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Opinions of Parents in Rural Areas on Homework: A Case Study

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ABSTRACT

One of families' roles and responsibilities for their children is participation in their education. Family participation in the educational processes of their children can sometimes be helping the children with their homework. The purpose of this study is to determine the opinions of parents living in rural areas about their children's homework. This research is a case study, one of the qualitative research designs. The data have been collected from 27 parents living in rural areas of Konya in May 2021. The data, collected through the semi-structured interview form, have been analysed using the descriptive analysis method. According to the findings, parents believe that homework reinforces learning, encourages study, and ensures that knowledge is retained. They also think that homework is useful because it increases student success in courses, and reinforces learning. While the majority of parents state that their children do not spend more time on homework than necessary, a significant number of parents are of the opposite opinion. Most of the parents stated that they check their children's homework. While some parents stated that they did not have problems with their children as far as their homework was concerned, some parents stated that they had problems with their children about the homework. According to parents, children are bored and reluctant because they do not like homework, they think it is unnecessary and excessive.

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1. Introduction

Families have many roles and responsibilities, including helping their children to socialize, instilling in them a variety of values, fostering the development of self-confidence, equipping them with entrepreneurial skills, engaging in a variety of activities with their children, and spending time with them (Selanik Ay & Aydodu, 2016). Families' participation in their children's educational processes is one of their roles and responsibilities toward them. As Walker, Hoover-Dempsey, Whetsel and Green (2004) stated parents often support their child's education through homework.

Parental involvement, which includes support for their children's education and experiences (Jeynes, 2007), also plays an important role in homework-related activities. Students are able to perform active learning through their homework while reinforcing their learning. The role of the family consists of activities such as providing the student with the necessary tools, guiding them when he/she needs help, ensuring that he/she does their homework regularly, and motivating them for homework (Gümüseli, 2004). According to Epstein (2001), parental involvement in homework can be divided into several categories: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community.

Considering the literature on parental involvement in homework, family support has both positive and negative results (Cooper, 1989). Studies show that family involvement in homework promotes positive attitudes toward school and homework (Cooper, Lindsay, Nye & Greathouse, 1998) and improves teacher-

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family interaction (Epstein & Van Voorhis, 2001; Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, 2001), increase homework completion (Cooper, Lindsay & Nye, 2000), increases student motivation (Hizmetçi, 2007) and student achievement (Özben Gündoğan, 2006; Xu & Corno, 2006; Yılmaz, 2013). In some of the studies done on family participation in homework, there were also some negative outcomes such as a high tension between the mother and child, increased fatigue, frustration, and increased pressure on student (Cooper, Lindsay & Nye, 2000; Epstein, 1988). Kapikiran and Kiran (1999) found that there was no evidence that homework increased the academic success of primary school students.

In reviewing studies on homework, Albayrak, Yıldız, Berber, and Büyükkasap (2004) focus on determining extracurricular activities in elementary school and parents' opinions about them, Turanlı (2007) on teachers' perceptions, Öcal (2009) focuses on the role of parents and teachers, Deveci (2011) on determining the opinions of students, teachers and parents and Ok and Çalışkan (2019) on determining the opinions of teachers, students and parents about homework. Considering the literature, although studies are focusing on the views and roles of parents, teachers and students about homework, no research has been found studying the views of parents in rural areas about homework. Therefore, it is thought to be important to reveal the thoughts of parents living in rural areas about homework. People living in rural areas have fewer opportunities than those living in the downtown in many aspects such as education, transportation, and technological opportunities. It is inevitable that factors such as the family's living environment, socioeconomic and educational levels, which significantly affect the child's behaviour and school success, reflect positively or negatively on the child's education process. This study aims to find answers to the question, "What are the feelings and opinions of parents of students living in the rural area about homework?". By the results of this study, some recommendations will also be made.

2. Methodology

2.1. Research Model

This study, aiming to determine parents' opinions about homework in rural areas, is a case study designed in a qualitative research design. The case study is a research approach used to understand a complex subject in a deep, multifaceted way in the context of real life (Crowe, Creswell, Robertson, Huby, Avery & Sheikh, 2011).

2.2. Research Sample

In this study, the criterion sampling method has been adopted to determine the participants. Criterion sampling is the examination of all instances that satisfy a predetermined set of criteria. Either the researcher creates the criteria or an existing list of criteria is employed (Balçı, 2018; Marshall & Rossman, 2014). 27 parents whose children go to primary schools and living in rural areas of Konya were determined as the participants of the study. The selection of the participants was based on their volunteering, gender, educational background, and occupations. Demographic information of the parents are shown in Table 1:

Table 1. Demographic information of the participants

| Gender | | Educational Background | | | Occupation | |
|-----------|------|------------------------|---------------------------------|-------------------------------|------------|-------|
| Female | Male | Primary School or Less | Secondary School or High School | Undergraduate or Postgraduate | Housewife | Other |
| 23 | 4 | 14 | 10 | 3 | 22 | 5 |
| Total: 27 | | | | | | |

Most of the participants in the study are female parents. While most participants (n: 14) have primary or less education, a significant number of them (n: 10) are secondary school or high school graduates. In addition, 3 of the participants are undergraduates or post-graduates. Additionally, most of the participants are housewives.

2.3. Data Collection Tools and Procedure

"An interview is a type of oral communication. It provides in-depth information about the research topic. The interview is the most frequently used data collection method in studies in social sciences" (Yıldırım & Şimşek, 2008, p. 40). The research data were collected with a semi-structured interview form, consisting of open-ended questions, developed by the researcher. The relevant literature was reviewed during the preparation of the form, and a draft form was created. In order to ensure the internal and external validity of the data collection

tool, the interview form was sent to 4 different experts and the required corrections were made considering their suggestions (Creswell, 2013). After a pilot study on 8 parents, the interview form consisting of two parts, the demographic information part and the interview questions, got its final form. "The semi-structured interview has advantages such as ease of analysis, opportunity to express oneself to the interviewee, and providing in-depth information when necessary" (Büyüköztürk, Akgün, Karadeniz, & Demirel, 2010, p. 163). The research data were collected through the parent interview form. 27 participants filled the form between 3rd and 28th of May, 2021. For reliability, the consistency between parents' opinions was examined (Creswell, 2013).

2.4. Data Analysis

Descriptive analysis method was adopted in the analysis of the data. The descriptive analysis makes it possible to create the data according to the themes that emerge from the research questions and present them according to the questions used in the interview (Yıldırım & Şimsek, 2008). The data were analysed depending on the predetermined themes. Two different experts checked the consistency of the sub-themes for the internal reliability. As a result, the interrater agreement was determined to be 92% (Miles and Huberman, 1994). During the analysis process, a code number as (P1, P, P3...P27) was assigned to the parents. Direct quotations are also given in the research to provide in-depth information.

2.5. Ethical Considerations

This research got approval from the Social and Human Sciences Scientific Research Ethics Committee at Necmettin Erbakan University (2021/102).

3. Findings

Twenty-seven parents participated in the study, and their answers to the 15 open-ended research questions were analysed considering the created categories. Findings regarding the participant views on homework are presented in the tables below and some participant views are directly reported. Participant answers to the question, "What do you think about homework?" are shown in Table 2:

Table 2. Parent Opinions about Homework

| Opinions | Gender | | Educational Background | | |
|---|--|------------------|-----------------------------|--------------------------------------|--------------------------------|
| | F | M | Primary school or less | Secondary school or high school | Undergraduate or post-graduate |
| Too much homework | P1, P8, P12, P18, P25, | | P1, P12, P18, P25, | P8, | |
| Too little homework | P10, | | P10, | | |
| Necessary | P3, P6, P7, P8, P11, P13, P16, P17, P18, P19, P20, P23, P27, | P2, P4, P9, P22, | P3, P7, P13, P18, P23, P27, | P6, P8, P9, P11, P16, P17, P19, P20, | P22, P2, P4, |
| Reinforces previous learning | P6, | P2, P9, | | P6, P9, | P2, |
| Increases success | P3, | P4, | P3, | | P4, |
| Helpful for auxiliary exercises/repeating | P5, P21, P24, P26, | | P5, P26, | P21, P24, | |
| No idea | P14, P15, | | P14, P15, | | |

Considering Table 2, it is obvious that, the majority of the parents, female (f: 13) and male (f: 4), state that homework is "necessary". This opinion is valid for parents from all educational backgrounds. Some female participants (f: 5) think that "homework is too much; some think that homework is useful for extra exercises or repeating. Some participant opinions for this question are: P1 "They give too much homework. When children come from school, they start doing homework and finish it at around 10 pm", P3 "I think, homework increases success", P23 "I think, homework is beneficial for repetition."

Participant answers to the questions, "Do you help your child with his/her homework? How do you help? If you can't help, why?" are shown in Table 3:

Table 3. Parent Opinions on Helping Children with Their Homework

| Opinions | Gender | | Educational Background | | |
|---|--|---------|------------------------------|---------------------------------|--------------------------------|
| | F | M | Primary school or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P1, P5, P8, P15, P17, P20, P21, P24, P25, P27, | P2, P4, | P1, P5, P15, P25, P27, | P8, P17, P20, P21, P24, | P2, P4, |
| No | P6, P7, P12, P13, P14, P16, P18, P19, P23, | P22, | P7, P12, P13, P14, P18, P23, | P6, P16, P19, | P22, |
| Partly | P3, P5, P10, P11, P26, | P9, | P3, P5, P10, P26, | P9, P11, | |
| I don't know enough | P1, P3, P6, P18, P19, P24, | | P1, P3, P18, | P6, P19, P24, | |
| I teach the right one | P21, | P2, | | P21, | P2, |
| No time left for homework from household chores | P3, P13, | | P3, P13, | | |
| I guide | P25, | P4, | P25, | | P4, |
| With the guidance of the teacher | P5, | | P5, | | |
| Doesn't need help | P7, P23, | P22, | P7, P23, | | P22, |
| As an ideal mother | P8, | | | P8, | |
| I can't read | P12, P14, | | P12, P14, | | |
| I think it is incomprehensible | P1, P25, | | P1, P25, | | |

Table 3 shows that, a significant part of the parents answered (f: 10) yes, some answered no (f: 9), and some parents answered partially (f: 5) to the question about helping their children with their homework. In response to the question "How do you help?" male and female parents with secondary school and high school education indicated that they help their children with homework by guiding their children (f: 2), with the teacher's guidance (f: 1), I teach the right thing (f: 2), and being an ideal mother (f: 1). For the question "If you can't help, why?", some parents have stated that they cannot help children with their homework for reasons such as "I don't know enough (f: 6), no time left for homework from household chores (f: 2), doesn't need help (f: 2) I can't read (f: 2) and I think it is incomprehensible (f: 2). It is clear from the table that parents who state that they cannot help their children for various reasons are women with primary school or less educational backgrounds. Some participant opinions for this question are: "I do. Helping one-on-one, showing how to do it.", P6 "I can't help because I don't know enough.", P24 "I can't help, I don't want to mislead my child in his/her homework.", P26 "I help as much as I can. But sometimes, there are things that I don't understand."

Participant answers to the questions "Do you think homework is helpful for your child's success at school? What kind of benefits do you think homework has?" are shown in Table 4 below.

According to Table 4, almost all of the participants (25/27) female (f:21) and male (f:4), think that homework is helpful for students. These opinions are similar according to the level of the educational background of the participants. For the question "Do you think homework is helpful for your child's success in school? What kind of benefits do you think homework has?" Parents think that homework is reinforcement (f: 11); if there is no homework, he/she does not study (f: 4), and repeats so that it becomes permanent (f: 8). It is clear from the table that all of the male participants with an undergraduate or post-graduate educational background have positive opinions about the helpfulness of homework. Some participant opinions on this question are: P1 "No, I don't think so. Some homework may be necessary, but in general, homework is like writing down what has been learned once or 20 times in a notebook, and the child only writes. It is no different than being a clerk.", P3 "Homework is useful because my son does not study unless he has homework.", P5 "It facilitates learning and ensures memorability." P25 "I think, it makes him take responsibility."

Table 4. Parent Opinions on the Effects of Homework on Success

| Opinions | Gender | | Educational Background | | |
|--|---|------------------|--|--|--------------------------------|
| | F | M | Primary School or Less | Secondary School or High School | Undergraduate or Post-graduate |
| Yes | P3, P5, P6, P7, P8, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P23, P24, P25, P26, | P2, P4, P9, P22, | P3, P5, P7, P10, P12, P13, P14, P15, P18, P23, P25, P26, | P6, P8, P9, P11, P16, P17, P19, P20, P21, P24, | P22, P2, P4, |
| No | P1, P27, | | P1, P27, | | |
| It is reinforcement | P1, P8, P10, P11, P12, P13, P14, P20, P25, | P2, P22, | P1, P10, P12, P13, P14, P25, | P8, P11, P20, | P22, P2, |
| If there is no homework, he/she does not study | P3, P6, P7, P23, | | P3, P7, P23, | P6, | |
| Repeat so that it becomes permanent | P5, P17, P18, P20, P21, P24, | P4, P9, | P5, P18, | P9, P17, P20, P21, P24, | P4, |

Participant answers to the question, "Do you think the homework is appropriate for your child's level?" participant answers to this question are shown in Table 5 below:

Table 5. Parent Opinions on the Appropriateness of Homework for the Student Level

| Opinions | Gender | | Educational Background | | |
|-----------|--|--------------|--|---|--------------------------------|
| | F | M | Primary school or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P3, P5, P6, P7, P8, P10, P13, P14, P15, P16, P17, P18, P19, P20, P21, P23, P24, P26, | P4, P9, P22, | P3, P5, P7, P10, P13, P14, P15, P18, P23, P26, | P6, P8, P9, P16, P17, P19, P20, P21, P24, | P22, P4, |
| No | P1, P12, P25, | P2, | P1, P12, P25, | | P2 |
| Sometimes | P11, P27, | | P27, | P11, | |

Table 5 shows that most female (f: 18) and male (f: 3) parents (21/27) indicate that homework is appropriate for students' level, while some female (f: 3) and male (f: 1) parents (4/27) indicate that homework is not appropriate for students' level, and some female parents (f: 2) indicate that homework is sometimes appropriate for students' level. Some opinions of the participants are: P2 "Since all the students in the class have different characteristics, sometimes homework is not suitable for the level.", P4 "Although there are exceptions, I generally see that homework is suitable for the child's level.", P27 "Some assignments exceed the child's level." Parent answers to the question "Are you having problems with your child's homework?" are shown in Table 6 below.

Table 6. Parent Opinions on Having Problems with Their Children's Homework

| Opinions | Gender | | Educational Background | | |
|-----------|---|--------------|---------------------------------------|---------------------------------|--------------------------------|
| | F | M | Primary school or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P1, P3, P8, P10, P12, P14, P17, P24, P25, | | P1, P3, P10, P12, P14, P25, | P8, P17, P24, | |
| No | P5, P6, P7, P13, P15, P16, P18, P19, P20, P21, P23, P26, P27, | P2, P9, P22, | P5, P7, P13, P15, P18, P23, P26, P27, | P6, P9, P16, P19, P20, P21, | P22, P2, |
| Sometimes | P11, | P4, | | P11, | P4, |

Table 6 shows that some female parents (f: 9) have problems with their children's homework, most of the female (f: 13) and male (f: 3) parents (f: 16) have no problems, and some parents (f: 2) sometimes have problems. All of the male parents who have undergraduate or post-graduate educational backgrounds, state that they do not have any problems with their children regarding their homework. Therefore, it is clear that all parents having problems with their children due to homework are female parents with primary school or less educational background. Some participant opinions are: P1 "Yes, in some cases, so much homework is

assigned that, as far as I can see, it's nothing more than being a clerk. It is difficult to get information about some homework because they do not contribute.", P2 "We have problems, although rarely.", P24 "We have problems because he/she is bored with homework.", P26 "No, he/she knows his/her assignments." Parent answers to the question "Does your child have difficulty doing homework?" are shown in Table 7:

Table 7. Parent Opinions on Their Children's Having Difficulties in Doing Homework

| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
|-----------------|---|--------------|-------------------------------|---------------------------------|--------------------------------|
| Yes | P1, P6, P8, P10, P12, P14, P17, P20, P21, P24, P25, | | P1, P10, P12, P14, P25, | P6, P8, P17, P20, P21, P24, | |
| No | P13, P15, P16, P18, P19, P23, P26, P27, | P4, P9, P22, | P13, P15, P18, P23, P26, P27, | P9, P16, P19, | P22, P4, |
| In some courses | P3, P5, P7, P11, | P2, | P3, P5, P7, | P11, | P2, |

Table 7 shows that the children of some female parents (f: 11) have difficulties with homework, the children of some female (f: 8) and male (f: 3) parents have no difficulties with their children's homework, and the children of some female parents (f: 4) have problems with their homework and one male parent (f: 1) indicates that their children have difficulties in some courses. The majority of parents of secondary school graduates (Hauptschule and Realschule) indicate that their children have difficulties with homework. All male parents with undergraduate and post graduate educational backgrounds state that their children have no difficulties with their homework. Some participant opinions are: P1 "Yes, it is difficult", P2 "He has difficulties in math homework", P24 "He has difficulty in subjects he does not understand.", P25 "The child has a hard time when there is a lot of homework."

Parent answers to the question "How does your child feel about homework?" are shown in Table 8 below:

Table 8. Parent Opinions on Children's Feelings towards Homework

| Opinions | Gender | | Educational Background | | |
|--|---|--------|------------------------|---------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| He/she gets bored and he/she doesn't like it | P1, P3, P6, P8, P11, P12, P14, P15, P16, P17, P20 | P4, P9 | P1, P3, P12, P14, P15, | P6, P8, P9, P11, P16, P17, P20, | P4, |
| He/she doesn't like the course he/she is having trouble with | P19, P24 | P2 | | P19, P24, | P2, |
| He/she feels responsible to his/her teacher | P5, P20, P25 | | P5, P25, | P20, | |
| Reluctant/does not want to do as any student | P8, P11, P12, P14, P17, P21, | P4 | | P8, P11, P12, P14, P17, P21, | P4, |
| Loves/Loves a lot | P13, P18, P23, P2, | P22 | P13, P18, P23, P27, | | P22, |
| He/she thinks it's too much | P1, P6, P10, P24, P26 | | P1, P10, P26 | P6, P24, | |
| He/she thinks that it is unnecessary | P7 | | P7 | | |

Table 8 shows that most male and female parents state that their children find homework boring and do not like it (f: 13). Some parents also state that their children are reluctant/don't want to do it like any student (f: 7), some think it is too much (f: 5), and some don't like the course they are having trouble with (f: 3), some think that it is unnecessary (f: 1). Some parents also state that their children feel responsible for their teachers (f: 3), and they love homework (f: 5). These findings are similar considering the educational background of the parents. Some of the participants' opinions are P2 "Homework can be a problem in the course that he/she does not like. For example, he/she hesitates to do his/her math homework because he/she has difficulty in math", P5 "He/she feels responsible to his/her teacher", P8 "He/she is bored, depressed, cries, and feels it is cruelty",

P23 "He/she thinks the homework is too difficult and excessive." Parent answers to the questions "Are there any conditions in your home that prevent doing homework? If yes, what are they?" are shown in Table 9:

Table 9. Parent Opinions on Conditions that Prevent Doing Homework

| Opinions | Gender | | Educational Background | | |
|---|--|------------------|-----------------------------------|--|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| There are | P1, P3, P7, P10, P13, P14, P27, | | P3, P7, P10, P13, P14, P27, | | |
| There aren't | P5, P6, P8, P11, P12, P15, P16, P17, P18, P19, P20, P21, P23, P24, P25, P26, | P2, P4, P9, P22, | P5, P12, P15, P18, P23, P25, P26, | P6, P8, P9, P11, P16, P17, P19, P20, P21, P24, | P22, P2, P4, |
| Phone, television | P1, | | P1, | | |
| Rural affairs | P1, | | P1, | | |
| Being an extended family/ being a Guest | P3, P7, | | P3, P7, | | |
| Lack of space | P10, P13, P14, | | P10, P13, P14, | | |

Table 9 shows that, all of the parents who answered, "there are" are female parents (f: 7) with primary school or less educational backgrounds, and the majority (20/27) of the female (f: 16) and male (f: 4) parents answered "there aren't". The opinion of parents who state that their children are not prevented from doing their homework at home does not differ according to their educational background. Some parents state that factors such as playing with mobile phones, watching television (f: 1), rural affairs (f: 1), being an extended family/being a guest (f: 2), and lack of space (f: 3) prevent their children from doing homework. Accordingly, it was found out that all of the male participants with secondary school or high school and undergraduate or post-graduate educational backgrounds, state that there are no conditions preventing their children from doing homework at home. Some of the opinions of the participants are: P1 "Rural affairs, watching TV and playing with the cell phone distract the child", P3 "Because we are a big family, there are many guests and the child cannot concentrate on the courses", P10 "one room is not enough for my three children".

Parent answers to the questions "Does your child have chores/tasks to do at home or out of home? If so, what are they?" are shown in Table 10 below:

Table 10. Parent Opinions about the Chores/Tasks of Children at Home or out of Home

| Opinions | Gender | | Educational Background | | |
|---------------------------|--|------------------|-------------------------------------|--------------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P1, P3, P5, P7, P15, P18, P21, P24, P26, P27, | | P1, P3, P5, P7, P15, P18, P26, P27, | P21, P24, | |
| No | P6, P8, P10, P11, P12, P13, P14, P16, P17, P19, P20, P23, P25, | P2, P4, P9, P22, | P10, P12, P13, P14, P23, P25, | P6, P8, P9, P11, P16, P17, P19, P20, | P22, P2, P4, |
| Animal care / agriculture | P1, P3, P5, P21, | | P1, P3, P5, | P21, | |
| Housework | P1, P5, P7, P15, P18, P21, P24, P26, P27, | | P1, P5, P7, P15, P18, P26, P27, | P21, P24, | |

It is clear from Table 10 above that, the majority of female (f: 13) and male (f: 4) parents (17/27) state that their children do not have any chores/tasks at home or out of home. In contrast, most of those who state that their children have after-school jobs are female parents with primary or less educational backgrounds and a few female parents with secondary or high school educational backgrounds. When we consider the parents who state that their children have tasks such as housework (f: 9) and animal care/agriculture (f: 4), it can be said that they are mostly women with primary school or less educational backgrounds. Some participant opinions are: P1 "Yes, because we live in the village, it is like feeding the chickens and grazing the cows. But they do these tasks except school days. Girls also have household chores, cooking, gardening, but they do not do them

on school days.", P3 "Sometimes goes to help their father in the field.", P22 "Helps with household and gardening chores."

Parent answers to the question "Where does your child do homework?" are shown in Table 11 below:

Table 11. Parent opinions on the environment in which children do homework

| Opinions | Gender | | Educational Background | | |
|--|---|------------------|----------------------------------|--------------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| Common area at home /Living room | P1, P5, P12, P13, P14, P16, P21, P25, P26, | | P1, P5, P12, P13, P14, P25, P26, | P16, P21, | |
| In his/her own room | P6, P7, P8, P11, P15, P17, P18, P19, P20, P23, P24, | P2, P4, P9, P22, | P7, P15, P18, P23, | P6, P8, P9, P11, P17, P19, P20, P24, | P22, P2, P4, |
| In the children's room (more than one child) | P3, P10, P27, | | P3, P10, P27, | | |

Table 11 shows that some of the female parents (f: 9) state that their children do their homework in the common area at home/living room, while some of the female (f: 11) and male (f: 4) parents (15/27) state that their children do their homework in their rooms, and some female parents (f: 3) state that their children do their homework in the common children's room. It has also been found that children of male parents with an undergraduate or post-graduate educational background do their homework in their rooms. Some participant opinions are: P3 "He does it in his room, but when his elder brother studies at his table, he does it at the kitchen table.", P9 "In his room.", P14 "He has no room, he does it in the living room."

Parent answers to the question "How much time does your child spend doing homework?" are shown in Table 12 below:

Table 12. Parent opinions on the time their children spend doing homework

| Opinions | Gender | | Educational Background | | |
|------------------------|-------------------------------------|------|------------------------|---------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| Less than 1 hour | P12, P15, | P2, | P12, P15, | | P2, |
| 1 to 2 hours | P3, P5, P6, P8, P13, P14, P18, P21, | P4, | P3, P5, P13, P14, P18, | P6, P8, P21, | P4, |
| 2 to 5 hours | P10, P16, P17, P20, | P9, | P10, | P9, P16, P17, P20, | |
| 5 hours or more | P1, P7, | | P1, P7, | | |
| It depends on homework | P11, P19, P23, P24, P25, P26, P27, | P22, | P23, P25, P26, P27, | P11, P19, P24, | P22, |

According to Table 12, some female (f: 8) and male (f: 1) parents (9/27) state that their children allocate 1-2 hours daily for homework; some female (f: 4) and male (f: 7) 1) parents (5/27) state that they allocate 2-5 hours for homework, and some female (f: 7) and male (f: 1) parents (8/27) state that the time their children spend on homework varies according to the course. It is clear that those who state that their children allocate more than 5 hours (f: 2) for homework are female parents with primary school or less educational backgrounds. Parent opinions reveal that, the time children allocate for daily homework depends on the course; however, it is mostly between 1-2 hours per day. Some participant opinions are: P1 "It sometimes takes until 10 pm after school.", P4 "Average 1.5 hours.", P10 "Allocates time according to the homework.", P16 "About 2, 3 hours.", P18 "If it's a homework for a subject they don't like, they spend hours. But he/she finishes their favourite homework at school before they come home."

Parent answers to the questions "Do you check your child's homework? If yes, how?" are shown in Table 13.

Table 13. Parent Opinions on Homework Check

| Opinions | Gender | | Educational Background | | |
|-----------------------------------|---|--------------|---------------------------------------|---------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P1, P5, P8, P10, P11, P15, P17, P19, P20, P24, P25, P26, P27, | P2, P4, P22, | P1, P5, P10, P15, P25, P26, P27, | P8, P11, P17, P19, P20, P24, | P2, P4, P22, |
| No | P3, P6, P7, P12, P13, P14, P16, P18, P21, P23, | | P3, P7, P12, P13, P14, P18, P21, P23, | P6, P16, | |
| Sometimes | | P9, | | P9, | |
| The teacher checks it | P3, | | P3, | | |
| I correct the mistakes | P5, P25, | P4, | P5, P25, | | P4, |
| I sign and send it to the teacher | P10, P19, | | P10, | P19, | |

It is clear from Table 11 that most of the female (f: 13) and male (f: 3) parents (16/27) check their students' homework, some female parents (f: 10) do not check, and a male parent sometimes check his student's homework. Opinions of parents on homework checks are also similar to their educational backgrounds. The participants state that the teacher checks (f: 1), I correct the mistakes (f: 3), and some parents use the homework control mechanism by signing and sending it to the teacher (f: 2). Some participant views are: P3 "I don't check, I just ask if it's been done.", P5 "Yes, I try to correct the mistakes and make them do the correct way.", P10 "I check and sign and send it to the teacher."

Parent answers to the question "Do you cooperate with your child's teacher on the homework?" are shown in Table 14:

Table 14. Parent opinions on cooperation with the teacher on homework

| Opinions | Gender | | Educational Background | | |
|----------|--|----------|---------------------------------------|---------------------------------|--------------------------------|
| | F | M | Primary School or less | Secondary school or high school | Undergraduate or post-graduate |
| Yes | P1, P5, P10, P12, P13, P14, P17, P19, P20, P21, P23, P24, P27, | P2, P4, | P1, P5, P10, P12, P13, P14, P23, P27, | P17, P19, P20, P21, P24, | P2, P4, |
| No | P3, P6, P7, P8, P11, P15, P16, P18, P25, P26, | P9, P22, | P3, P7, P15, P18, P25, P26, | P6, P8, P9, P11, P16, | P22, |

Table 14 shows that, the majority of female (f: 13) and male (f: 2) parents answered yes, and a significant part of female (f: 10) and male (f: 2) parents did not cooperate with the teacher (12/27). Parent opinions show similarities considering their educational backgrounds. Some participant opinions are: P3 "No, I don't.", P20 "Yes, I also ask the teacher to direct.", P23 "Yes, we get help from the teacher when we get stuck.", P24 "The child's teacher just gives homework does not help at all."

4. Conclusion and Discussion

According to the study results, parents think homework is necessary for students (Hoover-Dempsey, Battiatto, Walker, Reed, DeJong & Jones, 2001). In his research, Batman (2019), concluded that almost all families thought children should have homework. In Öcal's study (2009), it was concluded that homework is necessary as it develops awareness of responsibility, reinforces what has been learned and ensures the permanence of information, but the amount and level of homework is important.

According to the study results, a significant part of the parents state that they help their children do their homework. Albayrak, Yıldız, Berber and Büyükkasap, (2004) in their study, found that primary and secondary school students were mostly unable to do extracurricular activities on their own. In the study of Batman, Beidoğlu, and Köklü (2014), most of the participating students stated they needed help with their homework. Parents who partially help and do not help at all state that they could not help because they do not have enough knowledge about the homework, do not have time, and cannot read and write. In this case, teachers need to give homework, because parents cannot understand and help their children with the homework. Research and approaches related to homework also focus on how families help their children with homework,

rather than the quantity of help (Silinkas & Kikas, 2019). Therefore, the way and nature of families helping their children with homework is related with their knowledge, understanding and experience.

According to the research results, parents believe that homework is reinforcing, encourages study, ensures that what is learned is permanent and increases the student success in lessons. Cooper and Gersten (2002) also state that although homework may seem challenging to some students, it has a lot of benefits for their school success. Batman (2019) concluded in his study that homework contributes positively to children's learning by reinforcing what is learned in the course and providing better learning. Parents who participated in the study of Kukk, Rajalaaneb, Reic, and Pihtd (2015) stated that homework helps to practice, learn how to use and accurate study material, develop independent study habits and increase study discipline.

According to the research results, most parents think that homework is suitable for the level of children in general. Therefore, this result shows that teachers give homework taking students' academic development into account. However, some parents state that homework is assigned without considering the students' individual developmental characteristics, which reveals the importance of preparing homework in accordance with the level of students. On the other hand, it has been concluded that most parents think that their children are bored and reluctant while doing their homework, and the students think that homework is unnecessary and excessive. In the study by Batman (2019), it was found that children of families from Turkey experience both positive and negative emotions while doing homework children of families from Northern Cyprus experience negative emotions. There can be many reasons for children's negative feelings and thoughts about homework, such as the length of homework, its appropriateness for the student's level, its quantity, the student's interest and curiosity, the type of homework, and the level of preparedness. In the study done by Kaplan (2006), it was found that student feelings about homework vary according to the type of homework. Özer and Öcal (2013) also found that homework that does not attract students' attention and does not arouse curiosity is not found to be fun, and such homework is not usually done. As Rowell and Hong (2002) said, giving homework unsuitable for students' level in teaching activities may cause students to develop negative attitudes towards homework. As stated by Good and Brophy (2003), when giving homework, it is necessary to be realistic in terms of the length and difficulty of the homework, taking into account the student ability to work independently.

While a significant number of the parents state that they do not have any problems with their children regarding homework, some parents state that they have problems with their homework. This situation may be caused by parents' high expectations of their children's potential. However, as stated by Yenilmez (2005), especially if parents expect more performance than the child can do, it can lead to undesirable situations. To prevent this situation, parents should help the student appropriately. The fact that all parents having problems with their children regarding their homework are females with an undergraduate educational background is mostly due to the mother's interest in the children's homework and their educational background. In also Pattil's (2011) study, it was concluded that the mother helped the children most with their homework.

Most of the parents participating in the study indicate that there are no conditions that prevent students from doing their homework at home. However, some parents state that conditions such as playing with mobile phones, watching television, rural affairs, being an extended family or a guest, and lack of space prevent them from doing homework. Regarding the disadvantages of living in rural areas, Şekerci (2000) stated that children in rural areas were directed to work as a farmhand or shepherd, and Gökçek and Toker (2016) stated that children had responsibilities at home. Inevitably, such situations will negatively affect the academic development of children as they hinder their duties related to school.

On the other hand, the fact that a significant number of the parents state that their children do their homework in areas such as the common children's room, the common area of the house, or the kitchen shows that the children do not have their study area. Therefore, it is inevitable that this situation will negatively affect the student motivation to study. To provide a productive study environment for students, a separate area, if possible, to eliminate the distracting elements during homework and to ensure the silence of the environment should be created. Additionally, an environment with sufficient light, and an environment away from excess stimuli, should be provided (Rowell & Hong, 2002; Türkoğlu, İflazoğlu & Karakuş, 2007).

Some parents state that the time their children spend on homework daily varies according to the courses, some of them state that their children allocate 1-2 hours for homework, and some state that their children allocate 2-

5 hours for homework. According to the results of the study in which parents of primary school students participated, the time children allocate for homework was considerably higher than the results of the previous researches. Previous studies suggest that 10-20 minutes daily can be provided for students through second grade, 30-60 minutes daily from third through sixth grade, and slightly more time for middle and high school students (Cooper, Lindsay, Nye & Greathouse, 1998; Cooper, 2007; Northwest Regional Educational Laboratory, 2005; U.S. Department of Education, 2005). Good and Brophy (2003) state that the time allocated for homework can be 5-10 minutes per subject for 4th graders. Cooper (1989), based on the results of nine studies on the effects of homework time on academic achievement, determined that the time of 1 to 2 hours that secondary school students allocate daily for homework increases success. Still, more homework is not associated with success. In the study done by Singh, Granville, and Dika (2002), it was determined that the time spent on homework in some courses increases student success, while Cooper, Robinson, and Patall (2006) determined that there is a positive relationship between the time spent on homework and success. As stated by Good and Brophy (2003), teachers should assign homework moderately, taking the students' qualifications into account.

While some teachers want parents to check whether or not homework is done, some teachers want them to check homework and watch for errors (Amundson, 1999). Although the results of parents' checking and not checking the homework are similar, most parents state that they check their children's homework. However, some of the parents who report that they check the homework take an approach that goes beyond homework control in the form of correcting mistakes, signing, and sending. According to Brau and Weyl (2016), unnecessary helping behaviours of families, in particular, their controlling behaviours are perceived as an intervention to homework and may affect students negatively.

The teachers should get parent support as much as possible when they give homework (Yeşilyurt, 2006). While most parents state that they cooperate with the teachers regarding their children's homework, some say that they do not cooperate with the teacher. As Lehr and Osborn (2002) put forward, parent communication with the teacher about homework puts the family's expectation on a healthier ground and improves the communication between the school and the family.

5. Recommendations

The following recommendations are based on the findings of the research. Families can participate in orientation programs at the beginning of the semester to organize their children's study environments and gain insight into how they should contribute to their homework. By holding workshops with parents, teachers, and students in attendance, parent and teacher cooperation on homework can also be increased. This research is restricted to rural parents who volunteered to take part in the study. Based on the findings of this study, additional research can be conducted with a larger and more diverse sample and participants.

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