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Educational Leadership and Policy Analysis Support and Encouragement Study

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**Does Homework Really Matter for
College Students in Quantitatively-based Courses?**

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ABSTRACT

This investigation was initiated by two students in an Advanced Computer Applications course. They sought to examine the influence of graded homework on final grades in quantitatively-based business courses. They were provided with data from three quantitatively-based core business courses over a period of five years for a total of 10 semesters of data. The results indicated that graded homework grades were highly correlated with final course grades, but the paired t-test showed significant difference between the graded homework and final course grades. The R-squared value of .463 showed that graded homework accounted for a significant portion of the final course grade. This finding is important as instructors search for pedagogy that can positively impact final grades and facilitate necessary and timely progress toward graduation.

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ABSTRACT

Among doctoral programs, attrition rates and student feelings of isolation are high. In an attempt to determine the current levels and sources of support and encouragement from students enrolled in a Doctor of Education program, a survey was sent to students. There were 94 respondents to the online survey. Fifty-two (65%) of the respondents were female, and 28 (35%) were male. Fourteen respondents did not self-identify. Using an independent samples t-test, it was determined that female and male doctoral students report very similar experiences in support and encouragement. The majority of doctoral students reported the highest level of support (Total Support) for almost all of the areas of survey.

When asked to rank a list of sources of support and encouragement, over 71% ranked Spouse, Partner, or Significant Other as being most important. Other sources that were ranked as important were Immediate Supervisor, Children, and Workplace Peers. Most financial support for doctoral students came from a combination of Self (72%), Employer (66%), and Financial Aid/Scholarships (59%).