

ABSTRACT

Revisiting Homework: An Inquiry Into Homework Practices in Primary Schools in Trinidad and Tobago

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This study sought to explore how four facets of homework practice—time spent on homework, students' perception of homework, school support for homework, and parental support for homework—related to student achievement levels in the 2010 Language Arts National Test. Specifically, it sought to (a) identify important dimensions of homework that would effectively predict student performance, and (b) provide insights into the effective management of homework. Data were collected through a questionnaire administered to 69 Standard 2 students from one primary school in the Port of Spain and Environs Education District who wrote the 2010 Language Arts National Test. Results of the data analysis revealed that time spent on homework, students' perceptions of homework, and parental involvement and support for homework were all related to the students' performance on the test. All the variables, except time spent on homework, were positively related. The strongest relationship was observed between school support for homework and students' performance on the test.

Keywords: Primary school students; Homework; Academic achievement; Trinidad and Tobago