

## The Effect of Homework on Raising Educational Attainment in Mathematics

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**Abstract :** Since the mid-1950s, students have been required to do homework. Literature research shows the importance of homework to teachers, parents, and students on one hand, and on the other, it exposes the emotional, social, and family problems caused by large, unintentional quantity of homework, difficult tasks, a lack explanation from the teacher and the type of parental involvement (Coutts, 2004). The objective of the present study from the importance of math homework and the achievements of students in this very field. One of the main goals of education systems across OECD countries is developing independent learners who are able to direct themselves. This issue was expressed mainly in doing homework preparation. Doing homework independently is a skill required of the student throughout his or her years of studying (Hong, Millgram and Rowell, 2001). This study aims at exposing and examining the students' perceptions of mathematics toward homework in junior-high schools (7th-10th grades) in the Arab population in northern Israel, and their impact on raising student achievements in mathematics. To answer the problem of homework in the study of mathematics, we are addressing two main questions: (1) What are the attitudes of Arab Middle School students in Israel towards the use of homework associated with mathematics? (2) What is the effect of using accompanying home exercises to raise the educational attainment of mathematics in Arab schools in northern Israel? The Study Community is: (1) 500 students to examine the attitudes of Arab Middle School students in Israel towards the use of homework associated with mathematics were chosen from junior-high schools in northern Israel, and (2) 180 students to examine the effect of using accompanying homework to raise the educational attainment of the minimum levels of thinking in Bloom's taxonomy (knowledge, comprehension, and application) of mathematics in Arab schools in northern Israel. (a) The researcher used the quantitative approach which aims to examine the attitudes of Arab Middle School students in Israel towards the use of homework associated with mathematics. (b) The researcher used the experimental approach with both pre- and post- semi-experimental design for two experimental groups, (Campbell, 1963), which aims to examine the effect of using accompanying homework to raise the educational attainment of mathematics in Arab schools in northern Israel.

**Keywords :** attitude, educational attainment, homework, mathematics

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