigned homework (Kohn, 2006). While the interplay between social-emotional challenges and scholastic demands has been postulated upon in literature, there is little research on the effects of academic stress on the social and emotional health of elementary-aged students (Kohn, 2006).

The present research study investigated parent, teacher, and student perspectives regarding homework on students' social-emotional health using newly developed surveys. Additionally, teachers' and parents' awareness of homework policies at their respective schools and the primary purposes of why teachers assign homework were examined.

The participants in this study were students in grades 3-6 ( $n = 213$ ), their parents ( $n = 223$ ), and their teachers ( $n = 16$ ). While the results of this research are preliminary,

the data provide some information regarding the lack of school homework policies, as well as misinformation about those policies among parents and teachers. Additionally, the data suggest that the impact of homework on students' social-emotional health is inconsistent across raters, as parents and students perceive a more negative impact relative to teachers. Lastly, while research indicates teachers have good intentions for assigning homework (e.g., work ethic and independence/responsibility), prior research suggests homework is not often an effective way of teaching these skills. As a result of the current study, limitations, recommendations for future research, and suggestions for districts, educators, and parent advisory groups are discussed.

\_\_\_\_\_, Committee Chair  
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## Chapter 1

### INTRODUCTION

#### **Statement of Collaboration**

The authors, McKenzie Courtney and Samantha Nix, collaborated on all aspects of this thesis. They shared responsibilities including reviewing the literature; creating parent, teacher, and student surveys; distributing surveys; writing and incorporating research; and analyzing the research.

#### **Background of the Problem**

Students' social-emotional health is moving to the forefront of our attention in schools, as depression, anxiety, and suicide rates are on the rise for our youth (Bennett & Kalish, 2006). It comes at a time when there are also intense demands on youth in their academics, including an increased focus on grades, standardized test scores, and larger amounts of assigned homework (Kohn, 2006). This interplay between the rise in anxiety and depression and scholastic demands has been postulated upon frequently in the literature, and though some research has looked at homework stress as it relates to middle and high school students (Kackar, Shumow, Schmidt, & Grzetich, 2011; Katz, Buzukashvill, & Feingold, 2012), research evidence is scant as to the effects of academic stress on the social and emotional health of elementary-aged students (Kohn, 2006).

Since the 1980s, there has been a gradual, yet steady increase in academic demands placed on our students and in the amount of homework assigned (Kohn, 2006). With the authorization of No Child Left Behind, teachers feel added pressures to keep up

with the tougher standards movement (Tokarski, 2011). Misconceptions on the effectiveness of homework and student achievement lead many teachers to increase the amount of homework assigned to keep up with such political demands (Kohn, 2006). However, there has been little evidence to support this trend. In fact, there is a significant body of research demonstrating the lack of correlation between homework and student success. In a meta-analysis examining homework, grades, and standardized test scores, Cooper, Robinson, and Patall (2006) in their meta-analysis found little correlation between the amount of homework assigned and achievement in elementary school, and only a moderate correlation in middle school. In grades three and below, there was a negative correlation found between the variables. International comparison studies of achievement show that national achievement is higher in countries that assigned less homework (Baines & Slutsky, 2009; Kohn, 2006). However, in many schools, children at the elementary level are receiving upwards of several hours of homework a night, interfering with family life, social time, and the ability to participate in extracurricular activities, such as play and sports (Vatterott, 2009).

Due to many parents, students, and teachers normalizing increasing homework demands as a part of school life, the outcome research surrounding homework and grades has largely been ignored. In fact, many parents and teachers expect homework to be assigned, thus few question the value of its content or fail to recognize the stress that it may cause (Kohn, 2006). Parents and school personnel are also often unaware, or perhaps minimize, the social and emotional impacts such demands create for students.

Though there are many descriptive case examples provided by parents as to the strain homework places on their child's well-being or on family life, little research evidence is available to support such claims. This dearth in the literature necessitates further examination of this issue.

### **Purpose of the Research**

The purpose of this research was to explore the social-emotional health of elementary students and the scholastic pressures they face, namely homework. School homework policies and the impact of homework on students' sleep were examined. Comprehensive questionnaires addressing student, teacher, and parent perspectives on homework and on students' social-emotional health were implemented. Preliminary research gathered from the questionnaires will be used to inform districts, educators, and parent advisory groups to develop evidence-based homework policies that prioritize student learning, non-academic benefits, and social and emotional health.

### **Research Questions**

1. How many schools have homework policies, and of those, how many parents and teachers know what the policy is?
2. What is the perceived impact of homework on students' social-emotional health across teachers, parents, and students?
3. What are the primary purposes of homework according to teachers?

## **Definition of Terms**

### **Fixed-Error**

The assumption that sampling error is due solely to differences amongst participants

### **Homework**

Any task that is assigned to be completed outside of school

### **n**

Number of participants

### **Parent**

Refers to a student's legal guardian

### **Social-emotional health**

Refers to a child's ability to build relationships with others and express and manage emotions

## **Limitations**

Due to the preliminary nature of this research, some limitations must be addressed. First, the small sample size may limit the generalizability of the results. Although numerous districts and schools were contacted within the Sacramento region, only one district granted permission. Two schools within this district are represented in this research. Therefore, the normative group does not represent the general population.



## Chapter 2

### LITERATURE REVIEW

#### **Homework and Social-Emotional Health**

Homework is a traditional practice that has been questioned throughout history; however, it has continued to be a common practice in the education system. Many parents and educators are led to believe that homework increases academic success and reflects good teaching and self-discipline. Despite the prevalence of homework as a common practice in the education system, the topic has sparked debate within the last decade (Buell, 2008). The minimal research available demonstrates that there is a negative relationship between homework and achievement at the elementary level (Cooper et al., 2006). Additionally, homework impacts time spent participating in non-academic activities, parent-child relationships, unstructured learning opportunities, and students' physical health. As culture, schools, and family structure have changed, homework has become more problematic for students, parents, and teachers (Vatterott, 2009). Homework and academic pressure have been normalized as a typical aspect of pursuing an education; however, many fail to recognize the stress this may cause (Sisson, 2015). The increase in academic pressure comes at a time when the prevalence of mental health conditions, namely depression and anxiety, are on the rise (American Psychological Association [APA], 2014). While the rise in mental health conditions and academic demands has been postulated upon in literature by looking at homework stress

as it relates to students, little research is available regarding the impact of academic pressure, specifically homework, on students' social-emotional health.

### **History of Homework**

Perceptions regarding homework have changed over time and the topic has been debated throughout history (Gill & Schlossman, 1996). While homework is a common practice in today's education system, it was once heavily criticized. In the 19<sup>th</sup> century, children were primarily workers within the home, and families could not afford to lose children to hours of homework. This created the child health and progressive education movement, which led to an attack on homework at the elementary and junior high school levels (The Center for Public Education, 2007). To many educational scholars in the early 1900s, homework had little benefits. In fact, in 1901, homework was banned for children under the age of 15 and limited for high school students. The Children's Physicians Group led a movement to abolish homework and insisted that children needed at least five hours of fresh air and sunshine each day (Bennett & Kalish, 2006). Success became measurable in a win-lose fashion in the 1950s as America's competitiveness was heightened when the Soviet Union launched the first artificial satellite known as Sputnik. Many Americans feared that the lack of rigor in education left children unable to compete against other countries or unprepared for the "technological future" (Cooper et al., 2006). This increased competitiveness meant more work for children, which soon moved into the education system.

The U.S. Department of Education released a report in 1983 blaming public schools for declines in achievement test scores and concerns regarding American's ability to compete in a global marketplace (Cooper et al., 2006). Homework was viewed as an answer to this issue and thus was viewed in a more positive manner. As a result, the U.S. Department of Education initiated an increase in homework (Cooper et al., 2006). Since this time, academic demands have continued to increase. In 2002, the No Child Left Behind (NCLB) Act was signed to raise educational standards (Bennett & Kalish, 2006). Consequently, increased amounts of homework were deemed necessary for students to pass standardized tests. After the adoption of the Common Core State Standards in 2010, teachers have felt added pressure to meet standards, and homework has been used as the common approach (Tokarski, 2011). The Every Student Succeeds Act, which passed in 2015, designates that states and school districts will have more autonomy in regard to educational policy, in addition to states being required to administer standardized tests and adopt challenging educational curriculum (Fránquiz & Ortiz, 2016). While changes in the education system continue to occur, which may give states and individual districts increased autonomy, schools and teachers may again question the value of homework.

### **Effects of Homework on Achievement**

Due to the belief that American students were falling behind academically, educational leaders increased homework demands. Educational leaders and parents agreed that increasing homework would be an effective way to improve education. After the adoption of NCLB in 2002, they took action based on the false assumption that

homework improves test scores (Bennett & Kalish, 2006). However, a significant body of research demonstrates the lack of correlation between homework and student success (Cooper et al., 2006). In 1989, Harris Cooper, a Professor of Education at Duke University, conducted a review of 120 studies on homework. Several studies he reviewed examined the relationship between homework and academic achievement. In the first set, he examined 20 studies comparing students' academic achievement of those who were assigned homework and those assigned no homework. Cooper's research indicated differences among grade levels. For example, there was no correlation between homework and academic achievement among elementary school students; however, there was a small, positive correlation among high school students. Another set of Cooper's studies in 1989 examined the relationship between academic achievement and the amount of time spent on homework. Research findings indicated the correlation between homework and academic achievement for students in grades three through five was almost zero. Findings also demonstrated a small, positive correlation for students above fifth grade ( $r = +.07$ ). He found that the relationship between time spent on homework and achievement was significantly higher for high school students ( $r = +.25$ ) than for elementary school students. Results indicated no correlation between homework and achievement in Grades 1-6.

Cooper et al. (2006) conducted a more recent meta-analysis addressing the relationship between homework and academic achievement. Similar to his previous findings, differences existed across grade levels. Research, using a fixed-error

assumption, demonstrated a statistically significant negative correlation ( $r = -.04$ ) between time spent on homework and academic achievement for elementary students. While his research demonstrated a slight positive correlation in some grades, findings are insignificant across all grades (Cooper, 1989; Cooper et al., 2006). Cooper also considered whether there was an optimum amount of homework based on his research and noted “too much homework may diminish effectiveness, or even become counterproductive” (Cooper et al., 2006). Trautwein and Koller (2003) considered the correlation between time spent on homework and achievement at the individual level. Their review of the research indicated no relationship, or even a negative relationship between the amount of time spent on homework and academic achievement. Additionally, Wolchover (2012) found an inverse relationship between the amount of time spent on homework and students’ standardized test scores. Given the weak empirical support for the assumption that more homework equates to higher achievement, one must consider the true value of homework.

While increasing homework to meet political demands, such as student achievement, may appear to be a solution, international studies suggest otherwise. Studies comparing international achievement indicate national achievement is higher among countries that assigned less homework (Baines & Slutsky, 2009; Kohn, 2006; Wolchover 2012). For example, Programme of International Student Achievement (PISA) results from 2015 indicated Korea, Japan, and Finland are ranked among the top countries in reading, mathematics, and writing (Organization for Economic Co-operation

and Development [OECD], 2016). Korea, Japan, and Finland are also among the countries who assigned the least amount of homework (Bennett & Kalish, 2006). According to Baines (2007), students in countries that educate children by doing less (i.e., less homework, less testing, less time in school) actually demonstrate higher test scores in two international comparisons of student achievement (The Trends in International Math and Science Study [TIMSS] and PISA). Baines (2007) further highlighted that internationally, America leads in assigning homework at an average of 140 minutes per week compared to Korea who assigns an average of 20 minutes less per week yet outperforms American students. Little empirical evidence supports that higher academic achievement can be attained through more homework; however, this contention continues to persist in the United States.

### **Teacher Preparation Regarding Homework Practices**

Based on the significant role homework plays in today's education system, one would assume teachers are trained to design homework tasks to promote learning. According to Bennett and Kalish (2006), only one out of 300 teachers surveyed or interviewed reported ever taking a course regarding homework during their training. Teachers are expected to create assignments to foster learning, but often lack the training to do so. There is no universal system or rule regarding homework. Consequently, homework practices reflect individual teacher beliefs. Due to the lack of consensus regarding homework practices, the type and amount largely depends upon the individual teacher. Despite their lack of training focusing on homework, many teachers strongly

advocate for its role in preparing students for future classes, developing study skills and responsibility, and assessing students' skills.

Not only do teachers lack training in homework practices, social-emotional health is also absent from most training programs. The social-emotional well-being of children and adolescents is of increasing concern due to the increase in mental health disorders in the schools over the last several decades. Teachers play a unique role in a student's life, as they have extensive contact with students throughout the school day; therefore, they can be instrumental in helping children socially and emotionally. According to Headley and Campbell (2013), teachers receive little to no training in children's mental health and many do not feel equipped nor prepared to identify or respond to students with mental health needs. Despite the fact that teachers lack training in homework practices and mental health, many teachers work with students who have social-emotional challenges and continue to support the assumption that homework is beneficial. Many teachers question "How can I get students to do their homework?" instead of "Why don't students do their homework?" (Vatterott, 2009). Educators must be mindful of the function of homework. For example, is homework administered for learning and to demonstrate an understanding or simply for completion?

### **Homework Policies**

In addition to the lack of training in homework practices, few schools provide specific guidelines regarding homework practices. For example, only 35% of school districts in the United States have homework policies (Bennett & Kalish, 2006). The

homework policies put in place by most school districts use vague terminology regarding the quantity and quality of assignments. Additionally, many homework practices are not driven by the research. Abeles (2015) stated that many school districts advocate for the premise of 10 minutes of homework per night per grade level. However, there is no research supporting this premise and the guideline fails to recognize that time spent on homework varies based on the individual student. Due to the vague terminology used in many homework policies, homework is often an afterthought to uphold the unquestioned belief that homework should be assigned and completed daily.

While there is a lack of significant research regarding homework policies across the nation, Roderique, Polloway, Cumblad, Epstein, and Bursuck (1994) conducted a study examining district homework policies among 550 school districts. The results demonstrated only 35.2% of the 267 respondents had homework policies in place. The study concluded that 37.1% of elementary schools with policies indicated frequency of homework and 48.9% indicated a duration of time. Additionally, 51.1% of school districts with policies in place note the type or purpose of homework assigned, such as an extension of class activities, additional practice, work completion, and readiness. Results also conclude that less than half of district policies address the concept of feedback (i.e., clear, explicit, constructive criticism regarding performance).

Sartain, Glenn, Jones, and Merritt (2015) analyzed and evaluated homework policies of 24 school districts located in Kansas and Missouri using specific standards according to best practices, including the relevance of the assignment, feedback provided



to the student, amount, and parent/guardian involvement. According to the analysis, the team found that statewide homework policies do not exist. Therefore, individual districts or schools are left to define their own homework policy. The research indicated most school district policies were outdated and not student-focused. For example, the policies did not take the individual learner into account. Additionally, none of the policies fully addressed the identified standards. All the homework policies included the relevance of the assignment; however, when it came to the other standards (e.g.; feedback, amount, and parent/guardian involvement), those school districts with identified homework policies failed to completely address the standards. None of the school districts examined completely met the research-based practices with regard to homework policies.

Educational researchers such as Sartain et al. (2015) advocate for clear, detailed, and content-rich guidelines if homework is used to support student outcomes.

### **Types of Homework**

Many question how educators can assign meaningful homework assignments when research demonstrates the lack of training in homework practices in teacher training programs. Despite the lack of training, educators continue to value homework as an effective educational strategy. Teachers report one primary purpose of homework is to enhance academic achievement through practice. The most common type of homework is “drill and practice” (Trautwein, Niggli, Schnyder, & Lüdtke, 2009). While this may be the most common practice, Trautwein et al. (2009) found “drill and practice” assignments were associated with negative effects on homework and achievement. For example,

according to Bennett and Kalish (2006), a sample of teachers evaluated the quality of 1,400 writing and math assignments. Results demonstrated that over 70% of teachers evaluated the homework as minimally challenging, which Bennett and Kalish translated as “busy work.” The most common assignments often demonstrate quantity, but do they demonstrate students’ understanding and learning? Dean, Hubbell, Pitler, and Stone (2012) stated that the terms homework and practice can be used interchangeably and the relationship between homework and achievement is unclear. It should be noted, a student may practice a skill multiple times incorrectly; therefore, not all practice leads to greater academic achievement. Despite the mixed research regarding homework practices, many advocates state homework best practices include several key elements. For example, homework assignments should communicate purpose, support learning, and include timely feedback by the teacher (Dean et al., 2012).

According to Vatterott (2009), teachers should first determine the purpose of an assignment, such as pre-learning, checking for understanding, practice, or processing. To keep students motivated, homework assignments should also be differentiated by level of difficulty or the amount of work (Vatterott, 2009). This allows students to work at their level of readiness and not spend an excessive amount of time completing homework. From this method, many teachers have discovered that homework completion increases when students are given less homework. Teachers must also question whether the purpose of homework is to provide a grade or give feedback for learning. Research shows that grades can interfere with learning; demotivate students; and create a power

struggle between teachers, students, and parents (Vatterott, 2009). Conversely, descriptive feedback provides students with information regarding where they are in mastering the content, while highlighting the areas that may require practice before taking summative assessments. When constructive feedback is the focus rather than grades, students begin to feel empowered over their own learning and trust that teachers are working to meet their individual needs (Vatterott, 2009).

### **Homework as a One-Size-Fits-All**

Homework creates increasing variability among privileged students and those who are not. For example, students with more resources, increased parental education, and family support are likely to have higher achievement on homework (Bennett & Kalish, 2006). For example, Hofferth and Sandberg (2009) found parental education is positively related to educational activities, including reading and studying. Students with educated parents have additional resources and supports to assist them. Conversely, students from low-income homes may not have access to necessary supports. For example, low socioeconomic status (SES) students may not have access to quiet, well-lit environments, computers, and books to complete their homework (Cooper, 2001; Kralovec & Buell, 2000). Additionally, many homework assignments require materials that families have limited access to, including supplies for projects, technology, and transportation. According to a survey by the Lucile Packard Foundation for Children's Health (2005), 17% of mothers reported concerns about providing for their child's basic needs, including food and shelter.

For homework to be an important teaching tool, Cooper (2001) argued that specific guidelines must be set. Specifically, the amount and type of homework must reflect the individual student's needs by considering the amount of support the student has at home and the student's developmental level. Currently, homework exacerbates the achievement gap, as low-SES students have more difficulty completing assignments than students from a middle-class SES. According to Bennett and Kalish (2006), over 25% of parents admitted to completing part or all of their child's homework.

Pressman, Sugarman, Nemon, Desjarlais, and Schettini-Evans (2015) indicated children in primary grades spend substantially more time on homework than predicted. First grade students had three times more homework than the amount recommended by National Education Association. The results prompt questions as to whether disproportionate amounts of homework in the early years promote hostility toward learning. Additionally, homework fails to take into account different ability levels, developmental levels, and environmental factors. For example, often the same homework assignment is given to a classroom of students without consideration of their individual strengths and weaknesses. The same homework assignment may take the teacher and few students 30 minutes to complete, yet it may take several other students three hours. Students also differ in learning styles, yet homework is typically geared to a specific style. Research shows that students have a profile for the way they learn best, such as auditory, visual, tactile, or kinesthetic and when learning styles match teaching methods, student achievement increases (Vatterott, 2009).

### **Unstructured Learning Opportunities**

To meet standards and raise test scores, educators teach according to material on standardized tests. Consequently, teachers often ignore important learning experiences. Play and socialization are integral parts of learning that are often ignored (Bennett & Kalish, 2006). Through these experiences, children exercise their creativity and engage and interact with the people and the world around them. Through play and socialization, children gain essential communication and social skills for later life experiences. Unstructured time allows children to imagine, experiment, invent, create, and problem-solve. Hofferth and Sandberg (2009) examined whether time spent reading for pleasure, studying, or watching television was associated with achievement and behavior. The study concluded that only reading for pleasure was associated with achievement. Unstructured moments and downtime are also essential for healthy psychological functioning (Abeles, 2015). The focus on academic achievement can consume children's lives and leaves few opportunities for play, family time, and friends.

Juster, Ono, and Stafford (2004) conducted research between 2002 to 2003 and found that children aged 6-17 spend only 4 hours and 47 minutes a week socializing with family and friends outside of school. Significant amounts of time spent on homework leaves little time for socialization. Homework inadvertently isolates children from siblings and peers and prevents them from engaging in experiences that support learning. Academic skills are not the only elements of human development. Through play and socialization, children acquire basic life skills and values.

Unstructured learning also allows children to explore more opportunities and grow as individuals. For example, instead of doing homework, time may be devoted to participating in social and volunteer experiences to enhance learning. These experiences teach students skills that are not necessarily taught in school, but are valuable in life, such as problem-solving, leadership, self-advocacy, sportsmanship, and teamwork. Hofferth and Sandberg (2009) found those students who participated in sports demonstrated more effective problem-solving and fewer emotional challenges. Proponents of homework argue that homework teaches self-discipline and responsibility. However, research shows this is only the case if parents have that goal in mind and systematically structure and supervise homework (Kralovec & Buell, 2000). Consequently, children can learn these good work habits by contributing to daily rituals such as household chores, cooking, watching siblings, and walking pets. For many children, these unstructured learning opportunities are not experienced because homework is seen as the primary tool to success requiring a tremendous amount of students' time.

### **Interference with Non-Academic Interests**

The role of homework and its impact on students' non-academic life is also rarely covered in training programs for teachers (Bennett & Kalish, 2006). Students are expected to adequately balance school, homework, family life, friendships, sports, community activities, etc. Homework hinders life outside of school and family life, as students spend a significant amount of time on assigned tasks after school. Hofferth and Sandberg (2009) examined how American children spend their time and the associations

with achievement and behavior. Their study found that family time, specifically time eating meals together, is associated with higher academic achievement. However, survey results indicated that 42% of families do not eat meals together on most week days. Their research also found active leisure activities, such as sports and reading for pleasure, were strongly associated with achievement. While many believe youth need to be engaged in these activities, children spend very little time in any of these activities. In many schools, children receive several hours of nightly homework, which interferes with their family and social life and their ability to participate in non-academic activities (Vatterott, 2009). Homework not only interferes with non-academic activities, it also negatively impacts families. Many families struggle with nightly homework battles. According to Bennett and Kalish (2006), many parents have serious arguments with their children over homework and indicate homework is a struggle and source of stress for families. Homework is often a source of friction between parents and students.

### **Homework and the Parent-Child Relationship**

Rigorous homework demands not only affect students, they also cause stress for parents. Families in the United States have drastically changed over the past 20 years. More mothers work, more households are run by single parents, and caregivers often work long hours (Kravolec & Buell, 2000). After long work days, parents often find themselves battling their children to finish homework. Children may perceive this homework battle as controlling, which creates conflict and affects individuals' well-being, as well as family relationships. Trautwein et al. (2009) defined homework as a

“double-edged sword,” when it comes to the parent-child relationship. While some parents can provide students with beneficial homework support, parental support can also be intrusive. When students receive support that is perceived as overbearing, homework help is likely to have negative effects on a student’s self-concept. For example, this may send negative messages to children and adolescents regarding their abilities. When examining parental homework styles, the study found a controlling approach was negatively associated with effort and emotions toward homework (Trautwein et al., 2009).

Not only can parental involvement impact one’s feelings and motivation, it can also strain family relationships. One study found that half the parents surveyed reported they had had a serious argument with their child over homework in the past year (Vatterott, 2009). When children fail to turn in homework, parents often feel judged as “bad parents;” thus, they become homework cops micromanaging assignments. Parents are not only held accountable for monitoring homework completion, they also may be accountable for teaching and providing materials. This is particularly challenging because families are economically and educationally diverse. Pressman et al. (2015) found that parents’ personal perceptions of self-efficacy correlated with family stress. For example, as parents’ perceptions of their abilities to assist their children with homework declined, family-related stressors increased. Language and cultural factors were also associated with family stress, as families of Spanish-speaking families reported higher levels of stress associated with homework compared to English-speaking families.



Families are also culturally diverse, and caregivers have their own beliefs on what their children should learn and spend time doing while at home. Homework creates less free time and less opportunity to have experiences and learn in areas that do not involve academic skills. When homework conflicts with family leisure time and other routines, children and parents experience lower levels of emotional well-being (Pressman et al., 2015).

### **Interference with Sleep**

Children and adolescents are getting less sleep than ever before, and many experts refer to this issue as a national health crisis. Lack of sleep has significant consequences on physical and mental health including obesity, Type 2 diabetes, depression, anxiety, and premature death (Lemola et al., 2011). Lack of sleep also impacts daily functioning and school performance. The adverse consequences on one's health raises concerns, as few individuals are getting the recommended hours of sleep. Over the past few decades, sleep problems have been frequently reported. According to the National Sleep Foundation (2017), the recommended amount of sleep for school-aged children, specifically youth ages 6-13, is 9-11 hours per night. According to Lemola et al. (2011), approximately 20-40% of children suffer from poor sleep and nearly half suffer from persistent sleep problems. The National Sleep Foundation (2014) approximates nearly 70% of students do not get the recommended amount of sleep. Not only are youth not getting the recommended duration of sleep, the quality of sleep they are getting is also poor. Inadequate sleep duration and quality likely results from various internal and

external factors, including increased academic demands. Increased academic demands and pressure contribute to this health crisis, as students are assigned hours of homework to complete after school hours. Many have difficulty falling asleep and remaining asleep due to stress regarding their performance. They fear they did not study enough or are not performing well on assignments (Abeles & Congdon, 2010). One's mind may be focused on one's school performance, which may affect one's quality of sleep. Ironically, lack of sleep also contributes to one's academic performance. The quantity and quality of sleep play a significant role in attention and learning. For example, Eide and Showalter (2012) examined the relationship between optimum amounts of sleep and student performance on standardized tests using a large, national sample of students between the ages of 10 to 19. Results indicated significant correlations ( $r = +.285 - r = +.593$ ) between sleep and student performance on standardized tests. Additionally, not only does sleep deprivation impact one's academic achievement, it also effects one's ability to be present and learn in the school setting. A poll from the National Sleep Foundation in 2006 found at least 28% of students fall asleep at school and 22% fall asleep doing homework (Bennett & Kalish, 2006). Sleep deprivation is not a pathway to mental or physical growth.

### **Students' Social-Emotional Health**

Mental illness is one of the most common health problems faced by youth and impacts their social, emotional, behavioral, and academic functioning. According to the Child Mind Institute (2016), mental health disorders are a chronic public health problem affecting nearly one in five children in the United States, and over 50% of mental health

disorders occur before the age of 14. In the United States, the prevalence of mental illness among youth is similar to that of adults; however, the impact may be even greater as youth face critical periods of educational, emotional, and social development (Child Mind Institute, 2016). The social-emotional health of students must be attended to, as anxiety, depression, and suicide rates are on the rise for youth (Perou et al., 2013). For example, there was a 24% increase in inpatient mental health and substance abuse admissions among children during 2007 to 2010. Surveillance studies from 1994 to 2011 indicate a total of 13-20% of children in the United States experience mental health problems each year, with the prevalence continuing to increase (Centers for Disease Control and Prevention, 2013). Children also experience immense stress. The APA issued a report indicating that typical school children today demonstrate more symptoms associated with anxiety than psychiatric patients in the 1950s (as cited in Bennett & Kalish, 2006). Research also shows that stress damages cognition, including memory, executive functioning, motor skills, immune response, and the ability to sleep (Westheimer, Abeles, & Truebridge, 2011). While many recognize the impact of mental illness on one's academic functioning, little research has been done to examine the impact of academic pressure on social-emotional health.

### **Social-Emotional Health and Achievement**

The interplay between the rise in anxiety and depression and academic demands has been postulated upon in literature looking at homework stress as it relates to students (Kackar et al., 2011; Katz et al., 2012; Sisson, 2015). Students are incredibly stressed.

The APA's (2014) Stress in America survey demonstrates students' stress levels during the school year are even higher than adults and far exceeds the perceived healthy level of stress. Nearly 83% of students surveyed report school as a somewhat or significant source of stress and 30% report feeling depressed or anxious as a result of stress. The extreme expectations placed on students have immediate consequences on their well-being and ability to learn. Research demonstrates the impact of chronic stress on brain development and learning. Heightened stress leads to increased levels of the stress hormone cortisol, and over-activation of the hypothalamic-pituitary-adrenal (HPA) axis. This over-activation can lead to the loss of neurons and neural connections in the hippocampus, responsible for memory, and the prefrontal cortex, responsible for executive functioning skills such as planning, problem-solving, and self-control (Carrion & Wong, 2012). Consequently, excessive stress impacts one's ability to think critically, recall information, and make decisions. Early experiences impact brain development, as the prefrontal cortex continues to develop until the early 20s. Exposing children to positive and supportive environments can be powerful for brain development and learning; however, toxic environments also have enduring consequences (Abeles, 2015). Repeated, aversive stress has long-term consequences on an individual's social, emotional, and behavioral functioning. The emphasis on achievement, to the point of excessive stress, may actually have negative implications on development.

Many parents, teachers, and students have normalized academic pressure as a typical aspect of school without questioning its value. In addition, few recognize the

adverse impact increased academic pressure has on one's social-emotional health resulting from the stress it may cause (Kohn, 2006). In 2005, a sample of parents were surveyed by Lucile Packard Foundation for Children's Health and reported homework was the greatest cause of stress among their children. The primary source of stress from homework exceeded stress caused by divorce or financial challenges in the family. Increased academic demands may have many physical and emotional consequences including sleep deprivation, stress, mental illness, drug use, and lack of time for family, friends or extra-curricular activities (Bennett & Kalish, 2006).

### **Conclusion**

Homework is a common practice in today's education system and is often unquestioned by teachers, parents, and students. Due to the prevalence of homework assignment and the research demonstrating its negative correlation with achievement for elementary students, educators must reevaluate the purpose of such practices and question the value of homework. Not only does the literature demonstrate little to no correlation with achievement, disproportionate amounts of homework can promote a negative perception of learning and increased stress. While anxiety and depression are on the rise among youth, many parents and educators are unaware or minimize the impact of homework on students' social-emotional health. As such, correlations between the rise in mental health conditions and academic demands must be questioned. Due to the lack of literature in this area, more research is needed to investigate the correlation between

social-emotional health and scholastic pressure, specifically homework, among elementary students.

## Chapter 3

### METHODS

#### **Participants**

The participants in this study were students in Grades 3-6 ( $n = 213$ ), their parents ( $n = 223$ ), and their teachers ( $n = 16$ ). Descriptive statistics on the sample are provided in Chapter 4.

#### **Instruments**

The instruments used in this research include student, parent, and teacher surveys. Each of the surveys, developed for the purpose of the research, are discussed below.

##### **Student Survey**

The Student Survey is a 15-item questionnaire wherein the student was asked closed- and open-ended questions regarding their perspectives on homework, including how homework makes them feel (see Appendix A).

##### **Parent Survey**

The Parent Survey is a 23-item questionnaire wherein the student's parent was asked to respond to items regarding their perspectives on their child's homework, as well as their child's social-emotional health (see Appendix B). Additionally, parents were asked whether their child's school has a homework policy and, if so, what is that policy.

##### **Teacher Survey**

The Teacher Survey is a 22-item questionnaire wherein the student's teacher was asked to respond to items regarding their perspectives of the primary purposes of

homework, as well as the impact of homework on student's social-emotional health (see Appendix C). Additionally, teachers were asked whether their school has a homework policy, and if so, what is that policy.

### **Procedure**

Data were collected by the researchers. School district approval was obtained by the lead researcher, which included a formal application and qualitative description of the survey research (see Appendix D). The researchers obtained approval to conduct the research in a school district in Northern California.

Upon district approval, individual school approval was requested by the researchers by contacting site principals. After obtaining approval from site principals, individual teachers of grades 3-6 were asked to voluntarily participate. Participating schools benefited from this research by being provided with information and recommendations for developing a homework policy that prioritizes student learning, non-academic benefits, and social-emotional health.

After individual teachers agreed to participate in the research, the researchers obtained information regarding their class size. The researchers coded student, parent/guardian, and teacher surveys according to the number of students in each class. Each teacher was provided a packet including the following: a manila envelope, Teacher Instructions (see Appendix E), Administration Guide (see Appendix F), Teacher Survey, Parent Packet, and Student Survey. Each teacher was assigned a number and all survey items for that teacher's classroom were labeled with the corresponding teacher number.



Detailed teacher instructions specifying the steps in implementing the surveys were provided to teachers. Teachers agreeing to participate were instructed to assign each student a number according to their class roster. Teachers were asked to distribute to each student's home the Parent Packet, which included the Parent Consent (see Appendix G) and Parent Survey, corresponding with the student's assigned number. A coded envelope was also enclosed for parents/guardians to return their completed consent form and survey, if they agreed to participate. The parent consent form detailed the purpose of the research, the benefits and risks of participating in the research, confidentiality, and the voluntary nature of completing the survey. Parents who agreed to participate in the research were asked to complete the attached survey. Parents who completed the consent form and survey sent the completed materials in the enclosed envelope, sealed, to their student's teacher. After obtaining returned envelopes, with parent consent, teachers were instructed to administer the corresponding numbered survey to the student.

Teachers were also asked to complete their Teacher Survey. All completed materials were to be placed in the manila envelope provided to each teacher and returned to the researchers once data had been collected.

## Chapter 4

### RESULTS

#### **Data Analysis**

The researchers developed a coding system to make data entry more systematic. Each item, along with any demographic information, was coded for each survey. Coding keys were developed for the parent (see Appendix H), teacher (see Appendix I), and student (see Appendix J) surveys to facilitate data entry into the computer system, Statistical Package for the Social Sciences (SPSS). Items were also coded based on the type of data, such as nominal or ordinal.

#### **Descriptive Statistics**

Descriptive statistics for students were summarized, including the student's grade, age, gender, and ethnicity. For students' grade level, the mean, minimum, and maximum were calculated. The minimum grade among students was 3, which indicates the youngest student in the sample was in third grade. The maximum grade among students was 6, indicating the oldest student in the sample was in sixth grade. The mean grade among students was 4.51. Frequencies and percentages for students' grades were calculated and are presented in Table 1.

Table 1

*Descriptive Statistics for Students' Grade*

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
3	50	22.4
4	52	23.3
5	79	35.4
6	42	18.8

For students' age, the mean, minimum, and maximum were calculated. The minimum age among students was 8, which indicates the youngest student in the sample was 8 years old. The maximum age among students was 12, indicating the oldest student in the sample was 12 years old. The mean age among students was 9.73. Frequencies and percentages for students' ages were calculated and are presented in Table 2.

Table 2

*Descriptive Statistics for Students' Age*

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
8	41	18.5
9	46	20.7
10	69	31.1
11	64	28.8
12	2	.9

For students' gender, frequencies and percentages were calculated. The data were coded according to the following: Boy (1), Girl (2), and Other (3). Frequencies and percentages for students' gender were calculated and are presented in Table 3.

Table 3

*Descriptive Statistics for Students' Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Boy	104	48.1
Girl	112	51.9
Other	0	0.0

For students' ethnicity, frequencies and percentages were calculated. The data were coded for each ethnicity (i.e., White, Black, Hispanic, Native American/Indian,

Asian/Pacific Islander, and Other) according to the following: Yes (1) or No (0).

Subjects could mark more than 1 ethnicity. Frequencies and percentages for students' ethnicity were calculated and are presented in Table 4.

Table 4

*Descriptive Statistics for Students' Ethnicity*

<b>Ethnicity</b>	<b>Frequency</b>	<b>Percentage</b>
White	155	71.4
Black	14	6.5
Hispanic	30	13.8
Native American/Indian	9	4.1
Asian/Pacific Islander	39	18
Other	11	5.1

**First Research Question Descriptive Statistics**

The first research question investigated in this study was: How many schools have homework policies, and of those, how many parents and teachers know what the policy is? The mean, minimum, and maximum were calculated for both parents ( $n = 218$ ) and teachers ( $n = 16$ ). The data were coded according to the following: Yes (1), No (2), and I don't know (3). Frequencies and percentages for parent responses were calculated and are presented in Table 5. Frequencies and percentages for teacher responses were calculated and are presented in Table 6.

Table 5

*Frequencies and Percentages for Parents' Awareness of Homework Policy*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	65	29.8
No	24	11.0
I don't know	129	59.2
<i>n</i> = 218		

Table 6

*Frequencies and Percentages for Teachers' Awareness of Homework Policy*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	37.5
No	6	37.5
I don't know	4	25
<i>n</i> = 16		

**Second Research Question Descriptive Statistics**

The second research question investigated in this study was: What is the perceived impact of homework on students' social-emotional health across teachers, parents, and students? The mean, minimum, and maximum were calculated for parents ( $n = 214$ ) and teachers ( $n = 16$ ). The data were coded according to the following: Positive (1), Negative (2), No effect (3), and Other (4). Frequencies and percentages for parent responses were calculated and are presented in Table 7. Table 8 reports how

parents ( $n = 221$ ) perceived their students felt when completing homework at home, specifically the frequency and percentage of parents who responded “Yes” for each feeling. Figure 1 is a visual representation of Table 8.

Table 7

*Frequencies and Percentage for Parents’ Perceptions of Homework on Student Social-Emotional Health*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	57	22.6
Negative	39	18.2
No effect	100	46.7
Other	18	8.4

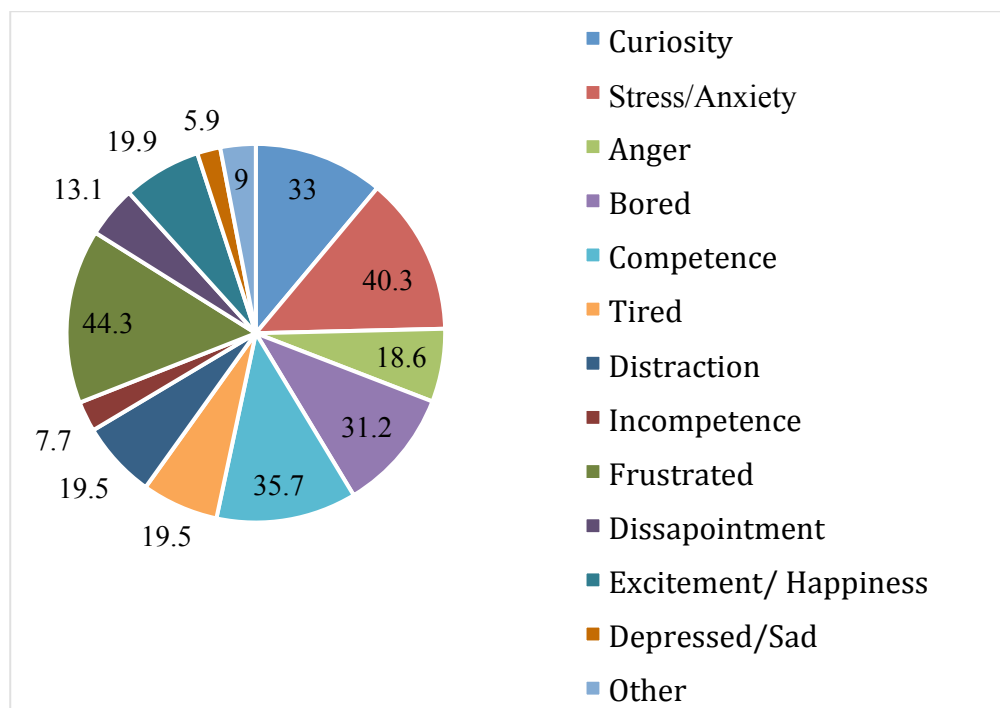
Table 8

*Frequencies and Percentages for Parents' Perceptions Regarding Students' Feelings**Toward Homework*

<b>Feeling</b>	<b>Frequency</b>	<b>Percentage</b>
Curiosity	73	33
Stress/Anxiety	89	40.3
Anger	41	18.6
Bored	69	31.2
Competence	79	35.7
Tired	43	19.5
Distraction	43	19.5
Incompetence	17	7.7
Frustrated	98	44.3
Disappointment	29	13.1
Excitement/Happiness	44	19.9
Depressed/Sad	13	5.9
Other	20	9

*n* = 221





*Figure 1.* Frequencies and percentages for parents' perceptions regarding students' feelings toward homework.

Frequencies and percentages for teachers' responses regarding their perceptions of homework on students' social-emotional health were calculated and are presented in Table 9.

Table 9

*Frequencies and Percentages for Teachers' Perceptions of Homework on Students'*

*Social-Emotional Health*

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	6	37.5
Negative	0	0.0
No effect	5	31.3
Other	5	31.3

Table 10 reports how students ( $n = 213$ ) felt regarding completing homework at home, specifically the frequency and percentage of students who responded “Yes” for each feeling. Figure 2 is a visual representation of Table 10.

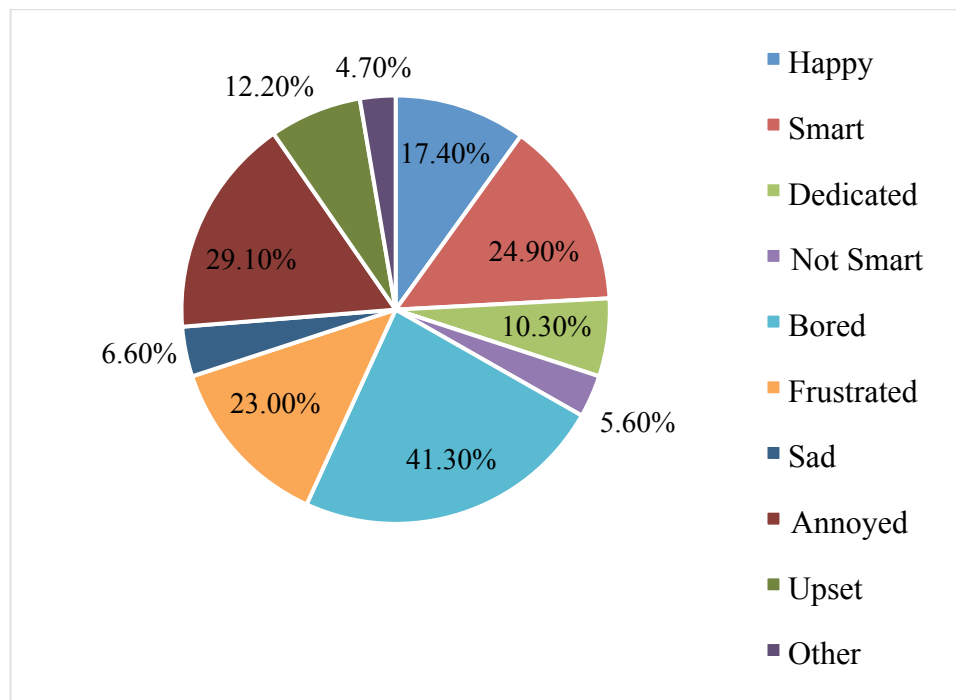
Table 10

*Frequencies and Percentages of Students' Feelings Toward Homework*

<b>Feeling</b>	<b>Frequency</b>	<b>Percentage</b>
Happy	37	17.4
Smart	53	24.9
Dedicated	22	10.3
Not Smart	12.	5.6
Bored	88	41.3
Frustrated	49	23.0
Sad	14	6.6
Annoyed	62	29.1
Upset	26	12.2
Other	10	4.7

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$n = 213$



*Figure 2.* Frequency and percentages for students' feelings toward homework.

### **Third Research Question Descriptive Statistics**

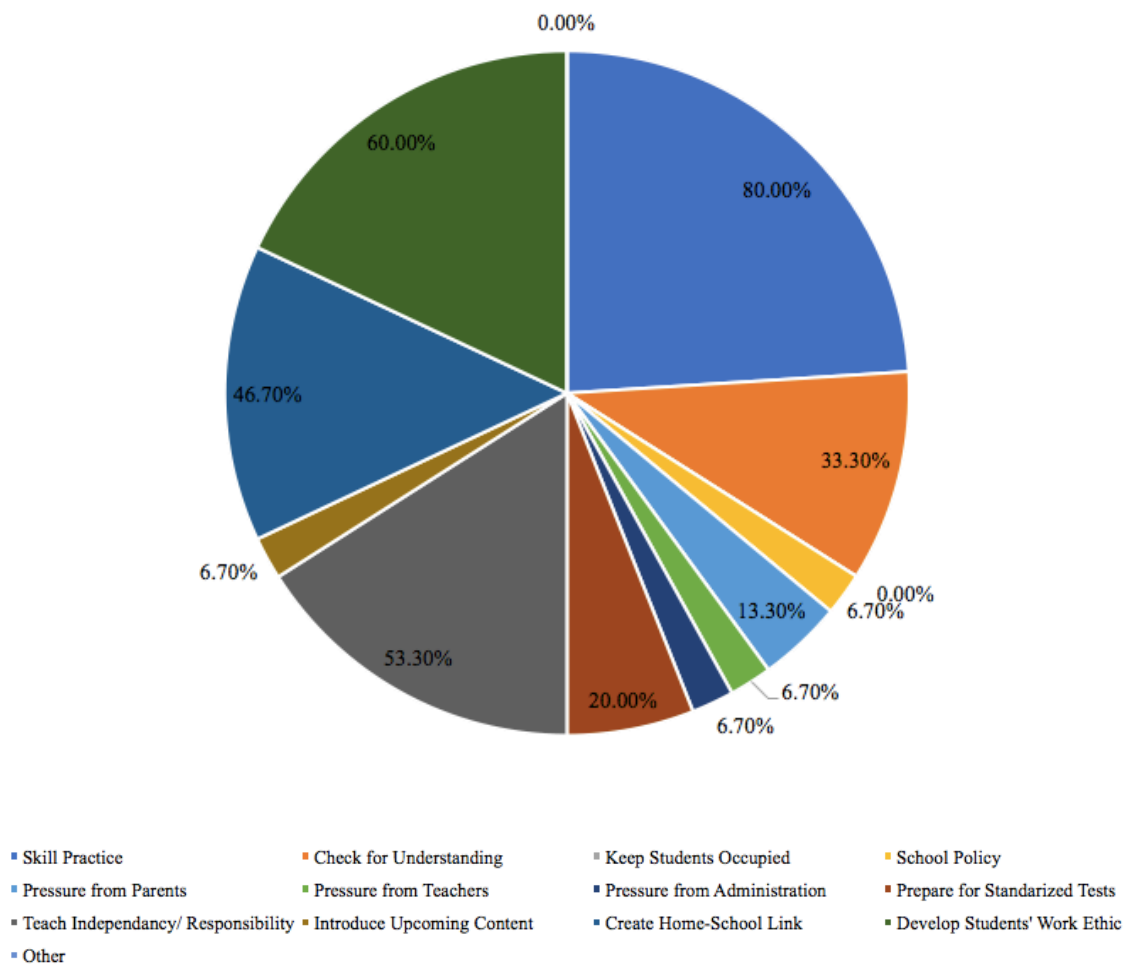
The third research questions investigated in this study was: What are the primary purposes of homework, according to teachers? Table 11 demonstrates the purpose of homework, specifically the frequencies and percentages of responses, according to teachers ( $n = 15$ ). It should be noted, one teacher from the sample did not complete this question. The frequencies and percentages of teachers who responded "Yes" for each purpose are exhibited in Table 11. Figure 3 is a visual representation of Table 11.

Table 11

*Frequencies and Percentages of the Purpose of Homework According to Teacher Responses*

<b>Purpose</b>	<b>Frequency</b>	<b>Percentage</b>
Skill Practice	12	80
Check for Understanding	5	33.3
Keep Students Occupied	0	0
School Policy	1	6.7
Pressure from Parents	2	13.3
Pressure from Teachers	1	6.7
Pressure from Administration	1	6.7
Standardized Tests	3	20
Independence and Responsibility	8	53.3
Introduce Upcoming Content	1	6.7
Create Home-School Link	7	46.7
Develop Students' Work Ethic	9	60
Other	0	0

$n = 15$



*Figure 3.* Frequencies and percentages of the purpose of homework according to teacher responses.

## Chapter 5

### DISCUSSION

The purpose of this research was to explore the social-emotional health of elementary students and the scholastic pressures they face, namely homework. School homework policies and the perceived purpose of homework were also investigated. The objectives of this research were to answer the following questions: (a) How many schools have homework policies, and of those, how many parents and teachers know what the policy is?; (b) What is the perceived impact of homework on students' social-emotional health across teachers, parents and students?; and (c) What are the primary purposes of homework, according to teachers?

The study objectives and research questions, along with a summary of the results, are discussed in this chapter. Also discussed in this chapter are limitations, recommendations for future research, and suggestions for districts, educators, and parent advisory groups.

#### **School Homework Policies According to Parents and Teachers**

As evident from the data, the majority of parents are unaware if their child's school has a homework policy and teachers are uncertain as to whether their school provides restrictions or guidelines for homework (e.g., amount, type, and purpose). Of the 218 parents who responded to the surveys, 29.8% ( $n = 65$ ) indicated their school has a homework policy. Conversely, 11% ( $n = 24$ ) reported their school does not have a homework policy and 59.2% ( $n = 129$ ) do not know. Of the teachers, 37.5% ( $n = 6$ )

reported their school does has a homework policy, whereas 37.5% ( $n = 6$ ) stated their school does not. In addition, 25% ( $n = 4$ ) reported they do not know whether their school has a homework policy. Therefore, teachers, the professionals responsible for assigning homework, appear to be unclear about whether their school has policies for homework. Upon contacting school principals, it was concluded that both schools do not have a schoolwide homework policy. As such, the research suggests the 29.8% of parents and 37.5% of teachers, who indicated their school has a homework policy, have inaccurate knowledge. The research in the current study is consistent with previous research by Roderique et al. (1994) indicating few schools have homework policies and many are unaware of that policy. Further investigation must be done to confirm or disconfirm the findings due to the limited participants in this study.

### **Effect of Homework on Students' Social-Emotional Health According to Parents, Teachers, and Students**

According to parent survey data, the perceived effects of homework on their child's social and emotional wellbeing are varied. Of the parents who responded ( $n = 214$ ), 46.7% indicated homework does not impact their children's social-emotional health, while a similar percentage of parents felt homework had a positive (22.6%) and negative (18.2%) effect on their students' social-emotional health. However, parent data further indicate that completing homework at home generates various feelings among students. A substantial number of parents reported their students felt frustrated (44.3%) and stressed/anxious (40.3%) while completing homework. Based on the data, parent



reports are varied; 22.6% of parents reported homework has positive effects on students' social-emotional health, whereas the most common feelings parents reported for their children were "Frustrated" (44.3%), "Stress/Anxiety" (40.3%), and "Competence" (35.7%).

Teacher data indicate there is ambiguity among responses. A comparable percentage of teachers reported homework positively (37.5%) impacts students as reported no impact (31.3%). In addition, 31.3% indicated homework has "other" effects, specifically depending on the student, their level of competency, and their compliance in completing and returning homework. While no conclusions can be made regarding teachers' perceptions regarding the impact of homework, it should be noted that teachers do not feel homework negatively impacts students' social and emotional wellbeing, which indicates a difference between parent and teacher perceptions.

Student data indicate that completing homework at home generates various feelings among students. A substantial percentage of students do not feel happy (82.6%) or dedicated (89.7%) while completing homework; however, 22.6% of parents and 37.5% of teachers reported homework has positive effects on students' social-emotional health. Based on the data collected, the most common feelings students reported were "Bored" (41.3%), "Annoyed" (29.1%), "Smart" (24.9%), and "Frustrated" (23.0%). While parent and teacher responses suggest homework does not affect students' social-emotional health, student data indicate homework does affect how they feel. Specifically, children likely experience feelings of boredom and annoyance toward completing homework at

home. These findings are consistent with results from Bennett and Kalish (2006), which indicate homework is often “minimally challenging” or used as “busy work.” If the purpose of homework is to enhance student achievement and foster learning, educators must re-evaluate homework assignments to align with best practices, as indicated by Vatterott (2009). For example, homework should be differentiated by the level of difficulty, as well as the amount of time it takes for completion for each student.

### **Primary Purposes of Homework According to Teachers**

According to teachers ( $n = 15$ ), the data indicate the top three reasons teachers assign homework are for skill practice (80%), to develop students’ work ethic (60%), and to teach students independence and responsibility (53.3%). While teachers appear to have good intentions regarding the purpose of homework, research suggests homework is not an effective way to achieve these goals. For example, Kralovec and Buell (2000) reported unstructured learning opportunities and daily responsibilities support children in learning good work habits, as well as problem-solving, leadership, and self-advocacy skills. Additionally, as found in this study, a significant percentage of students (89.7%) do not feel dedicated while completing homework at home. Parents also reported their students primarily feel frustrated (44.3%), as well as stressed and anxious (40.3%). As such, educators must consider alternative means for instilling these skills in students.

### **Summary**

In conclusion, this research has provided the foundation for additional research regarding the impact of academic demands, specifically homework, on students’ social-

emotional health according to students, parents, and teachers. Additionally, the research provides some documentation of the lack of school homework policies, as well as the misguided knowledge among parents and teachers about such policies. The survey research also provides data with respect to the primary purposes that teachers assign homework. The preliminary conclusions from the questionnaires may guide districts, educators, and parents to advocate for evidence-based homework policies that support students' social-emotional health. A sample list of guidelines is offered in Table 12 in the Recommendations section.

### **Limitations**

Due to the preliminary nature of this research, some limitations must be addressed. First, research was conducted using newly developed parent, teacher, and student questionnaires. Upon analyzing the data, the researchers discovered limitations within the surveys. For example, some item responses for parent, teacher, student surveys did not have direct correlation with one another. Therefore, this limited the sophistication of the statistical procedures that could be used.

Secondly, the small sample size may limit the generalizability of the results. Although numerous districts and schools were contacted within the region, only one district granted permission. Two schools within this district are represented in this research. Therefore, the normative group does not represent the general population. In addition, of the schools that participated in the survey, there was a low return rate

amongst participants. The researchers requested teachers to implement the surveys to parents and students, which may have impacted the return rate.

### **Recommendations for Future Research**

Prior to implementing future research, limitations within the surveys must be addressed. First, it is recommended that items be more closely aligned across parent, teacher, and student surveys. Future research should include modified survey items, incorporating more alignment across surveys in order for item responses to be more easily correlated with one another. In this way, the sophistication of the statistical procedures can be increased. Additionally, to warrant more consistency in responses, researchers should clearly define terms within the surveys, such as social-emotional health.

At this time, the survey research is preliminary. A larger sample size and replication of results is necessary before conclusions can be made. Researchers should consider obtaining approval from varied school districts with participants that encompass a more diverse range of ethnicities. To address the limitation of the low return rate among participants, incentives could be recommended to increase parent response rates. Future researchers should also consider requesting less responsibility from teachers and instead, take a more active role in collecting the data.

Table 12

*Suggestions for Districts, Educators, and Parent Advisory Groups*

---

**Districts**

- Create a school schedule that prioritizes health and wellness. For example, integrate later school start times.
- Increase parent engagement by promoting parent involvement.
- Stay informed about evidence-based educational research and integrate best practices into schools
- Integrate Social-Emotional Learning into school's curricula to prioritize social-emotional health.

**Educators**

- Experiment with different modalities for learning, such as project-based assignments.
  - Replace conventional testing and evaluation procedures with alternative modes to assess students' learning through presentations, portfolios, or projects.
  - Eliminate the use of a single letter grade. For students to learn and improve, provide students with specific, meaningful feedback.
  - Survey students to determine the type of work that excites them and fosters their learning.
-

Table 12 (continued)

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**Educators**

- Cultivate a growth mindset in students by praising effort, rather than achievement.

Allow students to make mistakes in order to learn from them.

**Parents**

- Encourage child’s teacher to replace conventional testing and grading with alternative means to assess learning. For example, consider proposing the use of projects, presentations, or portfolios.
  - Foster a growth mindset in child by praising effort, rather than achievement.  
Allow child to make mistakes in order to learn from them.
  - Prioritize health over achievement. Teach child that health is more important than grades by modeling balance (e.g., healthy sleep habits, exercise, good nutrition, time with friends, etc.)
  - Advocate for school and/or district to implement a homework policy addressing the type, amount, and purpose of homework.
  - Petition that the school and/or district sets a “no homework policy” for school vacations and weekends.
- 

Adapted from Abeles (2015)

APPENDICES

## APPENDIX A

## Student Survey

**STUDENT SURVEY**

This survey will help us know what you think about homework and how much homework you do. Parents and teacher won't see your answers. Do not put your name on this survey.

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ You are a: Boy / Girl / Other

**Check one box for each**

1. How long do you do homework *on school days*?
  - I don't have homework
  - 0-30 minutes
  - 30 minutes -1 hour
  - 1-2 hours
  - 2-3 hours
  - more than 3 hours
2. How long do you spend doing homework *on weekends*?
  - None
  - 0-30 minutes
  - 30 minutes -1 hour
  - 1-2 hours
  - 2-3 hours
  - more than 3 hours
3. How much homework should there be each day?
  - None
  - 0-30 minutes
  - 30 minutes -1 hour
  - 1-2 hours
  - 2-3 hours
  - more than 3 hours
4. Can you do your homework without help?
  - Yes, always
  - Yes, but I don't want to
  - Sometimes
  - No
5. Does homework help you learn?
  - Yes
  - No
  - Sometimes
6. Do you understand your homework?
  - Always
  - Often
  - Rarely
  - Never
7. Does homework get in the way of family time?
  - Always
  - Often
  - Rarely
  - Never



**8. Homework is good for other things, like building personality and good work habits.**

Agree  Slightly Agree  Disagree

**10. Are you in after school activities (e.g., sports, clubs, music (etc.?)**

Yes  No

**9. a) Do you wish you got more sleep?**

Yes  No  Sometimes

**b) Do you get less sleep because of homework?**

Yes  No  Sometimes

**11. How much time do you spend doing after school activities (ex: sports, clubs)?**

0-30 minutes  30-60 minutes

60-90 minutes  90 minutes or more

**Fill in the blank (check all that apply)**

**12. “Starting homework while still at school makes me feel\_\_\_\_\_.”**

Happy

Not Smart

Sad

Smart

Bored

Annoyed

Dedicated

Frustrated

Upset

Other \_\_\_\_\_

**13. “Working on homework at home makes me feel\_\_\_\_\_.”**

Happy

Not Smart

Sad

Smart

Bored

Annoyed

Dedicated

Frustrated

Upset

Other \_\_\_\_\_

14. “When homework is hard, it is because \_\_\_\_\_?”

- |  |   |
|--|---|
| <input type="checkbox"/> I'm tired             | <input type="checkbox"/> I can't focus  |
| <input type="checkbox"/> I run out of time     | <input type="checkbox"/> I have chores  |
| <input type="checkbox"/> I have too much       | <input type="checkbox"/> I don't have a good place to work                        |
| <input type="checkbox"/> I don't understand it |   |
| <input type="checkbox"/> I need help           | <input type="checkbox"/> I have other activities like sports, music and/or clubs. |

Other \_\_\_\_\_

15. “When I can't figure something out, I usually \_\_\_\_\_.”

- give up       stick with it       get mad       cry       ask for help
- Other \_\_\_\_\_

***THANK YOU!***

## APPENDIX B

## Parent Survey

This survey will help us to learn more about your opinions on homework and how homework is given in your child's school. Your answers will not be shared. Do not put your name on this survey. It will take approximately 10 minutes to finish this survey.

1. Please specify your child's Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Gender (please circle): Boy Girl
2. Your relationship to your child:  Mother  Father  
 Other \_\_\_\_\_
3. Ethnicity of child:  White  Black  Hispanic  Native American/Indian  
 Asian/Pacific Islander  Other \_\_\_\_\_
4. Does your child receive Special Education Services:  Yes  No  I don't know
5. Composition of household (e.g., single, both biological parents, step parents, partner, etc.):  
\_\_\_\_\_
6. Highest level of education completed by mother:  Less than High School  Some High School  
 High School Diploma  Some College  College-2 Year Degree  College-4 Year Degree  
 Advanced College Degree
7. Highest level of education completed by father:  Less than High School  Some High School  
 High School Diploma  Some College  College-2 Year Degree  College-4 Year Degree  Advanced College Degree

**Please check the *best response* to the following inquiries (*check only one*).**

8. On average, how much time does your child spend on homework on weekday evenings?  
 0-30 minutes     30-60 minutes     60-90 minutes     90 minutes or more     No homework
9. Approximately how much time does your child spend completing homework on weekends?  
 0-30 minutes     30-60 minutes     60-90 minutes     90 minutes or more     No homework
10. What do you feel is an appropriate amount of homework for your child's grade level?  
 0-30 minutes     30-60 minutes     60-90 minutes     90 minutes or more     No homework
11. a) On average how much sleep does your child get?  
 < 5 hours     5-6 hours     6-7 hours     7-8 hours     >8 hours  
 b) Does homework completion interfere with your child's sleep?  
 Yes     No     Sometimes
12. Does your child's school have a homework policy?  
 Yes     No     I don't know    If yes, please specify:
13. How important of a tool is homework in student's preparation and achievement on standardized tests (e.g. STAR Test)?  
 Not important     Somewhat important  
 Important     Very Important
14. Do you feel homework relates to your child's learning?  
 Always     Often     Rarely     Never

**15.**How often is homework “busy work?”

- Always  Often  Rarely  Never

**17.a)** Is your child involved in extracurricular activities?  **Yes**

**No**

b) How much time on average, does your child spend in these activities after school?

- 0-30 minutes  30-60 minutes  
 60-90 minutes  90 minutes or more

**19.**Can your child complete homework without your help or supervision?

- Yes, always  Yes, but doesn't want to  
 Sometimes  Never

**16.**Does homework get in the way of family time?

- Always  Often  Rarely  Never

**18.**How often do you understand the content, or subject matter of your child's homework?

- Always  Often  Rarely  Never

**20.**How does homework effect your child's social-emotional health?

- Positively  Negatively  No effect  
 Other: \_\_\_\_\_

**Complete the following sentence stems (check all that apply).**

**21.** “Homework creates/instills the following feelings for my child \_\_\_\_\_”

- |   |                                       |   |
|---|---------------------------------------|---|
| <input type="checkbox"/> Curiosity          | <input type="checkbox"/> Boredom      | <input type="checkbox"/> Frustration          |
| <input type="checkbox"/> Stress/Anxiety     | <input type="checkbox"/> Competence   | <input type="checkbox"/> Disappointment       |
| <input type="checkbox"/> Anger              | <input type="checkbox"/> Incompetence | <input type="checkbox"/> Excitement/Happiness |
| <input type="checkbox"/> Depression/Sadness | <input type="checkbox"/> Tiredness    | <input type="checkbox"/> Distraction          |

Other \_\_\_\_\_

**22. “When my child encounters a challenge in life or cannot figure out something,**

**he/she \_\_\_\_\_”**

- Gives up
- Says “I can’t”
- Becomes determined
- Becomes frustrated
- Cries
- Sticks with it
- Other \_\_\_\_\_

**23. How does homework impact your child’s relationships?**

- Homework brings us together as a family to focus on a joint goal
- Homework interferes with family time/ability to connect
- Homework interferes with peer relationship time for my child
- Homework creates a power struggle between my child and me
- Homework has no impact on my child’s relational life
- Other \_\_\_\_\_

***THANK YOU FOR YOUR PARTICIPATION!***

## APPENDIX C

## Teacher Survey

**TEACHER SURVEY**

The purpose of this survey is to learn more about homework philosophies and practices in various schools. All surveys are anonymous and will not be shared with administrators or parents. Please do not put your name on this survey. Completion of this survey will take approximately 5 to 10 minutes.

**Please check the best response to the following inquiries (check only one).**

1. How many years of **teaching experience** do you have?  0-2  3-5  6-10  
 11+
2. How many **instructional hours** do you teach on a typical day?  < 3  3-4  > 4
3. Type of **classroom**:  General Education  Special Education  GATE (Gifted and Talented)  
 Self-Contained Classroom for Children with Emotional/Behavioral Needs
4. Do you teach at a **Title 1** school?  Yes  No  I don't know

5. On average, how many **nights per week** do you assign homework?  
 1-2  3-4  5+  0 (skip to # 16)

6. On average, how much time do you spend **grading homework on weekdays**?  
 < 1 hour  1-2 hours  3-4 hours  5+ hours

12. In total, what percent of homework do you grade each week?  
 100%  90%  80%  <79%

13. How often is **student choice** an aspect of homework assignments (i.e., students' choice of topic or format of assignment)?  
 Always  Often  Rarely  Never

<p>7. Do you assign <b>homework on weekends?</b></p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p>14. Should homework be completed <b>before participating</b> in extracurricular activities?</p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Often   <input type="checkbox"/> Rarely   <input type="checkbox"/> Never</p>
<p>8. On average, how much time do you spend <b>grading homework on weekends?</b></p> <p><input type="checkbox"/> &lt; 1 hour   <input type="checkbox"/> 1-2 hours   <input type="checkbox"/> 3-4 hours   <input type="checkbox"/> 5+ hours</p>	<p>15. Is homework essential in order to cover all required curriculum across a school year?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p>9. How often does student performance on homework <b>guide the next day's instruction</b> and/or lesson plans?</p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Often   <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>	<p>16. How does homework effect your student's social- emotional health?</p> <p><input type="checkbox"/> Positively   <input type="checkbox"/> Negatively   <input type="checkbox"/> No effect <input type="checkbox"/> Other: _____</p>
<p>10. How often do you <b>provide feedback</b> about homework outside of a grade or mark of completion?</p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Often   <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>	<p>17. How much of an impact does sleep have on a student's academic performance in the classroom?</p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Often   <input type="checkbox"/> Rarely   <input type="checkbox"/> Never</p>
<p>11. About how much time does it take for your students to <b>complete daily homework?</b></p> <p><input type="checkbox"/> &lt; 30 minutes   <input type="checkbox"/> 30-60 minutes <input type="checkbox"/> 60-90 minutes   <input type="checkbox"/> 90+ minutes</p>	<p>18. Homework is conducive to student <b>achievement on standardized tests.</b></p> <p><input type="checkbox"/> Always   <input type="checkbox"/> Often   <input type="checkbox"/> Rarely   <input type="checkbox"/> Never</p>



19. Approximately, what percent of your homework assignments are the following:
- **Reading:**             100%    75%    50%    25%    <25%
  - **Content review** (i.e., worksheet, workbook, lesson reviews in textbook):  
                                  100%    75%    50%    25%    <25%
  - **Independent Projects:**    100%    75%    50%    25%    <25%
  - **Group work:**             100%    75%    50%    25%    <25%
20. Does your school have a homework policy?  Yes (summarize below)    No  
 I don't know

B) Would you like your school to have a policy, or wish that policy to be different if there is one in place?

Yes             No

**Please check the *best response* to the following inquiries  
(check only one).**

21. What are the **reasons you assign homework?**

- |   |  |
|---|--|
| <input type="checkbox"/> For skill practice                     | <input type="checkbox"/> Prepare students for standardized tests |
| <input type="checkbox"/> To check for understanding             | <input type="checkbox"/> Teach independence and responsibility   |
| <input type="checkbox"/> To keep students occupied after school | <input type="checkbox"/> Introduce upcoming content              |
| <input type="checkbox"/> School policy                          | <input type="checkbox"/> Create a link between school and home   |
| <input type="checkbox"/> Pressure from parents                  | <input type="checkbox"/> To develop students' work ethic         |
| <input type="checkbox"/> Pressure from school administration    |  |
| <input type="checkbox"/> Other (please list) _____              |  |

Please share any additional information or feedback you may have about this survey.

***THANK YOU FOR YOUR PARTICIPATION!***

## APPENDIX D

### Survey Research Description

#### **1. Name of researcher(s) and academic credentials.**

Melissa Holland, Ph.D.

Assistant Faculty and Fieldwork and Internship Coordinator

School Psychology Program

California State University, Sacramento

Samantha Nix – CSUS School Psychology Graduate Student

McKenzie Courtney – CSUS School Psychology Graduate Student

#### **2. Purpose and scope of the project.**

The social-emotional health of students is moving to the forefront of our attention in schools. With depression, anxiety, and suicide rates on the rise for our youth (Perou et al., 2013), now more than ever school psychologists are playing an integral role in assessing and intervening in the mental health needs of children. This comes at a time when there are also intense demands on our youth in their academics, including an increased focus on grades, standardized test scores, and larger amounts of assigned homework (Kohn, 2006). This interplay between the rise in anxiety and depression and scholastic demands has been postulated upon frequently in the literature (Kackar, Shumow, Schmidt, & Grezetic, 2011; Katz, Buzukashvill, & Feingold, 2012).

With the authorization of No Child Left Behind, and the Common Core requirements, teachers have felt added pressures to keep up with the tougher standards movement (Tokarski, 2011). In particular, misconceptions on the effectiveness of homework and student achievement have lead many teachers to increase the amount of homework assigned to keep up with such political demands (Kohn, 2006). However, there has been little evidence that supports this trend. In fact, there is a significant body of research that demonstrates the lack of correlation between homework and student success. In a meta-analysis examining homework, grades, and standardized test scores, Cooper, Robinson and Patall (2006) found that there was little correlation between the amount of homework assigned and achievement in elementary school, and only a moderate correlation in middle school. Furthermore, Wolchover (2012) found an inverse relationship between the amount of time spent on homework and students standardized test scores. In children 3<sup>rd</sup> grade and below, there was a negative correlation found between the variables. Due to many parents, students and teachers normalizing increasing academic pressure and homework demands as a part of school life, few question the value of its content or fail to recognize the stress that it may cause (Kohn, 2006). Parents and school personnel are also often unaware, or perhaps minimize, the social and emotional impacts such demands are creating for our youth.

**3. Purpose and scope of the project:**

The purpose of our research is to investigate the social-emotional health of elementary students in relation to the scholastic pressures they face, namely homework.

**4. Method of study or investigation to be used:**

Newly developed, comprehensive questionnaires will be utilized to address student, teacher, and parent perspectives on homework and its effect on students' social and emotional health. The pervasive effects of homework on student's nonacademic interests such as play, sports, and family life will also be examined.

**5. Extent of participation of students and staff:**

Students will be asked to answer closed and open ended questions regarding their perspective on homework as well as nonacademic interests. Completion of the questionnaire may take students approximately 10 minutes to complete. Teachers will also be asked to complete a questionnaire containing closed and open-ended questions regarding their perspective on homework. In addition to students and staff, the parents or legal guardian of each student will be asked to complete a similar questionnaire. Each of these is designed to take 10 minutes or less to complete.

**6. Uses to which project results will be used:**

Results will be incorporated into journal articles, as well as a thesis project. These publications will provide guidance to districts, educators, and parent advisory groups as they develop an evidence-based homework policy that prioritizes student learning, nonacademic benefits, and social and emotional health.

**7. Benefits to the school or district:**

Participating schools and school districts shall benefit from this research by being provided with information and recommendations for developing a homework policy that prioritizes student learning, nonacademic benefits, and social and emotional health.

If you have further questions or would like to contact us, please use the below information. Thank you for your potential interest in our research study.

Contact Information:

Melissa Holland, Ph.D. Lead Researcher  
[mholland@csus.edu](mailto:mholland@csus.edu)



## Appendix D References

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## APPENDIX E

## Teacher Instructions

Teachers,

Thank you for your willingness to participate in our research. We look forward to working with you and providing you specific feedback. Please refer to the steps below to distribute the surveys:

1. The surveys are coded according to class and the number of students in your class. Your assigned class number will be the first number on all student and parent surveys. For example, your class number would be #1 in the example of 1-5. For students, please use your class roster to assign each student a number to correspond with the surveys. It may be easiest to assign alphabetically or an already used number system within the classroom.
2. First, distribute the Parent Permission and Parent Survey to the corresponding student's assigned number. For example, Joe Smith is assigned #5. Parent Permission and Parent Survey 1-5 will be sent home. Envelopes are attached to parent surveys for privacy; however, envelopes are not required to be used. Give parents until Friday to return the surveys.
3. When Parent Permission and Parent Survey forms are returned with consent, the student may complete the corresponding numbered survey. For example, when Joe Smith's Parent Permission and Parent Survey are returned and completed, Joe Smith may complete the student survey 1-5. Parent Permission/ Surveys must be returned in order for a student to complete his/her survey. Administer the student surveys Friday and place completed surveys in the manila envelope.
4. You also have a teacher survey. Please complete your survey and place it in the same manila envelope.

## APPENDIX F

### Administration Guide

#### **Administration Guide**

Today some of you will be filling out a paper that will ask you questions about homework, things you like to do after school, and your feelings. This is research that is being done by students at Sacramento State University, and your answers will be very helpful in this research. This paper will only take about 5-10 minutes to finish. If you do not want to answer one of the questions you do not have to, you can just skip it. I will read the questions out loud if you would like to follow along with me. If you decide you do not want to fill out the paper, that is OK too. Are there any questions?

## APPENDIX G

### Parent Consent

#### **Homework Survey: Parent Consent**

You are being asked to take part in a research study investigating homework and the social-emotional health of elementary and middle school aged students. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

If you agree to be in this study, we will ask you to complete a survey. The survey will include questions about your background, your child's school work, your perceptions of homework, and your child's social-emotional health. We will also ask your child and their teacher to fill out a similar survey.

The benefit of participating in this study is that you will be helping progress knowledge in the area of academic work and social and emotional health. There is the risk that you or your child may find some of the questions sensitive in nature as some questions inquire about your child's emotional well-being as it relates to school work. You may skip any questions that you do not want to answer.

Each survey will be kept private and numbers will be used to match up you and your child's surveys, as opposed to identifying information, such as your or your child's name. In any sort of report we make public, we will not include any information that will make it possible to identify you, your child, or your child's teacher. Research records will be kept in a locked file and only the researchers will have access to the records.

Taking part in this study is completely voluntary. If you decide not to take part in this study or to skip some of the questions, it will not affect your child or his or her progress at school in any way. If you decide to take part, you are free to withdraw at any time. The principal researcher conducting this study is Melissa L. Holland, Ph.D. and several of her graduate students at Sacramento State University. If you have any questions, please contact Melissa at [mholland@csus.edu](mailto:mholland@csus.edu). If you have questions about your rights as a research participant, please contact the Sacramento State IRB at [irb@csus.edu](mailto:irb@csus.edu).

**Statement of Consent: I have read the above information and I consent to take part in the study.**

Signature of \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Legal  
Guardian:

Parent/Legal Guardian \_\_\_\_\_  
Name (printed):

Child's \_\_\_\_\_ Date: \_\_\_\_\_  
Signature:

Child's Name \_\_\_\_\_  
(printed):



## APPENDIX H

## Parent Coding Key

School: 1-500

Teacher: 1-500

Student #: 1-50

Q1a. Student Grade: (scale)

Q1b. Student Age: (scale)

Q1c. Student Gender (nominal)

1. Boy
2. Girl
3. Other

Q2. Relationship to child? (nominal)

1. Mother
2. Father
3. Other

Q3. Ethnicity of Child? (nominal)

Enter 1 or 0

- White
- Black
- Hispanic
- Native American/Indian
- Asian/ Pacific Islander
- Other

Q4. Does child receive special education services? (nominal)

1. Yes
2. No
3. I don't know

Q5. Composition of household? (code responses)

1. Single parent
2. Dual
3. Step parent
4. Foster
5. Other

- Q6. Mother's level of education? (ordinal)
1. Less than High School
  2. Some High School
  3. High School Diploma
  4. Some College
  5. College -2 Year Degree
  6. College – 4 Year Degree
  7. Advanced College
- Q7. Father's level of education? (ordinal)
1. Less than High School
  2. Some High School
  3. High School Diploma
  4. Some College
  5. College -2 Year Degree
  6. College – 4 Year Degree
  7. Advanced College
- Q8. How much time is child spending on homework during the week? (ordinal)
0. No homework
  1. 0-30 mins
  2. 30-60 mins
  3. 60-90 mins
  4. 90 mins or more
- Q9. How much time is child spending on homework during the weekend? (ordinal)
0. No homework
  6. 0-30 mins
  7. 30-60 mins
  8. 60-90 mins
  9. 90 mins or more
- Q10. What is an appropriate amount of homework for your child's grade level?
0. No homework
  1. 0-30 mins
  2. 30-60 mins
  3. 60-90 mins
  4. 90 mins or more
- Q11a. On average how much sleep does your child get? (ordinal)
1. <5 hours
  2. 5 -6 hours
  3. 6-7 hours
  4. 7-8 hours
  5. > 8 hours
- Q11b. Does homework interfere with child's sleep? (nominal)
1. Yes
  2. No
  3. Sometimes
- Q12. Does your school have a homework policy? (nominal) (code)
1. Yes
  2. No
  3. I don't know

- Q13. How important is homework in student's preparation and achievement on standardized test? (Ordinal)
1. Not Important
  2. Somewhat important
  3. Important
  4. Very Important
- Q14. Does homework relate to your child's learning? (ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q15. How often is homework "busy work?" (ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q16. Does homework get in the way of family time? (ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q17a. Is your child involved in extracurricular activities? (nominal)
1. Yes
  2. No
- Q17b. How much time is spent on these activities? (ordinal)
1. 0-30 mins
  2. 30-60 mins
  3. 60-90 mins
  4. 90 mins or more
- Q18. How often do you understand the content of subject matter of homework? (ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q19. Can your child complete homework without supervision? (nominal)
1. Yes, always
  2. Yes, but doesn't want to
  3. Sometimes
  4. Never
- Q20. How does homework effect your child's social-emotional health? (nominal)
1. Positively
  2. Negatively
  3. No effect
  4. Other (code)

Q21. Homework creates/ instills the following feeling for my child... (nominal)

Enter 1 or 0

Curiosity  
Stress/Anxiety  
Anger  
Boredom  
Competence  
Tiredness  
Distraction  
Incompetence  
Frustration  
Disappointment  
Excitement/ Happiness  
Depression/Sadness  
Other (code)

Q22. When my child encounters a challenge in life or cannot figure something out, he/she .. (nominal)

Enter 1 or 0

Gives up  
Says "I can't"  
Becomes determined  
Becomes frustrated  
Cries  
Sticks with it  
Other (code)

Q23. How does homework impact your child's relationships?

Enter 1 or 0

Brings up together as a family  
Interferes with family time/ ability to connect  
Interferes with peer relationships  
Creates a power struggle between my child and me  
No impact on my child's relational life.  
Other (code)

## APPENDIX I

## Teacher Coding Key

School: A-ZZ

Teacher: 1-500

Q1. Teaching Experience (Ordinal)

1. 0-2
2. 3-5
3. 6-10
4. 11+

Q2. Instructional hours per day (Ordinal)

1. <3
2. 2-3
3. >4

Q3. Classroom (Nominal)

1. Gen. Ed.
2. Special Ed.
3. GATE
4. Self-Contained

Q4. Title 1 (Nominal)

1. Yes
2. No
3. Don't Know

Q5. Nights per week (Ordinal)

1. 1-2
2. 3-4
3. 5+
4. 0

Q6. Time grading homework on weekdays (Ordinal)

1. <1
2. 1-2
3. 3-4
4. 5+

Q7. Assign homework on weekends (Ordinal)

1. Always
2. Sometimes
3. Never

- Q8. Time grading homework on weekends (Ordinal)
1. <1
  2. 1-2
  3. 3-4
  4. 5+
- Q9. Student performance guide next day's instruction (Ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q10. Provide feedback (ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q11. Time to complete daily homework (Ordinal)
1. <30 minutes
  2. 30-60 minutes
  3. 60-90 minutes
  4. 90+ minutes
- Q12. Percent of homework graded (Ordinal)
1. 100%
  2. 90%
  3. 80%
  4. <79%
- Q13. Student choice (Ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q14. Homework before participating in extracurricular activities (Ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q15. Homework essential (Nominal)
1. Yes
  2. No
- Q16. Homework effect social-emotional health (Nominal)
1. Positively
  2. Negatively
  3. No effect

Q17. Student choice (Ordinal)

5. Always
6. Often
7. Rarely
8. Never

Q18. Achievement on standardized tests (Ordinal)

1. Always
2. Often
3. Rarely
4. Never

Q19a. Reading (Ordinal)

1. 100%
2. 75%
3. 50%
4. 25%
5. <25%

Q19b. Content Review (Ordinal)

1. 100%
2. 75%
3. 50%
4. 25%
5. <25%

Q19c. Unique individual work (Ordinal)

1. 100%
2. 75%
3. 50%
4. 25%
5. <25%

Q19d. Group Work (Ordinal)

1. 100%
2. 75%
3. 50%
4. 25%
5. <25%

Q20a. Homework policy (Nominal)

1. Yes
2. No
3. Don't know

Q20b. Would you like your school to have a policy, or change the policy? (Nominal)

1. Yes
2. No

## Q21. Reasons you assign homework (Nominal)

Enter 0 or 1

Skill practice

To check for understanding

To keep students occupied after school

School policy

Pressure from parents

Pressure from other teachers

Pressure from school administration

Prepare students for standardized tests

Teach independence and responsibility

Introduce upcoming content

Create a link between school and home

To develop students' work ethic



APPENDIX J  
Student Coding Key

School: 1-500

Teacher: 1-500

Student #: 1-50

Student Grade (Scale):

Student Age (Scale):

Student Gender (Nominal)

1. Boy
2. Girl
3. Other

Q1. Homework on school days (Ordinal)

0. I don't have homework
1. 0-30 minutes
2. 30 minutes-1 hour
3. 1-2 hours
4. 2-3 hours
5. More than 3 hours

Q2. Homework on weekends (Ordinal)

0. None
1. 0-30 minutes
2. 30 minutes-1 hour
3. 1-2 hours
4. 2-3 hours
5. More than 3 hours

Q3. Homework should there be each day (Ordinal)?

0. None
1. 0-30 minutes
2. 30 minutes-1 hour
3. 1-2 hours
4. 2-3 hours
5. More than 3 hours

- Q4. Homework without help (Nominal)
1. Yes, always
  2. Yes, but I don't want to
  3. Sometimes
  4. No
- Q5. Homework help you learn (Nominal)
1. Yes
  2. No
  3. Sometimes
- Q6. Understand your homework (Ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q7. Homework get in the way of family time (Ordinal)
1. Always
  2. Often
  3. Rarely
  4. Never
- Q8. Homework is good for other things, like building personality and good habits (Nominal)
1. Agree
  2. Slightly Agree
  3. Disagree
- Q9a) More sleep (Nominal)
1. Yes
  2. No
  3. Sometimes
- Q9b) Less sleep because of homework
1. Yes
  2. No
  3. Sometimes
- Q10. Are you in after school activities (e.g., sports, clubs, music (etc.?) (Nominal)
1. Yes
  2. No
- Q11. How much time do you spend doing after school activities (ex: sports, clubs)?(Ordinal)
1. 0-30 minutes
  2. 30-60 minutes
  3. 60-90 minutes
  4. 90 minutes or more

Q12. "Starting homework while still at school makes me feel \_\_\_\_\_."

(Nominal)

Enter 1 or 0

Happy

Smart

Dedicated

Not Smart

Bored

Frustrated

Sad

Annoyed

Upset

Other:

Q13. "Working on homework at home makes me feel \_\_\_\_\_." (Nominal)

Enter 1 or 0

Happy

Smart

Dedicated

Not Smart

Bored

Frustrated

Sad

Annoyed

Upset

Other:

Q14. Homework before participating in extracurricular activities (Ordinal)

Enter 1 or 0

I'm tired

I run out of time

I have too much

I can't focus

I have chores

I don't have a good place to work

I don't understand it

I need help

I have other activities like sports, music, and/or clubs

Other:

Q15. "When I can't figure something out, I usually \_\_\_\_\_."  
(Nominal)

Enter 1 or 0

Give up

Stick with it

Get mad

Cry

Ask for help

Other:

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