Review of Gifted Students' Perceptions towards Receiving Homework

Zübeyde Er
Çukurova Science and Art Center, Adana, https://orcid.org/0000-0002-9812-9552

Perihan Dinç Artut
Çukurova University, Adana, https://orcid.org/0000-0002-1585-0222

Ayten Pınar Bal
Çukurova University, Adana, https://orcid.org/0000-0003-1695-9876

Abstract: In this study, the aim is to examine the perceptions of special talented students towards the homework given in mathematics courses with various variables. The research was conducted with 149 gifted students studying at the science and art center in the southern region of Turkey. This study is a descriptive study in screening model. In the collection of the data, "Mathematics Course Student Homework Perception Scale" developed by Uçar (2018) was used. The data was analyzed by t-test, Anova test, Kruskall Wallis and Mann Whitney U-tests on SPSS package program. As a result of the research, it was concluded that the perceptions of the students about the homework given in mathematics courses were positive. In addition, while there was no significant difference in the perception of the homework given in mathematics courses in variables such as gender and education status, it was seen that there was a significant difference in some sub-factors in terms of grade level and group variables.

Keywords: Homework, Homework Perception, Special Talent

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Introduction

Educational activities are carried out in a planned and programmed manner in schools. Since the learning speed and learning style of each individual are not the same, the learning activity has to continue outside of school. Teachers often support the learning activity outside of school with the homework they have given. Homework is a learning activity that teachers give to students to be done outside of school, sometimes reading-writing and sometimes a problem to be solved or a television program to be watched, with the help of the student's family or individually or in groups with friends (Türkoğlu, İflazoğlu and Karakuş, 2014). Since the time students spend in school is short, school alone is not enough to achieve educational goals. Education needs to be carried out of

school with homework. Since the time that a teacher can spare for students during school is also limited, it should be ensured that learning continues outside the school. Homework, one of the teaching techniques, is one of the most effective methods of acquiring knowledge, making knowledge permanent and repeating knowledge, considering the time spent in school. Homework are considered to be beneficial to students in many ways (MEB, 2011).

Homeworkhas many positive effects on learning Şen and Gülcan (2012) indicated that the preparation, repetition, work or activities carried out by the students with the guidance of the teachers outside the class time support learning, thinking and individual development of the students. Homework centering on the student during the education and training process and making the student active in the learning process exhibit an approach that frees the student from the rote system. With the homework given to the students, teachers save the students from the preparation and direct them to become individuals who investigate and question (Uçar, 2018).

In summary, it can be said that homework are indispensable parts of education that continues outside of school. In addition, there are discussions about whether homework are necessary within the scope of educational activities. In the studies on homework in the field literature, it was found that homework at the secondary and higher education level had a positive effect on academic success. Some researchers have also found that there is a negative relationship between the amount of homework and attitude (İflazoğlu and Arslanhan, 2015). This situation reveals the importance of the quality and amount of the homework given.

Whether homeworkis necessary, how much and in what quality homework will be given if given, and the effects of homework on children's academic and social development have always been the subject of debate. Although there are not enough scientific studies on this subject in Turkey, there are studies or publications that discuss homework in a wide variety of dimensions, especially in the United States (Uçar, 2018). Information about the historical development process of home homework is limited to international publications (Atlı, 2012). The effectiveness of the homework given to the students to do was evaluated as a problem that should be emphasized on the positive and negative reflections of the students (Öcal, 2009).

In order for students to have positive situations related to homework, care should be taken to give the homework taking into account the interests and abilities of the students, to explain the purpose of the homework and to share the evaluation results with the students and to give feedback to the students (Dinçer and Ulutaş, 2003). When homework that do not appeal to the interests and abilities of students are given, it creates a feeling of boredom in children and is usually brought back without being done (Uçar, 2018). Such homework given to students will cause reluctance in students over time. To prevent these, it is concluded that students should be given homework that are appropriate to their interests and abilities, enable them to access information in their own way, activate their thinking skills and develop a sense of responsibility (Özer and Öcal, 2013).

Not every individual is the same in the classroom, and there are students who differ individually. Students with special talents are among the students who differ individually. Students with special talents need special

education both in the process of learning outside and inside the classroom because they have extraordinary potential in terms of intelligence, creativity, social and mental aspects compared to other students (Ngiamsunthorn, 2020). Teachers are the most important supporters who can understand the needs of these children with special abilities in the educational environment and provide education in this direction.

There have been many studies on homework that address the opinions of teachers, students and students from different grade levels (Benli and Sarıkaya, 2013; Keskin and Özer, 2016; Deveci, Önder and Çepni, 2013; Duru and Çöğmen, 2017; Ekici and Akdeniz, 2018; Gedik and Orhan; 2013; Özer and Öcal, 2013; Şeref and Varışoğlu, 2015). In addition, there were no studies (Cımbız and Köksal, 2019) in which Science and Art Center students' metaphorical perceptions about the concept of homework were determined. In the literature, there were no studies in which a scale of the concept of homework and the perceptions of specially-talented individuals regarding the homework given in mathematics courses were determined. Therefore, it is thought that the results of this research will contribute to the relationship between the field literature and the homework given for mathematics courses.

In this context, in this research, it is aimed to examine the perceptions of special talented students towards homework. In line with this basic objective, the answer to following questions were sought:

- What are the perceptions of special talented students towards math homework?
- Do the perceptions of students with special talents towards the homework given in mathematics lessons differ significantly according to gender, grade level, group and education level?

Method

This study is quantitative descriptive research structured according to the screening model. The purpose of screening models is to reveal experiences, what is already existing, what is happening by qualitatively and quantitatively.

Study Group

The study group of this study consists of gifted students studying at the Science and Art Center (SAC) in Adana in the Southern region of Turkey. The research data was obtained from 149 students studying at the same school in the 2nd semester of the 2021-2022 academic year. Individuals who are diagnosed with special talents with standardized tests performed in Turkey receive education in science and art centers as well as their formal education.

In SACs, project-based, interdisciplinary and differentiated education programs are applied according to the abilities of the students. These programs are carried out within the scope of adaptation, support, recognition of individual talents (RIT), special talent development (STD) and project production programs respectively.

Students first participate in the integration program and continue until the last year of high school with the project production program. The personal information of the students is shown in Table 1.

Table 1. Percentage and Frequency Distribution of Students

Variables		**Study group**	
		N	%
Gender	Female	56	37,6
	Male	93	62,4
Grade Level	4th	29	19,5
	5th	65	43,6
	6th	55	36,9
Group	Support	21	14,1
	RIT	101	67,8
	STD	27	18,1
Education Level	Primary School	29	19,5
	Secondary School	120	80,5
	Total	149	100,0

When Table 1 is examined, 37.6% of the students in the study group participating in the study are girls and 62.4% are boys. 19.5% of the students are studying at 4th grade level; 43.6% of them are studying at 5th grade level; and 36.9% of them are studying at 6th grade level. In addition, 14.1% of the students participating in the study are studying in the Support group, 67.8% of them in RIT group, and 18.1% of them in the STD groups. In addition, 19.5% of the students are primary school students, and 80.5% of them are secondary school students.

Data Collection Tool

In the study, to measure the perceptions of special talented students about the homework given in mathematics lessons, mathematics course student homework perception scale was used; the information about the data collection tool used in the study is briefly explained below.

Mathematics Course Student Homework Perception Scale

Mathematics Course Student Homework Perception Scale (MCSAPS) developed by Uçar (2018) was used to determine the homework perception scores of the students related to the mathematics course. The scale, which consists of twenty-three questions, has three sub-factors. The names of these factors were determined as factor 1: Mathematics Homework Strategies (MAS) sub-factor, factor 2: Mathematics Homework Control (MAC), and factor 3: Mathematics Homework Postponement Dimension (MAPD) (Uçar, 2018). In this study, the internal consistency coefficients for the sub-factors are shown in Table 2.

Table 2. Cronbach Alpha Values of the Total Score of the Mathematics Course Student Homework Perception Scale and the Scores of Sub-Factors

Sub-factors	Cronbach Alpha
MAS	,883
MAC	,663
MAPD	,880
Overall Score	,788

When the Cronbach Alpha internal consistency coefficients for the scale are examined, they were calculated as .883 in the MAS sub-factor; they were found as .663 in MAC sub-factor; they were found as .880 in MAPD sub-factor. The internal consistency value for the entire scale is .788. These reliability coefficients for the current application show that the scores on the scale and sub-dimensions are sufficiently reliable and can be used for research purposes (Tavşancıl, 2002).

Data Analysis

SPSS 26.0 statistical package program was used for data analysis. The scale used in the study has a five-item Likert-type rating of "I Completely Disagree (1) to "I Completely Agree" (5). Scoring in the responses to the negative items in the SPSS program after data entry was converted in the form of "1-5; 2-4; 3-3; 4-2; 5-1". In accordance with the five-item Likert options, the evaluation intervals were calculated to rationalize the arithmetic averages. Accordingly; the range 1.00 – 1.80 corresponds to "I Completely Disagree", the range 1.81 – 2.60 corresponds to "I Disagree", the range 2.61 – 3.40 corresponds to "I Neither Agree nor Disagree", the range 3.41 to 4.20 corresponds to "I Agree", and the range 4.21 to 5.00 corresponds to "I Completely Agree". The points that can be obtained from the five-item Likert-type scale vary between 23 and 115 points (23*5=115). To facilitate the interpretation of the scale, the total score or scores from sub-factors can be divided by the total number of items.

Independent groups t-test and one-way analysis of variance (ANOVA) were used to examine the scores of the students according to gender, grade level, education status and group variables. The homogeneity of the variances was checked before the analyzes, and Kruskall Wallis and Mann Whitney U tests were performed in cases where the precondition of homogeneity of the variances was not met. In order to check whether the normality condition is met, Kurtosis and Skewness values were examined and it was seen that it provided normal distribution. In the process of comparing the groups, LSD test was performed.

Findings

Findings on the Perceptions of Special Talented Students towards Math Homework

The arithmetic mean and standard deviation values related to the MCSAPS student sub-factors and total scores

of the students with special talents in mathematics course are given in Table 3.

Table 3. Standard Deviation and Arithmetic Mean Values for Students' MCSAPS Sub-Factors and Total Scores

Sub-Factors of MCSAPS	**N**	**$\bar{X}$**	**SS**
MAS	149	57,55	9,09
MAC	149	19,68	3,83
MAPD	149	15,28	4,71
Total	149	92,53	13,72

When Table 3 is examined, students stated that the factor of "Mathematics Homework Making Strategies" ($\bar{X}$ = 57.55) is generally suitable for mathematics lessons. However, students stated that "Math Homework Procrastination" sub-factor was the least suitable for the mathematics course. When the total score of the MCSAPS is examined, the arithmetic mean is 92.53. When Table 3 is evaluated in general, we can say that students' perceptions of their math homework (92.53/23=4.02) are at the level of "I Agree" in a positive way.

Findings on the Perceptions of Students towards Homework according to Gender

The standard deviation, arithmetic mean and independent groups t-test results of the MSCSAP sub-factors and total scores of the students according to their gender are given in Table 4.

Table 4. Arithmetic Mean According to the Gender of Students for MSCSAP Sub-Factors and Total Scores, Standard Deviation, t and p Values

Sub-factors of the scale.	**Gender**	**N**	**$\bar{X}$**	**Ss**	**Sd**	**T**	**P**
MAS	Female	56	59,12	7,87	147	1,642	,103
	Male	93	56,61	9,67			
MAC	Female	56	20,19	3,22	147	1,266	,208
	Male	93	19,37	4,15			
MAPD	Female	56	15,98	4,64	147	1,397	,164
	Male	93	14,87	4,73			
Overall Score	Female	56	95,30	11,85	147	1,932	,055
	Male	93	90,86	14,53			

According to Table 4, there was no significant difference in the MSCSAP sub-factors and total scores of the students according to gender. According to these findings, it can be said that the perceptions of female and male students are similar in terms of math homework strategies, math homework control and math homework postponement. In addition, it can be said that the perceptions of both female and male students towards the homework given in mathematics course are positive.

Findings on the Perceptions of Students towards Homework according to Grade Level

One-way variance analysis was performed to determine whether the students' MCSAPS, sub-factors and total scores indicated a significant difference according to their grade level. However, before this analysis, the Levene Test was applied and the variance homogeneity was tested. It was seen that the distribution variances of the groups were equal only in "Mathematics Homework Making Strategies" factor of the mathematics course student homework perception scale (MCSAPS), and the findings of the one-way variance analysis are shown in Table 5.

Table 5. Standard Deviation, Arithmetic Mean, F and p Values of MCSAPS Scores of Students according to Grade Levels

Sub-factors of the scale.	Grade Level	N	x̄	Ss	Sd	F	p	Significant difference
MAS	4th	29	57,55	9,03	2	5,057	0,008	5>6
	5th	65	59,92	7,32				
	6th	55	54,76	10,29				

As can be seen in Table 5, there is a significant difference between students' perceptions of homework and statistical ratios of "Math Homework Strategies" factor according to grade levels (F[2–5.057], p<0.01). When the results of the LSD test to determine the direction of the difference were examined, it was seen that there was a significant difference in favor of the 6th grades of the 5th grade in "Math Homework Strategies" sub-factor. Since the results of the Levene test determined that the distribution variances of the groups in "Math Homework Control", "Math Homework Procrastination Dimension" factors and the total score were not equal, Kruskall Wallis test was performed on these data, and the results are shown in Table 6.

Table 6. Kruskall Wallis Test Results for MAC, MAPD Factor Scores and Total Score According to Students' Grade Levels

Sub-factors of the scale.	Grade Level	N	*Order Avg.*	sd	X^2	p
MAC	4th	29	61,64	2	3,964	,138
	5th	65	80,72			
	6th	55	75,28			
MAPD	4th	29	76,36	2	,408	,815
	5th	65	76,85			
	6th	55	72,10			
Total	4th	29	71,72	2	5,039	,081
	5th	65	83,75			
	6th	55	66,38			

As seen in Table 6, there is no significant difference between "Math Homework Control" "Math Homework Postponement Dimension" factors of the MCSAPS and the total score and the level of the classes.

Findings on the Perceptions of Students towards Homework according to Groups

One-way variance analysis was performed to determine whether the students' MCSAPS, sub-factors and total scores indicated a significant difference according to their groups. However, before this analysis, the Levene Test was applied and the variance homogeneity was tested. It was seen that the distribution variances of the groups in all factors and total scores of the mathematics course student homework perception scale (MCSAPS) were not equal, and Kruskall Wallis test was performed.

Findings belonging to the analysis made are presented in Table 7.

Table 7. Kruskall Wallis Test Results for MAPD Sub-Factor and Total Scores according to Students' group

Sub-factors of the scale.	**Group**	**N**	***Order Avg.***	**Sd**	X^2	**p**	**Significant difference (Mann Whitney U)**
MAS	Support	21	66,24	2	12,502	,002	STD<RIT
	RIT	101	83,11				
	STD	27	51,46				
MAC	Support	21	53,38	2	9,797	,007	Support<RIT
	RIT	101	82,27				
	STD	27	64,61				
MAPD	Support	21	77,19	2	1,596	,450	-
	RIT	101	77,04				
	STD	27	65,65				
Total	Support	21	64,19	2	10,536	,005	STD and Support <RIT
	RIT	101	82,69				
	STD	27	54,65				

As seen in Table 7, there was no significant difference between the "Math Homework Making Strategies", "Math Homework Control" factors of the MCSAPS and "Math Homework Postponement" sub-factor, where there was a significant difference between the groups and the total score. Mann Whitney U test was performed on the binary combinations of the groups to determine which groups favored the difference observed between the groups. As a result of these tests, it was seen that the significant difference was in favor of the students in RIT.

Findings on the Perceptions of Students towards Homework according to Education Status

Independent groups t-test was performed to examine whether there was a differentiation in the MCSAPS sub-factors and total scores of the students according to their education status. However, before this analysis, the Levene Test was applied and the variance homogeneity was tested. As a result of the homogeneity test, independent groups t test was performed for "Math Homework Doing Strategies", "Math Homework Procrastination Dimension" factors and total score.

The arithmetic mean, standard deviation and independent groups t-test results of the MSCSAP's "Math Homework Doing Strategies" "Math Homework Procrastination Dimension" and total scores of the students according to their education status are given in Table 8.

Table 8. Arithmetic Mean According to the Education Status of Students for MSCSAP Sub-Factors and Total Scores, Standard Deviation, t and p Values

Sub-factors of the scale.	Gender	N	X̄	Ss	Sd	T	p
Factor 1	Primary School	29	57,55	9,03	147	,004	,997
	Secondary School	120	57,55	9,14			
Factor 3	Primary School	29	15,58	4,59	147	,690	,706
	Secondary School	120	15,21	4,76			
Overall Score	Primary School	29	91,34	14,89	147	,327	,606
	Secondary School	120	92,81	13,47			

According to Table 8, there was no significant difference in the MSCSAP sub-factors and total scores of the students according to education status. According to these findings, it can be said that the perceptions of primary and secondary school students are similar in "Mathematics Homework Doing Strategies", "Mathematics Homework Postponement Dimension" factors and total score.

Since the results of the Levene test determined that the distribution variances of the groups in "Math Homework Control" factor were not equal, Kruskall Wallis test was performed on these data, and the results are shown in Table 9.

Table 9. Mann Whitney U Test Results of MAC Factor Scores according to Students' Education Levels

Sub-factors of the scale.	Grade Level	N	*Order Avg.*	Total Order	U	p
MAC	Primary School	29	61,64	1787,50	1352,500	,062
	Secondary School	120	78,23	9387,50		

According to Table 9, it is seen that there is no significant difference between "Math Homework Control"

dimension of the MCSAPS and the level of education.

Discussion, Conclusions, and Recommendations

This study, which was conducted to determine whether the perceptions of special talented students about the homework given in mathematics courses differed in terms of various variables (gender, grade level, group, education status), is based on data obtained from 149 gifted students.

In this research, in line with the first research question, the perceptions of special talented students towards the homework given in mathematics courses were examined. In order to find an answer to this question, the scores of the participants regarding the mathematical homework strategies on the scale (MCSAPS), math homework control and math assignment procrastination dimension sub-factors and the total score were analyzed. In this respect, when the scores obtained from the scale are examined, it is seen that the average of the perceptions of the students with special talents towards the mathematics homework is 4.02 and the perceptions of the students about the assignment are positive. Uçar (2018), in a study conducted to determine the perceptions of secondary school students towards the homework given in mathematics courses, concluded that the perceptions of the students towards the homework were positive. Similarly, Öcal (2009) stated in his research that students' attitudes towards homework were positive. In his study, Aydın (2011) stated that the students did the homework lovingly and willingly, and that they expressed that the homework was necessary. From here, it can be said that the findings obtained in this research are in line with the findings of the literature. In their study, Cımbız and Köksal (2019) stated that gifted students see homework as a tool of mental development. The reason why students' perceptions of the assignments given in mathematics lessons are positive is that their homework is useful for them (Aydın, 2011; Özer and Öcal, 2013).

In this study, in line with the second research question, it was concluded that the perceptions of the students about the assignments given in the mathematics course did not differ according to gender. In addition, it is observed that that the perceptions of both female and male students towards the homework given in mathematics course are positive. Kayacık (2013), in a study, indicated that students' homework styles, motivations to do homework and study habits differed according to the schools they studied, their grade level and gender. Şentürk (2013), in the light of the observations made during his research, found that female students did their homework more carefully, complete and error-free compared to male students, and that the writings of preschool students were more legible and smoother than students who did not receive preschool education. İflazoğlu and Hong (2010) found that there was no significant difference between gender, homework motivation and preference. In this context, it can be said that this research finding is partially similar to the field literature.

In line with the third research question, it was observed that the perceptions of the students about homework given in mathematics course had a significant difference in favor of the 5th grades only in "Mathematics Homework Doing Strategies" factor according to the grade level. In his study, Öcal (2009) stated that there was

no significant difference between the grade levels and attitudes of the students regarding homework. Xu and Corno (2006) stated in their study that there was no significant difference in the grade level in relation to homework perception. From here, it can be said that this research finding is similar to the field literature.

In line with the fourth research question, it was observed that the perceptions of the students about homework given in mathematics course were significant in favor of the students in the RIT group by the scores of "Mathematics Homework Doing Strategies", "Math Homework Control" factors according to the groups. In line with the fifth research question, it was concluded that the perceptions of the students about homework given in mathematics course did not differ according to education level.

In the mathematics lesson homework scale, it can be said that the answers given to the items in mathematics lesson homework strategies factor bring together the information obtained from different sources while the students are doing homework, that the students are responsible for establishing connections between the information, and that they question the information. In addition, it is understood that students have a positive opinion that the mistakes they have made in their homework related to homework control are emphasized, the mistakes made are corrected and evaluated in a short time. It can also be said that students do not look favorably on postponing doing their homework. In Uçar's (2018) study, there are similar situations in the opinions of secondary school students about the homework given in mathematics lessons. From here, it can be said that this research finding is in line with the field literature.

It is thought that the findings obtained as a result of the research will give a perspective on the concept of "homework" by considering the design stages of the teaching processes in the preparation of mathematics curriculum. It may be recommended to conduct detailed qualitative studies in which the perceptions of the students regarding the assignments given in mathematics courses are discussed. It is recommended to conduct detailed research that reveals the homework needs of individuals with special abilities. In addition, it may be recommended that teachers be given in-service training to identify the need for out-of-school learning of individuals with special abilities.

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