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# Homework completion and academic achievement: A multilevel study in high school settings

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## ABSTRACT

This study aimed to test three homework models defined in different cultures on Turkish high school students. HLM analyses were conducted on data collected from 1,229 high school students, considering 19 student-level and 7 grade-level variables. The dependent variables of the study were academic achievement and homework completion. The findings indicate that both variables exert a positive influence on one another. The influence of teacher and parental practices on academic achievement and homework completion in high school students is limited. Respect and support for student autonomy have been demonstrated to have a positive effect on academic achievement. Although motivation is a primary factor in academic achievement, effort and motivation are more influential in determining homework completion. When students demonstrate interest and perceive value in an assignment, they are more likely to exert greater effort to complete it. The perception of self-efficacy in relation to homework tasks has been found to have a positive effect on academic achievement and a negative effect on homework completion. The influence of educated parents on academic achievement and homework completion is contradictory. As students age, their academic achievement remains consistent, whereas their rate of homework completion declines.

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linear modeling

## Introduction

Homework (HW) needs to be analyzed in detail because it is done outside school hours, is complex and is influenced by a greater number of variables than other instructional activities. Surveys conducted as part of PISA and TIMSS show that HW is an activity that is practised in all countries where the surveys are conducted (Dettmers et al., 2009; Ozyildirim, 2021). However, the factors that lead to HW success and their degree of influence may vary across cultures (Hong et al., 2000, 2011; Kim & Fong, 2014; Xu et al., 2014). For example, According to Fan et al. (2017), the relationship between HW and academic achievement is higher in the US than in Asian countries. Cross-cultural differences lead to skepticism about the applicability of findings from the HW literature to other cultures. Turkish society has a collectivist cultural structure. However, collectivist cultures are ranked according to the degree to which they possess this characteristic, and Türkiye is considered a lower-level collectivist society in this ranking (Kagitcibasi, 1997; Uskul et al., 2010). The HW literature is based on studies of Western societies with an individualistic social structure. The models of Cooper (1989) and Trautwein et al. (2006), which aim to define the interaction between HW variables, are based on Western samples, while Xu and Corno (2022) are based on Chinese samples. It is necessary to question the structure defined in the models in Turkish society.

Trautwein et al. (2006) focused on homework behavior and Xu and Corno (2022) focused on academic achievement. However, both modeling studies ignored an important dimension in the process of explaining homework performance. In these models, both homework behavior and academic achievement were considered as outcome variables. This study aims to provide more comprehensive results by examining the interactions of homework-related variables with both homework completion and academic achievement in the same sample.

The variables examined in the Trautwein et al. (2006) study was expanded in the Xu and Corno (2022) study in light of the growing literature. However, variables such as homework emotions (Camacho-Morles et al., 2021; Lichtenfeld et al., 2023), age (Patall et al., 2008), attitudes toward teachers, and perceived academic achievement (Cooper et al., 2006), which are considered in the literature to be related to homework behavior and academic achievement, were not included in the models of these studies. In this study, we aimed to examine the interactions between homework behaviors and academic achievement more comprehensively by adding these variables to the model.

Trautwein et al. (2006) and Xu and Corno (2022) conducted their studies on eighth grade students. Therefore, their findings are specific to this age group and cannot be generalized to higher grade levels. Findings showing