Investigating factors that influence conventional distraction and tech-related distraction in math homework.


Summary: This study examined high school students’ distractions in math homework. A confirmatory factor analysis was conducted on the scores of six items regarding conventional and tech-related distractions. Data revealed that conventional and tech-related distractions were empirically distinguishable. Two multilevel models were performed, with each type of distractions as the dependent variable. Both types of distraction were negatively related to four student-level variables (homework effort, homework environment, learning-oriented reasons, and value belief). In addition, both were positively related to three student-level variables (time on videogame, peer-oriented reasons, and time on homework) and one class-level variable (time on homework). Meanwhile, tech-related distraction was positively associated with parent education, whereas conventional distraction was negatively associated with expectancy belief, affective attitude, and grade level.

Classification: C24 C34

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