



# Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs

Barry J. Zimmerman<sup>a,\*</sup>, Anastasia Kitsantas<sup>b,\*</sup>

<sup>a</sup> *Educational Psychology, Graduate School and University Center of the City University of New York,  
365 Fifth Ave., New York, NY 10015-4309, USA*

<sup>b</sup> *Graduate School of Education, George Mason University, Fairfax, VA 22030-444, USA*

Available online 24 August 2005

---

## Abstract

The present study investigated the role of students' homework practices in their self-efficacy beliefs regarding their use of specific learning processes (e.g., organizing, memorizing, concentrating, monitoring, etc.), perceptions of academic responsibility, and academic achievement. One hundred and seventy-nine girls from multi-ethnic, mixed socioeconomic status families residing in a major metropolitan area of the United States were studied in a parochial school that emphasized homework in the curriculum with more than 3 h of work assigned daily. Path analyses showed significant paths (a) from homework experiences to the girls' self-efficacy for learning beliefs and their perception of student responsibility for academic outcomes, and (b) from these two academic beliefs to the girls' academic grade point average at the end of the school term. The implications of these findings for future research and school policy will be discussed.

© 2005 Elsevier Inc. All rights reserved.

*Keywords:* Homework practices; Role of self-efficacy and perceived responsibility

---

---

\* Corresponding authors.

*E-mail addresses:* [bjzimmerman@gc.cuny.edu](mailto:bjzimmerman@gc.cuny.edu) (B.J. Zimmerman), [akitsant@gmu.edu](mailto:akitsant@gmu.edu) (A. Kitsantas).

## 1. Introduction

A topic of considerable current interest among educators and psychologists is the impact of homework on students' academic functioning (e.g., Cooper & Valentine, 2001; Corno, 2000). Homework has been defined as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper, 1989, p. 7). Researchers have discovered that homework completion is associated with increased understanding and retention of academic material. In a meta-analysis of experimental versus control group studies (Cooper & Valentine, 2001), the size of the effect of homework on achievement for high school students was  $d = .64$ , which is considered large. Furthermore, the size of the effect of homework on students' achievement levels during high school increased linearly above a threshold level of one hour of homework. Thus, the academic benefits of homework become increasingly evident as its role in the academic curriculum expands.

Several additional benefits of students' homework have been suggested, such as enhancing students' development as independent learners with better study skills, more positive academic attitudes, and greater responsibility toward learning (Cooper & Valentine, 2001), but these hypotheses have received relatively little empirical support to date. However, student outcomes, such as independence, study skills, and positive academic attitudes have been studied as elements of academic self-regulation, which is defined as self-generated thoughts, feelings, strategies, and behaviors designed to attain academic goals (Schunk & Zimmerman, 1998). The present research focuses on the role of homework experiences in students' self-regulation and willingness to accept responsibility for their academic functioning.

Homework grows in frequency and difficulty as students move from elementary school to college, and teachers assume greater self-regulation on the part of students with increasing grade levels (Cooper, Lindsay, Nye, & Greathouse, 1998; Zimmerman, 2002). The topic of academic self-regulation has been studied in a variety of contexts, such as learning-to-learn classes, subject matter content courses, academic tutoring sessions, and computerized instruction experiences (see chapters in edited books by Boekaerts, Pintrich, & Zeidner, 2000; Pintrich, 1995; Schunk & Zimmerman, 1994, 1998; Winne & Stockley, 1998; Zimmerman & Schunk, 2001), but the influence of homework on students' development of self-regulatory processes and beliefs has received relatively little attention to date. Because self-regulation of learning involves personal initiative and perseverance, there is an inherent motivational dimension to this construct (Zimmerman, 1994; Zimmerman, Bandura, & Martinez-Pons, 1992).

Among the motivational beliefs that have been studied in connection with self-regulation, self-efficacy has been shown to play an especially important role (Pajares & Schunk, 2001). Self-efficacy refers to beliefs about one's capability to learn or perform effectively, and self-efficacy for learning refers to beliefs about using self-regulatory processes, such as goal setting, self-monitoring, strategy use, self-evaluation, and self-reactions to learn. Self-efficacy differs operationally from other self-related constructs in that self-efficacy items are phrased in terms of what students *can do* rather than what they *will do* or *usually do* in a particular domain (Bandura, 2001).

متن کامل مقاله

دریافت فوری ←

**ISI**Articles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات