

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MASTER'S PROGRAM IN APPLIED LINGUISTICS

**STUDENTS' HOMEWORK SELF-REGULATION AND HOMEWORK PRACTICES:
THE CASE OF STUDENTS FROM DIFFERENT EDUCATIONAL CYCLES IN YOZGAT**

MASTER'S THESIS

Emel EGEMEN

JUNE - 2024

TRABZON

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Supervisor: Assoc. Prof. Dr. Tuncer YILMAZ

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APPROVAL

Upon the submission of the dissertation, **Emel EGEMEN** has defended the study “**Students’ Homework Self-Regulation and Homework Practices: The Case of Students from Different Educational Cycles in Yozgat**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** on **29.07.2024**.

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DECLARATION OF ORIGINALITY

I, **Emel EGEMEN**, hereby confirm and certify that;

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- all data and findings in the work have not been falsified or embellished,
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Date 27.06.2024

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS.....	V
ÖZET.....	VIII
ABSTRACT	IX
LIST OF TABLES	X
LIST OF FIGURES	XIII
LIST OF ABBREVIATIONS.....	XIV

CHAPTER ONE

1. INTRODUCTION.....	1-8
1.1. Introduction.....	1
1.2. Background of the Study.....	1
1.3. Statement of the Problem.....	2
1.4. Purpose of the Study	5
1.5. Research Questions	6
1.6. Significance of the Study	7

CHAPTER TWO

2. LITERATURE REVIEW.....	9-17
2.1. Introduction.....	9
2.2. Homework.....	9
2.2.1. Homework in Turkey Context	14
2.3. Self-Regulation Theory.....	14

CHAPTER THREE

3. METHODOLOGY.....	18-34
3.1. Introduction.....	18
3.2. Design of the Study.....	18
3.3. Method of Qualitative Research.....	19

3.3.1. Secondary School Students' Perceptions, Attitudes and Opinions Towards Homework.....	19
3.3.2. Research Model	19
3.3.3. Semi-Structured Interview Form	19
3.3.4. Validity and Reliability.....	20
3.3.5. Data and Collection.....	21
3.3.6. Analysis and Interpretation of Data	21
3.4. Method of Quantitative Research.....	23
3.4.1. Quantitative Data Collection.....	23
3.4.2. Data Analysis.....	23
3.4.3. Validity and Reliability.....	24
3.5. Population and Sample.....	24
3.5.1 Descriptive Findings Regarding the Quantitative Research Participants	24
3.5.1.1. Descriptive Findings Regarding the Socio-Demographic Characteristics of the Secondary School Sample.....	25
3.5.1.2. Descriptive Findings Regarding the Socio-Demographic Characteristics of the High School Sample	27
3.5.1.3. Descriptive Findings Regarding the Socio-Demographic Characteristics of the University Sample.....	28
3.6. Importance of the Study	31
3.7. Data Collection Tools	31
3.8. Demographic Information Scale	32
3.9. Qualitative Interview Questions.....	32
3.10. Student Homework Scale.....	33
3.11. Data Analysis	33
3.12. Ethical Considerations	34

CHAPTER FOUR

4. RESULTS.....	35-80
4.1. Introduction.....	35
4.2. Factor Analysis	35
4.3. Findings of Student Homework Scale Model	38
4.4. Descriptive Findings Regarding the Themes of Qualitative Data.....	66
4.4.1. Findings Regarding the Theme of Feeling Motivated While Doing Homework.....	66
4.4.2. Findings Regarding the Theme of Strategies Applied While Doing English Homework.....	67
4.4.3. Findings Regarding the Theme of Submitting Homework on Time.....	68

4.4.4. Findings Regarding the Theme of Good Homework Definition	68
4.4.5. Findings Regarding the Theme of Homework Considered Useless	69
4.4.6. Findings Related To the Theme of Ways to Make Homework More Effective	70
4.4.7. Findings Regarding the Theme of Teachers Making Explanations While Giving Homework.....	70
4.4.8. Findings Related to the Theme of Completion of Deficiencies by Homework	71
4.4.9. Findings Related to the Theme of Receiving Feedback from the Teacher	71
4.4.10. Findings Related to the Theme of Ways to Overcome Difficulties in Starting Homework	72
4.4.11. Findings Related to the Theme of Understanding the Teacher's Purpose for Assignment.....	73
4.4.12. Findings Related to the Theme of Sufficient Resources and Time for Homework.....	73
4.4.13. Findings Related to the Theme of How Homework Develops Creativity	74
4.4.14. Findings Related to the Theme of the Effect of Having Enough Material on Homework.....	74
4.4.15. Findings Related to the Theme of the Effect of Homework on Stress, Sense of Failure and Boredom	75
4.4.16. Findings Related to Cross Tables.....	75
4.4.17. Findings Related to Code Matrix Scanner	76
4.4.18. Findings Related to Two Case Models According to Gender Variable.....	77
4.4.19. Findings Related to Code Cloud.....	78
4.5. Reliability Coefficients	78
4.6. The Relationship between the Subscales of the Student Homework Scale.....	79

CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	81-83
REFERENCES	84
APPENDIXES	94
CURRICULUM VITAE	110

ÖZET

Bu çalışma, ortaokuldan üniversiteye kadar farklı eğitim seviyelerindeki öğrencilerin İngilizce dersi ödevlerindeki öz düzenleme becerilerini araştırmaktadır. Araştırmaya Yozgat il merkezindeki ortaokul ve liselerde öğrenim gören öğrenciler ile Yozgat Bozok Üniversitesinde öğrenim gören üniversite öğrencileri dahil edilmiştir. Araştırmaya 750 ortaokul öğrencisi, 750 lise öğrencisi ve 1.067 üniversite öğrencisi katılmış ve Öğrenci Ödev Ölçeği'ni doldurmuştur. Araştırma, her üç eğitim kademesinde toplam 2.567 öğrenci üzerinde gerçekleştirilmiştir. Araştırmada, öğrencilerin İngilizce ödevlerine yönelik algılarını ve öz düzenleme becerilerini daha derinlemesine incelemek amacıyla nitel ve nicel analizlerin bir arada kullanıldığı karma yöntem tercih edilmiştir. Yarı yapılandırılmış görüşme formunda, öğrencilerin İngilizce ödevlerine ilişkin algılarını ölçmeye yönelik 15 soru sorulmuş ve bu görüşmeler bire bir gerçekleştirilmiştir. Nicel veri toplama aracı olarak demografik bilgi formu ve sekiz alt boyuttan oluşan, 5'li Likert ölçeğine sahip "Öğrenci Ödev Ölçeği" kullanılmıştır. Bu çalışmada elde edilen veriler SPSS 20.0 kullanılarak analiz edilmiştir. Bağımsız örnekler için t-testi, tek yönlü varyans analizi (ANOVA) ve korelasyon analizi uygulanmıştır. Nitel verilerin içerik analizi süreci için MAXQDA 2020 paket programı kullanılmıştır. Araştırmada doğrulayıcı faktör analizine de yer verilmiştir. Bu bulgular, öğrencilerin öz düzenleme becerilerini geliştirmeye yönelik eğitim stratejilerinin önemini vurgulamakta ve İngilizce dil öğretiminde daha etkili yöntemlerin uygulanmasına yönelik öneriler sunmaktadır.

Anahtar Kelimeler: Akademik Başarı, Ödev, Ödev Öz Düzenlemesi

ABSTRACT

This study investigated the self-regulation skills of students at different education levels, from secondary school to university, in English course homework. Students studying in secondary and high schools in Yozgat City Center and university students studying at Yozgat Bozok University were included in this study. A total of 750 middle school, 750 high school, and 1,067 university students participated in the study and completed the Student Homework Scale. A mixed method comprising qualitative and quantitative analyses was used in this study. In the semi-structured interview form, 15 questions were asked to measure students' perceptions of English homework; these interviews were conducted one-on-one. A demographic information form and the subscales obtained from modeling the “Student Homework Scale,” which consists of eight sub-dimensions and uses a 5-point Likert scale, was used as the quantitative data collection tool for this research. The data obtained in this study were analyzed using SPSS 20.0. A t-test for independent samples, one-way analysis of variance (ANOVA) test, and correlation analysis were applied. The MAXQDA 2020 package program was used for the content analysis of qualitative data. Confirmatory factor analysis was included in the study. The results of this study provide insights into how self-regulation skills in English language learning vary across different educational levels. The findings also highlight the key factors influencing students' homework behaviors and their overall language proficiency. Furthermore, this research contributes to the development of targeted strategies to enhance self-regulation skills in language learning.

Keywords: Academic Success, Assignment, Homework Self-Regulation

LIST OF TABLES

Table No	Table Name	Page Nr.
1	Acceptable Sample Sizes for Specific Populations	25
2	Socio-Demographic Characteristics of the Secondary School Sample	26
3	Socio-Demographic Characteristics of the High School Sample	27
4	Socio-Demographic Characteristics of the University Sample	28
5	Interview Student Information.....	29
6	Qualitative Interview Questions	32
7	Goodness of Fit Indices and Normal Values Used in CFA	35
8	Goodness of Fit Index Values of the Confirmatory Factor Analysis of the Study (N=1067)	36
9	Mean and Skewness-Kurtosis Scores for the Student Homework Scale Model.....	38
10	t-Test Results for Scales by Gender.....	39
11	t-Test Results for Scales According to Whether or Not There is a Study Room at Home.....	39
12	t-Test Results of the Scales According to Whether or Not There is a Computer with Internet Connection at Home.....	40
13	Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level	41
14	Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level	42
15	Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status	42
16	Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status.....	43
17	Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework	44
18	Mean and Skewness-Kurtosis Scores for the Scales of the Student Homework Scale Model	45
19	t-Test Results for Scales by Gender.....	46
20	t-Test Results for Scales According to Whether or Not There is a Study Room at Home.....	47
21	t-Test Results of the Scales According to Whether or Not there is a Computer with Internet Connection at Home.....	48
22	Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level	49

23	Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level.....	50
24	Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status	52
25	Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status.....	53
26	Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework	53
27	Mean and Skewness-Kurtosis Scores for the Scales of the Student Homework Scale Model	55
28	t-Test Results for Scales by Gender.....	56
29	t-Test Results for Scales According to Whether or Not There is a Study Room at Home.....	56
30	t-Test Results of the Scales According to Whether or Not There is a Computer with Internet Connection at Home.....	58
31	Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level	59
32	Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level	60
33	Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status	62
34	Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status.....	63
35	Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework	65
36	Codes Related to the Theme of Feeling Motivated While Doing Homework.....	67
37	Codes Related to the Theme of Strategies Applied While Doing English Homework	67
38	Codes Related to the Theme of Submitting Assignments on Time	68
39	Codes for Good Homework Definition Theme	68
40	Codes Related to the Theme of Assignments Characterized As Useless	69
41	Codes Related to the Theme of Ways to Make Homework More Effective	70
42	Codes Related to the Theme of Teacher's Explanation While Assigning Homework	70
43	Codes Related to the Theme of Completion of Deficiencies by Homework Assignments.....	71
44	Codes Related to the Theme of Receiving Feedback from the Teacher.....	71
45	Codes Related to the Theme of Ways to Get Rid of Difficulties in Starting Homework	72
46	Codes Related to the Theme of Understanding the Teacher's Purpose for Assigning Homework	73
47	Codes Related to the Theme of Sufficient Resources and Time for Homework.....	73

48	Codes Related to the Theme of the Status of Homework to Develop Creativity	74
49	Codes Related to the Theme of the Effect of Having Sufficient Material on Homework	74
50	Codes Related to the Theme of Stress, Sense of Failure and Boredom Effect of Homework	75
51	Cross Table Regarding Gender Variable	75
52	Correlation Table	79



LIST OF FIGURES

Figure No	Figure Name	Page Nr.
1	Path Graphics.....	37
2	Code Matrix Scanner	77
3	Two Case Models Related to Themes by Gender Variable	77
4	Code Cloud for the Research.....	78



LIST OF ABBREVIATIONS

FPRHS : Feedback Perceptions Regarding Homework Scale
GOS : Goal Orientatin Scale
HPS : Homework Procrastination Scale
HQPS : Homework Quality Perception Scale
HSUS : Homework Strategy Use Scale
MSUS : Management Strategy Use Scale



CHAPTER ONE

1. INTRODUCTION

1.1. Introduction

This section provides a general introduction to the content and characteristics of the research. In this context, this chapter contains the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study.

1.2. Background of the Study

Educational activities extend far beyond the confines of school walls. Education is not a fleeting or temporary action but a lifelong process that permeates every aspect of life, both inside and outside the classroom. As emphasized by Dewey (1938), education is a continuous process of growth and development, and this growth is not confined to formal school settings. In this broader context, one of the most fundamental educational activities conducted outside the school is homework.

In today's educational landscape, homework has become an indispensable component of the educational process. As Cooper (2007) notes, homework serves as a bridge between school learning and the application of knowledge outside the classroom, reinforcing what has been taught and helping students achieve academic success. Teachers assign homework to deepen students' understanding of the subject matter, reinforce learning, and foster independent study habits, all of which are crucial for academic success (Trautwein and Köller, 2003).

The effectiveness of homework, however, hinges on its quality and the level of student engagement. Research by Hattie (2009) highlights that well-designed, student-centered homework can significantly enhance the learning process. Homework that is active, meaningful, and aligned with students' interests contributes greatly to their academic progress. A field experiment by Paschal, et al. (1984) further supports this, showing that homework positively impacts student learning outcomes.

Moreover, homework plays a crucial role in developing students' self-regulation skills. Zimmerman and Kitsantas (2005) argue that homework is a key factor in fostering self-discipline,

time management, and independent learning, all of which are essential for long-term academic success. Despite these benefits, the implementation of homework does not always meet the desired standards. This view is supported by findings from Cooper et al. (2006), who suggest that excessive homework can lead to student burnout and disengagement, thus counteracting its potential benefits.

The success of homework in achieving its educational goals is closely linked to students' attitudes towards it. As Trautwein and Köller (2003) point out, students' perceptions of homework are critical to its effectiveness. This study on the homework habits and perceptions of students at different educational levels—ranging from secondary school to university—aims to uncover useful insights for assigning more effective and engaging homework. Incorporating multimodal assignments, such as video-based tasks and the integration of technology, especially in language learning, can enhance the quality and impact of homework (Mayer, 2002).

The amount of time students dedicate to homework is another factor influencing academic success. The relationship between time spent on homework and academic achievement is complex. Kitsantas, et al. (2011) found that the time spent on homework does not necessarily lead to higher test scores in mathematics, suggesting that the quality of homework may be more important than the quantity. In contrast, Fernández-Alonso et al. (2017) observed that while the time spent on homework can positively affect academic results at the school level, it may have a negative relationship with academic success at the individual level, indicating that the optimal amount of homework time varies among students.

1.3. Statement of the Problem

Homework assignments are tasks assigned by teachers that students are required to complete outside of regular school hours. These tasks are designed to reinforce learning, help students practice skills, and encourage independent study. According to Cooper (1989), homework serves multiple educational purposes, including the improvement of students' understanding of classroom material, the development of study habits, and the enhancement of self-discipline.

Trautwein and Köller (2003) further elaborate that while homework is often intended to increase academic achievement, it is not a panacea; its effectiveness depends on various factors, including the quality and relevance of the assignments, the level of student engagement, and the support provided by parents and teachers. Moreover, Kohn (2006) argues that simply assigning homework does not automatically translate into improved academic performance. Instead, the impact of homework on learning outcomes is complex and influenced by how the homework is structured and integrated into the overall educational experience.

In summary, while homework is a widely used educational tool with various intended benefits, its role in directly enhancing academic success is not straightforward. The effectiveness of homework depends on thoughtful implementation and the context in which it is given.

In terms of the scope of this study, no comprehensive study has been conducted in Turkey. Most research conducted on homework practices tends to focus on a single educational level or specific class. For instance, many studies have examined homework habits within a single grade or subject area, offering insights into how homework impacts student learning within that narrow context (Cooper, 2006). However, the literature lacks comprehensive studies that explore the homework habits of students across different educational levels, particularly concerning English language homework. While existing research has extensively analyzed the effects of homework on academic success within individual classrooms, there is a noticeable gap in the literature regarding the impact of homework habits across a broader spectrum—from secondary school through to university. This absence of well-rounded studies leaves a significant gap in understanding how homework practices influence academic outcomes across various stages of education (Kitsantas, et al. 2011; Fernández-Alonso et al. 2017). A complete study of students' homework practices is missing, and this study fills this gap in the field. The results obtained in this study are important for researchers in the field. Moreover, it is suggested that this study has a unique value for including multi-level research in the field that was not included in previous studies, and it will set a benchmark for education policy makers to obtain maximum productivity from homework. There are contradictory statements about homework in newspapers. In some newspaper blog posts, it is claimed that homework has a positive effect on the success of the course, while in others, it is claimed that homework negatively affects the success of the course. Özgür Bolat (2016), a newspaper columnist in *Hürriyet*, claimed that the effect of homework on course success is very low and said that “in our current education system, the contribution of homework to learning is very low and unless an assignment system that requires exploration is developed, homework will bring more harm than good”. Furthermore, according to Çalık and Kasap (2019), education policymakers warned parents not to pressure on their children, there is a need for parents to create environments where physical activity is high, emotional communication is high, and children are in more social environments.

The quality of homework assignments is a critical issue in educational research. Many assignments are practice-oriented tasks that focus on drill exercises, rather than project-based assignments that foster higher-level cognitive skills such as creativity, communication, and research (Mayer, 2002; Hattie, 2009). This distinction is important as project-based assignments are designed to engage students in deeper learning processes, encouraging them to apply knowledge in novel and meaningful ways (Thomas, 2000).

This study investigates students' perceptions of practice-style drill homework compared to self-development-oriented project assignments. The findings reveal significant insights into the

effectiveness of different types of assignments. Research shows that while drill-based homework can reinforce basic skills, project-based assignments are more effective in promoting critical thinking and creativity (Cooper, 2006). In light of these findings, teachers are encouraged to design assignments that emphasize research and development, aiming to enhance student creativity and engagement with the subject matter (Kitsantas et al. 2011). This approach aligns with the goal of maximizing the educational benefits of assignments and fostering a more dynamic learning environment.

Multimodal assignments, which leverage technological elements such as creating PowerPoint presentations and music videos that emphasize student creativity, hold significant educational value. These assignments often incorporate various forms of media, including images, drawings, and visual representations, to convey ideas and enhance learning experiences (Mayer, 2009). As the Internet becomes increasingly prevalent, the integration of multimodal assignments in areas such as foreign language teaching can significantly bolster students' understanding and retention of material (Sankey, et al. 2010).

Sankey et al. (2010) emphasize the importance of incorporating educational technology and multimedia to offer diverse content representations, which can cater to different learning styles and improve engagement. However, a review of current practices reveals that multimodal assignments are often underutilized in language tasks. Integrating such assignments into the curriculum is believed to be crucial for enhancing course success and providing more meaningful learning experiences (Anis and Khan, 2023).

Incorporating real-life elements into homework assignments, where students interact with and analyze the world around them, is also considered beneficial. Assignments that relate to real-life contexts and reinforce lesson content are thought to be more effective in supporting students' learning and engagement (Theall, 2004). Thus, expanding the use of multimodal assignments in educational settings is seen as a promising approach to improving academic outcomes and fostering a deeper connection with the material.

A student is often assigned a significant number of homework tasks throughout the academic year. This raises important questions regarding the efficacy of these assignments. Specifically, to what extent are homework assignments contributing to educational outcomes? The role of students' perceptions, attitudes, and expectations regarding their homework is crucial for understanding its effectiveness.

1. How do students perceive the value and purpose of their homework assignments?
2. What expectations do students have regarding the outcomes of completing their homework?

3. Do students believe that engaging in homework will yield tangible benefits for their academic progress?
4. To what extent do students experience motivation and engagement when completing their homework tasks?
5. What characteristics define effective and meaningful homework from the students' perspective?
6. Does homework contribute to the enhancement of learning and understanding?

In summary, students' attitudes and perceptions toward homework are critical factors that influence its overall effectiveness. Investigating these aspects is essential for ensuring that homework fulfills its educational purpose and provides meaningful benefits. By examining students' views on homework and conducting thorough research in this area, it is anticipated that the design and implementation of homework assignments can be improved to better support student learning and achievement.

1.4. Purpose of the Study

Achieving the goals expected from homework is related to students' attitudes towards homework. In other words, students' perceptions of homework are important and effective elements in fulfilling the function of homework. Revealing students' perceptions about homework will be beneficial in realizing the goals and functions expected from homework. Therefore, this study examined students' perceptions, attitudes, and views of homework. Thus, concrete and effective steps can be taken to increase the effectiveness and efficiency of the homework.

Examining students' perceptions, attitudes, and views towards homework is valuable for the realization of the expected benefit from homework. This study examined the perceptions, attitudes, and views of students studying at secondary, high school, and university education levels towards homework. To investigate this issue, quantitative and qualitative research techniques were used. In this context, questionnaires and interview techniques were used to determine the perceptions, attitudes, and views of the students towards their homework and to determine how these perceptions, attitudes, and behaviors of the students are at different education levels. As Türmüklü (2000) states, although the interview technique has its limitations in order to reach information about human beings, who are very complex and difficult to understand social beings, if it is used together with other research techniques, very deep data can be obtained.

In this study, students' perceptions, attitudes, and views towards homework were examined, and the feelings of students at different education levels were investigated. This study presents a picture of how students perceive current assignments and draws a roadmap for teachers and policymakers in terms of developing homework policies. Thanks to the results obtained from this

study, it is possible to take steps to realize the expected benefits from homework at the highest level by accessing the relevant perceptions of the students. The findings from this comprehensive study are important, especially in the context of politicians' well-informed decision-making.

1.5. Research Questions

Quantitative Questions:

These questions are typically addressed through numerical data and statistical analysis.

1. What is the level of students' perceptions of homework quality?

- This can be measured using Likert-scale surveys or questionnaires to quantify students' evaluations of homework quality.

2. To what extent does student feedback affect homework behavior?

- This can be analyzed through surveys that quantify the relationship between feedback and changes in homework behavior.

3. What are students' attitudes toward homework at the secondary school, high school, and university levels?

- This can be assessed using structured surveys that compare attitudes across different educational levels.

Qualitative Questions:

These questions are usually explored through descriptive data, interviews, and thematic analysis.

1. What kinds of goals do students aim for when doing homework?

- This question can be explored through open-ended interviews or focus groups where students describe their goals and motivations.

2. What management strategies do students use in the homework process?

- This can be examined through detailed interviews or qualitative surveys that explore students' strategies and techniques for managing homework.

3. What are the reasons students delay homework?

- This can be investigated through interviews or open-ended survey responses where students explain their reasons for procrastination.

1.6. Significance of the Study

Homework is a critical element of the educational process, functioning as an out-of-school task assigned by teachers to support students' learning. Despite its significance, the effectiveness of homework has been subject to debate, particularly regarding its impact on academic success and student motivation. The current literature reveals a substantial body of research on the relationship between homework and variables such as academic achievement, motivation, and skills development. However, there remains a gap in comprehensive studies that explore the perceptions and attitudes of students and parents towards homework across different educational levels.

This study aims to address this gap by investigating students' and parents' views, attitudes, and perceptions of homework to better understand its effectiveness and the challenges encountered. The study's focus on qualitative and quantitative aspects of homework provides a nuanced understanding of how these assignments are perceived at various educational levels, including secondary school, high school, and university. By exploring the goals students aim to achieve through homework, the management strategies they employ, and their reasons for procrastination, this research will provide valuable insights into the current practices and issues associated with homework.

Specifically, this study will fill several key gaps in the academic literature:

1. **Evaluation of Homework Quality:** While previous research has examined the general impact of homework on academic outcomes, there is limited investigation into how students perceive the quality of their homework. This study will offer a detailed analysis of students' evaluations of homework quality and its implications for learning outcomes. Understanding these perceptions is crucial for designing assignments that truly benefit students.
2. **Differences Across Educational Levels:** Although many studies have focused on specific educational stages, few have compared homework perceptions and attitudes across secondary school, high school, and university levels. This study will explore how these attitudes differ by educational level and how they influence the effectiveness of homework, providing a comprehensive view of the homework experience throughout students' academic careers.
3. **Impact of Feedback and Self-Regulation:** The role of feedback in shaping homework behavior and the development of self-regulation skills is another area of interest. This research will investigate how feedback affects students' approach to homework and how self-regulation skills can be improved through effective homework practices.
4. **Integration of Multimodal and Project-Based Assignments:** While traditional drill-style homework is prevalent, there is a need for more research on the effectiveness of multimodal and project-based assignments that foster creativity and higher-order thinking. This study

will assess how such assignments impact students' engagement and learning outcomes, contributing to the development of more effective and enriching homework practices.

5. **Policy Implications:** With ongoing debates about the role of homework and recent policy shifts regarding its assignment, this study will provide insights into how homework practices can be improved to align with educational goals and policy requirements. The findings will inform policymakers and educators about the benefits of high-quality assignments and the importance of balancing quantity with quality.

In summary, this study will address significant gaps in the academic literature by providing a thorough examination of students' and parents' perceptions of homework across different educational levels. It will offer practical recommendations for improving homework practices, ensuring that assignments are both meaningful and effective. The research will contribute to a deeper understanding of how homework can be optimized to enhance educational outcomes and inform policy decisions. By highlighting the importance of quality over quantity and the need for assignments that align with students' needs and interests, this study will support efforts to create a more effective and engaging educational environment.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This section presents a review of previous research on the link between students and homework. In this context, first, the subject of homework will be mentioned, and brief information will be provided about the studies in the literature on this subject. In addition, topics related to the subject of the study, such as the purposes and functions of homework, the aims of teachers to provide homework, and the participation of parents in homework will be included. In addition, research on self-regulation theory is presented within the framework of the relationship between homework and students. The points mentioned here will be useful in examining students' perceptions, attitudes, and perspectives towards homework.

2.2. Homework

Numerous studies in the literature address the effects, purposes, and functions of homework. Given that academic research and studies on homework have been ongoing for many years, there are many academic resources on the topic. For instance, Hattie and Timperley (2007) examined the impact of homework on students' academic success and provided comprehensive insights into its role in the learning process. Eren and Henderson (2008) analyzed the effects of homework on student performance and skill development. Additionally, Hong et al. (2015) investigated the effects of homework on students' learning processes and motivation.

In-school guided study encompasses assignments given to students that are completed outside regular classroom hours. This definition specifically excludes various non-academic activities such as extracurricular clubs, sports participation, and home-study courses delivered through media like mail, television, or the Internet. According to Cooper et al. (2006), in-school guided study is narrowly defined to exclude these additional forms of learning and engagement.

To clarify, non-academic extracurricular activities, including sports and club participation, as well as in-school tutoring and media-based home study courses, fall outside this definition (Cooper and Valentine, 2001: 145). Therefore, assignments that form a critical component of the educational process are generally focused on reinforcing a subject or skill taught during class sessions.

For recent discussions on the scope of homework and its definitions, see the updated literature, such as the work by Trautwein et al. (2002), which continues to refine the boundaries of what constitutes effective out-of-school study practices and their impacts on student learning outcomes (Trautwein et al. 2002). Furthermore, the evolving perspectives on homework's role and its differentiation from other educational activities are discussed by Sayers et al. (2023), highlighting the ongoing debates in defining and understanding effective homework strategies.

Providing homework as a teaching technique allows children to have prior knowledge of certain subjects or to reinforce their knowledge by performing exercises on certain subjects (İlgar, 2005). As stated by Epstein (1983: 7), homework is a structured opportunity to take control of students' learning and thinking. The pedagogical value of homework, not only for teachers, but also for students, is undeniable. Moreover, homework has long been a mainstay of Turkish education for several reasons: it extends time. Thanks to homework, the education process continues outside the school and education spreads over time.

As Hong and Lee (1999) emphasized, homework is a fundamental teaching strategy implemented within educational settings. It is a common practice used by educators to enhance students' academic performance. However, the purpose of homework extends beyond merely increasing academic success. According to Çakır and Ünal (2019), homework also aims to foster collaborative behaviors and develop social skills such as communication (Çakır and Ünal, 2019: 43).

Homework encompasses any educational activity planned and assigned by teachers to be completed outside the classroom by students, typically without direct supervision (İlgar, 2005). It is designed to boost students' individual engagement with their lessons (Epstein, 1983) and to demonstrate that learning occurs both in school and at home, thereby promoting independent learning and fostering responsible character traits (Cooper and Valentine, 2001).

Epstein and Becker (1982) identified seven distinct purposes of homework, highlighting its multifaceted role in education (Epstein, 1983, 4). Recent studies continue to explore and validate these purposes, emphasizing the evolving understanding of homework's role in supporting academic and personal development. For instance, Rosário et al. (2018) have reviewed the contemporary objectives and effectiveness of homework, underlining its significance in developing students' self-regulation and academic achievement.

- **Practice** (to increase speed, mastery, or maintenance of skills)
- **Participation** (to increase the involvement of each student with the learning task)
- **Personal development** (to build student responsibility, honesty, perseverance, time management, self-confidence)

- **Parent-child relations** (to establish communication between parent and child on the importance of schoolwork and learning)
- **Policy** (to fulfill directives from administrators at the district or school level for a prescribed amount of homework per week)
- **Public relations** (to inform parents about what is happening in class)
- **Punishment** (to remind students of the teacher's requirements for class work or behavior)

Homework which is included in learning strategies is given for a variety of reasons (İlgar, 2005). Some educators perceive homework to be an integral part of the learning process. Cooper et al. (2006) state that homework benefits high grades. Homework assignments provide students with an opportunity to practice or review materials that have already been presented in class (Becker and Epstein, 1982). Moreover, homework allows teachers to evaluate their students' understanding of the subject, shortcomings, development, and strengths or weaknesses. As Çetinkaya and Uzunkol (2019) noted, the benefits of homework are only possible if they are used effectively.

Homework is an essential part of the daily routine of most school-age children, as a significant proportion of their time outside school can be devoted to its management and completion (Cooper and Valentine, 2001). Homework is usually given to the entire class, and the homework practices of students in the class are interrelated (Taş, 2013: 6). Students' ages, characteristics, and family situations should be considered when assigning homework (İlgar, 2005). In a study by Cooper et al. (2000: 484), among middle school students, homework completion rates were positively associated with student attitudes and negatively associated with the amount of homework.

Whether there is a direct relationship between students' attitudes towards homework and their academic achievement has gained importance in the literature. Rutter et al. (1979) stated that the fact that teachers give homework to students and that students do these assignments is positively related to their academic performance and school behavior. According to the results of research conducted by İleri (2013), successful students have weak attitudes towards homework, but less successful students have strong attitudes towards homework. In addition, although it was observed that students with low cognition had a positive attitude towards homework, it was understood that these students did not do their homework because they did not fully understand the importance of doing so

Homework helps students acquire the habit of working independently at sense of responsibility, the development of self-discipline, and the habit of working efficiently (İlgar, 2005). Homework improves students' study skills and attitudes towards school and teaches them that learning can happen anytime and anywhere, not just at school and during school hours (Cooper and Valentine, 2001: 146). It can be said that homework will contribute to raising individuals with high self-confidence, as students will experience a sense of achievement by fulfilling the homework (Aydın et

al. 2015: 212). The long-term contribution of homework to students can support the development of students' personal and academic skills (Duru and Çöğmen; 2017: 356). Students who do their homework regularly and on time will be appreciated by their teachers because of this successful behavior. Being appreciated by an authoritative teacher in the classroom will build students' self-confidence.

Ramdash and Zimmerman (2011: 194) emphasize that the purpose of teachers' homework assignments is to enhance or improve students' learning outcomes. Assignments designed to meet these purposes should help increase student learning and development, develop home-school-community partnerships, and improve teaching and administrative practices (Epstein and Van Voorhis, 2001: 181).

Homework, which is an important part of the daily routine of many school-age children (Cooper et al. 2006: 2), is one of the most debated issues among educators. There are different views and practices regarding homework. Some of the teachers advocate the benefit of homework and think that it increases the academic achievement of the student, while others ignore the nature of the assignment and think that this negatively affects the socialization of the child, and that it does not contribute much academically. Homework can also have negative effects. According to Cooper and Valentine (2001: 151), homework can lead to boredom at school, as all activities will only be interesting for a certain period, which may prevent children from accessing leisure activities.

Although homework is for the benefit of students, it should not exceed a certain limit in terms of quality and intensity and should not adversely affect their social lives. If homework interferes with social experience, outdoor recreation, and creative activities, or if it uses sleep time, it does not meet the basic needs of children and adolescents (Wildman, 1968: 203). According to Cooper and Valentine (2001: 145), homework was seen as a way to increase the speed of knowledge acquisition, but this situation was reversed in the mid-1960s and began to be seen as a symptom of excessive pressure on students.

Homework is not just a student-restricted activity, as it is performed at home. In fact, parents also participate in homework. It should be reviewed not only by teachers, but also by parents (Ilgar, 2005). Brooks (1916) emphasized that parental control of children's activities is an instinct, and therefore, this situation is general and inevitable. Cooper et al. (2000) stated that parental participation in homework affects students' homework success and performance. It is stated that if families support the students in this regard and help them in providing a working environment, the rate of doing homework and the success of the students will increase.

The active involvement of families is crucial for the successful completion of homework and achieving the intended objectives. Xu and Corno (2003) investigated the impact of family support

on middle school students' homework and demonstrated that parental involvement can significantly enhance students' ability to complete their homework responsibly (Xu and Corno, 2003). Similarly, Brooks (1916) emphasized that parental guidance and supervision play a vital role in students' academic success, noting that children tend to perform better in school when their parents actively supervise their homework (Brooks, 1916). Furthermore, Epstein (1983) highlighted that homework serves as a means for parents to engage in dialogue about their children's academic progress, thereby fostering communication between families and schools.

In Xu and Corno's 2006 study, it was found that students who received parental assistance worked more frequently to manage their workspace, self-motivate during homework, and control potentially inhibiting emotions, compared to those who did not. If parents support the fulfillment of homework by the children and supervise that the homework is done on time and properly, they will make a great contribution to education and training activities. Akçöltekin and Doğan (2013: 149) emphasize that homework is an application done at home and that it should be carried out in relation to family members in order to be productive and obtain positive results from homework. Expressing that a teacher should be both the overseer of the house and the teacher of the children at school, according to Brooks (1916: 194), especially in the fourth and fifth grades, homework without parental supervision has little value.

Following the results of his study, Cooper (1989) stated that there are potential positive versus negative effects. For example, parental involvement in homework helps accelerate children's learning, but parental involvement can hinder learning if parents are not equipped to fulfill the role of teacher or if parents use different teaching techniques than those in school. In addition, while it was stated that parental involvement could facilitate communication between school and family, it was also stated that direct involvement of parents in homework could put excessive pressure on children to complete their homework and do well. Finally, while parents monitor and help their children with their children's homework, this action is thought to be beneficial for children, but over-concerned parents provide assistance beyond tutoring, perhaps by simply providing correct answers or completing homework themselves. However, this situation cannot be favored by the students.

Homework should develop thinking and encourage research (Özenç, 2020: 383). Encouraging independence by equipping students with learning skills will enable them to manage their own lifelong learning activities more effectively (Somuncuoğlu and Yıldırım, 1999: 267). Indeed, providing students with learning skills and enabling them to act independently will benefit them. It is not possible to expect success from students who lack learning skills and cannot gain independence.

Trautwein and Koller (2003: 115) state that homework research should be more closely linked to well-founded theories of psychological learning. This link should be considered if it is desired to achieve effective results for learning through the assignments given to the students by the teachers.

In recent years, emphasis has been placed on the nature and content of the assignments to ensure active learning. If the nature of the homework given to students by the teacher is not taken into account, homework cannot serve the main goals of education and training. Grade level has a significant influence on homework effectiveness. While assigning homework to students by the teacher, the situation of the students in class should be considered. Otherwise, effective results cannot be obtained for teaching assignments.

2.2.1. Homework in Turkey Context

In 2012, an education reform implemented in Turkey. According to this reform, which aimed to increase the duration and level of compulsory education of the society, the duration of compulsory education was increased from 8 years to 12 years. In addition, a number of improvements were made in education by looking at other OECD countries. The aim was to equip the young population with knowledge and skills in line with the requirements of the information age (Ministry of National Education [MNE], Announcements, 2012). In line with these goals, there has been a trend in homework practices from traditional methods to more individual and project-based homework. According to the Regulation on Pre-School Education and Primary Education Institutions by the Ministry of National Education, project assignments are integral to the learning process. The regulation stipulates that at each stage, students should participate in project tasks, and it is essential to monitor whether these tasks are completed by students (MNE, 2013: Article 4). Furthermore, feedback from teachers is provided upon completion of the project, and necessary interventions are made for students who do not meet the desired success criteria. The regulation also emphasizes the importance of "performance evaluation studies" that foster the development of psychomotor skills, highlighting the need for varied and comprehensive assessment methods (MNE, 2013: Article 4).

In the light of all these evaluations of homework, a tendency has emerged that the quality of homework is more important than its quantity. In Turkey, for example, education policymakers have occasionally restricted the amount of homework assigned, arguing that excessive homework can diminish student motivation and detract from the primary educational goals (Akşam, 2019).

2.3. Self-Regulation Theory

In this study, a model based on self-regulation theory and homework was developed. The model shows the relationships between the study variables. Self-regulation can be defined as "self-generated thoughts, feelings, and actions for attaining academic goals" (Zimmerman, 1998: 73). According to

Zimmerman and Martinez-Pons (1986), self-regulated students are prompt and consistent in completing homework.

The concept of self-regulation is closely related to volition. Volition is characterized by self-regulatory activities (Corno, 1993; Corno, 2004; Boekaerts and Corno, 2005). Volition plays an important role in the timely and complete fulfillment of homework. Volition is used to mean “strength of will” and this expression, on the contrary, indicates a continuum of weakness (Corno, 1993: 14). According to Xu and Wu (2013: 1), volitional control is primarily concerned with implementation issues that arise after goal setting to maintain the intention to achieve that goal in the face of potential distractions and other obstacles. According to (Corno, 1993: 14); *“To do something of one’s own volition” is to do it by one’s own resources and sustained efforts, independent of external source or pressure*. Volitional control is especially significant for homework management, as the aims of homework tasks are typically set by teachers (Xu and Wu, 2013: 1).

Self-regulatory models are distinctive because they seek to understand academic study from a student’s perspective, particularly her/his self-image as a learner (Zimmerman, 1998: 74). The self-regulation model is cyclical and consists of four steps: According to Zimmerman (1998: 82-83), the steps are as follows.

- **The first step= Self-evaluation and monitoring:** It occurs when students determine the effectiveness of their current study methods.
- **The second step= Goal setting and strategic planning:** It involves setting a specific learning goal for oneself and selecting an appropriate strategy to attain it.
- **The third step= Strategy implementation and monitoring:** This occurs when students try to execute a study strategy in structured contexts and monitor their accuracy in implementing it.
- **The fourth step= Strategic outcome monitoring:** This occurs when students focus their attention on their studying outcomes in order to adapt their strategy to achieve optimal effectiveness.

Self-regulation outcomes in children may be associated with the way parents motivate and support their children’s school-related behavior (Grolnick and Ryan, 1989: 143). Their study supported the view that more autonomy support, structure, and involvement of parents are associated with greater self-regulation and higher achievement in children (Cooper et al. 2000: 466-467). In this study, parents who reported greater support for autonomy reported that their students completed more homework assignments.

Boekaerts and Corno (2005: 201) state that all theorists assume that students who self-regulate their learning are actively and constructively involved in the meaning-making process. Self-regulation is a self-directed process in which learners transform their cognitive competencies into academic skills (Yıldızlı and Saban, 2015: 106). Self-regulatory activities in which students engage to achieve learning and performance goals mediate achievement effects (Boekaerts and Corno, 2005: 201).

Self-regulated learning has become an important factor in increasing academic success and developing lifelong learning skills (Yıldızlı and Saban, 2015: 113). Self-regulated learning develops through purposive engagement with the fundamental concepts and structure of subject matter (Boekaerts and Corno, 2005: 223).

According to self-regulation theory, which provides a detailed and broad view of homework, during homework, students are expected to engage in self-regulation. Students set goals (depending on the task), motivate themselves, use cognitive strategies to complete homework, monitor their progress, and use metacognitive strategies (Taş, 2013: 5-6). According to Ramdass and Zimmerman (2011: 198-199), there are three areas of self-regulation. In other words, self-regulation operates through three components: motivational, cognitive, and metacognitive. According to the authors, these areas of self-regulation are cyclically, and here, the belief in one's capabilities and expectations of success are significant.

According to Ramdass and Zimmerman (2011: 195), self-regulation and homework are related, and their findings showed that skilled students from elementary grades to college, exhibit self-regulation behaviors during homework activities. Trautwein and Koller (2003) pointed out that there is a critical need to study a range of homework variables to gain insight into students' self-regulatory homework processes. Self-efficacious students believe that homework completion leads to successful learning outcomes (Ramdass and Zimmerman, 2011: 198).

Ramdass and Zimmerman (2011, 195) stated that self-regulation behaviors develop gradually over time with repeated applications. The idea of self-regulated learning regards learning as a life-long action and the learner as an active participant in the teaching and learning process (Somuncuoğlu and Yıldırım, 1999: 267). Time management, setting goals, effort, persistence in completing difficult tasks, and self-monitoring one's performance are self-regulation skills, which are important components both for academic success and in the lives of successful people (Zimmerman, 1998; Ramdass and Zimmerman, 2011: 198).

As the studies cited here show, the role of self-regulation in homework performance is invaluable and significant. In this way, students can reach their determined goals by using effective and correct strategies and in a more systematic way. In this context, students' self-regulation behavior

helps in successful learning. Students who adopt self-regulation behaviors can achieve effective and productive results in the learning process.

The role of technology in education is growing increasingly significant, yet there is a lack of comprehensive research on its impact on homework self-regulation. Here are some key studies and findings regarding how technology, such as educational apps and digital homework platforms, influences students' self-regulation skills in their homework processes:

1. **Digital Homework Platforms and Self-Regulation Skills:** Digital homework platforms provide tools that can enhance students' self-regulation skills by offering features such as time management, task tracking, and self-assessment opportunities. For instance, in a study by Liu et al. (2022) developed an online intelligent platform to see the effectiveness of online education by employing not only external incentives but internal incentives as well.
2. **Educational Apps and Self-Regulation:** Educational apps support self-regulation by allowing students to set learning goals, monitor their progress, and adjust strategies as needed. Research indicates that these apps can improve self-regulation skills through mechanisms such as self-assessment and feedback. Hattie and Timperley (2007) highlighted that educational apps with effective feedback mechanisms could enhance students' self-regulation and learning outcomes (Hattie and Timperley, 2007).
3. **Technology-Supported Learning Environments:** Technology-supported learning environments offer various tools that help students develop self-regulation skills. These environments provide students with greater control over their learning processes, which can lead to improved self-regulation. Akyol and Garrison (2011) found that such environments support students in taking control of their learning and developing better self-regulation skills (Akyol and Garrison, 2011).
4. **Impact of Technology on Motivation:** Technological tools can also enhance students' motivation, which in turn affects their self-regulation abilities. Game-based learning applications and interactive software, for example, can increase students' engagement and motivation, facilitating better self-regulation in homework tasks (Papastergiou, 2009).

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter contains explanations of the study design, setting, participants, procedures, data collection instruments, data analysis, and ethical considerations.

3.2. Design of the Study

A mixed-methods design was used in this study to answer the basic research questions mentioned above.

Quantitative Questions:

These questions are typically addressed through numerical data and statistical analysis.

What is the level of students' perceptions of homework quality?

To what extent does student feedback affect homework behavior?

What are students' attitudes toward homework at the secondary school, high school, and university levels?

Qualitative Questions:

These questions are usually explored through descriptive data, interviews, and thematic analysis.

What kinds of goals do students aim for when doing homework?

What management strategies do students use in the homework process?

What are the reasons students delay homework?

The qualitative data collection tool consisted of a “semi-structured interview form” prepared by the researcher. Using a semi-structured interview form, the researcher obtained reliable data by conducting in-depth interviews or interviews with the participants. Cannell and Kahn (1968) defined the interview as a two-person conversation initiated by the interviewer for the purpose of obtaining research-relevant information and focusing on content determined by the research objectives for systematic description, prediction, or explanation. The interview is intersubjective and allows participants to discuss their interpretations of the world and express how they perceive situations according to their singularity (Cheron, et al. 2022: 2). Interviews differed from surveys, in which

participants completed questions by selecting options. Participants' thoughts were important and guided the study. Interviewing is a structure in which data are co-produced, rather than simply collected, and all participants actively produce information. According to Cheron et al. (2022: 2), interviewing is a structure in which data are co-produced rather than simply collected and where all participants are active in the production of knowledge. Therefore, this study is not limited to simple questions. In-depth interview techniques have also been used to increase research effectiveness and efficiency.

3.3. Method of Qualitative Research

3.3.1. Secondary School Students' Perceptions, Attitudes and Opinions Towards Homework

The quantitative dimension of this research was determined using a general scanning model, which is a descriptive scanning method. In general screening models, research and screening are conducted on a determined group or sample to make a general judgment about a universe consisting of many elements. In survey research, collecting and evaluating evidence is of great importance for finding data related to past events, establishing relationships between these data, and making judgments (Babahanoğlu et al. 2021).

3.3.2. Research Model

This study aimed to examine the perceptions, attitudes, and opinions of secondary school students towards homework. In this research, “semi-structured interview” and “content analysis” techniques are used within the scope of “qualitative research techniques”. Since the research was a “qualitative” study, it is conducted with the individuals in the sample and “open-ended questions” were asked to the students during the interviews.

3.3.3. Semi-Structured Interview Form

Problem Definition Phase:

- **Clarify Objectives:** Clearly define the research objectives and goals to guide the development of interview questions.
- **Literature Review:** Conduct a thorough literature review to understand the existing knowledge and identify gaps. Create relevant keywords for an effective search (Karasar, 2007).

Drafting the Questions:

- **Article Writing and Draft Creation:** Develop initial drafts of the interview questions based on the research objectives and sub-problems. This involves synthesizing information from the literature review to create questions that address the research goals (Büyüköztürk et al. 2015).

Expert Review and Preliminary Form:

- **Seek Expert Opinions:** Consult with experts in the field to review and provide feedback on the draft questions. This helps ensure that the questions are relevant and effectively capture the needed data (Büyüköztürk et al. 2015).
- **Revise Questions:** Modify the draft questions based on expert feedback to improve clarity and relevance.

Pre-Application Analysis and Final Refinement:

- **Test and Refine:** Conduct a preliminary test of the questions to identify any issues. Analyze the results to make final adjustments, ensuring that the questions are well-structured and suitable for gathering the desired information (Büyüköztürk et al. 2016).

3.3.4. Validity and Reliability

The quality of qualitative data analysis results depends largely on their validity and reliability. According to Miles and Huberman (2015), achieving standards of objectivity, internal and external validity, reliability/auditability, and usefulness is crucial to obtaining high-quality results. Necessary measures were taken in accordance with these standards to ensure the objectivity, validity, and reliability of this research. In this context, the following studies were conducted:

An academician specializing in qualitative research methods reviewed the initial interview form before data collection began. In line with their suggestions, the form was revised and pilot studies were conducted to eliminate the identified deficiencies.

All interviews were conducted at the students' schools. This approach allowed for first-hand data collection in the field.

Three randomly selected students, representing 20% of the total, were interviewed and their responses were analyzed based on themes identified by a researcher specializing in this field. To

ensure the accuracy of the analysis, the reliability formula technique proposed by Miles and Huberman (2015) was used, which includes the following formula:

$$\text{Reliability Formula} = \frac{\text{Reliability Consensus}}{\text{Consensus} + \text{Dissidence}}$$

The texts were analyzed by two experts assigned to predetermined categories. The reliability coefficient was determined using the formula developed by Miles and Huberman (2015). The analysis demonstrated an intercoder reliability value of 0.80, meeting the standard of at least 80% agreement between the coders established by Miles and Huberman (2015). Therefore, it can be concluded that the reliability value of 0.80 is satisfactory according to this criterion.

3.3.5. Data and Collection

At this stage, interviews were conducted with the 15 students. Before the interview, the students were given general information about the structure, purpose, and content of the interview questions. The interviews were conducted at students' schools. The interviews were conducted in an empty, unattended school classroom. Interviews with the students lasted for an average of 30 minutes. The interviews were recorded with a voice recorder, and the recordings were then transferred to a computer in written form.

In the qualitative dimension, the sampling process continued until data saturation was achieved. Regarding the qualitative dimension of the research, interviews were conducted with 15 students. Table 1 lists the demographic characteristics of the students who participated in the qualitative study.

3.3.6. Analysis and Interpretation of Data

In the study group, students' answers to the questions were examined using content analysis. This method involves analyzing texts to make reliable and precise inferences. Its main purpose is to reveal the underlying meanings of written, auditory, visual, and other content that conveys symbolic and meaningful information. Content analysis enables the identification of words, symbols, meanings, themes, ideas, messages, and categories (Krippendorff, 2004). The ultimate goal of this approach is to describe the data and reveal hidden truths within them. Content analysis attempts to produce a meaningful output that addresses research questions by coding the data according to certain themes and concepts (Yıldırım and Şimşek, 2021). An inductive data-based approach moves from specific to general, whereby specific examples are observed and then combined into a larger whole or general statement (Chinn and Kramer 1999). A fundamental feature of content analysis is the classification of many words in the text into much smaller content categories (Weber 1990; Burnard 1996). In the inductive content analysis approach, topics and categories are sourced from datasets

(Zhang and Wildemuth, 2009). That is, codes emerge from participants' words and can form semantic sentences. This analysis process included open coding, creating categories from codes, and summarizing themes. The following analysis process was applied within the scope of this research.

Coding of data: These sections, which formed a meaningful whole in themselves, were coded by the researcher.

Determination of themes: First, the determined codes were brought together and examined, and within the common aspects found, they were matched with themes that could explain the data at a general level and collect codes in certain categories.

Organizing and defining the data according to codes and themes: At this stage, the data obtained by the researcher were organized. The data are described, explained, and presented in a language that the reader can understand.

Interpretation of the findings: In the last stage, the researcher explained the relationships between the findings to give meaning to the data collected, cause-effect relationships were established, some conclusions were drawn from the findings, and explanations were made regarding the importance of the obtained results.

After document analysis and analysis of the interviews were completed, other findings were interpreted in relation to the tables prepared based on the findings and results obtained from the interviews.

The MAXQDA 2020 package was used for content analysis. This program is known for its effectiveness in both qualitative and mixed-methods analyses. It is advantageous because it offers similar features on both Windows and Mac computers, which increases its use. In addition, the programme has extensive research opportunities. MAXQDA software is suitable for various types of qualitative research, including grounded theory, literature reviews, exploratory market research, qualitative text analysis, and mixed-methods approaches. As stated by Creswell and Miller (2000), this program provides the basis for testing and developing theories by enabling researchers to methodically analyze and understand qualitative data (Creswell and Miller, 2000).

The program offers various options to researchers under three headings to analyze the data. The options were descriptive and comparative.

After the desired data were coded and organized in the descriptive findings option, the data were analyzed using the frequency table, code sub-code section model, and code cloud.

Qualitative analysis was conducted using codes coded as variables for the documents in the comparative findings option, cross-tabulation, code matrix browser, and two case models.

3.4. Method of Quantitative Research

3.4.1. Quantitative Data Collection

In this study, we aimed to measure various dimensions of students' perceptions of homework through structured tools. The main quantitative tool used was the "**Student Homework Scale**" developed by Taş (2013). This scale includes six subscales:

1. **Goal Orientation**
2. **Homework Strategy Use**
3. **Management Strategy**
4. **Homework Procrastination**
5. **Homework Quality Perception**
6. **Feedback Perceptions on Homework**

Each subscale uses a 5-point Likert scale, allowing students to rate their responses. Additionally, we used a "**Demographic Information Form**" to collect contextual details about participants, such as their age, grade level, and gender. This form helped analyze how perceptions of homework might differ across different groups.

3.4.2. Data Analysis

Quantitative data analysis was performed to uncover patterns and relationships. The process involved:

- **Descriptive Statistics:** Calculating mean, median, and standard deviation to summarize the data.
- **Inferential Statistics:** Using t-tests and ANOVA to examine differences in perceptions across educational levels. This helped identify significant differences and trends in students' attitudes towards homework.

We used **SPSS software** for these statistical analyses to ensure the data were accurately entered and processed. To assess the reliability of the subscales, we calculated **Cronbach's alpha coefficients**, which measure internal consistency (Tavakol and Dennick, 2011).

3.4.3. Validity and Reliability

Several steps were taken to ensure the validity and reliability of the quantitative data:

- **Instrument Validity:** The “Student Homework Scale” was validated through factor analysis and expert reviews to confirm it accurately measures the intended constructs (Taş, 2013).
- **Reliability Testing:** Cronbach’s alpha was used to assess the internal consistency of the subscales. Acceptable values indicated that the instruments were reliable (Tavakol and Dennick, 2011).
- **Data Quality:** Data entry was carefully checked for accuracy, and discrepancies were corrected. Statistical tests were performed to ensure the findings were robust and reliable.

3.5. Population and Sample

3.5.1 Descriptive Findings Regarding the Quantitative Research Participants

Students from different educational levels, from secondary school to university, participated in the qualitative research of this study. The socio-demographic characteristics of students at each education level are shown in the tables below. The universe of the research consists of students studying at Secondary School, High School (secondary education), and Yozgat Bozok University located in the center of Yozgat Province in the 2023-2024 Academic Year. In the center of Yozgat Province, there are approximately 5,585 students at the secondary school level, 7,098 students at the high school (secondary education) level, and 18,714 students at the university level. Data were collected from the participants within the scope of the study through face-to-face interviews with Middle School and High School students using questionnaires prepared by the researcher. For the participants, who were university students, data were obtained via the snowball method via the Internet and social media channels, using the “Google forms link” prepared by the researcher.

The sample reached using the snowball sampling method for university students consisted of people who used social media and voluntarily agreed to participate in the study online. While determining the sample size, the table below (Table 1) was used for universes of known size. The average number of samples calculated according to this table and taken from the population (for secondary school, high school, and university students) was 375. While 375 participants were considered sufficient for this study, 1,500 people (750 middle school students and 750 high school students) voluntarily participated in the study.

In addition, although the number of samples calculated according to the table for university participants, which should be taken from the population (for university students), was determined to be an average of 379, 1,067 data points were collected for this study. Therefore, 2,567 people voluntarily participated in this study at all the three education levels.

Table 1: Acceptable Sample Sizes for Specific Populations

N	S	N	S	N	S	N	S
10	10	190	127	1100	285	5000	357
20	19	200	132	1200	291	6000	361
30	28	250	152	1300	297	7000	364
40	36	300	169	1400	302	8000	367
50	44	350	185	1500	306	9000	368
60	52	400	196	1600	310	10000	370
70	59	450	212	1700	313	15000	375
80	66	500	217	1800	317	20000	377
90	73	550	226	1900	320	30000	379
100	80	600	234	2000	322	40000	380
110	86	650	241	2200	327	50000	381
120	92	700	248	2400	331	75000	382
130	97	750	254	2600	335	100000	384
140	103	800	260	2800	338	1000000	384
150	108	850	265	3000	341	10000000	384
160	113	900	269	3500	346		
170	118	950	274	4000	351		
180	123	1000	278	4500	354		

Reference: Coşkun et al. (2012) (N = Universe size, S = Required Sample Size)

3.5.1.1. Descriptive Findings Regarding the Socio-Demographic Characteristics of the Secondary School Sample

The frequency and percentage of secondary school students in the sample group are shown in population and sample part.

The Socio-Demographic Characteristics table for each level of education is presented below. The frequency and percentage of secondary school students in the sample group are listed in Table 2.

Table 2: Socio-Demographic Characteristics of the Secondary School Sample

Socio-Demographic Characteristics	Variable	Frequency	Percentage
Gender	Girls	351	46,8
	Boys	399	53,2
Mother Education Level	No schooling	14	1,9
	Elementary school	233	31,1
	High School	301	40,1
	University	202	26,9
Father Education Level	No schooling	0	0
	Elementary school	115	15,3
	High School	326	43,5
	University	309	41,2
Mother working status	Employed	288	38,4
	Unemployed	435	58,0
	Retired	27	3,6
Socio-Demographic Characteristics	Variable	Frequency	Percentage
Father working status	Employed	662	88,3
	Unemployed	19	2,5
	Retired	69	9,2
Having a study at home	Yes	655	87,3
	No	95	12,7
Having an internet connected computer at home	Yes	588	78,4
	No	162	21,6
Frequency of teacher assigning homework	Never	22	2,9
	Rarely	57	7,6
	Sometimes	143	19,1
	Often	246	32,8
	Routinely	282	37,6

When the table 2 was examined, 46.8% of the participating secondary school students were women and 53.2% were men. Among the participants, 1.9% had never attended school, 31.1% were primary school graduates, 40.1% were high school graduates, and 26.9% were university graduates. It was observed that 15.3% of fathers' education levels were primary school graduates, 43.5% were high school graduates, and 41.2% were university graduates. Among the participants, 38.4 status were working, 58% were unemployed, and 3.6% were retired. It was observed that 88.3% of participants' fathers were working, 2.5% were unemployed, and 9.2% were retired. Of the participants, 87.3% had a study room in their home, and 12.7% did not. 78.4% of the participants had computers connected to the Internet at home and 216% did not have computers connected to the Internet at home. When we look at the frequency of teachers giving homework to the participants, 2.9% answered "never," 7.6% answered "rarely," 191% answered "sometimes," 32.8% answered "sometimes," and 37.6% answered "frequently".

3.5.1.2. Descriptive Findings Regarding the Socio-Demographic Characteristics of the High School Sample

The frequencies and percentages of the high school students in the sample group are listed in Table 3.

Table 3: Socio-Demographic Characteristics of the High School Sample

Socio-Demographic Characteristics	Variable	Frequency	Percentage
Gender	Girls	398	53,1
	Boys	352	46,9
Mother Education Level	No schooling	27	3,6
	Elementary school	247	32,9
	High School	255	30,0
	University	221	29,5
Father Education Level	No schooling	0	0
	Elementary school	109	14,5
	High School	318	42,4
	University	323	43,1
Mother working status	Employed	247	32,9
	Unemployed	485	64,7
	Retired	18	2,4
Father working status	Employed	676	90,1
	Unemployed	22	2,9
	Retired	52	6,9
Having a study at home	Yes	666	88,8
	No	84	11,2
Having an internet connected computer at home	Yes	546	72,8
	No	204	27,2
Frequency of teacher assigning homework	Never	26	3,5
	Rarely	49	6,5
	Sometimes	204	22,7
	Often	185	24,2
	Routinely	286	38,1

Table 3 shows that 53.1% of the participating high school students were women and 46.9% were men. Among the participants, 3.6% had never attended school, 32.9% were primary school graduates, 30% were high school graduates, and 29.5% were university graduates. Among them, 14.5% were primary school graduates, 42.4% were high school graduates, and 43.1% were university graduates. It was determined that 32.9% of participants were employed, 64.7% were unemployed, and 2.4% were retired. It was observed that 90.1% of participants' fathers were working, 2.9% were unemployed, and 6.9% were retired.

Of the participants, 88.8% had a study room in their home, and 11.2% did not. It was observed that 72.8% of the participants had computers connected to the Internet at home and 27.2% did not have computers connected to the Internet at home. Regarding the frequency of teachers giving homework to the participants, 3.5% said “never,” 6.5% said “rarely,” 22.7% said “sometimes,” 24.2% said “sometimes” and 38.1% said “often”. It is seen that they answered as “given”.

3.5.1.3. Descriptive Findings Regarding the Socio-Demographic Characteristics of the University Sample

The frequencies and percentages of the university students in the sample group are listed in Table 4.

Table 4: Socio-Demographic Characteristics of the University Sample

Socio-Demographic Characteristics	Variable	Frequency	Percentage
Gender	Girls	575	53,8
	Boys	492	46,2
Mother Education Level	No schooling	33	3,0
	Elementary school	357	34,0
	High School	259	24,0
	University	418	39,0
Father Education Level	No schooling	4	0,4
	Elementary school	249	23,4
	High School	359	33,6
	University	455	42,6
Mother working status	Employed	275	25,7
	Unemployed	619	58,1
	Retired	173	16,2
Father working status	Employed	778	73,0
	Unemployed	34	3,2
	Retired	255	23,8
Having an internet connected computer at home	Yes	858	80,4
	No	209	19,6
Having an internet connected computer at home	Yes	872	81,7
	No	195	18,3
Frequency of teacher assigning homework	Never	34	3,1
	Rarely	75	7,0
	Sometimes	277	25,9
	Often	236	22,0
	Routinely	445	42,0

When Table 4 is examined, it can be seen that 53.8% of the participating university students were women and 46.2% were men.

It was observed that 3% of the participants' maternal education status was “never gone to school,” 34% were “primary education” graduates, 24% were “high school” graduates and 39% were “university” graduates.

The father's educational status of the participants was 0.4%, as “never went to school,” 23.4% as “primary education” graduate, 33.6% as “high school” graduate and 42.6% as “university”. He is a graduate student. It was determined that 25.7% of the participants' maternal employment status was “employed,” 58.1% was “unemployed” and 16.2% was “retired”. It is seen that 73% of the participants' fathers' employment status is “employed,” 3.2% is “unemployed” and 23.8% is “retired”.

It is seen that 80.4% of the participants have a “study room at home” and 19.6% do not have a “study room at home”. 81.7% of the participants indicated that they have “computers connected to the internet at home” and 18.3% do not have “computers connected to the internet at home”. When we looked at the frequency of teachers giving homework to the participants, 3% answered “never,” 7% answered “rarely,” 26% answered “sometimes,” 22% answered “often” and 42% answered “routinely”.

3.5.2. Descriptive Findings Regarding the Qualitative Research Participants

In this study, randomly selected 15 participants were interviewed to obtain qualitative data. The gender distribution of these students is shown in the table below.

Table 5: Interview Student Information

Students	Gender	Students	Gender
Student1	Boy	Student 9	Girl
Student 2	Boy	Student 10	Girl
Student 3	Girl	Student 11	Girl
Student 4	Boy	Student 12	Girl
Student 5	Girl	Student 13	Girl
Student 6	Girl	Student 14	Girl
Student 7	Boy	Student 15	Girl
Student 8	Girl		

Qualitative research methods, such as semi-structured interviews, provide different insights compared to quantitative approaches. Unlike quantitative research, which often aims for statistical generalizability with larger sample sizes, qualitative research focuses on in-depth understanding and contextual insights from smaller, purposively selected samples (Creswell, 2013). Also Dörnyei (2007) notes that qualitative research techniques provide in-depth information about participants in terms of their individual experiences and social interactions and discusses how these techniques are applied in language learning and teaching research.

In qualitative research, the sample size is not determined by statistical representativeness but by the depth of understanding required. As Patton (2015) explains, qualitative research prioritizes

detailed, contextual information over the breadth of coverage. The goal is to gain a rich, nuanced understanding of specific individuals or groups rather than to generalize findings to a broader population.

Lincoln and Guba (1985) emphasize that the selection of participants in qualitative studies is guided by the need for detailed information rather than sample size. The research focuses on choosing individuals who can provide in-depth insights relevant to the study's aims, rather than seeking a statistically representative sample.

According to Rubin and Rubin (2011), the semi-structured interview technique is effective for gathering detailed information until saturation is reached, where no new information emerges. This approach supports the idea that the sample size is sufficient when the data collected provides comprehensive insights into the research questions.

Furthermore, Creswell and Creswell (2017) and Schofield (1990) argue that the primary aim of qualitative research is to explore and understand individual experiences and perspectives rather than making broad generalizations. In-depth qualitative studies offer valuable insights into the behaviors, attitudes, and characteristics of individuals who share certain traits or experiences.

Patton (2015) notes that there are no strict rules for determining sample sizes in qualitative research. The size of the sample depends on factors such as the research goals, resources available, time constraints, and the need for rich, reliable data. This flexibility allows researchers to tailor their approach to the specific needs of their study.

Kuzel (1992) emphasized that sample selection criteria should be carefully evaluated when using qualitative research techniques, such as interviews. First, the sample selection process was highly adaptable and could change as the study progressed. Second, the selection of sample units was a gradual process that was influenced by the individuals involved in the study. Third, the sample was continually updated to reflect changes in the topic or theory under investigation. Finally, the selection process includes negative people and situations that may strengthen or support the topic or theory under study.

In accordance with the above-mentioned standards, sample selection was carried out with some flexibility, although various techniques for sample selection are available in the literature. In qualitative research, various sample selection techniques are used, such as extreme or outlier sampling, maximum variation sampling, affine sampling, typical case sampling, critical situation sampling, snowball or chain sampling, criterion sampling, confirmatory or falsifying sampling, and easily accessible case sampling (Yıldırım and Şimşek, 2021).

Snowball sampling was used to select participants in this study. This technique is applied in cases where complete information about the universe is limited; therefore, it is difficult to reach individuals who are a part of the universe. In such cases, the researcher interviewed several individuals who met the sample criteria and provided information about others who met the same criteria. This process was repeated until a sufficient number of participants was included in the study. Snowball sampling is useful in situations where participant selection is difficult, and assistance from existing participants is required to identify suitable candidates for inclusion in the sample (Earl, 2004). Within the scope of this study, snowball sampling was preferred because it was difficult to find students studying at the secondary school education level. Initially, Students 1, 5, and 12 were obtained. All the other students were obtained from these students.

3.6. Importance of the Study

This study addresses a gap in the research, particularly regarding English homework. There is a lack of comprehensive studies on students' perceptions and attitudes towards English homework. Our study provides insights into various aspects of homework, including:

- Goal Orientation
- Homework Strategy Use
- Management Strategy
- Homework Procrastination
- Homework Quality Perception
- Feedback Perceptions on Homework

We investigated why students tend to procrastinate and how this tendency varies by educational level. This study lays the groundwork for future research aimed at enhancing students' academic success by addressing these issues.

3.7. Data Collection Tools

This research employed a **mixed-methods approach**, combining both qualitative and quantitative techniques:

- **Quantitative Data:** Gathered using the “**Student Homework Scale**” and a **survey** based on the demographic information scale.
- **Qualitative Data:** Collected through **semi-structured interviews**, which provided in-depth insights.

3.8. Demographic Information Scale

The **Demographic Information Scale** included variables such as:

- Gender
- Mother's Education Level
- Father's Education Level
- Mother's Employment Status
- Father's Employment Status
- Presence of a Study Room at Home
- Presence of a Computer with Internet Access at Home
- Frequency of Homework Assigned by Teachers/Academics

3.9. Qualitative Interview Questions

Table 6: Qualitative Interview Questions

1. Do you feel motivated enough to do your homework? Why / not?
2. Are there any specific strategies you use when doing English homework? If so, what?
3. Do you usually deliver your assignments on time?
4. What do you think about a good homework? Can you tell us about a good homework you did?
5. Are there any homeworks that you consider useless?
6. What can be done to make homework more effective?
7. Do you think the teacher explains enough when giving homework?
8. Do you think that the assignments given complete your deficiencies in the subjects you studied in the course?
9. Do you think you receive sufficient positive or negative feedback from the teacher about the homework you do?
10. How do you proceed if you have difficulty doing your homework?
11. Do you understand why the teacher gives homework?
12. Do you think you have enough time and resources to do homework?
13. Do you think that the homework given improves your creativity?
14. What effect do you think the adequacy of the study environment and having the necessary materials such as internet and computer have on the homework process?
15. Do you think homework has negative effects such as stress, feelings of failure and boredom?

Detailed explanations of the analysis and findings of the questions in this table are available under the heading “Findings Regarding the Theme of Feeling Motivated While Doing Homework” and after.

3.10. Student Homework Scale

The “**Student Homework Scale**” developed by Taş (2013) is a 5-point Likert-type scale designed to measure different aspects of students' homework experiences. It consists of eight subscales, each with its own reliability coefficient:

1. **Learning Goal Orientation** - Cronbach's Alpha: .86
2. **Performance Goal Orientation** - Cronbach's Alpha: .74
3. **Work-Avoidance Goal Orientation** - Cronbach's Alpha: .81
4. **Deep Learning Strategy Use** - Cronbach's Alpha: .87
5. **Homework Management Strategy Use** - Cronbach's Alpha: .82
6. **Tendency to Postpone Homework** - Cronbach's Alpha: .97
7. **Quality of Homework** - Cronbach's Alpha: .84
8. **Feedback Provided on Homework** - Cronbach's Alpha: .86

The subscales of the Student Homework Scale were adapted from various sources:

- **Homework Goal Orientation:** Items from Meece and Miller (2001) and Xu (2009).
- **Tendency to Postpone Homework:** Items from Uzun Ozer et al. (2009).
- **Homework Strategy Use:** Cognitive and metacognitive strategies from the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich 1991) and the Homework Management Scale (Xu, 2008).
- **Quality of Homework:** Four items from Trautwein et al. (2006) and four newly developed items.
- **Feedback Perceptions:** Developed specifically for this study (Taş, 2013).

In this study, the original scale items related to “science course and/or homework” were modified to focus on “English course and/or homework.” The scoring for each subscale was based on the average total score, with each item rated from 1 (lowest) to 5 (highest).

3.11. Data Analysis

The data analysis was conducted using **SPSS 20.0**. The analysis involved the following steps:

1. **Descriptive Statistics:** Calculated to summarize participants' levels of homework self-regulation.
2. **Normality Test:** Verified that the sample size was sufficient and distributions were normal, allowing the use of parametric tests for data analysis.

3. **Independent Samples t-Test:** Used to compare total scores on the subscales based on variables such as gender, mother's education level, father's education level, mother's employment status, father's employment status, presence of a study room at home, presence of a computer with internet, and frequency of homework assignments by teachers.

3.12. Ethical Considerations

This study was conducted following ethical guidelines and permissions:

1. **Ethics Approval:** Obtained from the Social and Human Sciences Ethics Committee of Karadeniz Technical University in 2023 and also Yozgat Provincial Directorate of National Education Application Permission was received on April 2023 and extended until 2024.
2. **Informed Consent:** Students were thoroughly informed about the study's purpose and scope. Participation was voluntary, with assurances of confidentiality and the right to withdraw at any time.
3. **Data Collection:** Conducted in central schools with prior teacher consent. Questionnaires and interviews were administered during class hours, ensuring minimal disruption.

CHAPTER FOUR

4. RESULTS

4.1. Introduction

In this section, separate tables and analyses are presented according to the educational status of the participants included in the study. For the quantitative study, separate analysis tables of the data in the secondary school group were created, and the analysis tables and comments of the participants in the high school and university groups were included. Following the quantitative data analyses, there were tables/figures and comments on qualitative data analysis. Therefore, the demographic information tables of the participants were determined as the sample group for the purpose of the research, and t-test and one-way variance (ANOVA) analysis tables for independent groups were included. In addition, while creating separate demographic information tables for the necessary analyses of each sample group, the reliability value (Cronbach's alpha) and normality distribution information obtained in this study were also included.

4.2. Factor Analysis

Table 7: Goodness of Fit Indices and Normal Values Used in CFA

Index	Normal value	Acceptable value	Resulting values
χ^2 "p" Value	p>0.05	-	128
χ^2/sd	>2	<5	3,26
GFI	>0.95	>0.90	0,91
AGFI	>0.95	>0.90	0,92
CFI	>0.95	>0.90	0,89
RMSEA	<0.05	<0.08	0,071
RMR	<0.05	<0.08	0,065
NFI	<0.1	<0.90	0,93

References: (Schumacker and Lomax, 1996, Munro 2005, Schreiber et al. 2006, Şimşek 2007, Hooper and Coughlan 2008, Wang and Wang 2019, Waltz et al. 2017).

As seen in Table 7, the normal and acceptable goodness of fit index values used in the confirmatory factor analysis were determined. The goodness of fit index values as a result of the confirmatory factor analysis of the research are given in table 52.

**Table 8: Goodness of Fit Index Values of the Confirmatory Factor Analysis of the Study
(N=1067)**

Goodness of Fit Statistics	Values
1. Degree of Freedom (df)	128
2. Chi-Square (X^2)	418,292
3. Root Mean Square Error (RMSEA)	0,071
4. Comparative Fit Index (CFI)	0,89
5. Goodness of Fit Index (GFI)	0,91
6. Adapted Goodness of Fit Index (AGFI)	0.92
7. Scaled Fit Index (SFI-NFI)	0.93
8. Root Mean Residual Square (RMR)	0.065

As seen in Table 8, the findings of the confirmatory factor analysis are given. Goodness-of-fit values were examined using a confirmatory factor analysis. It can be seen that X^2 and degrees of freedom (df) values are among the acceptable values, and RMSEA, CFI, GFI, AGFI, NFI, and RMR values are among the good fit values. In CFA, the values between the factors and items were found to be significant at a .05 level.

Although the degree of freedom is an important criterion in the chi-square test, its ratio to the chi-square test was used as a fit criterion. A ratio of less than five is considered an indicator of a good fit (Kelloway, 1998). In this study, the value was $418.292/128=3.26$, indicating a good fit.

The root mean square error value (RMSEA) is a measure of fit based on the difference (error) between the covariance matrix between the parameters of the proposed model and the covariance matrix between the variables observed in the sample (Streiner, 2003). For RMSEA, which is known as the poor fit index and where a value of 0 indicates a perfect fit, values below 0.05 are considered a good fit, and a value below 0.08 is considered a reasonable value (Hu and Bentler, 1999; Vieira, 2011). The root mean square error obtained in this study was 0.071, which indicates the existence of an acceptable fit.

The comparative fit index (CFI) was used to compare the covariances of the proposed model with an independent model that was assumed to have a poor fit to the existing data (Eminoğlu and Nartgün, 2009). For the CFI, which has values in the range of 0-1, high values indicate a good fit (Schermele et al. 2003; Byrne, 2005). The value of the comparative fit index calculated in this study is 0.89. Although this value is slightly below the acceptable critical value, it cannot be completely rejected and it can be said that there is a certain degree of harmony.

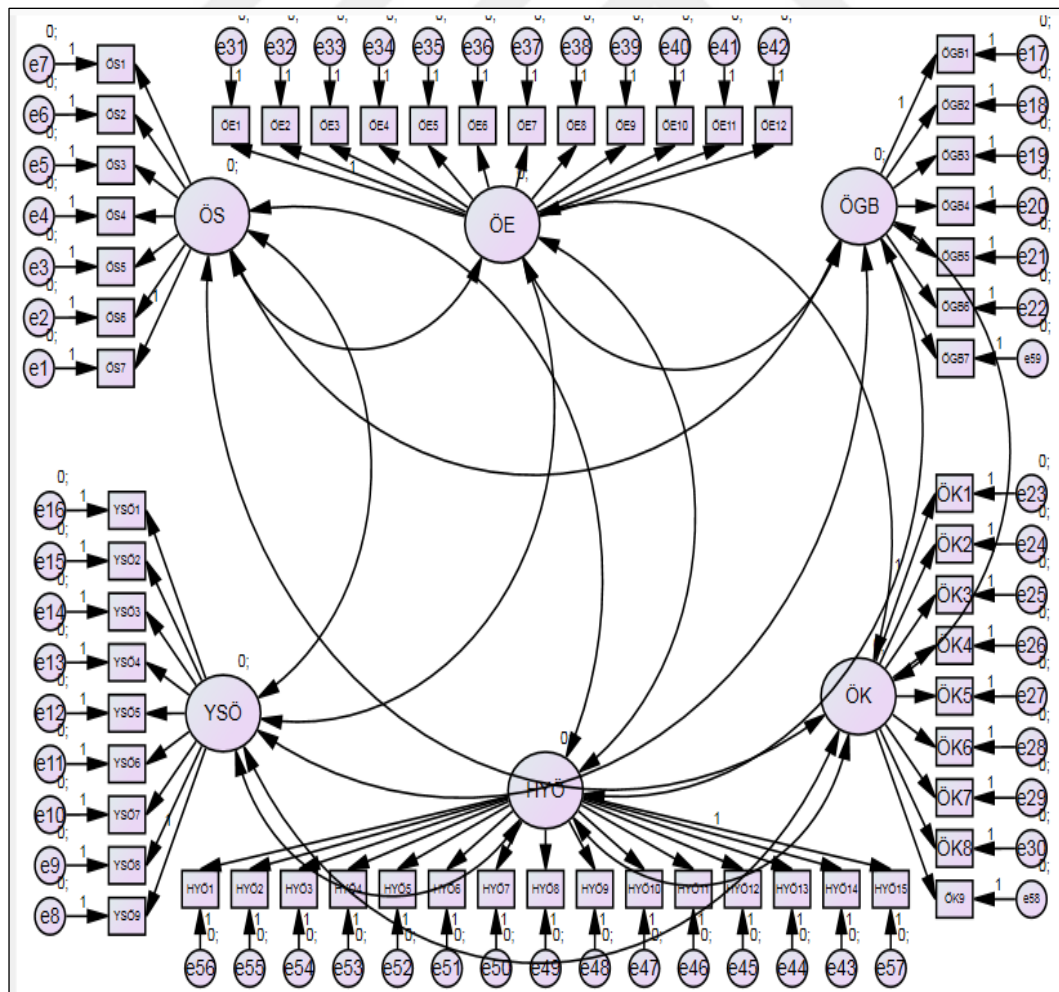
The GFI is the goodness of fit index (Yılmaz and Çelik, 2009). This shows the extent to which the model measures the covariance matrix in the sample (Çokluk et al. 2012, Waltz et al. 2017). A goodness of fit index value between 0.95 and 1.00 indicates a good fit, and a value between 0.90 and 0.95 indicates an acceptable fit. The value obtained in this study was 0.91, which indicates a good

fit. The AGFI value is an index used to compensate for the shortcomings of the GFI test in high sample volumes. Although the AGFI takes values between 0 and 1, the closer it gets to 1, the better the fit it is (Schermelleh et al. 2003). In this study, the AGFI value was 0.91, which indicated a good fit.

The normed fit index (NFI) proposed by Bentler and Bonnet (1980) is also referred to as Benler-Bonnet Normed Fit Index (BBNFI) in the literature. NFI values ranged from 0 to 1. A normal value of 0.95 and above indicates a good fit, while a value of 0.90 and above is acceptable (Marsh and Grayson, 1995; Schumacker and Lomax, 1996). In this study, the NFI value was 0.93, which is acceptable.

The RMR has values between 0 and 1. The closer the RMR value is to 0, the better the fit it will indicate. It is a poor fit index, such as chi-square; higher values indicate poor fit (Iacobucci, 2010). The fact that this value was 0.06 as a result of the research, indicates that the RMR value was close to zero.

Figure 1: Path Graphics



Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

As seen in the tables above and in the appendices part, as a result of the confirmatory factor analysis (CFA), it can be accepted that the fit indices of the scales used in this study had reasonable values.

4.3. Findings of Student Homework Scale Model

Information regarding the data about the total score averages obtained from the scales applied to the secondary school students in the sample group is shown in Table 9.

Table 9: Mean and Skewness-Kurtosis Scores for the Student Homework Scale Model

Scales	N	Min.	Max.	$\bar{X}$	Sd.	Skewness	Kurtosis
Homework goal orientatin scale	750	1,00	5,00	3,30	,74	-,83	1,06
Homework strategy use scale	750	1,00	5,00	3,40	1,02	-,55	-,28
Management strategy usage scale	750	1,00	5,00	3,48	,99	-,66	-,17
Homework procrastination scale	750	1,00	5,00	2,38	1,00	,74	,09
Homework quality perception scale	750	1,00	5,00	3,34	,91	-,53	,39
Feedback perceptions regarding homework scale	750	1,00	5,00	3,81	1,08	-,88	,11

From the results in Table 9, it can be understood that the Goal Orientation Scale scores of the sample are between 1 and 5.00, with an average total score of 3.30 ± 0.74 . The highest average score on this scale is 5.00. The scores on the Homework Strategy Use Scale varied between a minimum of 1 and a maximum of 5.00, with an average total score of 3.40 ± 1.02 .

As for the Management Strategy Use Scale, it was found that the scores ranged from a minimum of 1 to a maximum of 5.00, with an average total score of 3.48 ± 0.99 . Similarly, the Homework Procrastination Scale scores varied between a minimum of 1 and a maximum of 5.00, with an average total score of 2.38 ± 1.00 . In addition, the Homework Quality Perception Scale ranged from a minimum of 1 to a maximum of 5.00, with an average total score of 3.34 ± 0.94 . When the data from the Feedback Perceptions Regarding Homework Scale were analyzed, it was found that the scores ranged from a minimum of 1 to a maximum of 5.00. The average total score was 3.81 ± 1.08 . Notably, this study achieved the highest average score on Feedback Perceptions of Homework Scale ($\bar{X} = 3.81$).

Since the Skewness and Kurtosis indices of all scales of the Homework Scale Model are between ± 2 , the assumption of normality (parametric) is also met (Jöreskog and Sorbon, 1996). According to these results, it can be evaluated that the distribution is homogeneous and the participants' levels of homework self-regulation are high.

Table 10: t-Test Results for Scales by Gender

Scale	Gender	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Girl	351	3,38	,70	2,88	0,00*
	Boy	399	3,23	,77		
Homework Strategy Use S.	Girl	351	3,49	,95	2,20	0,02*
	Boy	399	3,32	1,07		
Management Strategy Usage S.	Girl	351	3,60	,93	3,22	0,00*
	Boy	399	3,37	1,03		
Homework Procrastination S.	Girl	351	2,32	1,0	-1,63	0,10
	Boy	399	2,44	1,0		
Homework Quality Perception S.	Girl	351	3,40	,85	1,70	0,08
	Boy	399	3,29	,95		
Feedback Perceptions Regarding Homework S.	Girls	351	3,90	,99	2,25	0,02*
	Boys	399	3,72	1,15		

*p<0,05

Table 10 shows the results of the t-test analysis performed to determine the level of significance between the gender of the participants and the total scores on the scales. The mean scores of the Goal Orientation Scale (GOS), Homework Strategy Use Scale (HSUS), Management Strategy Use Scale (MSUS), and Feedback Perceptions on Homework Scale (FPHS) differed significantly according to gender ($p < 0.05$). The data showed that women's mean scores were higher for all scales. The highest average obtained by women was in the scores obtained from the Feedback Perceptions on Homework Scale, showing that women's average ($\bar{X} = 3.90$) was significantly higher than that of men ($\bar{X} = 3.72$). In addition, the average scores obtained from the Goal Orientation Scale (Female: $\bar{X} = 3.38$; Male: $\bar{X} = 3.23$) and the average scores obtained from the Homework Strategy Use Scale (Female: It was observed that they received average scores from the Management Strategy Use Scale (Female: $\bar{X} = 3.60$; Male: $\bar{X} = 3.37$). However, no significant difference was detected between the average total scores obtained from the Homework Procrastination Scale and Homework Quality Perception Scale and the sex variable ($p > 0.05$).

Table 11: t-Test Results for Scales According to Whether or Not There is a Study Room at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Yes	655	3,31	,74	,95	0,33
	No	95	3,23	,75		
Homework Strategy Use S.	Yes	655	3,41	1,01	,70	0,47
	No	95	3,33	1,06		
Management Strategy Usage S.	Yes	655	3,49	,98	0,65	0,51
	No	95	3,42	1,09		

Table 11: (Continue)

Scale	Reply	N	$\bar{X}$	Sd	t	p
Homework Procrastination S.	Yes	655	2,38	1,02	-,18	0,85
	No	95	2,40	,90		
Homework Quality Perception S.	Yes	655	3,37	,91	1,79	0,07
	No	95	3,19	,90		
Feedback Perceptions Regarding Homework S.	Yes	655	3,83	1,08	1,40	0,16
	No	95	3,66	1,08		

Table 11 shows the t-test analysis results performed to determine the level of significance between the variables of whether the participants had a study room at home and the total scores on the scales. There were no significant differences in the mean scores of the scales based on the presence of a study room at home ($p > 0.05$). Looking at the table, a large proportion of the participants (655) stated that they had their own study room in their homes, while a small number (95) stated that they did not have their own study room. Just as detecting a significant difference between scientific data is considered a result, not detecting significance is another result. Therefore, no significant difference was detected because of the large proportional difference between participants in this table.

Table 12: t-Test Results of the Scales According to Whether or Not There is a Computer with Internet Connection at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Yes	588	3,33	,72	1,65	0,09
	No	162	3,22	,79		
Homework Strategy Use S.	Yes	588	3,45	,98	2,45	0,01*
	No	162	3,22	1,12		
Management Strategy Usage S.	Yes	588	3,52	,96	0,98	0,04*
	No	162	3,34	1,10		
Homework Procrastination S.	Yes	588	2,36	1,00	-1,31	0,19
	No	162	2,48	1,01		
Homework Quality Perception S.	Yes	588	3,37	,88	1,64	0,10
	No	162	3,24	1,00		
Feedback Perceptions Regarding Homework S.	Yes	588	3,84	1,07	1,58	0,11
	No	162	3,69	1,13		

* $p < 0.05$

Table 12 shows the results of the t-test analysis performed to determine the level of significance between the variable of whether the participants had a computer with an Internet connection at home and the total scores on the scales.

The results show that the average scores of the Homework Strategy Use Scale (HSUS) and the Management Strategy Use Scale (MSUS) differ significantly depending on whether there is a computer with an internet connection at home ($p < 0.05$).

Moreover, they received average scores from the Homework Strategy Use Scale (Yes: $\bar{X}$ =3.45; No: $\bar{X}$ =3.22) and the average scores from the Management Strategy Use Scale (Yes: has been seen. Accordingly, it is seen that the scores of the participants who have a computer with internet connection at home (“those who say “Yes”) are higher than those who do not have a computer with an internet connection at home (“those who say “No”), and the result differs in favor of those who say yes.

In this table, no significant difference could be detected between the total averages of the other scales and the variable of whether the participants had computers with internet connections at home.

Table 13: Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level

Scale	Mother Education Level	N	$\bar{X}$	Sd	F	p	Significant Difference (Scheffe)
Goal Orientatin S.	No schooling	14	3,47	,43	1,72	0,61	
	Elementary	233	3,22	,81			
	High school	301	3,31	,71			
	University	202	3,37	,72			
Homework Strategy Use S.	No schooling	14	3,30	,91	1,36	0,25	
	Elementary	233	3,25	1,10			
	High school	301	3,45	,97			
	University	202	3,45	,99			
Management Strategy Usage S.	No schooling	14	3,73	,90	0,71	0,54	
	Elementary	233	3,42	1,03			
	High school	301	3,52	,97			
	University	202	3,47	,97			
Homework Procrastination S.	No schooling	14	2,36	,72	1,20	0,30	
	Elementary	233	2,36	1,01			
	High school	301	2,33	,94			
	University	202	2,50	1,10			
Homework Quality Perception S.	No schooling	14	3,42	,74	1,10	0,34	
	Elementary	233	3,26	1,02			
	High school	301	3,40	,83			
	University	202	3,34	,89			
Feedback Perceptions Regarding Homework S.	No schooling	14	4,02	,79	1,42	0,23	
	Elementary	233	3,71	1,14			
	High school	301	3,89	1,08			
	University	202	3,79	1,02			

When the data in Table 13 were examined, no significant difference was detected between the total score averages of the scales according to mother's educational status ($p>0.05$). According to these results, there was no significant difference between students' homework status and mothers' educational status.

Table 14: Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level

Scale	Father Education Level	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	No schooling	0					
	Elementary	115	3,26	,77	2,63	0,07	
	High school	326	3,25	,76			
	University	309	3,38	,70			
Homework Strategy Use S.	No schooling	0					
	Elementary	115	3,42	1,06	1,95	0,14	
	High school	326	3,32	1,04			
	University	309	3,48	,98			
Management Strategy Usage S.	No schooling	0					
	Elementary	115	3,52	1,09	1,044	0,35	
	High school	326	3,42	,98			
	University	309	3,53	,97			
Homework Procrastination S.	No schooling	0					
	Elementary	115	2,28	,93	,77	0,46	
	High school	326	2,40	,98			
	University	309	2,41	1,04			
Homework Quality Perception S.	No schooling	0					
	Elementary	115	3,30	1,09	0,13	0,87	
	High school	326	3,36	,89			
	University	309	3,34	,85			
Feedback Perceptions Regarding Homework S.	No schooling	0					
	Elementary	115	3,81	1,21	,00	0,99	
	Hgh school	326	3,81	1,07			
	University	309	3,80	1,04			

When the data in Table 14 were examined, no significant difference was detected between the total score averages of the scales according to participants' fathers' educational status ($p>0.05$). According to these results, there was no significant difference between students' homework status and fathers' educational status.

Table 15: Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status

Scales	Mother working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Employed ¹	287	3,32	,70	4,73	0,00*	3>2
	Unemployed ²	436	3,26	,77			
	Retired ³	27	3,71	,55			
Homework Strategy Use S.	Employed ¹	287	3,46	,98	4,37	0,01*	3>2
	Unemployed ²	436	3,33	1,03			
	Retired ³	27	3,86	,86			
Management Strategy Use S.	Employed ¹	287	3,49	,98	0,75	0,46	
	Unemployed ²	436	3,46	,99			
	Retired ³	27	3,70	0,05			
Homework Procrastination S.	Employed ¹	287	2,31	,99	1,34	0,26	
	Unemployed ²	436	2,43	1,00			
	Retired ³	27	2,47	1,01			

Table 15: (Continue)

Scales	Mother working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Homework Quality Perception S.	Employed ¹	287	3,37	,88	,56	0,57	
	Unemployed ²	436	3,32	,94			
	Retired ³	27	3,45	,68			
Feedback Perceptions Regarding Homework S.	Employed ¹	287	3,91	1,02	3,34	0,03*	3>2
	Unemployed ²	436	3,72	1,12			
	Retired ³	27	4,07	0,91			

*p<0.05

When the data in Table 15 were examined, the total score averages of the scales according to the variables of the participants' mother employment status were the Goal Orientation Scale ($F=4.73$; $p=.00$, $p<.05$), Homework Strategy Use Scale ($F=4.37$; a significant difference was detected between the groups ($p=.01$, $p<.05$), and Feedback Perceptions of the Homework Scale ($F=3.34$; $p=.03$, $p<.05$). According to the analysis of the Post-Hoc Test (Scheffe), the difference between the mother's retirement and unemployment status was determined. Significance was found in favor of participants whose mothers were retired.

No significant difference was found between the total scores of the other scales and the mothers' employment status ($p>0.05$).

Table 16: Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status

Scales	Father working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientation S.	Employed ¹	662	3,29	,76	,49	0,61	
	Unemployed ²	19	3,44	,73			
	Retired ³	69	3,34	,53			
Homework Strategy Use S.	Employed ¹	662	3,38	1,02	,86	0,42	
	Unemployed ²	19	3,64	,97			
	Retired ³	69	3,48	,96			
Management Strategy Use S.	Employed ¹	662	3,94	1,00	3,43	0,03*	1>2
	Unemployed ²	19	3,34	,84			
	Retired ³	69	3,65	,87			
Homework Procrastination S.	Employed ¹	662	2,41	1,02	1,29	0,27	
	Unemployed ²	19	2,17	,92			
	Retired ³	69	2,24	,84			
Homework Quality Perception S.	Employed ¹	662	3,35	,91	2,01	0,13	
	Unemployed ²	19	3,93	1,04			
	Retired ³	69	3,37	,81			
Feedback Perceptions Regarding Homework S.	Employed ¹	662	3,80	1,06	0,35	0,69	
	Unemployed ²	19	3,79	1,39			
	Retired ³	69	3,91	1,20			

*p<0.05

According to the data in Table 16, a significant difference was detected between the groups in the total score averages of the Management Strategy Use Scale ($F=3.43$; $p=.03$, $p<.05$) according to the participants' father employment status variable ($p<.05$). According to the analysis of the post-hoc test (Scheffe), the difference between the father's working status and the father's unemployment status was determined. Significance was found in favor of participants whose fathers were working.

With these results, no significant difference was found between the total scores on the other scales and fathers' employment status ($p>.05$).

Table 17: Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework

Scales	Homework Assignment Frequency	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientation S.	Never ¹	22	2,59	1,09	9,38	0,00*	5>1
	Rarely ²	57	3,08	,79			
	Sometimes ³	143	3,21	,70			
	Often ⁴	246	3,32	,66			
	Routinely ⁵	282	3,43	,73			
Homework Strategy Use S.	Never ¹	22	3,31	1,36	8,66	0,00*	4>2
	Rarely ²	57	3,15	1,02			
	Sometimes ³	143	3,41	,95			
	Often ⁴	246	3,54	,92			
	Routinely ⁵	282	3,40	1,04			
Management Strategy Use S.	Never ¹	22	2,15	1,30	14,05	0,00*	4>1
	Rarely ²	57	3,21	1,02			
	Sometimes ³	143	3,40	1,00			
	Often ⁴	246	3,66	,83			
	Routinely ⁵	282	3,52	1,00			
Homework Procrastination S.	Never ¹	22	2,96	1,45	5,85	0,00*	1>2
	Rarely ²	57	2,51	,80			
	Sometimes ³	143	2,49	1,04			
	Often ⁴	246	2,16	,82			
	Routinely ⁵	282	2,45	1,09			
Homework Quality Perception S.	Never ¹	22	2,39	1,28	11,54	0,00*	5>3
	Rarely ²	57	2,90	,94			
	Sometimes ³	143	3,31	,88			
	Often ⁴	246	3,44	,78			
	Routinely ⁵	282	3,44	,91			
Feedback Perceptions Regarding Homework S.	Never ¹	22	2,29	1,47	21,97	0,00*	4>3
	Rarely ²	57	3,13	1,28			
	Sometimes ³	143	3,95	1,02			3>5
	Often ⁴	246	4,04	,97			
	Routinely ⁵	282	3,81	,98			

* $p<.05$

When the data in Table 17 were examined, participants' scores on the Goal Orientation Scale ($F=9.38$; $p=.00$, $p<.05$), Homework Strategy Use Scale ($F=8.66$; $p=.00$, $p<.05$), Management

Strategy Use Scale ($F=14.05$; $p=.00$, $p<.05$), Homework Procrastination Scale ($F=5.85$; $p=.00$, $p<0.05$), total score averages of the Homework Quality Perception Scale ($F=11.54$; $p=.00$, $p<0.05$), and Feedback Perceptions of the Homework Scale ($F=21.97$; $p=.00$, $p<.05$) were significantly different between the groups.

According to the analysis of the Post-Hoc Test (Scheffe), it was observed that the differentiation was between “often” and “never” for the Goal Orientation Scale, depending on the teacher's assignment of homework. Significance was found to be in favor of the participants who answered “often” regarding the teacher's assignment of homework. When the same table was examined for the Homework Strategy Use Scale, it was observed that the score was between “occasionally” and “rarely” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “occasionally”. The scores on the Management Strategy Use Scale were between “sometimes” and “never” depending on the teacher's assignment status. A significant difference was found in favor of the participants who answered the teacher's assignment status as “occasionally”. According to the same table, the Homework Procrastination Scale was between “never” and “rarely” depending on the teacher's assignment status. Significance was found in favor of participants who answered “never” regarding the teacher's assignment of homework. For the Homework Quality Perception Scale, it was observed that the score was between “often” and “sometimes” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered “often” regarding the teacher's assignment of homework. As for the Feedback Perceptions Regarding Homework Scale, it was observed that the score was between “sometimes” and “often” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes”.

Table 18: Mean and Skewness-Kurtosis Scores for the Scales of the Student Homework Scale Model

Scales	N	Min.	Max.	$\bar{X}$	Ss.	Skewness	Kurtosis
Homework goal orientatin scale	750	1,00	5,00	3,27	,72	-,59	1,15
Homework strategy use scale	750	1,00	5,00	3,31	,97	-,37	-,01
Management strategy usage scale	750	1,00	5,00	3,35	,95	-,38	-,05
Homework procrastination scale	750	1,00	5,00	2,88	1,04	,31	-,34
Homework quality perception scale	750	1,00	5,00	3,41	,90	-,51	,25
Feedback perceptions regarding homework scale	750	1,00	5,00	3,66	,97	-,63	,17

Table 18 shows that the Goal Orientation Scale scores of the sample range from minimum 1 to maximum 5.00, and the total score average is 3.27 ± 0.72 . The highest average score obtained on the scale was 5. When the data regarding the Homework Strategy Use Scale is examined, it was

determined that the scores varied between minimum 1 and maximum 5.00, and the total score average was 3.31 ± 0.97 . When the data regarding the Management Strategy Use Scale were examined, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was 3.35 ± 0.95 . When data regarding the Homework Procrastination Scale were examined, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was 2.88 ± 1.04 . When the data regarding the Homework Quality Perception Scale were examined, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was 3.41 ± 0.90 . When the data regarding the Feedback Perceptions Regarding Homework Scale were examined, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was 3.66 ± 0.97 . Accordingly, the highest average in this study was obtained from the Feedback Perceptions Regarding Homework Scale ($\bar{X} = 3.66$).

In addition, since the Skewness and Kurtosis indices of all scales of the Student Homework Scale Model were between ± 2 , the assumption of normality (parametric) was met (Jöreskog and Sorbon, 1996). According to these results, it can be evaluated that the distribution is homogeneous and the participants' levels of homework self-regulation are high.

Table 19: t-Test Results for Scales by Gender

Scale	Gender	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Girl	398	3,28	,68	0,34	0,73
	Boy	352	3,26	,76		
Homework Strategy Use S.	Girl	398	3,42	,91	3,04	0,00*
	Boy	352	3,20	1,03		
Management Strategy Usage S.	Girl	398	3,42	,91	2,56	0,01*
	Boy	352	3,26	,99		
Homework Procrastination S.	Girl	398	2,48	,95	-2,58	0,01*
	Boy	352	2,38	1,12		
Homework Quality Perception S.	Girl	398	3,48	,82	2,25	0,02*
	Boy	352	3,33	,98		
Feedback Perceptions Regarding Homework S.	Girl	398	3,76	,90	3,04	0,00*
	Boy	352	3,54	1,02		

*p<0,05

Table 19 shows the results of the t-test analysis performed to determine the level of significance between the gender of the participants and the total scores on the scales. Looking at the results; It is seen that the mean scores of the Homework Strategy Use Scale (HSUS), Management Strategy Use Scale (MSUS), Homework Procrastination Scale (HPS), Homework Quality Perception Scale (HSPS) and Feedback Perceptions on Homework Scale (FPHS) differ significantly according to gender ($p < 0.05$). Additionally, no significant difference was detected between the average Goal Orientation Scale (GOS) score and the gender variable ($p > 0.05$). The average score for women was higher on all scales in which significance was detected. The highest average obtained by the women

was for the scores obtained from Feedback Perceptions on Homework Scale. This shows that the women's average ($\bar{X} = 3.76$) was significantly higher than that of the men ($\bar{X} = 3.54$). In addition, the average scores obtained from the Homework Strategy Use Scale (Female: $\bar{X} = 3.42$; Male: $\bar{X} = 3.20$) and the average scores obtained from the Management Strategy Use Scale (Female: $\bar{X} = 3.38$), average scores from the Homework Procrastination Scale (Female: $\bar{X} = 3.48$; Male: $\bar{X} = 3.38$), average scores from the Homework Quality Perception Scale (Female: $\bar{X} = 3.48$; Male: $\bar{X} = 3.38$) and the average scores obtained from the Feedback Perceptions on Homework Scale (Female: $\bar{X} = 3.76$; Male: $\bar{X} = 3.54$).

However, no significant difference was detected between the average scores obtained on the Goal Orientation Scale (Female: $\bar{X} = 3.28$; Male: $\bar{X} = 3.26$), the average total scores obtained, and the gender variable ($p > 0.05$). Accordingly, the participating women's levels of student homework were higher than those of men.

Table 20: t-Test Results for Scales According to Whether or Not There is a Study Room at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Yes	666	3,29	,72	2,17	0,03*
	No	84	3,11	,63		
Homework Strategy Use S.	Yes	666	3,35	,99	2,82	0,00*
	No	84	3,03	,79		
Management Strategy Usage S.	Yes	666	3,37	,96	1,66	0,06
	No	84	3,18	,85		
Homework Procrastination S.	Yes	666	2,83	1,06	-2,41	0,00*
	No	84	2,54	,84		
Homework Quality Perception S.	Yes	666	3,44	,93	2,26	0,00*
	No	84	3,20	,65		
Feedback Perceptions Regarding Homework S.	Yes	666	3,69	,99	2,99	0,00*
	No	84	3,36	,72		

$p < 0.05$

Table 20 shows the t-test analysis results performed to determine the level of significance between the variables of whether the participants had a study room at home and the total scores on the scales. When the data were examined at all scales, the average score of the participants who said “yes”, that is, they had an “study room at home”, was higher. The highest average obtained by women in the scores obtained from the Feedback Perceptions on Homework Scale showed that the average of those who had a study room at home ($\bar{X} = 3.69$) was significantly higher than that of those who did not have a study room at home ($\bar{X} = 3.36$). The mean scores of the Goal Orientation Scale (GOS), Homework Strategy Use Scale (HSUS), Homework Procrastination Scale (HPS), Homework Quality Perception Scale (HQPS), and Feedback Perceptions on Homework Scale (FPHS) differed significantly depending on whether there was a study room ($p < 0.05$). Additionally, no significance was detected between the Management Strategy Use Scale (MSUS) score average and the gender variable ($p > 0.05$). In addition, the average scores obtained from the Goal Orientation Scale (Yes: $\bar{X}$

=3.29; No: $\bar{X}$ =3.21) and the average scores obtained from the Homework Strategy Use Scale (Yes: =3.35; No: $\bar{X}$ =3.05), average scores from the Homework Procrastination Scale (Yes: $\bar{X}$ =2.83; No: $\bar{X}$ =3.54), average scores from the Homework Quality Perception Scale (Yes: $\bar{X}$ =3.44; No: $\bar{X}$ =3.20). It was observed that they received the average scores from the Feedback Perceptions of Homework Scale (Yes: $\bar{X}$ =3.69; No: $\bar{X}$ =3.36). However, no significant difference was detected between the average total scores obtained from the Management Strategy Use Scale (Yes: $\bar{X}$ = 3.37; No: $\bar{X}$ = 3.18) and the gender variable ($p>0.05$). Accordingly, it is seen that those who have a study room at home have higher levels of student homework than those who do not have a study room at home.

Looking at the same table, a large proportion of the participants (666) stated that they had their own study room in their homes, while a small proportion (84) stated that they did not have their own study room.

Table 21: t-Test Results of the Scales According to Whether or Not there is a Computer with Internet Connection at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Yes	546	3,38	,72	2,83	0,00*
	No	204	3,15	,70		
Homework Strategy Use S.	Yes	546	3,35	1,00	1,50	0,74
	No	204	3,23	,88		
Management Strategy Usage S.	Yes	546	3,38	,97	1,38	0,16
	No	204	3,27	,91		
Homework Procrastination S.	Yes	546	2,71	1,04	-2,22	0,02*
	No	204	2,52	1,01		
Homework Quality Perception S.	Yes	546	3,45	,93	1,93	0,04*
	No	204	3,31	,82		
Feedback Perceptions Regarding Homework S.	Yes	546	3,73	,97	3,66	0,00*
	No	204	3,45	,91		

* $p<0.05$

Table 21 shows the results of the t-test analysis performed to determine the level of significance between the variable of whether the participants had a computer with an Internet connection at home and the total scores on the scales.

The mean scores on the Goal Orientation Scale (GOS), Homework Procrastination Scale (HPS), Homework Quality Perception Scale (HQPS), and Feedback Perceptions on Homework Scale (FPHS) differed significantly depending on whether there was a computer with an Internet connection at home ($p<0, 05$). In addition, no significant difference was found between the Management Strategy Use Scale (MSUS) and Homework Strategy Use Scale (HSUS) score average and the variable of whether there was a computer with an Internet connection at home ($p>0.05$). Moreover; Goal Orientation Scale (Yes: $\bar{X}$ =3.45; No: $\bar{X}$ =3.22), Homework Procrastination Scale

(Yes: $\bar{X}$ =3.45; No: $\bar{X}$ =3.22) and Feedback Perceptions Regarding Homework Scale (Yes: $\bar{X}$ =3.45; No: Accordingly, it is seen that the scores of those who have a computer with internet connection at home (those who say “Yes”) are higher than those who do not have a computer with an internet connection at home (those who say “No”), and the result differs in favor of the participants who say “yes”.

When the same table was examined, the average scores obtained from the Homework Strategy Use Scale (Yes: $\bar{X}$ =3.45; No: $\bar{X}$ =3.22) and the average scores obtained from the Management Strategy Use Scale (Yes: $\bar{X}$ =3,52; No: $\bar{X}$ =3,34) was found to be taken. At the same time, no significant difference was detected in the table between the total averages of these two scales and the variable of whether the participants had computers with internet connections at home.

Table 22: Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level

Scale	Mother Education Level	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	No schooling ¹	27	3,08	,58	3,32	0,01*	4>3
	Elementary ²	247	3,18	,73			
	Highschool ³	255	3,32	,69			
	University ⁴	221	3,35	,72			
Homework Strategy Use S.	No schooling ¹	27	3,06	,75	3,09	0,02*	3>2
	Elementary ²	247	3,19	,93			
	Highschool ³	255	3,36	,96			
	University ⁴	221	3,42	1,04			
Management Strategy Usage S.	No schooling ¹	27	3,11	,71	0,65	0,04*	3>1
	Elementary ²	247	3,24	,93			
	Highschool ³	255	3,41	,96			
	University ⁴	221	3,44	,98			
Homework Procrastination S.	No schooling ¹	27	3,04	,77	5,07	0,00*	2>3
	Elementary ²	247	2,69	,99			
	Highschool ³	255	2,58	1,01			
	University ⁴	221	2,39	1,12			
Homework Quality Perception S.	No schooling ¹	27	3,17	,64	3,93	0,00*	4>1
	Elementary ²	247	3,28	,89			
	Highschool ³	255	3,45	,89			
	University ⁴	221	3,54	,94			
Feedback Perceptions Regarding Homework S.	No schooling ¹	27	3,32	,60	4,88	0,00*	3>1
	Elementary ²	247	3,51	,97			
	Highschool ³	255	3,72	,94			
	University ⁴	221	3,79	,99			

*p<0.05

When the data in Table 22 were examined, the total score averages of the scales according to the variables of the participants' mothers' education level were: followsthe Goal Orientation Scale (F=3.32; p=.01, p<.05), Homework Strategy Use Scale (F=3.09; p=.02, p<.05), Management Strategy Use Scale (F=0.65; p=.04, p<.05), Homework Procrastination Scale (F=5.07; p=.00, p<.05),

Homework Quality Scale ($F=5.07$; $p=.00$, $p<.05$), and Feedback Perceptions of Homework Scale ($F=3.93$; $p=.00$, $p<.05$) between groups. Significant differences were also observed ($P < 0.05$).

According to post-hoc test (Scheffe) analysis, the differences were as follows:

In the Goal Orientation Scale, the educational status of the participants' mothers was determined as between being a “university” graduate and being a “high school” graduate. Significance was found in favor of participants whose mothers were “university” graduates. According to the same table, for the Homework Strategy Use Scale, it was seen that the participants' mother's education level was between being a “high school” graduate and the participants' mother's education level being a “primary school” graduate. Significance was found in favor of participants whose mothers were “high school” graduates. In the Management Strategy Use Scale, it was determined that the participants' maternal education level was between “high school” graduate and “never went to school”. Significance was found in favor of participants whose mothers were “high school” graduates. In the Homework Procrastination Scale, it was seen that the participants' mother's education level was between being a “primary school” graduate and the participants' mother's education level being a “high school” graduate. Significance was determined to be in favor of the participants' maternal education level being “primary school” graduates. As for the Homework Quality Scale, the educational status of the participants' mothers was between “never went to school” and the educational status of the participants' mothers was “university”. Regarding significance, the educational status of the participants' mothers was in favor of those with a “university” degree. When the same table is examined; in the Feedback Perceptions Regarding Homework Scale, it is seen that the educational status of the participants' mothers is between “never went to school” and the education level of the participants' mothers is between “high school” graduate. It was determined that the mother's education level of the participants was in favor of those who graduated from “high school”.

Table 23: Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level

Scale	Father Education Level	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	No schooling ¹	0					
	Elementary ²	109	3,16	,75	3,81	0,02*	4>2
	Highschool ³	318	3,23	,73			
	University ⁴	323	3,35	,68			
Homework Strategy Use S.	No schooling ¹	0					
	Elementary ²	115	3,29	1,00	3,69	0,02*	4>3
	Highschool ³	326	3,21	,95			
	University ⁴	309	3,42	,98			
Management Strategy Use S.	No schooling ¹	0					
	Elementary ²	115	3,37	,98	1,65	0,19	
	Highschool ³	326	3,28	,94			
	University ⁴	309	3,41	,96			

Table 23: (Continue)

Scale	Father Education Level	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Homework Procrastination S.	No schooling ¹	0					
	Elementary ²	115	2,57	,94	3,61	0,02*	3>4
	Highschool ³	326	2,69	1,02			
	University ⁴	309	2,47	1,07			
Homework Quality Perception S.	No schooling ¹	0					
	Elementary ²	115	3,42	,86	4,83	0,00*	4>3
	Highschool ³	326	3,30	,93			
	University ⁴	309	3,52	,89			
Feedback Perceptions Regarding Homework S.	No schooling ¹	0					
	Elementary ²	115	3,65	,87	3,81	0,02*	4>3
	Highschool ³	326	3,55	,98			
	University ⁴	309	3,76	,97			

p<0.05

When the data in Table 23 were examined, the total score averages of the scales according to the participants' fathers' educational status variable were as follows: Goal Orientation Scale (F=3.81; p=.02, p<.05), Homework Strategy Use Scale (F=3.69; p=.02, p<.05), Homework Procrastination Scale (F=3.61; p=.02, p<.05), and Homework Quality Scale (F=3.83; p=.00, p<.00). 05) and Feedback Perceptions of Homework Scale (F=3.81; p=.02, p<.05), a significant difference was detected between the groups (p<0.05).

According to post-hoc test (Scheffe) analysis, the differences were as follows:

On the Goal Orientation Scale, the educational status of the participants' fathers was determined to be between being an university “university” graduate and the educational status of the participants' fathers being a “primary school” graduate. Significance was found in favor of participants whose mothers were “university” graduates. According to the same table, for the Homework Strategy Use Scale, it was seen that the education level of the participants' father was between being a “high school” graduate and the education level of the participants' father being a “high school” graduate. Regarding significance, it was determined that fathers' education favored participants with a “university” degree. According to the same table, in the Homework Procrastination Scale, it was seen that the educational status of the participants' father was between being a “high school” graduate and the educational status of the participants' father being a “university” graduate. Significance was determined to be in favor of the participants' father's education status being a “high school” graduate. According to the same table, in the Homework Quality Scale, it was determined that the father's education level of the participants was between “high school” and the father's education level of the participants was between being a “university” graduate. Regarding significance, it was observed that the father's educational status of the participants was in favor of those who were “university” graduates. When the same table is examined, In the Feedback Perceptions Regarding Homework

Scale, it is seen that the education level of the participants' father is between “high school” and the education level of the participants' father is between being a “university” graduate. Significance was determined in that the father's educational status of the participants was in favor of those who were “university” graduates. When the data from the Management Strategy Use Scale ($F=1.65$; $p=.19$, $p>.05$) in Table 23 were examined, no significant difference was detected between the total score averages of the participants according to their father's education level ($p>0.05$). According to this result, there was no significant difference between the participants' Management Strategy Usage status and fathers' educational level ($p>0.05$).

Table 24: Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status

Scales	Mother working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Employed ¹	247	3,33	,71	4,28	0,01*	3>2
	Unemployed ²	485	3,23	,72			
	Retred ³	18	3,65	,48			
Homework Strategy Use S.	Employed ¹	247	3,38	1,04	2,61	0,07	
	Unemployed ²	485	3,27	,94			
	Retred ³	18	3,71	,68			
Management Strategy Use S.	Employed ¹	247	3,44	,94	2,71	0,06	
	Unemployed ²	485	3,29	,96			
	Retred ³	18	3,63	,90			
Homework Procrastination S.	Employed ¹	247	2,50	1,07	1,08	0,33	
	Unemployed ²	485	2,61	1,01			
	Retred ³	18	2,70	1,26			
Homework Quality Perception S.	Employed ¹	247	3,51	,90	1,99	0,13	
	Unemployed ²	485	3,37	,89			
	Retred ³	18	3,38	1,23			
Feedback Perceptions Regarding Homework S.	Employed ¹	247	3,78	,94	3,54	0,02*	1>2
	Unemployed ²	485	3,59	,97			
	Retred ³	18	4,81	0,9			

* $p<0.05$

When the data in Table 24 were examined, the participants' total score averages of the scales according to the variable of mothers' employment status were as follows: Goal Orientation Scale ($F=4.28$; $p=.01$, $p<.05$) and Feedback Perceptions of Homework and Homework Scale Scales ($F=3,54$; $p=.02$, $p<.05$), and a significant difference was detected between the groups ($p<0.05$). According to the analysis of the Post-Hoc Test (Scheffe) For the Goal Orientation Scale, the difference was determined between the participants' mother being “retired” and the participants' mother being “unemployed”. Significance was found in favor of participants whose mothers were “retired”. According to the same table, it was seen that the difference in the Feedback Perceptions Regarding Homework Scale was between the participants' mothers' working status being “employed” and the participants' mother being “unemployed”. It was determined that the working status of the participants was in favor of those who were “working”.

In addition, with these results, except for the two scales for which significance was detected, no significance was found between the total scores of the other scales and mothers' employment status ($p>0.05$).

Table 25: Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status

Scales	Father working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Employed ¹	676	3,28	,70	,11	0,88	
	Unemployed ²	22	3,23	1,03			
	Retred ³	52	3,24	,80			
Homework Strategy Use S.	Employed ¹	676	3,33	,97	,86	0,42	
	Unemployed ²	22	3,20	1,00			
	Retred ³	52	3,16	,99			
Management Strategy Use S.	Employed ¹	676	3,36	,95	,61	0,54	
	Unemployed ²	22	3,15	1,16			
	Retred ³	52	3,30	,95			
Homework Procrastination S.	Employed ¹	676	2,56	1,05	2,20	0,11	
	Unemployed ²	22	2,36	1,14			
	Retred ³	52	2,84	,83			
Homework Quality Perception S.	Employed ¹	676	3,42	,88	,81	0,44	
	Unemployed ²	22	3,41	1,23			
	Retred ³	52	3,26	1,01			
Feedback Perceptions Regarding Homework S.	Employed ¹	676	3,67	1,94	0,92	0,39	
	Unemployed ²	22	3,51	1,21			
	Retred ³	52	3,51	1,12			

* $p<0.05$

When the data in Table 25 were examined, no significant difference was detected between the total score averages of the scales according to the participants' fathers' employment status ($p>0.05$). According to these results, there was no significant difference between students' homework status and fathers' work status.

With these results, no significant difference was found between the total scores on the other scales and fathers' employment status ($p>0.05$).

Table 26: Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework

Scales	Homework Assignment Frequency	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Never ¹	26	3,27	,68	1,59	,17	
	Rarely ²	49	3,35	,57			
	Sometimes ³	204	3,25	,53			
	Often ⁴	185	3,37	,77			
	Routinely ⁵	286	3,21	,80			

Table 26: (Continue)

Scales	Homework Assignment Frequency	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Homework Strategy Use S.	Never ¹	26	3,18	,90	3,21	0,01*	3>5
	Rarely ²	49	3,32	,92			
	Sometimes ³	204	3,26	,76			
	Often ⁴	185	3,53	,98			
	Routinely ⁵	286	3,22	1,09			
Management Strategy Use S.	Never ¹	26	3,10	,95	2,85	0,02*	4>3
	Rarely ²	49	3,28	,98			
	Sometimes ³	204	3,28	,72			
	Often ⁴	185	3,54	,96			
	Routinely ⁵	286	3,31	1,07			
Homework Procrastination S.	Never ¹	26	2,79	1,02	6,12	0,00*	3>5 4>2
	Rarely ²	49	2,17	,94			
	Sometimes ³	204	2,72	,91			
	Often ⁴	185	2,35	1,00			
	Routinely ⁵	286	2,68	1,12			
Homework Quality Perception S.	Never ¹	26	3,13	1,07	2,23	0,06	
	Rarely ²	49	3,53	,88			
	Sometimes ³	204	3,31	,72			
	Often ⁴	185	3,53	,90			
	Routinely ⁵	286	3,41	1,00			
Feedback Perceptions Regarding Homework S.	Never ¹	26	3,35	1,17	3,07	0,01*	3>4
	Rarely ²	49	3,60	1,04			
	Sometimes ³	204	3,57	,83			
	Often ⁴	185	3,85	,95			
	Routinely ⁵	286	3,63	1,02			

*p<0.05

Table 26 shows that the participants' Homework Strategy Use Scale ($F=3.21$; $p=.01$, $p<.05$) and Management Strategy Use Scale ($F=2.85$; $p=.02$, $p<.05$), the Homework Procrastination Scale ($F=6.12$; $p=.00$, $p<0.05$), and Feedback Perceptions of the Homework Scale ($F=3.07$; $p=.01$, $p<.01$. 05); a significant difference was detected between the groups ($p < 0.05$).

The Post-Hoc Test (Scheffe) analysis shows that the difference was between the answers given as “sometimes” and “often” for the Homework Strategy Use Scale, depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered “often” regarding the teacher's assignment of homework. For the Management Strategy Use Scale, it was observed that the answers given were between “sometimes” and “sometimes” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “occasionally”. For the Homework Procrastination Scale, it was observed that the answers given were between “sometimes” and “often” and “rarely” and “sometimes” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes” and “sometimes”. As

for the Feedback Perceptions on Homework Scale, it was observed that the answers given were between “sometimes” and “sometimes” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes”. When the same table was examined, the Goal Orientation Scale ($F=1.59$; $p=.17$, $p>.05$), Homework Quality Perception Scale ($F=2.23$; $p=.06$, $p>0.05$), and the independent variable, the frequency of teachers giving homework. No significant differences were observed ($P > 0.05$).

Table 27: Mean and Skewness-Kurtosis Scores for the Scales of the Student Homework Scale Model

Scales	N	Min.	Max.	$\bar{X}$	Sd.	Skewness	Kurtosis
Homework goal orientatin scale	1067	1,00	5,00	3,57	,65	-,43	-,08
Homework strategy use scale	1067	1,00	5,00	3,79	,82	-,48	-,32
Management strategy usage scale	1067	1,00	5,00	3,79	,91	-,55	-,36
Homework procrastination scale	1067	1,00	5,00	2,39	1,13	,64	-,49
Homework quality perception scale	1067	1,00	5,00	3,47	,80	-,56	-,17
Feedback perceptions regarding homework scale	1067	1,00	5,00	3,78	1,03	-,87	,27

According to the data regarding the **Homework Strategy Use Scale** ; The scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was **3.79±0.82**.

When the data regarding the **Management Strategy Use Scale** were examined, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was **3.79±0.91**. Upon examining the data regarding the **Homework Procrastination Scale**, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was **2.39±1.13**. When it comes to the data regarding the **Homework Quality Perception Scale**, it was determined that the scores varied between a minimum of 1 and a maximum of 5.00, and the total score average was **3.47±0.80**. **Feedback Perceptions Regarding Homework Scale** scores varied between a minimum of 1 and a maximum of 5.00, and the average total score was **3.78±1.03**. However, in the analysis of this table, it can be seen that the highest average in this study was obtained from the **Homework Strategy Use Scale** and management strategy use scales. The average score on both scales was equal and the highest ($\bar{X}=3.79$).

In addition, since the Skewness and Kurtosis indices of all scales of the Student Homework Scale Model were between ± 2 , the assumption of normality (parametric) was also met (Jöreskog and Sorbon, 1996). According to these results, it can be evaluated that the distribution is homogeneous, and the participants' levels of homework self-regulation are high.

Table 28: t-Test Results for Scales by Gender

Scale	Gender	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Girl	575	3,45	,62	-6,84	0,00*
	Boy	492	3,72	,66		
Homework Strategy Use S.	Girl	575	3,58	,79	-9,05	0,00*
	Boy	492	4,02	,78		
Management Strategy Usage S.	Girl	575	3,61	,86	-7,03	0,00*
	Boy	492	4,00	,94		
Homework Procrastination S.	Girl	575	2,59	1,14	6,13	0,00*
	Boy	492	2,17	1,07		
Homework Quality Perception S.	Girl	575	3,47	,81	-,14	0,88
	Boy	492	3,48	,80		
Feedback Perceptions Regarding Homework S.	Girl	575	3,70	,93	-2,73	0,00*
	Boy	492	3,88	1,13		

*p<0,05

Table 28 shows the results of the t-test analysis performed to determine the level of significance between the gender of the participants and the total scores on the scales. The results showed that the mean scores of the Goal Orientation Scale (GOS), Homework Strategy Use Scale (HSUS), Management Strategy Use Scale (MSUS), Homework Procrastination Scale (HPS), and Feedback Perceptions on Homework Scale (FPHS) differed significantly according to sex ($p < 0.05$).

In addition, no significant difference was detected between the average Homework Quality Perception Scale (HQPS) score and gender ($p > 0.05$). In this context, the average score for men was higher on all scales where significance was detected. It was observed that the highest average of men was in the scores obtained from the Homework Strategy Use Scale, and the average of men ($\bar{X} = 4.02$) was significantly higher than that of women ($\bar{X} = 3.58$).

Furthermore, the average scores obtained from the Goal Orientation Scale (Female: $\bar{X} = 3.45$; Male: $\bar{X} = 3.72$) and the average scores obtained from the Management Strategy Use Scale (Female: $\bar{X} = 3.61$; Male: $\bar{X} = 4.00$) the average score obtained from the Homework Procrastination Scale (Female: $\bar{X} = 2.59$; Male: $\bar{X} = 2.17$) has been observed to take. However, no significant difference was detected between the average total scores obtained from the Homework Quality Perception Scale (Female: $\bar{X} = 3.47$; Male: $\bar{X} = 3.48$) and the sex variable ($p > 0.05$).

Accordingly, men's levels of “student homework” were higher than those of the women.

Table 29: t-Test Results for Scales According to Whether or Not There is a Study Room at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientatin S.	Yes	858	3,47	,61	-10,70	0,00*
	No	209	3,99	,68		

Table 29: (Continue)

Scale	Reply	N	$\bar{X}$	Sd	t	p
Homework Strategy Use S.	Yes	858	3,70	,81	-7,21	0,00*
	No	209	3,15	,74		
Management Strategy Usage S.	Yes	858	3,72	,92	-5,26	0,00*
	No	209	3,09	,81		
Homework Procrastination S.	Yes	858	2,43	1,18	2,36	0,01*
	No	209	2,23	,83		
Homework Quality Perception S.	Yes	858	3,41	,84	-5,75	0,00*
	No	209	3,76	,55		
Feedback Perceptions Regarding Homework S.	Yes	858	3,68	1,04	-7,04	0,00*
	No	209	3,22	,85		

p<0.05

Table 29 shows the t-test analysis results performed to determine the level of significance between the variables of whether the participants had a study room at home and the total scores on the scales.

When the data were examined, it was determined that the highest average obtained from the participants' answers to the question of whether they had a “study room at home” was taken from the Goal Orientation Scale and the Homework Quality Perception Scale. The average score obtained from the Goal Orientation Scale of the participants who said that they do not have a study room at home, that is, those who said “no” is (No: $\bar{X}$ =3.99).

The Homework Quality Perception Scale showed that the average score of the participants who answered “no” (No: $\bar{X}$ =3.76) was significantly higher.

In addition, Homework Strategy Use Scale (Yes: $\bar{X}$ =3.70) and Management Strategy Use Scale (Yes: $\bar{X}$ =3.72) scores were obtained. Homework Procrastination Scale (Yes: $\bar{X}$ =2.43) and Feedback Perceptions Scales Regarding Homework Scale (Yes: $\bar{X}$ =3.68) it was determined that the total score average obtained from the participants' answers to whether they had a study room at home or not was higher for those who had a study room at home, that is, those who answered “yes”. Here, the total score is the highest above the average; It is seen that the Management Strategy Use Scale (Yes: $\bar{X}$ =3.72)

Looking at the results; Study of the mean scores of the Goal Orientation Scale (GOS), Homework Strategy Use Scale (HSUS), Management Strategy Use Scale (MSUS), Homework Procrastination Scale (HPS), Homework Quality Perception Scale (HQPS) and Feedback Perceptions on Homework Scale (FPHS). A significant difference was observed depending on whether a room was present (p <0.05).

In addition, the average scores obtained from the Goal Orientation Scale (Yes: $\bar{X}$ =3.47; No: $\bar{X}$ =3.99) and the average scores obtained from the Homework Strategy Use Scale (Yes:3.70; No:3.15) average scores from the Management Strategy Use Scale (Yes: $\bar{X}$ =3.72; No: $\bar{X}$ =3.09), average scores from the Homework Procrastination Scale (Yes: $\bar{X}$ =2.43; No:2.23) Mean scores from the Homework Quality Perception Scale (Yes: $\bar{X}$ =3.41; No:76) has been observed to take.

Looking at the same table, a large proportion of participants (858) stated that they had their own study room in their homes, while a small number (209) stated that they did not have their own study room.

Table 30: t-Test Results of the Scales According to Whether or Not There is a Computer with Internet Connection at Home

Scale	Reply	N	$\bar{X}$	Sd	t	p
Goal Orientation S.	Yes	872	3,65	,62	8,42	0,00*
	No	195	3,22	,69		
Homework Strategy Use S.	Yes	872	3,88	,80	7,91	0,00*
	No	195	3,37	,80		
Management Strategy Usage S.	Yes	872	3,89	,89	8,07	0,00*
	No	195	3,32	,88		
Homework Procrastination S.	Yes	872	3,00	1,02	-8,63	0,00*
	No	195	2,96	1,36		
Homework Quality Perception S.	Yes	872	3,49	,81	1,69	0,09
	No	195	3,39	,76		
Feedback Perceptions Regarding Homework S.	Yes	872	3,96	,88	12,96	0,00*
	No	195	2,98	1,26		

*p<0.05

Table 30 shows the results of the t-test analysis performed to determine the level of significance between the variable of whether the participants had a computer with an Internet connection at home and the total scores on the scales.

Looking at the results, the Goal Orientation Scale (GOS), Homework Strategy Use Scale (HSUS), Management Strategy Use Scale (MSUS), Homework Procrastination Scale (HPS), and Feedback Perceptions on Homework Scale (FPHS) score averages were significant, depending on whether there was a computer with an Internet connection at home. These values differed significantly (p<0.05).

In addition, no significance was detected between the Homework Quality Perception Scale (HQPS) score average and the variable of whether there was a computer with an Internet connection at home. These values differed significantly (P >0.05).

Moreover, the Goal Orientation Scale (Yes: $\bar{X}$ =3.65; No: $\bar{X}$ =3.22), Homework Strategy Use Scale (Yes: $\bar{X}$ =3.89; No: $\bar{X}$ =3.32), and Homework Procrastination Scale (Yes: $\bar{X}$ =2.26; No: $\bar{X}$ =2.98) were used as average scores. Accordingly, it is seen that the scores of those who have a computer with an Internet connection at home (those who say “Yes”) are higher than those who do not (those who say “No”), and the results differ in favor of participants who say “yes”.

When the same table was examined, it was determined that the average scores were obtained from the Homework Quality Perception Scale (Yes: $\bar{X}$ = 3.45; No: $\bar{X}$ = 3.22). At the same time, no significant difference was detected between the total averages of this scale and the variable of whether the participants had computers with Internet connections at home ($p>0.05$).

Table 31: Analysis of Variance (ANOVA) Results for Scales by Mother's Education Level

Scale	Mother Education Level	N	$\bar{X}$	Sd	F	p	Significant Difference (Scheffe)
Goal Orientatin S.	No schooling ¹	33	3,49	,76	2,55	0,05	-
	Elementary ²	357	3,62	,81			
	Highschool ³	259	3,62	,61			
	University ⁴	418	3,51	,51			
Homework Strategy Use S.	No schooling ¹	33	3,51	,89	5,60	0,00*	2>4
	Elementary ²	357	3,90	,77			
	Highschool ³	259	3,82	,75			
	University ⁴	418	3,69	,88			
Management Strategy Usage S.	No schooling ¹	33	3,50	,97	3,25	0,02*	2>3
	Elementary ²	357	3,90	,76			
	Highschool ³	259	3,77	,94			
	University ⁴	418	3,73	1,00			
Homework Procrastination S.	No schooling ¹	33	2,50	,96	,83	0,47	-
	Elementary ²	357	2,40	1,13			
	Highschool ³	259	2,46	1,08			
	University ⁴	418	2,33	1,16			
Homework Quality Perception S.	No schooling ¹	33	3,21	,94	6,13	0,00*	2>3
	Elementary ²	357	3,60	,64			
	Highschool ³	259	3,35	,99			
	University ⁴	418	3,46	,77			
Feedback Perceptions Regarding Homework S.	No schooling ¹	33	3,31	,86	13,26	0,00*	4>1
	Elementary ²	357	3,70	1,25			
	Highschool ³	259	3,59	,96			
	University ⁴	418	4,01	,82			

* $p<0.05$

According to the results in Table 31, the total score averages of the scales according to the variables of the participants' mothers' education level, Homework Strategy Use Scale ($F=5.60$; $p=.00$, $p<.05$), and Management Strategy Use Scale ($F=3.25$). ; $p=.02$, $p<.05$), Homework Quality Scale ($F=6.13$; $p=.00$, $p<.05$), and Feedback Perceptions of the Homework Scale ($F=13.26$; $p=.00$)., $p<.05$) a significant difference was detected between the groups ($p<0.05$).

When the same table was examined, the average scores of the Goal Orientation Scale ($F=2.55$; $p=.05$, $p>.05$) and the Homework Procrastination Scale ($F=.83$; $p=.47$, $p>.05$), and the participants' mother's education, no significant difference was detected between the conditions ($p>0.05$).

According to the Post-Hoc Test (Scheffe) analysis, the differences are as follows: For the Homework Strategy Use Scale, it was observed that the education level of the participants' mothers was between being a “primary school” graduate and the educational status of the participants' mothers being a “university” graduate. Significance was found in favor of participants whose mothers were “primary education” graduates.

When the same table was examined, In the Management Strategy Use Scale, it was determined that the mother's education level of the participants was between being a “primary school” graduate and the mother's education level of the participants being “high school”. Significance was found in favor of participants whose mothers were “primary education” graduates.

According to the same table, in the Homework Quality Scale, it was determined that the participants' mother's education level was between “primary education” and the participants' mother's education level was between being a “high school” graduate. In terms of significance, the educational status of the participants' mothers favored those who were “primary school” graduates.

When the same table is examined; In the Feedback Perceptions Regarding Homework Scale, it is seen that the educational status of the participants' mother is between “never went to school” and the education level of the participants' mother is “university” graduate. It was determined that the mother's education level of the participants was in favor of those who were “university” graduates.

Table 32: Analysis of Variance (ANOVA) Results for Scales According to Father's Education Level

Scale	Father Education Level	N	$\bar{X}$	Sd	F	p	Significant Difference (Scheffe)
Goal Orientatin S.	No schooling ¹	4	3,13	,58	31,69	0,00*	4>3
	Elementary ²	249	3,90	,71			
	Highschool ³	359	3,42	,67			
	University ⁴	455	3,51	,54			
Homework Strategy Use S.	No schooling ¹	4	3,18	,75	26,11	0,00*	4>3
	Elementary ²	249	4,11	,77			
	Highschool ³	359	3,54	,78			
	University ⁴	455	3,81	,81			
Management Strategy Usage S.	No schooling ¹	4	3,13	1,05	28,45	0,00*	2>4
	Elementary ²	249	4,08	,79			
	Highschool ³	359	3,46	,91			
	University ⁴	455	3,89	,90			

Table 32: (Continue)

Scale	Father Education Level	N	$\bar{X}$	Sd	F	p	Significant Difference (Scheffe)
Homework Procrastination S.	No schooling ¹	4	2,45	,98	20,91	0,00*	3>2
	Elementary ²	249	2,11	,72			
	Highschool ³	359	2,76	1,30			
	University ⁴	455	2,26	1,09			
Homework Quality Perception S.	No schooling ¹	4	3,58	,59	21,18	0,00*	2>3
	Elementary ²	249	3,74	,62			
	Highschool ³	359	3,23	,85			
	University ⁴	455	3,52	,80			
Feedback Perceptions Regarding Homework S.	No schooling ¹	4	3,21	,52	69,75	0,00*	4>3
	Elementary ²	249	4,14	,87			
	Highschool ³	359	3,20	1,16			
	University ⁴	455	4,06	,78			

p<0.05

When the data in Table 32 were examined, the total score averages of the scales according to the variable of the participants' fathers' education level were the Goal Orientation Scale (F=31.69; p=.00, p<.05) and the Homework Strategy Use Scale (F=26.11; p). =.00, p<.05), management strategy use (F=28.45; p=.00, p<.05), and homework procrastination (F=20.91; p=.00, p<.00). 05), Homework Quality Scale (F=21.18; p=.00, p<.05) and Feedback Perceptions of Homework Scale (F=69.75; p=.00, p<.05) were found to be significantly different between the groups. were observed (p<0.05).

According to post-hoc test (Scheffe) analysis, the differences between the groups were as follows:

In the Goal Orientation Scale, it was determined that the education level of the participants' father was a “university” graduate, and the educational status of the participants' father was a “high school” graduate. Significance showed that fathers' education favored participants with a “university” degree.

According to the same table, for the Homework Strategy Use Scale, it was seen that the education level of the participants' father was between being a “high school” graduate and the education level of the participants' father being a “university” graduate. Regarding significance, it was determined that fathers' education favored participants with a “university” degree.

According to the same table, in the Management Strategy Use Scale, it was seen that the father's education level of the participants was between being a “primary school” graduate and the father's educational status of the participants being a “university” graduate. Significance was determined to be in favor of the participants' father's education level being a “primary school” graduate.

Based on the table, in the Homework Procrastination Scale, it was seen that the educational status of the participants' father was between being a “primary school” graduate and the educational status of the participants' father being a “high school” graduate. Significance was determined to be in favor of the participants' father's education status being a “high school” graduate.

In accordance with the table, in the Homework Quality Scale, it was determined that the father's education level of the participants was between “primary education” and the father's education level of the participants was between being a “high school” graduate. Regarding significance, it was observed that the father's educational status of the participants was in favor of those who were “primary school” graduates.

When the same table is examined, In the Feedback Perceptions Regarding Homework Scale, it is seen that the education level of the participants' father is between “high school” and the education level of the participants' father is between being a “university” graduate. Significance was determined in that the father's educational status of the participants was in favor of those who were “university” graduates.

Table 33: Analysis of Variance (ANOVA) Results for Scales According to Mother's Working Status

Scales	Mother working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Employed ¹	275	3,46	,55	84,29	0,00*	1>3
	Unemployed ²	619	3,47	,65			
	Retired ³	173	3,13	,54			
Homework Strategy Use S.	Employed ¹	275	3,48	,79	30,38	0,00*	3>2
	Unemployed ²	619	3,85	,80			
	Retired ³	173	4,04	,81			
Management Strategy Use S.	Employed ¹	275	3,46	,90	25,32	0,00*	3>1
	Unemployed ²	619	3,88	,90			
	Retired ³	173	3,99	,85			
Homework Procrastination S.	Employed ¹	275	2,26	1,07	2,79	0,06	-
	Unemployed ²	619	2,43	1,18			
	Retired ³	173	2,47	,97			
Homework Quality Perception S.	Employed ¹	275	3,24	,79	20,91	0,00*	3>2
	Unemployed ²	619	3,51	,86			
	Retired ³	173	3,71	,39			
Feedback Perceptions Regarding Homework S.	Employed ¹	275	3,99	,74	25,93	0,00*	1>2
	Unemployed ²	619	3,60	1,12			
	Retired ³	173	4,12	0,94			

*p<0.05

When the data in Table 33 were examined, participants' total score averages on the scales according to the maternal employment status variable were included. The Goal Orientation Scale (F=84.29; p=.00, p<.05), Homework Strategy Use Scale (F=30.38; p=.00, p<.05), Management

Strategy Use Scale ($F = 25.32$; $p = .00$, $p < .05$), Homework Quality Scale ($F = 20.91$; $p = .00$, $p < .05$), and Feedback Perceptions of Homework Scale ($F = 25.93$; a significant difference was detected between groups ($p = .00$, $p < .05$).

According to the Post-Hoc Test (Scheffe) analysis, the significance between groups was as follows: For the Goal Orientation Scale, the difference was determined between the participants' mother's working "working" status and the participants' mother's "retired" status. Significance was found in favor of participants whose mothers were "working".

According to the same table, it was seen that the difference for the Homework Strategy Use Scale was between the working status of the participants' mothers being "unemployed" and the participants' mothers being "retired". Regarding significance, it was determined that the participants' current employment status favored those who were "retired".

Based on the table, the differences observed in the Management Strategy Use Scale were between participants whose mothers were "retired" and those whose mothers were "working." The analysis indicated that the status of having a "retired" mother was associated with more favorable outcomes in this scale.

The same table revealed differences in the Homework Quality Scale between participants whose mothers were "retired" and those whose mothers were "unemployed." It was found that having a "retired" mother had a more favorable effect on the participants' perceptions of homework quality.

Additionally, the Feedback Perceptions Regarding Homework Scale showed a difference between participants with "employed" mothers and those with "unemployed" mothers. The results indicated that participants whose mothers were "employed" had more positive feedback perceptions. In addition, no significant difference was found between the total scores on the Homework Procrastination Scale ($F = 2.79$; $p = .06$, $p > .05$) and the working status of the participants' mothers ($p > 0.05$).

Table 34: Analysis of Variance (ANOVA) Results for Scales According to Father's Employment Status

Scales	Father working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientation S.	Employed ¹	778	3,46	,55	57,66	0,00*	3>2
	Unemployed ²	34	3,42	,66			
	Retired ³	255	3,94	,79			
Homework Strategy Use S.	Employed ¹	778	3,65	,80	51,74	0,00*	1>3
	Unemployed ²	34	3,59	,90			
	Retired ³	255	3,22	,72			

Table 34: (Continue)

Scales	Father working status	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Management Strategy Use S.	Employed ¹	778	3,66	,93	35,56	0,00*	3>2
	Unemployed ²	34	3,61	,98			
	Retired ³	255	4,20	,74			
Homework Procrastination S.	Employed ¹	778	2,41	1,18	,22	0,79	-
	Unemployed ²	34	2,35	,96			
	Retired ³	255	2,35	,96			
Homework Quality Perception S.	Employed ¹	778	3,52	,75	9,81	0,00*	1>2
	Unemployed ²	34	3,71	,83			
	Retired ³	255	3,29	,91			
Feedback Perceptions Regarding Homework S.	Employed ¹	778	3,67	1,94	4,72	0,00*	1>3
	Unemployed ²	34	3,51	1,21			
	Retired ³	255	3,51	1,12			

*p<0.05

When the data in Table 34 were examined, there was information on whether there was any significant difference between the total score averages of the scales according to the participants' fathers' employment status variable. According to these results, the Goal Orientation Scale ($F=57.66$; $p=.00$, $p<.05$), Homework Strategy Use Scale ($F=51.74$; $p=.00$, $p<.05$), and the Management Strategy Use Scale ($F=35.56$; $p=.00$, $p<.05$), the Homework Quality Scale ($F=9.81$; $p=.00$, $p<.05$), and Feedback Perceptions of the Homework Scale ($F=4.72$; $p=.00$, $p<.05$) a significant difference was detected between the groups.

According to the Post-Hoc Test (Scheffe) analysis, the significance between groups was as follows. For the Goal Orientation Scale, the difference was determined between the participants' fathers being "unemployed" and the participants' fathers being "retired". Significance was found in favor of participants whose mothers were "retired".

From the results, it was seen that the difference in the Homework Strategy Use Scale was between the participants' father working status being "working" and the participants' father being "retired". As for significance, it was determined that the father's working status of the participants was in favor of those who were "working".

According to the same table, it was seen that the difference in the Management Strategy Use Scale was between the working status of the participants' father being "unemployed" and the participants' father being "retired". Regarding significance, it was determined that the fathers' employment status of the participants was in favor of those who were "retired".

In compliance with the table, it was seen that the difference for the Homework Quality Scale was between the participants' father's working and the participants' father being "working" and the participants' father being "unemployed". As for significance, it was determined that the father's employment status of the participants was in favor of those who were "working".

According to the same table, it was seen that the difference for the Feedback Perceptions on Homework Scale was between the participants' father working status and the participants' father being "retired". As for significance, it was determined that the father's employment status of the participants was in favor of those who were "working".

In addition, no significant difference was found between the total scores on the Homework Procrastination Scale ($F=2.79$; $p=.06$, $p>.05$) and the working status of the participants' fathers ($p>0.05$).

Table 35: Analysis of Variance (ANOVA) Results for Scales According to the Frequency of Teacher Assigning Homework

Scales	Homework Assignment Frequency	N	$\bar{X}$	Sd	F	p	Significant difference (Scheffe)
Goal Orientatin S.	Never ¹	34	3,29	,46	12,92	0,00*	5>1
	Rarely ²	75	3,46	,55			
	Sometimes ³	277	3,67	,38			
	Often ⁴	26	3,35	,61			
	Routinely ⁵	445	3,67	,79			
Homework Strategy Use S.	Never ¹	34	3,41	,62	38,35	0,00*	3>5
	Rarely ²	75	3,34	,94			
	Sometimes ³	277	4,09	,69			
	Often ⁴	26	3,38	,72			
	Routinely ⁵	445	3,92	,81			
Management Strategy Use S.	Never ¹	34	3,41	,64	41,60	0,00*	3>5
	Rarely ²	75	3,20	1,06			
	Sometimes ³	277	4,11	,94			
	Often ⁴	26	3,33	,72			
	Routinely ⁵	445	3,97	,83			
Homework Procrastination S.	Never ¹	34	1,88	,77	54,18	0,00*	4>2
	Rarely ²	75	2,80	1,12			
	Sometimes ³	277	1,66	,85			
	Often ⁴	26	2,81	1,00			
	Routinely ⁵	445	2,60	1,14			
Homework Quality Perception S.	Never ¹	34	3,27	,50	2,51	0,04*	2>1
	Rarely ²	75	3,63	,59			
	Sometimes ³	277	3,53	,60			
	Often ⁴	26	3,51	,88			
	Routinely ⁵	445	3,41	,80			
Feedback Perceptions Regarding Homework S.	Never ¹	34	3,34	,67	40,13	0,00*	3>1
	Rarely ²	75	3,68	,65			
	Sometimes ³	277	4,39	,71			
	Often ⁴	26	3,41	,70			
	Routinely ⁵	445	3,65	1,24			

* $p<0.05$

Considering the data in Table 35, the participants' scores on the Goal Orientation Scale ($F=12.92$; $p=.00$, $p<.05$) and homework strategy use scale ($F=38.35$; $p=.00$, $p<.05$) according to the variable of the teacher's frequency of homework. ($F=41.60$; $p=.02$, $p<.05$), management strategy use ($F=54.18$; $p=.00$, $p<.05$) scales. The total score averages of the Homework Quality Perception Scale ($F=2.51$; $p=.04$, $p<.05$) and Feedback Perceptions of the Homework Scale ($F=40.13$; $p=.00$, $p<.05$) between the groups showed a significant difference ($p<.05$).

When the analysis of the Post-Hoc Test (Scheffe) is examined; It is seen that the differentiation is between the answers given as “never” and “often” for the Goal Orientation Scale, depending on whether the teacher gives homework. Significance was found to be in favor of the participants who responded “often” to the teacher's assignment of homework.

According to the same table, it was seen that the answers given for the Homework Strategy Use Scale were between “sometimes” and “often” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes”.

Looking at the table; for the Management Strategy Use Scale, it was observed that the answers given were between “sometimes” and “often” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes”.

According to the same table, for the Homework Procrastination Scale, it was observed that the answers given were “sometimes” and “rarely,” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “occasionally”.

Looking at the same table; For the Feedback Perceptions on Homework Scale, it was observed that the answers given were between “never” and “sometimes” depending on the teacher's assignment status. Significance was found to be in favor of the participants who answered the teacher's assignment status as “sometimes”.

4.4. Descriptive Findings Regarding the Themes of Qualitative Data

4.4.1. Findings Regarding the Theme of Feeling Motivated While Doing Homework

Table 36 contains the codes related to the theme of feeling motivated while doing homework obtained within the scope of the research.

Table 36: Codes Related to the Theme of Feeling Motivated While Doing Homework

	Frequency	Percentage
No, I'm not motivated	7	46,67
Yes, I'm motivated	7	46,67
Homework is boring	5	33,33
Enjoying lessons	2	13,33
Unsuitable environment	2	13,33
Need to be done	2	13,33
Not doing homework	1	6,67
Contribution to lessons	1	6,67
Being difficult	1	6,67

Codes related to the theme of feeling motivated while doing homework: No, I am not motivated, Yes, I am motivated, homework is boring, I do not like the lessons, the environment is not suitable, it has to be done, I do not do the homework, it does not contribute to the lessons, and it is difficult.

As seen in Table 36, 7 students (46.67%) stated that they were not motivated to do homework. 7 students (46.67%) were motivated to do their homework. 5 students (33.33%) reported that doing homework was boring. Student 7 gave the most descriptive and comprehensive answers about finding homework boring.

4.4.2. Findings Regarding the Theme of Strategies Applied While Doing English Homework

Table 37 contains the codes related to the theme of strategies applied while doing English homework obtained within the scope of the research.

Table 37: Codes Related to the Theme of Strategies Applied While Doing English Homework

	Documents	Percentage
No, I don't have any strategies	12	80,00
Preparing a beautiful environment	1	6,67
Listening to lectures before homework	1	6,67
Using translation apps when you can't	1	6,67

Codes related to the theme of strategies applied while doing English homework: No, I do not have any strategy, it consists of preparing a nice environment, listening to the lecture before the homework, and using translation applications when I cannot do it.

As shown in Table 37, 12 students (80.00%) stated that they did not have any strategies while doing English homework. 1 student (6.67%) said that they did their English homework with the strategy of preparing a good environment. 1 student (6.67%) stated that they determined the strategy of listening to lectures before completing their English homework. 1 student (6.67%) said that he used translation applications as a strategy when he could not solve questions while doing his English homework. Student 2 describes the strategy he determined while doing homework as follows: Student 2: “First I listen to the lecture and then I do homework”.

4.4.3. Findings Regarding the Theme of Submitting Homework on Time

Table 38 contains the codes related to the theme of submitting assignments on time obtained within the scope of the research.

Table 38: Codes Related to the Theme of Submitting Assignments on Time

	Documents	Percentage
Yes, I usually deliver on time	13	86,67
No, I usually do not deliver on time	1	6,67
Sometimes I deliver on time	1	6,67

Codes related to the theme of submitting assignments on time: Yes, I usually deliver on time, no, I usually do not deliver on time, and sometimes I deliver on time.

4.4.4. Findings Regarding the Theme of Good Homework Definition

Table 39 contains the codes related to the theme of good homework definition obtained within the scope of the research.

Table 39: Codes for Good Homework Definition Theme

	Documents	Percentage
Being short	4	26,67
Careful preparation	3	20,00
To be done efficiently	2	13,33
Project assignments	1	6,67
Completion of deficiencies	1	6,67
Understanding all words one by one	1	6,67
Lack of good homework	1	6,67
Every homework is good	1	6,67
Preparation through research	1	6,67

The codes related to the theme of the definition of good homework are as follows: short, carefully prepared, done efficiently, project assignments, complete the deficiencies, understand all the words one by one, not good homework, every homework is good, and prepared through research.

As seen in Table 39, 4 students (26,67%) stated that good homework is short, 3 students (20,00%) stated that good homework should be prepared carefully, 2 students (13,33%) stated that good homework should be done efficiently, 1 student (6,67%) stated that good homework is project homework, 1 student (6,67%) stated that good homework is project homework, and 1 student (6,67%) stated that good homework is project homework, 67%) said that a good homework should complete the deficiencies, 1 student (6,67%) said that all the words of a good homework should be understood one by one, 1 student (6,67%) said that there cannot be good homework, 1 student (6,67%) said that every homework should be good, and 1 student (6,67%) said that good homework should be prepared by doing research. Student 11 states that good homework should be short as follows: Student 11: “It should be short and concise and should not go into too much detail”.

4.4.5. Findings Regarding the Theme of Homework Considered Useless

Table 40 shows the codes related to the theme of assignments characterized as useless.

Table 40: Codes Related to the Theme of Assignments Characterized As Useless

	Documents	Percentage
No, there is no useless homework	9	60,00
Writing too many words	2	13,33
Yes, there are useless assignments	1	6,67
Activities in the book	1	6,67
Some homework is useless	1	6,67
Sloppy homework assignments	1	6,67

The codes related to the theme of assignments characterized as useless are as follows: no, there are no useless assignments; writing too many words, yes, there are useless assignments; activities in the book, some assignments are useless; and sloppy prepared assignments.

As seen in Table 40, 9 students (60,00%) stated that there are no useless assignments, 2 students (13,33%) stated that too many words are written in useless assignments, 1 student (6,67%) stated that there are useless assignments, 1 student (6,67%) stated that useless assignments are the activities in the book, 1 student (6,67%) stated that some assignments are useless, and 1 student (6,67%) stated that sloppy prepared assignments are useless. Student 8 stated that writing too many words is useless as follows: 11 students answered, “I think there is, writing too many words”.

4.4.6. Findings Related To the Theme of Ways to Make Homework More Effective

Table 41 shows the codes related to the theme of ways to make homework more effective.

Table 41: Codes Related to the Theme of Ways to Make Homework More Effective

	Documents	Percentage
Lack of knowledge	8	53,33
Being entertaining	1	6,67
Short questions	1	6,67
More careful preparation	1	6,67
Studying more	1	6,67
Learning the topic from video	1	6,67
Doing research	1	6,67

The codes related to the theme of ways to make homework more effective were as follows: lack of knowledge, having fun, short questions, preparing more carefully, studying more, learning the subject from video, and conducting research.

As shown in Table 41, 8 students (53.33%) stated that they did not have any information on how to make homework more effective. 1 student (6,67%) stated that homework assignments should be fun to make them more effective, 1 student (6,67%) stated that the questions should be short, 1 student (6,67%) stated that homework assignments prepared more carefully would be more effective. 1 student (6,67%) stated that homework assignments would become more effective with further study. 1 student (6,67%) stated that homework assignments would be more effective by learning the subject from video, and that homework assignments would be more effective by doing research. Student 8 states that homework assignments will become more effective if they are prepared more carefully: Student 8: “A better presentation can be made with more effort”.

4.4.7. Findings Regarding the Theme of Teachers Making Explanations While Giving Homework

Table 42 shows the codes related to the theme of the teacher's explanation while assigning homework.

Table 42: Codes Related to the Theme of Teacher's Explanation While Assigning Homework

	Documents	Percentage
Yes, s/he explains it well enough	12	80,00
No, s/he doesn't explain enough	2	13,33
Sometimes s/he doesn't explain enough	1	6,67

The codes related to the theme of the teacher's explanation while assigning homework are as follows: yes, explains enough; no, does not explain enough; and sometimes does not explain enough.

As seen in Table 42, 12 students (80.00%) said that the teacher explained the homework sufficiently, 2 students (13.33%) said that the teacher did not explain the homework sufficiently and 1 student (6.67%) said that the teacher sometimes did not explain the homework sufficiently.

4.4.8. Findings Related to the Theme of Completion of Deficiencies by Homework

Table 43 shows the codes related to the theme of completing the deficiencies of the assignments obtained within the scope of the research.

Table 43: Codes Related to the Theme of Completion of Deficiencies by Homework Assignments

	Documents	Percentage
Yes, it completes the missing	10	66,67
No, it does not complete the missing	4	26,67
Sometimes, it completes the missing	1	6,67

The codes related to the theme of completeness of homework assignments are as follows: yes, completes the deficiencies, no, does not complete the deficiencies and sometimes completes the deficiencies.

As seen in Table 43, 10 students (66.67%) stated that the assignments were completed, 4 students (26.67%) stated that the assignments were not completed and 1 student (6.67%) stated that the assignments were sometimes completed.

4.4.9. Findings Related to the Theme of Receiving Feedback from the Teacher

Table 44 shows the codes related to the theme of receiving feedback from the teacher.

Table 44: Codes Related to the Theme of Receiving Feedback from the Teacher

	Documents	Percentage
Yes, feedback is sufficient	10	66,67
No, feedback is not enough	2	13,33
Receiving negative feedback	1	6,67
Sometimes feedback is not enough	1	6,67

The codes related to the theme of receiving feedback from the teacher are as follows: yes, feedback is sufficient, no, feedback is not sufficient, receiving negative feedback and sometimes feedback is not sufficient.

As seen in Table 44, 10 students (66.67%) stated that they received sufficient feedback from their teachers about their homework, 2 students (13.33%) stated that they did not receive sufficient feedback from their teachers about their homework, 1 student (6.67%) stated that he received negative feedback from his teacher about his homework, and 1 student (6.67%) stated that he sometimes did not receive sufficient feedback from his teacher about his homework.

4.4.10. Findings Related to the Theme of Ways to Overcome Difficulties in Starting Homework

Table 45 shows the codes related to the theme of ways to get rid of difficulty in starting homework obtained within the scope of the research.

Table 45: Codes Related to the Theme of Ways to Get Rid of Difficulties in Starting Homework

	Documents	Percentage
Getting help from the internet	6	40,00
Getting help from the teacher	3	20,00
Asking a parent for help	2	13,33
Word by word translation	1	6,67
Going over it	1	6,67
Interruption	1	6,67
Using translation apps	1	6,67
Note taking	1	6,67
Learning by watching videos	1	6,67
Stop doing homework	1	6,67

The codes related to the theme of ways to overcome difficulties in starting homework are as follows: getting help from the internet, getting help from the teacher, asking for help from parents, translating word by word, going over it, taking a break, using translation applications, taking notes, learning by watching videos, and stopping doing homework.

As seen in Table 45, 6 students (40.00%) got help from the internet, 3 students (20.00%) got help from the teacher, 2 students (13.33%) got help from their parents, 1 student (6.67%) got help by translating word by word, 1 student (6.67%) got help by translating word by word, and 1 student (6.67%) got help by translating word by word, 67%) by going over it, 1 student (6,67%) by taking a break, 1 student (6,67%) by using translation applications, 1 student (6,67%) by taking notes, 1

student (6,67%) by learning through watching videos, 1 student (6,67%) by stopping doing homework.

4.4.11. Findings Related to the Theme of Understanding the Teacher's Purpose for Assignment

Table 46 shows the codes related to the theme of ways of understanding the teacher's purpose of assigning homework.

Table 46: Codes Related to the Theme of Understanding the Teacher's Purpose for Assigning Homework

	Documents	Percentage
Yes, I understand the purpose of the assignment	13	86,67
Sometimes I don't understand the purpose of homework	1	6,67
Homework is given for development purposes	1	6,67
No, I don't understand the purpose of the assignment	1	6,67

The codes related to the theme of understanding the teacher's purpose for assigning homework are as follows: yes, I understand the purpose of homework, sometimes I do not understand the purpose of homework, homework is given for the purpose of development, and no, I do not understand the purpose of homework

4.4.12. Findings Related to the Theme of Sufficient Resources and Time for Homework

Table 47 shows the codes related to the theme of sufficient resources and time for homework.

Table 47: Codes Related to the Theme of Sufficient Resources and Time for Homework

	Documents	Percentage
Yes, having sufficient resources and time	11	73,33
Having the resources but not the time	4	26,67

The codes related to the theme of sufficient resources and time for the assignment are as follows: yes, having sufficient resources and time, and having resources but no time.

As seen in Table 45, 11 students (73.33%) state that they have sufficient resources and time. 4 students (26.67%) stated that they had resources but no time.

4.4.13. Findings Related to the Theme of How Homework Develops Creativity

Table 48 shows the codes related to the theme of the status of homework assignments in developing creativity.

Table 48: Codes Related to the Theme of the Status of Homework to Develop Creativity

	Documents	Percentage
Yes, it enhances creativity	12	80,00
No, it does not develop creativity	3	20,00

The codes related to the theme of how homework improves creativity are as follows: yes, it improves creativity and no, it does not improve creativity.

As seen in Table 48, 12 students (80.00%) stated that homework improved their creativity. 3 students (20,00%) stated that homework did not improve their creativity.

4.4.14. Findings Related to the Theme of the Effect of Having Enough Material on Homework

Table 49 shows the codes related to the theme of the effect of having sufficient material on homework.

Table 49: Codes Related to the Theme of the Effect of Having Sufficient Material on Homework

	Documents	Percentage
Finish the assignment faster	8	53,33
Usefulness	4	26,67
No impact	2	13,33
Enabling to be more attentive	1	6,67

The codes related to the theme of the effect of having sufficient materials on homework are as follows: finishing the homework faster, being useful, having no effect, and being more attentive.

As seen in Table 49, 8 students (53.33%) said that the adequacy of the study environment and having the necessary materials such as internet and computer had an effect on finishing the homework faster. Regarding the effect of the adequacy of the working environment and having the necessary materials such as internet and computer on homework, 4 students (26.67%) stated that it was beneficial, 2 students (13.33%) stated that it had no effect and 1 student (6.67%) stated that it enabled them to be more attentive.

4.4.15. Findings Related to the Theme of the Effect of Homework on Stress, Sense of Failure and Boredom

Table 50 shows the codes related to the theme of the stress, sense of failure and boredom effect of homework.

Table 50: Codes Related to the Theme of Stress, Sense of Failure and Boredom Effect of Homework

	Documents	Percentage
Yes, it causes	6	40,00
No, it doesn't cause	5	33,33
Sometimes causing	4	26,67
Causing boredom	1	6,67

The codes related to the theme of the effect of homework on stress, sense of failure and boredom are as follows: yes, causes, no, does not cause, sometimes causes and causes boredom.

As seen in Table 50, 6 students (40.00%) said that homework caused negative effects such as stress, sense of failure and boredom, 5 students (33.33%) said that it did not cause negative effects, 4 students (26.67%) said that it sometimes caused negative effects and 1 student (6.67%) said that it caused boredom.

4.4.16. Findings Related to Cross Tables

Table 51 shows the most frequently given codes according to the (gender) variables considered as the demographic variables of the students within the scope of the study.

Table 51: Cross Table Regarding Gender Variable

	Boy	Girl
Strategies for doing English homework		
No, I don't have any strategies	3	9
Submitting assignments on time		
Yes, I usually deliver on time	3	10
Explanation by the teacher while assigning homework		
Yes, s/he explains it enough	4	8
Completion status of homework assignments		
Yes, it completes the missing	4	6
Receiving feedback from the teacher		
Yes, feedback is sufficient	3	7
Understanding the teacher's purpose for assigning homework		
Yes, I understand the purpose of the assignment	4	9
Sufficient resources and time for homework		
Yes, having sufficient resources and time	4	7
The extent to which assignments develop creativity		
Yes, it enhances creativity	4	8

Regarding the strategies used for English homework, a higher proportion of girls compared to boys reported that they do not employ specific strategies when completing their English assignments.

On the topic of submitting homework on time, girls were more likely than boys to indicate that they consistently submit their homework punctually.

In terms of the teacher's explanations for assignments, more girls than boys felt that the teacher provides adequate explanations when assigning homework.

Regarding the completion of missing parts in homework, a greater number of girls reported that teachers address and complete any missing elements of the homework.

In relation to receiving feedback from the teacher, girls were more likely than boys to feel that they receive sufficient feedback on their homework.

Regarding understanding the purpose of homework assignments, more girls than boys believed they grasp the teacher's objectives behind the homework.

Concerning the availability of resources and time for homework, girls indicated having sufficient resources and time more frequently than boys.

When it comes to homework fostering creativity, a higher number of girls than boys felt that their homework contributes to developing their creativity.

4.4.17. Findings Related to Code Matrix Scanner

Figure 2 shows the code matrix browser. A code matrix browser was obtained from the content analysis of the answers given by the students.

Figure 2: Code Matrix Scanner

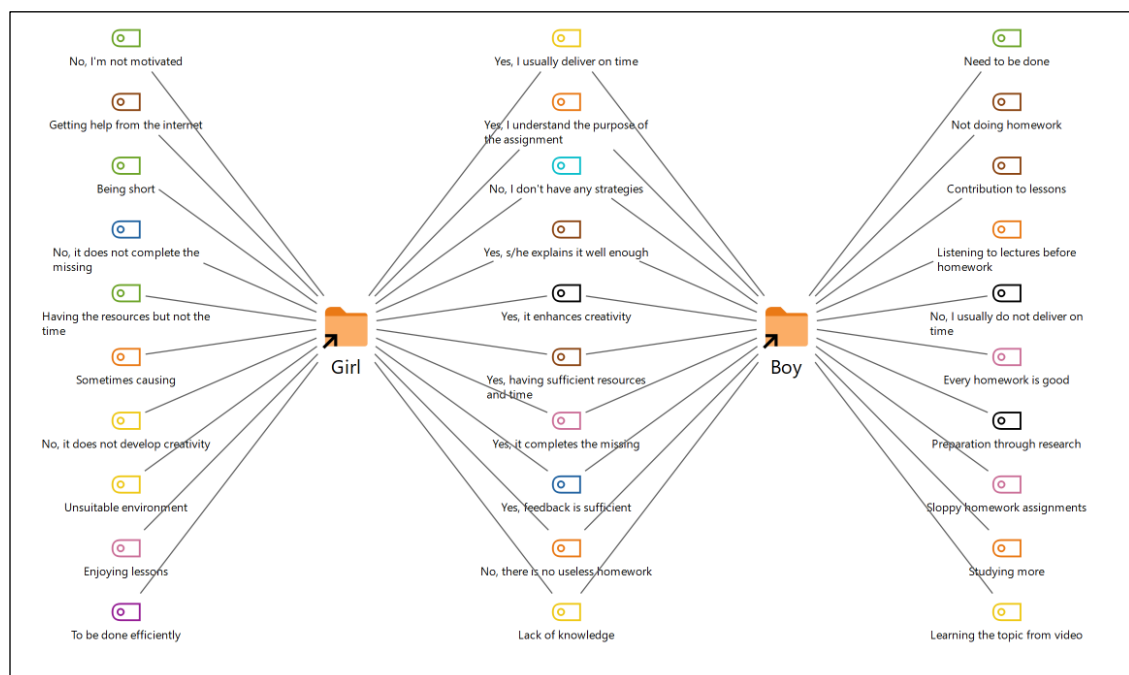
Kod Sistemi	15 Girl	14 Girl	13 Girl	12 Girl	11 Girl	10 Girl	9 Girl	8 Girl	6 Girl	5 Girl	3 Girl	7 Boy	2 Boy	4 Boy	1 Boy	TOPLAM
> Feeling Motivated While Doing Homework																28
> Strategies Applied While Doing English																15
> Submitting Assignments On Time																15
> Good Homework Definition																15
> Homework Considered Useless																15
> Ways To Make Homework More Effective																14
> Teacher's Explanation While Assigning Homework																15
> Completion Of Deficiencies By Homework																15
> Receiving Feedback From The Teacher																14
> Ways To Overcome Difficulties In Starting Homework																18
> Understanding the Teacher's Purpose for Homework																16
> Sufficient Resources And Time For Homework																15
> How Homework Develops Creativity																15
> The Effect Of Having Enough Material For Homework																15
> The Effect Of Homework On Stress, Sensitivity																16
Σ TOPLAM	16	17	16	16	16	16	14	16	16	15	16	18	17	16	16	241

According to Figure 2, Student 7 contributed the most to the themes. The contributions of other students were also significant. Another finding was that the theme of feeling motivated while doing homework had the highest contribution.

4.4.18. Findings Related to Two Case Models According to Gender Variable

Figure 3 presents two case models according to gender, which is the demographic information obtained from the participating students within the scope of the study.

Figure 3: Two Case Models Related to Themes by Gender Variable

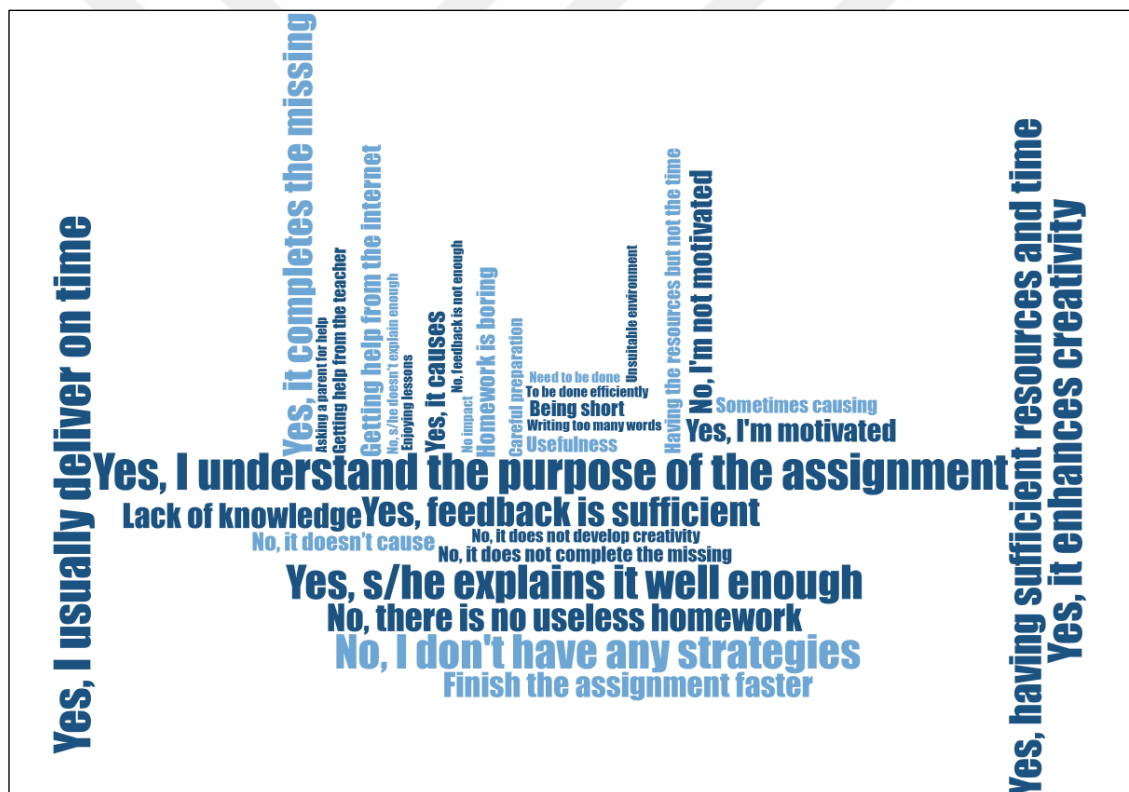


As can be seen in Figure 3, the male and female students generally stated that they submitted assignments on time; they understood the purpose of the assignments; they had no strategy when they had difficulties with the assignments, their English teachers explained the assignments sufficiently, the assignments developed their creativity, they had enough resources and time to complete the assignments, they completed the missing parts of the assignments, their English teachers gave feedback, there were no useless assignments, and they did not know how to make the assignments more effective.

4.4.19. Findings Related to Code Cloud

Figure 4 illustrates the code cloud.

Figure 4: Code Cloud for the Research



The most frequently used code in the study is “Yes, I usually submit it on time”. The students said that they submitted their English homework on time.

4.5. Reliability Coefficients

Examining Cronbach's alpha (reliability coefficients) of the scales utilized for data collection in this study for the secondary school, high school, and university samples, I observed the following

results. For the secondary school sample, the Cronbach Alpha value for the “Homework Goal Orientation Scale” is .88, while the Cronbach Alpha value for the “Homework Strategy Usage Scale” is .80, and the Cronbach Alpha value for the “Management Strategy Usage Scale” is .83. Additionally, the Cronbach’s alpha value for the “Homework Procrastination Scale” is .93, and the Cronbach Alpha value for the “Homework Quality Perception Scale” was .83. Lastly, the Cronbach's alpha value for the “Feedback Perceptions Scale Regarding Homework” was found to be .86 and .87.

For the high school sample, Cronbach Alpha value of “Homework Goal Orientation Scale” is .78, Cronbach Alpha value of “Homework Strategy Use Scale” is .83, Cronbach Alpha value of “Management Strategy Use Scale” is .87, Cronbach Alpha value of “Homework Procrastination Scale” is .91, Cronbach Alpha value of “Homework Quality Perception Scale” is .83. “Cronbach Alpha value of “Feedback Perceptions Scale Regarding Homework Scale” was determined as .89 and .90.

The university sample's Cronbach’s alpha values for the “Homework Goal Orientation Scale” and “Homework Strategy Usage Scale” were .85 and .89, respectively. The “Management Strategy Usage Scale” had a Cronbach Alpha value of .86, while the “Homework Procrastination Scale” had a value of .91. The “Homework Quality Perception Scale” had a Cronbach’s alpha value of .89. Additionally, the “Feedback Perceptions Scale Regarding Homework” had a Cronbach Alpha value of .90, and the “Feedback Perceptions Scale” had a value of .88.

Considering these results, the reliability coefficient values obtained from the scales in our study were determined to be close to the reliability coefficient values of the “Student Homework Scale” model developed by Taş (2013). This means that our study is compatible with scientific aspects.

4.6. The Relationship between the Subscales of the Student Homework Scale

Table 52: Correlation Table

Dimensions		1	2	3	4	5	6
1. Homework goal orientation	r	1					
	p						
2. Homework strategy use	r	,674**	1				
	p	,000*					
3. Management strategy use	r	,614**	,962**	1			
	p	,000*	,000*				
4. Homework procrastination	r	-,379**	-,511**	-,465**	1		
	p	,000*	,000*	,000*			
5. Perception of homework quality	r	,276**	,364**	,296**	-,298**	1	
	p	,000*	,000*	,000*	,000*		
6. Feedback on homework scale	r	,458**	,476**	,433**	-,557**	-,528**	1
	p	,000*	,000*	,000*	,000*	,000*	

Significance level *p<.05, **p<.01

When Table 52 is examined, as a result of the correlation analysis, the correlation coefficients between the sub-dimensions of the Student Homework Scale are as follows: The correlation coefficient between homework goal orientation and homework strategy use was $r=.674$. The fact that the correlation coefficient is not close to zero indicates a significant and positive relationship between these two variables ($p=.00$, $p<.05$). Similarly, the correlation coefficient between the use of management strategies and the use of homework strategies was $r=.962$. The fact that the correlation coefficient did not take a value close to zero indicates a significant and positive relationship between these two variables ($p=.00$, $p<.05$). The correlation coefficient values for the other sub-dimensions of the scale were similar. However, as seen in Table 52, the correlation coefficient values obtained for homework procrastination and homework goal orientation ($r=-.379$, $p<.05$), homework strategy use ($r=-.511$, $p<.05$), and management strategy use ($r=-.465$, $p<.05$) were negative. Therefore, it was determined that there is a significant negative relationship between them. In other words, it can be interpreted that for each postponed homework, homework goal orientation, homework strategy use and management strategy use are weakened or negatively affected.

CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Doing homework and assigning homework are some of the most important aspects of educational life. Even though there are some cases of dissatisfaction/ displeasure/ complaints about homework from parents or students, homework is accepted as one of the factors that encourages individuals to learn science. The more developed an individual's self-regulation skills are, the more homework self-regulation develops and brings academic success (Pintrich, 1999). For this reason, in our study, students' approaches to “homework self-regulation” related to English homework and their feelings and thoughts about the implementation of homework were examined in detail because of their importance.

In this study, there was a significant difference between the self-regulation levels of the participants (middle school, high school, and university) determined as the sample group and gender. Looking at the same results for all three groups, a significant difference was found between goal orientation, homework strategy use, management strategy use, and feedback on homework and gender. In this context, it is considered that students' English homework self-regulation skills were high.

In fact, in a study conducted by Aktan (2012), it was determined that there was a significant difference between the participants' gender variable and homework motivation and goal orientation. Similar findings have been reported in other studies (Üredi 2005; Kuyumcu Vardar, 2011; İspir et al. 2011; Taş, 2013; Demircan, 2014; and Üredi and). It is believed that students' academic achievement will increase further with the development and support of technical knowledge and skills related to homework self-regulation (Aran, 2015). As a matter of fact, according to the results of the research conducted by İspir et al. (2011), the participants (students) scored high in the cognitive strategy development part of self-regulation along with cognitive strategy development and were found to be competent in homework self-regulation.

A significant positive difference was found between the variables, such as whether the participants in all three sample groups had their own study rooms, whether they had a computer with an Internet connection, mother's education level, father's education level, mother's employment status, father's employment status, and the frequency of homework assignments given by the teacher; and (most) the sub-dimensions of the student homework scale. All these variables had a positive effect on participants' self-regulation skills and level. A significant difference was found between the

study room variables and self-regulation strategies. Students who had a study room had higher levels of self-regulation strategies than those who did not. It is evaluated that those with better (higher) socioeconomic and educational levels of the family have higher self-regulation and academic achievement as well as higher motivation, and the fact that the participants have their own internet-connected computers at home positively affects their homework self-regulation skills, as well as positively affects their feedback on homework. It is considered to be very important for homework quality perception and strategy (Bembenutty, 2011; Gu and Kristoffersson, 2015) to provide feedback on homework (Duru and Çöğmen, 2017) to improve the quality of homework self-regulation. Similarly, Eker and Arsal (2014) found that participants had a positive effect on self-regulation and strategy determination related to homework assignments.

The documented literature covers studies with similar result, it was seen that there are studies that obtained similar results supporting the results of our research (Zimmerman and Martinez Pons, 1986; Çubukçu, 2009; Aktan, 2012). Likewise, there is a significant positive difference between the frequency of computer use and students' perceptions of computer self-efficacy (Aşkar and Umay, 2001; Akkoyunlu and Kurbanoglu, 2003; Fagan et al. 2004; Usluel and Seferoglu, 2004). According to Talan and Gülseçen's (2018) study, the fact that the participating students (in the experimental and control groups) took the computer course and used computers and other technologies to complete the tasks given before or after the course enables students to gain experience. Therefore, it was thought to have a positive effect on students' self-efficacy and self-regulation skills regarding computer use. According to similar studies, most students are generally digital natives (the new generation is growing up with technology) and have excellent technology usage skills. However, sometimes students are not allowed to use technology because of limited technological facilities or concerns about distractions. Such an environment can lead to a decrease in students' motivation to learn. However, in the constructivist approach, technology should be effectively integrated into teaching and contribute to academic success (Tezci and Perkmen, 2013; Bayrakçeken et al. 2021).

As a result of the correlation analysis conducted in our research, the correlation between the subdimensions of the Student Homework Scale was analyzed, and the relationship between them was examined. The correlation coefficient between homework goal orientation and homework strategy use had a significant and positive relationship. Similarly, there is a significant and positive relationship between the correlation coefficients of management strategy use and homework strategy use. Table 52 shows that the results of the correlation coefficient values of the other sub-dimensions of the scale are similar. Therefore, it was determined that there is a significant negative relationship between them. In other words, for each postponed homework, homework goal orientation, homework strategy use, and management strategy use weaken or negatively affect homework goal orientation, and homework done on time and without postponement will have a positive effect on self-homework skills and academic achievement.

When the existing studies similar to these results are examined, they are in parallel with the results of the research emphasizing the relationship between self-regulation strategies, motivational beliefs, and academic achievement (Üredi and Üredi, 2005; Cabi, 2009; Cheng, 2011). Similarly, in a study conducted by Zimmerman and Martinez-Pons (1986), it was found that there was a direct relationship between the use of self-regulation strategies and academic achievement and that academic achievement increased when self-regulation strategies were used effectively. Pintrich and De Groot (1990) reported that the academic achievement of students who used self-regulation strategies also increased. Paterson (1996) found that students who used self-regulation strategies had higher academic achievements. Eom and Reiser (2000) found that students who used self-regulation strategies learned their subjects better and were academically successful. In parallel with these results, this study observed that students with high academic achievement used self-regulation strategies more effectively and had higher motivational beliefs. A similar result was reported in a study conducted by Aktan (2012). According to this study, there was a statistically high positive correlation between students' SRL strategies and general motivation levels, which indicates that there is a strong relationship between self-regulated learning strategies and motivational structures.

Family structure is known to be effective for students' academic achievement, self-regulation, further affirmation of their approaches towards homework, learning strategies, and motivation. In this context, families should be informed of their role, contribution, and support in the development of students' academic achievement. All themes that were searched for in the qualitative research showed us that students should be guided in the right way about homework, and that student activities during the homework process are as valuable as the homework output.

More comprehensive studies similar to this one can be conducted across Turkey or regionally to increase the success of English homework and/or offer clearer solutions to the problems identified. In addition, qualitative research can be conducted to reveal the factors affecting students' self-regulated English skills. Experimental research should be conducted to develop self-regulatory learning strategies.

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APPENDIXES

Appendix 1: Factor Analysis Tables Continued

Regression Weights: (Group number 1 – Default model)

			Estimate	S.E.	C.R.	P	Label
HSUS7	<---	HSUS	1,000				
HSUS6	<---	HSUS	,682	,039	17,539	***	
HSUS5	<---	HSUS	,730	,039	18,589	***	
HSUS4	<---	HSUS	,972	,041	23,637	***	
HSUS3	<---	HSUS	,838	,032	26,226	***	
HSUS2	<---	HSUS	,672	,036	18,909	***	
HSUS1	<---	HSUS	1,049	,039	27,216	***	
MSUS9	<---	MSUS	1,000				
MSUS8	<---	MSUS	1,293	,068	19,060	***	
MSUS7	<---	MSUS	1,443	,071	20,269	***	
MSUS6	<---	MSUS	,814	,058	14,010	***	
MSUS5	<---	MSUS	1,434	,074	19,278	***	
MSUS4	<---	MSUS	1,154	,061	19,074	***	
MSUS3	<---	MSUS	,967	,057	17,039	***	
MSUS2	<---	MSUS	,960	,052	18,465	***	
MSUS1	<---	MSUS	1,524	,079	19,371	***	
FPRHS1	<---	FPRHS	1,000				
FPRHS2	<---	FPRHS	,609	,054	11,268	***	
FPRHS3	<---	FPRHS	1,407	,075	18,734	***	
FPRHS4	<---	FPRHS	1,444	,075	19,304	***	
FPRHS5	<---	FPRHS	1,690	,086	19,676	***	
FPRHS6	<---	FPRHS	1,572	,081	19,337	***	
HQPS1	<---	HQPS	1,000				
HQPS2	<---	HQPS	,751	,053	14,309	***	
HQPS3	<---	HQPS	1,502	,070	21,358	***	
HQPS4	<---	HQPS	1,122	,063	17,856	***	
HQPS5	<---	HQPS	1,093	,065	16,911	***	
HQPS6	<---	HQPS	,931	,055	16,889	***	
HQPS7	<---	HQPS	1,360	,066	20,556	***	
HQPS8	<---	HQPS	,408	,053	7,745	***	
HPS1	<---	HPS	1,000				
HPS2	<---	HPS	,924	,041	22,808	***	
HPS3	<---	HPS	1,063	,042	25,226	***	
HPS4	<---	HPS	1,192	,045	26,544	***	
HPS5	<---	HPS	1,087	,043	25,444	***	
HPS6	<---	HPS	1,276	,044	29,245	***	

Appendix 1: (Continue)

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
HSUS7	<---	HSUS	,782
HSUS6	<---	HSUS	,535
HSUS5	<---	HSUS	,564
HSUS4	<---	HSUS	,695
HSUS3	<---	HSUS	,758
HSUS2	<---	HSUS	,572
HSUS1	<---	HSUS	,782
MSUS9	<---	MSUS	,576
MSUS8	<---	MSUS	,767
MSUS7	<---	MSUS	,851
MSUS6	<---	MSUS	,498
MSUS5	<---	MSUS	,781
MSUS4	<---	MSUS	,768
MSUS3	<---	MSUS	,647
MSUS2	<---	MSUS	,729
MSUS1	<---	MSUS	,787
FPRHS1	<---	FPRHS	,543
FPRHS2	<---	FPRHS	,391
FPRHS3	<---	FPRHS	,825
FPRHS4	<---	FPRHS	,877
FPRHS5	<---	FPRHS	,915
FPRHS6	<---	FPRHS	,881
HQPS1	<---	HQPS	,586
HQPS2	<---	HQPS	,508
HQPS3	<---	HQPS	,915
HQPS4	<---	HQPS	,682
HQPS5	<---	HQPS	,632
HQPS6	<---	HQPS	,631
HQPS7	<---	HQPS	,850
HQPS8	<---	HQPS	,254
HPS1	<---	HPS	,722
HPS2	<---	HPS	,698
HPS3	<---	HPS	,769
HPS4	<---	HPS	,808
HPS5	<---	HPS	,776
HPS6	<---	HPS	,886
HPS7	<---	HPS	,639
HPS8	<---	HPS	,914
HPS9	<---	HPS	,917
HPS10	<---	HPS	,760
HPS11	<---	HPS	,830
HPS12	<---	HPS	,692

Appendix 1: (Continue)

GOS14	<---	GOS	,880
GOS13	<---	GOS	,494
GOS12	<---	GOS	-,344
GOS11	<---	GOS	,821
GOS10	<---	GOS	-,284
GOS9	<---	GOS	,787
GOS8	<---	GOS	,622
GOS7	<---	GOS	-,048
GOS6	<---	GOS	,427
GOS5	<---	GOS	,856
GOS4	<---	GOS	,702
GOS3	<---	GOS	-,187
GOS2	<---	GOS	,904
GOS1	<---	GOS	,854
GOS15	<---	GOS	-,366
HQPS9	<---	HQPS	,283
FPRHS7	<---	FPRHS	,813

Intercepts: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
HSUS7	3,743	,035	108,188	***	
HSUS6	3,711	,034	107,605	***	
HSUS5	4,026	,035	114,958	***	
HSUS4	3,692	,038	97,593	***	
HSUS3	3,863	,030	129,131	***	
HSUS2	3,858	,032	121,368	***	
HSUS1	3,597	,036	99,028	***	
MSUS9	3,798	,039	96,754	***	
MSUS8	3,740	,038	98,174	***	
MSUS7	3,503	,038	91,463	***	
MSUS6	3,774	,037	102,155	***	
MSUS5	3,800	,041	91,634	***	
MSUS4	3,723	,034	109,613	***	
MSUS3	4,005	,034	118,504	***	
MSUS2	4,000	,030	134,502	***	
MSUS1	3,810	,044	87,135	***	
FPRHS1	3,827	,042	90,783	***	
FPRHS2	3,862	,036	108,445	***	
FPRHS3	3,937	,039	100,991	***	
FPRHS4	3,843	,038	102,086	***	
FPRHS5	3,670	,042	86,835	***	
FPRHS6	3,540	,041	86,678	***	
HQPS1	3,677	,040	92,131	***	

Appendix 1: (Continue)

HQPS2	3,937	,035	113,914	***	
HQPS3	3,641	,038	94,924	***	
HQPS4	3,834	,038	99,775	***	
HQPS5	3,243	,040	80,187	***	
HQPS6	3,794	,035	109,934	***	
HQPS7	3,692	,037	98,691	***	
HQPS8	2,835	,038	75,520	***	
HPS1	2,468	,043	57,030	***	
HPS2	2,789	,041	67,509	***	
HPS3	2,591	,043	60,055	***	
HPS4	2,612	,046	56,682	***	
HPS5	2,244	,044	51,290	***	
HPS6	2,213	,045	49,179	***	
HPS7	2,517	,045	56,271	***	
HPS8	2,304	,040	57,787	***	
HPS9	2,196	,042	51,952	***	
HPS10	2,072	,040	51,223	***	
HPS11	2,110	,042	50,639	***	
HPS12	2,649	,044	59,962	***	
GOS14	4,038	,035	115,798	***	
GOS13	3,278	,046	71,574	***	
GOS12	3,079	,046	66,481	***	
GOS11	3,930	,036	109,922	***	
GOS10	3,100	,044	69,703	***	
GOS9	3,871	,035	111,443	***	
GOS8	3,456	,039	88,102	***	
GOS7	3,511	,039	90,162	***	
GOS6	3,386	,037	90,314	***	
GOS5	4,054	,032	125,939	***	
GOS4	3,594	,037	97,012	***	
GOS3	3,331	,034	96,963	***	
GOS2	3,912	,035	110,494	***	
GOS1	4,001	,035	114,493	***	
GOS15	3,101	,044	70,055	***	
HQPS9	2,662	,039	68,193	***	
FPRHS7	3,836	,042	92,261	***	

Appendix 1: (Continue)

Covariances: (Group NUMBER 1 - DEFAULT MODEL)

			Estimate	S.E.	C.R.	P	Label
HSUS	<-->	MSUS	,574	,040	14,269	***	
HSUS	<-->	FPRHS	,321	,030	10,794	***	
HSUS	<-->	HQPS	,356	,031	11,515	***	
HSUS	<-->	HPS	-,530	,039	-13,431	***	
GOS	<-->	HSUS	,611	,039	15,673	***	
MSUS	<-->	FPRHS	,221	,024	9,151	***	
MSUS	<-->	HQPS	,178	,022	7,941	***	
MSUS	<-->	HPS	-,416	,035	-11,772	***	
GOS	<-->	MSUS	,487	,036	13,367	***	
FPRHS	<-->	HQPS	,403	,034	11,705	***	
FPRHS	<-->	HPS	-,388	,035	-11,119	***	
GOS	<-->	FPRHS	,448	,036	12,486	***	
HQPS	<-->	HPS	-,276	,030	-9,090	***	
GOS	<-->	HQPS	,451	,035	12,764	***	
GOS	<-->	HPS	-,666	,044	-14,993	***	

Correlations: (Group Number 1 - Default Model)

			Estimate
HSUS	<-->	MSUS	,881
HSUS	<-->	FPRHS	,487
HSUS	<-->	HQPS	,528
HSUS	<-->	HPS	-,588
GOS	<-->	HSUS	,690
MSUS	<-->	FPRHS	,401
MSUS	<-->	HQPS	,317
MSUS	<-->	HPS	-,553
GOS	<-->	MSUS	,659
FPRHS	<-->	HQPS	,707
FPRHS	<-->	HPS	-,510
GOS	<-->	FPRHS	,599
HQPS	<-->	HPS	-,355
GOS	<-->	HQPS	,590
GOS	<-->	HPS	-,652

Appendix 1: (Continue)

Variances: (Group Number 1 - Default Model)

	Estimate	S.E.	C.R.	P	Label
HSUS	,780	,053	14,819	***	
MSUS	,544	,054	9,992	***	
FPRHS	,558	,060	9,372	***	
HQPS	,582	,057	10,156	***	
HPS	1,039	,077	13,527	***	
GOS	1,005	,055	18,154	***	
e1	,496	,025	19,612	***	
e2	,905	,041	22,224	***	
e3	,892	,040	22,082	***	
e4	,788	,037	21,050	***	
e5	,406	,020	20,116	***	
e6	,725	,033	22,036	***	
e7	,547	,028	19,621	***	
e8	1,098	,049	22,275	***	
e9	,638	,031	20,736	***	
e10	,431	,023	18,740	***	
e11	1,094	,049	22,548	***	
e12	,715	,035	20,507	***	
e13	,505	,024	20,723	***	
e14	,708	,032	21,907	***	
e15	,442	,021	21,220	***	
e16	,774	,038	20,397	***	
e17	1,336	,059	22,546	***	
e18	1,146	,050	22,854	***	
e19	,516	,025	20,281	***	
e20	,348	,019	18,656	***	
e21	,310	,019	16,265	***	
e22	,399	,022	18,508	***	
e23	1,116	,050	22,105	***	
e24	,945	,042	22,435	***	
e25	,255	,019	13,180	***	
e26	,842	,039	21,436	***	
e27	1,048	,048	21,833	***	
e28	,765	,035	21,840	***	
e29	,414	,023	17,916	***	
e30	1,405	,061	22,959	***	
e31	,956	,043	22,155	***	
e32	,932	,042	22,271	***	
e33	,810	,037	21,842	***	
e34	,787	,037	21,474	***	
e35	,812	,037	21,790	***	
e36	,466	,023	19,950	***	

Appendix 1: (Continue)

e37	1,261	,056	22,495	***	
e38	,279	,015	18,690	***	
e39	,302	,016	18,504	***	
e40	,738	,034	21,917	***	
e41	,575	,027	21,180	***	
e42	1,083	,049	22,298	***	
e43	,292	,015	19,332	***	
e44	1,691	,074	22,739	***	
e45	2,015	,088	22,942	***	
e46	,443	,021	20,833	***	
e47	1,939	,084	22,993	***	
e48	,489	,023	21,319	***	
e49	1,007	,045	22,407	***	
e50	1,613	,070	23,085	***	
e51	1,226	,054	22,847	***	
e52	,296	,015	20,106	***	
e53	,741	,034	22,034	***	
e54	1,214	,053	23,048	***	
e55	,245	,013	18,214	***	
e56	,353	,017	20,157	***	
e57	1,810	,079	22,920	***	
e58	1,494	,065	22,924	***	
e59	,625	,030	20,532	***	

Squared Multiple Correlations: (Group Number 1 - Default Model)

	Estimate
FPRHS7	,661
HQPS9	,080
GOS15	,134
GOS1	,729
GOS2	,817
GOS3	,035
GOS4	,493
GOS5	,732
GOS6	,182
GOS7	,002
GOS8	,386
GOS9	,620
GOS10	,081
GOS11	,675
GOS12	,119
GOS13	,244
GOS14	,775

Appendix 1: (Continue)

HPS12	,479
HPS11	,689
HPS10	,577
HPS9	,841
HPS8	,836
HPS7	,409
HPS6	,784
HPS5	,602
HPS4	,652
HPS3	,592
HPS2	,488
HPS1	,521
HQPS8	,065
HQPS7	,722
HQPS6	,398
HQPS5	,399
HQPS4	,465
HQPS3	,837
HQPS2	,258
HQPS1	,343
FPRHS6	,775
FPRHS5	,837
FPRHS4	,770
FPRHS3	,681
	Estimate
FPRHS2	,153
FPRHS1	,295
MSUS1	,620
MSUS2	,532
MSUS3	,418
MSUS4	,589
MSUS5	,610
MSUS6	,248
MSUS7	,724
MSUS8	,588
MSUS9	,331
HSUS1	,611
HSUS2	,327
HSUS3	,575
HSUS4	,483
HSUS5	,318
HSUS6	,286
HSUS7	,611

Appendix 1: (Continue)

Iteration		Negative eigenvalues	Condition #	Smallest eigenvalue	Diameter	F	NTries	Ratio
0	e	23		-1,897	9999,000	90833,664	0	9999,000
1	e*	27		-1,479	7,459	72094,078	20	,123
2	e*	21		-,334	,562	68833,989	6	1,004
3	e	14		-,316	,607	66349,616	5	,842
4	e*	8		-,298	,907	62869,837	5	,975
5	e	3		-,065	,787	60411,032	5	,953
6	e	3		-,078	,752	58943,369	5	,863
7	e*	1		-,071	1,205	57568,746	6	,967
8	e	1		-,007	,969	56992,542	5	,642
9	e	0	2717,449		1,110	56477,153	6	,965
10	e	0	1705,560		,951	56358,487	2	,000
11	e	0	2605,264		,527	56269,941	1	1,148
12	e	0	4192,825		,338	56259,312	1	1,131
13	e	0	5260,249		,108	56258,544	1	1,067
14	e	0	5337,475		,017	56258,534	1	1,012
15	e	0	5383,929		,000	56258,534	1	,999
Model					NPAR			CMIN
Default model					192			56258,534
Model			AIC	BCC			BIC	CAIC
Default model			56642,534	56664,773				
Minimization:						,170		
Miscellaneous:						3,245		
Bootstrap:						,000		
Total:						3,415		

Appendix 2: Ethics Committee Permission



GİZLİ

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği



04053830

Sayı : E-82554930-050.01.04-373385 - 1302
Konu : Emel EGEMEN'in Etik Kurul Kararı

23.05.2023

Sn. Emel EGEMEN

İlgi : 22.05.2023 tarihli ve E-26014373-050.01.04-373004 sayılı yazı.

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Yüksek Lisans Programı öğrencisi Emel EGEMEN'in "**Öğrencilerin İngilizce Ödevlerinde Öz-Düzenleme Becerileri: Yozgat Örneği**" adlı yüksek lisans tezi çalışması için gerekli Etik Kurul incelemesi yapılmış ve başvurunuz onay verilmiştir.

Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Ek: Emel EGEMEN'in Etik Kurul Kararı

Appendix 2: (Continue)



GİZLİ

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Etik Kurulu

Sayı : E-26014373-050.01.04-373004
Konu : Emel EGEMEN'in Etik Kurul Kararı

22.05.2023

REKTÖRLÜK MAKAMINA
Hukuk Müşavirliği

İlgil : 17.04.2023 tarihli ve E-90783813-199-10960 sayılı yazı.

KTÜ – Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı öğretim üyesi Dr. Öğr. Üyesi Hasan SAĞLAMEL'in akademik danışmanlığında, Batı Dilleri ve Edebiyatı Yüksek Lisans Programı öğrencisi 328660 numaralı **Emel EGEMEN**'in yürüttüğü "Öğrencilerin İngilizce Ödevlerinde Öz-Düzenleme Becerileri: Yozgat Örneği" başlıklı yüksek lisans tezi kapsamında "Etik Kurul Belgesi" ile ilgili olarak kuruluşa yaptığı başvuru değerlendirilerek **uygun bulunmuş** ve sonucu ekte gönderilmiştir.

İlgili öğrencinin bilgilendirilmesi hususunda gereğini arz ederim.

Prof. Dr. Abdülkadir PEHLİVAN
Başkan

Ek: Toplantı Tutanağı (3 sayfa)

Appendix 3: Provincial Directorate of National Education Application Permit



T.C.
YOZGAT VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-55005497-20-85252233
Konu : Araştırma İzni
(Emel EGEMEN)

26/09/2023

VALİLİK MAKAMINA

- İlgi: a) Millî Eğitim Bakanlığının 21/01/2020 tarihli ve 1563890 sayılı Araştırma Uygulama İzinleri 2020/2 Nolu Genelgesi.
b) Karadeniz Teknik Üniversitesi Rektörlüğü Sosyal ve Beşeri Bilimler Etik Kurulu'nun 19.04.2023 tarihli ve 26014373-605.01-63194 (74771737) sayılı yazısı.
c) 25/04/2023 tarihli ve E-55005497-20-74950915 sayılı Valilik Oluru.
d) Müdürlüğümüzde 26/09/2023 tarih ve 85056148 sayı ile kayıtlı dilekçe.

Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi 328660 numaralı Emel EGEMEN'in, "Öğrencilerin Ödev Öz-Düzenleme Becerileri: Yozgat'taki Farklı Kademelerden Öğrenciler Örneği" başlıklı yüksek lisans tez çalışması hakkındaki ilgi (b) yazı ve adı geçene ait başvuru evrakları ilişikte sunulmuş olup ilgi (c) Valilik Oluru ile uygun görülmüştü.

Ancak; adı geçeninin ilgi (d) dilekçesinde; bahse konu araştırmalarda yeterli veri sayısına ulaşamadığı için 2023-2024 eğitim-öğretim yılında da uygulamaya devam etmek istediği belirtilmektedir. Bu kapsamda;

Söz konusu araştırmaların, gönüllülük esasına dayanmak koşuluyla ilgi (a) Genelgeye, Türkiye Cumhuriyeti Anayasasına, Millî Eğitim Temel Kanununa ve Türk Millî Eğitiminin genel amaçlarına aykırılık teşkil etmeyecek ve eğitim öğretim faaliyetlerini aksatmayacak şekilde; 2023-2024 eğitim öğretim yılı içerisinde de ilimiz genelinde bulunan resmi ve özel tüm ortaokullar, liseler ve bilim-sanat merkezlerinde öğrenim gören öğrencilere uygulanmasında herhangi bir sakınca bulunmamakta olup, Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

İsmail ALTINKAYNAK
İl Millî Eğitim Müdürü

OLUR

Appendix 3: (Continue)



YOZGAT VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-55005497-20-74950915
Konu : Araştırma İzni
(Emel EGEMEN)

25/04/2023

VALİLİK MAKAMINA

- İlgi: a) Millî Eğitim Bakanlığının 21/01/2020 tarihli ve 1563890 sayılı Araştırma Uygulama İzinleri 2020/2 Nolu Genelgesi.
b) Karadeniz Teknik Üniversitesi Rektörlüğü Sosyal ve Beşeri Bilimler Etik Kurulu'nun 19.04.2023 tarihli ve 260143 73-605.01-63194 (74771737) sayılı yazısı.

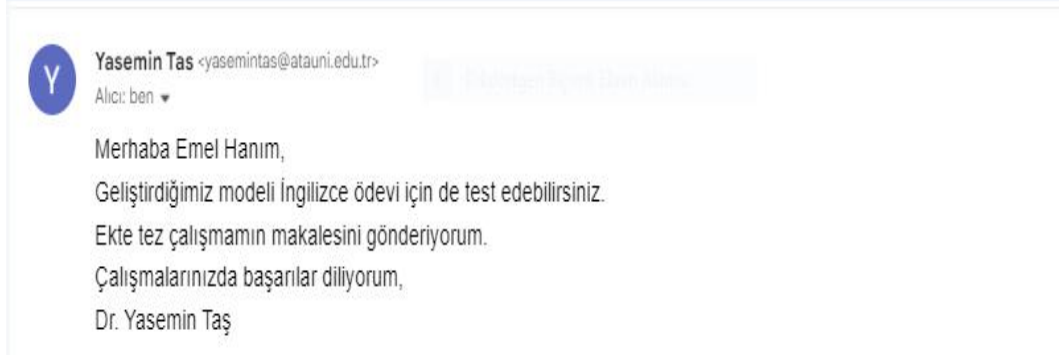
Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi 328660 numaralı Emel EGEMEN'in, "Öğrencilerin Ödev Öz-Düzenleme Becerileri: Yozgat'taki Farklı Kademelerden Öğrenciler Örneği" başlıklı yüksek lisans tez çalışması hakkındaki ilgi (b) yazı ve adı geçene ait başvuru evrakları ilişikte sunulmuştur.

Söz konusu araştırmanın, gönüllülük esasına dayanmak koşuluyla ilgi (a) Genelgeye, Türkiye Cumhuriyeti Anayasasına, Millî Eğitim Temel Kanununa ve Türk Millî Eğitiminin genel amaçlarına aykırılık teşkil etmeyecek ve eğitim öğretim faaliyetlerini aksatmayacak şekilde; 2022-2023 eğitim öğretim yılı içerisinde ilimiz genelinde bulunan resmi ve özel tüm ortaokullar, liseler ve bilim-sanat merkezlerinde öğrenim gören öğrencilere uygulanmasında herhangi bir sakınca bulunmamakta olup, Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Yusuf YAZICI
İl Millî Eğitim Müdürü

Appendix 4: Permission to Using Scale



Appendix 5: Parent Consent Form

Sayın veli;

Çocuğunuzun katılacağı bu çalışma, “**Öğrencilerin İngilizce Ödevlerinde Öz-Düzenleme Becerileri ve Ödev Alışkanlıkları: Yozgat’taki Farklı Eğitim Kademelerinden Öğrenciler Örneği**” adıyla, 24.04.2023-01.04.2024. tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Araştırmanın Hedefi: Yüksek Lisans Tez Çalışmasına ilişkin öğrencilerin değişen ödev algılarının anket ve mülakat yöntemiyle araştırılması hedeflenmektedir.

Araştırma Uygulaması: Anket / Mülakat şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Emel EGEMEN

İletişim bilgileri :

Velisi bulunduğum sınıfı numaralı öğrencisi

.....

.....’in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.

(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

Veli Adı-Soyadı :

Telefon Numarası :

...../...../.....

İsim-Soyisim İmza:

CURRICULUM VITAE

Emel EGEMEN She completed her secondary school education in Dervispasa Secondary School in 2002; she graduated from Gülten Ali ZİYAN Anatolian High School in 2006; she graduated from Çukurova University - Faculty of Education, Department of English Language Teaching in 2011. She started her master's program in Applied Linguistics at Karadeniz Technical University - Institute of Social Sciences, Department of Western Languages and Literature in 2015. She is currently working as a lecturer at Yozgat Bozok University - School of Foreign Languages.

EGEMEN, who is always in search of the new and the better, is a single mother of two children.