HOMEWORK AND STRESS: DIFFERENCES IN EXPERIENCES BASED ON SEX AND DIAGNOSIS OF LEARNING DISABILITIES

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By

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ABSTRACT

HOMEWORK AND STRESS: DIFFERENCES IN EXPERIENCES BASED ON SEX AND DIAGNOSIS OF LEARNING DISABILITIES

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This study looked at differences in homework experiences (i.e., stress, problems, difficulty, and parental involvement) of fourth and fifth grades based on sex and diagnosis of learning disability. The differences in primary and secondary homework helper and their frustration and time spent on activities after school were also explored. Qualitative analyses were conducted for students with a learning disability and their parents, and MANOVA and Chi-square analyses were conducted for males and females without a learning disability and their mothers. Results indicated that males experience more stress during homework than females; males play more minutes of video games after school than females; and females read (not assigned as homework) after school more than males. No significant differences were found based on homework experiences (i.e., problems, difficulty, and parental involvement), primary and secondary homework helper and their frustration, and time spent on activities after school (i.e., homework, watching television, playing video games, reading, playing sports, and playing outside).

INTRODUCTION

Despite the fact that homework has been an integral part of most education programs across the country, it continues to be a source of great conflict between parents and students (Kohn, 2006). The sources of that conflict have not always been clear. Teachers may assign homework that is too difficult or may inadequately prepare students for the successful completion of homework assignments. Parents would like to help their children with homework, but may not always know exactly what is expected or how to help. Students may be susceptible to distractions, lack motivation and poor organizational skills, or may not fully understand how to complete homework assignments. These sources of homework conflicts are particularly disadvantageous for students with learning disabilities. Less is known regarding differences in homework between males and females. A greater understanding of how parents and students perceive homework and the sources of conflict is needed so that the nightly struggles between parents and students can be addressed.

Generally, homework can be described as "activities assigned to students by teachers that are intended to be completed during non-school hours" (Cooper, 1989, p. 7). For the purpose of this study, homework does not include activities that are completed during school hours (i.e., during class, study hall or free periods) so that parent factors as well as school factors may be considered when looking at stress related to homework. The research on homework has provided evidence of homework stress (Copeland, 2004; Grant et al., 2003; Hess & Copeland, 2006) and the sources of conflict that lead to stress

during the completion of homework (Canter, 2005; DeBord, 2001; Dudley-Marling, 2003; Wingard, 2006). Much less research has been completed regarding specific factors related to homework stress for students in regular education classrooms (Corno, 1996; Kohn, 2006; Warton, 2001) and students who have been identified as having a learning disability and are receiving special education services (Bryan & Burstein, 2004; Bryan, Burstein, & Bryan, 2001; Margolis, 2005; Munkholm & Fisher, 2008). There are some indications that parents and students with learning disabilities in special education classrooms and parents and students in regular education classrooms have differences in their perceptions related to homework stress. In addition, there has been little research on differences between males and females in relation to homework stress. The purpose of this study is to provide more information regarding both the differences between students identified as having a learning disability and students not identified as having a learning disability and between males and females.

REVIEW OF LITERATURE

Homework Issues in a Regular Elementary Education Classroom

The issues that all students face when completing homework assignments vary due to several different factors. These factors include the purpose and type of activity assigned and a variety of other student characteristics (Warton, 2001). It has been shown that these different factors may lead to obstacles that all parents and students face on a nightly basis (Coutts, 2004). It is important to take these factors into account when considering the stress that regular elementary education parents and students may face when completing homework assignments. Given the stress that homework can produce consideration also needs to be given as to whether the amount of time spent on homework has a direct link to the improvement of students' academic achievement (Cooper & Valentine, 2001).

Individual Student Factors

An important factor related to homework is that of differences in students' home environments. It is inappropriate to assume that all students will spend the appropriate amount of time academically engaged on their assigned homework (Corno, 1996). Cooper, Lindsay, and Nye (2000) conducted a survey of 709 parents of students in grades 2 through 12. In this survey regarding parental involvement in their child's homework, parents reported that it was difficult for them to provide and keep up with a distraction-free space for their children to complete homework assignments. In addition, homes with

multiple children made it more difficult for parents to create a good homework environment. Regardless of distractions in the home, it is important to remember that some students may be more competent than others in their ability to keep up with, promptly finish, and return homework assignments that meets teacher's expectations (Kohn, 2006). In addition, some students may choose not to complete their homework assignments for a variety of reasons such as a lack of motivation or poor attitudes (Cooper, Lindsay, Nye, & Greathouse, 1998). Kohn (2006) maintains that when a teacher assigns an extensive amount of homework, some students will simply choose not to complete it. He explains that some students may not understand how to complete assignments, they may lack resources in their home environment that are necessary to complete assignments, they may simply not understand the purpose of the activity, or they may have extracurricular activities that present time-constraints.

Purpose or Type of Activity

Another important factor to consider in elementary level regular education classrooms is the contradicting perceptions regarding the purpose of homework (Warton, 2001). Parents and students view the purposes of homework differently. Parents believe homework gives children the opportunity to practice the skills that were learned in the classroom, to retain those skills, and to demonstrate the mastery of those skills (Baumgartner, Bryan, Donahue, & Nelson, 1993; Xu & Corno, 1998). This approach considers homework as a strategy that increases students' understanding of the concepts taught in the classroom (Epstein & VanVoorhis, 2001). In addition, parents view homework as an opportunity to encourage the development of skills that will prove useful

for the development of personal responsibility and time management (Coutts, 2004; Warton, 2001; Xu & Corno, 1998). For example, homework assigned for the purpose of personal development and time management will give students opportunities to become skilled at recording tasks in their assignment notebooks, bringing home all of the necessary materials needed to complete the homework assignments, efficiently managing their time while completing their homework assignments, and promptly returning the homework assignments on the correct due date. Students learn to manage and organize their homework and apply these skills to everyday experiences, which may improve their personal development.

In contrast to the views of parents, regular elementary education students perceive the value of homework assignments in terms of costs and rewards. More specifically, they complete homework assignments to gain approval (Xu & Corno, 1998) and avoid punishment (Warton, 1997) from the adults in their lives. In addition, students believe that completion of the homework assignment is the main purpose of homework (Warton, 2001). In essence, students at the elementary level do not independently identify the completion of homework as academically beneficial to them (Marzano, Pickering, & Pollock, 2001). Although, Warton (1997) found that students in the sixth grade understood the importance of homework beyond that of gaining adult approval. Warton noticed that sixth graders saw homework as a strategy to practice material learned in the classroom; however, personal responsibility and time management were not mentioned. Warton (2001) warns that problems may transpire between adults and elementary education students as they do not perceive the value of homework in the same way. In

addition, she explains that when students do not understand the purpose or value of the activities that are sent home, they may choose not to complete the assignment.

Time and Achievement

Research regarding the amount of time spent on homework assignments and the resulting academic achievement scores at the elementary grade level has been inconclusive (Kohn, 2006). For example, Cooper (1989) and Cooper and Valentine (2001) conducted meta-analyses of empirical research studies that examined relationships between time spent on homework and achievement. In both analyses it was found that the effect size depended on the grade level of the students. More specifically, the correlation between time spent on homework and academic achievement was found to be more significant at the high school level than at the elementary level. Therefore, Cooper (2007) concludes that the homework-achievement link at the elementary education level is weak, whereas at the high school level the link shows positive effects. The author believes that the relatively small effect size at the elementary level is because younger students have short attention spans (e.g., younger students have a difficult time focusing on specific material and ignoring distractions in their surroundings), they are unaware when they make mistakes and therefore continue to make mistakes, and they are unaware of the proper way to test themselves when learning new material.

Many researchers have additional explanations for the small effect size at the elementary education level. Warton (2001) believes that some students included in these studies may encounter difficulties in mastering basic academic skills and may take longer to complete homework assignments when compared to their adept peers. Similarly,

Corno (1996) believes that many students do not spend an appropriate amount of time engaged in their homework. For example, students may become distracted (e.g., watch television, listen to the radio, talk on the phone, etc.) while completing their homework assignments (Cool, Yarbrough, Patton, & Runde, 1994). Since there are a variety of factors that may contribute to the small effect size at the elementary level, it is suggested that the quality and type of homework should be recognized as more valuable than the amount of time spent on homework alone (Warton, 2001).

The research cited here illustrates that there are many different factors impacting a child's completion of homework and the usefulness of that homework experience on future academic progress. Elementary level students may have problems managing their time between extracurricular activities and homework activities after school hours (Kohn, 2006). Children identified with learning disabilities are impacted by these same factors as their peers who are not learning disabled. In addition, they experience other homework difficulties not experienced by children without learning disabilities (Epstein, Polloway, Foley, & Patton, 1993). The next section will focus on the issues that students with learning disabilities and their parents encounter while completing homework assignments.

Homework Issues for Students with Learning Disabilities

Researchers have found that students with learning disabilities have significantly more problems with homework than their peers without learning disabilities (Bryan & Nelson, 1994; Epstein et al., 1993). For example, in a comparison of students who had been identified as having a learning disability and their peers who had not been identified

as having a learning disability, Polloway, Epstein, and Foley (1992) found that 56% of students with learning disabilities and 28% of students without learning disabilities had problems completing homework assignments. This demonstrated the struggles students with learning disabilities may encounter while completing homework assignments. Elementary level students with learning disabilities encounter difficulties with homework completion that may become more problematic as they grow older (Bryan & Burstein, 2004). It is important to identify individual characteristics or deficits that students with learning disabilities exhibit in order to gain an understanding of the homework obstacles these children face on a nightly basis.

Individual Student Characteristics

Bryan et al. (2001) reviewed previous research regarding the problems students with learning disabilities encounter while completing their homework assignments. The researchers found that students with learning disabilities demonstrate deficits in language, attention, memory, and organizational skills as well as in reading, writing, and math. Parents and teachers are aware of the problems students with learning disabilities encounter during homework completion. However, the point at which these homework problems show up is unclear. Therefore, Bryan, Nelson, and Mathur (1995) believed that it was important to research the homework habits of first, second and third grade students in order to understand when the decline in homework completion happens. The researchers surveyed 108 students with disabilities and 701 students without disabilities regarding their experiences and beliefs and parent support in response to homework. It should be noted that the primary sample of students with disabilities were students

identified as having a specific learning disability. The results of the research indicated that students with disabilities are more likely than students without disabilities to demonstrate characteristics that include misunderstanding homework assignments, inaccurately recording tasks in their assignment notebooks, forgetting to bring home all of the necessary materials needed, wastefully managing their time, inadequately organizing their materials, failing to follow through and complete, and placing homework in a safe location and then forgetting to return it back to school.

Epstein et al. (1993) conducted a similar study where teachers and parents of students in grades K-12 completed a checklist of problems encountered during the completion of homework. Parents and teachers reported that students with learning disabilities or behavioral disorders are more likely than students without learning disabilities or behavioral disorders to require more reminders and supervision from parents or guardians, daydream, procrastinate, become distracted more easily, spend less time than needed to complete homework, and produce homework assignments of lower quality. This study also found that students with learning disabilities or behavioral disorders demonstrate problems with homework as early as kindergarten and it continues into high school.

As students progress through school, assignments become more difficult and students are expected to be more independent in their ability to complete homework assignments (Bryan & Burstein, 2004). While the assignments become more intricate, the difficulties students with learning disabilities experience may add to the strain of nightly homework sessions. In the research of first, second and third grade students

Bryan et al. (1995) also found that students with learning disabilities described homework as too difficult, they considered the work they turned in as inadequate, they did not complete or thoroughly finish their work, and they needed assistance while completing their work. It was concluded that students who experience these hurdles in first, second and third grades may find homework overwhelming in later grades. In fact, Bryan and Nelson (1994) conducted a study involving homework perspectives of parents and students in regular, resource, and self-contained special education classrooms (grades 4-8). The researchers found that 50% of the parents of students in special education, including those with learning disabilities, believed their child was overwhelmed by nightly homework assignments.

Purpose or Type of Activity

The individual characteristics unique to students with learning disabilities will also have an impact on the ability of those students to complete the different types of homework assigned to them. Students are often assigned homework for the purpose of practicing a skill learned in the classroom (Epstein & VanVoorhis, 2001). As noted earlier, students with learning disabilities may misunderstand an assignment that was sent home. Therefore, students with learning disabilities have a more difficult time with this type of activity because practicing a skill that was misunderstood in the beginning may lead to errors or misconceptions later (Marzano et al., 2001). Therefore, Polloway et al. (1992) found that students between the ages of eight and seventeen may not complete assignments sent home because they spend an unreasonable amount of time on assignments that they found too difficult or even boring in the classroom.

Time Spent on Assignments

Harniss, Epstein, Bursuck, Nelson, and Jayanthi (2001) collected data from a national sample of parents of children in regular and special education and found that students in special education, including students with learning disabilities, spend significantly more time on homework and need more help from their parents in comparison to their peers in regular education. In addition, parents indicated that the learning difficulties their children in special education encountered had a significant impact on the amount of homework they brought home each night. For example, students in special education spend up to two hours or more completing their homework assignments, whereas their siblings in regular education are able to complete their homework in fifteen minutes (Baumgartner et al., 1993). In addition to the time spent on homework assignments, students in special education were found to be assigned homework more nights per week than their peers in regular education. For example, Munk et al. (2001) surveyed 265 parents of students in regular education classrooms and 83 parents of students in special education classrooms (grades 1-12) regarding the load of homework assigned and problems related to communication with teachers. The results of this study indicated that more than two-thirds of parents from each group indicated that their child received homework at least three nights per week. However, 30% of parents of students in special education most frequently reported that his or her child is assigned homework an average of five nights per week, whereas 35% of parents of students in regular education most frequently reported that their child is assigned homework an average of four nights per week.

Family Relationships

Another factor related to homework stress for students with learning disabilities is that of family relationships. Family conflict is more common for families who have a child in special education (Kohn, 2006). When parents spend more time helping their children with homework, there is less time for daily obligations. For example, Dudley-Marling (2003) interviewed twenty-three families with at least one child who was struggling academically (ages 8-17). Twelve of the children in this sample were identified as having a learning disability or having a speech and language disorder. The researcher found that homework had deprived families of their daily routines and took away time to complete household chores. In addition, it was found that homework obligations took away from the pleasures of family life. Students felt defeated because they spent hours completing their homework with inadequate outcomes, and parents were torn between helping too much or not enough. The next section will focus on issues male and female students encounter during the completion of homework.

Homework Issues Based on Sex

Some parents demonstrate a sex stereotype when raising their children and this may influence the experiences that their children have with homework. For example, Lytton and Romney (1991) conducted a meta-analysis of 172 studies in order to find the systematic differences between parents' socialization practices of their sons and daughters. These researchers found that in North American studies, there was a significant effect for parents' encouragement of sex-typed activities for their sons and

daughters. Specifically, play activities and household chores were seen as sex stereotype activities that parents encourage their children to engage in.

Another sex stereotype some parents have is in regards to specific subjects in school. For example, Tiedemann (2000) conducted a study of 600 students in grades 3 and 4, their teachers, and their parents. This researcher found that when mothers and fathers believe that mathematics and science are male domains, they were more likely to underestimate their daughters' abilities and overestimate their sons' abilities. In contrast, in a study of 914 sixth grade students and their parents, Frome and Eccles (1998) found that when mothers and fathers believe that English and social science are female domains, parents tend to overestimate their daughters' abilities and underestimate their sons' abilities. These stereotypes may influence the amount of help provided to children from their parents based on the child's sex.

In a study conducted by Bhanot and Jovanovic (2005), 38 fifth through eighth grade students and their parents reported that males received more intrusive help on their homework than females. Furthermore, the researchers found that females were more sensitive to the intrusive help than males, especially when it was help on mathematics homework. The researchers believe that when parents demonstrate a mathematics sex stereotype that their belief is communicated to their daughters by their intrusive support during mathematics homework assignments. Although females were found to be more sensitive to help from their parents during homework assignments, Xu (2007) found that females were more likely to engage in homework management strategies. The researcher conducted a study with 194 middle-school students (grades 5-6) regarding homework

management strategies and found that females were more likely than males to engage in the use of homework management strategies (e.g., turning of the television, setting priorities and planning ahead, self-monitor their attention on the task at hand, praising themselves for a good effort) during the completion of homework assignments. Overall, parents may hold a sex stereotype in regards to their children's school subject or homework abilities.

The research reviewed here has shown that there are a variety of factors related to homework stress. Students with learning disabilities are at most risk for the experience of stress during the completion of homework assignments (Bryan et al., 2001; Epstein et al., 1993; Polloway et al., 1992). It is also more difficult for parents of students with learning disabilities to deal with homework stress (Dudley-Marling, 2003). Every individual reacts to stressors in a different way (Copeland, 2004). For example, research has indicated that males may experience stress related to homework differently than females (Bhanot & Jovanovic, 2005) and this may be related to differences in parent expectations for males and females (Frome & Eccles; 1998; Tiedemann, 2000). The next section will focus on the issues students identified as having a learning disability encounter during the completion of homework assignments.

Factors that May Lead to Homework Stress for Students with Learning Disabilities

There has been a minimal amount of research regarding the stress placed on parents and students during the completion of homework assignments especially for those students who have been identified as having a learning disability and receive special education services. Previous research has found factors that may lead to stress during the

completion of homework include inadequate preparation (Canter, 2005); level of difficulty (Margolis, 2005); lack of organization and materials (Bryan et al., 2001); motivation of child (Bryan et al., 2001); distractions (Polloway et al., 1992); and parental involvement (Dudley-Marling, 2003). Teachers may inadequately prepare or assign work that is too difficult for students to successfully complete on their own. Students may lack organizational or motivational skills, and be more susceptible to distractions in the home. Parents may want to help, but they may not know what exactly is expected or how to help. These factors that may lead to stressful interactions between students with learning disabilities and their parents during the completion of homework will be discussed in more detail.

Inadequate Preparation

As noted earlier, students identified as having a learning disability may have personal deficits that contribute to problems with homework. Examples of those deficits that contribute to homework difficulties may include a short attention span, or listening and memory deficits. These listening and memory deficits may obstruct the understanding or remembering of the homework that was assigned (Polloway et al., 1992). In addition, language deficits may affect the skills that are necessary to fully comprehend the assignments, recording the assignments correctly, or making their parents aware of the assignments given by their teachers (Bryan et al., 2001). Teachers of students with learning disabilities may need to thoroughly explain each night's homework assignments and ensure comprehension of expectations to relieve stress during homework completion.

Canter (2005) believes that students who complain that their nightly homework is too difficult may in fact have difficulties because the teacher did not adequately explain the assignment. Therefore, when a child does not understand an assignment, it may be more difficult for him or her to complete the assignment independently. In addition, when a child misunderstands a concept in the classroom, it may lead to further errors or misconceptions while completing their assignments at home (Marzano et al., 2001). Therefore, when an assignment is simply unclear to a student, the probability of an unpleasant interaction becomes higher (Kohn, 2006).

Level of Difficulty

Margolis (2005) believes that the difficulties often faced by students with learning disabilities are due to workloads that require students to read or write above their levels of independence. In addition, Bryan and Burstein (2004) believe that teachers need to develop homework assignments that are developmentally appropriate for their students. They believe that the difficulty of the assignment and the amount of time needed to complete the assignment should be taken into account when they design homework assignments. For example, Bryan and Sullivan-Burstein (1997) asked first through sixth grade teachers to estimate the difficulty of their homework assignments using a smiley face, neutral face, and a frowning face in the corner of their assignments. When the student completed the assignment they circled the corresponding face with the difficulty of the assignment. The researchers found that the homework assignments were indeed too difficult for their students and this tactic was found to be effective. The results were then used by the teachers to modify their future homework assignments.

In a similar activity, Bryan and Sullivan-Burstein (1997) asked these same teachers to estimate the amount of time it should take their students to complete their homework assignment. After finishing the assignment, students wrote down the actual amount of time it took them to complete it. The researchers found that it actually took students longer to complete their assignments than their teachers estimated. Through further investigation, the researchers found that the students took longer to complete their assignments because of distractions in the home, attention problems, and a lack of understanding of the assignment. When an assignment is too difficult and therefore takes up too much time and effort, the probability of a confrontational interaction between parents and their children becomes higher (Corno, 1996; Kohn, 2006; Warton, 2001).

Organization and Materials

Parents of students with learning disabilities believe homework is an additional responsibility to worry about because their children have organizational problems (Bryan et al., 2001). For example, these organizational difficulties may interfere with successfully recording of the assignment, bringing the assignment home, collecting all of the materials needed to complete the assignments, keeping the assignment in a safe place, and successfully returning the assignment back to class (Polloway et al., 1992). Another example of organizational difficulties may include bringing communications home from the student's teacher. Munk et al. (2001) found that 43% of parents of students in special education reported an interception (by their child) of communication sent home from their child's teacher, whereas only 20.5% of parents of students in regular education reported an interception before a communication is brought to their attention. This

demonstrates how parents of students in special education may not receive important communications from their child's teacher because it was intercepted by their child (e.g., misplaced, thrown away, or forgotten about). In addition, Dudley-Marling (2003) found that this happened to the majority of interviewed parents with a child that was identified as having a learning disability.

Motivation of Child

Bryan et al. (2001) found that parents of students with learning disabilities saw motivational problems as a burden. Parents of students with learning disabilities often find it difficult to motivate their children to not only begin their homework assignments, but to stick with it and completely finish it (Epstein et al., 1993). For example, in a survey of parents and teachers of students in special and regular education Polloway et al. (1992) found that motivation was rated as the most problematic homework difficulty for students in special education. In addition, teachers in this study believed that complaining about, avoiding the beginning of, and taking an unusually long amount of time to complete homework assignments were indicators of motivational problems for students in special education. Canter (2005) believes that many children who lack the motivation to complete homework assignments feel insecure in their ability to succeed in school-related activities. The lack of motivation for students with learning disabilities may be due to the level of difficulty of the homework assignment.

Distractions

Students who are easily distracted may find many temptations while at home to avoid the completion of their homework (Bryan et al., 2001). In fact, Polloway et al.

(1992) found that distractions were the second most common homework problem for students with learning disabilities. For example, students with learning disabilities were rated higher on items such as daydreaming, easily distracted by noises, and did not satisfactorily complete homework assignments unless working with or monitored by an adult.

In an informal study conducted by Bryan and Burstein (2004), middle school students were evaluated on the amount of time it takes them to complete their homework and their accuracy while watching television, listening to the radio, or working in quiet surroundings. The researchers found that it took longer for students to complete their homework assignments while watching or listening to preferred media. However, those students reported that although it took them longer to complete their homework, they did not mind because they were able to watch or listen to the media of their choice.

Parental Involvement

Parents of students with learning disabilities tend to differ from parents of students without learning disabilities on factors that may influence the involvement of parents in the completion of homework (Bryan et al., 2001). This may be due to the amount of time parents are involved in the completion of homework assignments. For example, Harniss et al. (2001) surveyed 120 parents of children with disabilities and 400 parents of children without disabilities (grades 1-12). Of the 120 parents of children with disabilities, 78% were parents of students with a learning disability. The researchers found that parents of students with disabilities spent an average of 53 minutes a night helping their children with the completion of homework, whereas parents of students

without disabilities only spent an average of 28 minutes a night. The difference between these estimates were statistically significant (p = .000). In a similar study conducted by Munk et al. (2001) parents of students with disabilities helped their children an average of 16 more minutes a night than parents of students without disabilities.

Baumgartner et al. (1993) believes that family discord and tension around homework may develop for those parents who observe their children as overwhelmed and frustrated, and who are apprehensive about their ability to help their children during homework. Kay, Fitzgerald, Paradee, and Mellencamp (1994) conducted interviews and focus groups with parents of students with and without disabilities and found that parents of students with learning disabilities felt insufficiently prepared to help their children with nightly homework assignments. Parents felt that the times have changed since they were in school and that the way they completed math problems, for example, may have been done differently than they are now. Also, parents saw their children's teachers as the experts and many lacked the confidence or level of comfort with the school to ask questions. In addition, most parents needed background information about the assignments to help clarify the instructions. Parents who present materials or concepts differently than how teachers introduced them may confuse their children (Margolis, 2005).

Parents of students with learning disabilities also find it difficult to monitor their children during the completion of homework assignments. Students with learning disabilities tend to lack the sustained attention that is necessary for the completion of homework assignments. Therefore, students with learning disabilities may lack the

ability to stay on task and work independently (Bryan et al., 2001). For example, Dudley-Marling (2003) interviewed parents with a student who was struggling in school academically. Parents reported that homework was a collaborative effort that involved both parents and students. The amount and type of support and assistance their children required varied between parents; however, the amount of time parents spent monitoring the completion of homework was significantly present in their homes. Homework required parents to spend a significant amount of time helping their children with homework. Parents reported that this significant amount of time often lead to fighting and arguing over homework. In addition, parents frequently reported that the costs associated with persuading their children to complete their homework were especially high (e.g., consistently watching over, positively reinforcing, persistently urging, and driving back to school to recover forgotten materials). As a result, stressful interactions between parents and their children threatened long-term relationships in these families.

Parents who lack the confidence in helping their children; hold negative attitudes and low expectations for the children; and engage in frustrating or unpleasant interactions during homework do not experience the positive outcomes that homework could contribute to family life (Polloway et al., 1992). In addition, negative interactions during homework can become associated with arguments and may damage children's overall learning (DeBord, 2001).

STATEMENT OF THE PROBLEM

Homework is an activity that is assigned by teachers and completed by students outside of the school environment. Homework has been an integral part of most education programs across the country as well as a continual source of conflict between parents and students. Homework concerns in general have focused mainly on the amount of time spent on homework and the improvement of students' academic achievement as a function of homework (Cooper & Valentine, 2001; Warton, 2001). Additional issues surrounding homework include different perspectives regarding the purposes of homework (Coutts, 2004; Warton, 1997, 2001; Xu & Corno, 1998), different individual student characteristics (Cooper et al., 2000; Cooper et al., 1998), and the amount of time taken away from extracurricular activities (Warton, 2001). Much less research has been done on how homework experiences have differed between different groups of students. Of particular interest are sex differences and differences between learning disabled and regular education students.

While homework with students identified as having a learning disability raises the same questions regarding homework as students without a learning disability, additional concerns regarding homework for students with learning disabilities include deficits in language, attention, memory, and organizational skills (Bryan et al., 2001); incomplete class-work (Polloway et al., 1992); additional time spent on homework assignments (Harniss et al., 2001); and lack of time needed to complete household chores (Dudley-Marling, 2003). The level of homework stress is also greater for students who have

learning disabilities and for their families (Polloway et al., 1992). The sources of conflict that may lead to stress during the completion of homework include inadequate preparation (Bryan & Burstein, 2004), level of difficulty (Margolis, 2005), organization and materials (Bryan et al., 2001), motivation of child (Epstein et al., 1993), distractions (Bryan et al., 2001), and parental involvement (Harniss et al., 2001).

A greater understanding of the differences in how students with and without learning disabilities and their parents perceive the completion of homework and the sources of conflict that may lead to stressful interactions during homework completion is needed because the research in this area is limited. In addition, there is limited research on sex differences related to homework stress and a greater understanding of those differences is needed as well. The purpose of this study was initially to evaluate the perceptions of 4th and 5th grade students identified as having a learning disability and their parents, and 4th and 5th grade students not identified as having a learning disability and their parents regarding the levels of stress, the number of problems, the level of difficulty, the amount of parental involvement, and the amount of time encountered during the completion of homework assignments within the fourth and fifth grades. Initially, it was planned that the following hypotheses would be tested in this study:

1. Students with a learning disability and their parents will report higher levels of stress than students without a learning disability and their parents.
2. Students with a learning disability and their parents will report a higher level of problems while completing homework than students without a learning disability and their parents.
3. Students with a learning disability and their parents will report homework as more difficult than students without a learning disability and their parents.

4. Students with a learning disability and their parents will report more parental involvement than students without a learning disability and their parents.
5. Students with a learning disability and their parents will report spending more time on their homework assignments than students without a learning disability and their parents.

However, limits in the ability to get enough data on students with learning disabilities required that the focus of the study change to a qualitative analysis of the responses for parents and students with learning disabilities. In addition, the following research questions on sex differences were examined on the data from general education parents and students:

1. Who primarily and secondarily helps fourth and fifth grade students with the completion of their homework and does this differ based on sex of the child?
2. What is the level of frustration that primary and secondary helpers experience during the completion of homework and does this differ based on sex of the child?
3. Are there differences between the sex of student during the completion of their homework?

METHODS

Participants

Participants included 93 students in the fourth and fifth grades and 105 parents of students in the fourth and fifth grades. Of the students who participated, 45.2% were males, 53.6% were females, and 1.2% chose not to respond. In addition, 10.3% of the students were identified as having a learning disability. The average age of males and females was 10. All participants were from four different school districts in rural northern Illinois. To obtain participants, superintendents of each school district were contacted and the objectives of the study were explained. Once the study was approved, school principals were contacted and permission to contact fourth and fifth grade teachers was obtained. Fourth and fifth grade teachers were asked to send home a packet to all students in their classrooms (specific information regarding the contents of packets sent home will be discussed further in the *Procedure* section below). Descriptive information about the student and parent samples are presented in Table 1 and Table 2 below.

Table 1

Percentages of Student Sample Characteristics

Descriptors	Students with LD (*n*=9)	Students without LD (*n*=84)
Sex		
Male	55.6%	45.2%
Female	44.4%	54.8%
Grade Level		
4	55.6%	54.8%
5	44.4%	45.2%

Table 2

Percentages of Parent Sample Characteristics

Descriptors	Parents of students with LD (*n*=9)	Parents of students without LD (*n*=96)
Relationship to Child		
Mother	88.9%	91.7%
Father	-	6.2%
Grandmother	11.1%	-
Grandfather	-	2.1%
Grade Level		
4	55.6%	58.3%
5	44.4%	41.7%
Ethnicity		
Caucasian	100%	96.9%
Hispanic	-	2.1%
Native American	-	1.0%
Marital Status		
Single	-	4.2%
Married	100%	87.5%
Divorced	-	6.2%
Separated	-	2.1%
Free and Reduced Lunch		
Yes	55.6%	20.8%
No	44.4%	79.2%

Students were classified as having a specific learning disability by school district multidisciplinary teams, in accordance with 23 Illinois Administrative Code 226.130, which state in part that:

> In order to be classified as having a specific learning disability, a student must have a disorder in one or more of the basic psychological processes involved in understanding or in using language (i.e., spoken or written), that may be marked as difficulty in the ability to listen, think, speak, read, write, spell, or do mathematical calculations. However, the term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (Illinois State Board of Education, n.d.).

Parents indicated on the survey if their child had been classified as having a learning disability by their school district, as well as how long their child had been classified as having a learning disability and if they received special education services. Nine students were identified as having a learning disability. The researcher attempted to find additional participants identified as having a learning disability; however, this was not feasible due to the distance between school districts in the area. Of the nine students identified as having a learning disability, three students had been classified as having a learning disability for 9 years, one student had been classified for two years, and another student had been classified for three years. The remaining four parents did not specify the number of years their child had been classified as having a learning disability. All nine students were currently receiving special education services. The small sample size obtained prevented the researcher from completing specific comparisons between those

identified as having a learning disability and those who were not identified as having a learning disability, which had initially been planned. Therefore, exploratory analyses with students not identified as having a learning disability were conducted.

Materials

Data were collected through parent and student questionnaires. The parent questionnaire consisted of thirty statements designed to examine parents' perceptions and practices with regard to completion of homework assignments. The student questionnaire consisted of twenty-six statements designed to examine students' perceptions and practices with regard to completion of homework assignments. Items on the questionnaires were developed based on a review of the literature, the Homework Performance Questionnaire (HPQ; Power, Dombrowski, Watkins, Mautone, & Eagle, 2007), and the Homework Problem Checklist (HPC; Anesko, Schoiock, Ramierez, & Levine, 1987). The HPQ has been used to research students' homework-related behaviors and contextual factors that may influence their performance. In addition, the HPC has also been used to research students' homework-related behaviors and factors related to attention-deficit hyperactivity disorder (ADHD; Power et al., 2007). Each question was designed for the rater (i.e., parent, student). For example, parents were asked, "My child whines or complains about doing homework", whereas students were asked, "I whine or complain about doing my homework". Twenty of the questions were consistent on the parent and student questionnaires; however, there was variability in nine of the questions. For example, two of the questions on the parent questionnaire (e.g., "My child needs close supervision to get homework done" and "My child is able to complete homework

assignments independently") were combined into one question on the student questionnaire (e.g., "I am able to complete my homework without any help"). Parents and students were asked to rate the frequency of each statement using a Likert-type scale (1 = rarely/never, 2 = some of the time, 3 = most of the time, and 4 = always/almost always). Additional questions were included on the parent and student questionnaires regarding the amount of time students spent on homework assignments, watching television, playing video games, reading (not assigned as homework), extracurricular activities, and playing outside. Further, questions were included on the parent and student questionnaires regarding the individual who primarily and secondarily helps with the completion of homework and the level of frustration the individual experiences.

Procedure

Superintendents of four school districts were contacted and the objectives of the study were explained. Once the study was approved, school principals were contacted and permission to contact fourth and fifth grade teachers was obtained. Fourth and fifth grade teachers were asked to send home a packet with all of the students in their classrooms. Packets that were sent home included a letter explaining the research study and a consent form for both the parents and the parents consent for their child's participation (Appendix A), as well as a parent questionnaire (Appendix B), and a pre-addressed and stamped envelope to send back to the researcher when they completed the questionnaire.

Parent surveys and consent forms were collected and a list of corresponding students was made based on identification numbers. Fourth and fifth grade teachers were

then contacted with a list of students that had consent from their parents or guardians to participate in the study. On the day of the study, at each school, students were escorted in a group by the researcher to empty classrooms with chairs or desks. Students were informed of the study and the fact that their participation was completely voluntary. Students were allowed to return to their classrooms if they did not wish to participate. Six students chose not to participate in the study. Students with completed parental consent forms signed a student assent form to participate (see Appendix C). Students then completed a student questionnaire (see Appendix D). After the completion of the questionnaire, students were dismissed and returned to their classrooms.

Consent for participation was obtained from the parents of 105 students out of the 318 potential participants identified. This represents a 33% completion rate. Ten parents returned their surveys without a consent form and seven parent surveys were incomplete; therefore, seventeen parent surveys could not be included. Assent for participation was obtained from 94 students. Two students were sick when the examiner went to their school to administer the surveys and six students refused to give assent.

Overall, the students identified as having a learning disability was a much smaller sample size (n=9) than had originally been planned, limiting the hypotheses that could be considered. Specifically, it was not possible to compare the responses of parents of students identified as having a learning disability to parents of students who were not identified as having a learning disability, as well as students identified as having a learning disability to students not identified as having a learning disability. Instead, a

qualitative analysis will be provided regarding the questionnaire results for the students identified as having a learning disability and their parents.

With the remaining students not identified as having a learning disability's responses, there was a smaller sample size of father, step-mother, step-father, grandmother, grandfather, and other represented on the parent questionnaires than were originally planned. Therefore, mother's responses (n=74) were used in the analyses of the parent questionnaires. In addition, all of the students who were not identified as having a learning disability (n=9) were used in the analyses of the student questionnaires. With the data available, it was decided that the following relationships would be analyzed:

1. the sex of the student and the Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement;
2. sex of student and primary homework helper; secondary homework helper; primary homework helper frustration; and secondary homework helper frustration;
3. sex of student and time spent on homework after school; time spent wanting television after school; time spent playing video games after school; time spent reading (not assigned as homework) after school; time spent playing sports after school; and time spent playing outside after school.

RESULTS

A qualitative analysis was conducted with the questionnaire responses from the students identified as having a learning disability and their parents. In addition, an exploratory qualitative analysis was conducted with the questionnaire responses from the students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers. Furthermore, a statistical analysis was conducted with the questionnaire responses from the students who were not identified as having a learning disability and their mothers regarding sex differences.

Qualitative Analysis of Questionnaire Findings for Students Identified as Having a Learning Disability and Their Parents

Homework Stress, Problems, Difficulty, and Parental Involvement

For students identified as having a learning disability and their parents, qualitative analyses were conducted looking for patterns regarding Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement. The responses on items 7, 11, 23, and 26 were totaled in order to obtain a Total Stress score for parents, and the responses on items 6, 10, 22, and 23 were totaled in order to obtain a Total Stress score for students. The Total Stress score for parents could range from 4 to 16 and the Total Stress score for students could range from 4 to 16. The responses on items including inadequate preparation (i.e., number 10), organization and materials (i.e., numbers 2, 3, 5, and 27), lack of motivation (i.e., numbers 1, 9, 18, 20, 21, 24, and 30), and distractions (i.e.,

numbers 14, 15, and 17) were totaled in order to obtain a Total Problems score for parents. The responses on items including inadequate preparation (i.e., number 9), organization and materials (i.e., numbers 2, 3, 5, 24, and 25), lack of motivation (i.e., numbers 1, 4, 7, 8, 19, and 26), and distractions (i.e., numbers 13, 14, 16, and 17) were totaled in order to obtain a Total Problems score for students. The Total Problems score for parents could range from 15 to 60 and the Total Problems score for students could range from 16 to 64. The responses on items 12, 13, 16, and 22 were totaled in order to obtain a Total Difficulty score for parents, and items 11, 12, 15, and 20 were totaled in order to obtain a Total Difficulty score for students. The Total Difficulty score for parents could range from 4 to 16 and the Total Difficulty score for students could range from 4 to 16. The responses on items 4, 6, 8, 19, 25, 28, and 29 were totaled in order to obtain a Total Parental Involvement score for parents, and items 18 and 21 were totaled in order to obtain a Total Parental Involvement score for students. The Total Parental Involvement score for parents could range from 7 to 28 and the Total Parental Involvement score for students could range from 2 to 8.

Homework stress. The parents of students identified as having a learning disability were fairly consistent in their reports of Total Stress with scores ranging between 8 and 13 out of a possible score of 16 (M=10.89, SD=1.83). The students identified as having a learning disability had more variability in their reports with Total Stress scores ranging from 4 to 11 out of a possible score 16 (M=8.56, SD=2.83). Based on these results, it appears that there was some variability in ratings of stress between parents and students with parents overall indicating higher levels of stress than the students; however, it cannot be determined if the differences are significant. Parents of

students identified as having a learning disability and mothers of students not identified as having a learning disability appeared to be somewhat consistent (a normal distribution) in their reports of Total Stress; however, students not identified as having a learning disability appeared to report a higher Total Stress score than students identified as having a learning disability. Percentages of responses of the Total Stress scores for parents of students identified as having a learning disability and mothers of students not identified as having a learning disability can be found in Table 3 below, and percentages of responses of the Total Stress score for students identified as having a learning disability and students not identified as having a learning disability can be found in Table 4 below.

Table 3

Percentages of Parent Ratings of Total Stress

Total stress score (Range: 4-16)	Parents of students with LD	Mothers of students without LD
4-5	0.0%	0.0%
6	0.0%	1.1%
7	0.0%	2.3%
8	11.1%	10.2%
9	11.1%	29.5%
10	22.2%	33.0%
11	22.2%	20.5%
12	0.0%	3.4%
13	33.3%	0.0%
14-16	0.0%	0.0%

Table 4

Percentages of Student Ratings of Total Stress

Total stress score (Range: 4-16)	Students with LD	Students without LD
4	11.1%	14.3%
5	11.1%	13.1%
6	0.0%	19.0%
7	22.2%	14.3%
8	0.0%	11.9%
9	0.0%	8.3%
10	11.1%	2.4%
11	44.4%	6.0%
12	0.0%	3.6%
13	0.0%	1.2%
14	0.0%	4.8%
15-16	0.0%	0.0%
Missing	0.0%	1.2%

Homework problems. The parents of students identified as having a learning disability were fairly consistent in their reports of Total Problems with scores ranging between 35 and 41 out of a possible score of 60 (M=38.89, SD=2.03). The students identified as having a learning disability had more variability in their reports with Total Problems scores ranging from 28 to 49 out of a possible score of 64 (M=39.78, SD=8.71). Based on these results, it appears that there was some variability in ratings of problems

between parents and students. Parents of students identified as having a learning disability and mothers of students not identified as having a learning disability appeared to be somewhat consistent in their responses regarding the level of Total Problems experienced during the completion of homework assignments; however, a few students not identified as having a learning disability appeared to report higher Total Problems scores than students identified as having a learning disability. Percentages of responses of the Total Problems score for parents of students identified as having a learning disability and mothers of students not identified as having a learning disability can be found in Table 5 below, and percentages of responses of the Total Problems score for students identified as having a learning disability and students not identified as having a learning disability can be found in Table 6 below.

Table 5

Percentages of Parent Ratings of Total Problems

Total problems score (Range: 15-60)	Parents of students with LD	Mothers of students without LD
15-30	0.0%	0.0%
31	0.0%	1.1%
32	0.0%	0.0%
33	0.0%	2.3%
34	0.0%	5.7%
35	11.1%	8.0%
36	11.1%	9.1%
37	0.0%	11.4%
38	0.0%	15.9%
39	22.2%	18.2%
40	44.4%	17.0%
41	11.1%	3.4%
42	0.0%	5.7%
43	0.0%	1.1%
44-60	0.0%	0.0%
Missing	0.0%	1.1%

Table 6

Percentages of Student Ratings of Total Problems

Total problems score (Range: 16-64)	Students with LD	Students without LD
16-27	0.0%	0.0%
28	22.2%	0.0%
29-35	0.0%	0.0%
36	11.1%	2.4%
37	11.1%	2.4%
38	11.1%	2.4%
39	0.0%	2.4%
40	0.0%	1.2%
41	0.0%	2.4%
42	0.0%	6.0%
43	0.0%	6.0%
44	0.0%	7.1%
45	11.1%	7.1%
46	11.1%	8.3%
47	0.0%	8.3%
48	0.0%	10.7%
49	22.2%	11.9%
50	0.0%	6.0%
51	0.0%	8.3%
52	0.0%	2.4%
53	0.0%	3.6%
54	0.0%	1.2%
55-64	0.0%	0.0%

Homework difficulty. The parents of students identified as having a learning disability were fairly consistent in their reports of Total Difficulty with scores ranging between 6 and 12 out of a possible score of 16 (*M*=9.56, *SD*=1.81). The students identified as having a learning disability were also fairly consistent in their reports with Total Difficulty scores ranging from 4 to 12 out of a possible score of 16 (*M*=9.67, *SD*=2.29). Based on these results, it appears that there was some consistency in ratings of difficulty between parents and students; however, it cannot be determined if the differences are significant. In addition, parents of students identified as having a learning disability appeared to report higher Total Difficulty scores compared to mothers of students not identified as having a learning disability. Furthermore, students not identified as having a learning disability and students identified as having a learning disability appeared to be somewhat consistent. Percentages of responses of the Total Difficulty score for parents of students identified as having a learning disability and mothers of students not identified as having a learning disability can be found in Table 7 below, and percentages of responses of the Total Difficulty score for students identified as having a learning disability and students not identified as having a learning disability can be found in Table 8 below.

Table 7

Percentages of Parent Ratings of Total Difficulty

Total difficulty score (Range: 4-16)	Parents of students with LD	Mothers of students without LD
4	0.0%	0.0%
5	0.0%	1.1%
6	11.1%	21.6%
7	0.0%	40.9%
8	11.1%	22.7%
9	22.2%	5.7%
10	22.2%	3.4%
11	22.2%	0.0%
12	11.1%	1.1%
13-16	0.0%	0.0%
Missing	0.0%	3.4%

Table 8

Percentages of Student Ratings of Total Difficulty

Total difficulty score (Range: 4-16)	Students with LD	Students without LD
4	11.1%	0.0%
5	0.0%	0.0%
6	0.0%	4.8%
7	0.0%	25.0%
8	0.0%	32.1%
9	11.1%	17.9%
10	44.4%	8.3%
11	22.2%	2.4%
12	11.1%	3.6%
13	0.0%	3.6%
14	0.0%	0.0%
15	0.0%	1.2%
16	0.0%	0.0%
Missing	0.0%	1.2%

Parental involvement. The parents of students identified as having a learning disability were fairly consistent in their reports of Total Parental Involvement with scores ranging between 19 and 27 out of a possible score of 28 (M=23.00, SD=2.55). The students identified as having a learning disability had more variability in their reports with Total Parental Involvement scores ranging from 2 to 8 out of a possible score of 8

(*M*=4.44, *SD*=1.74). Based on these results, it appears that there was some variability in reports of Parental Involvement between students identified as having a learning disability and their parents. In addition, parents of students identified as having a learning disability and mothers of students not identified as having a learning disability appeared to be somewhat consistent in their reports of Total Parental Involvement; however, students not identified as having a learning disability appeared to report higher Total Parental Involvement scores than students identified as having a learning disability. Percentages of responses of the Total Parental Involvement score for parents of students identified as having a learning disability and mothers of students not identified as having a learning disability can be found in Table 9 below, and percentages of responses of the Total Parental Involvement score for students identified as having a learning disability and students not identified as having a learning disability can be found in Table 10 below.

Table 9

Percentages of Parent Ratings of Total Parental Involvement

Total parental involvement score (Range: 7-28)	Parents of students with LD	Mothers of students without LD
7-17	0.0%	0.0%
18	0.0%	1.1%
19	11.1%	1.1%
20	0.0%	2.3%
21	22.2%	9.1%
22	11.1%	8.0%
23	11.1%	11.4%
24	22.2%	11.4%
25	0.0%	14.8%
26	11.1%	14.8%
27	11.1%	15.9%
28	0.0%	8.0%
Missing	0.0%	2.3%

Table 10

Percentages of Student Ratings of Total Parental Involvement

Total parental involvement score (Range: 2-8)	Students with LD	Students without LD
2	11.1%	2.4%
3	22.2%	3.6%
4	11.1%	4.8%
5	44.4%	21.4%
6	0.0%	21.4%
7	0.0%	20.2%
8	11.1%	26.2%

Primary and Secondary Homework Helper and Their Frustration

For students identified as having a learning disability and their parents, qualitative analyses were conducted looking for patterns regarding the individual who primarily and secondarily helps with the completion of homework and the level of frustration the individual experiences. For parents, the responses on item 39 were totaled in order to obtain a primary homework helper and frustration level, and responses on item 40 were totaled in order to obtain a secondary homework helper and frustration level. For students, the responses on items 31 and 32 were totaled in order to obtain a primary homework helper and frustration level, and items 33 and 43 were totaled in order to obtain a secondary homework helper and frustration level. Responses on items regarding the primary and secondary homework helper could include “Mother”, “Father”, “Step-

Mother", "Step-Father", "Grandmother", "Grandfather", or "Other"; and responses on items regarding the level of frustration the primary and secondary homework helper experiences could include "No Frustration", "Very Little Frustration", "Some Frustration", or "A Lot of Frustration".

Parent's perspective. The parents of students identified as having a learning disability were consistent in their reports of mothers as the primary homework helper (*n*=7) and fathers as the secondary homework helper (*n*=7). The parents were also consistent in their reports of primary and secondary homework helper frustration with the frustration levels ranging from "Very Little Frustration" to "Some Frustration". Based on these results, it appears that mothers are most likely the primary homework helper and fathers are the secondary homework helper and both the primary and secondary homework helpers are experiencing low levels of frustration; however, it cannot be determined if the differences are significant. Parents of students identified as having a learning disability and mothers of students not identified as having a learning disability appeared to be consistent in their ratings of the primary and secondary homework helpers and their frustration. Percentages for parents of students identified as having a learning disability and mothers of students not identified as having a learning disability can be found in Tables 11 and 12 below.

Table 11

Percentages of Parent Ratings of Primary and Secondary Homework Helper

	Parents of students with LD		Parents of students without LD	
Homework helper	Primary	Secondary	Primary	Secondary
Mother	77.8%	11.1%	89.9%	13.9%
Father	11.1%	77.8%	6.3%	76.0%
Step-Mother	0.0%	0.0%	1.3%	0.0%
Step-Father	0.0%	0.0%	0.0%	1.3%
Grandmother	0.0%	11.1%	2.5%	6.3%
Grandfather	11.1%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	2.5%

Table 12

Percentages of Parent Ratings of Primary and Secondary Homework Helper's Frustration

	Parents of students with LD		Parents of students without LD	
Frustration	Primary	Secondary	Primary	Secondary
No Frustration	0.0%	0.0%	29.1%	25.3%
Very Little Frustration	77.8%	66.7%	46.8%	48.1%
Some Frustration	22.2%	33.3%	21.5%	22.8%
A Lot of Frustration	0.0%	0.0%	2.5%	3.8%

Student's perspective. The students identified as having a learning disability were consistent in their reports of mothers as the primary homework helper (*n*=6) and

fathers as the secondary homework helper (*n*=4). The students were also consistent in their reports of primary and secondary homework helper frustration with the frustration levels ranging from "No Frustration" to "Some Frustration". Based on these results, the students responses were generally consistent with parent reports of primary and secondary homework helpers; however, it appears that several students reported that their parents have higher levels of frustration than indicated by their parents. Overall, it cannot be determined if these differences are significant. Students identified as having a learning disability and students not identified as having a learning disability appeared to be somewhat consistent in their reports of the primary and secondary homework helpers and their frustration. Percentages for students identified as having a learning disability and students not identified as having a learning disability can be found in Tables 13 and 14 below.

Table 13

Percentages of Student Ratings of Primary and Secondary Homework Helper

	Students with LD		Students without LD	
Homework Helper	Primary	Secondary	Primary	Secondary
Mother	66.7%	11.1%	74.7%	21.7%
Father	11.1%	44.4%	14.5%	60.2%
Step-Mother	0.0%	0.0%	1.2%	0.0%
Step-Father	0.0%	0.0%	0.0%	3.6%
Grandmother	11.1%	11.1%	3.6%	3.6%
Grandfather	11.1%	11.1%	0.0%	3.6%
Other	0.0%	22.2%	6.0%	7.3%

Table 14

Percentages of Student Ratings of Primary and Secondary Homework Helper's Frustration

	Parents of students with LD		Parents of students without LD	
Frustration	Primary	Secondary	Primary	Secondary
No Frustration	44.4%	44.4%	31.3%	32.5%
Very Little Frustration	33.3%	33.3%	51.8%	44.6%
Some Frustration	11.1%	11.1%	12.0%	19.3%
A Lot of Frustration	11.1%	11.1%	4.8%	3.6%

Differences in Time Spent on Activities After School

For students identified as having a learning disability and their parents, qualitative analyses were conducted looking for patterns regarding the amount of time students with a learning disability spend on homework assignments, watching television, playing video games, reading (not assigned as homework), extracurricular activities, and playing outside will be explored. The responses on item 50 were totaled in order to obtain scores for parents, and the responses on item 37 were totaled in order to obtain scores for students. Responses of the amount of time spent on activities after school could include "<30 Minutes", "30-60 Minutes", "60-90 Minutes", "90-120 Minutes", "120-150 Minutes", "150-180 Minutes", or ">180 Minutes".

Time spent on homework after school. The parents of students identified as having a learning disability were fairly consistent in their reports of amount of time spent

on homework after school with responses ranging between "<30 Minutes" and "60-90 Minutes". The students identified as having a learning disability were also fairly consistent in their reports with responses ranging from "<30 Minutes" to "60-90 Minutes". Based on these results, it appears that responses were generally consistent, but some parents report spending more time on homework than students report. However, it cannot be determined if the differences are significant. Students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers were consistent in the amount of time spent on homework assignments after school. In addition, students not identified as having a learning disability and their mothers appeared to be more consistent in their reports than students identified as having a learning disability and their parents. Percentages for students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers can be found in Table 15 below.

Table 15

Parent and Student Percentages of Average Amount of Time Spent On Homework After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	11.1%	44.4%	38.0%	48.2%
30-60 Minutes	55.6%	44.4%	45.6%	37.3%
60-90 Minutes	33.3%	11.1%	10.1%	9.6%
90-120 Minutes	0.0%	0.0%	2.5%	1.2%
120-150 Minutes	0.0%	0.0%	2.5%	1.2%
150-180 Minutes	0.0%	0.0%	0.0%	1.2%
>180 Minutes	0.0%	0.0%	1.3%	1.2%

Time spent watching television after school. The parents of students identified as having a learning disability were fairly consistent in their reports of amount of time spent watching television after school with responses ranging between "30-60 Minutes" and "60-90 Minutes". The students identified as having a learning disability had more variability in their reports with responses ranging from "<30 Minutes" to ">180 Minutes". Based on these results, it appears that students report much more time spent watching television than their parents; however, it cannot be determined if the differences are significant. Students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers appeared to be consistent in their responses. In addition, students not identified as having a learning

disability and their mothers appeared to be more consistent in their reports than students identified as having a learning disability and their parents. Percentages of students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers can be found in Table 16 below.

Table 16

Parent and Student Percentages of Average Amount of Time Spent Watching Television After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	0.0%	11.1%	26.6%	15.7%
30-60 Minutes	11.1%	22.2%	25.3%	33.7%
60-90 Minutes	88.9%	11.1%	34.1%	24.1%
90-120 Minutes	0.0%	11.1%	13.9%	9.6%
120-150 Minutes	0.0%	11.1%	7.6%	1.2%
150-180 Minutes	0.0%	22.2%	2.5%	7.2%
>180 Minutes	0.0%	11.1%	0.0%	8.4%

Time spent playing video games after school. The parents of students identified as having a learning disability were fairly consistent in their reports of amount of time spent playing video games after school with responses ranging between "<30 Minutes" and "60-90 Minutes". The students identified as having a learning disability had more variability in their reports with responses ranging from "<30 Minutes" to ">180 Minutes". Based on these results, it appears that students report much more time spent

playing video games than their parents; however, it cannot be determined if the differences are significant. Parents of students identified as having a learning disability and mothers of students not identified as having a learning disability appeared to be somewhat consistent in their reports of the amount of time their children play video games after school; however, students identified as having a learning disability appeared to report playing more minutes of video games after school than students not identified as having a learning disability. In addition, students identified as having a learning disability and students not identified as having a learning disability report spending more minutes playing video games than their parents. Percentages of students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers can be found in Table 17 below.

Table 17

Parent and Student Percentages of Average Amount of Time Spent Playing Video Games After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	66.7%	33.3%	75.0%	48.8%
30-60 Minutes	11.1%	11.1%	15.9%	17.9%
60-90 Minutes	22.2%	0.0%	5.7%	11.9%
90-120 Minutes	0.0%	11.1%	3.4%	6.0%
120-150 Minutes	0.0%	11.1%	0.0%	6.0%
150-180 Minutes	0.0%	0.0%	0.0%	2.4%
>180 Minutes	0.0%	33.3%	0.0%	7.1%

Time spent reading (not assigned as homework) after school. The parents of students identified as having a learning disability were fairly consistent in their reports of amount of time spent reading (not assigned as homework) after school with responses ranging between "<30 Minutes" and "30-60 Minutes". The students identified as having a learning disability were also consistent in their reports with responses ranging from "<30 Minutes" to "30-60 Minutes". Based on these results, it appears that parents and students consistently agree that students spend very little time reading (not assigned as homework) after school. Students not identified as having a learning disability and their mothers appeared to report more time reading (not assigned as homework) after school than students identified as having a learning disability and their parents. Percentages of students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers can be found in Table 18 below.

Table 18

Parent and Student Percentages of Average Amount of Time Spent Reading (Not Assigned as Homework) After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	77.8%	77.8%	61.4%	34.5%
30-60 Minutes	22.2%	22.2%	33.0%	31.0%
60-90 Minutes	0.0%	0.0%	3.4%	16.7%
90-120 Minutes	0.0%	0.0%	1.1%	6.0%
120-150 Minutes	0.0%	0.0%	0.0%	3.6%
150-180 Minutes	0.0%	0.0%	1.1%	1.2%
>180 Minutes	0.0%	0.0%	0.0%	7.1%

Time spent playing sports after school. The parents of students identified as having a learning disability had variability in their reports of amount of time spent playing sports after school with responses ranging between "<30 Minutes" and "120-150 Minutes". The students identified as having a learning disability also had variability in their reports with responses ranging from "<30 Minutes" to "150-180 Minutes". Based on these results, it appears that there is some variability in parent and student responses, but there were no patterns identified. Students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers appeared to be consistent in their report of the amount of time spent playing sports after school. Percentages of students identified as having a learning disability and

their parents and students not identified as having a learning disability and their mothers can be found in Table 19 below.

Table 19

Parent and Student Percentages of Average Amount of Time Spent Playing Sports After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	77.8%	55.6%	60.2%	28.6%
30-60 Minutes	11.1%	0.0%	17.0%	9.5%
60-90 Minutes	0.0%	11.1%	13.6%	25.0%
90-120 Minutes	0.0%	22.2%	6.8%	9.5%
120-150 Minutes	11.1%	0.0%	1.1%	13.1%
150-180 Minutes	0.0%	11.1%	1.1%	6.0%
>180 Minutes	0.0%	0.0%	0.0%	8.3%

Time spent playing outside after school. The parents of students identified as having a learning disability were fairly consistent in their reports of amount of time spent playing outside after school with responses ranging between "<30 Minutes" and "90-120 Minutes". The students identified as having a learning disability also were more variable in their reports with responses ranging from "<30 Minutes" to ">180 Minutes". Based on these results, it appears that parents and students are consistent in the amount of time spent playing outside after school. Students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers

appeared to be consistent in their report of the amount of time spent playing outside after school. In addition, students identified as having a learning disability and students not identified as having a learning disability report spending more time playing outside than their parents. Percentages of students identified as having a learning disability and their parents and students not identified as having a learning disability and their mothers can be found in Table 20 below. The next section will discuss the same variables for students who have not been identified as having a learning disability.

Table 20

Parent and Student Percentages of Average Amount of Time Spent Playing Outside After School

	With LD		Without LD	
Amount of time	Parent	Student	Parent	Student
<30 Minutes	33.3%	22.2%	25.0%	14.3%
30-60 Minutes	22.2%	33.3%	39.8%	31.0%
60-90 Minutes	22.2%	22.2%	26.1%	17.9%
90-120 Minutes	22.2%	0.0%	8.0%	15.5%
120-150 Minutes	0.0%	11.1%	1.1%	9.5%
150-180 Minutes	0.0%	0.0%	0.0%	6.0%
>180 Minutes	0.0%	11.1%	0.0%	6.0%

Analysis of Sex Differences of Students Not Identified as Having a Learning Disability and Their Mothers on Homework Stress, Problems, Difficulty, and Parental Involvement

The relationships between sex of student and Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement were examined using a MANOVA. For this analysis, the dependent variables included the sex of the student and the independent variables included Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement. As indicated earlier, the Total Stress score for parents could range from 4 to 16 and the Total Stress score for students could range from 4 to 16; the Total Problems score for parents could range from 15 to 60 and the Total Problems score for students could range from 16 to 64; the Total Difficulty score for parents could range from 4 to 16 and the Total Difficulty score for students could range from 4 to 16; and the Total Parental Involvement score for parents could range from 7 to 28 and the Total Parental Involvement score for students could range from 2 to 8.

Mother's Perceptions

A MANOVA was used to examine the differences on Total Stress, Total Problems, Total Difficulty, and Total Involvement based on sex of child. The results revealed a statistically significant main effect $F(4, 69)=2.74$, $p=.03$, $\eta^2=.14$. Univariate ANOVAS revealed that there was a significant difference between mother's ratings of males and females on the Total Stress factor, $F(1, 72)=8.58$, $p=.005$, $\eta^2=.11$. Males were rated higher ($M=10.03$, $SD=.96$) than females ($M=9.30$, $SD=1.18$) by their mothers. There were no significant differences for Total Problems, $F(1, 72)=.551$, $p=.46$, $\eta^2=.01$,

Total Difficulty, F(1, 72)=1.21, p=.28, η^2=.02, and Total Involvement F(1, 72)=.311, p=.579, η^2=.00. Means and standard deviations can be found in Table 21 below.

Table 21

Mother's Ratings on Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement

	Males	Females	Total
Variable	M(SD)	M(SD)	M(SD)
Total Stress	10.03(.96)*	9.30(1.18)*	9.66(1.13)
Total Problems	38.14(2.57)	37.73(2.10)	37.93(2.34)
Total Difficulty	7.30(1.29)	7.02(.76)	7.16(1.06)
Total Parental Involvement	24.30(2.54)	24.62(2.46)	24.46(2.49)

Note. *Significant at $p < .05$

Student's Perceptions

A MANOVA was used to examine differences on Total Stress, Total Problems, Total Difficulty, and Total Involvement based on sex of child. The results revealed no statistically significant main effect F(4, 74)=.124, p=.97, η^2=.01. Means and standard deviations can be found in Table 22 below.

Table 22

Student Ratings on Total Stress, Total Problems, Total Difficulty, and Total Parental Involvement

Variable	Males *M(SD)*	Females *M(SD)*	Total *M(SD)*
Total Stress	7.35(2.71)	7.26(2.69)	7.3(2.68)
Total Problems	46.54(3.66)	46.49(4.12)	46.51(3.89)
Total Difficulty	8.41(1.94)	8.49(1.49)	8.45(1.7)
Total Parental Involvement	6.14(1.64)	6.33(1.48)	6.24(1.54)

Analysis of Sex Differences of Students Not Identified as Having a Learning Disability and Their Mothers on Primary and Secondary Homework Helpers

The relationships between sex of student and primary and secondary homework helper were examined using a Chi-square analysis. As noted earlier, responses on items regarding the primary and secondary homework helper could include “Mother”, “Father”, “Step-Mother”, “Step-Father”, “Grandmother”, “Grandfather”, or “Other”.

Mother’s Perceptions of Primary and Secondary Homework Helper

There was not a statistically significant difference (χ^2=1.20, p=.75) between the sexes with regard to primary homework helper. In addition, there was not a statistically significant difference (χ^2=5.67, p=.23) between the sexes with regard to secondary homework helper. Since there were no significant differences with regard to primary and

secondary homework helper based on sex, this demographic information is presented for the entire sample in Table 23 below.

Table 23

Percentages of Mother's Perceptions of Primary and Secondary Homework Helper

Homework helper	Primary	Secondary
Mother	89.9%	13.9%
Father	6.3%	76.0%
Step-Mother	1.3%	0.0%
Step-Father	0.0%	1.3%
Grandmother	2.5%	6.3%
Grandfather	0.0%	0.0%
Other	0.0%	2.5%

Student's Perceptions of Primary and Secondary Homework Helper

There was not a statistically significant difference (χ^2=2.88 , p=.58) between the sexes with regard to primary homework helper. In addition, there was not a statistically significant difference (χ^2=4.32, p=.51) between the sexes with regard to secondary homework helper. Since there were no significant differences with regard to primary and secondary homework helper based on sex, this demographic information is presented for the entire sample in Table 24 below.

Table 24

Percentages of Student's Perceptions of Primary and Secondary Homework Helper

Homework helper	Primary	Secondary
Mother	74.7%	21.7%
Father	14.5%	60.2%
Step-Mother	1.2%	0.0%
Step-Father	0.0%	3.6%
Grandmother	3.6%	3.6%
Grandfather	0.0%	3.6%
Other	6.0%	7.3%

Analysis of Sex Differences of Students Not Identified as Having a Learning Disability and Their Mothers on Primary and Secondary Homework Helper's Frustration

The relationships between sex of student and primary and secondary homework helper's frustration during the completion of homework were examined using a Chi-square analysis. As noted earlier, responses on items regarding the level of frustration the primary and secondary homework helper experiences could include "No Frustration", "Very Little Frustration", "Some Frustration", or "A Lot of Frustration".

Mother's Perceptions of Primary and Secondary Homework Helper's Frustration

There was not a statistically significant difference (χ^2=3.98, p=.26) between the sexes with regard to primary homework helper's frustration during the completion of

homework assignments (*M*=2.02, *SD*=.80). In addition, there was not a statistically significant difference (χ^2=4.12, *p*=.25) between the sexes with regard to secondary homework helper's frustration during the completion of homework assignments (*M*=2.07, *SD*=.83). Since there were no significant differences with regard to primary and secondary homework helper's frustration based on sex, this demographic information is presented for the entire sample in Table 25 below.

Table 25

Percentages of Mother's Perceptions of Primary and Secondary Homework Helper's Frustration

Frustration	Primary	Secondary
No Frustration	29.1%	25.3%
Very Little Frustration	46.8%	48.1%
Some Frustration	21.5%	22.8%
A Lot of Frustration	2.5%	3.8%

Student's Perceptions of Primary and Secondary Homework Helper's Frustration

There was not a statistically significant difference (χ^2=2.65, *p*=.62) between the sexes with regard to primary homework helper's frustration during the completion of homework assignments (*M*=1.94, *SD*=.94). In addition, there was not a statistically significant difference (χ^2=1.11, *p*=.77) between the sexes with regard to secondary homework helper's frustration during the completion of homework assignments (*M*=1.96, *SD*=.84). Since there were no significant differences with regard to primary and

secondary homework helper's frustration based on sex, this demographic information is presented for the entire sample in Table 26 below.

Table 26

Percentages of Student's Perceptions of Primary and Secondary Homework Helper's Frustration

Frustration	Primary	Secondary
No Frustration	31.3%	32.5%
Very Little Frustration	51.8%	44.6%
Some Frustration	12.0%	19.3%
A Lot of Frustration	4.8%	3.6%

Analysis of Sex Differences of Students Not Identified as Having a Learning Disability and Their Mothers on Time Spent

The relationships between sex of student and time spent on homework after school, time spent watching television after school, time spent playing video games after school, time spent reading (not assigned as homework) after school, time spent playing sports after school, and time spent playing outside after school were also examined using a Chi-square analysis. For this analysis, the dependent variables included time spent on homework after school, time spent watching television after school, time spent playing video games after school, time spent reading (not assigned as homework) after school, time spent playing sports after school, and time spent playing outside after school. As noted earlier, responses of the amount of time spent on activities after school could

include “<30 Minutes”, “30-60 Minutes”, “60-90 Minutes”, “90-120 Minutes”, “120-150 Minutes”, “150-180 Minutes”, or “>180 Minutes”.

Mother’s Perceptions of Time Spent on Homework After School

There was not a statistically significant difference (χ^2=3.13, p=.68) between the sexes with regard to the average amount of time spent completing homework after school. Since there was not a significant difference with regard to the average amount of time spent completing homework after school, this demographic information is presented for the entire sample: 38% indicated less than 30 minutes, 45.6% indicated 30-60 minutes, 10.1% indicated 60-90 minutes, 2.5% indicated 90-120 minutes, 2.5% indicated 120-150 minutes, and 1.3% indicated more than 180 minutes.

Student’s Perceptions of Time Spent on Homework After School

There was not a statistically significant difference (χ^2=5.63, p=.47) between the sexes with regard to the average amount of time spent completing homework after school. Since there was not a significant difference with regard to the average amount of time spent completing homework after school, this demographic information is presented for the entire sample: 48.2% indicated less than 30 minutes, 37.3% indicated 30-60 minutes, 9.6% indicated 60-90 minutes, 1.2% indicated 90-120 minutes, 1.2% indicated 120-150 minutes, 1.2% indicated 150-180 minutes, and 1.2% indicated more than 180 minutes.

Mother’s Perceptions of Time Spent Watching Television After School

There was not a statistically significant difference (χ^2=4.99, p=.42) between the sexes with regard to the average amount of time spent watching television after school.

Since there was not a significant difference with regard to the average amount of time spent watching television after school, this demographic information is presented for the entire sample: 26.6% indicated less than 30 minutes, 25.3% indicated 30-60 minutes, 24.1% indicated 60-90 minutes, 13.9% indicated 90-120 minutes, 7.6% indicated 120-150 minutes, and 2.5% indicated 150-180 minutes.

Student's Perceptions of Time Spent Watching Television After School

There was not a statistically significant difference (χ^2=4.77, p=.57) between the sexes with regard to the average amount of time spent watching television after school. Since there was not a significant difference with regard to the average amount of time spent watching television after school, this demographic information is presented for the entire sample: 15.7% indicated less than 30 minutes, 33.7% indicated 30-60 minutes, 24.1% indicated 60-90 minutes, 9.6% indicated 90-120 minutes, 1.2% indicated 120-150 minutes, 7.2% indicated 150-180 minutes, and 8.4% indicated more than 180 minutes.

Mother's Perceptions of Time Spent Playing Video Games After School

There was a statistically significant difference between mother's ratings of males and females on the average amount of time spent playing video games after school (χ^2=21.22, p=.00). Males (52.5% spend less than 30 minutes) were rated as playing more minutes of video games after school than females (97.4% spend less than 30 minutes) by their mothers. Demographic information can be found in Table 27 below.

Table 27

Mother's Percentages of Time Spent Playing Video Games After School

Amount of time	Males	Females	Total
<30 Minutes	52.5%	97.4%	74.7%
30-60 Minutes	27.5%	2.6%	15.2%
60-90 Minutes	12.5%	0.0%	6.3%
90-120 Minutes	7.5%	0.0%	3.8%

Student's Perceptions of Time Spent Playing Video Games After School

There was a statistically significant difference between student ratings of males and females on the average amount of time spent playing video games after school (χ^2=16.48, p=.01). Females were rated as spending less minutes of video games after school (62.2% spend less than 30 minutes) than males (34.2% spend less than 30 minutes). Demographic information can be found in Table 28 below.

Table 28

Student's Percentages of Time Spent Playing Video Games After School

Amount of time	Males	Females	Total
<30 Minutes	34.2%	62.2%	49.4%
30-60 Minutes	15.8%	20.0%	18.1%
60-90 Minutes	15.8%	6.7%	10.8%
90-120 Minutes	7.9%	4.4%	6.0%
120-150 Minutes	13.2%	0.0%	6.0%
150-180 Minutes	0.0%	4.4%	2.4%
>180 Minutes	13.2%	2.2%	7.2%

Mother's Perceptions of Time Spent Reading (Not Assigned as Homework) After School

There was not a statistically significant difference (χ^2=2.83, p=.73) between the sexes with regard to the average amount of time spent reading (not assigned as homework) after school. Since there was not a significant difference with regard to the average amount of time spent reading (not assigned as homework) after school, this demographic information is presented for the entire sample: 58.2% indicated less than 30 minutes, 17.7% indicated 30-60 minutes, 13.9% indicated 60-90 minutes, 7.6% indicated 90-120 minutes, 1.3% indicated 120-150 minutes, and 1.3% indicated 150-180 minutes.

Student's Perceptions of Time Spent Reading (Not Assigned as Homework) After School

There was a statistically significant difference between student ratings of males and females on the average amount of time spent reading (not assigned as homework) after school (χ^2=13.51 p=.04). Males (50% spend less than 30 minutes) were rated as spending less minutes reading (not assigned as homework) than females (20% spend less than 30 minutes). Demographic information can be found in Table 29 below.

Table 29

Student's Percentages of Time Spent Reading (Not Assigned As Homework) After School

Amount of time	Males	Females	Total
<30 Minutes	50.0%	20.0%	33.7%
30-60 Minutes	31.6%	31.1%	31.3%
60-90 Minutes	13.2%	20.0%	16.9%
90-120 Minutes	2.6%	8.9%	6.0%
120-150 Minutes	2.6%	4.4%	3.6%
150-180 Minutes	0.0%	2.2%	1.2%
>180 Minutes	0.0%	13.3%	7.2%

Mother's Perceptions of Time Spent Playing Sports After School

There was not a statistically significant difference (χ^2=2.83, p=.73) between the sexes with regard to the average amount of time spent playing sports after school. Since there was not a significant difference with regard to the average amount of time spent

playing sports after school, this demographic information is presented for the entire sample: 58.2% indicated less than 30 minutes, 17.7% indicated 30-60 minutes, 13.9% indicated 60-90 minutes, 7.6% indicated 90-120 minutes, 1.3% indicated 120-150 minutes, and 1.3% indicated 150-180 minutes.

Student's Perceptions of Time Spent Playing Sports After School

There was not a statistically significant difference (χ^2=6.44, p=.38) between the sexes with regard to the average amount of time spent playing sports after school. Since there was not a significant difference with regard to the average amount of time spent playing sports after school, this demographic information is presented for the entire sample: 28.9% indicated less than 30 minutes, 9.6% indicated 30-60 minutes, 25.3% indicated 60-90 minutes, 9.6% indicated 90-120 minutes, 12% indicated 120-150 minutes, 6% indicated 150-180 minutes, and 8.4% indicated more than 180 minutes.

Mother's Perceptions of Time Spent Playing Outside After School

There was not a statistically significant difference (χ^2=7.22, p=.13) between the sexes with regard to the average amount of time spent playing outside after school. Since there was not a significant difference with regard to the average amount of time spent playing outside after school, this demographic information is presented for the entire sample: 22.8% indicated less than 30 minutes, 40.5% indicated 30-60 minutes, 27.8% indicated 60-90 minutes, 7.6% indicated 90-120 minutes, and 1.3% indicated 120-150 minutes.

Student's Perceptions of Time Spent Playing Outside After School

There was not a statistically significant difference (χ^2=10.78, p=.10) between the sexes with regard to the average amount of time spent playing outside after school. Since there was not a significant difference with regard to the average amount of time spent playing outside after school, this demographic information is presented for the entire sample: 14.5% indicated less than 30 minutes, 31.3% indicated 30-60 minutes, 18.1% indicated 60-90 minutes, 15.7% indicated 90-120 minutes, 9.6% indicated 120-150 minutes, 6% indicated 150-180 minutes, and 4.8% indicated more than 180 minutes.

DISCUSSION

Students Identified as Having a Learning Disability and Their Parents

The small sample size (*n*=9) prevented the examiner from completing statistical analyses of students identified as having a learning disability and students who have not been identified as having a learning disability. However, qualitative analyses of the data indicated that students identified as having a learning disability and their parents did not report high total problems or total difficulty scores. In addition, students not identified as having a learning disability and their mothers appeared to report fewer total problems and having less difficulty than students identified as having a learning disability and their parents, which is inconsistent with previous research. For example, previous research found that students identified as having a learning disability encountered problems during the completion of homework such as inadequate preparation (Canter, 2005); lack of organization and materials (Bryan et al., 2001); lack of motivation of child (Bryan et al., 2001); and distractions in the home (Polloway et al., 1992). In addition, previous research found that students identified as having a learning disability found homework to be more difficult than students without a learning disability (Bryan & Sullivan-Burstein, 1997; Margolis, 2005). Other researchers found that when an assignment is too difficult and therefore takes up too much time and effort, the probability of a confrontational interaction between parents and their children becomes higher (Corno, 1996; Kohn, 2006; Warton, 2001). This would seem to indicate that the parents in this study should have also indicated low levels of homework stress since they weren't reporting as many

difficulties and problems. However, these students and especially their parents reported modest levels of stress related to homework. Also, students not identified as having a learning disability reported higher levels of stress than students identified as having a learning disability. Further research in this area could help parents to understand that homework stress may occur whether there are problems and difficulties or not.

In this study, students identified as having a learning disability and their parents also reported a high parental involvement total score. However, students not identified as having a learning disability reported higher levels of parental involvement than students identified as having a learning disability. This is inconsistent with previous research findings, in which students identified as having a learning disability and their parents indicated more minutes of parental involvement compared to students not identified as having a learning disability and their parents (Bryan et al., 2001; Harniss et al., 2001; Munk et al., 2001). Mothers were identified most frequently as the primary homework helper with fathers as the secondary homework helper. The majority of parents reported that the primary homework helper (i.e., mother) and the secondary homework helper (i.e., father) experience "Very Little Frustration" during the completion of homework assignments. The majority of students reported that the primary homework helper (i.e., mother) and the secondary homework helper (i.e., father) experience "No Frustration" during the completion of homework assignments. So, while the parents and students are reporting some stress related to homework, this stress is not resulting in high levels of frustration. The difference in these two aspects of the homework experience needs to be explored further in the research.

Parents and students inconsistently rated the amount of time spent playing outside, time spent watching television, time spent playing video games, time spent playing sports, and time spent completing homework after school. There is little research on the amount of time students, especially those identified as having a learning disability, spend after school playing outside, watching television, playing video games, and playing sports. However, previous research indicates that students identified as having learning disabilities spend more time on homework than students without disabilities (Harniss et al., 2001; Munk et al., 2001). This could not be verified with the results obtained in this study; however, the qualitative analyses of the data did indicate that students not identified as having a learning disability and their mothers were more consistent in their reports of time spent on homework and time spent watching television than students identified as having a learning disability and their parents. In addition, it appeared as though both students with and without a learning disability reported spending more time playing video games and playing outside than their parents reported. Overall, these results indicate how difficult it is to get an accurate picture of the amount of time that students spend on different activities after school since the perceptions of parents and students seem to differ. The question remains regarding whether involvement in these other activities, especially television and video games, are impacting the amount of time spent on homework. Of particular concern are the number of students identified as having a learning disability and their parents who reported spending less than 30 minutes per night reading (not assigned as homework), as well as the number of students not identified as having a learning disability who reported spending more time reading (not assigned as homework) than students identified as having a learning disability. Previous

research indicates that students identified as having a learning disability make smaller gains in reading achievement than students not identified as having a learning disability (Judge & Bell, 2011). This would indicate how important it is for students identified as having a learning disability to spend time reading even when it is not assigned as homework. Therefore, parents of students with learning disabilities especially need to encourage their children to read outside of the school environment. Although the present analysis indicated that students identified with learning disabilities spend less than the amount of time indicated in previous studies, the amount of time needed to complete homework assignments should still be taken into account by teachers when they design their homework assignments.

Sex Differences and Homework Stress, Problems, Difficulty, and Parental Involvement

The questionnaire data collected on general education students (n=80) and their mothers (n=74) allowed for exploratory analyses regarding sex differences related to the completion of homework assignments. There were no significant differences between sex of student and total problems, total difficulty, and total parental involvement. There is little research that explores the sex differences of problems and difficulty encountered during homework assignments. However, previous research has found to males receive more intrusive help on their homework than females (Bhanot & Jovanovic, 2005). Overall, the current findings indicate that parents and students do not report sex differences in regards to problems, difficulty, and parental involvement during the completion of homework assignments.

However, in terms of parental involvement, previous research conducted by Bhanot and Jovanovic (2005) found that males received more intrusive help on their homework than females. If this were true, then it might be expected that males would report experiencing more stress than females related to homework, but in this study no difference was found. However, parents did indicate that they perceive their sons to have more homework stress than their daughters. This higher level of stress noted in males may be related to the tendency of males to engage in avoidant coping skills as indicated by research conducted by Eschenbeck, Kohlmann, and Lohaus (2007). This avoidant coping behavior may be more stressful for parents to deal with than the social support seeking and problem-solving coping skill behavior demonstrated by females. Another reason for the difference between parent perceptions of males and females may be explained by the sex stereotypes regarding specific subjects in school held by parents. For example, when science and mathematics are believed to be male domains, parents were more likely to underestimate their daughters' abilities and overestimate their sons' abilities (Tiedemann, 2000). Therefore, the mothers in the current study may have overestimated their sons' abilities and there may have been more stress encountered because of this sex stereotype. Overall, previous research is only tangentially connected to the current research finding and these are preliminary findings that will need additional research in order to support this finding.

Sex Differences in Primary and Secondary Homework Helpers and Their Frustration

The results of the current research study found no statistically significant difference between sex and primary and secondary homework helper and their frustration. The majority of mothers (89.9%) and students (74.7%) identified mother as the primary homework helper and this was consistent with both males and females. In addition, the majority of mothers (75.9%) and students (60.2%) identified father as the secondary homework helper and this was again consistent with both males and females. Previous research indicates that mothers are significantly more involved than fathers in direct involvement at school, homework involvement, extra-curricular involvement, and interpersonal involvement (Murray et al., 206; Tan & Goldberg, 2009).

The majority of mothers (46.8%) and students (51.8%) indicated that the primary homework helper experiences very little frustration during the completion of homework assignments. In addition, the majority of mothers (48.1%) and students (44.6%) indicated that the secondary homework helper experiences very little frustration during the completion of homework assignments. Previous research has indicated that parents who lack the confidence in helping their children or hold negative attitudes and low expectations for the children may experience frustration during the completion of homework assignments (Polloway et al., 1992). Therefore, the parents in the current study may hold positive attitudes and may have more confidence than those parents in previous research. Previous research has also found that when students do not understand an assignment, it may be more difficult for him or her to complete the assignment at

home (Marzano et al., 2001) and an unpleasant interaction between parents and students becomes higher (Kohn, 2006). Therefore, teachers of students in the current study may explain the homework assignments well enough that it does not lead to confrontation at home. However, previous research is only tangentially related to the current findings and additional research is needed to support these findings.

Sex Differences in Time Spent on Activities After School

There were no statistically significant differences between sexes and the amount of time spent on homework assignments, time spent watching television, time spent playing sports, and time spent playing outside after school. No previous research has been found to support these findings. However, mothers and students in the current study indicated that males play more minutes of video games after school than females. Previous research conducted by Greenberg, Sherry, Lachlan, Lucas, and Holmstrom (2010) found that fifth grade males averaged 18.6 hours of video games per week, which was more than twice the weekly average of 8.2 hours for fifth grade females ($p<.001$). In addition, the researchers found that males found video games more gratifying (i.e., competition, challenging, arousal, diversions, social interaction, and fantasy); whereas the majority of females only chose one reason for gratification of playing video games (i.e., competition). What is not known from this study is whether this extra time spent playing video games interferes with time spent on homework for males more than it does for females.

Results from the current study showed that students indicated that females report reading (not assigned as homework) more minutes after school than males. However,

parents did not report a similar difference based on their perceptions. These are some indications from previous research that girls may, in fact, spend more time reading. For example, researchers have found that girls enjoy reading more than boys at all grade levels, toward both recreational and academic reading (Chiu, 1984; McKenna, Kear, and Ellsworth, 1995). One question raised from the results of this study is whether girls are in fact reading more and their parents not perceiving that difference, or do the girls report more reading and the boys less because of other social factors such as expectations or popularity of the activity.

Limitations

There are several limitations to the conclusions within the reported analyses, specifically the small sample size of students identified as having a learning disability. This small sample size did not meet the assumptions for the ANOVA or Chi-squared test for independence. Therefore, the responses provided by the students identified as having a learning disability and their parents were analyzed using a qualitative analysis process. In addition, there were more mothers who responded to the questionnaires than fathers, step-mothers, step-fathers, etc.; therefore, only mother's responses were used in the analyses. Another limitation was the geographic area the researcher was collecting the data in. The small rural area in northwestern Illinois made it difficult to collect a large number of participants. Many of the school districts in the surrounding area are more than forty minutes apart from each other, which made it difficult for the researcher to gather data from more school districts than were currently used.

Directions for Future Research

Although the current research demonstrated significant results in regards to mother's perceptions of males experiencing more stress during homework than females, males play more video games than females after school and females read (not assigned as homework) more than males, more research is needed in these areas. Due to the small sample size of students identified as having a learning disability, future research should complete a MANOVA to find if there are differences between those identified as having a learning disability and those who have not been identified as having a learning disability and their parents based on stress, problems, difficulty, and parental involvement related to homework. In addition, Chi-squared tests of independence should be completed in order to explore differences between students identified as having a learning disability and students not identified as having a learning disability and their parents based on primary and secondary homework helper, primary and secondary homework helper's frustration, and after school activities (i.e., time spent on homework, watching television, playing video games, reading (not assigned as homework), playing sports, and playing outside).

Another direction for future research should include a pilot study in order to gain valuable information regarding the surveys. A pilot study may have clarified questions that parents and students may have had for the researcher. A pilot study may have given the researcher more information regarding variables that should be considered in future research, which include the type of learning disability the student has, the types of additional support services the student is receiving, as well as the percentage of time

spent in the regular education classroom. In addition, three parents wrote notes next to the question regarding a learning disability defining their thoughts of what a learning disability was defined as to them. Therefore, future research should define exactly what a learning disability is in order to clarify any confusion parents or students may have.

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APPENDICES

Appendix A

Parental Permission/Parent Consent Form

October 12, 2010

Dear Parent or Guardian,

I am a graduate student in the School Psychology Department at Western Carolina University in North Carolina. I am conducting a study of homework practices in fourth and fifth grades. The objective of this research project is to understand the stress that is associated with homework completion. Through your participation, I eventually hope to help your child's teachers gain a better understanding of the homework they assign.

If you choose to participate in the study, please sign the consent form and complete the questionnaire and send it back to school with your child in the envelope provided or place the self-addressed stamped envelope in the mail before November 4, 2010. In addition, another brief questionnaire that asks similar questions about your child's attitudes toward his or her homework will be completed at school.

Please do not put your name on any of the questionnaires. The information gained from this research will be compiled together and a summary of all parent and student responses will be obtained. None of your responses will be identified with you personally. Nothing you say on the questionnaire will in any way influence your present or future status with your school community.

I hope you will agree to participate in this research project. Without the help of parents like you, research on homework could not be conducted. Your participation is voluntary and there is no penalty if you do not participate.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me at (815) 990-0391 or at Lisa.Petesch@freeport.k12.il.us. If you have any questions about your rights as a research subject, you may contact my supervisor Lori Unruh, by phone at (828) 227-2738, or by e-mail at lunruh@email.wcu.edu.

Sincerely,

Lisa Petesch, Student Researcher
Department of School Psychology
Western Carolina University

I, _____, have read the attached letter describing a study to be conducted under the support of Western Carolina University, Department of Psychology, to be conducted by Lisa Petesch.

I hereby consent to the participation of my child, _____, in this study.
(name of child)

In addition, I hereby consent to the participation of myself, _____, in this study.
(name of parent)

I understand that I am free to discontinue such minor's/my own participation at any time without suffering any disadvantage.

I also understand that the findings of the study will be interpreted and recorded only on a group basis with no identification of specific individuals. All information about individuals will be held in confidence, to the extent permitted by law.

I understand that some aspects of the study's purpose may be withheld from me until its end. However, I also understand that at that time, I have a right to a complete explanation of the nature and purpose of the study. If I have any questions or wish further information about the study, I understand that I may call Lisa Petesch at (912)704-8198.

I further understand that if I have additional questions that may not be answered by the researcher, I may call her advisor, Lori Unruh at (828)227-2738, or the chair of the Department of Psychology.
In addition to consent for my child's participation, my signature confirms that I have received a copy of this consent form together with any attachments which describe the research to be conducted.

_____ _____

Signature of Parent/Guardian Dated

_____ _____

Signature of Parent/Participant Dated

Appendix B

ASSENT TO PARTICIPATE IN RESEARCH

Homework Assignments

1. My name is Lisa Petesch. I am from Western Carolina University in North Carolina.

2. We are asking you to take part in a research study because we are trying to learn more about your thoughts about homework assignments.

3. If you agree to be in this study you will need to complete a few questions about some of your homework assignments.

4. There are no known risks if you participate in this study.

5. If you agree to participate and complete the questionnaires, this study will help your teachers understand how you feel about your homework assignments.

6. Please talk this over with your parents before you decide whether or not to participate. Your parents have given their permission for you to take part in this study. Even though your parents said "yes," you can still decide not to do this.

7. If you do not want to be in this study, you do not have to participate. Remember, being in this study is up to you and no one will be upset if you do not want to participate or even if you change your mind later and want to stop.

8. You can ask any questions that you have about the study. If you have a question later that you did not think of now, you can ask me next time I come to your classroom.

9. Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

_____

Signature of Student

_____ _____

Printed Name of Student Date

Appendix C

Parent Homework Questionnaire

Part A. For the following items, circle the response that indicates how often each behavior has occurred DURING THE PAST 4 WEEKS. Please complete each item.

1. **My child denies having homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

2. **My child completely writes down the homework assignments given by the teachers.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

3. **My child fails to bring home his or her assignment and necessary materials (textbook, workbook, notebook, worksheets, etc.).**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

4. **I (we) enforce a set time for my child to begin homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

5. **My child gathers all of the necessary materials (scissors, crayons, glue, dictionary, etc.) needed to complete homework before he or she starts.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

6. **I (we) have a routine that helps our child complete homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

7. **My child whines or complains about doing homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

8. **I (we) find time for my child to complete homework, even when things are busy in the family.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

9. **My child must be reminded to begin homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

10. **My child understands how to complete the homework assigned by the teacher.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

11. **My child gets frustrated with me (us) during homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

12. **The teachers assign too much homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

13. **The work assigned for homework is too difficult for my child.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

14. **My child does homework in a quiet area without distractions.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

15. **My child completes his or her homework with the television on.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

16. **Homework assignments are easy for my child to complete.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

17. **My child is easily distracted by noises or by other activities going on while completing homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

18. **My child daydreams or wastes time during homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

19. **I am (we are) able to help my child if homework is confusing to him or her.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

20. **My child needs close supervision to get homework done.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

21. **My child is able to complete homework assignments independently.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

22. **As far as I know, it takes my child longer than most of his or her classmates to complete homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

23. **My child is cooperative when I (we) offer advice or provide direction.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

24. **Once started, my child is able to work steadily on homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

25. **I am (we are) able to provide my child with enough supervision to do homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

26. **I am (we are) able to remain patient with my child during homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

27. **My child brings completed homework assignments back to class.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

28. **I (we) sign my child's homework after it is completed.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

29. **I (we) get forms and tests signed and returned to the teacher right away.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

30. **As far as I know, the teachers check my child's homework after it is completed.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

Part B. Please read each question carefully and fill in the blanks or circle the appropriate number.

31. **Your relationship to Child:**

_____ 1. Mother _____ 5. Grandmother

_____ 2. Father _____ 6. Grandfather

_____ 3. Step-mother _____ 7. Other (specify): _____

_____ 4. Step-father

32. **Your race/ethnicity:**

_____ 1. African American _____ 4. Asian/Pacific Islander

_____ 2. Caucasian _____ 5. Native American

_____ 3. Hispanic _____ 6. Other (specify): _____

33. **Your Marital status:**

_____ 1. Single _____ 4. Separated

_____ 2. Married _____ 5. Widowed

_____ 3. Divorced

34. **How many people (children and adults) currently live in your household? _____**

35. **How many of your child's siblings currently live in your household within each of the following age ranges?:**

Number of Siblings in Household:

Preschool age _____

Elementary School age _____

Middle School age _____

High School age _____

Beyond High School age _____

36. **Your Child's Grade Level:**

4th Grade 5th Grade

37. **Does your child receive free or reduced-fare lunch at school?**

1 2
Yes No

38. **Has your child ever been diagnosed with a learning disability?**

1 2
Yes No

If 'Yes', please indicate the length of time that he or she has had this diagnosis:

_____

39. **Does your child currently receive special education services?**

1 2
Yes No

40. **Does your child currently receive other educational assistance?**

1 2
Yes No

If 'Yes', please indicate type of services or assistance:

_____

41. **Has your child ever been retained (held back a grade) in school?**

1 2
Yes No

a. **If yes, how many times have they been retained? _____**

b. **If no, has retention ever been considered?**

1 2
Yes No

42. **How many different schools has your child attended since entering kindergarten? _____**

43. **How difficult is school for your child?**

1	2	3	4	5
Not At All Difficult	Slightly Difficult	Moderately Difficult	Very Difficult	Extremely Difficult

a. **Is this difficulty primarily due to:**

_____ Academic Difficulties

_____ Behavioral Difficulties

_____ Social Difficulties

_____ Both Academic and Behavioral Difficulties

41. **Please check which of the following adults primarily helps your child with their homework (check only one) and rate the degree of frustration this person has in this process using the following scale:**

1= no frustration 2 = very little frustration 3 = some frustration 4 = a lot of frustration

Primary Homework Helper:		Rating of Frustration:
Mother	_____	1 2 3 4
Father	_____	1 2 3 4
Step-mother	_____	1 2 3 4
Step-father	_____	1 2 3 4
Grandmother	_____	1 2 3 4
Grandfather	_____	1 2 3 4
Other (specify):	_____	1 2 3 4

42. **Please check which of the following adults helps your child with their homework when the person above is not available (check only one) and rate the degree of frustration this person has in this process using the following scale:**

1= no frustration 2 = very little frustration 3 = some frustration 4 = a lot of frustration

Secondary Homework Helper:		Rating of Frustration:
Mother	_____	1 2 3 4
Father	_____	1 2 3 4
Step-mother	_____	1 2 3 4
Step-father	_____	1 2 3 4
Grandmother	_____	1 2 3 4
Grandfather	_____	1 2 3 4

Other (specify): _____ 1 2 3 4

43. **After school, what is the average amount of time your child spends in the following activities each day (check one amount of time for each activity)?**

	Completing Homework	Watching TV	Playing Video Games	Reading (not assigned as homework)	Organized Sports	Playing Outside
30 minutes or less	☐	☐	☐	☐	☐	☐
30 to 60 minutes	☐	☐	☐	☐	☐	☐
1 hour to 1 ½ hours	☐	☐	☐	☐	☐	☐
1 ½ hours to 2 hours	☐	☐	☐	☐	☐	☐
2 hours to 2 ½ hours	☐	☐	☐	☐	☐	☐
2 ½ to 3 hours	☐	☐	☐	☐	☐	☐
Over 3 hours	☐	☐	☐	☐	☐	☐

44. **How much does the amount of time your child spends doing homework change from day to day?**

1	2	3	4	5
Not At All Variable	Slightly Variable	Moderately Variable	Very Variable	Extremely Variable

Appendix D

Student Homework Questionnaire

Part A. For the following items, circle the response that indicates how often each behavior has occurred DURING THE PAST 4 WEEKS. Please complete each item.

1. **I tell my parent(s)/guardian when I have homework assigned.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

2. **I completely write down all of my homework assignments.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

3. **I bring home my assignment and necessary materials (textbook, workbook, notebook, worksheets, etc.) that I need to complete my homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

4. **I am ready to begin homework at the time that has been set**.

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

5. **I gather all of the necessary materials (scissors, crayons, glue, dictionary, etc.) needed to complete homework before I start.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

6. **I whine or complain about doing my homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

7. **I find time to complete homework, even when things are busy in my family.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

8. **I have to be reminded to begin homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

9. **I understand how to do the work assigned by my teacher.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

10. **I get frustrated with my parent(s)/guardian during homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

11. **My teachers assign too much homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

12. **The work assigned for homework is too difficult for me.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

13. **I do homework in a quiet area without distractions.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

14. **I do homework with the television on.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

15. **Homework assignments are easy for me to complete.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

16. **I am easily distracted by noises or by other activities going on while completing homework**.

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

17. **I daydream or waste time during homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

18. **My parent(s)/guardian is able to help me if my homework is confusing to me.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

19. **I am able to complete my homework without any help.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

20. **As far as I know, it takes me longer than most of my classmates to complete my homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

21. **My parent(s)/guardian correct my homework before I bring it back to school.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

22. **I get upset when I do not understand my homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

23. **I get upset when my parent(s)/guardian do not know how to help me with my homework.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

24. **I bring my completed homework assignments back to class.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

25. **I turn my completed homework assignments in to my teacher when they are due.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

26. **The teachers check my homework after it is completed.**

1	2	3	4
rarely/never	some of the time	most of the time	always/almost always

<u>Part B.</u> <u>Please read each question carefully and fill in the blanks or circle the appropriate number.</u>

27. **Your age: _____**

28. **Your sex:**

Male Female

29. **Your Grade Level:**

4^{th} Grade 5^{th} Grade

30. **How many people (children and adults) currently live in your household? _____**

31. **Who primarily helps you with your homework? (check only one)**

Mother _____ Grandmother _____

Father _____ Grandfather _____

Step-mother _____ Other _____

Step-father _____

32. **How frustrated does the person get when they are helping you with your homework?**

1	2	3	4
No Frustration	Very Little Frustration	Some Frustration	A Lot of Frustration

33. **When the primary homework helper is not available, who else helps you with your homework? (check only one)**

Mother _____ Grandmother _____

Father _____ Grandfather _____

Step-mother _____ Other _____

Step-father _____

34. **How frustrated does the person get when they are helping you with your homework?**

1	2	3	4
No Frustration	Very Little Frustration	Some Frustration	A Lot of Frustration

35. **Have you ever been diagnosed with a learning disability?**

1	2
Yes	No

36. **How difficult is school for you?**

1	2	3	4	5
Not At All Difficult	Slightly Difficult	Moderately Difficult	Very Difficult	Extremely Difficult

37. **How much time do you spend on each of the following activities (please check one response for each question).**

	Completing Homework	**Watching TV**	**Playing Video Games**	**Reading (not assigned as homework)**	**Organized Sports**	**Playing Outside**
30 minutes or less	☐	☐	☐	☐	☐	☐
30 to 60 minutes	☐	☐	☐	☐	☐	☐
1 hour to 1 ½ hours	☐	☐	☐	☐	☐	☐
1 ½ hours to 2 hours	☐	☐	☐	☐	☐	☐
2 hours to 2 ½ hours	☐	☐	☐	☐	☐	☐
2 ½ to 3 hours	☐	☐	☐	☐	☐	☐
Over 3 hours	☐	☐	☐	☐	☐	☐