

# Family involvement with children's homework by sandra j balli

[Sociology](#)



**ASSIGN  
BUSTER**

The study has a rationale relating to the efficacy of homework in cases where family involvement is ensured. This had been studied previously by many researchers, but this particular study interrogates three situations where 1. the students are not prompted to involve their family in homework, 2. the students are prompted to involve their family in homework and 3. the students and teachers are prompted to involve the parents in homework. The research has further significance in the theoretical and application level, as it tackles different issues related to the performance of students with reference to the involvement of their families in their homework.

The literature is reviewed extensively, linking the research to Project Head Start, which involves studies related to involving parents in homework. Moreover, sufficient insights are drawn from pioneer researchers like Epstein and Bronfenbrenner. Moreover, the study critically evaluates previous research and points out the areas where more studies have to emerge. The study justifies the need for studying the problem and elaborates its scope in related fields. The previous studies are incorporated into the analysis, but the study remains original.

There are four clearly defined research questions relating to the significance of prompts in the involvement of family members in mathematics homework, the way this affects homework in other subjects, the relationship between family involvement and student achievement and the relationship of all these with regard to the selected family variables including parent education level, family structure and family size. The hypotheses are consistent with

theory and known facts, as evidenced by the way they are linked to previous research and established facts. They are testable, and suitable testing methods are applied. They bring out some expected results, though a few assumptions are refuted.

The procedures, designs, and instruments used for data collection are described sufficiently and are sufficient to come to empirical conclusions. They can be replicated in further studies. The population is described fully and classified effectively with regard to the possible variables in gender, family structure, and learning situations. Since the sample population is studied with uniform parameters, it can be considered representative of the total population in the specified fields of study. Ample evidence is provided to ensure the validity and reliability of the scores. There was no need for a pretest since the analysis was based on an ongoing process of 20 homework assignments. There was no obvious weakness in the overall design of the study, though the hypothesis that family involvement in homework would improve student performance was not supported by the results. A proper explanation of this could not be provided because sufficient investigation into the qualitative aspects of family involvement could not be brought under this quantitative analysis.

Statistical references were necessary for this study and they were fully explained and represented graphically. There is enough reference to the statistical and practical significance at the concluding sections of the study. The conclusions and generalizations are consistent with the findings and

they focus on the strengths and weaknesses of the study and the need for further research.