

Fall 2017

Parental Involvement in the Homework World

Drew Nonnemacher

Northwestern College - Orange City

Follow this and additional works at: https://nwcommons.nwciowa.edu/education_masters



Part of the [Educational Leadership Commons](#), and the [Educational Methods Commons](#)

This Article is brought to you for free and open access by the Education at NWCommons. It has been accepted for inclusion in Master's Theses & Capstone Projects by an authorized administrator of NWCommons. For more information, please contact ggrond@nwciowa.edu.

Parental Involvement in the Homework World

Drew Nonnemacher

Northwestern College

December 2017

PARENTAL INVOLVEMENT IN HOMEWORK

Abstract

This literature review explores the trends of homework in current education as well as the effects that parents may have on homework, specifically with upper-level elementary students. Homework is a highly debated topic in the scope of education. The subject matter these days is vastly different from what it was even twenty years ago. That, in turn, could potentially lead towards unnecessary stress at home for parents trying to help their children with their homework. Families and their children tend to be busier than ever in our current society. With so many extra-curricular opportunities and schedules that are borderline out of control, homework might be one of the last things on the mind of the students and the parents alike. The literature review will consist of scholarly-based articles and other reliable sources in order to present an in-depth look at the effects of homework and parental involvement with homework in the upper elementary grades.

PARENTAL INVOLVEMENT IN HOMEWORK

Parental Involvement in the Homework World

Homework is a very hotly debated topic in all levels of our educational society today. Teachers have their own ideas of how much homework to give, what subjects to give it in, and what the benefits of homework are. What is the history of homework, and how does parental involvement with homework affect today's students' academic behavior, performance, and stress levels both at school and at home?

Literature Review

To begin with, one must understand where homework originated and where it has progressed over time. As far as the history of homework is concerned, scholarly journals are hard to come by. However, there is still plenty of documentation on what it began as and what has transformed. "Homework began generations ago when schooling consisted primarily of reading, writing, and arithmetic, and rote learning dominated. Simple tasks of memorization and practice were easy for children to do at home, and the belief was that such mental exercise disciplined the mind" (Vatterott, 2009, p. 44). The task of homework began as a simple idea of rote memorization and minimal mental exercises, but has generally become more difficult over time due to varieties of reasons. Cultures have changed, family dynamics are perhaps different from the average family years ago, technology has increased, and new standards are seemingly being introduced on a yearly basis. In the school systems, diversity has increased, making it increasingly difficult to teach with a specific style. Teachers are needing to accommodate for language learners and students on IEP's, as well as talented and gifted students that need more challenges in a school day.

The history of homework goes back to somewhere near the late 1800's. During that time, children in elementary school (then considered to be grades one through four) rarely received homework and those in grammar school (grades five through eight) typically received two to three

PARENTAL INVOLVEMENT IN HOMEWORK

hours' worth each night (The Center for Public Education, 2007). That is quite the difference in time of work for children so close in age to each other. What was agreed upon was that children in primary school did not need extra work to do outside of the school day. When children reached secondary school, (fifth grade as it was then) they had a choice to make. Those children could continue in school, culminating in the completion of eighth grade; or those children could leave school and begin working. If a child decided to complete their schooling, extra work was done outside of school, as they were involved in many more subjects during the school day.

One of the next steps in the history of homework is simply fascinating. “As pediatrics grew as a medical specialty, more doctors began to speak out about the effect of homework on the health and wellbeing of children. The benefits of fresh air, sunshine, and exercise for children were widely accepted, and homework had the potential to interfere” (Vatterott, 2009, p. 81). The overall trend of giving homework subsided at all grade levels. There were studies done, results released, and the overwhelming idea of “less homework, more play” was taking over. This trend continued into the 1930’s and 1940’s. Not until 1957 would take the next major turn in homework for educated children.

On October 4, 1957, the Soviet Union single-handily changed the way the United States thought about homework. *Sputnik* was launched, and although the space-race may have already started years before in preparation of launching a satellite, the actual successful launch put the United States into a frenzy trying to match and ultimately pass the Soviets in the quest for space exploration. “Fearful that children were unprepared to compete in a future that would be increasingly dominated by technology, school officials, teachers, and parents saw homework as a means for accelerating children's acquisition of knowledge” (Vatterott, 2009, p. 94). Policies within school districts that had abolished homework during the ‘30’s and ‘40’s were overturned.

PARENTAL INVOLVEMENT IN HOMEWORK

Parents were clamoring to have their children learn as much as they possibly could, and the pendulum of homework had swung back to the pro side. In fact, there was a time in the early 1960's when many parents actually believed their children were not being assigned *enough* homework to be successful. However, as with all pendulums and trends, the idea continued to swing.

With the onset of the Vietnam War, attention was diverted from the academic excellence movement, and public opinion swung once again away from support for homework (The Center for Public Education, 2007). Vietnam was taxing on America, and homework was once again putting too much pressure on kids. In the public's opinion, school alone was enough for children to be successful. Not to be outdone, the 1980's brought yet another massive swing in the idea of homework. The report *A Nation at Risk* (1983) introduced a new view to the topic of homework, and throughout the '80's and '90's, the majority of adults supported and endorsed homework for its character-building and academic benefits (The Center for Public Education, 2007). History alone gives an individual enough evidence that homework is a highly debated topic. It always has been, and if history has anything to say about it, this debate will continue on, well into the future.

Homework is a contentious topic. Students and their parents both view homework in different ways. One of the most up-to-date sources available is the book written by Matt Miller and Alice Keeler (2017). In it, the authors do not hesitate to explain the difference in opinions on homework from the perspective of a student, a teacher, and a parent. "Students often see homework as drudgery—a hoop they have to jump through en-route to free time that they can spend the way they want" (Miller & Keeler, 2017, p. 35). They go on to conclude the section with the parents saying, "They remember being plagued by it during their own childhood. They have a front-row seat to their children's rolling eyes, frustrated outbursts, or defeated sobs over assignments. Parents

PARENTAL INVOLVEMENT IN HOMEWORK

fight and fight and fight with their kids about whether homework is finished, whether it's done well, and whether there's more they're hiding" (Miller & Keeler, 2017, p. 37). Parents report that they sometimes provide poor or inappropriate help, often feel unprepared to help with certain subjects, and sometimes spend time trying to motivate their children to complete their homework by making the assignment more interesting. The quality of the family-student interactions not only affect students' completion of homework and achievement, but also children's emotional and social functioning (Van Voorhis, 2011). Clearly, homework affects everyone involved. In their journal, Nunez, Suarez, Rosario, Vallejo, and Valle (2015) offer the following thoughts on parental involvement with homework,

“Supporting children doing homework is one of the most common forms of parental involvement as most parents assume that they should be involved with their children on homework. Although they may vary in their intentions, strategies, and actions, parents generally believe that helping their children with their homework is a parental responsibility.” (p. 376)

It is common practice of a parent to desire for their child to succeed. Homework plays a part in that; however, overall parental involvement in a child's academic life, whether it be geared towards the homework or something else, is ultimately more important to the success of a child in school.

Investigating parental involvement from a multidimensional perspective, Dumont (2012) found both positive and negative relationships of different measures of students' perceptions of the quality of parental homework involvement (e.g., support, conflict, competence) with different educational outcome measures (e.g., achievement subject, academic self-concept, attitudes toward school work). These researchers found stronger positive relationships of parental homework involvement with students' motivational outcomes than with achievement outcomes. They also

PARENTAL INVOLVEMENT IN HOMEWORK

found that the relationship was different depending on the nature of parental involvement. For example, perceived parent–child conflict about homework was negatively associated with students’ educational outcomes, whereas perceived parental competence and support were positively related with school outcomes (Nunez et al., 2015).

When parents are invested in their child’s out-of-school work, their children tend to, according to many studies, succeed with their daily work, homework, and assessments. The problem becomes more apparent when the parents are unfamiliar with the practices on the homework or are uncommitted to helping their child with their extra work, and this is becoming an issue in many areas of education. As Schnee and Bose (2010) detail, “While the parents viewed themselves as critical players in their children’s learning, they had little understanding of the reform-oriented curricular approaches, which influenced (and at times limited) how and when they engaged with their children’s school mathematics” (p. 92). This is a grand issue that teachers across multiple grade levels are dealing with. Strategies taught and subsequently learned by students, especially in mathematics, have changed drastically. When dealing with homework, parental involvement has an enormous amount of impact on the students’ academic performance, but when the work leaves the parents themselves in hair-pulling mode, the negativity on both ends will begin to show itself.

Dumont, Trautwein, Nagy, and Nagengast (2014) provided an extensive study on the effects of parental involvement in homework. Investigating parents’ socioeconomic background and children’s academic functioning as potential predictors of the quality of parental homework involvement was one of the central aims of this study. Furthermore, we examined whether there were reciprocal relations between the quality of parental homework involvement and students’ academic functioning (2014). The researchers aimed to provide this study as a way to interpret the

PARENTAL INVOLVEMENT IN HOMEWORK

relations between the quality of parents' involvement in homework to the students' academic results in a reading-intensive subject, which was German. Realizing that this subject is not one that is normally taught to the average 5th grade student in America, there is still merit in seeing the results of parental involvement. They report the following: "With respect to parental homework involvement, the variables that have been proposed to affect the way parents help their children with homework in the literature are parents' motivation to help with homework their socioeconomic background and children's academic functioning" (Dumont et al., 2014, p. 146). Whereas parents' own motivation to help with homework clearly affects the way they become involved, the evidence regarding the role of the socioeconomic background of parents has been mixed. Cooper, Lindsay, and Nye (2000) reported that poorer families indeed showed less autonomy support and more interference in the homework setting. Hyde, Else-Quest, Alibali, Knuth, and Romberg (2006) found that mothers with more mathematical knowledge, which can be assumed to be associated with high educational background, and mothers with higher self-concepts provided higher quality content and scaffolding when helping with math homework. Niggli, Trautwein, Schnyder, Lüdtke, and Neumann (2007) observed that less educated parents showed lower levels of support and more controlling behavior in the homework context. However, Wild and Remy (2002) as well as Wild and Gerber (2007) did not find any associations between the quality of parental homework involvement and parents' socioeconomic background (Dumont, et al., 2014).

"With our first research question, we investigated why parents differ in the quality of homework help they provide by looking at parents' socioeconomic background and children's academic functioning. With our second research question, we examined whether there are reciprocal relations between the quality of parental homework involvement and

PARENTAL INVOLVEMENT IN HOMEWORK

students' academic functioning. Regarding students' academic functioning as a predictor of parental homework involvement, we expected students who were not doing well in school to report higher levels of parental homework *control*. By contrast, we expected higher performing students to report higher levels of parental *responsiveness*." (Dumont, et al., 2014, p. 147)

Regarding the research and the study of Dumont et al (2014), the study was conducted over two consecutive school days in intact classrooms in the first semester of the 2008–2009 (5th grade) and the 2010-2011 (7th grade) school year. Participation was voluntary and required written parental consent. Parent questionnaires were sent home with the children at the first time of measurement. All participating students and parents were informed about the study's objectives and assured that their data would be used for scientific purposes only. Students' reading achievement was assessed by a standardized achievement test. The test addressed students' reading comprehension by asking students to read several texts and answer questions (open ended, closed ended, and multiple choice) about them. The questions focused on students' skills in forming a broad and general understanding of texts, retrieving information from them, and interpreting them. All parental homework involvement variables were assessed via student questionnaires. The dimensions of parental homework involvement that we measured were perceived parental *control*, perceived parental *responsiveness*, and perceived parental *structure* (Dumont, et al., 2014).

In discussing the results, Dumont, et al. (2014) stated the following: "Overall, students perceived their parents as being involved in the homework process at both points" (p. 151-152). They also report that inspection of the intercorrelations between the dimensions of parental homework involvement in Grade 5 showed that parents who were perceived as responsive in the homework process were also more likely to provide structure. As these are both positive aspects

PARENTAL INVOLVEMENT IN HOMEWORK

of parental homework involvement, a high correlation was to be expected. Parental control was not related to parental responsiveness or to parental structure in Grade 5. Interestingly, the associations between the three dimensions of parental homework involvement were found to be different in Grade 7. Whereas parental control and parental structure were still unrelated, parental control was negatively associated with parental responsiveness indicating that parents showed both positive and negative forms of involvement during the homework process (Dumont, et al., 2014).

Xu, Kushner Benson, Mudrey-Camino, and Steiner (2010) completed a study on the effects of parental involvement with homework by using seven variables as a way to measure a group of 5th graders' SRL (self-regulated learning) and their reading achievement. This study focused mainly on SRL and reading achievement when all was said and done, but multiple components of the study focused on the parental involvement in regards to homework. Parental involvement in education has been found to be a multidimensional concept and takes many forms: parental expectations for children's educational attainment, parental involvement in homework, cognitive stimulation activities at home, parent-child communication, and participation in school and community activities. Research on parental involvement has primarily focused on the effects of individual parental involvement dimensions on student academic achievement. The effects of parental involvement on SRL are less adequately studied. Seven parental involvement dimensions/variables were examined in this study: parent-child communication, school involvement, TV viewing rules, homework help, homework frequency, parental education expectations, and extracurricular activities (Xu, et al., 2010). "In this study, the hypothesized causal effects of parental involvement on SRL and academic achievement are suggested by the literature on the relationships between these variables" (Xu, et al., 2010, p. 251).

PARENTAL INVOLVEMENT IN HOMEWORK

According to Xu, et al. (2010), parent–child communication refers to parent–child conversations about children’s study, peer relationships, and possible health risk behaviors. Parental school involvement includes communication with teachers and school administrators, attending school events, volunteering at school, and participation in community events to strengthen school programs. TV rules are family rules set by parents for restricting TV viewing. Homework refers to tasks assigned by teachers to be completed outside of class. The concept of parental education expectations or aspirations refers to how far parents realistically expect their children to go in school and the values they place on their children’s education. Extracurricular activities are defined as educational activities that are not part of the academic curriculum, such as sports and drama. Extracurricular activities are usually sponsored by and held at school. Participation in extracurricular programs depends on not only availability of such programs but also parental financial, time, and other resources (2010).

The study by Xu et al. (2010) breaks down all of the different variables that are presented in their study, and examines how each of them affects the academic achievements of the students who were studied. It is a study that was a multistage cluster sampling, but the findings themselves focused on the 5th grade year of the students involved. The study itself involved three sets of key variables: (a) parental involvement variables, (b) SRL, and (c) reading achievement (Xu, et al., 2010). Self-regulated learning in relation to parental involvement was the key component to this study. That learning was regulated through the ECLS-K (Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999) variable, T6LEARN, which was the score on the Approaches to Learning Scale. This scale included seven items that asked fifth grade reading teachers how often the child demonstrated the use of certain learning related skills: attentiveness, task

PARENTAL INVOLVEMENT IN HOMEWORK

persistence, eagerness to learn, learning independence, flexibility, organization, and following classroom rules (Xu, et al., 2010).

As far as the results for this study, they were offered up in the form of answers to the initial research questions of the study. Research Question 1 was, “What dimensions of parental involvement affect fifth graders’ reading achievement?” (Xu, et al., 2010, p. 253). The results showed that two of the six statistically significant predictors, *TV Rules* and *Homework Help*, have negative effects on reading achievement. Thus, fifth graders tend to have lower reading achievement if their parents set rules for watching TV or if their parents help with their homework more frequently. The other four statistically significant predictors have positive effects on student reading achievement. According to these positive effects, *involvement in schools*, *parental educational expectations*, *engaging children in their homework*, and *encouraging children’s extracurricular participation* would all promote children’s reading achievement. In addition, *school involvement* and *parental education expectations* have the greatest positive effects on student reading achievement, and *homework help* has the greatest negative effect on reading achievement. In short, the results show that all the dimensions of parental involvement as defined in this study, except *parent–child communication*, are statistically significant predictors for fifth graders’ reading achievement (Xu et al., 2010).

Research question 2: “What dimensions of parental involvement affect fifth graders’ aptitude for SRL?” (Xu, et al., 2010, p. 254) The regression coefficient for *parent–child communication* is not statistically significant, and the regression coefficients for the remaining six parental involvement variables are statistically significant. Therefore, *parent–child communication* is not a statistically significant predictor for student SRL. *TV rules* and *homework help* have negative effects on SRL, suggesting that fifth graders are less likely to be more self-

PARENTAL INVOLVEMENT IN HOMEWORK

regulated if their parents are more likely to set rules for watching TV or if their parents help with their homework more frequently. The other four statistically significant predictors have positive effects on SRL. To summarize the results from this regression model, it was found that six of the seven parental involvement dimensions are statistically significant predictors for SRL. Among these dimensions, *parental education expectations* and *school involvement* have the strongest positive/beneficial effects on SRL; *homework help* has the strongest negative or counterproductive effect on SRL (Xu et al., 2009).

Finally, research question 3 asks if SRL mediates the relationship between parental involvement and student reading achievement? Xu et al. (2009) respond with their findings:

“Among the statistically significant predictors in this regression model, SRL has the greatest effect on reading achievement; the next two greatest positive effects are *school involvement* and *parental education expectations*, and the greatest negative effect is *homework help*. Therefore, it can be concluded that SRL is a mediator that mediates the relationship between parental involvement and student reading achievement. In other words, these six dimensions of parental involvement not only contribute to student reading achievement directly but also indirectly through affecting children’s SRL skills.” (p. 255)

What these authors found was that parental involvement at home and within the school scene of these fifth graders in the study was directly correlated to their success in academics. The parental involvement affected the students’ homework tendencies, their self-regulated learning abilities, as well as their reading achievement.

Frances Landis Van Voorhis (2011) also initiated and completed a study using the acronym TIPS, Teachers Involve Parents in Schoolwork. According to Van Voorhis: This study summarizes

PARENTAL INVOLVEMENT IN HOMEWORK

the findings from the three studies combined, looking across the elementary and middle grades, three courses, and diverse community contexts to address three main research questions:

1. Students' work: What percent of TIPS activities were completed and how well? How much time was invested by students?
2. Student and family emotional investments: How did emotions and attitudes about homework compare for TIPS and control groups?
3. Student outcomes: How did student achievement(s) compare for TIPS and control groups over 2 years? (Van Voorhis, 2011).

The results of the study were as follows, for students' work: Across studies, students completed most assignments with 91% of assignments completed by math students, 81% completed by language arts students, and 72% completed by science students in Year 1. Even in Year 2 when percentages of signed assignments generally dropped, Year 2 families generally interacted with their students in some way in math on average 25 times, in language arts 17 times, and in science about 13 times (Van Voorhis, 2011).

For student and family emotional investments: Families evaluated their own and their child's feelings while working on homework together. Like the students, TIPS families rated their interactions significantly happier than control families both years. In fact, while 51% of TIPS families reported a happy experience, only 32% of control families did so (Van Voorhis, 2011).

Finally, the reports for student outcomes: Students answered four questions each year about the quality of the homework interaction experience. Specifically, they gauged their level of agreement or disagreement with the following statements: (a) My family partner liked working with me on TIPS/subject specific homework; (b) TIPS/subject homework helped my family partner see what I am learning in that subject; (c) My family partner likes to hear what I am learning

PARENTAL INVOLVEMENT IN HOMEWORK

in school; and (d) I am able to talk about the subject with my family partner. Significant differences emerged in Year 1 only. TIPS students more often agreed with the above statements than did control students. Although 29% of TIPS students agreed a lot with the statements, only 11% of control students did. Families also gave their impressions of family involvement in homework, with significant differences in favor of both TIPS groups over the control group. Although 50% of families in the control group reported being "never" or "rarely involved" in homework, only 30% of TIPS families reported so (Van Voorhis, 2011). From the findings of this study, it is quite apparent that students who have parental involvement with schoolwork throughout the year report out much more positively than students and families who do not.

Stress in the elementary-age student is a topic that has gained traction in recent years. Children were always heralded as living stress-free lives; free to run and play, as they desired. In recent times, however, the academic rigors and the ever-changing emphasis put on academics in our society has taxed kids and parents alike. The stress that homework puts on families is a real thing. Frustration and feelings of failure can often times dominate the classroom based on the previous night's assignment or the dread of what is to come at the conclusion of the current class. Van Voorhis (2011) writes,

“Homework requires students, teachers, and parents to invest time and effort on assignments. Their views about homework vary. On a positive note, 90% of teachers, students, and parents believe homework will help students reach important goals. Yet, 26% of students, 24% of teachers, and 40% of parents report that some homework is just busywork, and 29% of parents report homework is a major source of stress.” (p. 220)

She goes on to state, “Three aspects of homework that entail costs and or produce benefits for home and school contexts are time, homework design, and family involvement. A common

PARENTAL INVOLVEMENT IN HOMEWORK

complaint about homework, and one of the most studied factors, is time on homework” (p. 222). These are all real problems with dealing out homework to students on a daily basis. It is very evident that many of today’s types of assignments can leave parents baffled with potentially more questions than the students themselves.

When discussing the thought of families lacking the time to help with homework, one must simply consider how many opportunities exist for families to take part in. In our current society, even in a small town, there are activities available to keep families booked for nearly the entire week. Some studies conducted on the relationship of time on homework and achievement find that the age of the student moderates the relationship. Many schools have adopted the ten-minute rule as a general guide for developmentally appropriate time on homework. For example, students in the elementary and middle grades should be assigned roughly ten minutes multiplied by the grade level. (Van Voorhis, 2011) It is evident that a high percentage of schools have adopted this strategy for assigning homework. One would likely assume that a child in fifth grade has at least 50 minutes from the time school ends until they go to bed, but that may not always be the case.

Homework design is another key element to the added stress of assignments. Homework in the early grades should encourage positive attitudes and character traits, allow appropriate parent involvement, and reinforce simple skills introduced in class (Van Voorhis, 2011). Homework used to be simple and repetitive. It was based on mastering a certain skill during class time and then replicating that work on a homework assignment. Nowadays, math homework is focused on students describing *how* they solve their problems; it does not simply resemble rote exercises using standard algorithm repeatedly.

Language arts in the upper elementary is moving more towards a technology-based subject. Students are taught how to type their writings and blog about their thoughts. Despite the push in

PARENTAL INVOLVEMENT IN HOMEWORK

technology throughout society, many kids continue to lack the necessary technology at home to complete what are considered simple tasks at school. This is especially evident in poorer communities. Schools continue to push technology, which is understandable in itself, but there are many students who are put at a severe disadvantage.

Moreover, homework has not only become more advanced, it leads to the following situations as described in the following statement: “Research shows more homework can lead to less sleep for kids, which can cause obesity and attention deficit hyperactivity disorder (ADHD). The severe stress associated with meeting expectations related to homework, struggling with assignments, and arguing with parents about them can be just as damaging” (Miller & Keeler, 2017, p. 68). The stress of homework for young elementary students is all-encompassing.

In summary, parental involvement is paramount when expecting students to become successful with their schoolwork and homework. It is evident through studies completed that students whose parents are involved enjoy their homework and complete it with better intention and success. However, homework and success in school are also directly related to *how* parents are involved with homework. Some parents just show control over homework strategies, leading to more of a negative mindset of the child whose work it is. On the other hand, many parents tend to be more responsive than controlling. When a parent can be responsive rather than controlling, students may generally be more successful with their work. With increasingly busy schedules, homework continues to be put on the back burner. The more involved that students are in extra-curricular activities, the further down the order of importance homework might become. It is very important for parents and guardians to help young students manage these schedules and the stress that may come with them. Without the necessary guidance, it is easy for these young kids to prioritize their tasks incorrectly, potentially leading to significant struggles in the classroom.

PARENTAL INVOLVEMENT IN HOMEWORK

References

- Dumont, Hanna; Trautwein, Ulrich; Nagy, Gabriel; Nagengast, Benjamin (2014). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology, 106*(1), 144-161.
- Miller, Matt, & Keeler, Alice (2017). *Ditch that homework: Practical strategies to help make homework obsolete*. San Diego, CA: Dave Burgess Consulting, Inc.
- Nunez, J. C., Suarez, N., Rosario, P., Vallejo, G., Valle, A. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: Differences among elementary, junior high, and high school students. *Metacognition and Learning, 10*(3), 375-406.
- Schnee, Emily, & Bose, Enakshi. (2010). Parents don't do nothing: Reconceptualizing parental null actions as agency. *School Community Journal, 20*(2), 91-114.
- The Center for Public Education. 2007. "What Research Says about the Value of Homework: Research Review." Retrieved Nov. 6, 2017 (<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance/What-research-says-about-the-value-of-homework-Research-review.html>).
- Van Voorhis, Frances L. (2011). Costs and benefits of family involvement with homework. *Journal of Advanced Academics, 22*(2), 220-249.
- Vatterott, Cathy (2009). *Rethinking homework: Best practices that support diverse needs*. Alexandria, VA: Association for Supervision & Curriculum Development. Retrieved on Nov. 6, 2017 (<http://www.ascd.org/publications/books/108071/chapters/The-Culture-of-Homework.aspx>)

PARENTAL INVOLVEMENT IN HOMEWORK

Xu, Min, Kushner Benson, Susan N., Mudrey-Camino, Renee, & Steiner, Richard (2010). The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: A path analysis using the ECLS-K database. *Social Psychology of Education: An International Journal*, 13(2), 237-269.