

# Parent's Perspective on Home Learning

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## Abstract

Present study is about parents perspective on home learning. Sample constitutes parents of children studying in IX standard in recognised schools in Theni district, Tamil Nadu, INDIA. Though investigator included too many variables, pointed out only three variables which are significantly influencing the parents perspective on home learning. Parents have high perspective on home learning. Parents possessing graduation and higher educational qualification and parents belongs to Muslim religion have high perspective on home learning. This vividly indicates that the home learning can be construed as a facilitating factor in the academic processes in School Education as on date.

## Keywords

Perspective, Home Learning, Influencing etc.,

## Introduction

Homework is an important way for teachers to develop relationships with their students' parents and other caregivers. The learning activities teachers assign for homework provide parents a window into the content and skills their children are learning at school. Parents have a chance to participate in their children's schooling by monitoring and assisting them with their homework. As such, homework helps to keep schools accountable to parents: It gives parents direct knowledge (albeit inevitably incomplete) about the school's educational agenda and methods. It tells them what the school is doing and lets them—to the extent of their ability, inclination, and availability—oversee and participate in the education process by assisting their children with schoolwork.

The new online homework format reinforced the positive aspects of parental involvement in children's homework, as found in previous research (Baker, 2003; Margolis, 2005); although, Internet security was an added concern in our study. Because online homework was new to both parents and students, parents suggested that the teachers provide more information. Parents wanted to know more about expectations for group and independent work on the wiki and blog, about Internet security for the children, and about how parents could access and monitor the homework contributions and teacher feedback.

## Objectives of The Study

1. To find out the level of parent's perspective on pupil's learning social science in the home.
2. To find out the relationship between perspective on educational technology and parent's perspective on pupil's learning social science in the home.
3. To find out the significant influence of independent variables viz., Religion, parent's Education on dependent variables parent's perspective on pupil's learning social science in the home.

## Hypotheses of The Study

1. There will be average level of parent's perspective on pupil's learning social science in the home.
2. There will be no significant positive relationship between perspective on educational technology and parent's perspective on pupil's learning social science in the home.
3. There will be no significant difference in the parent's perspective on pupil's learning social science in the home in terms of their religion.

4. There will be no significant difference in the parent's perspective on pupil's learning social science in the home in terms of their education.

## Hypotheses Testing

### Hypothesis: 1

There will be low level of parent's perspective on pupil's learning social science in the home.

Table 1: Parents perspective on pupil's learning social science in the home.

S.No	N	M
1	500	35.915

From the above table value it is inferred that the calculated value **35.915** is greater than the theoretical average value **30**. Hence, the parents perspective on pupil's learning social science in the home is high. This reveals that the null hypothesis is rejected and the research hypothesis is accepted.

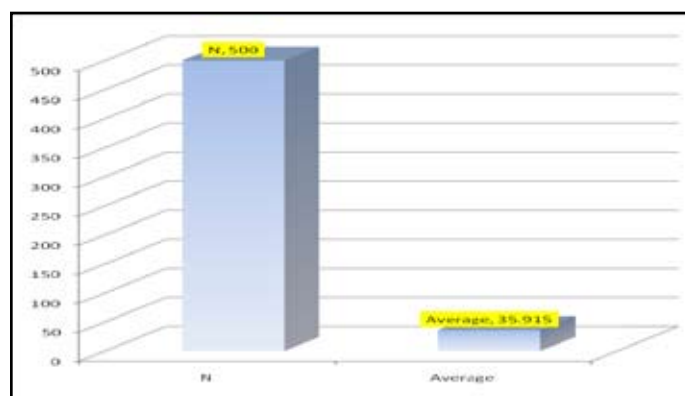


Fig.1: Parents perspective on pupil's learning social science in the home

### Hypothesis: 2

There will be no significant positive relationship between perspective on educational technology and parent's perspective on pupil's learning social science in the home.

Table.2: Relationship between perspective on educational technology and parent’s perspective on pupil’s learning social science in the home.

S.No	N	r
1	500	0.8619

From the above table value it is inferred that the calculated value **0.8619** is greater than the theoretical average value  $(1/\sqrt{N})$  **0.0447**. Hence, the parents perspective on pupil’s learning social science in the home is high has significant positive relationship with parents perspective on educational technology. This reveals that the null hypothesis is rejected and the research hypothesis is accepted.

**Hypothesis: 3**

There will be no significant difference in the parent’s perspective on pupil’s learning social science in the home in terms of their religion.

Table 3: Difference in the parent’s perspective on pupil’s learning social science in the home in terms of their religion

Dependent Variable	Independent Variable	N	M	Std. Deviation	‘t’ Value	Level of significant
Perspective	Hindu	205	35.23	13.18	2.416	Significant
	Muslim	165	38.55	13.11		
	Hindu	205	35.23	13.18	3.232	Significant
	Christian	130	33.43	14.01		
	Muslim	165	38.55	13.11	1.188	Not Significant
	Christian	130	33.43	14.01		

The above table reveals that the obtained ‘t’ value 2.315 is greater than the table value 1.96 at 0.05 level. So it is found that the ‘t’ value is significant at 0.05 level for parents perspective on pupil’s learning social science in the home. It infers that there will be significant difference between Hindu and Muslim parents in their perspective on pupil’s learning social science in the home. The above table reveals that the obtained ‘t’ value 1.917 is lesser than the table value 1.96 at 0.05 level. So it is found that the ‘t’ value is not significant at 0.05 level for parents perspective on pupil’s learning social science in the home. It infers that there will be no significant difference between Hindu and Christian parents in their perspective on pupil’s learning social science in the home.

The above table reveals that the obtained ‘t’ value 1.188 is lesser than the table value 1.96 at 0.05 level. So it is found that the ‘t’ value is not significant at 0.05 level for parents perspective on pupil’s learning social science in the home. It infers that there will be no significant difference between Muslim and Christian parents in their perspective on pupil’s learning social science in the home. Hence the stated null hypothesis is partially rejected and the alternative hypothesis is partially accepted. It also infers that the Hindu parents are having higher level of perspective on pupil’s learning social science in the home than the Muslim parents.

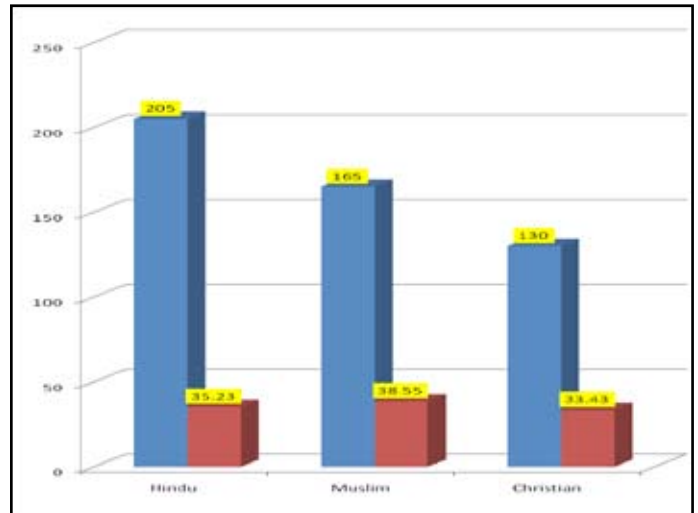


Fig.3: Difference in the parent’s perspective on pupil’s learning social science in the home in terms of their religion

**Hypothesis: 4**

There will be no significant difference in the parent’s perspective on pupil’s learning social science in the home in terms of their education.

Table 4: Difference in the parent’s perspective on pupil’s learning social science in the home in terms of their education

Dependent Variable	Independent Variable	N	M	Std. Deviation	‘t’ Value	Level of significant
Perspective	UP TO +2	235	34.27	13.74	2.493	Significant
	Graduate and higher	265	37.27	13.15		

The above table reveals that the obtained ‘t’ value 2.493 is greater than the table value 1.96 at 0.05 level. So it is found that the ‘t’ value is significant at 0.05 level for parents perspective on pupil’s learning social science in the home. It infers that there will be significant difference in the parents perspective on pupil’s learning social science in the home in terms of their education. Hence, the stated null hypothesis is rejected and the alternative hypothesis is accepted. It also infers that the parents with education graduation and higher level are having higher level of perspective on pupil’s learning social science in the home than the parents with education upto +2.

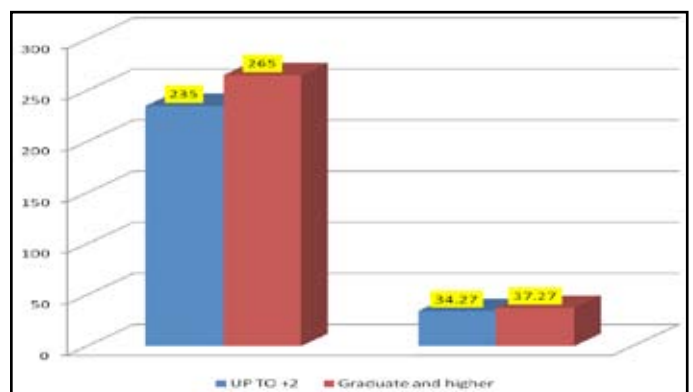


Fig. 4: Difference in the parent’s perspective on pupil’s learning social science in the home in terms of their education

## Conclusion

Overall, the survey results indicated positive feelings from parents about the homework that was incorporated into the classroom teaching practices. We believe technologies can be integrated successfully and beneficially into classrooms. These tools provide the means for students to work collaboratively both in the classroom and from home, and they allow for students' learning at school to extend into the home in meaningful ways.

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