Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi • Haziran 2026, 64: 541-561• ISSN: 2147-5202
DOI: 10.15285/maruaebd.1830711

ARAŞTIRMA MAKALESİ / RESEARCH ARTICLE

Family Characteristics and Parental Homework Involvement in Urban Turkish K–12 Schools

Türkiye'de Kentsel K-12 Okullarında Aile Özelliklerinin Ebeveynlerin Ev Ödevi Katılımı Üzerindeki Etkisi

Tuncay AKINCI[*]
Mustafa ÇAKIR[**]
Süleyman AVCI[***]

Abstract

Despite extensive research on parental involvement in homework, limited evidence exists regarding the extent to which demographic characteristics are associated with variations in parents' homework engagement behaviors. This study examined the relationships between parental education, age, socioeconomic status, family type and size, as well as children's gender, birth order, academic achievement, and age and parental homework involvement. Data were collected from 558 parents of primary, middle, and high school students. Parental involvement was assessed using the Parental Homework Management Scale, which captures environment–time management and motivation–emotion management behaviors. The findings indicated that birth order, academic achievement, child age, parental age, and family size were significantly associated with parental involvement; however, these relationships were consistently weak. In contrast, child gender, parental education,

* Assoc Dr., Department of Guidance and Psychological Counseling, Marmara University, takinci@marmara.edu.tr. ORCID: 0000-0001-8052-3327
** Prof.Dr,, Department of Secondary Science and Mathematics Education, Marmara University, mxc446@gmail.com. ORCID: 0000-0002-9916-5117
*** Prof.Dr., Department of Educational Sciences, Ataturk Faculty of Education, Marmara University. suleyman.avci@marmara.edu.tr. ORCID: 0000-0003-3185-3914

Atıf için: Akıncı, T., Çakır, M. ve Avcı, S. (2026). Family characteristics and parental homework ınvolvement in urban Turkish K–12 schools. Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 64(64), 541-561. https://doi.org/10.15285/maruaebd.1830711

Makale Gönderim Tarihi: 26.11.2025 **Yayına Kabul Tarihi:** 30.05.2026

socioeconomic status, and family type were not significantly associated with parental involvement. Further analyses showed that most demographic variables were not significant predictors of homework involvement behaviors. Overall, the findings suggest that demographic characteristics are limited in explaining variation in parental homework involvement, pointing to the potential importance of more proximal psychological and motivational factors in understanding these behaviors.

Keywords: Parental homework involvement, family characteristics, homework management

Öz

Ev ödevine ebeveyn katılımına ilişkin geniş bir literatür bulunmasına rağmen, demografik özelliklerin ebeveynlerin ev ödevi sürecine katılım davranışlarındaki farklılıklarla ne ölçüde ilişkili olduğunu ortaya koyan çalışmalar sınırlıdır. Bu çalışmada ebeveynlerin eğitim düzeyi, yaşı, sosyoekonomik durumu, aile tipi ve aile büyüklüğü ile çocukların cinsiyeti, doğum sırası, akademik başarısı ve yaşı ile ebeveynlerin ev ödevine katılımı arasındaki ilişkiler incelenmiştir. Araştırma verileri ilkokul, ortaokul ve lise düzeyinde öğrenim gören öğrencilerin 558 ebeveyninden toplanmıştır. Ebeveyn katılımı, ortam–zaman yönetimi ve motivasyon–duygu yönetimi boyutlarını kapsayan Ebeveyn Ev Ödevi Yönetimi Ölçeği ile ölçülmüştür. Bulgular, doğum sırası, akademik başarı, çocuk yaşı, ebeveyn yaşı ve aile büyüklüğü ile ebeveyn katılımı arasında anlamlı ilişkiler bulunduğunu; ancak bu ilişkilerin genel olarak düşük düzeyde olduğunu göstermiştir. Buna karşılık, çocuğun cinsiyeti, ebeveyn eğitimi, sosyoekonomik durum ve aile tipi ile ebeveyn katılımı arasında anlamlı bir ilişki bulunmamıştır. İleri analizler, demografik değişkenlerin büyük çoğunluğunun ebeveynlerin ev ödevine katılım davranışlarını anlamlı düzeyde yordamadığını ortaya koymuştur. Genel olarak bulgular, demografik özelliklerin ebeveyn katılımındaki farklılıkları açıklamada sınırlı kaldığını ve bu davranışların anlaşılmasında daha yakın düzeydeki psikolojik ve motivasyonel süreçlerin incelenmesinin önemli olabileceğini göstermektedir.

Anahtar Kelimeler: Ebeveynlerin ev ödevi sürecine katılımı, aile özellikleri, ev ödevi yönetimi

INTRODUCTION

Homework is an instructional activity conducted outside school hours, where there is less control, order, and time than in the classroom, and it serves purposes such as practice, preparation, participation, and personal development (Cooper et al., 2006; Epstein & Van Voorhis, 2001). The absence of direct teacher supervision during homework increases the likelihood of parental involvement in homework management. Assisting with homework is one of the most common activities in which parents participate as part of their children's school activities (Cooper, 1989) because of a sense of responsibility (Epstein & Van Voorhis, 2012; Hoover-Dempsey et al., 1995). Parents are more likely to engage in homework when they perceive it as their responsibility, believe their involvement is effective, and feel that their children expect their support (Hoover-Dempsey et al., 2001).

The impact of parental involvement in homework on academic outcomes is complex. The type and purpose of involvement can lead to positive outcomes or increased tension between parents and children. While involvement in the form of setting expectations, setting rules, and appreciating positive behaviors leads to positive outcomes, constant control of homework has a negative effect (Patall et al., 2008). According to the classifications created by theorists, there are different types of homework involvement, such as autonomy-supportive practices, control, structure, and emotional

involvement (Lorenz & Wild, 2007); autonomy support vs. control; process vs. person focus; positive vs. negative affect; and positive vs. negative beliefs about children's potential (Aldosari, 2021). These classifications are the result of research on parents. This raises important questions regarding "What are the reasons for the differences in parents' engagement behaviors?", and "which characteristics (education level, income, number of children, etc.) do parents exhibit which types of behaviors?". Although limited, existing studies indicate a relationship between parental characteristics and homework help. These studies report that educational level, socioeconomic status, parental style, number of children, order of children, and gender of children are related to homework involvement (Lorenz & Wild, 2007; Trautwein et al., 2006). These studies have mainly examined the relationship between the level of involvement and parents' characteristics and have not focused on the types of involvement. In addition, in these studies, participation behaviors were generally measured through their children, not through the parents themselves.

In addition, the factors influencing parental homework involvement, the types of involvement, and their effects on students may vary across cultural and contextual settings (Ozyildirim, 2022; Dettmers et al., 2009). For example, in collectivist societies, more direct and participatory parental roles are commonly observed, whereas in individualistic societies, autonomy supportive practices tend to be more prominent (Cheung & Pomerantz, 2011). Family size may also play a role, as parental involvement tends to be more intensive in smaller families and more limited in larger families. In the context of Türkiye, unique cultural and family structures, the dominant role of national examinations, and the high value placed on certain professions such as engineering may shape both the nature of parental involvement and the factors that activate it. Studies conducted with Turkish samples examining the effects of parental involvement on student motivation and homework behaviors have shown that these effects differ from those reported in the international literature (Avcı et al., 2024, 2025a). Therefore, findings derived from different cultural contexts may be insufficient to fully explain parental involvement patterns in the Turkish context. For this reason, culture specific research is essential and should be further developed.

Despite the growing literature, important gaps remain, as prior studies have focused mainly on the level of involvement, relied on student reports, and rarely examined multiple parent, family, and child characteristics within a comprehensive and cultural framework. Accordingly, this study examines the associations between parental education level, parental age, socioeconomic status, family type, family size, child gender, birth order, academic achievement, and age and parental homework involvement. By doing so, it aims to provide a more comprehensive and culturally grounded understanding of parental homework involvement.

Literature

Parent Homework Involvement Types

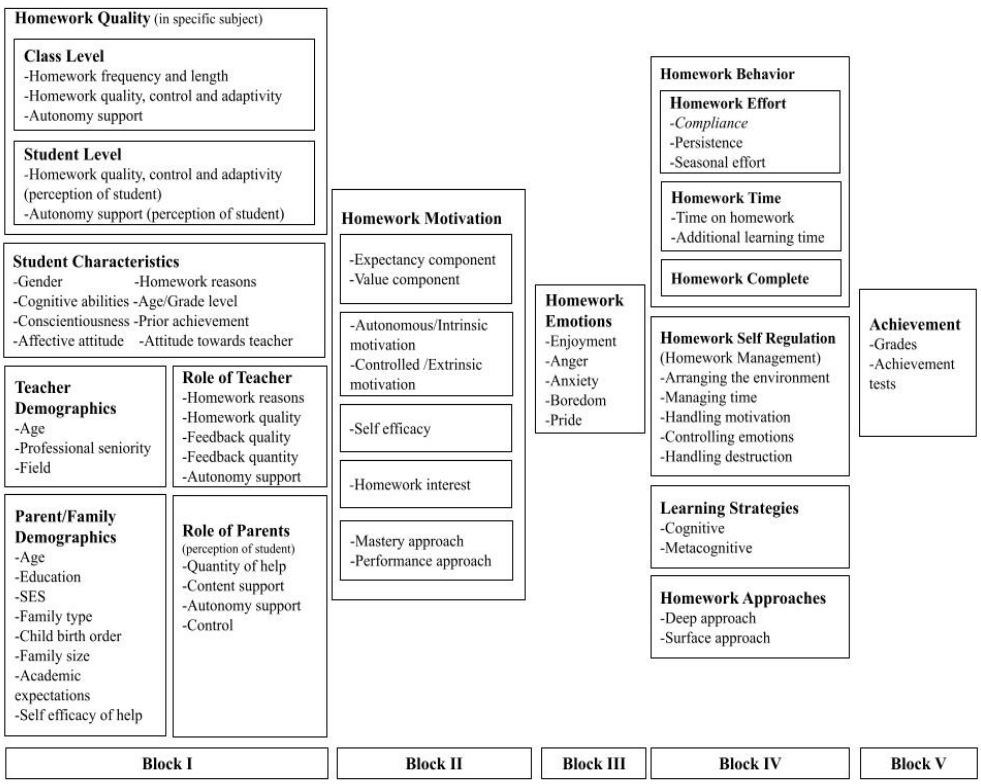
Reaching the expected positive academic outcomes from homework can be achieved through the desired combination of many variables, such as parent (homework involvement type), student (interest, homework management strategies, mobility), teacher (teacher feedback), and homework

type (discipline area) (Cooper et al., 2006; Deslandes & Rousseau, 2008; Patall et al., 2008; Xu & Wu, 2013). The factors affecting success in homework are presented in two basic models that are well known in the field (Cooper, 2015; Trautwein et al., 2006). Trautwein et al. (2006) stated that homework success and homework-doing behaviors are influenced by student characteristics, characteristics of homework assignments, parental homework management characteristics, and homework motivation.

Homework characteristics include homework quality and teacher homework control behaviors, whereas student characteristics involve gender, cognitive ability, and conscientiousness. The parent dimension consists of homework support, school-based communication, and homework control. In Cooper's (2015) model, homework achievement is influenced by endogenous and exogenous factors. Exogenous factors include students' grade level and personality traits, while endogenous factors involve homework difficulty, subject area, teacher behaviors, and parental involvement (Cooper, 2015). Building on these frameworks, the comprehensive model developed by Avcı and Özgenel (2024) offers a more holistic understanding of parental involvement by illustrating the role of parents in homework, the factors influencing involvement, and its predictive role for homework motivation and behaviors.

Figure 1.

Comprehensive homework model (Avcı & Özgenel, 2024)



Parental involvement in homework is conceptualized in multiple dimensions in the literature and is also referred to as parental homework management strategies (Cunha et al., 2018). Lorenz and Wild (2007) identified four dimensions: autonomy support, control, structure, and emotional involvement. Similarly, Aldosari (2021) proposed a four dimensional model contrasting autonomy support and control, process and person focus, and positive and negative affect and beliefs. In this study, following Cunha et al. (2018), parental involvement is treated as a two dimensional construct consisting of environment and time management and motivation and emotion management.

Predictors of Parental Homework Involvement

In this study, the comprehensive model developed by Avcı and Özgenel (2024) was used to identify variables associated with parental homework involvement. According to the model, parental involvement is shaped by parent related factors such as age, educational level, socioeconomic status, family type, and family size, as well as child related and psychosocial factors including age, gender, birth order, academic achievement, parental expectations, and parents' self-efficacy in providing homework support. Accordingly, parental education, socioeconomic status, parental age, child academic achievement, gender, birth order, age, family size, and family type were included in the analyses.

Previous studies have shown that parent, family, and child characteristics differentially influence homework involvement (Desforges and Abouchaar, 2003). Parent related variables include educational level (Crosnoe, 2001), parenting style (Jeynes, 2018), and self-efficacy (Green et al., 2007). Family related variables include family type (Seginer, 2006), number of children, parental expectations (Jeynes, 2018), socioeconomic status (Luo and Zhang, 2017), and immigration background (Mau, 1997). Child related variables include grade level and age (Green et al., 2007), gender (Crosnoe, 2001), academic achievement (Mau, 1997), and birth order (Cabus and Ariës, 2017).

One of the main factors affecting parental homework involvement is parents' educational level. Families with higher education levels tend to show greater homework involvement (Crosnoe, 2001; Dumont et al., 2012; Englund et al., 2004; Jafarov, 2015; Rasool et al., 2024). Higher educational levels are also associated with stronger academic expectations, which increase parental engagement (Jafarov, 2015; Luo & Zhang, 2017; Rasool et al., 2024). In contrast, parents with lower education levels may participate less because of limited confidence and perceived inadequacy in helping their children (Desforges & Abouchaar, 2003).

Another factor related to homework involvement is parenting style (Jeynes, 2018; Seginer, 2006). According to Baumrind (1971) and Maccoby & Martin (1983), authoritative parenting is associated with higher homework involvement. Authoritative parents support their children, encourage responsibility, and actively engage in problem solving rather than using pressure or punishment (Maccoby, 1994; Baumrind, 1991).

Finally, parental self-efficacy refers to parents' beliefs about their ability to support homework. Parents who feel competent and adequately prepared are more likely to participate in homework

processes (Desforges & Abouchaar, 2003). Green et al. (2007) also identified self-efficacy as an important predictor of homework engagement.

The first family characteristic affecting homework involvement is socioeconomic status (SES), which is also an important predictor of academic achievement (Bradley & Corwyn, 2002). Families with higher income and education levels tend to participate more in homework processes (Green et al., 2007; Luo & Zhang, 2017), whereas students from low SES backgrounds often receive less support and have fewer resources. However, strong family involvement can reduce the negative effects of low SES on achievement (Sacker et al., 2002). High parental academic expectations are also associated with greater homework involvement and achievement (Jeynes, 2011, 2018), as parents are more likely to support children whom they believe will succeed (Castro et al., 2015). In contrast, lower educational expectations and limited emphasis on education may reduce involvement behaviors (Desforges & Abouchaar, 2003).

Another important family characteristic is family type. Research suggests that intact two parent families generally show greater homework involvement than single parent families (Crosnoe, 2001; Deslandes et al., 1999; Jafarov, 2015; Jeynes, 2011; Seginer, 2006). Single parents may experience time limitations that reduce educational support (Desforges & Abouchaar, 2003), and biological parents tend to be more involved than step parents (Deslandes et al., 1999). Immigration background is another factor related to family involvement. Although immigrant families may initially show high involvement to adapt to a new society, insufficient language proficiency can reduce participation (Mau, 1997). Similarly, Dumont et al. (2012) reported lower homework involvement among immigrant families.

Within child characteristics, the most studied variable is grade level and age. Research consistently shows that parental homework involvement decreases as children grow older (Desforges & Abouchaar, 2003; Green et al., 2007; Mau, 1997). This decline is associated with reduced student interest in academics, lower parental self-efficacy, and children's increasing desire for autonomy. Parents may also feel less capable of helping as school subjects become more difficult (Green et al., 2007). In primary school, parents often support homework regardless of the child's wishes, whereas in middle school support becomes more dependent on children's requests for help (Green et al., 2007).

Parental homework involvement is positively related to children's academic achievement and academic interest (Crosnoe, 2001; Mau, 1997). Families of children with learning disabilities also tend to show higher involvement (Aldosari, 2021). Gender differences in involvement are generally weak, although parents tend to participate more in girls' academic activities and school meetings (Crosnoe, 2001; Muller, 1998).

Birth order is another factor associated with parental involvement. First-born children generally receive more parental attention and support than later-born children (Price, 2008), and older children tend to receive more support than younger siblings (Cabus & Ariës, 2017). Finally, family size is related to both academic achievement and homework involvement. Larger families tend to

show lower levels of homework support because parental time is divided among children (Black et al., 2005; Aldosari, 2021).

The Present Study

The present study aimed to examine the associations between parental education level, parental age, socioeconomic status, family type, family size, child gender, birth order, academic achievement, and age and parental homework involvement using data collected from parents of children in primary, middle, and high school.

The Parental Homework Management Scale used in this study is domain specific, and mathematics was selected as the focal subject. One reason for this choice is that homework is assigned more frequently in mathematics (Clara, 2021; Cunha et al., 2019). In addition, parents tend to place greater value on mathematics, which increases their willingness to be involved in homework (Kitsantas et al., 2011) and allows the relationships among variables to be more clearly observed (Cooper, 2015).

In this study, parents of children at the primary, middle, and high school levels were included in order to better understand the role of child age. This sampling decision was guided by the literature indicating that parental involvement varies across developmental stages (avcı et al., 2025b; Kim, 2022).

In line with the aims of the study, the following research questions were addressed:

1. To what extent are parent, family, and child characteristics, as well as environmental support, associated with parental homework involvement?

2. To what extent are parent, family, and child characteristics, as well as emotional support, associated with parental homework involvement?

METHODS

This study was conducted with 558 parents of children attending primary, middle, and high school. A convenience sampling technique was used, and the questionnaire was distributed through undergraduate students of the researchers and their networks over a 15 day period. Data from the first 210 parents were used for the validity and reliability analyses of the Parental Homework Management Scale. All participants lived in a large city in northwestern Türkiye. Respondents included mothers (86.5%), fathers (11%), and family elders responsible for the child (2.5%), with a mean age of 40.1 years. Parents completed the questionnaire for one child only. Of the children, 50.9% were girls and 49.1% were boys; 50.8% attended primary school, 25.9% middle school, and 23.3% high school.

Instruments

Parental Homework Management Scale:

The parents' homework participation behaviors, was measured with the Parental Homework Management Scale (Cunha et al., 2018). There are 8 items in the measurement tool. Participants responded to each item by rating themselves on the following 5-point scale: never (1), rarely (2),

sometimes (3), often (4), and very often (5). The instrument consists of two subscales: environment-time and motivation-emotion management. Environmentally, time measures preparing the environment for the child to do homework and supporting the child in time management. Motivation-emotion management measures motivate the child to perform homework and provide emotional support. The scale was designed for mathematics homework. The researchers who developed the scale stated that they chose the mathematics course because there are more homework assignments in the mathematics course and because parents mostly help with homework in the mathematics course (Cunha et al., 2018). In this study, the scale was applied in the context of math homework for the same reasons.

Within the scope of family characteristics, socioeconomic status, family size, and family type were determined. For the family size variable, participants were asked about the number of children. For the family type variable, participants were asked about their marital status (married or single parent). The OECD formula was used to determine socioeconomic status.

Socioeconomic Status (SES):

The calculation technique used by the OECD in the PISA exam was used to determine economic, social and cultural status. This technique was preferred to obtain comparable data in accordance with the literature. In this context, participants were asked about their parents' level of education and occupation, possessions (TV, automobile, number of rooms, etc.), items that support education at home (separate room, desk, poetry book, etc.), and the number of books they own. In this calculation technique, the answers given to five groups of questions are weighted equally (OECD, 2014). Parental educational attainment was scored according to the International Standard Classification of Education (ISCED) (Avvisati, 2020). The ISIE technique developed by Ganzeboom (2010) was used to convert occupations into scores. For the other questions, the scores obtained by summing the answers are converted into standard scores. Finally, the scores obtained from all dimensions constitute the socioeconomic and cultural status of the family. A high ISIE score indicates high status.

Within the scope of parental characteristics, the educational level and age of the parents were assessed. In the calculation of SES, the highest education level in the family is considered, while the education level of the responding parent is considered in the parental characteristics.

Within the scope of child characteristics, students' age, gender, birth order, mathematics achievement and parental perception of inadequacy in mathematics achievement were determined. For mathematics achievement, parents were asked to rate their children's mathematics achievement on a scale of 1-10. The grades obtained from exams do not provide comparable data because students study at different levels and in different schools and because there is no standardized assessment or evaluation in schools in Turkiye. Mathematics achievement was used as an independent variable in this study.

Demographic Information Form: A structured questionnaire form was used to collect data on variables not measured by the standardized scale. This form included items related to parental, family, and child characteristics.

Data Collection and Analysis

The data were collected through Google Forms in December 2023. Within the scope of the research, 595 parents were reached, and the data of 35 people with outliers were deleted. A boxplot graph was used to identify outliers, and the casewise diagnostic technique was used in the regression analysis process. Skewness and kurtosis values were used to determine whether the data were normally distributed. The assumption of linearity between the dependent and independent variables was determined by scatter plots and correlation tests. The assumption that there was no multicollinearity between independent variables was determined through VIF and tolerance values. The effect of independent variables on dependent variables was analyzed with the stepwise multiple regression technique. This technique was chosen because it involves the study of a large number of independent variables.

FINDINGS

Psychometric Properties of The Turkish Form of The Parental Homework Management Scale

The Turkish adaptation study examined the scale using EFA and CFA. Prior to EFA, the KMO value was .829 and Bartlett's test was significant ($\chi^2 = 966.61$, $p < .001$). EFA supported both one – and two-dimensional structures. The unidimensional model explained 59.79% of the variance, with factor loadings ranging from .686 to .857. The two-dimensional model, consisting of environment–time management and motivation–emotion management, explained 71.28% of the variance, with factor loadings ranging between .69 and .85.

CFA results indicated acceptable fit for both models, although the two-dimensional structure showed better fit indices ($\chi^2/df = 1.36$, CFI = .99, RMSEA = .041) than the unidimensional model ($\chi^2/df = 1.79$, CFI = .99, RMSEA = .062). Consistent with Cunha et al., the two-dimensional model demonstrated superior fit. Reliability coefficients were high, with Cronbach's alpha values of .90 for the total scale, .83 for environment–time management, and .89 for motivation–emotion management.

Relationships Between Variables

Significant associations were found between parental homework management and birth order, math achievement, child age, parental age, and family size, whereas no significant relationships emerged for child gender, parental education, family type, or SES.

Birth order was negatively associated with Homework Management, Environment–time management, and Motivation–emotion management, indicating lower support for later-born children.

Math achievement showed positive associations with Homework Management, Environment–time management, and Motivation–emotion management.

Child age and parental age were negatively related to all homework management dimensions, suggesting that parental support decreases as children grow older and among older parents. Family size was also negatively associated with all dimensions, indicating lower involvement in larger families. In addition, perceived adequacy in mathematics showed a small negative correlation with Motivation–emotion management (see Table 1).

Table 1.

Pearson correlation coefficients between dependent and independent variables

	1	2	3	4	5	6	7	8	9	10	11	12
1-Homework Management												
2-Environment-Time	.90**											
3-Motivation-Emotion	.89**	.60**										
4-Child Gender	-.01	-.01	.01									
5-Birth Order	-.19**	-.14**	-.19**	-.01								
6-Math achievement	.14**	.10*	.15**	.07	-.04							
7-Child Age	-.15**	-.17**	-.10*	.01	.06	-.20**						
8-Parent Age	-.20**	-.21**	-.15**	.03	.38**	-.01	.45**					
9-Parent Education	-.01	-.05	.03	.04	-.21**	.10*	.11**	.17**				
10-Spouse Education	,02	-.01	.04	.01	-.18**	.12**	.01	.19**	.52**			
11-Family Type	.01	.02	-.01	.00	-.04	.03	-.02	-.07	-.06	.06		
12-Family Size	-.17**	-.13**	-.17**	-.04	.55**	-.08	.06	.07	-.29**	-,20**	.10*	
13-SES	.01	-.02	.04	.01	-.06	.09*	.28**	.41**	.67**	.66***	-.01	-.26**

Associations Between Independent Variables and Homework Management Outcomes

Stepwise regression analyses were conducted to examine the extent to which child gender, age, birth order, mathematics achievement, parental age and education, family structure, family size, SES, and perceived inadequacy in mathematics achievement predicted homework management, environment–time management, and motivation–emotion management. The overall models for all three dependent variables were significant.

Before the analyses, assumptions were checked. Since almost all skewness and kurtosis values were below 1, the variables were considered normally distributed (Hair et al., 2021). In addition, tolerance values above .10 and VIF values below 10 indicated no multicollinearity among the variables (Miles, 2014).

Table 2

Descriptive statistics and normality values of the independent variables

		Mean	*df*	*Min.*	*Max.*	*Skewness*	*Kurtosis*
Child	Gender	.49	.50	0	1	—-	—-
	Birth Order	1.59	.77	1	4	1.208	.883
	Math Achievement	7.18	2.14	1	10	-.724	-.160
	Child Age	11.34	3.21	6	18	.499	-.853
Parent	Parent Age	40.13	6.16	40.02	6.16	.147	-.458
	Parent Education Level	3.83	1.38	0	7	-.410	-.807
	Spouse Education Level	3.49	1.53	0	7	.055	-1.239
Family	Family Type	.94	.22	0	1	—-	—-
	Family Size	2.22	.80	1	5	.650	.881
	SES	.037	.75	-1.98	1.75	-.194	-.686
	Homework Management	4.04	.75	1.5	5	-.590	-.549
	Environment-time	3.93	.85	1.5	5	-.587	-.445
	Motivation-emotion	4.15	.83	1.5	5	-.689	.471

According to the analyses, among the independent variables, parental age, child age, birth order, and mathematics achievement were significant predictors, while the other variables did not significantly predict the outcomes. In the resulting model, parental age ($\beta = -.19$, $p < .01$), family size ($\beta = -.14$, $p < .01$), and mathematics achievement ($\beta = .13$, $p < .01$) collectively predict 8% of the variance in Homework Management, the dependent variable. Parental age and family size are negative predictors, while mathematics achievement is a positive predictor. Parental age ($\beta = -.20$, $p < .01$), family size ($\beta = -.11$, $p < .01$), and mathematics achievement ($\beta = .09$, $p < .01$) together predict 7% of the variance in environment-time management. Similarly, parental age and family size were negative predictors, while mathematics achievement was a positive predictor (Table 3).

Finally, birth order ($\beta = -.09$, $p < .01$), mathematics achievement ($\beta = .13$, $p < .01$), parental age ($\beta = -.11$, $p < .01$), and family size ($\beta = -.10$, $p < .01$) together predict 7% of the variance in motivation-emotion management. Notably, birth order was a significant predictor in the first two models but became nonsignificant in the final model after the inclusion of family size (Table 3).

Table 3.

Results of stepwise regression

	Variables	*Homework Management*				*Environment-time Management*				*Motivation-emotion Management*			
		B	*Sh*	*β*	*t*	*B*	*Sh*	*β*	*t*	*B*	*Sh*	*β*	*t*
Model 1	Parent Age	-.025	.01	-.20	-4.86**	-.03	.01	-.21	-5.04**				
	Birth Order									-.21	.05	-.19	-4.65**
	R^2	.041				.044				.037			
	R^2 Change	.041				.044				.037			
	F	23.64**				25.36				21.65**			

	Parent Age	-.024	.01	-.19	-4.67**	-.03	.01	-.20	-4.88**				
	Family Size	-.145	.04	-.15	-3.69**	-.12	.04	-.11	-2.76**				
	Birth Order									-.20	.05	-.19	-4.56**
Model 2	Math Ach.									.055	.02	.14	3.41**
	R^2	.064				.057				.057			
	R^2 Change	.023				.013				.02			
	F	18.92**				16.63**				16.87**			
	Parent Age	-.023	.01	-.19	-4.69**	-.03	.01	-.20	-4.88**	-.012	.01	-.09	-2.03*
	Family Size	-.135	.04	-.14	-3.47**	-.12	.04	-.11	-2.58*				
	Math Ach.	.044	.02	.13	3.09**	.04	.02	.09	2.24*	.055	.02	.14	3.43**
Model 3	Birth Order									-.167	.05	-.15	-3.48**
	R^2	.080				.065				.064			
	R^2 Change	.016				.009				.007			
	F	15.98**				12.84**				12.69**			
	Birth Order									-.102	.06	-.09	-1.76
	Math Ach.									.053	.02	.13	3.29**
	Parent Age									-.014	.01	-.11	-2.36*
Model 4	Family Size									-.104	.05	-.10	-1.99*
	R^2									.071			
	R^2 Change									.007			
	F									10.56**			

DISCUSSION

This study aimed to examine the associations between child, parent, and family characteristics and parental involvement in homework across different dimensions. The findings showed that academic achievement, parental age, and family size were associated with homework-related parental behaviors, whereas child gender, parental education level, socioeconomic status, and family type were not associated. These results are discussed in relation to the existing literature to better understand the contextual patterns of parental involvement.

Child characteristics in relation to parental involvement in homework

Within this study, the relationships between children's gender, age, birth order, academic achievement, and parental homework involvement were examined. Regression analyses showed that academic achievement and birth order were significant predictors, whereas gender and age were not.

The findings indicated no relationship between children's gender and parental homework involvement, which is consistent with the current educational context in Türkiye, where school enrollment rates are similar for girls and boys (MoNE, 2024). Previous studies also reported only limited gender differences in parental involvement, mostly favoring girls in extracurricular activities and school meetings (Muller, 1998). Similarly, Crosnoe (2001) emphasized that parents tend to participate more in girls' academic studies.

A negative relationship was found between children's age and homework involvement. Although age was significant in correlation analyses, it was not a significant predictor in regression analyses. Previous studies generally reported that parental homework involvement decreases as children grow older (Desforges & Abouchaar, 2003; Green et al., 2007; Mau, 1997). This decline has been associated with reduced academic interest, increasing adolescent independence, and parents' perceptions that they are less capable of helping with more difficult subjects (Crosnoe, 2001; Sanders, 1998; Green et al., 2007). Epstein and Dauber (1991) also noted that teachers invite parents to participate more frequently during earlier school years.

The findings further showed a negative relationship between birth order and homework involvement. Birth order significantly predicted only motivation–emotion management, suggesting that first-born children receive greater emotional support. Similar findings were reported by Price (2008) and Cabus and Ariës (2017). Hotz and Pantano (2015) also argued that first-born children experience greater parental control, discipline, and academic expectations.

Finally, academic achievement showed a low but positive relationship with parental homework involvement. Consistent with Crosnoe (2001) and Mau (1997), higher academic achievement positively predicted Homework Management, Environment–time Management, and Motivation–emotion Management, indicating that parents tend to become more involved when children are academically successful and interested in schoolwork.

Parental Characteristics in Relation to Homework Involvement

The study examined the effects of parents' age and educational level on parental involvement in homework. The results of regression analysis indicate that age is a significant predictor, while the educational levels of both mothers and fathers are not significant predictors. A low-level negative and significant relationship was found between parental age and homework involvement. Additionally, parental age is a negative predictor of homework involvement. According to these findings, it can be inferred that younger parents engage in more helping behaviors, and helping behavior decreases with age. In the literature review, no specific study investigating the relationship between parental age and involvement in homework was found. However, in broader research on parental involvement, the negative relationship between age and parental involvement aligns with the findings of this study (Overstreet et al., 2005). Ringenberg et al. (2009) emphasized a decrease in involvement with age and associated this result with the fact that older parents have older children.

The research outcome suggested that there is no relationship between parental education level and homework involvement. The homework involvement measured in this study included preparing the environment for homework and providing emotional support to the child. Since such homework support does not require any academic training, parents with different education levels can easily provide it. However, for parents with lower education levels, the primary challenge may arise in regard to supporting homework completion and explaining unclear concepts to the child. Research results in the literature generally indicate that parents with higher education levels exhibit more involvement in homework. The majority of findings suggest a positive relationship between parental

involvement and parental education (Crosnoe, 2001; Dumont et al., 2012; Englund et al., 2004; Jafarov, 2015; Rasool et al., 2024). Notably, Green et al. (2007) reported that parental education level did not predict home-based involvement. The greater involvement of highly educated parents is explained by high academic expectations (Jafarov, 2015; Luo & Zhang, 2017; Rasool et al., 2024) and the value placed on education (Desforges & Abouchaar, 2003).

Family Characteristics in Relation to Homework Involvement

The study examined the effects of socioeconomic status (SES), family size, and family type on parental homework involvement. Regression analyses showed that family size was a significant predictor, whereas SES and family type were not. A low-level negative relationship was found between family size and parental involvement, suggesting that homework involvement decreases in larger families. Similarly, Aldosari (2021) emphasized that dividing parental time among children reduces homework involvement in large families. Black et al. (2005) also reported that children in larger families tend to show lower academic achievement.

Although no significant relationship was found between SES and homework involvement, previous studies have reported a weak positive association, indicating that higher-income families tend to show greater interest in homework (Green et al., 2007; Luo & Zhang, 2017). Sheldon (2003) and Green et al. (2007) further argued that parents' communication with children and teachers is a stronger predictor of homework involvement than SES.

The findings also showed no relationship between family type and parental homework involvement. While the literature suggests that intact two-parent families are generally more involved in children's academic studies than single-parent families (Crosnoe, 2001; Deslandes et al., 1999; Jafarov, 2015; Jeynes, 2011a; Seginer, 2006), the current findings may reflect the strong family support structure in Turkish culture, where grandparents may help divorced parents with childcare. Another explanation may be the small number of single parents in the sample.

Limitations and Recommendations

This study has several limitations related to data collection. First, the findings rely on parental perceptions, and math achievement was evaluated based on parents' subjective judgments, which may not fully reflect students' actual achievement. In addition, the sample had a relatively high educational background and consisted only of parents living in a large metropolitan area, limiting the generalizability of the findings to rural populations.

The explanatory power of demographic variables was also relatively low. Future studies may examine variables such as parental academic expectations, support requests, and parental homework competency perceptions as predictors of homework support behaviors. Moreover, comparing parent and child perceptions of homework support may provide a more accurate interpretation of parental involvement.

CONCLUSION

This study examined the relationships between child, parent, and family characteristics and parental homework involvement across homework management, environment–time management, and motivation–emotion management dimensions. The findings showed that math achievement, parental age, and family size were associated with all three outcomes, whereas birth order was associated only with motivation–emotion management. Families provided greater support to first-born and younger children, and parental involvement increased with higher math achievement. Younger parents were also more involved in homework. In contrast, child gender, parental education, socioeconomic status, and family type were not significantly related to parental involvement. Overall, math achievement, parental age, and family size explained 7–8% of the variance in the dependent variables.

Use of Artificial Intelligence for Language and Proofreading: The authors did not use artificial intelligence in the study

Ethics Approval and Consent to Participate: This study was reviewed by the Scientific Research Ethics Committee of Marmara University Institute of Educational Sciences on 29.03.2023 and approved with decision number 03-18. Only participants who provided informed consent were included in the study.

References

Aldosari, M. (2021). The influence of parental characteristics on parental involvement in programs for students with intellectual disabilities. *International Journal of Disability, Development and Education, 70*(5), 659–673. https://doi.org/10.1080/1034912X.2021.190.4505

Avcı, S., & Özgenel, M. (2024). Homework completion and academic achievement: A multilevel study in high school settings. *The Journal of Educational Research*, 1–18. https://doi.org/10.1080/00220.671.2024.2431680

Avcı, S., Özgenel, M., & Avcu, A. (2024). The importance of family participation in homework: Understanding the relationship between student homework behaviors and academic achievement by school level. *Social Psychology of Education*, *28*(1), Article 6. https://doi.org/10.1007/s11218.024.09964-6

Avcı, S., Özgenel, M., & Avcu, A. (2025a). Individual and environmental factors shaping homework behavior: A three-level investigation with hierarchical linear modeling. *Psychology in the Schools*, *62*(9), 3654–3673. https://doi.org/10.1002/pits.23567

Avcı, S., Özgenel, M., & Avcu, A. (2025b). Gender and School Level in Relation to Homework Behavior, Intrinsic Motivation, and Parental Involvement. *Psychology in the Schools*, *62*(9), 3158–3172. https://doi.org/10.1002/pits.23527

Avvisati, F. (2020). The measure of socio-economic status in PISA: A review and some suggested improvements. *Large-Scale Assessments in Education*, *8*(1), 8. https://doi.org/10.1186/s40536.020.00086-x

Baumrind, D. (1971). Harmonious parents and their preschool children. *Developmental Psychology, 4*(1), 99–102. https://doi.org/10.1037/h0030373

Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner, & A. C. Petersen (Eds.), *The encyclopedia of adolescence* (pp. 746-758). New York: Garland.

Black, S. E., Devereux, P. J., & Salvanes, K. G. (2005). The more the merrier? The effect of family size and birth order on children's education. *The Quarterly Journal of Economics, 120*(2), 669–700. https://doi.org/10.1162/003.355.3053970179

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology, 53*(1), 371–399. https://doi.org/10.1146/annurev.psych.53.100.901.135233

Cabus, S. J., & Ariës, R. J. (2017). What do parents teach their children? The effects of parental involvement on student performance in Dutch compulsory education. *Educational Review, 69*(3), 285–302. https://doi.org/10.1080/00131.911.2016.1208148

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33–46. https://doi.org/10.1016/j.edurev.2015.01.002

Cheung, C. S.-S., & Pomerantz, E. M. (2011). Parents' involvement in children's learning in the United States and China: Implications for children's academic and emotional adjustment. *Child Development*, *82*(3), 932–950. https://doi.org/10.1111/j.1467-8624.2011.01582.x

Clara, D. A. (2021). *Rural elementary teacher beliefs regarding the effectiveness of their homework practices during the pandemic* (Doctoral dissertation, Duquesne University).

Cooper, H. (1989). *Homework*. Longman.

Cooper, H. (2015). *The battle over homework: Common ground for administrators, teachers, and parents*. Simon & Schuster.

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. https://doi.org/10.3102/003.465.43076001001

Crosnoe, R. (2001). Academic orientation and parental involvement in education during high school. *Sociology of Education, 74*(3), 210–230. https://doi.org/10.2307/2673275

Cunha, J., Rosário, P., Núñez, J. C., Vallejo, G., Martins, J., & Högemann, J. (2019). Does teacher homework feedback matter to 6th graders' school engagement? A mixed methods study. *Metacognition and Learning*, *14*(2), 89–129. https://doi.org/10.1007/s11409.019.09200-z

Cunha, J., Xu, J., Rosário, P. J. S. L. de F., & Núñez, J. C. (2018). Validity and reliability of the parental homework management scale. *Psicothema, 30*(3), 337–343. https://doi.org/10.7334/psicothema2017.426

Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. Department for Education and Skills.

Deslandes, R., & Rousseau, M. (2008). Long-term students' management strategies and parental involvement in homework at the elementary level. *International Journal of Parents in Education, 2*(1), 13–24. https://doi.org/10.54195/ijpe.18147

Deslandes, R., Potvin, P., & Leclerc, D. (1999). Family characteristics as predictors of school achievement: Parental involvement as a mediator. *McGill Journal of Education, 34*(2), 135-153.

Dettmers, S., Trautwein, U., & Lüdtke, O. (2009). The relationship between homework time and achievement is not universal: Evidence from multilevel analyses in 40 countries. *School Effectiveness and School Improvement*, *20*(4), 375–405. https://doi.org/10.1080/092.434.50902904601

Dumont, H., Trautwein, U., Lüdtke, O., Neumann, M., Niggli, A., & Schnyder, I. (2012). Does parental homework involvement mediate the relationship between family background and educational outcomes? *Contemporary Educational Psychology, 37*(1), 55–69. https://doi.org/10.1016/j.cedpsych.2011.09.004

EBA. (2022). *2022 central exam for secondary education institutions report*. https://cdn.eba.gov.tr/icerik/2022/06/2022_LGS_rapor.pdf

Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance. *Journal of Educational Psychology, 96*(4), 723–730. https://doi.org/10.1037/0022-0663.96.4.723

Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*(3), 289–305. https://doi.org/10.1086/461656

Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist, 36, 181–193.* https://doi.org/10.1207/S15326985EP3603_4

Epstein, J. L., & Van Voorhis, F. L. (2012). The changing debate: From assigning homework to designing homework. In *Contemporary debates in childhood education and development* (pp. 263–274). Routledge.

Ganzeboom, H. B. G. (2010). *International standard classification of occupations ISCO-08 with ISEI-08 scores*. http://www.harryganzeboom.nl/isco08/isco08_with_isei.pdf

Green, C. L., Walker, J. M., Hoover-Dempsey, K. V., & Sandler, H. M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model. *Journal of Educational Psychology, 99*(3), 532–544.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage. https://doi.org/10.1007/978-3-030-80519-7

Hoover-Dempsey, K. V., Bassler, O. C., & Burow, R. (1995). Parents' reported involvement in students' homework: Strategies and practices. *The Elementary School Journal, 95*(5), 435–450. https://doi.org/10.1086/461854

Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational Psychologist, 36*(3), 195–209. https://doi.org/10.1207/S15326985EP3603_5

Hotz, V. J., & Pantano, J. (2015). Strategic parenting, birth order, and school performance. *Journal of Population Economics, 28*, 911–936. https://doi.org/10.1007/s00148.015.0542-3

Jafarov, J. (2015). Factors affecting parental involvement in education: The analysis of literature. *Khazar Journal of Humanities and Social Sciences, 18*(4), 35–44. https://doi.org/10.5782/2223-2621.2015.18.4.35

Jeynes, W. H. (2011). Parental involvement research: Moving to the next level. *The School Community Journal, 21*(1), 9–18.

Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and engagement. *School Leadership & Management, 38*(2), 147–163. https://doi.org/10.1080/13632.434.2018.1434767

Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review, 37*, 100463. https://doi.org/10.1016/j.edurev.2022.100463

Kitsantas, A., Cheema, J., & Ware, H. W. (2011). Mathematics achievement: The role of homework and self-efficacy beliefs. *Journal of Advanced Academics*, *22*(2), 310–339. https://doi.org/10.1177/1932202X110.220.0206

Lorenz, F., & Wild, E. (2007). Parental involvement in schooling. In M. Prenzel & L. Allolio-Näcke (Eds.), *Studies on the educational quality of schools* (pp. 299–316). Waxmann.

Luo, F., & Zhang, Y. (2017). Probing the SES-achievement connection in China. *Asia Pacific Education Review, 18*(1), 101–113. https://doi.org/10.1007/s12564.017.9472-y

Maccoby, E. E. (1994). The role of parents in the socialization of children: An historical overview. In R. D. Parke, P. A. Ornstein, J. J.Rieser, & C. Zahn-Waxler (Eds.), *A century of developmentalpsychology*. (pp. 589–615). American Psychological Association. https://doi.org/10.1037/10155-021

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of family. In P. H. Mussen (Ed.), *Handbook of child psychology* (pp. 1–101). Wiley.

Mau, W.-C. (1997). Parental influences on high school students' academic achievement. *Psychology in the Schools, 34*(3), 267–277. https://doi.org/10.1002/(SICI)1520-6807(199707)34:3

Miles, J. (2014). Tolerance and variance inflation factor. In R. S. Kenett et al. (Eds.), *Wiley StatsRef*. Wiley. https://doi.org/10.1002/978.111.8445112.stat06593

Ministry of National Education (MoNE). (2003). *The Ministry of National Education statistics*. https://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64

Muller, C. (1998). Gender differences in parental involvement and adolescents' mathematics achievement. *Sociology of Education, 71*(4), 336–356. https://doi.org/10.2307/2673174

OECD (2014). PISA 2012 technical report. OECD Publishing. https://www.oecd.org/pisa/pisaproducts/PISA-2012-technical-report-final.pdf

Overstreet, S., Devine, J., Bevans, K., & Efreom, Y. (2005). Predicting parental involvement in children's schooling. *Psychology in the Schools, 42*(1), 101–111. https://doi.org/10.1002/pits.20028

Ozyildirim, G. (2022). Time spent on homework and academic achievement: A meta-analysis study related to results of TIMSS. *Psicología Educativa*, *28*(1), 13–21. https://doi.org/10.5093/psed2021a30

Patall, E. A., Cooper, H., & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research, 78*(4), 1039–1101. https://doi.org/10.3102/003.465.4308325185

Price, J. (2008). Parent–child quality time: Does birth order matter? *Journal of Human Resources, 43*(1), 240–265.

Rasool, S., Aydin, H., & Zhang, J. (2024). Impacts of South Asian culture, income, education, and expectations on parental involvement. *International Journal of Comparative Education and Development, 26*(1), 38-55. https://doi.org/10.1108/IJCED-01-2023-0002

Ringenberg, M., McElwee, E., & Israel, K. (2009). Cultural capital theory and predicting parental involvement. *South Shore Journal, 3*, 86–124.

Sacker, A., Schoon, I., & Bartley, M. (2002). Social inequality in educational achievement. *Social Science & Medicine, 55*(5), 863–880. https://doi.org/10.1016/S0277-9536(01)00228-3

Sanders, M. G. (1998). The effects of school, family, and community support. *Urban Education, 33*(3), 385–409. https://doi.org/10.1177/004.208.5998033003005

Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting, 6*(1), 1–48. https://doi.org/10.1207/s15327922par0601_1

Sheldon, S. B. (2003). Linking school–family–community partnerships in urban elementary schools. *The Urban Review, 35*, 149–165. https://doi.org/10.1023/A:102.371.3829693

Trautwein, U., Lüdtke, O., Schnyder, I., & Niggli, A. (2006). Predicting homework effort. *Journal of Educational Psychology, 98*(2), 438–456. https://doi.org/10.1037/0022-0663.98.2.438

Xu, J., & Wu, H. (2013). Self-regulation of homework behavior. *The Journal of Educational Research, 106*(1), 1–13. https://doi.org/10.1080/00220.671.2012.658457

Türkiye'de Kentsel K-12 Okullarında Aile Özelliklerinin Ebeveynlerin Ev Ödevi Katılımı Üzerindeki Etkisi

Tuncay AKINCI[*]
Mustafa ÇAKIR[**]
Süleyman AVCI[***]

Giriş

Ev ödevleri, öğrencilerin akademik gelişimlerini destekleyen ve okul dışında öğrenmenin devamlılığını sağlayan önemli öğretim araçlarından biridir (Cooper et al., 2006; Epstein & Van Voorhis, 2001). Ancak ödev sürecinde öğretmenin doğrudan yer almaması, ebeveyn katılımını önemli hale getirmektedir. Literatürde ebeveyn ev ödevi katılımının akademik başarı, motivasyon ve ödev tamamlama üzerinde etkili olduğu belirtilmektedir (Patall et al., 2008). Bununla birlikte ebeveyn katılımının her zaman olumlu sonuçlar doğurmadığı, katılımın türüne göre farklı etkiler oluşturduğu vurgulanmaktadır. Özellikle özerklik destekleyici ve duygusal destek sağlayıcı katılım biçimlerinin olumlu sonuçlarla ilişkili olduğu, aşırı kontrol davranışlarının ise olumsuz etkiler yaratabildiği belirtilmektedir (Lorenz & Wild, 2007; Aldosari, 2021).

Bu araştırmada ebeveyn eğitim düzeyi, sosyo ekonomik statü, aile büyüklüğü, aile tipi, ebeveyn yaşı, çocuğun akademik başarısı, doğum sırası ve yaşının ebeveynlerin ev ödevi katılım davranışları üzerindeki etkisi incelenmiştir. Çalışma özellikle environment time management ve motivation emotion management boyutlarına odaklanmıştır.

Yöntem

Araştırma İstanbul'da yaşayan ve ilkokul, ortaokul ve lise düzeyinde öğrenim gören çocuğa sahip 558 ebeveyn üzerinde gerçekleştirilmiştir. Katılımcıların büyük çoğunluğu annelerden oluşmaktadır. Veriler Google Forms aracılığıyla toplanmış ve kartopu örnekleme yöntemi kullanılmıştır.

* Doç. Dr., Marmara Üniversitesi, Rehberlik ve Psikolojik Danışmanlık ABD e-mail: takinci@marmara.edu.tr. ORCID: 0000-0001-8052-3327
** Marmara Üniversitesi, Biyoloji Eğitimi ABD; e-mail:mxc446@gmail.com. ORCID: 0000-0002-9916-5117
*** Marmara Üniversitesi, Eğitim Bilimleri Bölümü; e-mail: suleyman.avci@marmara.edu.tr. ORCID: 0000-0003-3185-3914

Araştırmada ebeveynlerin ev ödevi katılım davranışlarını belirlemek amacıyla Cunha et al. tarafından geliştirilen The Parental Homework Management Scale kullanılmıştır. Ölçek environment time management ve motivation emotion management olmak üzere iki boyuttan oluşmaktadır. Ayrıca sosyo ekonomik düzey, aile büyüklüğü, aile tipi, ebeveyn eğitimi, çocuk yaşı, doğum sırası ve matematik başarısı gibi değişkenlere ilişkin bilgiler toplanmıştır. Verilerin analizinde Pearson korelasyon ve stepwise regresyon analizlerinden yararlanılmıştır. Normallik ve çoklu doğrusallık varsayımları analiz öncesinde kontrol edilmiştir.

Bulgular

Araştırmada ölçeğin Türkçe formunun geçerli ve güvenilir olduğu belirlenmiştir. EFA ve CFA sonuçları hem tek boyutlu hem de iki boyutlu yapının kabul edilebilir uyum değerlerine sahip olduğunu göstermiştir. Ancak iki boyutlu yapının daha iyi uyum verdiği belirlenmiştir. Ölçeğin Cronbach alfa katsayıları toplam ölçek için .90, environment time management için .83 ve motivation emotion management için .89 olarak bulunmuştur.

Korelasyon analizleri, ebeveyn ev ödevi katılımının özellikle doğum sırası, çocuk yaşı, ebeveyn yaşı, aile büyüklüğü ve matematik başarısı ile ilişkili olduğunu göstermiştir. İlk doğan çocukların daha fazla destek aldığı, aile büyüklüğü arttıkça ebeveyn desteğinin azaldığı belirlenmiştir. Benzer şekilde çocuk yaşı ve ebeveyn yaşı arttıkça ödev desteğinin düştüğü görülmüştür. Matematik başarısı yüksek olan öğrencilerin ebeveynlerinden daha fazla destek aldıkları bulunmuştur. Buna karşılık çocuk cinsiyeti, ebeveyn eğitim düzeyi, aile tipi ve sosyo ekonomik düzey ile ebeveyn katılımı arasında anlamlı ilişki bulunmamıştır.

Regresyon analizleri sonucunda ebeveyn yaşı, aile büyüklüğü ve matematik başarısının homework management ve environment time management değişkenlerini anlamlı biçimde yordadığı belirlenmiştir. Motivation emotion management boyutunda ise doğum sırası da anlamlı yordayıcı olarak ortaya çıkmıştır. Ancak açıklanan varyans oranlarının düşük olduğu görülmüştür.

Tartışma Sonuç ve Öneriler

Araştırma bulguları, ebeveynlerin ev ödevi katılım davranışlarının özellikle çocuğun akademik başarısı, aile büyüklüğü, ebeveyn yaşı ve doğum sırası ile ilişkili olduğunu göstermektedir. Bulgular, ilk doğan çocukların ebeveynlerinden daha fazla destek aldığını ortaya koyan çalışmalarla uyumludur (Price, 2008; Cabus & Ariës, 2017). Benzer şekilde çocuk yaşı arttıkça ebeveyn desteğinin azalması, önceki araştırmalarla paralellik göstermektedir (Green et al., 2007; Desforges, 2003).

Araştırmanın dikkat çekici bulgularından biri, ebeveyn eğitim düzeyi ve sosyo ekonomik statünün anlamlı yordayıcılar olmamasıdır. Bu durum, çalışmada ölçülen katılım türlerinin daha çok duygusal destek ve ortam hazırlama davranışlarını içermesiyle açıklanmıştır. Ayrıca büyük ailelerde ebeveyn desteğinin azalması, zaman ve kaynakların çocuklar arasında paylaşılmasıyla ilişkili olabilir (Black et al., 2005; Aldosari, 2021).

Sonuç olarak çalışma, ebeveyn ev ödevi katılımının yalnızca demografik değişkenlerle açıklanamayacağını göstermektedir. Gelecek araştırmalarda ebeveyn öz yeterliği, akademik beklentiler, öğretmen desteği ve öğrencilerin destek talepleri gibi psikolojik ve ilişkisel değişkenlerin incelenmesi önerilmektedir. Ayrıca ebeveyn ve öğrenci algılarının birlikte değerlendirildiği çalışmaların daha kapsamlı sonuçlar sağlayacağı düşünülmektedir.