

THE ATTITUDES OF PARENTS AND TEACHERS TOWARD HOMEWORK

A Master Thesis

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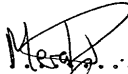

We certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science in Educational Sciences.


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ABSTRACT

This study deals with the attitudes of parents and teachers toward homework assignments in elementary schools on the basis of their appreciations of the necessity, significance, and functions of homework, a much debated issue in Turkey concerning the actual programming of the design of educational practices, and curricular system, in terms of educational policies.

The sample of the present study was 170 parents of students of the Elementary School in METU (Ankara) and 23 elementary school teachers during the 1991-1992 Academic Year.

The data were gathered by means of a questionnaire incorporating 27 items through which the respondents were asked to express their opinion and evaluations concerning homework.

T-test and percentage statistical techniques were used in the process of data analysis.

The analysis of data revealed that there exists a general agreement between the teachers and parents in their evaluation of the homework assignments.

The results regarding the over-all opinion coincidence between parents and teachers were supported by the analysis of the items in themselves, with some slight divergences of ideas in some respects.

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Öz

Bu araştırma ebeveyn ve öğretmenlerin ilkokullarda ev ödevi karşısındaki tutumlarıyla ilgilidir. Bu son dönemlerde Türkiye'de eğitim politikaları açısından ve geniş bir kamuoyunu ilgilendirecek nitelikte önemli bir tartışma konusu olarak karşımıza çıkmaktadır.

Bu araştırmanın örneklemini, 1991-92 Öğretim Yılı'nda ODTÜ ilkokulu'ndaki 170 öğrencinin ebeveynleri ve 23 öğretmen oluşturmaktadır.

27 maddeden oluşan bir anket ile bilgiler toplanmış ve deneklerin ev ödevi konusundaki görüş ve değerlendirmeleri ele alınmıştır.

T-test ve yüzde hesabı gibi istatistiksel işlemler kullanılmıştır.

Verilerin çözümlenmesi sonucu ebeveynler ve öğretmenler arasında ev ödevi konusunda bir görüş birliği, bazı sorulardaki hafif farklılıklara rağmen genel olarak saptanmıştır.

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CHAPTER I.

INTRODUCTION

Homework can be seen as an integral part of scholar experience by most of parents and teachers. Homework is defined as tasks assigned to students by school teachers that are meant to be carried out during non-school hours. Students may complete homework assignments during library time or even during subsequent classes. However, this definition explicitly excludes (a) in school-guided study (b) home study courses delivered through the mail, television, or on audio or videocassette, and (c) extra-curricular activities such as sports, teams and clubs (Cooper, 1989). Homework is defined as assignments to be done outside the classroom, to reinforce classroom instruction, increase understanding, transfer and extend classroom instruction, prepare for class discussion and provide curriculum enrichment opportunities (Department of Defence Office School, 1990).

However only a few research and descriptive studies deal with this topic. What is even more surprising is the fact that when the topic comes to discussion, there is always an eager involvement of the public, the press, the government and ministries and other pressure groups. Almost every decade, the homework debate comes to surface, influenced by changing views and opinions about childhood and leisure time, in addition it is affected by changing attitudes toward the curriculum, teaching methods and the quality of schools.

The completion of a homework assignment involves the more complex interaction and more influence than any part of the schooling process. Teachers structure and assign homework in various ways. Individual student's success or failure become more obvious in homework than in classroom activities. Parents often participate in assignments, sometimes voluntarily, sometimes by design. In addition, the house environment influences homework assignments. Perhaps, this multiple influence explains the diversity of opinion about whether homework is an effective learning device.

In the early Nineteenth century, headmasters in British Schools believed that difficult subjects required supplementary work. Future success was depending on high grades and to be successful meant additional homework. Teachers began keeping students who needed extra help in schools. During that period, teachers were paid according to their students' examination scores; thus, they often kept students for most of the day in school. This practice brought a new debate. Parents and newspaper editors attacked compulsory homework which would damage children's mental and physical health. On the other hand, teachers complained that poor children had no chance to study at home. At the end, even the British Government began to discuss the issue.

This controversial subject reappeared in 1930's. In this period, British Board of Education recommended no homework for children below the age of 12, one hour of homework each day for children between the ages of 12 and 14, one and half hour of homework for children between the ages of 14 and 16. This recommendation also

included that homework would be assigned only four days a week. In addition, the school had to provide study rooms with paid teachers.

Views on homework have followed a similar path in United States. In the early twentieth century, learning theories advocated that the "mind as a muscle" could be developed by exercise. Therefrom, educators emphasized the importance of memorizing. Parents and teachers considered homework as an important device for mental health. In addition, memorizing could be easily accomplished at home. As a result, homework became a key device in educational practice.

In 1940's, a reaction emerged against this type of homework. Teachers and parents began to inquire the effects of homework on child's mental health and leisure times. Problem-solving became the key element in the educational process. Educators emphasized student's own initiative and interest in learning process. The trend toward less homework or no homework came again to a turning point during 1950's when the Soviet Union launched Sputnik I space-satellite. Americans wanted to catch up with Soviets. Educators began to be eager about this competition to reflect it into their attitude toward the quality and quantity of learning process. Homework was viewed as a device for the acquisition of knowledge.

By mid-1960's, the cycle came to a turning point again. Learning theories started to investigate the value of homework once

again. It was argued that homework could not meet the basic educational needs of children.

Today, the views on homework have again changed once more, this time toward a positive attitude. The decline in achievement-test scores and increasing concern for traditional values influences this process of change.

Opinions and views on homework have followed more or less a different pattern in Turkey. In 1985, and 1988, homework debates emerged in the magazines. Demir (1985) argued that regulations and rules on homework are confused in that period. Therefore, administrators and directors of schools had difficulties in applying the regulations. Finally, in 1991, the homework debate started once again and reached a peak when even the Ministry of National Education, Mr. Akyol joined into the discussion. The Ministry stated that the homework assignments should not be given to elementary school students. Or it seems that there is a public pressure both on the part of teachers and parents who insist on the necessity and usefulness of homework assignments in contravention with the decisions of the Ministry. The fact that the French model of education is adopted traditionally in Turkish education system habituated those within the practice of education (teachers and parents) to ascribe an important role to homework assignments. It should also be remembered that the "demand" on cultural products, on the part of the accustomed parents plays an important role in the understanding that 'the teacher who insists on homework is a good teacher'. (Akkaya, 1988)

In Turkey, the homework debate has the shortcoming of remaining as formulated at the 'absolute' level of categorical rejection or acception of homework, while in Western countries the discussions often are concerned with the type and quality of homework. This type of categorical attitude towards homework led the homework debate in Turkey to an extreme inefficiency.

Even the private schools whose recent inflation would provoke supposedly a contribution to the solution of such problems failed in establishing an agreement about the question of homework, since they rested mainly upon the promotion of social development of the child.

To summarize: the homework debate in Turkey is recent. In this shift, the interaction between teachers as "suppliers" and parents as "demanders" seems to play the primary role, during the process of the commercialization of education. In this respect, the value systems of middle classes, enhanced by the accelerated process of urbanization and the development of the service sectors in the field of "marketing" the education -both in public and private schools- were very effective in shaping the "demand" side of education service. The shift of emphasis onto the "consumer behavior", especially after 1983, had the effect of accelerating the debate on a biased foundation.

Parallel to the historical process of homework practices, the literature on homework has contained arguments for and against homework. The debate around homework has focused on whether it is good or bad for children in terms of achievement in schools

and good working habits and responsibility. For the parents, homework was discussed in terms of close ties with their children's progress or better communication with the school. The other argument as a midway could see homework as a mixed bag, sometimes good sometimes bad for both parents and children.

On the other hand, some key and old questions still maintained their place in literature. Does homework really helps students? What is the optimum amount of homework, how much homework, how often, to whom, for what purpose, what kind of homework assignment?

Another debate on homework was that parent involvement in homework may have positive effects. However, the time and effort of the parents in helping to the assignments were not so much a contribution to the achievement.

Despite some conflicting and contradictory results, nowadays there seems to be considerable agreement among parents and teachers concerning homework. Several surveys indicated that teachers, parents and students had more positive attitudes towards homework.

One part of the literature is related to the taxonomy of homework. Jackson Lee and Wayne Fruitt have suggested a taxonomy of the homework. It has been established according to its purpose:

- (1) Practice
- (2) Preparation
- (3) Extension
- (4) Creativity

Assignments involving practice help students master specific skills. Assignments involving preparation help students gain maximum benefits from future lessons. Assignments involving extension determines whether students can transfer specific skills or concepts to new situations. Assignments involving creativity require students to integrate many skills and concepts in order to produce original purposes (Strother, 1984).

In his book "Homework", Cooper (1989) says that homework can be classified according to:

- (1) its amount
- (2) its purpose
- (3) the skill area utilized
- (4) the change of individualization
- (5) the degrees of choice permitted to students
- (6) completion deadline, and
- (7) its social context.

The amount of homework is the length of assignment. According to its purpose, Lee and Fruitt (1975) identified four kinds of homework which are mentioned above. Skill area utilized is the exercise of different skills. Students may be demanded to read, to submit written products or to perform practice drill to

enhance memory or keep retention of the material. Homework can vary also in according to the degree of individualization, which refers to whether assignments are to meet the needs of each student or whether a single assignment is for job groups of students or is for the class as a whole. The degree of choice offers to whether the homework assignments are compulsory or voluntary. Completion deadline refers to some assignments are short term which can be completed overnight or for the next class meeting. Others are long term with students given a week or several weeks to complete the work task. Finally, social context in homework means assignments may be completed by the individual student. Assisted homework calls for the involvement of another person as a parent or a friend and siblings. Other assignments involve groups of students working to produce a common product.

Dogle and Barben (1990), in their book "Homework as a Learning Experience" said about three types of homework assignment are common in US schools; practice, preparation, and extension. These three basic categories provide a useful framework for discussion. Perhaps most familiar and the longest standing kind of homework is the practice exercise. Such assignments are to provide students an opportunity to reinforce the newly acquired skills or apply recent learning. For example, after a lesson, students receive a homework assignment to practice, performing the operation or the assignment can be given to memorize something at home. Despite the positive effect of this type, practice type of homework assignment is dull. Preparation which is for tomorrow. The student must obtain sufficient background

information to be prepared for the following day's discussion or lecture. While such preparation can be a valuable part of the learning, this type of homework can also be ineffective unless the teacher assign them careful or sufficient guideline. Finally, extension assignment attempts to take the student beyond the work that has began in class and to encourage individualized and creative and imaginative use of knowledge. It focuses on student's production rather than reproduction. If extension homework can be made mechanical and routine, it evidently loses much of its profitability.

Epstein (1983) is another important figure in this field. She maintains that homework is one of the most important practices for establishing successful academic environment. From the literature and comments received from respondents in a survey on elementary school teachers concerning the practices of parental involvement Epstein and Becker (1982) identified seven different purposes of homework.

- (1) Practice (to increase speed, mastery, or maintenance of skills)
- (2) Participation (to increase the involvement of each student with the learning task)
- (3) Personal development (to build student's responsibility, honesty, perseverance, time management and self confidence)
- (4) Parent-Child relations (to establish communication between parent and child on the importance on school work and learning)

(5) Policy (to fulfill directives from administration at district or school-level for a prescribed amount of homework per week)

(6) Public relations (to inform parents about what is happening in class)

(7) Punishment (to remind students of the teacher's requirements for class work or behavior). (Epstein, 1988)

Doyle's and Barber's contributions to the purposes of homework appear like the following:

(1) its usefulness as an act of intellectual discipline

(2) its easing of time-constraints on the amount of curricular material to be covered

(3) its ability to foster student initiative, independence and responsibility

(4) its value in supplementing and reinforcing work done in school

(5) its ability to bring home and school close together. (Doyle and Barber, 1990)

McDermott, Goldman and Varenne (1985) state that the dispute around homework has centered on whether it is good or bad for parents' close ties with their child's progress or better communication with the school. In this context, it cannot be offered definitive answers to all questions. The homework is a mixed bag sometimes bad, sometimes good for children and their families.

The debate "pro" and "con" homework developed a few basic arguments. they are summarized as follows
advantages of homework;

- (1) it furthers learning and achievement through reinforcement, practice, application, and enrichment what is learned in school
- (2) It relates school learning to problems in the home, community, and nation
- (3) It fosters an appreciation for school and learning
- (4) It fosters close relationship between the home and the school.

Disadvantages of homework;

- (1) There is no evidence that homework fosters achievement. The assignments are often meaningless
- (2) It cuts the time that the children will be playing, contributing the home life and community activities.
- (3) It can cause stress and tension for both parent and child.
- (4) Not all home conditions are conducive for study.

It makes student less enthusiastic about school and learning (Mcdermott, Goldman and Varenne).

Bents-Hill (1988) constructed similar interpretation and brief list of advantage of homework for children, which are based on literature and the personal biases;

- (1) It develops self-discipline and responsibility.
- (2) It stimulates independent study habits and learning.
- (3) It teaches constructive use of leisure time.
- (4) It allows children to explore their own interests and when homework is individualized, it allows children to work at their own ability level.

In contrast to homework is valuable for the learner, the other idea is about the homework has a negative influence on children, examples of this view presented in the following list of advantages;

- (1) Parents or siblings who help with homework may be more of a hindrance to the child than help.
- (2) The home is a poor work environment because of poor lighting, lack of space and interruptions.
- (3) Children are not able to spend time with their family in the evenings or weekends.
- (4) The homework is only useful if it is individualized or in specific subject; otherwise, it may become useless copy and drill work.

On this debate, empirical studies addressed the benefit of homework on academic achievement of the children (Bents and Hill, 1988).

As far as the Turkish educational system is concerned, it is difficult to say that there has been a systematic inquiry into the advantage and disadvantage of homework and parents' and

teachers' attitude toward homework. The absence of researches on the homework in Turkey and considerable concern among parents and teachers has left the researchers to carry out a systematic research on the subject.

This study tries to take the first step for further concerns in the issue of homework in educational sciences. This will be provided by presenting relative attitudes of the parents and teachers toward homework. The main objective of the present study, is to outline the motives, attitudes and views of parents and teachers toward homework assignments.

CHAPTER II.

STATEMENT OF THE PROBLEM

2.1. Introduction

In the previous chapter the situation was justified. The purpose of this chapter is to present the problem, to overview the significance of the study.

2.2. Problem

What are the differences between the attitudes of teachers and parents toward homework?

2.3. Overview of Procedures

The sample of the present study was formed by 170 parents and 23 teachers. The research was conducted in M.E.T.U. Elementary School in 1992.

The questionnaire that was used in the present study has been developed by the researcher. The questionnaire consisted in 27 items presenting several dimensions of homework on which opinions of parents and teachers were measured.

For the face-validity of the questionnaire, opinions of academicians in the Department of Educational Sciences in METU were considered.

The researcher visited the school to administer the questionnaire in March 1992. He distributed in person the questionnaires to the teachers and students involved in the selected classes. The students were told to give the questionnaires to their parents.

Attitudes toward homework were compared in terms of parents' and teachers' attitudes for each item asked on a scale. The statistical analyses of t-test and percentages were carried on in order to depict the over-all aptitudes of the subjects towards the items.

2.4. Significance of the Study

There is a few literature about parents' and teachers' attitudes toward homework. The general tendency in empirical and conceptual studies in literature is to measure the effect of homework on academic achievement.

Although the concept of homework and attitudes of parents and teachers toward homework is very significant. In Turkey, however, the necessary emphasis is not given to the issue. The present study may provide the first step for further concerns in homework.

Homework is a very attractive element in discussions concerning the educational process. It can be seen as an integral part of teaching and learning processes. Homework as an effective learning device is always under the influence of educators,

public opinion and mass media. Every few decades, the homework debate comes to the surface, under the influence of changing attitudes toward the schools, curriculum, teaching methods and teachers. Thus, homework is a topic that can quickly generate much discussion among educators and parents, as being a subject of debate for over one century.

Hence, the issue itself validates the present study as significant. In this study, the principal aim is to help teachers, parents and educational scientists through reexamining the issue of homework and presenting new empirical findings.

In addition, education has a primary role in the making of developing countries like Turkey, while our country failed in establishing well functioning educational systems, until the present. The significance of empirical studies lies in the capacity of contributing to the establishment of efficient educational policies and to their application.

CHAPTER III.

REVIEW OF THE LITERATURE

3.1 Introduction

In the present chapter, a review of the of the literature is presented. First, as a theoretical background theories on homework will take place. Second, some research studies will be introduced.

3.2 Theoretical Background

In order to construct a theoretical background in this part the views on homework will be covered.

Learning theories from the early part of this century explained the importance of homework as exercise for the brain. In his monumental work *The Principles of Psychology*, William James (1890) described the mind "pudding or mortar" that must be fashioned by outside forces. The most important of these forces was exercise for the muscle of the brain. James (1890) wrote that exercise produced known paths for the "nervous-current". Homework was an exercise that strengthened the mind.

Bogges (1931) suggested that homework has two fundamental objectives, to add to the student store of useful knowledge and to form good work habits. Crawford and Carmichael (1937) wrote that "freedom at night cultivates lazy habits", and Myers (1934) believed that if homework was not given as early as [p.5] in the

fourth grade, it would be difficult to introduce homework at a later date. (Bents-Hill, 1988)

In the early 1900's, a progressive alternative to "factory model" secondary schools received accolades from educators and the press. Designed by Helen Parkhurst, a teacher who had experience with Maria Montessori's ideas about preschool and elementary education, this approach to secondary education was known as the Dalton Laboratory Plan because of its origin in a Dalton Massachusetts, high school in 1921. (Edwards, 1991)

No homework was ever assigned in a Dalton Plan School. Parkhurst and her followers believed that students should have evenings free to play sports, practice musical instruments, participate in community and family activities or just relax as adults do after a full day's work. They could, however, take contracts home if they wished to catch up or to finish a task they were interested in (Strother, 1984).

Throughout most of its existence from colonial times until well into the twentieth century, the U.S. was considered primarily a temple of learning, where teachers imparted essential knowledge to the young. In a predominantly agrarian nation composed of a widely scattered and immigrant population at a time when all human "knowledge" might be found in a encyclopedia.

The purpose of the school was to the young the essential skills and the basic information that would enable them to take their place among the educated. Through the medium of the printed word

and later through drawings and photographs the school also attempted to provide windows on the world to these children whose out of school experiences were limited to their immediate environment.

In this context, study at home or homework was a straight forward and simple matter. Students were given at home tasks that involved 1) practice in skills learned in school; or they were expected to 2) prepare usually by reading, for the next day lesson. Assignments often involved substantial amounts of memorization and practice drills particularly in mathematics.

During the second quarter of the twentieth century, however, new educational philosophies emerged that cast this study at home in a different light. Dewey's concept of problem solving as a basic educational activity, for example did readily admit the need for memorization and drill. In this view homework, if necessary at all, should be an extension of the problem solving activities begun in school. Other philosophies, such as the life adjustment movement, also called into question the need for home study, frequently citing it as an unwarranted intrusion into the student's private at home time.

Since the end of World War II a number of factors have combined to make the topic of homework confusion to both teacher and parent and on occasion the center of public controversy. In the postwar years, rapidly transformed the U.S. from a rural to an urban society. At the same time TV and other mass media inundated the society with information. The information poor

child of the nineteenth century suddenly became the information saturated child of the mid-twentieth century.

And knowledge itself began to grow, and the schools could no longer easily identify just what "everyone should know". New insights into the traditional academic subjects raised doubt about the structure of the various disciplines; "new maths" and "new physics" challenged the very content of the traditional curriculum. Throughout the 1950's, 1960's a variety of new approaches some student centered, some subject centered called into question much of what was once considered the core of a solid, basic education.

Among all the change and confusion, the practice of assigning homework was both championed and challenged, defended as an academic necessity and as useless busy work. Rebellious and restless children of the television age protested at home drill and practice, and indeed often resisted any sort of homework assignment. Conflicting educational philosophies among teachers of working side by side. The comfortable of the 19th century replaced by individual attitudes and practices. Up to here historical and theoretical background was presented. But, today's views of homework and contemporary attitudes toward homework again shifted. According to Cooper (1985) "public perception of the value of homework is undergoing its third renaissance in the past 50 years".

3.3 Review of Research Studies

In this section, some research studies are viewed. Pascal, Weinstein and Walbery (1984) prepared more attractive study. They firstly made a computer search in the Educational Resources Information Center (ERIC) and Dissertation Abstracts International (DAI) data bases. In the ERIC 38 documents on homework were found and also in the DAI 29 dissertations related to homework were found. From these document, 15 elementary and secondary school studies selected only. Eight of them were articles, seven of them were dissertations. This final sample was examined. The main conclusion of this suggested that homework had stronger effect on academic achievement and learning . Especially, if homework was graded and explained by teachers comments will increase achievement.

Foyle and Lyman (1989) discusses homework policy as a product of 50 years of experiment research. Between 1904-1989 at least 84 homework experiments were conducted. Early experiments lead to contradictory conclusions. Since 1960 at least 66 homework experiments were conducted and have lead to the general conclusion that homework increases student achievement. 33 homework experiments were conducted in elementary schools. The other research findings provide us, some clear homework guidelines for elementary schools suggesting that homework should be assigned, graded an individualized.

Another study about elementary school and homework conducted in 16 Maryland elementary school districts. Epstein (1983)

discovered the low achieves in math and reading spent more time doing homework and got more minutes of parent help, and their teachers more frequently asked parents to become involved in learning activities at home. She concluded that children who are already doing well in school spend less time on homework and need less help from parents. Epstein's data from 16 Maryland elementary schools indicated that time spent on homework ranged daily from none (13%) to 15 minutes (21), 30 minutes (36%), 45 minutes (13%) and 1 hour or more (17%). Parents helped on 25 minutes per night. In her sample again, elementary school students 20: of them did not like to talk about school with their parents on homework. On the other hand parents expect their children to spend time or homework.

Epstein's (1988) second contribution with using data from 16 Maryland elementary schools district is about the correlation of homework activities and students achievements and behaviors in schools. Data from 82 teachers and 1021 parents and students in their classrooms were used to explore the correlates of homework activities and the effects of homework on elementary school students' achievements and behaviors in school. Six groups of variables that concern homework were examined: homework time; homework appropriateness; student attitudes; teacher practices regarding parent involvement in learning activities at home; parent abilities and resources; and other student and family background variables. Although findings seemed to be counterintuitive, they indicated that at the elementary school level, low achievement in reading and mathematics in comparison with high achievement, is associated with more time spent doing

homework , more minutes of parent help, and more frequent requests from the teachers for parent involvement. Thus the findings serve as a good example of the inadequacy of correlations to address questions of effects on students. Questions are raised about ways in which elementary school homework can be designed with parents' help to prepare students or the skill needed in the upper grades.

Another survey conducted by Hill (1988). He surveyed 6598 elementary school students and 3370 parents. From 51 elementary schools, he provided student grades achievement test scores and cognitive ability test scores from school district file. Results indicated that less homework was associated with lower academic performance and more homework associated with lower academic performance. There was a weak relationship between the amount of time spent on homework and academic performance. In contrast there was a strong positive correlation between cognitive ability and academic performance than homework. The other aspect that parental time included by homework may not be related to the academic performance.

The other practicum was to increase the parent involvement designed by Schnobrich (1986) at the G.Howland elementary school. The program included (1) regular homework assignments, (2) grading of homework by teachers, (3) recording of grades on a homework report, and (4) homework workshops for parents. Workshop was to help parents assist their children with homework activities. At this period homework became important daily event. Parents produced a Homework manual for parents of primary

school children/ To author, evaluation indicated that definite changes occurred in the homework patterns. Parents more involved in home learning activities.

The unsupported debates about homework is good or is bad in term of parents, teachers, and students gave rise to some empirical investigations. Mcdermott, Goldman, and Varenne (1984) showed that several surveys were conducted on the kinds of attitudes that teachers, parents, and students had toward homework. The most interesting and generalizable result of these surveys was that most parents and teachers were in favor of homework.

In another survey, 58 superintendents, 90 principles, 94 teachers, 1.480 parents, and 2.692 children were questioned about homework. The results indicated that parents and teachers agreed that homework was valuable because it either helped their children do better on exams and get promoted to the next grade, or it prepared them for high school. Teachers on the other hand, viewed homework as valuable for its long range capability to developed organizational skills and to make children more aware of their local resources.

Cooper (1989) advocates that views of homework have again changed toward a more positive attitude. To him, public perception of the value of homework is going to an other renaissance it the past 50 years. The seventeenth annual Gallup poll of attitudes toward the public schools [Gallup 1985] showed that 40 % of adults believed that elementary school children should be assigned more homework, while 38 % believe that

present levels were normal. For high school students, 47 % believed more homework, while 31 % disagreed. But parents of children in private elementary school (53 %) wanted more homework, while 22 % were against more homework. For high school parents (60 %) versus 15 % respectively.

An other example; Los Angeles County School conducted two surveys 1984, and 1985. 3000 teachers and 9000 parents participated. In 1984, 85 % of teachers approved of upgraded standards for homework. In 1985, the figure rose to 89 % in 1984, 2.7 % of parents recommend more homework. In 1985, 7 % of parents called more homework (Lausd 1984, 1985).

Edmonton Public School asked elementary school students "Does homework help you learn?" in its annual survey in 1985. 81 % of the students answered "yes". In 1981, this rate was 78 %.

Doyle and Barber (1990) pointed out that polls taken between 1916 and 1978 showed a surprising consistency. Students generally believed that homework helps them achieve better grades, an attitude that has remained constant over the years. Additionally, parents have been consistently strong supporters of homework.

To understand how cultural differences influence time spent on homework and attitudes about homework, Chen and Stevenson (1989) investigated these topics in Beijing, Chicago, Minneapolis, Sendai (Japan) and Taipei. They have made interviews with 3500 elementary school children, their mothers and their children.

The survey indicated that Chinese children took more homework and spent more time on homework than Japanese children and also Japanese children took more homework and spent more time than American children. An other difference Chinese children received more help from family than American and Chinese children. Chinese children had more positive attitudes about homework than American children. Japanese children's attitudes is between Chinese and American children. (Interviews with teachers showed that 34 % American teachers, 28 % Chinese teachers, and 40 % Japanese teachers thought homework had no negative effect. The main criticism was the overload of homework could cause a loss of interest in studying.) When teachers were asked how important they considered homework, their ranking as Chinese (means of 7.3) second Japanese (means of 5.8) and third American teachers (means of 4.4). Most of mothers from three cultures believed that the amount of homework assigned was appropriate, 32 % of the Chinese and 43 % of the Japanese and 8 % of the American mothers thought homework firstly was under the children's responsibility.

Singh (1988) conducted a survey about the value of homework and tried to give a new dimension to this topic, he questioned the opinions deal with a homework telephone hotline service in this survey. The questionnaires were given to 379 elementary school parents, 392 elementary school parents, 333 elementary school teachers. 80 % or more of the students, parents, and teachers thought that homework should begin at grade 3 or 4. More than 71 % of the students, parents, and teachers thought that parents should help children with their homework not do it. A majority

of the students and more than 40 % of the parents and teachers believed that students should spend 16 or 45 minutes each evening for homework. The responses on the other part of this survey could be shown; as 52 % of teachers and 31 % of the parents and students thought that homework telephone hotline was not needed or would not be used. But 47 % of the students and 46 % of the parents and teachers would like to have it for the mathematics. Finally, most of the teachers would like to have the homework telephone hotline for english and science.

Johnston (1990) argues that many parents were not helping their children in their learning process at home and school work. They were not aware of that they are important teachers in their child's life. With this problem she implemented a year long program to encourage parental involvement at an elementary school in Florida. In this period, guest speaker presented programs on parent participation and how parents could help their children.

Natriello and McDill (1986) made a data analysis about performance standards, student effort on homework, and academic achievement. They provided their data from a survey which conducted in 20 public high schools with 12146 students in 1964 and 1965. Standards constructed with two questions. For teachers, students be asked teachers wanted students to work at home and teachers did not want students to work at home. For parents, the parents had established any rule about the amount of time to be spent on homework and they had to rules on homework. Peer standards consisted of to be popular among the

peers it was important to get good grades and it was not important. Authors had controlled student background factors as father's education, mother's education, father's occupation. They stated that teachers, parents, and peers' standards had a positive effect on the time students spent on homework.

Murphy and Decker (1989) carried out a research, in order to give some information on homework from the perspective of 3000 teachers in 92 high schools in Illinois. According to their research result; half of teachers preferred to use textbook and questions for homework assignment. Additionally, 25 % selected worksheet. The other teachers as follow; 7 % choose essay and writing, 7 % other unknown types, 5 % gave reading and research reports, 5 % of them independent project and finally 1 % gave homework as watching a television program. An other finding which showed. 75 of teachers mostly or always assigned homework orally to the class. The others distributed homework along with written direction on the board and written direction to students. The other point was that homework was given by 61 % of the teachers at the end of class but 22 % of the teachers assigned it at the beginning of class. In addition 62 % of the teachers reported that there were no formal school structures to assist students to do homework. In terms of parental involvement, 57 % of the teachers gave their expectations about homework to parents.

CHAPTER IV

DESIGN OF THE STUDY

4.1. Introduction

This chapter is addressed to the presentation of the methodological procedures used in this study. It contains the hypothesis, the sample, the data collection, the analytical procedures, and data analysis. The sample section includes the characteristics and selection procedures of the sample. The data collection section presents information about the questionnaire and deals with the procedures used in the data collection process. The analytical procedures section gives the definitions of variables. The analysis of data section indicates the way in which data were analyzed.

4.2. Hypotheses

The purpose of this research was to test the following hypotheses:

- (1) Is there a significant difference between the parents' and teacher's overall attitudes toward homework?
- (2) Is there a significant difference between parents' and teachers' attitude toward homework in each of the 27 items constituting over-all attitudes? (See Appendix A)

4.3. The Sample

The sample of this study consists in the parents of 170 elementary school students who are enrolled in METU elementary school and 23 elementary school teachers who are employed in METU elementary school.

The population of this study represents these elementary schools which show a similar parental composition structure.

The research was conducted in METU elementary school with all teachers participating in this research. Each class was randomly chosen.

4.4. Data Collection

The data were collected from the parents of 170 elementary school students and 23 elementary school teachers in March 1992, by administering a questionnaire.

The questionnaire that was used in this study was developed by the researcher. It consists of 27 items which were prepared to take parents' and teachers' attitudes toward homework. The questionnaire was developed by reviewing the relevant instruments in the literature. For the face validity of the questionnaire, opinions of academicians in the Department of Educational Sciences in METU were considered.

The researcher visited the school to administer the questionnaire in March 1992. The researcher by himself distributed the questionnaire to the teachers and students involved in the selected classes. The students were told to give the questionnaire to their parents.

4.5. Analysis of the Data

Attitudes toward homework was measured with a questionnaire including 27 items. Parents' and teachers' attitudes for each item were asked on a scale. Scale values were 1 for agree, 2 for disagree. In the present study, the data were analyzed by using "t-test" statistical analysis and "Cross Tabulation" in a subprogram of Statistical Package for Social Sciences (Nie et al. 1975) in order to find out the percentages of the responses and significant differences between the two groups. The statistical analysis was carried out in order to test the groups means differences in terms of attitudes toward homework. The level of significance for the "t-test" was .05.

CHAPTER V
PRESENTATION OF FINDINGS

When the first hypothesis was tested (over-all), parents' 'agree' percentage mean for 27 items is 89.5 % while the 'disagree' was calculated as 10.5 %. Teachers' 'agree' percentage mean was 90.3 % against 9.7 % of 'disagree'. The parents' mean (\bar{X}) was computed as 1.89 while the teachers' is computed 1.87. The t-test value was computed as 0.516. There is no a significant difference between teachers' and parents' attitude toward homework.

In the present study, the mean and percentage analysis for each item concerning the attitudes of parents and teachers is envisaged. It should be noted that the items are reduced to a two-scaled categorization, "agreement" and "disagreement".

1. For "the educational purpose of homework" the 99.4 % of the parents agree about that homework sustains educational purposes ($\bar{X} = 2.00$), while only 0.6 % disagreed. Among the teachers the proportion for the same item 100 % of agreement ($\bar{X} = 2.00$).

2. For "not giving homework to punish the student", the 93.6 % of parents agreed while only 6.4 % disagreed ($\bar{X} = 1.94$). Among the teachers, the same figure is distributed as 86.4 % against 13.6 ($\bar{X} = 1.86$).

3. For, "no homework should be assigned", 94.9 of the parents agreed against 5.1 % disagreement ($\bar{X} = 1.94$). A similar figure

is obtained from the teachers: 95.5 % agreement against 4.5 % disagreement ($X = 1.96$).

4. For "finishing the homework during study-hours in school", 70.2 % of parents agreed, while 29.8 % disagreed ($X = 1.70$). On the same item, 52.2 % of the teachers agreed against 47.8 % of disagreement ($X = 1.48$). There is a significant difference between teachers and parents on this item.

5. For the "homework, if it should be done at home, should not endure more than half an hour", 72.3 % of parents agreed against 27.7 % of disagreement ($X = 1.72$). Among the teachers the distribution is 86.4 % agreement against 13.6 % disagreement ($X = 1.86$).

6. For "not assigning homework more than two or three days a week", 61.4 % of parents agreed against 38.6 % disagreement ($X = 1.61$). 31.8 % of teachers agreed against 68.2 % of disagreement ($X = 1.32$) on this item. There is significant difference between teachers and parents on this item.

7. For "parents' direct help to homework while avoiding to prepare it by themselves", 86.6 % of the parents agreed against 13.4 % disagreement ($X = 1.87$). 91.3 % of teachers agreed against 8.7 % of disagreement on the same topic ($X = 1.91$).

8. For "categorical no help of parents to the homework", 86.7 % of parents agreed against 13.3 % disagreement ($X = 1.87$). 81.8 %

of teachers agreed on the same topic against 18.2 % disagreement ($X = 1.82$).

9. For, "parent's involvement in preparing homework themselves would have more harmful effect than helping the student", 98.2 % of parents agreed against 1.8 % of disagreement ($X = 1.99$). 100.0 % of teachers agreed on the subject ($X = 2.00$).

10. For "the homework, being finished should be checked by the parents", 83.1 % of the parents agreed against 16.9 % of disagreement ($X = 1.83$). 90.9 % of the teachers agreed against 9.1 % of disagreed on the same topic ($X = 1.90$).

11. For "the homework should be evaluated and graded by the teacher", 89.4 % of the parents agreed against 10.6 % of disagreement ($X = 1.89$). 60.0 % of the teachers agreed on the same issue against 40.0 % of disagreement ($X = 1.60$). There is a significant difference between parents and teachers on this item.

12. For "the content of homework should be clearly understood by the student before going home", 98.8 % against 1.2 % of parents agreed ($X = 1.99$). 100.0 % of the teachers agreed on the same issue ($X = 2.00$).

13. For "the homework, if it is boring or difficult, should be envisaged again by the teacher", 99.4 % of the parents agreed against 0.6 % of disagreement ($X = 1.99$). 100.0 % of the teachers agreed on the same subject ($X = 2.00$).

14. For "only some courses should entail assignments of homework", 55.6 % of the parents agreed against 44.4 % of disagreement ($X = 1.55$). 91.3 % of the teachers agreed against 8.7 % of disagreement ($X = 1.09$). There is a significant difference between parents and teachers on this item.

15. For "the homework should not be troubling for family life", 97.0 % of parents agreed against 3.0 % of disagreement ($X = 1.97$). 100.0 % of teachers agreed on the same subject ($X = 2.00$).

16. For "homework should not be in such an amount and form to hamper child's free time" 97.6 % of parents agreed against 2.4 % of disagreement ($X = 1.98$). 100.0 % of teachers agreed on the same subject ($X = 2.00$).

17. For "a good homework should be sustained and appreciated by the teacher", 93.3 % of the parents agreed against 6.7 % of disagreement ($X = 1.93$). 89.5 % of teachers agreed against 10.5 % of disagreement ($X = 1.89$).

18. For "the helpful sources for the homework should be available in school's library", 98.2 % of the parents agreed against 1.8 % of disagreement ($X = 1.98$). 100.0 % of teachers agreed on that point ($X = 2.00$).

19. For "homework policy should be periodically designed collectively by the participation of the student, parents and teacher", 95.0 % of parents agreed against 5.0 % of disagreement

(X = 1.95). 91.3 % of the teachers agreed against 8.7 % disagreement (X = 1.91).

20. For "homework should be assigned for sustenance and support", 99.4 % of the parents agreed against 0.6 % of disagreement (X = 1.99). 100.0 % of teachers agreed on the same subject (X = 2.00).

21. For "homework sustains and develops the sentiment of discipline and responsibility", 97.0 % of parents agreed against 3.0 % of disagreement (X = 1.97). 100.0 % of teachers agreed on the same point (X = 2.00).

22. For "the homework helps to the student's discovery of his/her own capacities", 86.1 % of the parents agreed against 13.9 % of disagreement (X = 1.86). 95.7 % of the teachers agreed on the same subject against 4.3 % of disagreement (X = 1.95). There is a significant difference between the parents and teachers on this item.

23. For "homework enables the active participation of the student in lessons during classes", 90.8 % of parents agreed against 9.2 % of disagreement (X = 1.91). 100.0 % of the teachers agreed on the same point (X = 2.00).

24. For "homework develops the tendency of independent study and learning", 97.5 % of parents agreed against 2.5 % of disagreement (X = 1.97). 100.0 of the teachers agreed on the issue (x = 2.00).

25. For "homework sustains the tendency to evaluate free-times creatively", 83.6 % of parents agreed against 16.4 % of disagreement ($X = 1.84$). 95.7 % of the teachers agreed against 4.3 % of disagreement ($X = 1.96$).

26. For "homework contributes to the school achievement of the student", 97.5 % of parents agreed against 2.5 % of disagreement ($X = 1.97$). 100.0 % of teachers agreed on the subject ($X = 2.00$).

27. For "homework is a means of communication between the school and home, enabling the parents to be informed about what happens in the school", 95.5 % of the parents agreed against 4.5 % of disagreement ($X = 1.95$). 100.0 % of the teachers agreed on the subject ($X = 2.00$).

CHAPTER VI.

DISCUSSIONS, SUMMARY, IMPLICATIONS

6.1. Discussion on Findings

This research is a case-study attempting to attain a descriptive outline on the agreement on the subject of homework between parents and teachers. However, it should first be noted that, relative to the parents ($N = 170$), the teaching respondents ($N = 23$) are less numbered. It might be said that the debate over the homework in educational setting returned to the scene of active discussion in the field of education. Cooper (1989) stresses that during last few years, the debate on homework gained again a considerable importance, unheard until now since the last fifty years, especially in United States. Doyle and Barber (1990) on the other hand, remarked that the majority of researches between 1916 and 1978 have shown that a positive value was generally attributed both by the parents and teachers to "homework", appreciated as helpful for the students. McDermott, Goldman and Varenne (1984) stressed that the majority of parents and teachers were opting for the worth of homework in educational system.

The subjects having a high cultural and intellectual background (since the research was carried out in METU), the principal aim is not a generalization. It appears that the elitistic norms are prevailing in the respondents' answers to the questions, since they are assumedly open-minded towards novelties and newly developing trends. They attribute more importance to the

"cultural capital" in middle-class family setting, so that they are generally attentive to the school activities of their children. This would evidently be reflected into their attitudes towards the homework, since the homework constitutes the sole means of communication between family and school settings.

Another important point is that the middle-class intellectual background of the parents (generally academicians) exercees a high influence on teachers' attitude, in that they restrict themselves in attributing a high importance to homework. The teacher could become frustrated in such cases. Even the non-academic parents could have been more eager about the "cultural capital" they invested to the education of their children (Lareau, A. 1987).

The findings are in coincidence with the majority of literature on the subject, depicted out of the findings in carious areas, especially United States, Great Britain and Continental Europe.

It appears that homework constitutes an integral part of schooling, and the high level of agreement on the positive value of homework, both of parents and teachers should be understood in this perspective.

One could assert that homework is a means for the middle-class imagination of school, responding to the 'seriousness' of the educational setting.

Now, some points involved in the research should be discussed in more details, especially concerning the points where there exists a divergence of opinion on some issues between parents and teachers.

For "finishing the homework during study-hours in school", the findings have shown that there is a diversification of opinion in this matter between parents and teachers (70.2 % of parents agreed, while 29.8 % disagreed, whereas, 52.2 % of the teachers agreed against 47.8 % of disagreement. The teachers seem to reject more significantly the finishing of homework during study hours at school. This could be related to the will of the teachers to avoid extra-hour courses in study-hours in school. It could also be that the teachers are willing to give the message of a good work they are engaged in the school, since the logic of homework lies primarily in giving the message of such an absorption into work on the part of schooling. The parents in general could be willing to increase the teacher's responsibility in directing and evaluating homework studies.

For "not assigning homework more than two or three days a week", 61.4 % of parents agreed against 38.6 % disagreement, whereas 31.8 % of teachers agreed against 68.2 % of disagreement on this item. It appears that the opinion of teachers diverges at that point from the parents. It seems that the teachers are inclined than the parents to give the impression of more regular homework assignments. The parents, on the other hand, could have been inclined to see in too much homework an outrage to the child's leisure house, and hence a troubling effect.

For "the homework should be evaluated and graded by the teacher", 89.4 % of the parents agreed against 10.6 % of disagreement 1.89). 60.0 % of the teachers agreed on the same issue against 40.0 % of disagreement. There is a divergence of opinion on this topic between parents and teachers. Here, again we see an inclination on the part of teachers to see extra-work in the efforts to evaluate homework, while they could have attributed more importance to exams.

For "only some courses should entail assignments of homework", 55.6 % of the parents agreed against 44.4 % of disagreement. 91.3 % of the teachers agreed against 8.7 % of disagreement. There is a significant divergence of opinion between parents and teachers on this topic probably due to the attribution of more importance by teachers to some "essential" courses, like mathematics, Turkish etc. The parents on the other hand seem to attribute more importance to the "guarantee" that all courses are involved in homework.

Concerning the subject overall, it may be suggested that a general pattern of agreement exists between parents and teachers, excepting the above mentioned, rather unimportant points. This pattern seems to show that such an agreement depends on the essential logic of the homework: that it represents the single channel of communication between the school and the home. Both teachers and parents could maintain such a communication and information (evidently parents are more inclined to be informed about the school achievement of their

children as well as the "achievement" of the school itself) effectively by means of homework.

6.2. Summary of the Study

This study dealt with the difference on the patterns of attitude towards homework between parents and teachers. The sample of the study was selected among 170 elementary school parents and 23 elementary school teachers in METU. The study was conducted by using a questionnaire which was prepared by the researcher for the purpose of reviewing related literature and personal observations. The questionnaire consisted of 27 items measuring parents' and teachers' attitude towards homework.

For the face validity of the questionnaire, opinions of academicians in the Department of Educational Sciences in METU were considered in the preparation of the instrument.

The data were analyzed using percentage and mean analysis, on the basis of T-test distributions. The statistical device was the Statistical Package for Social Sciences (SPSS) (Nie. et al., 1975).

There is no a significant difference between parents' and teachers' attitudes toward homework over-all, while in 5 items particular differences were depicted.

6.4. Implications for Further Studies

This study expected to obtain a positive assessment on the attitudes of parents and teachers concerning homework assignments. The results have shown a strong assessment on the issue, for both parents and teachers, with rather unimportant slight differences. The sample of the present study, however, represented a high-level culture, middle class metropolitan family and teacher characteristics. It should also be added that the parents were mostly academicians and even the rest were coming from educational occupations in the university. The generalization could fail henceforth when made towards families or teaching staff from non-metropolitan and rural areas, and especially to other class backgrounds.

In further studies, the researches to be carried in the above-mentioned ideas can be compared to present findings, keeping in mind the limitations of the research carried on during this

study. It would be fruitful for further studies to include the students into the research sample as a primary group of respondents. The further interest to the types of homework would also bring into further analyses a valid perspective of refinement and precision.

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APPENDICES

APPENDIX A
THE QUESTIONNAIRE
(In Turkish)

Sayın Meslektaşımız,

Okulumuz, veli ve öğretmenler arasında karşılıklı, canlı ve olumlu ilişkiler amaçlamaktadır. Bu ilişkilerin sağlıklı bir şekilde sürdürülmesi çocuklarımızın okuldaki başarılarını arttıracaktır.

Anne-babaların ve öğretmenlerin belirli konularda ne düşündüklerini öğrenmek ve ortak bir noktaya gelmek Okulumuzun amaçları arasındadır. Bu çerçevede, "ev ödevleri" ile ilgili görüşlerinizi almak üzere bir anket düzenlenmiştir. Çocuklarımızın gelişimlerine ve başarılarına katkıda bulunacak görüş ve düşüncelerinizi alabilmemiz için anketimizdeki her maddeyi lütfen dikkatle okuyunuz ve cevaplandırınız.

Katkınız ve işbirliğiniz için şimdiden teşekkür ederiz.

Sayın Veli,

Okulumuz, veli ve öğretmenler arasında karşılıklı, canlı ve olumlu ilişkiler amaçlamaktadır. Bu ilişkilerin sağlıklı bir şekilde sürdürülmesi çocuklarımızın okuldaki başarılarını arttıracaktır.

Anne-babaların ve öğretmenlerin belirli konularda ne düşündüklerini öğrenmek ve ortak bir noktaya gelmek Okulumuzun amaçları arasındadır. Bu çerçevede, "ev ödevleri" ile ilgili görüşlerinizi almak üzere bir anket düzenlenmiştir. Çocuklarımızın gelişimlerine ve başarılarına katkıda bulunacak görüş ve düşüncelerinizi alabilmemiz için anketimizdeki her maddeyi lütfen dikkatle okuyunuz ve cevaplandırınız.

Katkınız ve işbirliğiniz için şimdiden teşekkür ederiz.

ÖĞRETMEN İLE İLGİLİ BİLGİLER :

... Sınıf öğretmeni

..... Branş öğretmeni

(branşınızı belirtiniz)

.....

Mezun olduğunuz okul :

Kaç yıllık öğretmensiniz?

I. BÖLÜM :

Aşağıdaki cümlelerde ifade edilen görüşlere ne derece katılıp, katılmadığınızı her maddenin altında yer alan ölçek üzerinde sizce en uygun seçeneği işaretleyerek belirtiniz.

1) Ev ödevinin eğitimsel bir amacı olmalıdır.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
-----	-----	-----	-----	-----

2) Cezalandırmak için ev ödevi verilmemelidir.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
-----	-----	-----	-----	-----

3) Ev ödevi hiç verilmemelidir.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
-----	-----	-----	-----	-----

4) Ev ödevi geneide etüd saatleri içinde okıda bitirilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

5) Ev ödevi eğer evde yapılacaksa günde yarım saatten fazla sürmemelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

6) Ev ödevi haftada iki veya üç günden fazla verilmemelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

7) Anne-baba ev ödevine doğrudan yardımcı olmalı fakat ev ödevini yapmamalıdır.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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8) Anne-baba çocuğun ev ödevine hiç bir şekilde karışmamalı, yardım etmemelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

9) Eğer anne-baba çocuğun ev ödevini kendileri yapmaya kalkışırsa, ev ödevi yarardan çok zarar getirebilir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

10) Ev ödevi yapıldıktan sonra anne-baba tarafından kontrol edilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

11) Ev ödevi öğretmen tarafından kontrol edilmeli ve not vererek değerlendirilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

12) Ev ödevinde yapılması isteneni öğrenci okulda iyice anlayıp eve öyle gelmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

13) Ev ödevi, sıkıcı olduğu veya zorluk yarattığı durumlarda, öğretmen tarafından tekrar gözden geçirilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

14) Yalnızca belli dersler için ev ödevi verilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
-----	-----	-----	-----	-----

15) Ev ödevi aile ortamını huzursuz edecek boyutlarda olmamalıdır.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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16) Ev ödevi çocuğun boş zamanlarını değerlendirilmesini engelleyecek miktar ve biçimde olmamalıdır.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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17) Ev ödevini iyi yapan öğrenci öğretmen tarafından ödüllendirilip teşvik edilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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18) Ev ödevine yardımcı olacak kaynaklar en azından okul kütüphanesinde olmalıdır.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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19) Ev ödevi politikası belli aralıklarla öğretmen, anne-baba ve öğrenciyle birlikte gözden geçirilmelidir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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0) Ev ödevi öğrenmeyi teşvik ve desteklemek için verilir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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1) Ev ödevi disiplin ve sorumluluk duygusunun geliştirir.

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
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22) Ev ödevi çocuğun kendi yeteneklerini keşfetmesine yardımcı olur.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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23) Ev ödevi çocuğun sınıfta aktif olarak derse katılmasını sağlar.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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24) Ev ödevi bağımsız çalışma ve öğrenme alışkanlığını geliştirir.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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25) Ev ödevi boş zamanları yapıcı bir şekilde kullanma alışkanlığını geliştirir.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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26) Ev ödevi çocuğun okul başarısına olumlu katkıda bulunur.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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27) Ev ödevi okul ve ev arasında bir iletişim aracıdır. Okulda ne yapıldığından anne-babanın haberi olur.

Kesinlikle				Kesinlikle
Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılmıyorum
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APPENDIX B. TABLES

TABLE 1. PERCENTAGES OF PARENTS AND TEACHERS

item	parents		teachers	
	agree	disagree.	agree	disagree
1	99.4	0.6	100.	0.0
2	93.6	6.4	86.4	13.6
3	94.9	5.1	95.5	4.5
4	70.2	29.8	52.2	47.8
5	72.3	27.7	86.4	13.6
6	61.4	38.6	31.8	68.2
7	86.6	13.4	91.3	8.7
8	86.7	13.3	81.8	18.2
9	98.2	1.8	100.0	0.0
10	83.1	16.9	90.9	9.1
11	89.4	10.6	60.0	40.0
12	98.8	1.2	100.0	0.0
13	99.4	0.6	100.0	0.0
14	55.6	44.4	91.3	8.7
15	97.0	3.0	100.0	0.0
16	97.6	2.4	100.0	0.0
17	93.3	6.7	89.5	10.5
18	98.2	1.8	100.0	0.0
19	95.0	5.0	91.3	8.7
20	99.4	0.6	100.0	0.0
21	97.0	3.0	100.0	0.0
22	86.1	13.9	95.7	4.3
23	90.8	9.2	100.0	0.0
24	97.5	2.5	100.0	0.0
25	83.6	16.4	95.7	4.3
26	97.5	2.5	100.0	0.0
27	95.5	4.5	100.0	0.0

TABLE 2. MEANS (X) OF PARENTS AND TEACHERS

item	parents means	teachers means
1	2.00	2.00
2	1.94	1.86
3	1.94	1.96
4	1.70	1.48
5	1.72	1.86
6	1.61	1.32
7	1.87	1.91
8	1.87	1.82
9	1.99	2.00
10	1.83	1.90
11	1.89	1.60
12	1.99	2.00
13	1.99	2.00
14	1.55	1.09
15	1.97	2.00
16	1.98	2.00
17	1.93	1.89
18	1.98	2.00
19	1.95	1.91
20	1.99	2.00
21	1.97	2.00
22	1.86	1.95
23	1.91	2.00
24	1.97	2.00
25	1.84	1.96
26	1.97	2.00
27	1.95	2.00