

Homework as an Assignment: Parents' Perceptions and Involvement

* Samia Anwar, MPhil Scholar

** Dr. Shaista Irshad Khan, Assistant Professor (Corresponding Author)

*** Dr. Shawana Fazal, Assistant Professor



Abstract

This qualitative study explored the parents' perceptions and involvement in homework for secondary school students. The study also explored parents' challenges and suggestions in completing homework as an engaging activity. Semi-structured interviews were conducted with 10 parents selected through a purposive sampling technique. Thematic analysis was used to draw themes and sub-themes from qualitative data. The findings revealed that parents of secondary school students believed that homework is an activity that supports the learning process of their children. They considered homework the responsibility of the school and teachers. The challenges were that homework was an overloaded activity that teachers and schools did not support. These findings led to some important implications for the study. It is important to involve parents in devising homework policies and providing training to support their children in homework completion. The study also suggested developing a nation-wide homework policy that may guide teachers, parents, and students.

Keywords: Homework Assignment, Parent's Perception, Parents' Involvement, Homework Policy

Introduction

Homework has been a very old tradition in the formal education system. Teachers have been using it to improve students' learning and make their teaching more effective for a long (Abdul-Samad, 2019; Yildirim, 2021). Despite the opposing views of experts about homework and slogans of 'no homework policy, the process of assigning homework continues all over the world, which shows the importance of homework among stakeholders in the field of education (Baran, 2019; Danielson et al., 2011). Homework is a task that a classroom teacher assigns to the students with the intent that it will be completed during non-instructional time (Bembentuty, 2011; Bempechat et al., 2011; Li et al., 2018). According to Marcum (2018), homework leads to immediate achievement as learning (rehearsal and memorization of learning materials); it provides long-term academic benefits (development of higher-order thinking skills); it also produces non-academic benefits (behavior modification); parental and family benefits (involvement of family members in the education of child) (Minke, 2017).

Past research has often focused more on aspects related to the amount of homework done and the time spent on it than on the quality of the homework process, its precursors, and its effects on learning. Ample research has been conducted on different dimensions of homework. Some studies have explored homework policy and homework process (e.g., Larsen, 2016; Sartain et al., 2015; Vatterott, 2010); other studies have discovered effective ways and effective home assignments (e.g., Bennett-Conroy, 2012; Cooper et al., 2006; Dettmers et al., 2010; Shumow, 2011) while various studies have focused on perspectives of teachers, parents, and students on homework process and related issues and challenges (e.g., Abrahams, 2013; Fawzy, 2012; Kukk et al., 2015; Larsen, 2016).

Regarding the process of homework, Frey and Fisher (2011) described that homework must have opportunities for students to discuss it with classmates and practice with fellows for learning and re-learning the target material and skills. Assigning new information and content assigned as homework without the opportunity to work with teachers or peers has proved ineffective.

Most of the homework literature appears from advanced countries that have recognized the need to follow specific patterns of homework guided through well-established homework policies. Therefore, more studies about homework have been conducted in other countries, whereas rare studies

* Department of Education, Hazara University Mansehra

** Department of Education, Abdul Wali Khan University Mardan

*** Department of Education, Hazara University Mansehra

in this regard may have been conducted in Pakistan. Similarly, there is no formal policy regarding homework in Pakistan. Moreover, the parents' perspectives and involvement regarding the homework process have not been extensively explored in Pakistan. Therefore, it was crucial to fill this knowledge gap by exploring the parents' perspectives on homework in Pakistan. Exploring these aspects is necessary to make homework a constructive activity. The main objectives of the current study are finding parents' perceptions regarding the usefulness or otherwise of home at the secondary school level in Mansehra.

Research Questions

1. What are parents' perceptions about the process of homework from school?
2. How do parents help their children in completing homework and assignments?
3. What problems do parents face in helping their children accomplish homework?
4. What means and ways do parents suggest for making homework an engaging activity?

Literature Review

The experts have been debating the nature of homework for a long. According to Vatterott (2010), the best homework should be focused on developing essential skills and broadening learners' understanding. This homework requires five fundamental characteristics: purpose, efficiency, ownership, competence, and aesthetic approval. It means that homework assigned to the students should have a clear purpose, like a rehearsal test of understanding or application of learned skills to a new situation. Schimmer (2016) adds that teachers should ensure that assigned homework is characterized by a productive learning experience: it should be learning-centered, necessary, reasonable, high quality, engaging, and up to students' working ability.

Homework is also a way to involve parents in their children's education. It is also a way to engage students in rehearsal and repetition (Gordon, 1980). Trautwein et al. (2002) have claimed that homework completion and the time of its engagement have a very positive impact on students learning and academic performance. According to Doorn et al. (2010) and Walker et al. (2004), homework offers opportunities for students to work independently and explore new sources of information to accomplish assignments. It also provides an opportunity for the learner to apply learned knowledge and skills practice, and most importantly, it helps develop a link between home and school.

Similarly, Ramdass and Zimmerman (2011) described that homework develops students as self-regulated individuals who are motivated to learn and possess cognitive and metacognitive skills for learning. The students engaged in homework assignments become motivated to monitor their knowledge, and they try to find ways and optimal strategies to complete their homework assignments and achieve their learning goals. Songsirisak and Jitpranee (2018) have also claimed, based on research, that homework has proved to be beneficial and supportive for students learning despite it has some psychological effects as it disrupts their leisure time.

A homework policy is an explicit set of guidelines about the homework process and practices assumed to be followed by students, teachers, parents, and other stakeholders. Homework policy may produce the best result if timely feedback is prioritized. More than half of the teachers need to provide timely feedback about the homework assignment (Hill et al., 2001, as cited in Larsen, 2016). Czerniawski and Kidd (2013) have advocated that all educational institutions should have a homework policy that may include guidance for: when to set homework; how much homework should be assigned; what should be the type of homework; what should be its place in the scheme of studies; what should be the sanctions for an unsatisfactory homework; who should monitor homework and how it should be observed; and what is the action plan for homework that has guidance for monitoring and remedial measures.

Rosário et al. (2015) have divided homework into three types depending on the nature of assignments and purposes. These types are practice preparation, extension practice homework, and integration homework. The practice preparation homework is focused on developing mastery, enhancing speed, revising a skill, enhancing memory for a specific task, and being prepared for a test. Practice preparation assignments are commonly practiced by teachers worldwide—this type of homework is usually assigned in mathematics, language spelling, and language fluency. Preparation homework, by its nature, is linked to pre-learning (Vatterott, 2009). Extension homework mainly focuses on shifting the previous task knowledge to learning a new task. This type of work requires abstract thinking for its accomplishment and is usually assigned as group work/ group assignments

that learners complete with cooperation and collaboration. This type of homework results in increased problem-solving skills and creative thinking (Rosário et al., 2015).

Abdul-Samad (2019) found four characteristics of effective homework assignments based on empirical research: homework assignments should be interesting; homework assignments should be short; homework should be timely submission and feedback; homework should be valuable for the students. The students feel burdened and stressed due to lengthy assignments and transfer this stress to their parents (Medwell & Wray, 2018). Hence, teachers need to coordinate with each other before planning and assigning homework (Fernández-Alonso et al., 2017). Students' views about homework are fundamental as they are; the main actors in its completion. If they realize that the assigned homework is valuable for their academic success, it adds value to their learning. Students perceive that homework is necessary for the revision of course material and preparation for tests. They value homework assignments and are more motivated to complete them (Baher, 2017).

Parental involvement with students learning, homework completion, and academic achievement has been perceived by researchers with both positive and negative aspects (Gonida & Cortina, 2014). Concerning negative impact, Gonida and Cortina (2014) have exemplified the situation when parents are personally involved in homework completion and its accomplishment. Similarly, students' low performance in the case of highly involved parents develops a negative image of the child's abilities. Also, the most diligent parents feel helpless and inadequate to help their children. Some other researchers in the field, e.g. Cooper et al. (2006), Cooper et al. (2012), Gonida and Cortina (2014), and Van Voorheis (2011), have highlighted the positive aspects of parental involvement.

Parental involvement indicates their interaction with their child's academic achievement. When students are conscious of the participation and interest of their parents in academic performance and completion of learning tasks, they exert more effort for increased achievement and academic progress (Cooper et al., 2006). For student support, Roschelle and Hodkowski (2020) have suggested monitoring homework, developing essential skills among students (like self-regulated learning, etc.), motivating students through expectancy and value, providing immediate feedback and adeptness, incorporating spaced and providing interleaved practice, and developing a partnership (parents and guardians) with those who can help at home.

Epstein's Model has two aspects. Firstly, it describes the overlapping spheres of influence of family, school, and community on learners' learning. And secondly, Epstein's Model portrays a theory of six typologies of parental involvement (Epstein et al., 2002). The fundamental understanding of the meaning of parental involvement poses a challenge to researchers. Studies indicate that researchers had split opinions on what constitutes parental involvement (Jordan et al., 2002). However, it could be inferred that parental involvement is when parents are fully active and display interest in a child's education at school and home (Bracke & Corts, 2012). Brock and Edmunds (2010) believe that parents are considered involved in their child's education when they are associated with the school voluntarily, its well-being, and its events. Above all, they offer their services free of charge.

Educators and researchers have widely quoted Epstein's (1995) work regarding parental involvement, although there is ambiguity on the definition of parental involvement. Pursuing parental involvement, Bower and Griffin (2011) indicated that it may appear in several ways like being of some help at schools without getting any emoluments, getting involved with teachers in fruitful discussions, helping students in completing homework, showing up at school events when invited and attending parent-teacher meetings. According to George and Mensah (2010), traditional parental involvement comprises parents contributing to the child's home and school activities. Home activities could be helping with home assignments given by teachers daily, encouraging and providing opportunities for the child to read, and ensuring attendance at school (George & Mensah, 2010). Whereas the school activities include regularly attending parent-teacher meetings, fundraising, and other related activities. Parental involvement could also be in helping supervise students' field trips, attending school activities, signing homework and results of child. Parents may also volunteer for school-community committees (Keane, 2007).

Parental involvement broadly consists of three categories, i.e., behavior, cognitive/intellectual, and personal (Karakus & Savas, 2012). The behavior category defines parents' role in attending parent-teacher meetings and active involvement/participation in school-based activities—the

cognitive-intellectual category concentrates on discussions with academic faculty regarding their child's school activities. The personal category deliberates on getting to know and keeping abreast of what happens at the child's school (Karakus & Savas, 2012). Parental involvement includes sharing thoughts/feelings about school and students' well-being with the school administration, acting as volunteers, helping provide instructional training aides, attending school functions, chalking out school objectives and goals, and monitoring homework (Brock & Edmunds, 2010).

Epstein described effective parental involvement programs as having six types (Epstein et al., 2002). These six areas of parental involvement programs focus on: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision-making and advocacy, and (f) collaborating with the community. Positive behaviors develop among children when they feel supported by their parents and experience less emotional distress and disengagement from school and learning (Center for Disease Control and Prevention [CDC], 2012). Parents in the present scenario are identified as partners, and school administrators should refrain from limiting parents' role to the home environment, financial obligations, and physical activities only (Radzi et al., 2010). The present study involved parents' perceptions and experiences regarding homework and explored challenges and suggestions for enhancing homework as an engaging activity. The study is significant for the students, teachers, and parents as it highlights the challenges perceived by the parents and the suggestions for teachers and schools on assigning homework as a constructive activity. Moreover, it is also beneficial for the administration of the schools to formulate homework policy.

Methodology

For conducting this study, a qualitative exploratory research design was used. An exploratory design refers to a problem that has not been studied before and focuses on gaining insights and familiarity for later investigation (Cohen et al., 2017).

Sample (Research Participants)

For collecting qualitative data, 10 parents from five schools (3 boys and 2 girls); two parents from each were selected using the purposive sampling technique suggested by Creswell (2007).

Research Instrument

A semi-structured interview was used for data collection from parents. The experts thoroughly reviewed the research instrument and provided feedback for improving these instruments. The interview protocol was improved and refined in light of observations and suggestions from the experts.

The semi-structured interviews focused on a deeper understanding of parents' practices and experiences regarding the accomplishment of the homework process. These interviews also explored the problems and difficulties faced in this important academic activity. The semi-structured interviews were also administered to two parents other than the sample for piloting purpose.

Data Collection and Analysis

At first, the researchers personally visited the selected secondary schools. The interviews were conducted with parents. To maintain ethical considerations, an informed consent form was sought from parents. The respondents were assured of the confidentiality of the information provided by them. They were also assured that the data they provided would only be used for research purposes.

The qualitative data were analyzed using thematic analysis, as suggested by Braun and Clarke (2006). They have suggested six steps for thematic analysis: familiarizing oneself with data, generating initial codes, reading the transcripts to search for themes, reviewing themes, defining and naming themes, and writing the report. The participants of semi-structured interviews were denoted as P1-P10.

Findings

The data collected through the semi-structured interview with parents were analyzed using thematic analysis. Three main themes emerged from this analysis: the importance of homework, how parents help children with homework completion, and suggestions from parents for homework completion. The themes, along with sub-themes, have been discussed below:

a) Importance of Homework

Most parents consider homework as a valuable activity that has various educational benefits. These benefits are evident in the following subthemes.

Homework as a source of accomplishment

Some parents consider homework an activity assigned to complete incomplete learning activities. One of the parents elaborated:

Homework is a very important activity in the educational process. It is assigned to the students to improve their deficiencies or to complete the tasks that remained incomplete during class activities.

Another father of a student explained the importance of homework:

"Homework provides a chance for revision and practice on the learnt lesson in the class. Through this activity, students learn up to the best level. When I see my child engaged in reading, writing, or memorizing something as homework. I feel my child is trying to achieve the objectives of education". (P1)

Another parent stated:

"Homework is a very important part of educational routine class work is not learnt until it is revised in the form of some homework activity". (P2)

Homework as a means of preparation for exams and tests

Most parents view homework as preparing their children for tests and examinations. Furthermore, they consider that working on homework enables their children to perform well in the examination. One of the parents said:

"I believe that when my child is completing his work regularly, he is getting prepared for tests, and examination sometimes is only preparation for a test or quiz that is to be taken on the coming day". (P5)

Another father elaborated is as

"Homework is an important activity that enables students to take tests and examinations with the best preparation". (P7)

Homework as a source of behaviour modification

Some parents regard homework as a tool to develop good working habits. A father narrated:

"I think homework is more than learning the skills of reading, writing, and memorization. It develops habits of hard work, regularity, and punctuality as child/students have to set a timeline and then for striving to complete homework it is developed as a habit". (P3)

Another father viewed it as:

"Homework has developed the habit of hard work in my son. On the days he is assigned homework, he looks like he is working and struggling. But when he has no homework, he is very relaxed and idle". (P7)

A father said:

"During vacations, when my child has no homework, he plays all the time. When asked to study, he responds, " I have no homework," I think there should be some activity assigned from the school that may keep my child on work and studying. (P9)

Another father was of the view:

"No homework was assigned to my son, and he was lazy and unmotivated to study. His performance was not good when he was promoted to the next class. His new teachers in the next class assign him homework regularly. The result is he is always at work routine". (P10)

Homework as a source of satisfaction for parents

Most parents feel satisfied when they see their children engaged in completing homework and assignments.

One of the parents said:

"I feel pleasure when I look at my son engaged in his homework assignments. His regular struggle for completing assignments is a source of satisfaction". (P4)

A father said:

"Homework is the only way which keeps me informed about the regular working and performance of my son. I regularly check the school diary to remain in touch with my child's performance". (P8)

b) Parents' support their children in the completion of homework

The data showed that most parents help their children in homework completion in one or the other way. Only a few do not take it as their responsibility. These facts have been described in the following themes.

Regular involvement in children's homework

Mostly parents were regularly involved in the education as well as homework of their children. One of the parents explained:

"I regularly check the school diary of my child and try to help him to complete homework accordingly. I also check the notebooks and the checked homework to see the quality of homework completed by the child. I also attend the parent-teacher meeting whenever I am called for it". (P4)

The mother of a student narrated:

"I spare my evening for homework of my children sit in the study room and call by children with bags and pens/pencils. I guide my children one by one to complete their homework. In this way, I get the homework completed under my supervision". (P6)

Another mother narrated:

"I am not well educated, but I try to help my children with their homework. I regularly try completion of homework for my children. The problems and assignments that I cannot understand, I get help from a female teacher who is my friend". (P1)

Arrangement of a tutor for homework

Some parents do not spare their time for their children, and they arrange tuition for their kids. The tutor is responsible for helping the child with homework and assignment completion.

One of the parents said:

"I cannot spare time for children's homework due to my business. I have arranged tuition where children regularly get help from tutors regular bases. I get a progress report from this tutor after a few days ".(P5)

Another mother stated:

"The educated persons of the family are on their job, and I am not educated and cannot help children with their homework and home assignments; therefore, I have to depend on tuition. My children regularly attend a tuition centre, where they do their homework and prepare for class tests". (P2)

A father narrated his measures as:

"I want that my children should not remain free. Therefore, I have arranged tuition for my children at home. The teacher is responsible for the preparation of children for class tests and the completion of homework. I have no contract with school; I only sometimes get a report of children's progress from the tutor". (P6)

No parental involvement: No support

A few parents don't consider any parental role in homework completion. They are of the total educational process is the job of school and teachers; parents have nothing to do with it. They see parents as only responsible for their food, accommodation, and safety. In this context, one of the parents said:

"Parents are not responsible for homework or student's educational process school, and school teachers are responsible for the whole educational process. They should do for what they are paid; parents have nothing to do with homework and other assignments". (P8)

Another parent uttered:

"Due to my tough life routine, I have no time to ask my children about education homework and other educational tasks. The other thing is that teachers are responsible for the whole educational process. The parents are only responsible for educational expenses". (P5)

Incapable/poor parents

Some parents are not capable of helping their children with their studies. They are illiterate or very poor. No one in the family can help or guide the children.

One of the mothers stated:

"We are all illiterate; my husband goes for daily wages, and I am at home to care for children sometimes. There is a call from school about the performance of our children, but do not go there as we don't know what to do". (P4)

Another father said:

"We are busy with our work, the school teachers have never contacted us, and the same is from our side. We hardly meet the expenses of our children. We cannot read and write;

therefore, we do not check the work of children and their dataries. Therefore, only school and school teachers are responsible for the education of our children". (P1)

c) Challenges regarding the completion of homework

Few parents complained regarding the completion of homework and talked about different factors that have made the homework process difficult.

Insufficient role of school teachers and school and school administrations

Fewer cases reported the active role of school teachers and administrators in the completion of homework. In most cases, the role of school administrations and teachers is insufficient.

One of the parents said that "Only parents are responsible for handling students' homework. The teachers only assign homework, and I have to help my child to complete it. Teachers have never involved me in my child's education as they never contacted me". (P3)

The other parents added:

"School teachers and administration play no role in homework completions. Parents have to bear the burden. School teachers or administration have never contracted for my child's performance or homework assignments. Even some subject teachers have never assigned homework". (P6)

One of the parents reported the discouraging behaviour of the school teachers and administration as

"Once, I visited the school on the complaint of my child that he was severely punished for incomplete homework. The school administration and teachers' behaviour were not friendly. Instead of providing help or guidance, they tried to assure me that my child was very weak and would fail in this class". (P9)

Heavy load of homework

Some parents complain about overloaded homework assignments that overburden students of this age.

One of the parents narrated:

"Often, homework is so huge that my child gets depressed. I need help supporting him as each subject has some work. Thus, he starts without any sort of after coming from school, and he has to work till night. Seeing this situation, there should be an optional amount of homework that should be light and enjoyable". (P3)

The other parent added

"Instead of completing the course in the class, teachers assign much more written work as a home assignment, which is very difficult to complete. The result is that the children feel uneasy and have no time to rest or play". (P6)

Another parent viewed

"The quantity of homework is not justified. I help my son with homework, even though he has to work till late at night and has no time to relax. Even he does not attend family ceremony events and picnics". (P8)

d) Suggestions from parents for Homework completion

Parents put forward different strategies to make the students complete their homework. Parents-Teachers cooperation some of the parents have suggested that parents' teachers' cooperation can get homework completed.

One of the parents said

"Teachers should arrange meetings with parents to realize how they can help their children and what role they can play in their children's education". (P4)

The other parents added:

"There is a dire need to educate parents about how to help children with homework and other educational tasks; for this purpose, the school should arrange parent-teacher meetings with pre-determined dates and schedules". (P7)

Regular monitoring of homework assignments and feedback

Some of the parents suggested that there must be a mechanism for regular monitoring of homework assignments. Teachers need to provide timely feedback as it helps to regulate students for homework completion.

One of the parents argued:

"Homework can only be completed if its assignments are purposeful, justified, with a clear deadline along with its reward in the form of some marks or other incentive". (P1)

The other parent added:

“Monitoring and regular and timely feedback may help to get homework completed. If there is a proper mechanism to check the quality and quantity of homework assigned to students, it may help in regulating students for homework completion”. (P10)

Assigning a suitable quantity of homework according to students' age

One of the parents said:

“Some teachers assign too much work, seeing many students demotivated and depressed. They do not have the motivation to complete such work. Therefore, the teachers need to assign homework that is short, light, and interesting”. (P5)

The other parent added:

“teachers must cover most of the course in class and should do homework that may be finished in one or one and a half hours. On some days, teachers of all subjects assign homework that becomes a burden for children. Therefore, teachers must consider overall homework while assigning home tasks”. (P6)

Discussion

The current study showed that parents considered homework an activity that supported their children's learning process; it resulted in the student's habit of hard work and personal and academic growth. Parents also viewed that homework helps them in knowing the progress of their child/children in their studies. These findings are partially in line with the findings of the study by Kukk et al. (2015) conducted in Estonia. However, parents partially viewed homework as an undue burden that creates trouble for students and parents and creates hate for education among students; it is how school shifts their responsibility to students and parents. These findings align with the finding by Hoeke (2017), who reported the negative impacts of homework.

Parents wish for a sufficient quantity of homework so that their children may remain busy in their studies, and parents are waiting every day to see and help their children for completing homework. They partially manage their children to complete their homework according to a specific timetable, nearly half of the parents have tuition for the completion of their homework, and more than half of the parents do not remain in contact with the subject teachers for the homework of their children, parent partially gets their children to prepare a timetable for homework, parents partially spare a daily fixed time for the homework of their children, Parents usually arrange all required materials that are needed for the completion of homework of their children, parents partially provide disturbance free study place for their children. Parents usually motivate their children using verbal praise on the completion of home-task with good quality, discussing with their children the easier and happier homework rules and routines to follow, and using punishment in terms of more work or cutting down pocket money in the case of non-completion of their homework. The studies partially support these findings by Kukk et al. (2015) and Hoeke (2017) because of cultural variation and lack of resources in the Pakistan context.

Parents partially face problems in helping their children due to lack of education and due to their professional responsibilities. Furthermore, difficulty in contact with school administration and teachers regarding homework, assigning a huge amount of work from some teachers, and no regular checking of homework from teachers are the problems teachers face in accomplishing homework for their children. Some parents also face problems on the part of their children that their children use computers for games, chatting online, checking Facebook, etc., instead of homework completion, which results in incomplete homework. These findings are in line with the study by Abrahams (2013) conducted in South Africa, where it was found that some parents were facing difficulty in being involved in homework activities of their children due to their non-cooperative attitude from school and lack of educational stimulation. These findings are in line with the finding by Hoeke (2017) that some parents found the unnecessary and heavy amount of homework a problem for them.

Conclusions and Recommendations

Parents of secondary school students believe that homework is an activity that supports the learning process of their children. They believe that homework helps them know their children's progress in their studies. They are unsure about the claim that homework is an undue burden that creates trouble for students and parents. They partially believe that homework creates hate for education among students. They also believe that homework results in the habit of hard work among students and are an effective activity for the personal and academic growth of the student.

Parents partially provide disturbance free study places for their children. They usually use verbal praise on the completion of home-task with good quality to motivate their children. Parents usually discuss with their children the easier and happier homework rules and routines to follow to motivate their homework completion. Parents mostly try that their children should do their homework themselves. Parents use punishment for more work or cutting down pocket money in the case of the non-completion of their homework. They partially face problems helping their children due to a lack of education. Struggling for their livings is not a hurdle for most parents regarding paying attention to their children's homework. Teachers may play a positive role by providing early feedback on homework assignments to cooperate with parents.

The study findings indicate that most secondary schools do not have homework policies that may guide teachers, students, and parents. The literature review also indicates that there is no homework policy at the national level in Pakistan. Therefore, it is recommended that the Government of the Pakistan Ministry of Education may constitute a homework policy at the national level, and all the schools may develop their homework policy in the guidelines of this policy. The present study's findings indicate that parents are partially involved in their children's homework. Therefore, measures are taken to involve parents in their children's education. School administration may arrange community-based lectures to develop awareness among parents and their role in their children's education and growth.

References

- Abdul-Samad, M. (2019). *A study of homework and its effect on student achievement* [Master level thesis Institute of Business Management, Karachi, Pakistan].
- Abrahams, R. A. (2013). *Challenges to parental involvement in homework assignments of learners in a historically disadvantaged primary school in Cape Town* [Master Level Thesis, University of the Western Cape, Cape Town, South Africa].
- Baher, H. (2017). *The homework problem and what teachers can do about it*. https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1728&context=ipp_collection
- Baran, A. (2019). Home improvement: Look at the historical role of homework in education, where we are today, and what schools need to consider as they evaluate their approach. *Independent School*, 78(2), 44.
- Bembenutty, H. (2011). Meaningful and maladaptive homework practices: The role of self-efficacy and self-regulation. *Journal of Advanced Academics*, 22(3), 448-473.
- Bempechat, J., Li, J., Neier, S. M., Gillis, C. A., & Holloway, S. D. (2011). The homework experience: Perceptions of low-income youth. *Journal of Advanced Academics*, 22(2), 250-278.
- Bennett-Conroy, W. (2012). Engaging parents of eighth-grade students in parent–teacher bidirectional communication. *School Community Journal*, 22(2), 87–110.
- Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? A case study. *Professional School Counseling*, 15(2), 77-87. <http://doi:10.5330/PSC.n.2011-15.77>
- Bracke, D., & Corts, D. (2012). Parental involvement and the theory of planned behavior. *Education*, 133(1), 188-201.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.
- Brock, S., & Edmunds, A. L. (2010). Parental involvement: Barriers and opportunities. *EAF Journal*, 21(1), 48.
- Centers for Disease Control and Prevention. (2012). *Parent engagement: Strategies for involving parents in school health*. U.S. Department of Health and Human Services. http://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987 – 2003. *Review of Educational Research*, 76(1), 1 – 62.
- Cooper, H., Steenbergen-Hu, S., & Dent, A. L. (2012). Homework. In K. R. Harris, S. Graham, T. Urdan, A. G. Bus, S. Major, & H. L. Swanson (Eds.), *APA educational psychology handbook, Vol. 3. Application to learning and teaching* (pp. 475–495). American Psychological Association. <https://doi.org/10.1037/13275-019>

- Creswell, J.W. (2007). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Pearson Education.
- Czerniawski, G., & Kidd, W. (2013). *Homework for learning: 300 practical strategies*. McGraw-Hill Education.
- Danielson, M., Strom, B., & Kramer, K. (2011). Real homework tasks: A pilot study of types, values, and resource requirements. *Educational Research Quarterly*, 35(1), 17-32. <http://eric.ed.gov/?id=EJ964927>.
- Dettmers, S., Trautwein, U., Ludtke, O., Kunter, M., & Baumert, J. (2010). Homework works if homework quality is high: Using multilevel modeling to predict the development of achievement in mathematics. *Journal of Educational Psychology*, 102(2), 467-482. <http://doi:10.1037/a0018453>
- Doorn, D. J., Janssen, S., & O'Brien, M. (2010). Student attitudes and approaches to online homework. *International Journal for the Scholarship of Teaching and Learning*, 4(1), 1- 22.
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712.
- Epstein, J. L., & Salinas, K. C. (1993). *School and family partnerships: Surveys and summaries questionnaires for parents*. Center on School, Family, and Community Partnerships Johns Hopkins University. <http://nnps.jhu.edu>
- Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly*, 47(3), 462-495. <http://doi:10.1177/0013161X10396929>
- Epstein, J. L., Jansorn, N. R., Sanders, M. G., Salinas, K. C., Simon, B. S., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd Ed.). Corwin Press. <https://www.govinfo.gov/content/pkg/ERIC-ED467082/pdf/ERIC-ED467082.pdf>
- Fawzy, N. (2012). School teachers' perspectives on homework: A comparative study [Master's thesis, The American University in Cairo]. <https://pdfs.semanticscholar.org/d309/d01ecdcf432b47eec6e02edd9c97e6802412.pdf>
- Fernández-Alonso, R., Álvarez-Díaz, M., Suárez-Álvarez, J., & Muñoz, J. (2017). Students' achievement and homework assignment strategies. *Frontiers in Psychology*, 8(2), 61-77.
- Frey, N., & Fisher, D. (2011). High-quality homework. *Principal Leadership*, 12(2), 56-58.
- George, D. D., & Mensah, D. K. D. (2010). Parental involvement in homework for children's academic success: A study in the cape coast municipality. *Academic Leadership*, 8(2), 1-5.
- Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84, 376-396. <http://dx.doi.org/10.1111/bjep.12039>.
- Gordon, P. (1980). Homework: Origins and justifications. *Westminster Studies in Education*, 3(1), 27-46.
- Hoeke, C.E. (2017). Homework practices: Teacher and parent perceptions of efficacy and purpose [Doctoral dissertation, East Tennessee State University]. Electronic Theses and Dissertations. Paper 3283. <http://dc.etsu.edu/etd/3283>
- Jordan, C., Orozco, E., & Averett, A. (2002). Emerging issues in school, family, & community connections: Annual synthesis 2001. *Southwest Educational Development Laboratory*, 1, 1-77.
- Karakus, M., & Savas, A. (2012). The effects of parental involvement, trust in parents, trust in students and pupil control ideology on conflict management strategies of early childhood teachers. *Educational Sciences: Theory and Practice*, 12(4), 2977-2985.
- Keane, T. (2007). Improving parent involvement in schools: A cultural perspective. *River Academic Journal*, 3(2), 1-4.
- Kukk, A., Rajalaane, R., Rei, M. L., & Piht, S. (2015). Parents opinions on homework in the II stage of primary school (Estonian example). *Procedia-Social and Behavioral Sciences*, 171, 134-144.

- Larsen, J. E. (2016). *An analysis of high school homework guidelines in one urban school district* [Doctoral Dissertation, University of Central Florida]. Electronic Theses and Dissertations, 2004-2019. 5054. <https://stars.library.ucf.edu/etd/5054>
- Li, W., Bennett, R. M., Olsen, T., & McCord, R. (2018). Engage engineering students in homework: attribution of low completion and suggestions for interventions. *American Journal of Engineering Education*, 9(1), 23–38.
- Marcum, J. (2018). *Parent and teacher perceptions of elementary school homework* [Doctoral Dissertation, East Tennessee State University]. Electronic Theses and Dissertations. Paper3377. <https://dc.etsu.edu/etd/3377>
- Medwell, J., & Wray, D. (2018). Primary homework in England: The beliefs and practices of teachers in primary schools. *Education 3-13*, 47(2), 191-204.
- Minke, T. A. (2017). *Types of homework and their effect on student achievement*. Culminating Projects in Teacher Development. 24. https://repository.stcloudstate.edu/ed_etds/24
- Radzi, F., Razak, M., & Sukor, N. (2010). Parental involvement in school to improve academic achievement: Primary teachers' views. *International Journal of Learning*, 17(9), 259-270.
- Ramdass, D., & Zimmerman, B. J. (2011). Developing self-regulation skills: The important role of homework. *Journal of Advanced Academics*, 22(2), 194 – 218.
- Rosário, P., Núñez, J. C., Vallejo, G., Cunha, J., Nunes, T., Mourão, R., & Pinto, R. (2015). Does homework design matter? The role of homework's purpose in student mathematics achievement. *Contemporary Educational Psychology*, 43, 10–24. <https://doi.org/10.1016/j.cedpsych.2015.08.001>
- Roschelle, J. & Hodkowsky, N.M. (2020). *Using research on homework to improve remote and hybrid learning*. Digital Promise. <http://hdl.handle.net/20.500.12265/107>
- Sartain, C., Glenn, L., Jones, J., Merritt, D. (2015). *A policy analysis of district homework policies* [Doctoral dissertation, Saint Louis University]. ProQuest Dissertations and Theses. <https://bit.ly/2vSDxOT>.
- Schimmer, T. (2016). *Grading from the inside out: Bringing accuracy to student assessment through a standards-based mindset*. Solution Tree.
- Shumow, L. (2011). *Homework and study habits*. In S. Redding, M. Murphy, & P. Sheley (Eds.), *Handbook on family and community engagement* (pp. 77–80). Information Age.
- Smith, J., Wohlstetter, P., Kuzin, C., & De Pedro, K. (2011). Parent involvement in urban charter schools: New strategies for increasing participation. *School Community Journal*, 21(1), 71-94.
- Songsirisak, P., & Jitpranee, J. (2018). Impact of homework assignment on students' learning. *Journal of Education Naresuan University*, 21(2), 1-19.
- Trautwein, U., Köller, O., Schmitz, B., & Baumert, J. (2002). Do homework assignments enhance achievement? A multilevel analysis in 7th-grade mathematics. *Contemporary Educational Psychology*, 27(1), 26-50.
- Van Voorheis, F. L. (2011). Adding families to the homework equation: A longitudinal study of mathematics achievement. *Education & Urban Society*, 43(3), 313-338. doi:10.1177/0013124510380236.
- Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs*. Association for Supervision and Curriculum Development.
- Vatterott, C. (2010). Five hallmarks of good homework. *Educational Leadership*, 68(1), 10–15.
- Walker, J. M. T., Hoover-Dempsey, K. V., Whetsel, D. R., & Green, C. L. (2004). *Parental involvement in homework: A review of current research and its implications for teacher, after school program staff, and parent leaders*. Harvard Family Research Project. <http://www.gse.harvard.edu/hfrp/projects/fine/resources/homework.html>.
- Yildirim, V. Y. (2021). Homework Process in Higher Education Scale (HPHES): A validity and reliability study. *International Journal of Assessment Tools in Education*, 8(1), 120-134.