Parents’ Perceptions and Practices in Homework:
Implications for School-Teacher-Parent Partnerships

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THESIS
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This thesis is dedicated to my mother, Yunlian Zheng, my role model. Her lifelong love of learning, determination and perseverance motivated me to accomplish this dissertation and my doctoral study.
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SUMMARY

This study examined parents’ perceptions and practices of parental involvement in their children's homework process to explore how variations in parents' perceptions might explain differences in their practices.

Understanding parents’ perceptions and practices of involvement is essential to increasing the effectiveness of parental involvement in their children’s education. However, little is known about parents’ perceptions and practices of parental involvement in homework. Based on Hoover-Dempsey and Sandler’s (1995, 1997) theoretical model of the parental involvement process, this study was designed to accomplish two major goals. The first is to examine parents’ perceptions and practices of parental involvement in their children’s homework process. The second is to explore the relationship between parents’ perceptions and practices.

Survey research methodology was used for this study. Data collection packages were distributed to parents residing in a large Midwest metropolitan area in the United States. Each package contained a letter to parents, a consent form, and a questionnaire entitled Parent Perceptions and Practices of Homework Involvement (PPPHI). Interested parents were asked to sign the consent form, complete the questionnaire, and return the signed consent and the completed questionnaire to a collection box placed in a designated place. Two hundred and six questionnaires were returned and 175 were used for data analysis and report.

The collected data were analyzed through statistical data analysis methods including descriptive statistics (frequency and percentage) and multiple regression. The findings revealed that parents had varied perceptions of their roles and self-efficacy, of school and teacher invitations to become involved in the homework process, of their children’s need for help, of their own parental skills and knowledge, and of their own parental time and energy. Parents participated actively in a variety of homework-related activities which included providing a quiet
place to complete homework, monitoring the completion of homework, encouraging their children, instructing their children’s homework, providing resources, and communicating with teachers about homework. Parents’ overall involvement practices were significantly explained by their perceptions of their roles and self-efficacy, by their perceived requests from schools and teachers to participate in the homework process, and by perceptions of their children’s need for help. Different involvement activities were explained by different parental perception variables at varied levels. Findings from this study highlight the importance of building school-teacher-parent partnerships and the significant leading roles that schools and teachers can play in these partnerships.
I. INTRODUCTION

A. Background

1. National calls for parental involvement.

Parents have long been considered the first and most important teachers in their children's education. Once children begin formal schooling, parental involvement is beneficial to children’s education, and high-performing schools tend to have high levels of parental and community involvement (Henderson & Mapp, 2002). In the past three decades, the need for developing collaboration between parents and schools has drawn increasing attention from policy makers and educators. Early in 1984, researchers and organizations from around the United States participated in hearings held by the Select Committee on Children, Youth, and Families of the House of Representatives. Issues like the relevance and benefits of parental involvement in student schooling were discussed in the hearings (as cited in Rodriguez-Brown, 2009). In 1991, the National Education Goals Panel developed eight goals to achieve by 2000. The eighth goal is, "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (Berger, 2004, p. 484). The No Child Left Behind Act of 2001 provided a framework for family-educator-community collaboration and mandated that elementary schools give parents the tools they need to support their children's learning in the home. In 2004, Title I of the landmark Elementary and Secondary Education Act (ESEA) of 1965 required schools that were funded by Title I to spend at least 1% of the funds to plan and operate parental involvement programs to strengthen and assist parental involvement in children’s education (The U.S. Department of Education, 2004). In May 2010, Secretary Of Education Arne Duncan announced the Education Department’s
2. Effects of parental involvement.

In response to the national calls for parental involvement, numerous programs were developed and the effects of these programs were studied. Henderson and Mapp (2002) reviewed 51 studies published between 1995 and 2002 on the impact of family and community involvement on student achievement. The synthesis of the 51 studies indicated that children with involved parents were more likely to earn higher grades and standardized test scores, and enroll in higher-level programs. Besides improved achievement, children showed the benefits of parental involvement in other ways such as better attendance, better social skills, better school adjustment, and improved school behavior.

Helping children with their homework is one form of parental involvement widely practiced by parents on a daily basis at home regardless of parents’ education, ethnicity, or language (Balli, 1998; Epstein, 1986; Hoover-Dempsey, Bassler, & Burow, 1995). Studies of this specific parental involvement activity indicated that parents’ support in children’s homework was positively related to student standardized test scores and class grades (Cooper, Lindsay, Nye & Greathouse, 1998; Epstein, Simon, & Salinas, 1997), amount of homework completed (Cooper, Jackson, Nye & Lindsay, 2001; Van Voorhis, 2003), homework quality (Epstein et al., 1997) and student attitude to homework (Cooper, Lindsay, & Nye, 2000). For example, in a homework intervention called Teachers Involve Parents in Schoolwork (TIPS), parents were required to give input to their children's weekly interactive homework (e.g., compute the average height of the family members). It was found that students who involved family members regularly had improved writing quality and writing scores (Epstein et al., 1997), higher science
report card grades, higher homework completion rate, and higher homework accuracy rate (Van Voorhis, 2003) than the non-participating children.

Cooper and his colleagues (Cooper et al., 1998; Cooper et al., 2000; Cooper et al., 2001) conducted a series of studies with 709 pairs of parents and their children from grades 2-12 in Tennessee. They found that parental support in homework was positively related to students’ attitude to homework (Cooper et al., 2000) and the amount of homework students completed (Cooper et al., 2001). In turn, the amount of homework completed was positively related to student standardized test scores and class grades (Cooper et al., 1998).

Parental involvement benefits children not only at the time when parents are involved, but also years after the involvement. Miedel and Reynolds (1999) used data from the Chicago Longitudinal Study to investigate the long-term effects of parental involvement. Seven hundred and four economically disadvantaged parents of eighth-grade students were interviewed. They found that the number of activities parents participated in during early childhood had a positive impact on students’ eighth-grade reading achievement. Trusty (1999) investigated the relationship between parental involvement at eighth grade and students’ educational expectations two years after high school. Nearly 10,000 student and parent reports from the National Educational Longitudinal Study (NELS: 88) dataset were compared to their reports in the third follow-up in 1994. It was found that parental involvement in eighth grade, especially the involvement at home, influenced students’ expectations to finish college six years later.

In sum, parental involvement has beneficial and long lasting effects on student achievement and achievement related outcomes. The question is no longer whether there is a need to get parents involved in their children’s education, but what is the most effective way to get parents involved (Epstein, 1996).
B. Problem Statement

The effectiveness of parental involvement programs is measured in two ways. For schools and teachers, it is how effectively the program elicits specific parental support for student learning. For parents, it is how feasible the involvement activities are to meet their needs (Hoover-Dempsey et al., 2005). Multiple research findings indicated that the effectiveness and feasibility of parental involvement programs were built on the understanding of parents’ perceptions and practices (Cochran & Dean, 1991; Epstein, 1986; Gutman & Midgley, 2000; Henderson & Mapp, 2002; Hoover-Dempsey et al., 1995; Hoover-Dempsey & Sandler, 1997; Hoover-Dempsey et al., 2005; Rodriguez-Brown, 2009). As Cochran and Dean (1991) pointed out, parents became more involved in their children’s education when their perceptions and practices were understood, valued, and applied to program development. Therefore, understanding parents’ perceptions and practices of involvement is essential to developing program to promote parents’ involvement in their children’s education.

However, teachers and administrators often lack knowledge about parents’ perceptions and practices of involvement. Epstein and Sanders (2000) reviewed studies conducted in the United States and other countries including Chile, Cyprus, and Australia. It was found that teachers lacked an understanding of parents’ interests in their children and in schools. They stated,

Most teachers do not know most parents’ goals and high aspirations for their children, what parents do to help their children, how they would like to be involved at school and at home, and what information parents want in order to be more effective in their interactions with their children about schoolwork. (p. 288)

Some school staff and teachers even have biased and negative perceptions about parents. For example, in Smrekar and Cohen-Vogel’s (2001) study of a group of low-income, minority
parents in North California, researchers found that parents were interested in their children’s education and got involved in a variety of ways at home. However, these efforts were not recognized. The principal and the school staff complained to the researchers, “Most of the parents in the school were lazy, irresponsible, and apathetic” (p. 85).

As a result of their lack of knowledge and understanding about parents’ perceptions and practices of parental involvement, schools and teachers fail to involve parents in their children’s education, especially learning activities at home. Numerous studies found that this failure to involve parents existed at various grade levels and in different school settings. For example, Epstein (1986) asked 1269 parents about their experiences with parental involvement activities in the urban elementary school setting. About 58% of the parents they interviewed reported that they rarely or never received requests from the teachers to become involved in learning activities at home. Epstein and Lee (1995) studied NELS: 88 dataset of 1011 middle schools. Fifty-seven percent of the middle school principals they studied reported that more than half of the parents at their respective schools had never received information regularly from teachers regarding ways in which they could help their children with homework. Baumgartner, Bryan, Donahue and Nelson (1993) analyzed 509 suburban middle class parents’ written comments on homework, tests and grades. Parents complained that “no one teacher had ever asked me to help” (p. 182) in spite of the fact that they wanted to help their children with homework. Sanders, Epstein and Connors-Tadros (1999) surveyed 423 parents about their involvement at the high school level. Seventy-five percent of the parents in the study reported that the school never asked them to participate in school-related learning activities at home.

Parents consider teachers’ use of parental involvement in learning activities at home a teaching strength (Epstein, 1986). They are willing to spend more time helping their children with learning activities at home, especially homework, but they expect that schools and teachers
will show them what to do and how to do it (Epstein, 1988; Hughes, Schumm, & Vaughn, 1999; Pena, 2000; Smrekar & Cohen-Vogel, 2001). Epstein and Becker (1982) and Moles (1993) reported that schools and teachers also wanted to get more parents involved in their children’s learning at home. However, they did not know how to involve parents. They lacked knowledge and understanding about parents’ perceptions and practices of parental involvement at home. It has become one of the key barriers to motivating and involving parents in their children’s learning at home (Smrekar & Cohen-Vogel, 2001).

C. Need for Study

Homework involvement is an example of parental involvement at home that links schools, teachers, children, and parents. Although there have been some investigations of parents’ perceptions and/or practices of parental involvement in the existing literature (Clark, 1993; Dauber & Epstein, 1993; Epstein, 1986; Hong & Lee, 1999; Hoover-Dempsey, Bassler, & Brissie, 1992; Hoover-Dempsey, Bassler, & Burow, 1995; Kaplan, 2005; Kay, Fitzgerald, Paradee, & Mellencamp, 1994; Shumow & Lomax, 2002; Smrekar & Cohen-Vogel, 2001; Xu & Corno, 1998), as yet most researchers have treated parents’ perceptions and practices as separate worlds having no relation to each other. Only a few researchers have examined the relationship between parents’ perceptions and practices of homework involvement (Dauber & Epstein, 1993; Kaplan, 2005; Clark, 1993). For example, Dauber and Epstein (1993) examined how parents’ perceptions of school and teacher practices of parental involvement were related to parents’ involvement at school and at home. Kaplan (2005) studied how parents’ practices of homework involvement were affected by parents’ perceptions of the importance of homework, their ability to help with homework, and their perceptions of emotions involved in the process.
However, parental homework involvement practices in the above correlational studies were measured in a rather narrow way because it is not the focus of these studies. Specifically, the practices were measured by the frequency of parents assisting their child with homework and/or one or two activities that parents participated in while helping with their children’s homework. For example, Dauber and Epstein (1993) measured parental homework involvement by the frequency with which parents assisted and monitored children’s homework. Clark (1993) measured parental homework involvement by the frequency of parents assisting, checking and talking with their child about homework. As several qualitative studies have found, in addition to monitoring children’s homework process, parents also get involved in other ways such as establishing structures for homework (Hoover-Dempsey et al., 1995; Xu and Corno; 1998), providing materials or resources (Epstein, 1986; Kaplan, 2005), instructing (Hoover-Dempsey et al., 1995; Mapp, 2003), encouraging (Hoover-Dempsey et al., 1995; Mapp, 2003; Xu & Corno, 1998), and communicating with teachers (Hoover-Dempsey et al., 1995; Mapp, 2003). Therefore, the measure of parental homework involvement in existing correlational studies was not holistic and comprehensive.

Furthermore, as social beings, parents, and their involvement practices, are affected by their personal beliefs as well as the interactions with the contextual and institutional environment in which they live (Bronfenbrenner, 1986; Grolnick, Benjet, Kurowski, & Apostoleris, 1997). Previous research indicated that parents’ decisions to become involved in their children’s education was affected by the parents’ perceptions of parental role constructions (Baumgartner et al., 1993; Kaplan, 2005), parental self-efficacy (Kaplan, 2005; Shumow & Lomax, 2002), invitations from children, schools and teachers (Balli, 1998; Cooper et al., 2000, 2001; Epstein, 1988; Hoover-Dempsey et al., 1995; Walker, Hoover-Dempsey, Reed, & Jones, 2000; Xu & Corno, 1998), availability of parents’ time and energy, and parents’ skills and knowledge about
parental involvement (Baumgartner et al., 1993; Hoover-Dempsey et al., 1995). However, no study has examined how the above perception factors work together to affect parents’ practices of homework involvement.

Therefore, there is a need to study further about parents’ perceptions and practices of parental homework involvement as well as the relationship between parental perceptions and practices in a holistic and comprehensive way.

D. Research Questions

The overall goal of this study is to help understand parental involvement in children’s homework. More specifically it examines parents’ perceptions and practices of parental involvement in their children’s homework process to explore how variations in parental perceptions might explain differences in practices. Hoover-Dempsey and Sandler (1995, 1997) provided a theoretical model of the parental involvement process, which suggested that parents’ choice of involvement was related to parents’ perceptions of parental involvement. Specially, parental involvement practices were affected by parents’ personal beliefs, parents’ perceived invitations from others, and parents’ perceived life context. This homework study used Hoover-Dempsey and Sandler’s model as the conceptual framework to explore the following questions:

1. What are parents’ perceptions (attitudes) in relation to their children’s homework?
2. What are parents’ involvement practices in their children’s homework?
3. How do variations in parents’ perceptions explain differences in parents’ practices in relation to their children’s homework?

E. Significance of the Study

This study helps to fill a gap of literature and build on and extend the growing foundation of theory and practices concerning parental involvement in homework. This study examines
parents’ perceptions in the social and contextual environment they live in. In addition, this study measures parental involvement practices in children’s homework in a more comprehensive way and by a range of parental homework involvement activities. Last, this study does not treat parents’ perceptions and practices as separate worlds having no relation to each other. Rather, the relationships between parental perceptions and practices of homework involvement are examined.

Findings from this study may help schools, teachers, and researchers to better understand parents’ perceptions and practices of homework involvement, and the relationship between parents’ perceptions and practices. This broadened and deepened knowledge may be used as a basis for 1) the development of parental homework involvement programs to empower parents and guide parental involvement activities in homework; 2) the creation of pre- and in-service administrator programs to enrich their knowledge base and help them cultivate homework partnership programs with families; 3) the design of pre- and in-service teacher programs to train and prepare teachers for collaborative work with parents on students’ homework. In turn, all of these endeavors may help build trustful, respectful, and effective school-teacher-parent partnerships, which will, hopefully, help improve student achievement and other school related outcomes.
II. LITERATURE REVIEW

This literature review serves the purpose of determining perception and practice variables that are related to parental involvement and presenting related research findings about parental perceptions and practices in relation to their children’s homework. The review is organized in four sections. First, parents’ perceptions as predictors of parental involvement practices; second, parents’ perceptions of parental involvement in relation to their children’s homework; third, parents’ practices of parental involvement in relation to their children’s homework; fourth, conceptual framework and hypotheses.

A. Parents’ Perceptions as Predictors of Parental Involvement

Parents are involved in their children’s homework in different ways and at varied levels, with some parents having little involvement and other parents being highly involved (Baker, 1997; Dauber & Epstein, 1993; Mapp, 2003). What contributes to the variation of parental involvement in their children’s homework process? Based on an extensive review of studies across several disciplines (e.g. psychology, sociology, education) about parental involvement, Hoover-Dempsey and Sandler (1995, 1997) developed a theoretical model indicating that the variation of parents’ perceptions contributed to the varied levels of parental involvement practices in children’s education (See Figure 1). They identified seven psychological factors that might influence parents' decisions to become involved in their children’s education. As the model indicates, parents get involved in their children’s education through home-based and school-based activities. Parents’ choice of involvement is influenced by their motivational/personal beliefs, their perceptions of invitations for involvement from others, and their perceived life context. “Parents’ motivational/personal beliefs” include parental role
constructions and parental self-efficacy. “Parental role constructions” refers to parental roles parents believe they should play in relation to their child's education. “Parental self-efficacy” refers to outcomes parents believe they can bring to their children through involvement in their children’s education. “Invitations from others” refers to parents’ perceptions that “their involvement is sought, welcomed, and valued by the child, the child’s teacher and the child’s school” (Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005, p. 93). Therefore, “invitations from others” includes parents’ perceptions of school invitations, child invitations, and teacher invitations. Last, “parents’ perceived life context” includes parents’ perceived knowledge and skills, and parents’ perceived time and energy. The model suggests that, in addition to parents’ motivational beliefs and perceptions of invitations from others, parental involvement forms are also influenced by parents’ perceptions of the availability of their time and energy, and knowledge and skills for involvement.
Figure 1. Levels 1 and 2 of Hoover-Dempsey and Sandler’s theoretical model of the parental involvement process. This model is the first two levels of the Hoover-Dempsey and Sandler (1995, 1997) model, which was revised by Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005) through scale development on why parents become involved in their children’s education.
Hoover-Dempsey and Sandler’s (1995, 1997) theoretical model indicates the direct relationship between parents’ perceptions and practices in relation to children’s education. Parental homework involvement is one form of parental involvement in children’s education (Epstein, 1995). Therefore, this model is used as the theoretical foundation for this study to understand parents’ perceptions and practices about their children’s homework. Parents’ perception variables regarding parental homework involvement for this study are identified as parents’ perceived parental role constructions, parental self-efficacy, school invitations, teacher invitations, child invitations, parental knowledge and skills, and parental time and energy. These identified variables are used to structure the following review of literature on parents’ perceptions of parental homework involvement, a specific parental involvement activity in their children’s education.

B. Parents’ Perceptions of Parental Homework Involvement

1. Parents’ perceived parental role constructions.

Parental role constructions refer to parents’ beliefs about parental responsibilities and obligations in relation to their children’s homework (Hoover-Dempsey & Sandler, 1995, 1997; Walker et al., 2005). Parental role constructions define the range of activities that parents consider as important, necessary and permissible and help them imagine and anticipate the way(s) that they might get involved (Walker et al., 2005). Although parents all considered homework important to their children’s learning (Baumgartner et al., 1993; Kaplan, 2005; Kay et al., 1994; Smrekar & Cohen-Vogel, 2001), there was considerable variation in parents’ beliefs about the roles they should play in their children’s homework. Some parents believed their role included tasks such as teaching children the hard part of the homework, checking the correctness of homework, or monitoring the homework process (Baumgartner, et al., 1993; Kaplan, 2005;
Some parents did not think that it was their role to get involved in their children’s homework. They felt that their children should do homework on their own so as to learn to be self-responsible (Baker, 1997; Xu & Corno, 1998). In some cases parents felt that it was the teachers’ role to make sure that students could complete homework independently (Baker, 1997). Some other parents were not clear about the roles they should play in their children’s homework and expected guidance from schools and teachers (Kay et al., 1994).

Parents’ role constructions influence whether they decide to get involved in their children’s homework and how they get involved. For example, Baumgartner et al. (1993) studied a group of suburban middle class parents (N=509). The parents believed that it was their role to get involved actively in their children’s education. Therefore, when asked about their perceptions regarding homework, tests and grades, they not only responded to a lengthy survey but also took extra time to write comments regarding the issues of homework, school, teacher, and curriculum. Parents showed their sense of urgency about these issues by underlined words and sentences that ended in multiple exclamation points. Parents also suggested how teachers could improve homework assignments and how to involve parents in the homework process. Kaplan (2005) studied 131 Hispanic parents about their perceptions and practices of homework. The findings indicated that these parents placed high value on homework and believed that they had a role in helping their children complete homework. Even though they were not proficient in English, these parents helped the children with homework, particularly in areas where knowledge of English was not necessary (e.g. homework in Spanish or math homework). Hoover-Dempsey et al. (1995) found that almost all the parents they interviewed perceived it to be their role to help children with homework and reported that they tried to structure homework activities for their children.
2. Parents’ perceived self-efficacy.

Parental sense of efficacy for helping children with homework is defined as parents’ beliefs in their abilities to have a positive impact on children’s academic development through involvement in children’s homework. Self-efficacy theory suggests that parents’ behavioral choices are guided in part by the outcomes they believe they are able to produce following their actions. Therefore, if parents believe that their help with homework will have a positive influence on student learning, they are likely to become involved in helping with homework. In addition, a parent with strong self-efficacy for helping the child succeed is likely to set higher goals, to have higher persistence in the face of challenges and to work through difficulties to reach the goals (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Hoover-Dempsey et al., 2001; Shumow & Lomax, 2002).

Parents’ sense of efficacy influences how they are involved. Hoover-Dempsey et al. (1992) studied 390 parents of children in kindergarten through fourth grade to examine parents’ perceptions of their own self-efficacy and its relationship to parental involvement activities. It was found that parents with higher levels of efficacy were more likely to spend more hours volunteering at school, devote more hours in educational activities with children, and make fewer telephone calls to the teacher. Shumow and Lomax (2002) used a national sample of 900 families with children aged 10-17 to examine how parents’ feelings of efficacy were related to parents’ practices of involvement and children’s achievement. This study found that parents with a higher sense of self-efficacy were more likely to get involved in school and monitor their children’s activities at home. In addition, their children tended to do better in school and felt happier, safer, and more stable. Kaplan (2005) also found that Hispanic parents’ homework involvement practices were significantly affected by parents’ perceptions of their ability to help
with homework ($r = .25$, $p<.05$), and their perceptions of emotions, such as frustration, confusion, anxiety, stress, and confidence ($r = .28$, $p<.05$).

3. Parents’ perceived school invitations.

School invitations refer to a welcoming school environment or culture, which values and respects parental involvement in children’s education (Hoover-Dempsey et al., 2005; Mapp, 2003). School may extend invitations to parents through sending out parent letters, designing school policy (e.g., homework policy), or specifying what parents are expected to do with their children. In a study of homework policies in U.S. schools (Roderique, Polloway, Cumblad, Epstein, & Bursuck, 1994), 550 surveys were sent out and 267 school districts replied. Thirty-five percent of the responding school districts (n=267) had a homework policy. Of the districts with a homework policy, 58.2% of them specified what they expected parents to do with their children’s homework.

Parents’ perceived school invitations affect parental involvement practices at home. Dauber and Epstein (1993) studied the predictors of parental involvement practices at home and at school. They found that, compared to parent education, family size, student ability, or school level, parents’ perceived school and teacher practices of parental involvement were the strongest and most consistent predictors of parent involvement at school and at home. Parents were more likely to get involved when they perceived that the schools had strong practices to involve parents at school ($B = .27$), at home on homework ($B = .18$) and at home on reading activities ($B = .16$).

School efforts to involve parents convey the message to parents that their involvement is sought and welcomed by the school. When parents feel that their involvement is expected and valued by schools, they are more like to get involved in their children’s education. Reyes,
Scribner, Young and Pedroza (1999) studied Hispanic parents in eight schools along the Texas-Mexico border. The results of the study revealed that, rather than fund-raising and volunteering, the parents’ priority was to assist their children to be successful academically and socially and to strengthen the home-school relationship. Therefore, school staff started using a combination of strategies to build collaborative relationships with parents that included learning about and building on Hispanic cultural values, stressing personal contact with parents through telephone calls and home visits, fostering communication, and creating a warm and welcoming environment. As a result, the Hispanic parents actively participated in school activities and events and in turn, their children’s academic achievement went beyond state averages. In another qualitative study, Simon (2000) found when school staff members contacted parents about involvement opportunities, parents were more likely to attend workshops, volunteer at school, work more often with their children on homework, and talk more often to their children about school, college and employment.

In contrast, if parents feel that schools do not expect their involvement, they will not become involved. Pena (2000) studied one urban elementary school in Texas. The study found that when monolingual Spanish-speaking parents learned that parent meetings were held in English with no translation, they felt that their attendance was not expected or necessary. Therefore, they chose not to participate in the meetings.

4. Parents’ perceived teacher invitations.

Teacher invitations refer to teachers’ practices of eliciting parental homework involvement by activities such as designing interactive homework, expressing homework expectations and/or requesting specific parent help when children do not do well. Epstein and her colleagues (Epstein & Van Voorhis, 2001; Van Voorhis, 2001) designed interactive homework
activities, which required parents or other family members to provide input and opinions in relation to the child’s homework. Parents could answer interactive homework questions even when they did not have formal education or detailed knowledge of the subject. For example, children could ask family members for their shoe sizes or heights, and compute the averages, or interview a family member about the family history, write about the family history, and read aloud the writing to the family. Van Voorhis (2003) found that students who did interactive science homework reported significantly higher levels of family involvement in science homework than did students in non-interactive homework classes (B=.451, p<.001).

Parents’ perceptions of teachers’ practices of parental involvement at home influence their attitudes about the school and the teachers. In turn, this attitude influences their decision on whether and how they want to get involved in their children’s learning at home. Epstein (1986) compared parents’ attitudes to teaching practices between two groups of teachers: teachers who supported and used parental involvement in learning activities at home and teachers who did not emphasize parental involvement in their teaching practices. She found that parents whose children were in classrooms of teachers who emphasized parental involvement tended to be more positive about the school than those in classrooms where parental involvement was not emphasized. In addition, parents considered teachers’ use of parental involvement in learning activities at home a teaching strength. When teachers used a variety of techniques to make frequent requests for parental involvement at home, parents improved their awareness of the teachers’ teaching and shared better understanding of the child’s instructional programs. This in turn improved parental involvement in their children’s learning at home.

However, as discussed in chapter one, over half of the parents never received requests from teachers to become involved in learning activities at home (Baumgartner et al., 1993; Epstein, 1986; Epstein & Lee, 1995). Parents in general believed that teachers should do more to
involve them in learning activities at home. They wanted teachers to show them what to do and how to help with their children’s homework (Baumgartner et al., 1993; Epstein, 1988; Hughes et al., 1999; Pena, 2000; Smrekar & Cohen-Vogel, 2001). For example, Baumgartner et al., (1993) studied 509 suburban middle-class parents on their perceptions of homework, tests, and grades. Parents believed homework was important because it helped reinforce school learning and foster child independence. They felt a lack of techniques and purposes for homework involvement. They wished schools and teachers could inform them of the relevant information.

Hispanic parents in Pena’s (2000) study recommended that the school provide parents with knowledge on ways to get involved in a range of learning opportunities at home. The minority parents in Smrekar and Cohen-Vogel’s (2001) study expressed the feeling that they would find ways to increase involvement at home and at school if schools and teachers would take the initiative to involve parents and offer recommendations about how parents could help their children learn. The parents in Epstein’s (1988) study also reported that they could spend more time helping their children at home if they were shown how to do so. As one parent stated, “I do not have the same ability they (teachers) do to teach her. I go to the school so the teacher will show me and orient me on how to teach her” (Hughes et al., 1999, p. 232). Parents also hoped that teachers could help them define their parental roles in relation to the children’s homework. Another parent reported,

Last year with my son I was told by the teacher that I could help him with math. This year I don’t know if I can help with math so I’m very hesitant to help or correct. I want to show him the right way, but how much should I be helping or pushing him? I need clarification from the teacher on what she expects. (Kay et al., 1994, p. 555)
5. Parents’ perceived child invitations.

Child invitations may be direct and explicit child requests for parents’ help, including requests for help with learning, help with situations at school, or participation in school events (Hoover-Dempsey et al., 2005). The invitations may also be implicit as parents’ observations and responses to the child’s characteristics such as “smart,” “needs a little more help than the average child,” or “does not like to ask questions at all,” etc. (Hoover-Dempsey et al., 1995, p. 439). This awareness of children’s characteristics may help parents frame their expectations and strategies for working with their children (Lightfoot, 1978). For example, Hoover-Dempsey et al. (1995) reported that 86% of the 69 parents they interviewed had a “strong awareness of their children’s unique characteristics as well as the implications of these qualities for involving themselves in homework” (p. 439). As one parent reported,

I will ask her questions to help her to think, so that she can answer herself—that works.
But if I start pushing her and trying to force her into saying something and hurry her up, it does not work… She doesn’t want to waste a bunch of time, but you can’t push her. (p. 439)

Parents’ perceptions of child invitations affect the way they get involved in their children’s homework. Epstein (1988) studied 1021 pairs of parents and students and found that when parents thought that their children needed more help, they tended to spend more time with their children on homework. Shumow and Miller (2001) also reported that parents of struggling and average students provided more help at home than parents of successful students. Cooper et al. (2000, 2001) found that parents’ homework involvement approaches varied with their perceptions of the child’s grade level and ability. The lower the child’s grade level, the more the child received direct homework support from the parents. When children were in higher grade
levels, especially secondary grade levels, parents gave more autonomous support instead of direct support to the children.

6. Parents’ perceived knowledge and skills.

Parental knowledge and skills refer to the school-related knowledge and skills that parents have, specifically parents’ familiarity with the educational system and school curriculum, and the strategies that parents may use when getting involved in their children’s homework (Hoover-Dempsey et al., 1995; Walker et al., 2005). Parents’ perceptions of their knowledge and skills influence not only what parents think they can and should do but also what they actually do. For example, when parents are better educated or have younger children, they are more likely to believe that they have more knowledge and skills and therefore are more likely to get involved. Shaver and Walls (1998) found that parents were more likely to be involved when their children were in elementary school (grades 2-4) than in middle or junior high school. Sanders, Epstein, and Connors-Tadros (1999) reported that better-educated parents tended to be more involved at home and at school. Li (1996) found that parents with more education provided their children with richer literacy learning opportunities and more intensive guidance at home. Shumow and Miller (2001) and Stevenson and Baker (1987) also found that with an increase in parents’ educational level, they were more involved in their children’s education.

However, a large number of parents felt a lack of knowledge and skills to get involved in their children’s homework (Balli, 1998; Cooper et al., 2000; Kay et al., 1994; Hoover-Dempsey et al., 1995; Sanders et al., 1999; Smrekar & Cohen-Vogel, 2001; Walker et al., 2000; Xu & Corno, 1998). Cooper and his colleagues (2000) found that over 40% of the 709 parents they studied reported that their help sometimes made homework harder for their children because of their lack of knowledge and skills. In other studies about parents’ perceptions, a majority of
parents felt they were lacking appropriate strategies and approaches to help their children with homework (Balli, 1998; Cooper et al., 2000; Walker et al., 2000; Xu & Corno, 1998). Some parents felt that they were not familiar with the curriculum and the vocabulary (Hoover-Dempsey et al., 1995; Kay et al., 1994). For example, one parent said "my (math) language was different, because that was 30 years' ago language… So sometimes she doesn't grasp what I'm talking about…” (Hoover-Dempsey et al., 1995, p. 444). Some other parents felt that they were lacking in education (e.g., “I can’t help them with their homework because I had little schooling myself” [Smrekar & Cohen-Vogel, 2001, p. 88]), and language (e.g. “I cannot help with homework because I don’t speak English” [Smrekar & Cohen-Vogel, 2001, p. 88]).

7. Parents’ perceived time and energy.

Parents’ perceptions of the availability of their time and energy also influence their decisions on what and how to be involved in their children’s homework. When parents are employed or have other family obligations such as child care or elderly care, they tend to feel more stress of time and energy to get involved in their children’s learning at home. In a study of 509 suburban middle-class parents, Baumgartner et al. (1993) found that about one tenth of the parents they surveyed considered time constraints, which were due to job requirements, multiple children care, or family structure (single-parent home), as a barrier that prevented them from getting involved in their children’s homework. In Mapp’s (2003) study of 18 parents, many of them described how the extent and manner of their involvement at home and at school changed when circumstances in their lives changed. One parent said that she used to be involved heavily. However, when she had a job, she felt the time constraints and could not maintain her past levels of participation. Another parent in the Hoover-Dempsey et al. (1995) study expressed her frustration at being unable to get involved because of the availability of her time and energy:
I work full time, and things are really hectic…when I take control, either on the phone with (the teacher) or making sure that those spelling words come (home) the day that they are given out, and I am studying with her, it's fine. It's just that there are just so many other responsibilities for me and I can't do that every time. (And) we don’t have 2 or 3 hours a night to do homework! (p. 445)

In conclusion, parents get involved in their children’s homework because they believe they are responsible for it (parent role constructions) and they have the ability to bring positive outcomes to their children’s schooling through the involvement (parent self-efficacy). In the meantime, parents’ belief system is shaped and mediated by their interaction with the school, the teacher, and the child (school invitation, teacher invitation, and child invitation). Last, parents’ homework involvement is determined by their perceptions of the availability of their time and energy as well as their knowledge and skills.

C. Parents’ Practices of Parental Homework Involvement

Parents are varied not only in their perceptions but also in their practices of parental involvement in their children’s homework. Most parents, regardless of race, ethnicity, or socioeconomic status, want their children to do well in school and have a strong desire to help their children succeed (Mapp, 2003). Homework is a bridge connecting schools and families. It provides a way for parents to know what their children are learning at school, how well they are doing, and how to improve the parent-child relationship. It also offers an opportunity to improve two-way communication between parents and teachers. Therefore, most parents participate actively in a range of activities in relation to their children’s homework. For instance, Hoover-Dempsey and her colleagues (1995) asked 69 parents of first- through fifth-grade students about the kind of homework help they generally gave their children. It was found that 97% of parents
provided some structure for homework activities (e.g., set up time, place, and rules), 72% of parents monitored the homework process, 71% of parents communicated with teachers about their children’s homework, 55% of parents motivated children’s performance, and 49% of parents reported teaching their children as part of their homework involvement. The following review gives a detailed account of parents’ involvement activities in relation to their children’s homework.

1. Establish a structure.

Establishing a structure is defined as setting rules, time, or a place for children’s homework. The U.S. Department of Education (2005) reported that about 90% of parents set aside a place for their school children’s homework. Xu and Corno (1998) videotaped the homework process of six third-grade children at home. They found that all the parents in the six families found a proper space that was free of distractions in their homes for the children to do homework. Hoover-Dempsey et al. (1995) found that most parents they studied required their children to do homework at a set place or set time. In addition, some parents required their children to follow certain rules when they were doing homework, for example, doing homework as soon as the child got home; no TV watching until the homework was completed; no phone calls while doing homework, and others.

Parents set the place and the time for homework according to their understanding of the child’s homework learning style, homework behavior, and the “fit” for the life context of the parents and the home (e.g., what the home is like, what the parents’ schedule is like, etc.) (Hoover-Dempsey et al., 1995; Xu & Corno, 1998). In Xu and Corno’s (1998) case study, four children did homework at the dining room or kitchen table because they shared a bedroom with other siblings. One child did homework at a small table in her bedroom because no table or space
was available for her to work either in the kitchen or in the living room. One father mentioned that he chose the work space where the child could have easy access to him because the child liked to work close to him.

**2. Provide materials or resources.**

Providing materials or resources is a basic parental obligation. It includes buying school supplies and providing references or resources. Epstein (1986) interviewed 1269 urban parents with elementary children in Maryland. She found that about 97% of the parents provided school supplies to the children. In Kaplan’s (2005) study of Hispanic parents’ homework involvement, she found that most parents provided literacy materials such as newspaper, magazines, and a dictionary at home.

**3. Monitor.**

Monitoring the homework process involves a variety of strategies that are employed by parents to supervise children’s attention, motivation, and emotion in the homework process so that children are able to remain on task. Smrekar and Cohen-Vogel (2001) conducted semi-structured interviews with low-income, minority families in Northern California. Parents considered their role as assisting with homework and monitoring the child’s homework. Kaplan (2005) found that the Hispanic parents in her study monitored the children’s homework process by sitting with them to keep their attention and help them work efficiently. Xu and Corno (1998) studied the homework process of six third-grade children and their parents from a K-5 public school in New York City. Data collected through interviews, videotapes, and observations showed that these parents used a variety of strategies to monitor the children’s homework process. For example, they monitored the child’s attention to make sure that the child was free from distractions and stayed focused on the central aspects of the homework; they made sure that
the child kept the same level of motivation when he or she was facing difficulties in the homework process; they also monitored the child’s emotion to make sure that he or she could remain positive when coping with various difficulties associated with homework completion.

4. **Encourage.**

Encouragement is a strategy used frequently by parents in relation to their children’s homework. In Hoover-Dempsey and her colleagues’ (1995) study, over half of the parents they studied motivated their children for better homework performance through praise, rewards, or exhortations. Mapp (2003) also found that all of the 18 parents they interviewed provided verbal support and encouragement for their children to complete homework. In Xu and Corno’s (1998) case study of six families, all parents encouraged the children in a variety of ways and motivated them to follow through with homework. They praised the children when they did a good job in completing the homework earlier than expected. They reassured the children about their ability to handle difficulties and problems when they felt frustrated. When children had negative feelings about themselves in solving a problem, parents encouraged the children to look on “the bright side” (p. 428) and reassured the children that “you can fix it. You can do better than that” (p. 429).

5. **Instruct.**

Parents play the role of teachers when their children have difficulties with homework. Hoover-Dempsey and her colleagues (1995) found that about half of the parents in the study helped their children learn facts, get correct answers, or build understanding of homework concepts. In addition, they reviewed the completed homework for neatness and correctness. One parent said,
When she don’t (doesn’t) know what to do, first I try to show her. If she still don’t (doesn’t) understand, then I work it. Then I show her how I worked it and help her figure out how to do it. (Hoover-Dempsey et al., 1995, p. 444)

Mapp (2003) also found that 13 of the 18 parents they interviewed provided their children with direct instruction with homework in reading, math, and science. One parent said,

I just basically try to take the time out with my daughter to try to help her out with her reading, and I working with her on her math. I just basically show her how to do things, and then try to give her the space to do them. (p. 45)

6. Communicate with teachers.

Homework provides a context for informal communication between parents and teachers. Hoover-Dempsey et al. (1995) interviewed 69 middle-class parents. Seventy-one percent of the parents reported that they talked to the teachers about their children’s homework assignments. The communications included asking for information about homework (e.g., assignment due dates), expressing concerns about homework (e.g., the length and the type of the work), and looking for support or advice on how to help their child with homework. In Mapp’s (2003) study, a single mother of two children described how she sometimes contacted teachers on how to help her child with homework, “…Sometimes I write the teacher a note…other times, I call the teacher and ask her, ‘How do I do this, because my son is stuck, and my memory is gone’…” (p. 45). Parents’ initiative in communicating with teachers conveyed a message to teachers that they cared about their children’s education and they were willing to make efforts to help their children with homework. In turn, teachers responded to the parents’ initiative by providing guidance and motivation to parents to get further involved in their children’s homework.
D. Conceptual Framework and Hypotheses

The above review indicates that parents have varied levels of perceptions and practices of parental involvement in their children’s homework. They get involved in a variety of activities to assist their children with homework such as establishing a structure, providing materials and resources, monitoring, instructing, encouraging, and communicating with teachers. Hoover-Dempsey and her colleagues suggested theoretically that parents’ involvement practices are related to parents’ perceptions in their children’s education process. Parental involvement in homework is one specific type of parental involvement in their children’s education. Therefore, it is hypothesized that parents’ practice of homework involvement is related to parents’ personal beliefs, parents’ perceived invitations for involvement from others, and parents’ perceived life context. Parents’ personal beliefs include parents’ perceived parental role constructions and parental self-efficacy. Parents’ perceived invitations include school invitations, teacher invitations and child invitations. Parents’ perceived life context includes parents’ perceived availability of knowledge and skills, and time and energy. The findings from this literature review inform the following conceptual framework (see Figure 2) and hypotheses for this proposed study.

**Parents’ personal beliefs**
- Role constructions
- Self-efficacy

**Parents’ perceived invitations for involvement**
- School invitations
- Teacher invitations
- Child invitations

**Parents’ perceived life context**
- Knowledge & skills
- Time & energy

**Parents’ involvement practices in children’s homework**
- Instruct
- Structure
- Resources
- Monitor
- Communicate
- Encourage

*Figure 2.* Parents’ perceptions and practices in children’s homework.
2. Hypotheses.

1. Parents show varied levels of perceptions in relation to their children’s homework.

2. Parents get involved in a range of activities in relation to their children’s homework.

3. The variations in parents’ perceptions explain differences in parents’ practices in relation to their children’s homework.
   a. Parental role constructions contribute significantly to parental involvement practices in their children’s homework.
   b. Parental self-efficacy contributes significantly to parental involvement practices in their children’s homework.
   c. School invitations contribute significantly to parental involvement practices in their children’s homework.
   d. Teacher invitations contribute significantly to parental involvement practices in their children’s homework.
   e. Child invitations contribute significantly to parental involvement practices in their children’s homework.
   f. Parental knowledge and skills contribute significantly to parental involvement practices in their children’s homework.
   g. Parental time and energy contribute significantly to parental involvement practices in their children’s homework.
III. RESEARCH DESIGN

This study is intended to examine parents’ perceptions and practices of involvement in their children’s homework. A survey entitled Parent Perceptions and Practices of Homework Involvement (PPPHI) was developed to collect data for this study. Survey research design was used because it is good for collecting extensive attitudinal and behavioral data to compare and predict the relationship between variables (Fink, 2003). In the following section, the design of this study is discussed regarding measurements, sampling plan, data collection procedures and data analysis procedures.

A. Measurements

1. Operational definitions of study variables.

Parents’ perceptions (independent variables) and practices (dependent variables) were examined in this study. Parents’ perception variables that were identified include parents’ perceived motivational beliefs which subsume role constructions and self-efficacy; parents’ perceived invitations which include school invitations, teacher invitations, and child invitations; and parents’ perceived life context which includes parents’ perceived knowledge and skills, and time and energy. Parents’ practice variables that were identified include establishing a structure, providing materials or resources, monitoring the homework process, encouraging, instructing, and communicating with teachers. The measurement of these variables is defined in the following section.

a. Parents’ perceived role constructions.

Parent role constructions in homework are parents’ beliefs in a range of homework involvement activities that parents believe they should participate in. As discussed in chapter
two, parents’ homework involvement activities include establishing structures, providing resources, monitoring, instructing, encouraging, and communicating with teachers. Parents’ role constructions in children’s homework were measured through parents’ agreement with their responsibilities in relation to the above activities. For example, “It’s my responsibility to help my child with homework,” or “It’s my responsibility to supervise my child’s homework.”

**b. Parents’ perceived self-efficacy.**

Self-efficacy is people’s belief about their capability of performing in a certain manner or attaining certain goals (Bandura et al., 1996; Hoover-Dempsey & Sandler, 1997). Applied to parental involvement in children’s homework, self-efficacy refers to parents’ beliefs about the positive outcomes they think their homework involvement actions may bring to their child’s homework and school performance. Therefore, parents’ self-efficacy was measured as parents’ agreement with the outcomes they believe their involvement may bring to their children. For example, “My help with my child’s homework will help him/her form good study habits.” and “My help with my child’s homework will help him/her learn good study skills.”

**c. Parents’ perceived school invitations.**

Schools may invite parents to become involved in their children’s homework by informing them of the importance of involvement, specifying parents’ roles in students’ homework, and providing information to parents on how to get involved in their children’s homework (Hoover-Dempsey et al., 2005; Mapp, 2003; Roderique et al., 1994). Parents’ perceived school invitations in this study were examined by parents’ agreement to schools’ initiatives in informing and communicating with parents about why and how they should be involved in their children’s homework. Sample statements include “The school provided me with enough ideas on how to help my child with homework,” and “The school provided me with enough information about the school homework policy,” and others.
d. Parents’ perceived teacher invitations.

Parents may get involved in their children’s homework when teachers assign homework which requires parents’ input or request specific parent help when the child does not do well at school (Epstein et al., 1997; Van Voorhis, 2003). Parents’ perceived teacher invitations in this study was measured by parents’ agreement to teachers’ initiatives to involve parents in relation to their children’s homework. Sample statements include “The teacher told me a lot about the importance of parent help in children’s homework,” and “The teacher knew how to have parents involved in children’s homework.”

e. Parents’ perceived child invitations.

Parents often get involved in their children’s homework because their child asked them for help, or they felt the child needed help because of poor grades in school. In this study, parents’ perceived child invitations were measured by parents’ perceived child need for help. Sample statements include “My child needs a little more help than the average child” and “My child cannot complete homework by him/herself.”

f. Parents’ perceived knowledge and skills.

As discussed in chapter two, parents’ knowledge and skills refer to the school-related knowledge and skills that parents have possessed or need to obtain in order to help their children with homework. Parents’ perceived knowledge and skills in this study were measured by parents’ agreement with their familiarity with the school curriculum, and their mastery of strategies to help their children with homework. Sample statements include “I know enough about the subjects to help my child with homework,” and “I know how to explain things to my child about his or her homework.”
g. Parents’ perceived time and energy.

Some parents cannot participate in their child’s homework process because they do not have enough time, they are tired after a day’s work, or they have other family obligations (Hoover-Dempsey et al., 1995; Xu & Corno, 1998). Parents’ perceived time and energy were measured in this study by their agreement with the available time and energy to help their children with homework. Sample statements include “I don’t have enough time to help my child with homework,” and “I am too tired to help my child with homework.”

h. Establishing a structure.

Parents establish structures for their children to complete homework such as setting a place, a time or a rule for homework (Epstein, 1988; Hong & Lee, 1999; Hoover-Dempsey et al., 1995; Xu & Corno, 1998). The variable “establishing a structure” in the study was measured by the frequency with which parents practiced the above strategies. Sample statements include “I ask my child to do homework as soon as he/she gets home,” and “I provide a quiet place for my child to complete homework.”

i. Providing resources.

As one of the basic parental obligations, parents also facilitate their children’s homework completion by providing material or resources (Epstein, 1986; Kaplan, 2005). The variable “providing materials or resources” in this study was measured by how often parents prepared materials for child’s homework, provided references through library visit, or conducted Internet searches for their children. Sample statements include “I prepare material for my child’s homework,” “I help my child search for references online.”

j. Monitoring.

Parents consider it their role to monitor their children’s homework process (Smrekar & Cohen-Vogel, 2001). They monitor the children’s attention, motivation, and emotion in the

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homework process and check for homework completion (Xu & Corno, 1998). The variable “monitor” in this study was measured by the frequency with which parents checked their children’s homework and monitored their attention, motivation and emotion in the homework process. Sample statements include “I sit with my child when he/she is doing homework,” “I look out if my child is frustrated with hard homework,” and “I ask my child to show me the completed homework.”

**k. Instructing.**

Parents sometimes instruct like teachers when their children have difficulty with homework (Hoover-Dempsey et al., 1995). The variable “instructing” in this study was measured by how often parents play the teacher role in their children’s homework process. Sample statements include “I teach my child the questions he/she does not understand,” and “I correct the homework for my child.”

**l. Communicating with teachers.**

Parents sometimes communicate with teachers to ask for further information about homework, express their concerns, and/or look for support or advice on how to help the child with homework (Hoover-Dempsey et al., 1995). The variable “communicating with teachers” was measured by the frequency with which parents communicated with teachers on the above activities. Sample statements include “I talk to the teacher about the length of the homework” and “I ask the teacher for advice on how to help my child with homework.”

**m. Encouraging.**

Encouraging is a strategy frequently used by parents. For example, parents may encourage their children to have a positive attitude to homework and keep working on the hard problems until it is done. The variable “encouraging” in this study was measured by how often
parents encouraged their children in relation to homework. Sample statements include “I encourage my child to keep working on homework until it is completed,” “I encourage my child to keep a good attitude about doing homework,” and “I encourage my child to keep working on homework even when he or she doesn’t feel like it.”

2. Develop an instrument for the measurement of the variables.

Once the variables of parent perceptions and practices were identified and defined, a survey was developed to collect data for this study. This survey was entitled Parent Perceptions and Practices of Homework Involvement (PPPHI). The survey is discussed in the following section in relation to its content, format, validity, and reliability.

a. Content of the PPPHI.

The PPPHI elicited information concerning family demographics, parental perception variables, and parental practices variables that were discussed in the previous section. Close-ended questions were used in the PPPHI because close-ended questions provided parents with pre-selected choices and allowed efficient statistical analysis (Fink, 2003).

The PPPHI was developed under the guidance of the theoretical framework of the study. Question items were identified and developed based on existing questionnaires that were relevant to parent perceptions and practices of involvement in children’s homework, specifically the Parent Involvement Project Parent Questionnaire (Hoover-Dempsey et al., 2005), the Family Questionnaire (Kaplan, 2005), and the Homework Motivation and Preference Questionnaire (Hong & Milgram, 2001). At least three items were developed to measure each domain of variables. A total of 60 question items, including the demographic ones, were included in the final PPPHI questionnaire.
b. Format of the PPPHI.

The PPPHI items were organized in domain by the order of child identification, parental perceptions, parental practices, and demographic information of the family and the child. The questionnaire was organized in this way because more questions might be answered if easy questions were put at the beginning and sensitive demographic information was put at the end of the questionnaire (Fowler, 1993).

Two sets of a six-point Likert response scale were used to measure parents’ perceptions and practices respectively. The six-point measure of parent perceptions were “strongly disagree,” “disagree,” “somewhat disagree,” “somewhat agree,” “agree,” and “strongly agree.” The six-point measure of parent practices were “Never,” “A few times a year,” “1-3 times a month,” “Once a week,” “A few times a week,” and “Daily.” The six-point Likert response scales were utilized because this scale provided parents with more options to choose what best described their feelings and practices. As a result, there was more variability in parents’ responses. In addition, the even number scale without a neutral choice pushed parents to make at least a weak commitment in the direction of one or the other extreme instead of a neutral belief. It was believed that the neutral choice on rating scales could be problematic (DeVellis, 2003). For example, some individuals had a propensity not to display negative beliefs and therefore, instead of not providing any responses, they would select the neutral choice instead. Therefore, neutral choice was not used in this survey to avoid the possible social desirability bias.

c. Validity and Reliability.

Validity and reliability are important issues to consider when constructing an instrument and designing a study. An instrument is valid if it measures the variables it is intended to measure; and the instrument is reliable if the produced findings are in a consistent, accurate and meaningful way. Anyone can produce an instrument. However, an easy-made instrument does
not guarantee that it is valid and reliable. Unless it is created systematically with good scale construction methods, the instrument will not be valid and reliable, and the findings will not be accurate and meaningful (Fink, 2003). Multiple methods were used to ensure the validity and reliability of the PPPHI instrument.

To ensure the validity of the questionnaire, items were first developed in alignment with the operational definitions of the variables to ensure that the items measure the defined variables. After the initial questionnaire was developed, it was sent to experts in the field and in questionnaire design to evaluate the quality of the questionnaire. Changes were made based on the experts’ feedback on 1) the relevance of the items to what the study was intended to measure; 2) the clarity and conciseness of the items; and 3) whether there might be missing items according to the experts’ expertise. For example, the item “I review and correct the homework for my child” was rewritten as two items: “I review the homework for my child” and “I correct the homework for my child.”

Second, the questionnaire was given to an after-school program director who had been working closely with parents. She was asked to review the sensitivity and appropriateness of the content of the questionnaire items. The director gave positive feedback on the questionnaire and raised the question about situations when parents had more than two eligible children. As a result, additional direction was added to the questionnaire requesting parents to focus on their youngest child if they had more than two eligible children.

Third, the questionnaire was translated into Chinese and Spanish in consideration of situations when the parents’ language proficiency in English might become a barrier to prevent them from understanding the questions or completing the questionnaire. The translated questionnaire in Chinese and Spanish were proofread by experts who are proficient in English
and Chinese, or English and Spanish, respectively to ensure the reliability of the content of the translated questionnaire.

Fourth, the revised questionnaire was given to six parents with their education levels varied from high school to post graduate. The parents’ ethnicities included Asian (Chinese), Hispanic and White. The parents were asked to complete the questionnaire, write down the amount of time they spent on it, and raise any questions they might have about the questionnaire. The average time parents spent on the questionnaire was about 30 minutes. No further questions were raised about the questionnaire items.

Last, a statistical method was used to assess the reliability of the items after the data was collected. According to De Vaus (2002), Cronbach’s coefficient alpha is the statistic used to measure the internal consistency of items, or how well the items measure the same construct (e.g., parents’ role constructions). An alpha of 0.70 is normally considered to indicate a reliable set of items. Cronbach’s coefficient alpha was calculated by using statistic software (SPSS) to assess the internal consistency reliability of PPPHI items. It was found that the PPPHI instrument had a Cronbach’s Alpha of 0.89 based on the standardized items, which indicated that the questionnaire contained a reliable set of items that measured parental perception and practice variables consistently.

B. Sampling

Sampling is discussed in reference to sampling method, selection of the participants, and planned sample size.

1. Sampling method.

Nonprobability (convenience) sampling method was used to select the participants for this study. This method of selecting a group of people with the characteristics representative of
the population was based on the availability and willingness of participants (Fowler, 1993). There are two types of sampling methods, probability sampling and nonprobability sampling. Probability sampling, or random sampling, is a sampling method that ensures different units in the population have equal probabilities of being chosen. In general, probability sampling method is considered more accurate and rigorous than the nonprobabilistic one. However, randomly selecting samples may not be feasible, practical, or theoretically sensible under certain circumstances (Fowler, 1993). For example, in a school district with over 300 public elementary schools, it is impossible for the researcher to sample every single school within the time and money constraints of the study. Further, not every school or parent is willing to participate, which makes random sampling a problem. Therefore, nonprobability (convenience) sampling method was used instead.

2. Selection of the participants.

Participants were parents whose children were enrolled in elementary schools at grades 1-6. This group of parents was chosen because, first, the younger the children, the more the parents get involved in their homework (Epstein, 1986; Shaver & Walls, 1998; Stevenson & Baker, 1987); second, the effect of parental involvement on student achievement is stronger for earlier grades (Catsambis, 1998; Shaver & Walls, 1998); and last, children may not start doing homework until they reach first grade.

Empirical research findings indicate that parents get involved in student’s homework regardless of their family background and the parents’ education level (Balli, 1998; Epstein, 1986; Hoover-Dempsey et al., 1995). Therefore, any parent could participate in the study as long as their children were enrolled at grades 1-6.
3. Planned sample size.

Sample size is important because it directly influences the chances of finding out an effect that really exists. It also influences the probability of generalizing the results from the sample to the population. If data are not collected on enough people, statistically significant results and accurate conclusions will not result to guide policy-making. As suggested by Light, Singer and Willett (1990), the planned sample size for a study can be decided on the expected effect size, statistical power, and possible measurement error. This study had a planned sample size of at least 160 in consideration of these factors.

Effect size is “how much of a difference the treatments make, or the extent to which the groups differ in the population on the dependent variable” (Stevens, 1990, p. 84). An effect size around .20 is considered small, an effect size around .50 is medium, and an effect size > .80 is large. In studies relating to parental involvement in homework, small and medium effect sizes are very common. For example, Cooper (1989) found medium-sized correlations ranging from -.22 to +.44 in the meta-analysis of five studies that related the amount of parental involvement in homework to student achievement. Patall, Cooper and Robinson (2008) found an overall small to non-significant effect of parental involvement in homework from a meta-analysis of 36 studies correlating parental involvement and student achievement. However, a study with a small or no effect size is not worthy of the time and effort to do it (Light et al., 1990). Therefore, a medium-sized effect was used for this study of parental involvement in homework.

Power is the probability of detecting an effect that exists. For example, a power of .80 means that there is 80% chance of detecting an effect that is really there. The higher the power, the more the chances that the effect is detected and the more people should be included in the study. Light et al. (1990) suggest that a power of .80 or so should be used so as to have a reasonable chance of detecting a medium-sized effect. For a medium-sized effect, a sample
between 113-170 should be selected for a .90 statistical power, and 85-128 for a .80 statistical power. These sample sizes are suggested assuming that there is a perfect (100%) reliability of the measurement. In reality, however, “despite your best efforts, some measurement error may persist” (Light et al, 1990, p. 206). Therefore, the above suggested sample sizes needed to be increased to compensate for possible measurement error. As Light et al. (1990) suggest, a sample between 140 and 189 would be needed to have a 90% chance of detecting a medium-sized effect when the reliability of the measurement is between .80 and .60 respectively. Incorporating the above guidelines, a planned sample size of at least 160 was used for this study.

C. Data Collection Procedures

Data collection began in the spring 2010 and was completed in the early summer of 2010. Data were collected from a local school district, two local park districts, a Chinese community service center, and a Saturday Chinese school. An invitation letter was sent to the principals and the managers of the schools or the agencies. The letter introduced the purpose of this homework study, the data collection procedure, and the importance of the study. Permission was obtained to distribute a data collection package through the schools, park district or community service center facility (see Appendix A for the request of a support letter).

Once the permission was secured from the above schools and agencies, children grades 1-6 were given a data collection package to take home to their parents. If parents were enrolled in programs that were organized in the park district or community service center, they were given the data collection package directly. Each package contained a letter to parents, a consent form, and a questionnaire entitled Parent Perceptions and Practices of Homework Involvement (PPPHI). To eliminate possible problems resulting from a language barrier, the material in the data collection package were available in English, Chinese, and Spanish, per parents’ needs (see
Appendix B, C, D for a copy of the PPPHI, parent letter and consent form in three languages respectively).

If the parents were interested in the study, they were asked to sign the consent form, complete the questionnaire, and return the signed consent form and the completed questionnaire to the data collection box labeled “UIC data.” The box was placed at the park district or community center facility or the child’s school office. If parents had more than one eligible child, they were asked to complete only one questionnaire with the focus on the youngest eligible child. Parents who did not return the package or did not have a qualified child (grades 1-6) were excluded from the study.

A total of 926 data collection packages were distributed and 206 questionnaires were returned with a return rate of 22%. Considering that some families had more than one eligible child at the school or the district, and only one questionnaire was required to be completed for each family, the actual return rate could be higher than 22%, although it is impossible to know how much higher it is.

Although each family was instructed to complete only one questionnaire for their eligible child, thirteen families completed more than one questionnaire. The questionnaire that the parents filled for their youngest eligible child was included in the study. The other thirteen questionnaires for their older child were excluded from the study. In addition, some parents did not have a qualified child enrolled in grades 1-6. For example, 11 parents had children in kindergarten, seventh, or eighth grade. Seven parents did not provide their children’s grade level. Therefore, the questionnaires completed by them were excluded from the study. As a result, a total number of 31 parents (questionnaires) were excluded from this study, which gave a final number of participating parents of 175 (see Table 1).
### Table 1

*Table of the PPPHI Survey Return Rate*

<table>
<thead>
<tr>
<th>Sites</th>
<th>Number of the surveys distributed</th>
<th>Number of the surveys returned</th>
<th>Number of the surveys used</th>
<th>Return rate (based on the actual return number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community center</td>
<td>46</td>
<td>14</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Park district</td>
<td>70</td>
<td>32</td>
<td>26</td>
<td>46%</td>
</tr>
<tr>
<td>Chinese school</td>
<td>100</td>
<td>29</td>
<td>22</td>
<td>29%</td>
</tr>
<tr>
<td>School district</td>
<td>710</td>
<td>131</td>
<td>115</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>926</td>
<td>206</td>
<td>175</td>
<td>22%</td>
</tr>
</tbody>
</table>
D. Data Analysis Procedures

The data obtained from 175 of the 206 returned PPPHIs were summarized and analyzed according to the following procedures.

1. Reliability check.

As mentioned in the previous section “validity and reliability,” a Cronbach’s Alpha of 0.89 was achieved for the PPPHI questionnaire indicating that PPPHI items measured parents’ perception and practice variables consistently. However, as Brace, Kemp and Snalgar (2006) point out, a high alpha statistic does not guarantee the quality and reliability of individual items since some items may be poorly correlated with the others. In the PPPHI, at least three items were developed for each domain of variables. Therefore, it is important to assess the internal consistency of each item for their contribution to the domain that they were developed to measure. Cronbach’s Alpha was used to assess the item’s internal consistency. An alpha of 0.70 or above indicates a reliable set of items (De Vaus, 2002).

If the Cronbach’s Alpha for the variable was improved significantly when the item was deleted, the item was considered a bad item and deleted. After the item was deleted, if an alpha of at least 0.70 was not obtained for the domain variable, only one good item was used for further analysis. One exception is the variable “parental time and energy”. The deletion of the item “Helping my child with homework is extra work for me” improved the domain alpha from .58 to .59. Because an alpha of .70 could not be reached and the two remaining items represented parental “time” and “energy” respectively, “parental time” and “parental energy” were measured separately as two variables. Table 2 displays the good items that were used to measure parental perception variables and the Cronbach’s Alphas for each perception variable.
Table 3 gives the good items that were used to measure parental practice variables and the Cronbach’s Alpha for each practice variable.
Table 2

*Cronbach’s Alpha by Domain and the Items Used to Measure the Parental Perception Variables*

<table>
<thead>
<tr>
<th>VARIABLES AND ITEMS</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENTS’ PERCEPTIONS (Overall)</td>
<td>.87</td>
</tr>
<tr>
<td>Parents’ role constructions</td>
<td>.75</td>
</tr>
<tr>
<td>It’s my responsibility to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to teach my child when he/she has questions about homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to provide a quiet place for my child to do homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to provide materials for my child’s homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to supervise my child’s homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to encourage my child to complete homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to talk to my child’s teacher about the homework.</td>
<td></td>
</tr>
<tr>
<td>Parents’ self-efficacy</td>
<td>.90</td>
</tr>
<tr>
<td>My help with my child’s homework is important to his/her success in school.</td>
<td></td>
</tr>
<tr>
<td>My help with my child’s homework will help him/her learn good study skills.</td>
<td></td>
</tr>
<tr>
<td>School invitations</td>
<td>.71</td>
</tr>
<tr>
<td>The school provided me with enough information about the school homework policy.</td>
<td></td>
</tr>
<tr>
<td>The school provided me with enough ideas on how to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>Teacher invitations</td>
<td>.77</td>
</tr>
<tr>
<td>The teacher told me a lot about the importance of parent help in children’s homework.</td>
<td></td>
</tr>
<tr>
<td>The teacher knew how to have parents involved in children’s homework.</td>
<td></td>
</tr>
<tr>
<td>Child invitations</td>
<td>.76</td>
</tr>
<tr>
<td>My child cannot complete homework by him/herself.</td>
<td></td>
</tr>
<tr>
<td>My child needs a little more help than the average child.</td>
<td></td>
</tr>
<tr>
<td>Parental time</td>
<td>-</td>
</tr>
<tr>
<td>I don’t have enough time to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>Parental energy</td>
<td>-</td>
</tr>
<tr>
<td>I am too tired to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>Parental knowledge and skills</td>
<td>.80</td>
</tr>
<tr>
<td>I know how to explain things to my child about his or her homework.</td>
<td></td>
</tr>
<tr>
<td>I know how to help my child to complete homework.</td>
<td></td>
</tr>
<tr>
<td>I know enough about the subjects to help my child with homework.</td>
<td></td>
</tr>
</tbody>
</table>
Table 3  
*Cronbach’s Alpha by Domain and the Items Used to Measure the Parental Practice Variables*

<table>
<thead>
<tr>
<th>VARIABLES AND ITEMS</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENTS’ PRACTICES (overall)</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td>.70</td>
</tr>
<tr>
<td>I ask if my child has homework that day.</td>
<td></td>
</tr>
<tr>
<td>I sit with my child when he/she is doing homework.</td>
<td></td>
</tr>
<tr>
<td>I ask my child to show me the completed homework.</td>
<td></td>
</tr>
<tr>
<td>I look out if my child is frustrated with hard homework.</td>
<td></td>
</tr>
<tr>
<td><strong>Instruct</strong></td>
<td>.74</td>
</tr>
<tr>
<td>I correct the homework for my child.</td>
<td></td>
</tr>
<tr>
<td>I review the homework for my child.</td>
<td></td>
</tr>
<tr>
<td>I teach my child the questions he/she doesn’t understand.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>-</td>
</tr>
<tr>
<td>I provide a quiet place for my child to complete homework.</td>
<td></td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td>.91</td>
</tr>
<tr>
<td>I talk to the teacher about the length of the homework.</td>
<td></td>
</tr>
<tr>
<td>I talk to the teacher about the level of difficulty of the homework.</td>
<td></td>
</tr>
<tr>
<td><strong>Encourage</strong></td>
<td>.72</td>
</tr>
<tr>
<td>I encourage my child to keep working on homework until it is completed.</td>
<td></td>
</tr>
<tr>
<td>I encourage my child to keep a good attitude about doing homework.</td>
<td></td>
</tr>
<tr>
<td><strong>Provide resources</strong></td>
<td>-</td>
</tr>
<tr>
<td>I prepare materials for my child’s homework.</td>
<td></td>
</tr>
</tbody>
</table>
2. Calculating the composite/mean scores.

If the domain variable was measured by more than two items, composite scores were calculated. Composite scores represent small sets of data points that are highly related to one another, both conceptually and statistically. Combining and presenting the related items as a single score reduces the potential of information overload. The average score of related items is commonly used as a composite score. Therefore, the mean of the related items in each domain was used as the composite score for this domain of variable. For example, two items were used to measure the domain variable “parental self-efficacy.” The mean of these two items became the composite score representing the domain “parental self-efficacy.”

If the domain variable was measured by a single item, the mean score of this single item was used. See Table 4 for the distribution of the composite or mean scores by domain.
Table 4

*Composite/Mean Scores for Parental Perception and Practice Variables by Domain*

<table>
<thead>
<tr>
<th>Perception</th>
<th>N</th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role constructions</td>
<td>175</td>
<td>5.22</td>
<td>3.14</td>
<td>6.00</td>
<td>0.63</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>175</td>
<td>5.28</td>
<td>2.00</td>
<td>6.00</td>
<td>0.85</td>
</tr>
<tr>
<td>School invitation</td>
<td>175</td>
<td>4.48</td>
<td>1.00</td>
<td>6.00</td>
<td>1.09</td>
</tr>
<tr>
<td>Teacher invitation</td>
<td>175</td>
<td>4.48</td>
<td>1.00</td>
<td>6.00</td>
<td>1.18</td>
</tr>
<tr>
<td>Child invitation</td>
<td>174</td>
<td>2.80</td>
<td>1.00</td>
<td>6.00</td>
<td>1.29</td>
</tr>
<tr>
<td>Knowledge and skills</td>
<td>175</td>
<td>4.53</td>
<td>1.67</td>
<td>6.00</td>
<td>0.94</td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>169</td>
<td>2.75</td>
<td>1.00</td>
<td>6.00</td>
<td>1.46</td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>168</td>
<td>2.23</td>
<td>1.00</td>
<td>6.00</td>
<td>1.27</td>
</tr>
<tr>
<td>(overall) Practice</td>
<td>174</td>
<td>4.62</td>
<td>1.77</td>
<td>6.00</td>
<td>0.83</td>
</tr>
<tr>
<td>Monitor</td>
<td>175</td>
<td>5.21</td>
<td>2.50</td>
<td>6.00</td>
<td>0.86</td>
</tr>
<tr>
<td>Instruct</td>
<td>175</td>
<td>4.69</td>
<td>1.00</td>
<td>6.00</td>
<td>1.29</td>
</tr>
<tr>
<td>Structure</td>
<td>174</td>
<td>5.64</td>
<td>1.00</td>
<td>6.00</td>
<td>0.84</td>
</tr>
<tr>
<td>Communicate</td>
<td>174</td>
<td>2.09</td>
<td>1.00</td>
<td>6.00</td>
<td>1.45</td>
</tr>
<tr>
<td>Encourage</td>
<td>174</td>
<td>5.48</td>
<td>1.50</td>
<td>6.00</td>
<td>0.93</td>
</tr>
<tr>
<td>Provide resources</td>
<td>174</td>
<td>4.27</td>
<td>1.00</td>
<td>6.00</td>
<td>1.76</td>
</tr>
</tbody>
</table>
3. Testing Assumptions.

Multiple regression statistical methods were used for PPPHI data analysis. In order to use the analytical methods, certain assumptions have to be met. According to Cohen, Cohen, West & Aiken (2003) and Pedhazur (1997), five assumptions require verification in multiple regression analysis: normality of residuals, homoscedasticity and linearity, outliers, and multicollinearity. The verification of these assumptions is discussed below.

a. Outliers.

Pedhazur (1997) pointed out that cases with greater than three, or smaller than minus three standardized residual scores should be diagnosed as outliers. The standardized residual statistics obtained from the dataset showed that no case was an outlier. The standardized residual of the dataset was between -2.57 and 2.97, which indicate satisfaction of no-outlier assumption.

b. Normality of residuals.

Normality of residuals was checked through visual examination of a histogram and a plot of the standardized residual by the dependent variable. This method was selected because the residuals would magnify any deviation from linearity so that nonlinear relationships would become more apparent.

It was found from the initial verification of normality of residuals that the residuals of six cases in the variables “structure”, “communication” and “encourage” were either larger than 3 or less than -3. In order to achieve normal curves, the six cases were removed from the three variables “structure”, “communication” and “encourage” for the following assumption verifications including normality of residuals.
Figure 3 shows the final histograms for the overall practice variable and the six types of practice variables. As the histograms indicate that the PPPHI data were normally distributed for the overall practice variable and each of the six types of practice variables (see Figure 3).
Figure 3. Normal distributions for PPPHI data.
c. Homoscedasticity of residuals.

Homoscedasticity of residuals was checked through visual examination of a plot of the standardized residuals by the regression of standardized predicted value.

The assumption of homoscedasticity is that the variance of the residuals will be the same across all levels of the predicted values. It was checked by looking at the plot of standardized residuals by standardized predicted value. The residuals plot shows that the residuals were randomly scattered around 0 (the horizontal line) with a relatively even distribution, which indicated homoscedasticity of residuals for PPPHI data (see Figure 4).

Figure 4. Homoscedasticity of residuals for PPPHI data.
d. Linearity.

With regression analysis, the assumption is that the relationship between the dependent variable and the independent variable is linear. If this assumption is violated, the statistics which assume the linearity of data will underestimate the strength of the relationship, or fail to detect the existence of a relationship. The assumption of linearity for PPPHI data was checked through the examination of a residual plot, specifically, plots of the standardized residuals as a function of standardized predicted values (Cohen et al., 2003; Pedhazur, 1997).

Through eyeballing, it was determined that the actual values lined up along the diagonal that went from lower left to upper right, which indicated a normal and linear distribution of the PPPHI data (see Figure 5).
Figure 5. Linearity of PPPHI data.
**Multicollinearity.**

Multicollinearity is a state of very high intercorrelations or inter-associations among the independent variables. Multicollinearity is therefore a type of disturbance in the data. If it is present in the data, the statistical inferences made about the data may not be reliable. Multicollinearity can result in several problems such as changed magnitude or sign of the individual regression coefficients, bigger standard error, and wider confidence interval.

The assumption of multicollinearity was checked through two statistics—Variance Inflation Factor (VIF) and tolerance. VIF measures how much the variance of the regression coefficients is inflated by multicollinearity problems. If VIF equals 0, there is no correlation between the independent measures. A VIF measure above 10 indicates a problem with multicollinearity (Cohen et al., 2003; Pedhazur, 1997).

Tolerance is the amount of variance in an independent variable that is not explained by the other independent variables. A tolerance value that is smaller than 0.10 indicates a problem of multicollinearity (Cohen et al., 2003; Pedhazur, 1997).

Table 5 below shows that the tolerance statistic was above 0.36 and VIF was below 2.74. Based on the above guidelines, multicollinearity was not a major concern for the PPPHI data (see Table 5). However, high correlations between some independent variables were found and affected the calculation of contributes of individual independent variables to the model. These variables were combined for the regression model, which is discussed on page 71.
Table 5

_Multicollinearity indicators for PPPHI data_

<table>
<thead>
<tr>
<th></th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role constructions</td>
<td>.44</td>
<td>2.25</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.56</td>
<td>1.79</td>
</tr>
<tr>
<td>School invitations</td>
<td>.39</td>
<td>2.54</td>
</tr>
<tr>
<td>Teacher invitations</td>
<td>.36</td>
<td>2.74</td>
</tr>
<tr>
<td>Child invitations</td>
<td>.86</td>
<td>1.17</td>
</tr>
<tr>
<td>Knowledge and skills</td>
<td>.69</td>
<td>1.44</td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>.73</td>
<td>1.37</td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>.73</td>
<td>1.36</td>
</tr>
</tbody>
</table>
4. Analytic methods

Descriptive and multiple regression statistics were used for data analysis.

a. Descriptive statistics.

Descriptive statistics include mean, frequency, and standard deviation of the individual variables. They were used to describe patterns of parents’ perceptions and practices in relation to their children’s homework. The statistics helped answer the following questions:

1. What was parents’ agreement to the perception variables in relation to their children’s homework?
2. What were parents’ involvement practices in relation to their children’s homework?

b. Multiple regression analysis.

Multiple regression procedures are widely used in social and educational research allowing researchers to ask and answer the general question of “what is the best contributor(s) of …” It allows researchers to study the magnitudes of the effects of more than three independent variables on one dependent variable (Kerlinger & Lee, 2000). Parental involvement in student homework is multifaceted and influenced by many factors. How do variations in parents’ perceptions explain differences in parents’ practices in relation to their children’s homework? Multiple regression was used to answer these questions:

3. How do variations in parents’ perceptions explain differences in parents’ practices in relation to their children’s homework?
   a. How do variations in parents’ perceptions explain differences in parents’ overall involvement practices in relation to their children’s homework?
b. How do variations in parents’ perceptions explain differences in each parental involvement activity in relation to their children’s homework?
IV. RESULTS

A. Descriptions of Participating Families

Table 6 and Table 7 include the demographic information for the eligible participating parents and their children. Most of the PPPHI questionnaires (81%) were completed by mothers. The rest were completed by fathers (15%) or both mothers and fathers (4%). In the following sections, the term “parents” refers to mothers and/or fathers who participated in the study.

1. Characteristics of the parents.

As shown in Table 6, parents were ethnically diverse and most of them were from minority groups. Specifically, 47% of the parents were Hispanic and 26% Asian. Only 19% of the parents were White. Eight percent of the parents were African American, multiracial or Middle Eastern.

Most of the mothers (64%) and fathers (73%) worked from 6 hours to over 41 hours each week. Also, 61% of the families were eligible for free or reduced-price meals at school. Most of the parents attended high school. Seventy-four percent of the mothers had an education of high school graduation and above, and 37% had at least an associate degree. Meanwhile, 49% of the fathers had an education of high school graduation and above, and 28% had at least an associate degree. Only about 24% of the mothers and 20% of the fathers had an education lower than high school graduation, and 3% of the mothers and 32% of the fathers had their education levels unknown.
Table 6  
*Characteristics of the parents*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Respondents</td>
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</tr>
<tr>
<td>Mother</td>
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<td>Father</td>
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<td>15</td>
</tr>
<tr>
<td>Mother and father</td>
<td>7</td>
<td>4</td>
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<tr>
<td>Ethnicity</td>
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<tr>
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<td>19</td>
</tr>
<tr>
<td>Other (e.g. African American, multiracial or Middle Eastern)</td>
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<td>8</td>
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<tr>
<td>Free/reduced-price meal</td>
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<td></td>
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<td>61</td>
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<td>1</td>
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<tr>
<td>Hours mothers worked per week</td>
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<td></td>
</tr>
<tr>
<td>0-5 hours</td>
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<td>16</td>
</tr>
<tr>
<td>6-20 hours</td>
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<td>16</td>
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<tr>
<td>21-40 hours</td>
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<td>33</td>
</tr>
<tr>
<td>41 or more hours</td>
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<td>15</td>
</tr>
<tr>
<td>Unknown</td>
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<td>19</td>
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<tr>
<td>Hours fathers worked per week</td>
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<td>0-5 hours</td>
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<td>4</td>
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<tr>
<td>6-20 hours</td>
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<td>33</td>
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<tr>
<td>41 or more hours</td>
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<td>36</td>
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<tr>
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<td>23</td>
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<td>Mother’s education level</td>
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<tr>
<td>No more than high school graduation</td>
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<td>24</td>
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<tr>
<td>High school graduation &amp; some college</td>
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<td>37</td>
</tr>
<tr>
<td>Associate degree &amp; above</td>
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<td>37</td>
</tr>
<tr>
<td>Unknown</td>
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<td>3</td>
</tr>
<tr>
<td>Father’s education level</td>
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<td></td>
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<tr>
<td>No more than high school graduation</td>
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<td>20</td>
</tr>
<tr>
<td>High school graduation &amp; some college</td>
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<td>Associate degree &amp; above</td>
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<tr>
<td>unknown</td>
<td>55</td>
<td>32</td>
</tr>
</tbody>
</table>
2. Characteristics of the children.

Table 7 displays information about the target children. About 81% of the children were 1-4 graders and 19% were 5-6 graders. The children were evenly distributed by gender-50% were female and 47% were male, with 2% unknown. Eighty-one percent of the children were ages 6-10 and 14% were ages 11-13, with 5% unknown.

Most parents (94%) reported that they were aware of their children’s academic performance at school. Eighty-nine percent of the parents reported that their children had an average school grade of A or B, and 6% of the parents reported that their children received an average grade of C or D at school.
Table 7

*Characteristics of the children*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>%</th>
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</thead>
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<td><strong>Child gender</strong></td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>88</td>
<td>50</td>
</tr>
<tr>
<td>Male</td>
<td>83</td>
<td>47</td>
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<tr>
<td>Unknown</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Child age</strong></td>
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<td></td>
</tr>
<tr>
<td>6-10 years</td>
<td>141</td>
<td>81</td>
</tr>
<tr>
<td>11-13 years</td>
<td>25</td>
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<td>5</td>
</tr>
<tr>
<td><strong>Grade level (2009-2010 school year)</strong></td>
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<td>Grade 1-4</td>
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<td>Grade 5-6</td>
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<td>19</td>
</tr>
<tr>
<td><strong>Average academic grade</strong></td>
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</tr>
<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>10</td>
<td>6</td>
</tr>
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</table>
B. Descriptions of Parents’ Perceptions

This section examined parents’ perceptions in relation to children’s homework including parental role constructions, self-efficacy, school invitations, teacher invitations, child invitations, parental knowledge and skills, parental time and energy. In the original design of the questionnaire, a 6-point scale was used to measure parents’ perceptions ranging from “1” (strongly disagree) to “6” (strongly agree). To make the results more succinct and clearer, the first three points, which were “strongly disagree,” “disagree,” and “somewhat disagree” were combined and reported as “disagree (combined);” the other three points, which were “somewhat agree,” “agree,” and “strongly agree,” were combined and reported as “agree (combined).”

It was hypothesized that there would be varied degrees of parental perceptions in relation to their children’s homework. The findings support this hypothesis. Table 8 displays parents’ agreement on their role constructions, self-efficacy, school invitations, teacher invitations, child invitations, knowledge and skills, and time and energy. The data show that a majority of parents reported high levels of agreement on some of their personal beliefs. Over 90% of the parents reported an agreement on their role constructions (94%) and self-efficacy (95%).

Although they were 10%-15% lower than that on parental role constructions and self-efficacy, parents’ agreement on school invitations (84%) and teacher invitations (80%) remained high. However, only 31% of the parents reported agreement on receiving child invitations to get involved in their homework (see Table 8).

Eighty-five percent of the parents agreed that they had sufficient skills and knowledge to help their children with homework. Even though most parents were working, only 32% of the parents agreed that time was an issue to prevent them from getting involved in their children’s
homework, and 17% of the parents agreed that they were too tired to help their children with homework (see Table 8).

Table 8

Parents’ perceptions

<table>
<thead>
<tr>
<th>N</th>
<th>Mean&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Disagree (combined)&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Agree (combined)&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role constructions</td>
<td>175</td>
<td>5.22</td>
<td>6%</td>
<td>94%</td>
<td>3.14</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>175</td>
<td>5.28</td>
<td>5%</td>
<td>95%</td>
<td>2.00</td>
</tr>
<tr>
<td>School invitation</td>
<td>175</td>
<td>4.48</td>
<td>16%</td>
<td>84%</td>
<td>1.00</td>
</tr>
<tr>
<td>Teacher invitation</td>
<td>175</td>
<td>4.48</td>
<td>20%</td>
<td>80%</td>
<td>1.00</td>
</tr>
<tr>
<td>Child invitation&lt;sup&gt;d&lt;/sup&gt;</td>
<td>174</td>
<td>2.80</td>
<td>69%</td>
<td>31%</td>
<td>1.00</td>
</tr>
<tr>
<td>Knowledge and skills</td>
<td>175</td>
<td>4.53</td>
<td>15%</td>
<td>85%</td>
<td>1.67</td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>169</td>
<td>2.75</td>
<td>68%</td>
<td>32%</td>
<td>1.00</td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>168</td>
<td>2.23</td>
<td>83%</td>
<td>17%</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note. <sup>a</sup>The mean score here reflects scores at the following scale: Strongly Disagree=1, Disagree=2, Somewhat Disagree=3, Somewhat Agree=4, Agree=5, Strongly Agree=6. <sup>b</sup>“Disagree (combined)” in this table reflects varied levels of parental agreement from “Somewhat Disagree” to “Strongly Disagree”. <sup>c</sup>“Agree (combined)” in this table reflects varied levels of parental agreement from “Somewhat Agree” to “Strongly Agree”. <sup>d</sup>“Child invitation” in the table reflects children’s need for help with homework.
C. Description of Parents’ Involvement Practices

This section studied parents’ practices in relation to children’s homework. Parental involvement practices were measured by six types of involvement activities: monitoring, instructing, providing resources, encouraging, structuring, and communicating with teachers. In the original design of the questionnaire, a 6-point scale was used to measure parents’ practices ranging from “1” (never) to “6” (daily). To make the results more succinct and clearer, the 6-point scale was organized and reported as three levels: 1) “never,” 2) “monthly or yearly” by combining “a few times a year” and “1-3 times a month,” and 3) “at least once a week” by combining “once a week,” “a few times a week,” and “daily” (see Table 9).

Table 9 shows how often parents got involved in the six types of activities in relation to children’s homework. It was hypothesized that parents would be involved in a range of activities in their children’s homework. The findings support this hypothesis. In addition, it was found that parents got involved not only in a variety of activities but also at different levels.

As shown in Table 9, encouraging and structuring were the top two frequently practiced homework involvement activities. These were followed by monitoring, instructing, providing resources, and communicating with teachers. Specifically, at least once a week, 95% of the parents provided a quiet place for their child to complete homework. Ninety-three percent of the parents encouraged their children to keep a good attitude about homework and to keep working on homework until it was completed. Eighty-nine percent of the parents monitored the homework process and children’s emotions while doing homework. Seventy-seven percent of the parents taught the child if there were hard questions, reviewed, and corrected homework for the child.

The least reported activities by parents were providing resources and communicating with teachers. Only 67% of the parents prepared materials for their child’s homework at least
once a week. Eleven percent of the parents reported that they never prepared materials for their children’s homework.

Seventeen percent of the parents communicated with teachers at least once a week. They talked to teachers about either the length or the level of difficulty about homework. However, 52% of the parents reported that they had never tried to communicate with their child’s teacher about homework.

Table 9

*Parents’ involvement practices*

<table>
<thead>
<tr>
<th>Type of parental involvement activities</th>
<th>N</th>
<th>Mean(^a)</th>
<th>Never</th>
<th>Monthly or yearly(^b)</th>
<th>At least once a week(^c)</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>174</td>
<td>5.64</td>
<td>1%</td>
<td>4%</td>
<td>95%</td>
<td>1.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Encourage</td>
<td>174</td>
<td>5.48</td>
<td>2%</td>
<td>6%</td>
<td>93%</td>
<td>1.50</td>
<td>6.00</td>
</tr>
<tr>
<td>Monitor</td>
<td>175</td>
<td>5.21</td>
<td>2%</td>
<td>9%</td>
<td>89%</td>
<td>2.50</td>
<td>6.00</td>
</tr>
<tr>
<td>Instruct</td>
<td>175</td>
<td>4.69</td>
<td>9%</td>
<td>14%</td>
<td>77%</td>
<td>1.00</td>
<td>6.00</td>
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<tr>
<td>Resources</td>
<td>174</td>
<td>4.27</td>
<td>11%</td>
<td>22%</td>
<td>67%</td>
<td>1.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Communicate</td>
<td>174</td>
<td>2.09</td>
<td>52%</td>
<td>31%</td>
<td>17%</td>
<td>1.00</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Note. \(^a\)The mean score here reflects average scores at the following scale: Never=1, A few times a year=2, 1-3 times a month=3, Once a week=4, A few times a week=5, Daily=6  
\(^b\)“Monthly or yearly” in the table reflects parents’ selections in the categories “A few times a year” and “1-3 times a month”.  
\(^c\)“At least once a week” in the table reflects parents’ selections in the categories “Once a week”, “A few times a week” and “Daily”.
D. Relationships between Parents’ Perceptions and Practices

The previous data presents general information about parents’ perceptions and practices in their children’s homework. Further analyses were conducted to examine the relationships between parents’ perceptions and practices regarding their children’s homework.

1. Correlations between parental perceptions and practices.

Table 10 displays the results of the correlation coefficients (Pearson’s r) for the parental perception and practice variables. The correlation coefficient, which was represented by a value within the range of -1.00 to +1.00, indicates the strength of the relationships between parental perception and practice variables. A correlation coefficient of +1.00 indicates a perfect correlation between the two variables in the same direction. On the contrary, a correlation coefficient of -1.00 indicates a perfect correlation between the two variables in the opposite direction. Significant correlations are noted in the table by “*” or “**”, which indicate that the two variables are significantly correlated with each other at the .05 or .01 level, respectively. The data show that parents’ overall involvement practices were significantly and positively correlated with the following perception variables: role constructions (r = .50, p<.01), self-efficacy (r = .50, p<.01), school invitations (r = .37, p<.01), teacher invitations (r = .42, p<.01), parents’ knowledge and skills (r = .22, p<.01), and child invitations (r = .25, p<.01).

Parental time and energy were found to be negatively correlated with parents’ overall practices. However, only the relationship between parental energy and the overall practices was significant (r=-.21, p<.01). The relationship between parental time and the overall practices was not significant (r=-.10, p>.05).
Table 10

**Correlation Matrix for Parental Perceptions and Practices**

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<th></th>
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<td>1. Role constructions</td>
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<td>2. Self-efficacy</td>
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<tr>
<td>3. School invitation</td>
<td>.34**</td>
<td>.27**</td>
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<tr>
<td>4. Teacher invitation</td>
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<td>.75**</td>
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<tr>
<td>6. Skills &amp; knowledge</td>
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<td>7. (no) Parental time</td>
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<td>-.18*</td>
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<td>9. Practices (overall)</td>
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<tr>
<td>10. Monitor</td>
<td>.41**</td>
<td>.44**</td>
<td>.26**</td>
<td>.34**</td>
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<td>.19*</td>
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<td>11. Instruct</td>
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<td>.43**</td>
<td>.35**</td>
<td>.33**</td>
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<td>.70**</td>
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<td>12. Structure</td>
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<td>.38**</td>
<td>.22**</td>
<td>.16</td>
<td>.01</td>
<td>.26**</td>
<td>-.21**</td>
<td>-.23**</td>
<td>.34**</td>
<td>.28**</td>
<td>.23**</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13. Communicate</td>
<td>.24**</td>
<td>.20**</td>
<td>.28**</td>
<td>.32**</td>
<td>.24**</td>
<td>.06</td>
<td>.01</td>
<td>-.03</td>
<td>.55**</td>
<td>.28**</td>
<td>.26**</td>
<td>.08</td>
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<td></td>
<td></td>
</tr>
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<td>14. Encourage</td>
<td>.25**</td>
<td>.29**</td>
<td>.06</td>
<td>.07</td>
<td>.05</td>
<td>.13</td>
<td>-.07</td>
<td>-.13</td>
<td>.54**</td>
<td>.46**</td>
<td>.37**</td>
<td>.18*</td>
<td>.09</td>
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</tr>
<tr>
<td>15. Resources</td>
<td>.43**</td>
<td>.36**</td>
<td>.27**</td>
<td>.40**</td>
<td>.21**</td>
<td>.12</td>
<td>-.06</td>
<td>-.14</td>
<td>.71**</td>
<td>.53**</td>
<td>.57**</td>
<td>.25**</td>
<td>.28**</td>
<td>.33**</td>
<td></td>
</tr>
</tbody>
</table>

\[
M = 5.25 \quad 5.29 \quad 4.51 \quad 4.55 \quad 2.82 \quad 4.55 \quad 2.75 \quad 2.23 \quad 4.65 \quad 5.24 \quad 4.73 \quad 5.72 \quad 2.07 \quad 5.55 \quad 4.30 \\
SD = 0.60 \quad 0.84 \quad 1.05 \quad 1.11 \quad 1.29 \quad 0.94 \quad 1.45 \quad 1.27 \quad 0.77 \quad 0.82 \quad 1.26 \quad 0.63 \quad 1.42 \quad 0.79 \quad 1.75 \\
N = 169 \quad 169 \quad 169 \quad 169 \quad 169 \quad 168 \quad 169 \quad 163 \quad 162 \quad 169 \quad 169 \quad 168 \quad 168 \quad 168 \quad 168
\]

Note. Correlation is significant at the .01 level (2-tailed).
* p < .05. ** p < .01.
The correlation coefficients among the parental perception variables were examined also. Generally speaking, a correlation coefficient that is .40 or below is considered low correlation; .40 to .70 moderate correlation; and .70 or above high correlation. The correlational relationships between most perception variables were generally low and moderate. However, high correlation coefficients were found for school invitations and teacher invitations ($r=.75$, $p<.01$), and parental role constructions and parental self-efficacy ($r=.71$, $p<.01$). High correlations between independent variables affect the calculation of contributions of these individual variables to the model and can distort the statistical inferences made about the data.

To fix the above problems, these two pairs of variables were combined as two variables “school and teacher invitations” and “parental beliefs”. New reliability analyses were conducted for the two combined new variables. The variable “school and teacher invitations” reached an alpha of .85 while “parental beliefs” .83. An alpha of .70 or above indicates a high level of internal consistency among the items (De Vaus, 2002). Therefore, variables “school and teacher invitations” and “parental beliefs” were used in the following regression analyses. See Table 11 below for the items used for the two combined variables and their Cronbach’s Alpha.
Table 11  
*Items Included in the Two New Combined Variables and Their Cronbach’s Alpha Values*

<table>
<thead>
<tr>
<th>VARIABLES AND ITEMS</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ beliefs</td>
<td>.83</td>
</tr>
<tr>
<td>It’s my responsibility to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to teach my child when he/she has questions about homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to provide a quiet place for my child to do homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to provide materials for my child’s homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to supervise my child’s homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to encourage my child to complete homework.</td>
<td></td>
</tr>
<tr>
<td>It’s my responsibility to talk to my child’s teacher about the homework.</td>
<td></td>
</tr>
<tr>
<td>My help with my child’s homework is important to his/her success in school.</td>
<td></td>
</tr>
<tr>
<td>My help with my child’s homework will help him/her learn good study skills.</td>
<td></td>
</tr>
<tr>
<td>School and teacher invitations</td>
<td>.85</td>
</tr>
<tr>
<td>The school provided me with enough information about the school homework policy.</td>
<td></td>
</tr>
<tr>
<td>The school provided me with enough ideas on how to help my child with homework.</td>
<td></td>
</tr>
<tr>
<td>The teacher told me a lot about the importance of parent help in children’s homework.</td>
<td></td>
</tr>
<tr>
<td>The teacher knew how to have parents involved in children’s homework.</td>
<td></td>
</tr>
</tbody>
</table>
2. Parental perceptions as contributors to parental practices.

In order to examine the unique contribution of each perception variable to parents’ overall involvement practices, a multiple regression model was built by using all six parental perception variables as independent variables, i.e., parental beliefs, school and teacher invitations, child invitations, parental skills and knowledge, parental time, and parental energy. The six perception variables were entered into the regression model simultaneously as the independent variables, using parents’ overall involvement practices as the dependent variable. As shown in Table 12, the overall regression model is significant, $F (6, 159) = 15.86, P< .01$. Adjusted $R^2$ is .35, which indicates that 35% of the variance of parental involvement practices in homework is explained by the above six perception variables. When the effects of the other perception variables are controlled, three of the six parental perception variables significantly contributed to parental homework involvement. The three perception variables which contributed significantly to parental practices are: parental beliefs ($\beta=.43, p<.01$), child invitations ($\beta=.20, p<.01$), school and teacher invitations ($\beta=.16, p<.01$) (see Table 12 for details).
Table 12

*Summary of Multiple Regression Analysis of Perception Variables’ Contribution to the Overall Parental Involvement Practices (N= 165)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>Adj. R²</th>
<th>B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement practices (overall)</td>
<td>15.86**</td>
<td>.35</td>
<td>.59</td>
<td>.43**</td>
</tr>
<tr>
<td>Parental beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School and teacher invitations</td>
<td>.13</td>
<td>.16**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child invitations</td>
<td>.13</td>
<td>.20**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and knowledge</td>
<td>.03</td>
<td>.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>.00</td>
<td>.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>-.09</td>
<td>-.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. *p<.05   **p<.01
Parents’ involvement practices were measured by six types of involvement activities: encouraging, structuring, monitoring, instructing, providing resources, and communicating with teachers. In order to examine the unique contribution of the perception variables to each involvement activity respectively, six multiple regression models were built (one for each activity) using all six parental perception variables as independent variables, i.e., parental beliefs, school and teacher invitations, child invitations, parental skills and knowledge, parental time, and parental energy. The six perception variables were entered into the regression model simultaneously as the contributing variables, and each of the six types of involvement practices was used individually as the dependent variable.

Table 13 shows that “monitor” was significantly explained by parental beliefs ($\beta=.40$, $p<.01$) and child invitations ($\beta=.19$, $p<.01$); “instruct” was significantly explained by parental beliefs ($\beta=.36$, $p<.01$) and school and teacher invitations ($\beta=.16$, $p<.01$); “structure” was significantly explained by parental beliefs ($\beta=.35$, $p<.01$); “communicate” was significantly explained by school and teacher invitations ($\beta=.28$, $p<.01$) and child invitations ($\beta=.22$, $p<.01$); “encourage” was significantly explained by parental beliefs” ($\beta=.29$, $p<.01$); “provide resources” was significantly explained by parental beliefs ($\beta=.36$, $p<.01$), school and teacher invitations ($\beta=.18$, $p<.01$) and child invitations ($\beta=.18$, $p<.01$).
### Table 13

*Summary of Multiple Regression Analysis for Each Involvement Activity in Relation to Parental Perception Variables*

<table>
<thead>
<tr>
<th>Models</th>
<th>F</th>
<th>Adj. R²</th>
<th>B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Dependent variable: Monitor (N=165)</strong></td>
<td>10.82**</td>
<td>.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental beliefs</td>
<td>.57</td>
<td>.40**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School and Teacher invitations</td>
<td>.07</td>
<td>.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child invitations</td>
<td>.13</td>
<td>.19**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and knowledge</td>
<td>.01</td>
<td>.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>-.03</td>
<td>-.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>-.10</td>
<td>-.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Dependent variable: Instruct (N=165)</strong></td>
<td>10.38**</td>
<td>.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental beliefs</td>
<td>.77</td>
<td>.36**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School and Teacher invitations</td>
<td>.19</td>
<td>.16**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child invitations</td>
<td>.12</td>
<td>.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and knowledge</td>
<td>.14</td>
<td>.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>.08</td>
<td>.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>-.12</td>
<td>-.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Dependent variable: Structure (N=158)</strong></td>
<td>6.49**</td>
<td>.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental beliefs</td>
<td>.37</td>
<td>.35**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School and teacher invitations</td>
<td>-.01</td>
<td>-.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child invitations</td>
<td>.02</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and knowledge</td>
<td>.06</td>
<td>.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental time</td>
<td>-.05</td>
<td>-.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no) Parental energy</td>
<td>-.04</td>
<td>-.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 13 (continued)

*Summary of Multiple Regression Analysis for Each Involvement Activity in Relation to Parental Perception Variables*

<table>
<thead>
<tr>
<th>Models</th>
<th>F</th>
<th>Adj. R²</th>
<th>B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Dependent variable: Communicate (N=158)</td>
<td>5.43**</td>
<td>.14</td>
<td>.37</td>
<td>.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.37</td>
<td>.28**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.25</td>
<td>.22**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.18</td>
<td>-.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.02</td>
<td>-.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.05</td>
<td>-.05</td>
</tr>
<tr>
<td>5. Dependent variable: Encourage (N=158)</td>
<td>2.68**</td>
<td>.06</td>
<td>.38</td>
<td>.29**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.07</td>
<td>-.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.04</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.02</td>
<td>.03</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.06</td>
<td>-.09</td>
</tr>
<tr>
<td>6. Dependent variable: Resources (N=164)</td>
<td>8.89**</td>
<td>.22</td>
<td>1.04</td>
<td>.36**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.31</td>
<td>.18**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
<td>.18**</td>
</tr>
<tr>
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<td>-.16</td>
<td>-.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-.15</td>
<td>-.11</td>
</tr>
</tbody>
</table>

*p<.05  **p<.01
As shown in Table 13, all six models are significant at the .01 level. The variances that were explained by the six perception variables ranged from 6% to 26% for each involvement activity. The highest explained variance was for monitoring (26%), and the least explained variance was for encouraging (6%). Figure 6 is a visual representation of the variances explained for each involvement activity.

![Figure 6. Variances explained by parental perception variables for each type of parental involvement activity.](image-url)
V. DISCUSSION

The purpose of this study is to examine parents' perceptions and practices of parental involvement in their children's homework process in order to explore how variations in parents' perceptions might explain differences in their practices. Based on Hoover-Dempsey and Sandler’s (1995, 1997) theoretical model of the parental involvement process, this study was designed to accomplish two major goals. The first was to examine parents’ perceptions and practices of parental involvement in their children’s homework process. The second was to explore the relationship between parents’ perceptions and practices. Parents’ perception variables regarding parental homework involvement for this study were identified as parents’ perceived parental role constructions, parental self-efficacy, child invitations, school invitations, teacher invitations, parental knowledge and skills, and parental time and energy. Parents’ homework involvement practices included structuring homework environment, providing materials, monitoring homework process, instructing, encouraging, and communicating with teachers. In the following sections, the findings from this study will be compared to the findings from previous studies about homework which explored similar questions. Implementations and future research will also be suggested based on the findings.

A. Parents’ Perceptions in Relation to Children’s Homework

Hoover-Dempsey and Sandler (1995, 1997) pointed out that parents got involved into their children’s education because they were motivated by their personal beliefs, invitations from others, and feelings of fit in their life context such as knowledge and skills, and time and energy. However, they did not indicate whether parents had similar or different perceptions about the above motivational factors. This study found that parents had varied perceptions of these motivational factors. Table 8 shows that parents’ personal beliefs of parental roles and self-
efficacy were the highest among the three motivational factors. Over 90% of the parents agreed that it was their role to get involved in their children’s homework and their involvement brought positive outcomes to their children. Invitations from teachers and schools occurred more often than from children. Similar parental perceptions were found about school invitations, teacher invitations, parental knowledge and skills, and parental energy. Specifically, over 80% of the parents agreed that they received invitations from schools and teachers, and they had enough knowledge, skills and energy to help their children with homework. Among all motivational factors, parents had the least agreement on child invitations and parental time. About a third of the parents agreed that they received invitations from their children and that they had no time to help their children with homework.

The data reveal that parents’ beliefs of role constructions and self-efficacy were consistently high. For example, the data show that 94% of the parents believed that they had a role in their children’s homework and 95% of the parents believed that their involvement in these activities would produce positive outcomes for their children. This finding is similar to what was found from the studies conducted by Hoover-Dempsey et al. (1992), Kaplan (2005) and Shumow et al. (2002) that parents were more likely to believe that their involvement would be beneficial for their children as they got involved in their children’s homework.

The data show that 84% of the parents agreed that schools provided them with enough information on school homework policy and enough ideas on how to help their children with homework. This finding is 49% higher than what Roderique et al. (1994) reported. In Roderique et al.’s (1994) study, only 35% of the 267 participating schools in the United States had a homework policy. Although the samples in these two studies were quite different (schools v.s. parents), the finding from the current study still provides an encouraging message showing the
improvement on school homework policy and the school-initiated parental involvement 16 years later after Roderique et al.’s (1994) study. Schools in this current study seem to understand the important role of parental involvement in homework; therefore, more schools provide parents with information about the school’s homework policy and the ways to get involved in children’s homework.

As with school invitations, 80% of the parents agreed that teachers told them about the importance of helping their children with homework and knew how to involve parents into their children’s homework (see Table 8). This finding is 30% higher than what was found in the previous studies (Baumgartner et al., 1993; Epstein, 1986; Epstein & Lee, 1995) that only half of the parents had received teacher invitations to become involved in learning activities at home. The increased teacher invitations found in this current study may be due to the improvement of parental involvement in the past 20 years after Baumgartner et al. (1993), Epstein (1986) and Epstein et al. (1995) completed their studies. With more and more emphasis on parental involvement in the past two decades, teachers may have improved their practices of parental involvement in children’s homework.

The data show that 31% of the parents received child invitations to get involved in their homework. The variable “child invitation” was assessed by asking parents if their child could complete homework independently and if the child needed additional parental help. Therefore, this result indicates that 69% of the parents believed that their children were able to complete homework independently without additional parental help while 31% of them did not believe so. However, no relevant child invitation information could be found from previous studies.

As reported in Table 8, 85% of the parents in this study agreed that they had enough knowledge and skills to help their children with homework. This percentage is similar to what
was reported in this current study about parents’ education and the children’s grade levels. Specifically, Table 6 reported that 74% of the mothers and 49% of the fathers had an education of high school graduation and above; Table 7 reported that 81% of the parents had a child at a grade between one and four. These findings indicated that parents were more likely to believe that they had enough knowledge and skills to help their children with homework when parents were at least a high school graduate and their children were lower grade elementary students.

It was reported in Table 6 that about a half of the parents in this study worked fulltime. However, only thirty-two percent of the parents in this study reported agreement that they experienced time constraints. The findings suggested that holding a full-time job might not be the only factor that made parents feeling short of time. As Baumgartner et al. (1993) found that the time constraints that parents felt were due to their job requirements, multiple children care, as well as family structure (single-parent home).

Compared to the 32% parents who felt time constraints, only 17% of the parents experienced energy constraints. Because 81% of the PPPHI questionnaires were completed by mothers and 15% of the mothers reported working over 41 hours each week. Working extended long hours (more than 41 hours a week) were more likely the reasons that made parents feel short of energy.

B. Parents’ Involvement Practices in Their Children’s Homework

Table 9 shows that most parents participated in a range of activities in relation to their children’s homework. The “help” they gave to their children included a variety of activities including instructing, encouraging, structuring the homework environment, providing resources, monitoring homework process, and communicating with teachers. These findings were consistent with what was found in literature (Epstein, 1986; Hoover-Dempsey et al., 1995;
Kaplan, 2005; Mapp, 2003; Xu & Corno, 1998) which shows that parental involvement in children’s homework was multidimensional. It is not a single type of activity but rather a range of activities.

In addition to variations in parental involvement activities, this study also found that levels of parental participation varied. Parental participation in some activities, such as structuring, encouraging, monitoring and providing resources, was consistently high in both the current study and the previous studies (Hoover-Dempsey et al., 1995; Kaplan, 2005; Mapp, 2003; The U.S. Department of Education; 2005; Xu, et al., 2003). This study found that 99% of the 174 parents in the sample provided some structure for homework activities (e.g., setting up time, place and rules) and 95% of them did it at least once a week. Hoover-Dempsey and her colleagues (1995) found that 97% of the 69 parents they interviewed provided homework structure for their children. The U.S. Department of Education (2005) reported that about 90% of the parents in the United States set aside a place for their school children’s homework. Xu et al. (1998) found that 100% of the six families in their study found a proper space that was free of distractions in their homes for the children’s homework. However, none of these studies provided information on how often parents participated in these activities.

Data from this study show that 98% of the 174 parents encouraged their children to complete homework and 93% of them did it at least once a week. Mapp (2003) found that 100% of the 18 parents they interviewed provided verbal support and encouragement for their children to complete homework. Xu et al. (1998) found that 100% of the six families in their study encouraged the children to follow through with homework. However, neither Mapp’s (2003) nor Xu et al.’s (1998) study provided information on how often parents encouraged their children in their homework process.
Data from this study show that 98% of the 175 parents monitored their children’s homework process and 89% of them did it at least once a week. Xu et al. (1998) found that 100% of the six families in their study monitored the children’s attention, motivation and emotion in the homework process. Kaplan (2005) found that the Hispanic parents in her study monitored the children’s attention and work efficiency while they were doing homework. However, neither Kaplan’s (2005) nor Xu et al.’s (1998) study provided information on how often parents monitored their children’s homework process.

Data from this study show that 89% of the 174 parents provided materials for their children’s homework. This finding is similar to what was found in Epstein’s (1986) Maryland study that over 97% of the 1269 parents provided school supplies to their children. The current study also found that 67% of the 174 parents provided materials for their children’s homework at least once a week. However, Epstein’s (1986) Maryland study did not provide information on how often parents provided school supplies to their children.

Unlike structuring, encouraging, monitoring and providing resources, however, parents in this study showed different patterns of involvement from the ones described in the previous research study (Hoover-Dempsey, 1995) about instructing and communicating with teachers. Specifically, the findings from the current study showed a comparatively lower level of participation in communicating with teachers than in previous studies. For example, 48% of the 174 parents in this study reported that they had communicated with teachers about their children’s homework and 17% of them did it at least once a week. However, 23% more of the parents (71%) in Hoover-Dempsey’s (1995) study reported that they talked to the teachers about their children’s homework assignments. Although the sample sizes in this study (N=174) and Hoover-Dempsey’s (1995) study (N=69) are quite different, we can still learn from the
explanation of the different percentages in both studies. There may be two reasons for the
differences. First, parents in Hoover-Dempsey’s study were middle class white parents, while
most of the parents in this study were working class low-income minority parents. Seventy-three
percent of the parents in this study were either Chinese or Hispanics. The parents’ English
language proficiency might have prevented them from communicating with the teachers. Second,
Hoover-Dempsey’s study administered face-to-face interviews with the parents at school, while
this study used parents’ responses to the questionnaires. It might be possible that parents who
were willing to be interviewed were those who had good and active relationships with teachers.
Future research may want to examine how parents’ social and economic status and/or data
collection methods may have an influence on the way that parents communicating with teachers.

Parents who participated in this study reported a higher level of participation in
instruction when compared to findings from other studies. Ninety-one percent of the 175 parents
who participated in this study reported that they instructed their children while solving hard
homework problems and 77% of them did so at least once a week. By contrast, Hoover-Dempsey
and her colleagues (1995) found that only 49% of the 69 parents in their study helped their
children learn facts, get correct answers, or build understanding of homework concepts. Mapp
(2003) found that only 72% of the 18 parents they interviewed provided their children with direct
instruction with homework. Because both Hoover-Dempsey et al.’s (1995) and Mapp’s (2003)
studies were qualitative studies with small sample sizes, the findings may not be comparable to
the current study. Future studies may want to use quantitative research methods and a larger
sample of parents to further explore the patterns of parental instructional practice in their
children’s homework. In addition, factors such as parents’ ethnicity, language proficiency and
children’s academic performance levels (e.g. grades) may also be studied to examine their influences on the patterns of parental instructional practice in their children’s homework.

In conclusion, parents in this study participated in a range of activities related to their children’s homework. This finding is similar to what was found in the research studies. Parental participation levels were consistently high in structuring, encouraging, monitoring and providing resources in both the current study and the previous studies. Parents in this study reported lower levels of participation in communicating with teachers but comparatively higher levels of participation in instructing than the parents in other studies. Future studies may want to explore the reasons that contribute to the different levels of parental participation in instruction and communication with teachers.

C. Relationship between Parents’ Perceptions and Practices

The results in Table 10 show that parental involvement practices were significantly correlated with all perception variables except parental time. With the effects of other perception variables controlled, the regression analysis results in Table 12 show that parental involvement in homework was significantly explained by parents’ beliefs, school and teacher invitations, and child invitations. The findings indicate that parents’ decision on getting involved in their children’s homework was motivated by how parents perceive their roles in relation to their children’s homework, and what outcomes they believe their involvement may bring to their children. In addition, their involvement was also motivated by how they perceived school and teacher invitations, and child invitations. Put it in another way, parents got involved in their children’s homework when they believed that it was their role to get involved and their involvement was important to their children’s school success. In addition, parents were more likely to be involved when their involvement was welcomed and expected by schools, teachers.
and children. These findings were consistent with what Bronfenbrenner (1986) and Grolnick, et al. (1997) suggested that, as social beings, parents’ behaviors were affected by their personal beliefs as well as the interactions with the contextual and institutional environment in which they live. The findings indicated that the study of parental involvement should not be independent of the social environment that parents live in. Parents’ perceptions about themselves, their children’s schools and teachers, and the need of their children may have influenced parents’ decisions to get involved in the children’s homework process.

In the current study, parents’ involvement practices were examined by six types of involvement activities. Therefore, this study also examined the effects of parental perceptions on each homework involvement activity respectively. This study found that parents’ involvement in different homework activities was influenced by different parental perception variables. For example, “encourage” and “structure” were influenced by parental beliefs; “minotor” was influenced by parental beliefs and child invitations; “instruct” was influenced by parental beliefs and school and teacher invitations, and “communicate” was influenced by school and teacher invitations and child invitations. The findings indicated that it is important to define and differentiate the types of involvement activities when one is conducting studies about parental involvement and interpreting the research results. In addition, different strategies may be used to improve parental involvement on a specific involvement activity. For example, to improve parents’ communication, schools, teachers and children should take initiative to invite the parents to share their thoughts and concerns with schools and teachers; to help parents structure the homework environment for the child, parents need to improve their role beliefs in relation to homework and understand the positive impact that their involvement may bring to their children.
It is also noted that, overall, parents’ perceptions explained only 35% of the motivational factors why parents were involved in their children’s homework. The rest 65% motivational factors were not identified and explained by the current study through Hoover Dempsey’s parental involvement process model. This finding indicates that a good understanding of parents’ perceptions is important to the improvement of parental involvement in their children’s homework. However, that is not enough. There seem to be other motivational factors beyond parental perceptions that need to be included in future studies on this topic.

When it comes to the specific involvement activities, parental perceptions explained less variance in relation to why parents were motivated to get involved in each involvement activity. Table 13 shows that only 6% to 26% motivational factors for each homework involvement activity could be explained by parental perception variables. The top explained activity was monitoring (26%), and the least explained activity was encouraging (6%). The varied explanation ability for the involvement activities shows that it is important to examine the unique features of each involvement activity when one is studying parental involvement practices.

**D. Limitations of the Study**

This study yields useful information to facilitate a better understanding of parents’ perceptions and practices in relation to their children’s homework. To make the best use of the research results, the limitations of this study should be noted in interpreting the findings.

First, the participating parents may not be a good representation of the population residing in the recruitment area and in the United States. Parents were recruited voluntarily from a large Midwest metropolitan area in the United States due to time and financial constraints. Although 926 questionnaires were sent out, only 22% of them were returned and an even lower percentage of them (19%) were used for data analysis and report. The low response rate
suggested that parents’ perceptions and practices discussed in this study may not be the perceptions and practices of other parents who did not participate in this study, locally and nationally. Therefore, the results should be interpreted with caution.

Second, due to the limitation of the research scope, the study was based entirely on parents’ self-reports. There was no way to confirm if parents’ self-reported perceptions and practices were their actual perceptions and practices. In addition, the results reported in this study reflected parents’ perceptions and practices upon the completion of the questionnaires. Any change(s) that parents might have experienced prior to and post questionnaire administration was (were) not tracked and recaptured.

Third, this study was designed to provide parents with pre-selected choices for efficient statistical analysis (Fink, 2003). Parents were asked to make choices from within the pre-selected response items. The questionnaire did not allow for additional voices other than the pre-selected responses. Therefore, it is possible that parents’ perceptions and practices that were out of the range of the questionnaire were not captured.

Fourth, the researcher of this current study has lived in the US for only ten years. Her knowledge of parental involvement mainly comes from literature and her personal experience as a parent in her urban community. She lacks interactions and experiences with schools and teachers in other school settings (e.g. rural and suburban) and with parents of different background (e.g. ethnicity, education, language, SES, etc.) Due to the limitations of the researcher, this study may be limited in its research design and results interpretation.
E. Implications

This study holds important implications for educational practice and research in relation to parental involvement in homework. Drawing on the findings from the current study, recommendations are suggested for schools, teachers, and researchers.

1. Implications for schools and teachers.

The findings from the current study indicate that parental involvement in children’s homework is an important type of parental involvement activities at home. As it is suggested by the findings that almost all the parents participated at home in their children’s learning. In addition, rather than one single activity, parents got involved in a range of activities. For example, parents got involved in a range of six activities in relation to their children’s homework. Therefore, schools and teachers may not use parental participation in school activities as the only indicator of parents’ interest in their children’s education and of parental participation in their children’s learning at home. Schools and teachers may not use one single activity as the only indicator of parental involvement in homework. For example, some parents may not instruct their children, however, they encourage their children in the homework process. Encouragement is a type of “help” with children’s homework. In this case, parents are involved although they do not instruct their children.

Based on the above considerations, there should be an extended definition of parental involvement in homework in regards to the kinds of the activities that parents participate and the places where the involvement activities take place. Using an extended definition of parental involvement in homework as described in this study would make it easier for school administrators and teachers to understand how all parents care about their children’s education and act upon this caring by taking a part in a variety of activities in their children’s homework
process. It is also easier for school administrators and teachers to understand that parents are partners who they can work with, learn from and count on.

This study found that parental involvement in homework was significantly explained by parents’ beliefs and the invitations from schools, teachers and children. Although parents’ beliefs were the strongest contributor, schools and teachers played a key role in initiating and leading parents’ involvement in children’s homework. School and teacher invitations were measured by schools providing parents information about school homework policy and involvement strategies, and teachers telling parents the importance of parental involvement in homework and teachers having knowledge about how to involve parents. The school homework policy and parental involvement strategies that schools informed parents may suggest parental roles that schools and teachers expect parents to play. What teachers told parents about the importance of parental involvement in homework may have helped parents improve parents’ self-efficacy about the positive outcomes that their involvement may bring to their children. The findings show that schools and teachers may have influenced parents’ involvement practices as well as parental role constructions and self-efficacy.

Therefore, for schools and teachers, first and foremost, they need to create a welcoming school and classroom environment to encourage parental involvement in their children’s education, at school as well as at home. Second, school administrators and teachers should partner with parents to help parents improve parent’s personal beliefs regarding homework involvement. They should help parents see the different roles parents may play in their children’s homework. In addition, they need to help parents see the positive outcomes parents may help produce following parents’ involvement in their children’s homework. With the
improved parental beliefs, parents may expect to get more involved in their children’s homework.

2. Implications for research.

The data from this study confirm the importance of understanding parents’ perceptions and practices in their children’s homework. The research questions explored in this study require further research efforts and validation. There are mainly five suggestions for future research.

First, this study could be replicated with a different sample of parents to cross validate the findings. Most of the parents used for this current study were Hispanic (47%) and Asian (26%) who resided in a large Midwest metropolitan area in the United States. Therefore, their perceptions and practices may not represent that of the parents who reside in rural areas or a different area, or are from different ethnic groups. The replication could include parents who are different from the current sample to explore whether or not the similar patterns of parental perceptions and practices will be found with a different sample of parents.

Second, as it was mentioned earlier, this study was based entirely on parents’ responses to close-ended questionnaire due to the limitation of the research scope. The results reported in this study reflected parents’ perceptions and practices at the time when the data was collected. It is impossible to validate parents’ responses, take in additional responses other than the pre-selected ones, and keep track of the changes of parents’ perceptions and practices over time. Therefore, a mixed-methods research design may be used for future studies of parental involvement in homework. For example, a survey design which includes both close-ended and open-ended questions, and the inclusion of case studies would allow room for additional input and in-depth follow-up; or a longitudinal research design to keep track of parents’ attitudes and
practices over a period of time, e.g. from grade one to grade two, grade three… or from elementary school to middle school, high school.

Third, this study was conducted under the assumption that the assigned homework was well-designed with positive effects on the children. However, it is acknowledged that some homework may not be well-designed (e.g. busy work) and some even may have negative effects on children (Cooper, 1989). Therefore, the results of this study should be interpreted with caution. Future research may want to differentiate types of homework that parents are involved and examine how the differences of the homework type may influence parents’ perceptions and practices in relation to their children’s homework.

Fourth, limited by the study scope, this study did not examine how parents’ characteristics (e.g. education level, ethnicity, work time) and children’s characteristics (e.g. gender, grade level, school performance level, age, etc.) may have an impact on parents’ perceptions and practices in relation to their children’s homework. Future studies may want to expand the study scope and examine the effects of parents’ and children’s characteristics on parental perceptions and practices in relation to their children’s homework.

Last, in Hoover-Dempsey and Sandler’s (1995, 1997) parental involvement process model (see Figure 1, page 12), seven factors were identified as the motivational factors of parental involvement in their children’s education. The seven motivational factors are parental role constructions, parental self-efficacy, school invitations, teacher invitations, children invitations, parental time and energy, and parental skills and knowledge. This study found high correlations between parental role constructions and self-efficacy (r=.71, p<.01), and between school invitations and teacher invitations (r=.75, p<.01). To remove the high correlation coefficients, parental role constructions and self-efficacy were combined as parental beliefs;
school invitations and teacher invitations was combined as school and teacher invitations. Should the parental involvement process model originally used in the current study be simplified like this? Future studies may want to validate the PPHI instrument and explore the possibility of simplifying the model or adapting it if needed.

F. Concluding Remarks

This study found that parents had varied perceptions of their roles and self-efficacy, of school and teacher invitations to become involved in the homework process, of their children’s need for help, of their own parental skills and knowledge, and of their own parental time and energy. Parents participated actively in a variety of homework-related activities which included providing a quiet place to complete homework, monitoring the completion of homework, encouraging their children, instructing their children’s homework, providing resources, and communicating with teachers about homework. Parents’ overall involvement practices were significantly explained by their perceptions of their roles and self-efficacy, by their perceived requests from schools and teachers to participate in the homework process, and by perceptions of their children’s need for help. Different involvement activities were explained by different parental perception variables at varied levels. Findings from this study highlight the importance of building school-teacher-parent partnerships and the significant leading roles that schools and teachers can play in these partnerships.

School administrators and teachers should improve their capacity and capability of understanding parents’ perceptions and practices in relation to homework. A good understanding of parents’ perceptions and practices may help school administrators and teachers design effective and feasible programs to help parents improve their parental roles and self-efficacy in relation to homework, enrich parents’ existing repertoire of homework practices, and ultimately,
enhance parents’ involvement in their children’s homework. Increased parental involvement in children’s homework may in turn support improved student academic achievement and other school related outcomes.
REFERENCES


Appendix A

Letter of Support

Curriculum and Instruction (MC 147)
College of Education
University of Illinois at Chicago
1040 West Harrison Street
Chicago, Illinois 60607

Dr./Mr. /Ms.____________________
Principal/site manager
_______________________________Elementary School/Park District
Chicago/Cicero, IL ____________

Dear Dr./Mr. /Ms. __________________

My name is Qian Fan and I am a Ph.D. student in education at the University of Illinois at Chicago. I am doing my dissertation study under the guidance of Dr. Flora Rodriguez-Brown. My study is about parental involvement in homework. I am conducting this study to find out what parents think about their roles in their children’s homework and how they help their children with homework. I anticipate that the findings of this study will help teachers develop more appropriate homework assignments, and provide meaningful guidance for parental involvement in homework.

To accomplish the above described study, I plan to survey parents of students who are currently enrolled in grades 1 through 6. The purpose of this letter is to request your permission to collect data from parents in your school district.

If you agree to let me collect these data, I will bring to your office, or a designated person, packages to be distributed to the parents through the school children in grades 1 to 6. Each package includes a letter explaining the study, a consent form for participation in the study, which needs to be signed and returned by the participant parent, and the questionnaire which we can provide in English, Spanish or Chinese. I also will need permission to place a box labeled “UIC data” at each school’s office to collect the returned questionnaires and signed consent forms from the parents.

I do not expect that collecting data for this study will interfere with classroom instruction. Furthermore, the school district may be able to use the research findings in designing ways to improve parental involvement in their children’s education.

In order to receive final approval from the Office for the Protection of Research Subjects at the University of Illinois to carry out the study, I will need to provide them with letters of support.
Appendix A (continued)

from possible data collection sites. If you agree to let me collect data in your district, I will need a letter stating that I will be able to collect data in the district. I am enclosing a model of what should be included in that letter. In brief, the letter should state that you are familiar with the content of the research study and agree to let me collect data in your district schools. The letter has to be signed by the authorized representative of the district.

If you have any questions or concerns about this study, you may contact me directly at 312-451-8605 or by email qianfan@uic.edu. You may also contact my faculty sponsor, Professor Flora Rodriguez-Brown, at 312-996-3013 or by email florarb@uic.edu.

I appreciate your willingness for your district to participate in this study.

Respectfully,

Qian Fan

Ph.D. student
Curriculum and Instruction (MC 147)
College of Education
University of Illinois at Chicago
1040 West Harrison Street
Chicago, Illinois 60607
Appendix B  PPPHI questionnaire in English, Spanish and Chinese

Parent Perceptions & Practices of Homework Involvement (PPPHI)

<table>
<thead>
<tr>
<th>Child’s school</th>
<th>Child’s grade</th>
<th>Child’s gender</th>
<th>Child’s age</th>
</tr>
</thead>
</table>

Part I: Please read the following statements carefully. Circle only one response for each statement that best describes your attitudes or beliefs about your child’s homework during the current school year.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s my responsibility to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. My help with my child’s homework will help him/her form good study habits.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. I know how to explain things to my child about his or her homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The school provided me with enough information about the school homework policy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. It’s my responsibility to teach my child when he/she has questions about homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. It’s my responsibility to provide a quiet place for my child to do homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. It’s my responsibility to establish routines for my child to complete homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. My child does homework at home every day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. My help with my child’s homework is important to his/her success in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. My help with my child’s homework will help him/her learn good study skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. The school provided me with enough ideas on how to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. The teacher told me a lot about the importance of parent help in children’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. The school could do more to have parents involved in children’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
### Appendix B (continued)

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>I don’t have enough time to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>It’s my responsibility to provide materials for my child’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>It’s my responsibility to set rules for my child when he/she is doing homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17.</td>
<td>The teacher knew how to have parents involved in children’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>I am too tired to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19.</td>
<td>It is my child’s responsibility to complete homework independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>It’s my responsibility to supervise my child’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>Helping my child with homework is extra work for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22.</td>
<td>It’s my responsibility to encourage my child to complete homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23.</td>
<td>It’s my responsibility to talk to my child’s teacher about the homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24.</td>
<td>I know how to help my child to complete homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25.</td>
<td>I know enough about the subjects to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26.</td>
<td>My child cannot complete homework by him/herself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27.</td>
<td>The teacher could do more to have parents involved in children’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28.</td>
<td>My child needs a little more help than the average child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29.</td>
<td>My child likes doing homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**Appendix B (continued)**

**Part II:** Please read the following statements carefully. Circle only one response for each statement that best describes the frequency of the activities you do with your child in her/his homework during the current school year.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>A few times a year</th>
<th>1-3 times a month</th>
<th>Once a week</th>
<th>A few times a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. I ask if my child has homework that day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>31. I sit with my child when he/she is doing homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>32. I ask my child to show me the completed homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>33. I correct the homework for my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>34. I review the homework for my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>35. I look out if my child is frustrated with hard homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>36. I ask my child to do homework as soon as he/she gets home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>37. I provide a quiet place for my child to complete homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>38. I tell my child that there is no TV until the homework is completed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>39. I teach my child the questions he/she doesn’t understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>40. I ask the teacher for advice on how to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>41. I talk to the teacher about the length of the homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>42. I talk to the teacher about the level of difficulty of the homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>43. I encourage my child to keep working on homework until it is completed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>44. I encourage my child to keep a good attitude about doing homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>45. I encourage my child to keep working on homework even when he or she doesn’t feel like it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>46. I prepare materials for my child’s homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>47. I help my child search for references online.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>48. I bring my child to library for references.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>49. My child’s school requires parents to help children with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>50. My child asked me for help with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>51. The teacher asked me to help my child with homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>52. My child brings homework home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Appendix B (continued)

Part III: In this part of the questionnaire, I’d like to know something about you, the parent(s) and the child whom you talked about in the questionnaire. Please cross (X) the response for each item that best describes you, your child, and your family.

1. What’s your relationship to the child?
   a. Father  
   b. Mother  
   c. Other (please specify) __________

2. What are the average grades your child receives?
   a. A’s  
   b. B’s  
   c. C’s  
   d. D’s  
   e. Don’t know  

3. What subject(s) do you usually help your child with in the homework?
   a. Reading  
   b. Math  
   c. Science  
   d. Other (Please Specify)  

4. Does your child receive free or reduced price meal at school?
   a. Yes  
   b. No  

5. On average, how many hours per week do you work for a living?

   0-5 hours.................................................  
   6-20 hours.................................................  
   21-40 hours.................................................  
   41 or more hours.........................................

   Mother  
   Father

6. What is the highest level of education that you have completed?

   No formal school education  
   Grade 1-3  
   Grade 4-5  
   Grade 6-8  
   Some High school  
   High school graduation  
   Some college  
   Associate degree  
   Bachelor’s degree  
   Graduate school  

   Mother  
   Father

7. Which category best describes your race/ethnicity?
   a. American Indian or Alaskan Native  
   b. Asian or Pacific Islander  
   c. African American, not of Hispanic origin  
   d. Hispanic  
   e. White, not of Hispanic origin  
   f. Other (please specify)  

8. How can I contact you if I have further questions?
   a. Phone number  
   b. Email  
   c. Other  

PPPHI Questionnaire English
Appendix B (continued)

Percepciones y participación de los padres con las tareas de los hijos

<table>
<thead>
<tr>
<th>Nombre de la escuela</th>
<th>Grado</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sexo de su hijo(a)</th>
<th>Edad de su hijo(a)</th>
</tr>
</thead>
</table>

**Parte 1**: Por favor lea cuidadosamente los puntos expuestos y circule la respuesta que mejor describe su actitud o su creencia acerca de las tareas de su hijo durante este año escolar.

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Firmemente No Estoy de Acuerdo</th>
<th>No Estoy de Acuerdo</th>
<th>En Cierto Modo No Estoy de Acuerdo</th>
<th>En Cierto Modo Estoy de Acuerdo</th>
<th>Estoy de Acuerdo</th>
<th>Firmemente Estoy de Acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Es mi responsabilidad de ayudar a mi hijo con su tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Al ayudar a mi hijo con sus tareas le estoy proporcionando buenos hábitos de estudio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Estoy capacitada para explicarle a mi hijo sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. La escuela me proporciona suficiente información sobre las reglas en relación a las tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. Cuando mi hijo tiene preguntas referentes a su tarea es mi responsabilidad ayudarlo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. Es mi responsabilidad el proveerle a mi hijo con un lugar adecuado para que haga sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. Es mi obligación crear una rutina diaria para que mi hijo termine sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. Mi hijo(a) hace la tarea en la casa diariamente.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. Para que mi hijo tenga éxito en la escuela es muy importante que le proporcione ayuda con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. Al proporcionarle ayuda a mi hijo con sus tareas le estoy creando buenos hábitos de estudio.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. La escuela me ha proveído con suficientes ideas sobre como le puedo ayudar a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. El maestro me informó bien sobre la importancia de ayudar a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. La escuela podría informar más a los padres sobre la importancia que tiene el que uno ayude a sus hijos con la tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>14. No tengo el tiempo suficiente para poder ayudar a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>15. Es mi responsabilidad proporcionarle a mi hijo el material necesario para su tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>16. Es mi responsabilidad el crear reglas para cuando mi hijo está haciendo sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>17. La maestra sabe como ayudar a los padres en las áreas de sus hijos.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18. Estoy demasiado cansado para poder ayudar a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19. Mi hijo tiene la obligación de terminar sus tareas en forma independiente.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20. Tengo la obligación de supervisar la tarea de mi hijo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>21. Para mí es un trabajo extra el tener que ayudar a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>22. Exhortar a mi hijo que termine sus tareas es mi responsabilidad.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>23. La comunicación con el profesor de mi hijo refuerce a sus tareas es mi responsabilidad.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>24. Se como ayudar a mi hijo para que complete sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>25. Tengo conocimiento suficiente en las diferentes materias de la escuela para proporcionarle ayuda a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>26. Mi hijo no puede terminar sus tareas el mismo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>27. El maestro podría informar más a los padres sobre la importancia que tiene el que uno ayude a sus hijos con la tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>28. Mi hijo(a) necesita más ayuda con la tarea que la mayoría de los niños.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>29. A mi hijo(a) le gusta hacer la tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

PPPHI Questionnaire_Spanish  Page 2 of 4
### Appendix B (continued)

**Parte II:** Por favor lea cuidadosamente los puntos expuestos y circule la respuesta que mejor describe su participación con las tareas de su hijo(a) en este año escolar.

<table>
<thead>
<tr>
<th></th>
<th>Nunca</th>
<th>Varias veces durante el año</th>
<th>1-3 veces el mes</th>
<th>Una vez por semana</th>
<th>Varias veces durante la semana</th>
<th>Diariamente</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Le pongo a mi hijo diariamente si tiene tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>31. Yo lo siento con mi hijo cuando esta haciendo sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>32. Yo le pido a mi hijo que me muestre las tareas cuando las termina.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>33. Yo le corrijo las tareas a mi hijo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>34. Yo le reviso las tareas a mi hijo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>35. Yo me mantengo alerta en caso de que la dificultad de una tarea frustra a mi hijo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>36. Tan pronto llega a la casa, yo le pido a mi hijo que haga sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>37. Yo le provoco a mi hijo un lugar tranquilo para que pueda completar sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>38. Yo no dejo a mi hijo ver televisión hasta que termine sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>39. Yo le explico a mi hijo acerca de las preguntas que el no entiende.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>40. Yo le pido consejo y ayuda al maestro de mi hijo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>41. Yo he hablado con el maestro de mi hijo acerca de lo extensas que son las tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>42. Yo hablo con el maestro de mi hijo acerca del nivel de dificultad en las tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>43. Yo animo a mi hijo a que continúe trabajando con sus tareas hasta que las termine.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>44. Yo animo a mi hijo a que tenga una buena actitud al hacer sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>45. Cuando mi hijo no tiene ganas de hacer sus tareas, yo le doy ánimo para que continúe trabajando en ellas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>46. Yo preparo los materiales necesarios para ayudar a mi hijo con las tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>47. Yo ayudo a mi hijo con la búsqueda de referencias la computadora.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>48. Yo llevo a mi hijo a la biblioteca para que busque las referencias que necesita para sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>49. Un requisito de la escuela de mi hijo es que los padres los ayuden con su tarea.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>50. Mi hijo me ha pedido ayuda con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>51. El maestro me ha pedido que ayude a mi hijo con sus tareas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>52. Mi hijo trae tarea a la casa.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Appendix B (continued)

Parte III: En esta parte del cuestionario, me gustaría saber de usted, el padre(s) y el hijo del cual hemos hablado anteriormente. Por favor marque con una (X) la respuesta que mejor lo describa a usted, su hijo y su familia.

1. Es usted:
   a. El padre          b. La Madre          c. Otro (por favor especificar)

2. ¿Cuál es el promedio de las calificaciones que su hijo recibe?
   a. A’s               b. B’s               c. C’s               d. D’s               e. No se

3. ¿Cuál es la materia con la que Ud. usualmente ayuda a su hijo con la tarea?
   a. Lectura          b. Matemáticas
   c. Ciencia          d. Otro (Por favor especifique)

4. ¿Recibe su hijo o hija almuerzo gratis o a precio reducido en la escuela?
   a. Sí               b. No

5. ¿Aproximadamente cuántas horas a la semana trabaja Ud. para sostenerse?
   0-5 Horas................................. Madre Padre
   6-20 Horas ................................
   21-40 Horas ..............................
   41 horas o más ...........................

6. ¿Hasta que nivel de educación usted llegó?
   Ninguna educación escolar ................................. Madre Padre
   Grados entre primero y tercero..........................
   Cuarto o quinto grado ..................................
   Grados entre sexto y octavo............................
   Algunos grados de escuela secundaria..................
   Se graduó de la Secundaria ..............................
   Completo algunos cursos universitarios..............
   Termínó un título de grado Asociado..................
   Bachillerato o graduación de la Universidad.........
   Terminó algunas clases o se graduó de la escuela de graduados...

7. ¿Cuál categoría describe mejor su raza o grupo étnico?
   a. Indio Americano o Nativo de Alaska
   b. Asiático o de las Islas del Pacífico
   c. Africano Americano, no de origen Hispano
   d. Hispano
   e. Blanco, no de origen Hispano
   f. Otro (Por favor especifique)

8. ¿Si tuviera alguna otra pregunta, ¿cuál sería la mejor forma de comunicarme con usted?
   a. Numero telefónico
   b. Correo electrónico
   c. Otra forma

PPPHI Questionnaire_Spanish
Appendix B (continued)

问卷调查：父母是怎样看待和参与孩子的家庭作业的

孩子的学校_______________________    孩子的年级_______________________

孩子的性别_______________________    孩子的年龄_______________________

第一部分：请仔细阅读以下每条陈述，选择一个相应的数字以表达您对各条陈述不同程度的赞同或不赞同，并在该数字上画“O”。

<table>
<thead>
<tr>
<th>序号</th>
<th>陈述内容</th>
<th>很不赞同</th>
<th>不赞同</th>
<th>有点不赞同</th>
<th>有点赞同</th>
<th>赞同</th>
<th>非常赞同</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>辅导孩子做作业是我的义务。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>父母辅导孩子做作业能帮孩子形成良好的学习习惯。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>我知道怎样向孩子解释作业中的问题。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>学校向家长提供了足够的信息来了解学校对家庭作业的要求。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>当我的孩子有问题时，我有责任教导他（她）做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>我有责任给我的孩子提供一个安静的环境让他（她）做作业。</td>
<td>1</td>
<td>2</td>
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<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>我有责任帮助孩子建立起做作业的规律。</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>我的孩子每天在家做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>9.</td>
<td>父母辅导孩子做作业对孩子的学习成功是很重要的。</td>
<td>1</td>
<td>2</td>
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<tr>
<td>10.</td>
<td>父母辅导孩子做作业能帮孩子学习良好的学习技巧。</td>
<td>1</td>
<td>2</td>
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<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>学校给我提供了足够的信息来辅导孩子做作业。</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>12.</td>
<td>老师告诉我父母辅导孩子做作业是很重要的。</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>13.</td>
<td>学校可以采取更多的措施让父母参与孩子的家庭作业。</td>
<td>1</td>
<td>2</td>
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<tr>
<td>14.</td>
<td>我没有足够的时间来辅导我的孩子做作业。</td>
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</table>
### Appendix B (continued)

<table>
<thead>
<tr>
<th>声明</th>
<th>很不赞同</th>
<th>不赞同</th>
<th>有点不赞同</th>
<th>有点赞同</th>
<th>赞同</th>
<th>非常赞同</th>
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<tbody>
<tr>
<td>15. 我有责任给孩子提供做作业所需的材料。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>16. 为孩子设立做作业的规矩是我的责任。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>17. 老师知道怎样让家长参与孩子的家庭作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>18. 我太累了，不能辅导我的孩子做作业。</td>
<td>1</td>
<td>2</td>
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<td>6</td>
</tr>
<tr>
<td>19. 独立完成作业是我孩子的责任。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>20. 我有义务督促孩子做作业。</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>21. 对我来说，辅导孩子做作业是一份份外活。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>22. 鼓励孩子完成作业是我的义务。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>23. 与老师交流孩子的作业是我的义务。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>24. 我知道怎样帮助我的孩子完成作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>25. 我有足够的科目知识来辅导孩子做作业。</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>26. 我的孩子不能独立完成作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>27. 老师可以采取更多的措施让父母参与孩子的家庭作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>28. 跟一般孩子相比，我的孩子需要更多一点的帮助做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>29. 我的孩子喜欢做家庭作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td></td>
<td>从来没有</td>
<td>一年几次</td>
<td>一个月1-3次</td>
<td>一个星期内</td>
<td>一个星期内几次</td>
<td>每天</td>
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</tr>
<tr>
<td>30</td>
<td>我问孩子当天是否有家庭作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31</td>
<td>我坐在一旁陪孩子做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32</td>
<td>我要求孩子给我看他（她）完成的家庭作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>我为孩子改正作业中的错误。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>34</td>
<td>我检查孩子作业。</td>
<td>1</td>
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<tr>
<td>35</td>
<td>我留心孩子是否因为作业难做而沮丧。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36</td>
<td>我要求孩子一回家就做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37</td>
<td>我给孩子提供了一个安静的环境做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38</td>
<td>我让孩子，做完作业后才能看电视。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>39</td>
<td>我教导孩子他（她）不懂的问题。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>40</td>
<td>我向老师寻求建议怎样辅导孩子做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>41</td>
<td>我和老师谈论作业量。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>42</td>
<td>我和老师谈论作业的难度。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>43</td>
<td>我鼓励孩子坚持完成作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>44</td>
<td>我鼓励孩子要有一个良好的态度对待作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45</td>
<td>我鼓励孩子即便他（她）不想做了也要坚持做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46</td>
<td>我为孩子准备做作业的材料。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47</td>
<td>我帮孩子上网查资料。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48</td>
<td>我带孩子到图书馆查资料。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49</td>
<td>我孩子的学校要求家长辅导孩子做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50</td>
<td>我的孩子请我辅导他（她）做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>51</td>
<td>老师要求我辅导我的孩子做作业。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>52</td>
<td>我的孩子带作业回家做。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix B (continued)

第三部分：在此我想进一步了解您以及您在本问卷中谈到的孩子。请在最能描述您，您的家庭，以及您的孩子部分画“X”。

1. 您与此孩子的关系？
   a. 父亲  b. 母亲  c. 其他（请说明）

2. 您孩子的平均成绩是什么？
   a. A’s  b. B’s  c. C’s  d. D’s  e. 不知道

3. 您通常辅助您的孩子做哪一门科目的作业？
   a. 阅读  b. 数学  c. 科学  d. 其它（请写明）

4. 在学校，您的孩子收到免费或减价早午餐吗？
   a. 是  b. 无

5. 您每个星期平均工作几个小时？
   0-5 小时…………………………
   6-20 小时…………………………
   21-40 小时…………………………
   多于 41 小时…………………………

6. 您的最高学历是什么？
   a. 没上过学…………………………
   b. 小学 1-3 年级…………………………
   c. 小学 4-5 年级…………………………
   d. 中学 6-8 年级…………………………
   e. 几年高中…………………………
   f. 高中毕业…………………………
   g. 大学肄业…………………………
   h. 大学专科学历…………………………
   i. 大学本科学历…………………………
   j. 研究生或以上…………………………

7. 以下哪个分类最好的描述了您所属的种族？
   a. 印第安人或阿拉斯加人
   b. 亚洲或太平洋群岛居民
   c. 黑人（非西班牙裔）
   d. 西班牙裔
   e. 白人（非西班牙裔）
   f. 其它（请说明）

8. 如果我有其他问题，我可以怎样联系您？
   a. 电话
   b. 电子邮件
   c. 其它

PPPHI Questionnaire_Chinese  Page 4 of 4
Appendix C  A letter to parents in English, Spanish and Chinese

Dear parent(s),

My name is Qian Fan and I am a doctoral student at the University of Illinois at Chicago. I am inviting you to participate in a research study about homework. I am conducting this study to find out what parents think about their roles in their children’s homework and how they help their children with homework. The findings of this study could help teachers develop more appropriate homework assignments, and provide meaningful guidance for parental involvement in homework.

You have been asked to participate in this research because you have a child attending 1st through 6th grade. In the package that you have received, you will find this letter, a consent form, and a questionnaire entitled Parent Perceptions and Practices of Homework Involvement (PPPHI). The material will be available in English, Spanish or Chinese. The estimated participation time is between half an hour and an hour. It includes reading the study material, signing the consent form and completing the questionnaire.

We would ask you to read the material in the package. If you are interested in participating in this study, we would ask you to sign the consent form before you complete the questionnaire. Once the consent form has been signed and the questionnaire PPPHI has been completed, we would ask you to return them to the park district or community center facility or your child’s school office in a box labeled “UIC data”.

If you have any questions or concerns about this study, you may contact me at 312-451-8605 or email qianfan@uic.edu. You may also contact my faculty sponsor, Professor Flora Rodriguez-Brown, at 312-996-3013 or email florarb@uic.edu.

I appreciate your consideration in this study.

Sincerely!

Qian Fan
Carta a los padres acerca del estudio

Queridos Padres,

Mi nombre es Qian Fan y soy una estudiante en el programa de doctorado de la Facultad de Educación de la Universidad de Illinois en Chicago. Le quiero invitar a que participe en un estudio sobre las tareas escolares. Estoy realizando este estudio para saber qué piensan los padres sobre sus responsabilidades en relación a las tareas de sus hijos y cómo le ayudan a sus hijos con las tareas. La información del estudio podría ayudar a los maestros en el desarrollo de tareas más apropiadas y podría proveer más orientación para facilitar la participación de los padres en las tareas.

Se le pide el favor de participar en este estudio de investigación porque Ud. tiene un hijo/a que está entre primero y sexto grado. El paquete que Ud. recibió contiene un formulario de consentimiento, una carta para los padres, y un cuestionario titulado: “Percepciones y participación de los padres con las tareas de los hijos”. El material está disponible en inglés, español o chino. El tiempo estimado para contestar el cuestionario es de entre media hora y una hora. Esto incluye la lectura del material relacionado al estudio, el leer y firmar el consentimiento y completar el cuestionario.

Se le pide el favor de que Ud. lea el material en el paquete. Si está interesado/a en participar en este estudio, por favor firme el formulario de consentimiento antes de completar el cuestionario. Una vez que el formulario de consentimiento haya sido firmado y el cuestionario haya sido completado, por favor devuélva el cuestionario al distrito de parques de Chicago, o al centro de comunidad, o a la oficina de escuela. Por favor póngalo en la caja marcada “UIC data”.

Si tiene cualquier pregunta o preocupación sobre este estudio, puede contactar me al 312-451-8605 o por el correo electrónico a qianfan@uic.edu. También puede contactar a mi patrocinadora del la facultad, Profesora Flora Rodriguez-Brown, al 312-996-3013 o por correo electrónico a floramc@uic.edu.

Muchas gracias por su consideración y su participación en este estudio.

Sinceramente,

Qian Fan

A Letter to Parents-Spanish Version 2 2/24/2010
致家长信

亲爱的家长，

我叫杨茜，我是芝加哥伊利诺大学的一名博士生。我邀请您参加一个关于家庭作业的调查研究。我做这个研究是为了调查家长们如何看待他们在家教作业中的作用，以及他们是如何帮助孩子做作业的。这项研究的结果将帮助教师们改进更合适的家庭作业，并且更有意义的指导家长如何参与孩子的家庭作业。

您被邀请参加此项研究，因为您的孩子是一到六年级的学生。在您收到的信中，您会看到一封信，一份同意书，以及一份名为“父母是怎看待参与孩子的家庭作业的”问卷调查。所有资料均用英文，西班牙语，和中文版本。您大约需要半小时到两小时的时间阅读有关研究资料。签署同意书，以及完成问卷调查表。

希望您能阅读内的材料。如果您有兴趣参加本研究，请在您同意书上签字，然后再完成问卷调查。

当您签好字，填好问卷调查后，请您把它们送回公园地区，社区中心，或您的孩子学校，放到一个标明“UIC data”的盒子里。

如果您对本研究有任何问题和顾虑，您可以联系我，电话是312-451-8605，电邮gianfan@uic.edu。您也可以联系我的指导教授，布朗教授（Professor Flora Rodriguez-Brown），电话是312-996-3013，电邮florarb@uic.edu。

谢谢您考虑参加这个调查研究。

诚挚的感谢！

杨茜

A Letter to Parents-Chinese Version 2 2/23/10
Appendix D  Consent in English, Spanish and Chinese

University of Illinois at Chicago
Research Information and Consent for Participation in Social Behavioral Research

How do parents’ perceptions influence parental involvement in their children’s homework?

You are being asked to participate in a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Principal Investigator Name and Title: Qian Fan, doctoral candidate
Department and Institution: College at Education, University of Illinois at Chicago
Address and Contact Information: 1040 W Harrison St., M/C 147, University of Illinois at Chicago; Phone: 312-451-8605

Why am I being asked?
You are being asked to be a subject in a research study about parents’ perceptions and practices of parental involvement in their children’s homework.

You have been asked to participate in the research because you have a child attending 1st through 6th grade.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Chicago. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

Approximately 260 subjects may be involved in this research at UIC.

What is the purpose of this research?
This proposed study examines parents’ perceptions and practices of parental involvement in their children’s homework process to explore how variations in parents’ perceptions might explain differences in their practices.
What procedures are involved?
This research will be performed at Chicago Park District facility (e.g. Harrison Park, Gage Park),
a Chinese Saturday school, community centers, and Diamond Lake School District.

You will not need to come to the study site in order to participate in the study. You may
participate from your home.

You will be given a data collection package directly or through your child. Each package
contains this consent form, a letter to parents, and a questionnaire entitled Parent Perceptions and
Practices of Homework Involvement (PPPHI). The material will be available in English, Spanish
or Chinese.

We would ask you to read the material in the package. If you are interested in participating in
this study, we would ask you to sign the consent form before you complete the questionnaire.

Once the consent form has been signed and the questionnaire PPPHI has been completed, we
would ask you to return them to the park district or community center facility or your child’s
school office in a box labeled “UIC data”.

The estimated participation time is between half an hour and an hour. It includes reading the
study material, signing the consent form and completing the questionnaire.

What are the potential risks and discomforts?
The main risk of this study is a minor loss of privacy. You may not feel comfortable to share
your personal ideas and actions in relation to your child’s homework.

Are there benefits to taking part in the research?
Taking part in this research study may not benefit you personally. However, the improved
learning of parental perceptions and practices in relation to their children’s homework may help
teachers to develop more appropriate homework assignments, and provide meaningful guidance
for parental involvement in homework.

What other options are there?
You have the option to not participate in this study.

What about privacy and confidentiality?
The people who will know that you are a research subject are members of my dissertation
committee. Otherwise information about you will only be disclosed to others with your written
permission, or if necessary to protect your rights or welfare or if required by law.

The consent form signed by you will be kept by the principal researcher. All of your information
will be kept confidential and your identity will be concealed through the use of number codes
rather than personal names. All data will be destroyed two years after the proposed study is
completed.
When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

**What are the costs for participating in this research?**
There are no costs to you for participating in this research.

**Can I withdraw or be removed from the study?**
If you decide to participate, you are free to withdraw your consent and discontinue participation at any time.

**Who should I contact if I have questions?**
If you have any questions or concerns about this study, you may contact me at 312-451-8605 or email qianfan@uic.edu. You may also contact my faculty sponsor, Professor Flora Rodriguez-Brown, at 312-996-3013 or email florarb@uic.edu.

**What are my rights as a research subject?**
If you feel you have not been treated according to the descriptions in this form, or if you have any questions about your rights as a research subject, including questions, concerns, or complaints, you may call the Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu.

**Remember:**
Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

**Signature of Subject or Legally Authorized Representative**
I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

____________________  ____________________  ____________________
Signature  

Date  

Printed Name

____________________  ____________________  ____________________
Signature of Person Obtaining Consent  

Date (must be same as subject’s)  

Printed Name of Person Obtaining Consent
Información y consentimiento de participación en un estudio de conducta social titulado

¿Cómo las percepciones de los padres influyen su participación en las tareas de sus hijos?

Se le pide que participe en un estudio de investigación. Los investigadores tienen la obligación de suministrarle un formulario de consentimiento cómo el que tiene en sus manos para explicarle en qué consiste el estudio de investigación, y también que su participación es voluntaria, describir los riesgos y ventajas de participar en el estudio, y ayudarle a tomar una decisión informada. No dude en consultar con los investigadores cualquier duda que pueda tener.

La investigadora principal es Qian Fan, una estudiante de doctorado en el Departamento de Curriculum e Instrucción de la facultad de Educación de la Universidad de Illinois en Chicago, situada en 1040 W Harrison St., M/C 147, Universidad de Illinois en Chicago; Teléfono: 312-451-8095.

¿Por qué se me pide participar?

Se le ha pedido que participe como sujeto en un estudio de investigación sobre las percepciones y las prácticas de la participación de los padres en las tareas de sus hijos.

Se le ha pedido que participe en este estudio de investigación porque tiene un hijo/a que está entre el primero a sexto grado.

Su participación en este estudio de investigación es voluntaria. Tanto si Ud. decide participar o no participar en el estudio, su relación actual o futura con la Universidad de Illinois en Chicago no se verá afectada por dicha decisión. Si decide participar, podrá retirarse del estudio en cualquier momento sin que ello afecte a dicha relación.

Estimamos que unos 260 sujetos participarán en este estudio de investigación en la UIC.

¿Cuál es el objetivo de esta investigación?

El estudio propuesto examina las percepciones y las prácticas sobre la participación de los padres en las tareas de sus hijos para explorar cómo las variaciones en las percepciones de los padres que podrían explicar las diferencias en sus prácticas en el hogar.
¿Qué procedimientos integran el estudio?
Esta investigación se llevará a cabo en los edificios de Distrito de Parque Chicago (por ejemplo, Harrison Park, Gage Park), una escuela china, centros comunitarios, Distrito Escolar de Diamond Lake.

No necesitará venir al sitio del estudio para participar en esto. Puede participar desde su casa.

Nosotros le mandaremos un paquete de colección de datos directamente o a través de su hijo/a. Cada paquete contiene un formulario de consentimiento, una carta para los padres, y un cuestionario titulado Percepciones y Participación de los padres con las tareas de los hijos. El material será disponible en inglés, español o chino.

Se le pide el favor de que Ud. lea el material en el paquete. Si está interesado/a en participar en el estudio, por favor firme el formulario de consentimiento antes de completar el cuestionario.

Una vez que el formulario de consentimiento haya sido firmado y el cuestionario haya sido completado, por favor devuélvalo al distrito de parque o al centro comunitario o a la oficina de escuela en una caja etiquetada “UIC data”.

El tiempo estimado de participación en el estudio es de entre media hora y una hora. Esto incluye leer el material del estudio, firmar el consentimiento y completar el cuestionario.

¿Cuáles son los posibles riesgos y molestias?
El riesgo principal de este estudio es una pérdida mínima de su privacidad. Es posible que Ud. No se sienta confortable al compartir sus ideas y acciones personales en relación a las tareas de su hijo/a.

¿Cuáles son los beneficios de participar en el estudio de investigación?
Puede que participar en este estudio no le brinde a usted ningún beneficio personal. Sin embargo, el conocimiento sobre las percepciones y prácticas de los padres en relación a las tareas de sus hijos podría ayudar a los maestros a desarrollar tareas más apropiadas y también proveer orientación a los padres para participar en las tareas de sus hijos.

¿Qué otras opciones existen?
Tiene la opción de no participar en este estudio.

¿Cómo se tratará la privacidad y la confidencialidad?
Las personas con conocimiento sobre su participación como sujeto en la investigación son los miembros del comité de mi tesis. Por lo demás, la información sobre usted únicamente se divulgará a terceras personas a no ser que Ud. diese permiso por escrito, o si fuera necesario para proteger sus derechos o bienestar, o en cumplimiento de la ley.

El formulario de consentimiento firmado por usted será guardado por la investigadora principal. Toda la información sobre usted será confidencial y su identidad estará oculta a través del uso de códigos de números en vez de nombres personales. Todos los datos serán destruidos dos años después de que el estudio haya sido completado.
En el caso en que los resultados de la investigación se publiquen o comenten en congresos, no se incluirá ninguna información que pudiera revelar su identidad.

¿Cuáles son los costos de participar en esta investigación?
No hay costos para usted por participar en esta investigación.

¿Puedo retirarme o ser eliminado del estudio?
Si decide participar, es libre de retirar su consentimiento y dejar de participar en el estudio en cualquier momento.

¿A quién debo contactar si tengo preguntas?
Si tiene cualquier pregunta o preocupación sobre este estudio, puede contactarme al 312-451-8605 o por el correo electrónico gianfan@uic.edu. También puede contactar a mi patrocinadora de la facultad, Profesora Flora Rodriguez-Brown, al 312-996-3013 o por el correo electrónico florarb@uic.edu.

¿Cuáles son mis derechos como sujeto de investigación?
Si cree que no ha sido tratado de acuerdo con las descripciones de este formulario, o si tiene preguntas sobre sus derechos como sujeto de investigación, incluyendo preguntas, preocupaciones o quejas, puede llamar a la Oficina para la Protección de los Seres Humanos en la Investigación (OPRS, Office for the Protection of Research Subjects) al 312-996-1711 o 1-866-789-6215 (llamada gratuita) o enviar un mensaje por correo electrónico a uicirb@uic.edu.

Recuerde:
Su participación en esta investigación es voluntaria. Su decisión sobre su participación no afectará a su relación actual o futura con la universidad. Si decide participar, Ud. se puede retirar del estudio en cualquier momento sin que ello afecte dicha relación.

Firma del sujeto o del representante legalmente autorizado
He leído (o alguien me ha leído) la información anterior. He tenido oportunidad de hacer preguntas, y éstas se han contestado a mi entera satisfacción. Acepto participar en esta investigación. Se me entregará una copia de este formulario firmado y fechado.

__________________________  __________________________
Firma                                           Fecha

Nombre en letra de imprenta

__________________________
Firma de la persona que obtiene el consentimiento

Fecha (debe ser la misma que la del sujeto)

Nombre de la persona que obtiene el consentimiento en letra de imprenta
芝加哥伊利诺大学
关于参与社会行为调查研究的信息和同意书

父母的观点是怎样影响他们对孩子家庭作业的参与？

您被邀请参与此项调查研究。为了帮您做出决定，调查者有责任向您提供这份同意书。此同意书会告知您有关本研究调查的信息；向您解释您参加本研究纯属自愿，以及描述参与此项研究的风险和利益。如果您有什么问题，请放心向调查者提问。

主要调查者的名字及称谓：曾英，博士生
部门及学院：芝加哥伊利诺大学教育学院
地址及联系信息: 1040 W Harrison St., M/C 147, University of Illinois at Chicago; 电话: 312-451-8605

我为什么会感兴趣？
您被邀请参加一项调查研究活动。此项研究调查父母是怎样看待和参与孩子家庭作业的。

您被邀请参加此项研究因为您的孩子是到六年级的学生。

您参加此项研究纯属自愿。您决定是否参与此项研究不会影响您现在或将来与芝加哥伊利诺大学的关系。如您现在决定参与而以后改变决定，您可随时退出而不会影响您与芝加哥伊利诺大学的关系。

大概 260 名父母会参与此项芝加哥伊利诺大学（UIC）的研究。

本研究的目的是什么？
通过调查父母是这样看待和参与孩子的家庭作业，本研究旨在探索父母不同程度的看法是怎样解释他们不同程度的参与。

家长的意见与参与同意书，第2版，[2/23/10]，第1页共1页
研究的程序
该研究将在芝加哥的公园地区（比如，哈里森公园，盖奇公园），希林星期六中文学校，社区中心，以及钻石湖校区（Diamond Lake School District）进行。

您不需要到研究地点来参加研究活动，您可以在家中参与。

您会收到一个资料收集袋，我们会直接给您这个资料收集袋，或者通过您的孩子送给您。每个资料包内有本份同意书，致家长信，以及一份名为“父母是怎样看待和参与孩子的家庭作业的”问卷调查。所有资料均有英文，西班牙语，和中文版本。

请您阅读袋内的材料，如果您有兴趣参加本研究，请您在本同意书上签字，然后再完成问卷调查。

当您签约后，填好问卷调查后，请您把它们送回公园地区，社区中心，或您孩子的学校，放到一个标明“UIC data”的盒子里。

所估计的参与时间在半个小时到一小时之间。该时间包括阅读有关研究材料，签署同意书，以及完成问卷调查表。

潜在的风险与不便
参加本研究主要的风险是失去一点个人隐私权。也许您会觉得不方便与他人分享有关您对参与孩子作业的个人想法与做法。

参加本研究的好处
参加本研究可能并不能直接给您本人带来任何好处。但是，进一步了解家长对有关孩子作业的观点与做法之一可以帮助老师布置更合适的家庭作业，并且更有意义的指导家长如何参与孩子的家庭作业。

有无其他选择
您可以选择不参加此研究。

有关个人隐私和机密
只有您的论文指导委员会会知道您参加了此项研究，除此之外，只有当您书面允许，或是为了保护您的权利与利益，或是按法律要求，您的相关信息才会向别人公开。

由您签署的同意书将由主要研究者保管。您的所有信息会被保密，我会使用数字代码而非您的姓名来隐藏您的真实身份。在此研究完成后两年，所有收集的资料会被销毁。

研究结果在出版或在会议上讨论时，不会包含任何可能泄露您身份的信息。

参加本研究的花费是什么？
参加本研究您不会有任何花费。

家长的观点与参与同意书，第二版，[2/23/10]，第2页，共2页
我能退出或离开本研究吗？
如果您决定参加本研究，您可以在任何时候自由撤出您的同意书并终止您的参与。

如果我有问题，找谁联系？
如果您对本研究有任何问题和顾虑，您可以联系我，电话是 312-451-8605，邮箱 qianfan@uic.edu。您也可以联系我的指导教授，布朗教授（Flora Rodriguez-Brown），电话是 312-996-3013，邮箱 florarb@uic.edu。

作为研究对象，我的权利是什么？
如果您觉得没有得到本表所描述的对待，或者您有任何问题，比如涉及您作为研究对象的权利，包括问题，顾虑，或抱怨，您可以联系研究对象保护办公室（Office for the Protection of Research Subjects，简称 OPRS），电话是 312-996-1711，或 1-866-789-6215（免费电话）或邮箱 OPRS 办公室 uicirb@uic.edu。

记住：
您对本研究的参与是自愿的。是否决定参与本研究将不会影响您当前或将来的大学的关系。如果您决定参与，您可以在任何时候自由退出而不会影响此关系。

研究对象签名或法律授权代表人
我已读过，或别人已向我读过以上信息。我已有机会问问题并且得到满意的回答。我同意参加此项研究。我会得到一份此文件的签署副本。

_________________________  __________________
参与人签名  日期

参与人姓名（以印刷体填写）

_________________________  __________________
获取同意书的人签名  日期（必须与参与人填写一致）

获取同意书的人姓名（以印刷体填写）

家长的观点与参与同意书，第二版，[2/23/10]，第 3 页共 3 页
Appendix E  IRB Approval Notices

UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1137 West Pyle Street
Chicago, Illinois 60612-7127

Approval Notice
Continuing Review

November 7, 2011

Qian Fan, M.Ed
Curriculum and Instruction
11601 4th St., Apt. 2909
St. Petersburg, FL 33716
Phone: (312) 451-8605 / Fax: (312) 355-2472

RE:  Protocol #2009-1108
""Parents' Perceptions and Practices in Homework: Implications for School-Teacher-Parent Partnerships"

Dear Ms. Fan:

Your Continuing Review was reviewed and approved by the Expedited review process on November 7, 2011. You may now continue your research.

Please note the following information about your approved research protocol:

Approved Subject Enrollment #:  260 (Data Analysis from 189 subjects)
Additional Determinations for Research Involving Minors:  The Board determined that this research satisfies 45CFR46.404, research not involving greater than minimal risk.
Performance Sites:  UIC, Chinese American Service League, Gage Park Field House - Chicago Park District, Harrison Park - Chicago Park District, Diamond Lake School District, Xilin Chinese School
Research Protocol:
  a)  Parents' Perceptions and Practices in Homework: Implication for School-Teacher-Parent Partnerships, Version 1, 02/08/2010

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Phone: 312-996-1711  http://www.uic.edu/depts/ovcr/oprs/  FAX: 312-413-2929
Appendix E (continued)

Please note the Review History of this submission:

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<th>Review Process</th>
<th>Review Date</th>
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Please remember to:

➔ Use your research protocol number (2009-1108) on any documents or correspondence with the IRB concerning your research protocol.

➔ Review and comply with all requirements on the enclosure, "UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB has the right to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 355-2764. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Betty Mayberry, B.S.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosures:
1. UIC Investigator Responsibilities, Protection of Human Research Subjects
2. Data Security Enclosure

cc: Timothy Shanahan, Curriculum and Instruction, M/C 147
    Flora V. Rodriguez-Brown, Faculty Sponsor, M/C 147
Appendix E (continued)

Approval Notice
Amendment to Research Protocol and/or Consent Document – Expedited Review
UIC Amendment #2

November 7, 2011

Qian Fan, M.Ed
Curriculum and Instruction
11601 4th St., Apt. 2909
St. Petersburg, FL 33716
Phone: (312) 451-8605 / Fax: (312) 355-2472

RE: Protocol # 2009-1108
**"Parents’ Perceptions and Practices in Homework: Implications for School-Teacher-Parent Partnerships"**

Dear Ms. Fan:

Members of Institutional Review Board (IRB) #2 have reviewed this amendment to your research under expedited procedures for minor changes to previously approved research allowed by Federal regulations [45 CFR 46.110(b)(2)]. The amendment to your research was determined to be acceptable and may now be implemented.

Please note the following information about your approved amendment:

**Amendment Approval Date:** November 7, 2011

**Amendment:**
Summary: UIC Amendment #2, dated 26 October 2011 and submitted to OPRS 4 November 2011, is an investigator-initiated amendment changing the title of "How Do Parents’ Perceptions Influence Parental Involvement in Their Children’s Homework?" to "Parents’ Perceptions and Practices in Homework: Implications for School-Teacher-Parent Partnerships."

**Approved Subject Enrollment #:** 260

**Please note the Review History of this submission:**

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<td>Expedited</td>
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</table>

Please be sure to:

Phone: 312-996-1711
http://www.uic.edu/depts/over/oprs/
FAX: 312-413-2929
Appendix E (continued)

→ Use your research protocol number (2009-1108) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure, "UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB #2 has the right to ask further questions, seek additional information, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the OPRS at (312) 996-1711 or me at (312) 355-2764. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Betty Mayberry, B.S.
IRB Coordinator, IRB #2
Office for the Protection of Research Subjects

Enclosures:
1. UIC Investigator Responsibilities, Protection of Human Research Subjects
2. Data Security Enclosure

cc: Flora V. Rodriguez-Brown, Faculty Sponsor, M/C 147
Timothy Shanahan, Curriculum and Instruction, M/C 147
Appendix E (continued)

November 29, 2010

Qian Fan, M.Ed
Curriculum and Instruction
5815 W Fillmore St, FL2
Chicago, IL 60644
Phone: (312) 451-8605 / Fax: (312) 355-2472

RE: Protocol # 2009-1108
“How Do Parents’ Perceptions Influence Parental Involvement in Their Children’s Homework?”

Dear Dr. Fan:

Your Continuing Review was reviewed and approved by the Expedited review process on November 28, 2010. You may now continue your research.

Please note the following information about your approved research protocol:

**Protocol Approval Period:** November 28, 2010 - November 27, 2011

**Approved Subject Enrollment #:** 260 (Limited to data analysis of 182 subjects)

**Additional Determinations for Research Involving Minors:** The Board determined that this research satisfies 45CFR46.404, research not involving greater than minimal risk. Therefore, in accordance with 45CFR46.408, the IRB determined that only one parent’s/legal guardian’s permission/signature is needed. Wards of the State may not be enrolled unless the IRB grants specific approval and assures inclusion of additional protections in the research required under 45CFR46.409. If you wish to enroll Wards of the State contact OPRS and refer to the tip sheet.

**Performance Sites:** UIC, Chinese American Service League, Gage Park Field House - Chicago Park District, Harrison Park - Chicago Park District, Diamond Lake School District, Xilin Chinese School

**Research Protocol(s):**

a) How Do Parents’ Perceptions Influence Parental Involvement in their Childrens’ Homework; Version 1; 11/29/2009
Appendix E (continued)

Page 2 of 2

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

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Please remember to:

→ Use your research protocol number (2009-1108) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure, "UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 996-0548. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Brandi L. Drumgoole, B.S.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosure(s):

1. UIC Investigator Responsibilities, Protection of Human Research Subjects

cc:   Danny Martin, Curriculum and Instruction, M/C 147
      Flora V. Rodriguez-Brown, Curriculum and Instruction, M/C 147
Appendix E (continued)

Approval Notice

Amendment to Research Protocol and Consent Documents – Expedited Review
UIC Amendment #1

March 3, 2010

Qian Fan, M.Ed
Curriculum and Instruction
5815 W Fillmore St., FL2
M/C 147
Chicago, IL 60644
Phone: (312) 451-8605 / Fax: (312) 355-2472

RE: Protocol # 2009-1108
“How do parents’ perceptions influence parental involvement in their children’s homework?”

Dear Ms. Fan:

Members of Institutional Review Board (IRB) #2 have reviewed this amendment to your research and consent forms under expedited procedures for minor changes to previously approved research allowed by Federal regulations [45 CFR 46.110(b)(2)]. The amendment to your research was determined to be acceptable and may now be implemented.

Please note the following information about your approved amendment:

Amendment Approval Date: March 3, 2010

Amendment:
Summary: UIC Amendment #1, dated 23 February 2010 and submitted to OPRS 24 February 2010, is an investigator-initiated amendment submitting Spanish and Chinese translations of previously approved recruitment and consent documents (A Letter to Parents, Chinese + Spanish, version 2, 2/24/2010; Parent Consent Form, Spanish + Chinese, version 2, 2/24/2010; translator’s statement).

Approved Subject Enrollment #: 260

Performance Sites:
UIC, Chinese American Service League, Gage Park Field House - Chicago Park District, Harrison Park - Chicago Park District, Diamond Lake School District, Xilin Chinese School

Sponsor:
None

Phone: 312-996-1711 http://www.uic.edu/depts/over/oprs/ FAX: 312-413-2929
Appendix E (continued)

Recruiting Materials:
- A Letter to Parents (Chinese), Version 2; 02/23/2010
- A Letter to Parents (Spanish), Version 2; 02/24/2010

Parental Permissions:
- Parent Consent Form (Spanish), Version 2; 02/23/2010
- Parent Consent Form (Chinese), 02/23/2010

Please note the Review History of this submission:

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<th>Submission Type</th>
<th>Review Process</th>
<th>Review Date</th>
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<td>Amendment</td>
<td>Expedited</td>
<td>03/03/2010</td>
<td>Approved</td>
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</table>

Please be sure to:
- Use only the IRB-approved and stamped consent documents when enrolling subjects.
- Use your research protocol number (2009-1108) on any documents or correspondence with the IRB concerning your research protocol.
- Review and comply with all requirements on the enclosure,
  "UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB #2 has the right to ask further questions, seek additional information, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the OPRS at (312) 996-1711 or me at (312) 996-2014. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Sandra Costello
Assistant Director, IRB # 2
Office for the Protection of Research Subjects

Enclosures:

1. UIC Investigator Responsibilities, Protection of Human Research Subjects
2. Parental Permissions:
   - Parent Consent Form (Spanish), Version 2; 02/23/2010
   - Parent Consent Form (Chinese), 02/23/2010
3. Recruiting Materials:
   - A Letter to Parents (Chinese), Version 2; 02/23/2010
   - A Letter to Parents (Spanish), Version 2; 02/24/2010

cc: Flora V. Rodriguez-Brown, Curriculum and Instruction, M/C 147
    Danny Martin, Curriculum and Instruction, M/C 147
Appendix E (continued)

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Initial Review (Response To Modifications)

February 22, 2010

Qian Fan, M.Ed
Curriculum and Instruction
5815 W Fillmore St., FL2
MC 147
Chicago, IL 60644
Phone: (312) 451-8605 / Fax: (312) 355-2472

RE: Protocol # 2009-1108
“How do parents' perceptions influence parental involvement in their children's homework?”

Dear Dr. Fan:

Your Initial Review application (Response To Modifications) was reviewed and approved by the Expedited review process on February 4, 2010. You may now begin your research.

Please note the following information about your approved research protocol:

Please remember to submit Spanish and Chinese translations of revised recruitment and consent documents prior to recruiting and enrolling subjects who speak Spanish or Chinese as their primary language. A copy of translated documents must be accompanied by an Amendment form when submitted to the UIC IRB.

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<tr>
<td>Approved Subject Enrollment #:</td>
<td>260</td>
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</table>

Additional Determinations for Research Involving Minors: The Board determined that this research satisfies 45CFR46.404, research not involving greater than minimal risk. Therefore, in accordance with 45CFR46.408, the IRB determined that only one parent’s/legal guardian’s permission/signature is needed. Wards of the State may not be enrolled unless the IRB grants specific approval and assures inclusion of additional protections in the research required under 45CFR46.409. If you wish to enroll Wards of the State contact OPRS and refer to the tip sheet.

Performance Sites: UIC, Chinese American Service League, Gage Park Field House - Chicago Park District, Harrison Park - Chicago Park District, Diamond Lake School District, Xilin Chinese School

Sponsor: None

Phone: 312-996-1711  http://www.uic.edu/depts/over/oprs/  FAX: 312-413-2929
Appendix E (continued)

2009-1108  Page 2 of 3  2/22/2010

Research Protocol:
   a) How Do Parents’ Perceptions Influence Parental Involvement in their Children’s Homework; Version 1; 11/29/2009

Recruitment Materials:
   a) A Letter to Parents (no footer)(English)
   b) Scripts Used by Teachers to Parents (no footer) (English)
   c) Scripts Used by Teachers to Grades 1-6 Students (no footer) (English)

Assent:
   a) A waiver of child assent has been granted under 45 CFR 46.116(d) for children as secondary subjects of parents who have consented to disclose information regarding their children

Parental Permission:
   a) Parent Consent Form (English); Version 2; 01/27/2010

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Please note the Review History of this submission:

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<th>Submission Type</th>
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<td>12/03/2009</td>
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<td>01/27/2010</td>
<td>Response To Modifications</td>
<td>Expedited</td>
<td>02/04/2010</td>
<td>Approved</td>
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Please remember to:

⇒ Use your research protocol number (2009-1108) on any documents or correspondence with the IRB concerning your research protocol.

⇒ Review and comply with all requirements on the enclosure, "UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 996-2014. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.
Appendix E (continued)

Sincerely,

Sandra Costello
Assistant Director, IRB #2
Office for the Protection of Research Subjects

Enclosures:

1. UIC Investigator Responsibilities, Protection of Human Research Subjects
2. Parental Permission:
   a) Parent Consent Form (English); Version 2, 01/27/2010
3. Recruiting Materials:
   a) A Letter to Parents (no footer) (English)
   b) Scripts Used by Teachers to Parents (no footer) (English)
   c) Scripts Used by Teachers to Grades 1-6 Students (no footer) (English)

cc: Danny Martin, Curriculum and Instruction, M/C 147
Flora V. Rodriguez-Brown, Curriculum and Instruction, M/C 147
NAME: Qian Fan

EDUCATION: 
B.A., English, Chongqing University, China, 1993
M.Ed, Educational Studies, College of Education, University of Illinois, Chicago, 2004
Ph.D., Curriculum and Instruction, College of Education, University of Illinois, Chicago, 2012

RESEARCH: 
Senior Researcher, JWB Children’s Services Council, Clearwater, FL, USA 2010-Present
Evaluation Intern, Department of Program Evaluation, Chicago Public School (CPS), Chicago, IL, USA, 2008-2009
Research Assistant, Project FLAME, University of Illinois at Chicago, Chicago, IL, USA, 2002-2010
Research Assistant, Project ISCC & ISLE, University of Illinois at Chicago, Chicago, IL, USA, 2005-2008

TEACHING: 
Chinese Language and Culture Instructor, Chinese Program for Younger Learners, Summer Language Institute, North Central College, Naperville, IL, 2005
Instructor/Assistant Professor, Qingdao University of Science and Engineering, China, 1993-2002

PUBLICATIONS: 

PRESENTATIONS: 


PROFESSIONAL MEMBERSHIP: American Educational Research Association

HONORS: UIC Department of Curriculum and Instruction travel awards, 2006
UIC Department of Curriculum and Instruction travel awards, 2011