

"BEING ABLE TO DO" VS. "DOING":RELATIONSHIPS BETWEEN TAKING RESPONSIBILITY IN CHILDHOOD, METACOGNITIVE AWARENESS,ANXIETY AND PARENTAL ANXIETY

Original Article

"YAPABİLİYOR" OLMAKTAN "YAPIYOR" OLMAYA: ÇOCUKLARIN SORUMLULUK ALMA DAVRANIŞININ, BİLİŞÜSTÜ YETİLER, KAYGI VE EBEVEYN KAYGISIYLA İLİŞKİSİ

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ABSTRACT

Aim: Parents commonly use homework as a mean to remind school age children of the necessity to take responsibility for one's own tasks. In this study, the relationships between taking responsibility, a nd a nxiety w ere investigated within the scope of the children's ability to "do their homework on their own."

Method: In this study, The Metacognitive Awareness I nventory (MAI) a nd S tate Trait Anxiety Inventory for Children (STAIC) were administered to 97 students who were attending 6th grade at a public school. The mean age of students was 11 years 4 months. The parents of these students, o n t he other h and, w ere administered with the State Trait Anxiety Inventory (STAI). Among the study participants; th e g roup o f s tudents w ho completed their homework on their own and the group of students who completed their h omework w ith t he a id o f t heir parents were comparatively analyzed.

Results and conclusion: Among the 97 study participants; 59 (60.8%) indicated on their scales that they completed their homework on their own, while 38 (39.2%) indicated that they completed their homework with the aid of their parents. Between the two groups, the differences with respect to the STAI and STAIC were statistically significant ($p<0.05$). The mean s cores f or S TAI a nd S TAIC w ere higher in the group in which children completed their homework with the aid of their parents. Metacognitive ability did not transform a mong th e c hildren i nto a tendency to perform tasks completely on their own appeared to be related to the anxiety expressed by these students and their parents, with the anxiety from the parents' part being more pronounced.

Key Words:responsibility,metacognitive awareness, anxiety, child, parent.

ÖZET

Giriş: Okul çağına gelmiş çocuklara, kendi sorumluluklarını almaları gerektiği hatırlatılırken referans gösterilen en belirgin işlev "ödevini yapması" dır. Bu çalışmada, "ödevini kendi başına yapmak" üzerinden, sorumluluk alma, bilişüstü yetiler ve kaygı arasındaki ilişkilerin araştırılması amaçlanmıştır.

Metod: Bir devlet okulunun 6. Sınıfına devam eden, yaş ortalamaları 11 yaş 4 ay olan 97 öğrenciye, Bilişüstü Yeti Envanteri (BYE) ve Çocuklar için Sürekli Kaygı Ölçeği (ÇSKÖ) uygulanmıştır. Ebeveynlerine de, eşleştirerek, Sürekli Kaygı Ölçeği (SKÖ) verilmiştir. Ödevini kendi yapan ve ebeveyn yardımıyla yapan iki grup karşılaştırmalı analiz edilmiştir.

Bulgular ve Sonuç: Doksan yedi deneğin 59'u (%60,8) "ödevini kendisi yapan", 38'i (%39,2) ise "ebeveynden yardım alan" seçeneğini işaretlemiştir. İki grup arasında, Biliş üstü Yeti Ölçeği bakımından istatistiksel olarak anlamlı fark bulunmazken ($p>0,05$), SKÖ ve ÇSKÖ ölçekleri bakımından istatistiksel olarak anlamlı fark bulunmuştur ($p<0,05$). SKÖ ve ÇSKÖ ortalaması ebeveyn yardımıyla ödev yapan grupta kendisi yapan gruba göre daha yüksektir. Ölçek sorularına verilen yanıtlarda kayda değer farklılıklar saptanmıştır. Üst bilişsel yetinin; kendi başına yapma eylemine, yani sorumluluk alma davranışına dönüşmemesi, ebeveynlerin kaygıları öncelikli olmak üzere, aile ve çocuğun kaygı düzeyleri ile ilişkili olduğunu düşündürmektedir.

Anahtar Sözcükler: sorumluluk, biliş üstü yetiler, kaygı, çocuk, ebeveyn.

INTRODUCTION

Many variables have an effect on the mental development of the children. The most important variables among these are family and school (1,2). The most evident act that brings these two important environmental factors together in the same plane and also has an extreme place in the child's daily life in terms of frequency and

density is doing homework (3,4). Therefore, homework may be considered a fact that is as specific as possible, at which the effects of all shareholders can be observed together. Homework is one of the "clearest" functions expected from a child by society and the family in all communities (5).

Consequently, doing homework constitutes the most conflicting aspect between the parent and the child. The act of doing homework, by nature, allows for a unique observation for the psychiatric care personnel to analyze the identity development, parental attitudes, parent-child cooperation (6) or conflict, and the factors of the school and teacher. The pedagogy literature contains many inter-conflicting suggestions on *how to do homework* (7,8,9). The clinical impressions show that the parents often have complaints such as, "He won't do his homework if I don't remind him; he won't start if I don't sit by him; he cannot do if I don't check." In order to predict this impression, one should distinguish about how much these complaints of the parents are realistic, or if the failure to take on the responsibility to do the homework on his own is caused by a problem associated with the child or is related to the parent due to the concern of the child that he cannot properly do it on his own.

Flavell defined the concept of metacognition as "the regulation of any knowledge or mental activities or cognitive transactions making one reach his goals in every aspect," and as "cognition about cognition" in basic meaning (10). According to the author, metacognition is to have knowledge about one's characteristics, the nature of the cognitive transactions requiring completion, and the structure of the methods chosen for these tasks. It is expressed as ability for one to monitor and regulate his own cognitive processes. Metacognition includes the knowledge of the learner about the cognitive activities involved in learning processes and the regulation of such knowledge (11). Cognition and metacognition are different concepts. Cognition includes perception,

understanding, remembering, and such mental processes. Metacognition includes one's thinking about his or her perception, understanding, remembering, and such mental processes (12). Weinstein and Mayer explain the difference between cognition and metacognition by stating: "Cognition is the period during the information processing, whereas metacognition is the knowledge of the student about the information processing period (13).

In the pedagogy literature, the contribution of parents to the act of doing homework is generally associated with three main factors: the belief that they have to contribute, the belief that their contribution will provide a positive difference, and the belief that the child also wants their contribution (3). One of the objectives of the present study is to test the usability of the "doing homework" process, which has gained a place in the scientific field generally by being reduced to the "useful/useless" dilemma (14) in educational means, and in psychiatry clinics for observing, identifying, and rehabilitating the mental relation networks between the participating parties.

Based on this information and these theories, the present study was planned under the prediction that it would measure the development of a sense of responsibility through doing homework on one's own (remembering, planning, and completing) by establishing an analogy for doing homework and taking responsibility.

Most cases of bullying consist of relatively "light" verbal attacks (11). As the harm inflicted is generally of a psychological nature, it is not difficult for the bully to present excuses or to defend him/herself by saying that he/she "was only joking" (12).

Cases of bullying are becoming gradually and consistently more common in clinical practice. The aim of this review was to evaluate bullying more comprehensively; to demonstrate what is done around the world about bullying; and to present

practical solutions to this phenomenon.

METHODS

In this review, we first scanned the key words "school bullying" on the Medline, PsychINFO, and Google Scholar search engines. In accordance with the aims of the literature review, our evaluations included research articles performed since the 1990s that considered bullying comprehensively from a psychological and social context, and whose procedural designs satisfied the relevant scientific criteria. The authors of the current study thus focused on studies that evaluated the personality structure and identity of bullies, and the nature of the bully-victim relationship. Articles that were considered to reflect the specific and unique conditions of the country in which they were published were excluded from the review, on the grounds that their results of such articles would not be generalizable.

Junior Metacognitive Awareness Inventory:

The Junior Metacognitive Awareness Inventory (JMAI) was developed by Schraw and Dennison, and the children's version was designed by Sperling, Howard, Miller, and Murphy (15,16). The JMAI was adapted into Turkish by Aydın and Ubuz. The JMAI includes two dimensions as "knowledge of cognition" and "regulation of cognition" (17). The questionnaire items 1, 2, 3, 4, 5, 11, 12, and 13 constitute the "Knowledge of Cognition" subdimension, whereas items 6, 7, 8, 9, 10, 14, 15, 16, and 17 constitute the "Regulation of Cognition" subdimension. The inventory is a five-point Likert scale with options of 1- Never, 2- Rarely, 3- Sometimes, 4- Often, 5- Always. The original scale consisted of 18 items and did not contain any negative phrases. The scale adapted into Turkish consists of 17 items with a lowest score of 17 points and a highest score of 85 points.

State-Trait Anxiety Inventory for Children:

The State-Trait Anxiety Inventory for

Children (S TAIC) was developed by Spielberger in 1973 (18). The inventory is a measurement tool based on the state and trait anxiety assessments of children (aged 6-14). It is a version of State-Trait Anxiety Inventory (STAI) developed for adults, which is simplified for children. The number of options for each item is four in the adult version and reduced to three in the children's version. The scale was translated into Turkish and the application study was conducted by Ozusta (19). The present study used only the "Trait Anxiety" portion of the inventory based on the study objective (STAI-T). The scale aims to measure individual differences in the predisposition to anxiety. It consists of 20 items. The lowest and highest total scores are 20 and 60 points, respectively.

State-Trait Anxiety Inventory

The State-Trait Anxiety Inventory (STAI) was developed by Spielberger, Gorsuch, and Lushene in 1970 and adapted into Turkish by N. Oner and A. Le Compte (20,21). The scale measures state and trait anxiety levels in individuals above 15 years of age. It is a Likert-type self-assessment scale with two separate scales, consisted of 40 items in total, each of which consists of 20 items. The present study used only the "trait anxiety" portion of the inventory (STAI-T). The STAI-T has seven (items 21,26,27,30,33,36,and39) reversed phrases. The total score varies between 20 and 80 points. A higher score indicates a higher level of anxiety, whereas a lower score indicates a lower level of anxiety.

Data Analysis

The data were analyzed on computer using SPSS 21.0 package (Statistical Packages of Social Sciences). The compatibility of the data with normal distribution was evaluated using the Kolmogorov-Smirnov test. Descriptive statistics were expressed in mean $\pm$ standard deviation for continuous variables, and frequency and percentage for categorical variables. The non-normally-distributed data of two independent groups were compared using the independent two-

sample t-test. The non-normally distributed data were compared using Mann-Whitney U-test. The independent predictors for the status of doing homework were analyzed using logistic regression analysis. The Hosmer-Lemeshow test was used for the model goodness of fit. The intergroup difference was considered significant in case of $p < 0.05$. Cronbach's alpha was calculated to evaluate the reliability of the questionnaire.

RESULTS

Fifteen subjects were excluded from the study since seven did not fully complete the scales and eight could not be administered the parent scale. Among 97 subjects included in the study, 59 (60.8%) marked the option "doing homework on his own" and 38 (39.2%) marked the option "requesting help from the parent". Among the subjects, 43 (44.3%) were female and 54 (55.7%) were male; the mean age (month) and standard deviation was 136.25 ± 5.50 months (approx. 11year and 4 months). The minimum age was 124 months (10years and 4 months), and the maximum age was 149 months (12years and 7 months). The mean ages of the groups were compared using independent two-sample t-test. Accordingly, there was no statistically significant difference in mean age between the groups ($p > 0.05$). The mean scale scores were compared using the independent two-sample t-test between those who did homework and who did not.

Table 1 presents the mean and standard deviations from the scales by groups and the result of the statistical test. Accordingly, there was no statistically significant difference in terms of JMAI between the student groups who did the homework on their own and those who did not ($p > 0.05$); whereas there was a statistically significant difference in terms of STAI-T and STAI-C-T scales ($p < 0.05$). The mean STAI-T and STAI-C-T were higher in the group who did homework with the help of a parent (Figure1).

Table 1. Comparison of the difference in the mean scale scores by the status of doing homework on his own or with the help of a parent

	Homework doing homework on his/her own (N=59)		doing homework with the help of a parent (N=38)		P value
	Mean	Standard Deviation	Mean	Standard Deviation	
JMAI	62.254	26.91473	60.6053	6.62322	0.247
STAI -T	36.779	74.15256	45.0263	6.06936	0.000**
STAI-C-T	29,576	33.38966	33.5526	4,81943	0.000**

Table 1: Comparison of the difference in the mean scale scores by the status of doing homework on his own or with the help of a parent

** p<0.001 statistically significant

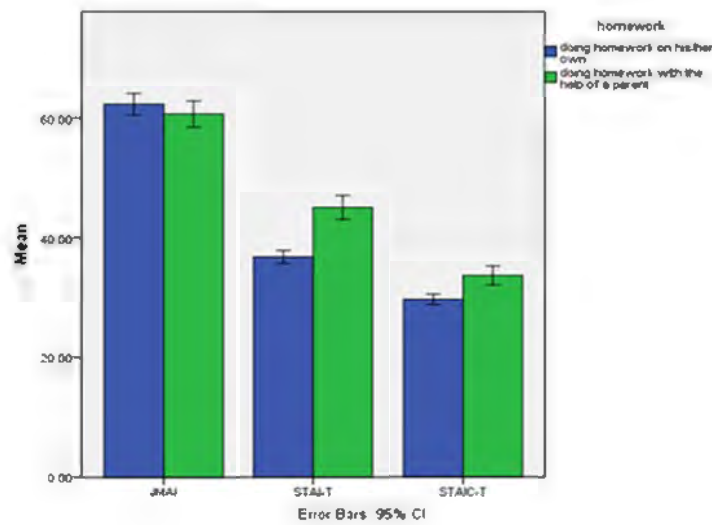
*Figure 1: Graphic for mean $\pm$ 2 standard deviations of the scales by groups*

Table 2 presents the comparison of mean scale scores by gender. The difference between the scales by gender was not statistically significant ($p>0.05$).

	Gender				
	Female		Male		P value
	Mean	Standard Deviation	Mean	Standard Deviation	
TMAI	61.3721	6.75779	61.7963	6.91834	0.762
STAI-T	39.9070	6.68621	40.0926	6.22917	0.888
STAI-C-T	31.0000	4.75094	31.2407	4.21558	0.792

Table 2: Comparison of difference in the mean scale scores by gender

A model was created using a logistic regression analysis in order to present which one of two results (doing homework on his own/requesting help from the parent) had a higher possibility for realization based on the values of the independent variable(s). A model was created using a logistic regression analysis in order to present which one of two results (doing homework on his own/requesting help from the parent) had a higher possibility for realization based on the values of the independent variable(s).

Since the metacognitive skill was statistically proven not to affect the quality of doing homework in the single-variable analysis, it was not included in the model as an independent variable. When the dependent variable was homework and the independent variables were STAI-T and STAI-C-T, the STAI-T parameter was statistically significant to affect the quality of homework act ($p<0.05$) (Table3).

Variables	Odds Ratio	Odds Ratio 95% Confidence Interval		P value
		Lower	Upper	
\$ STAI-T	1.380	1.209	1.575	.000*
\$abit	.000			.000*

** p<0,001 statistically significant

Table 3: Logistic regression analysis

The median values for the responses to the JMAI, STAI-T, and STAIC-T questions were compared according to the groups by using Mann-Whitney U-test. Cronbach's alpha was calculated for the reliability of the scales. For all three, it was concluded that the responses had an internal consistency, i.e. the scales had a high level of reliability (JMAI,0.827;SAI,0.856;and STAIC,0.788).

There was a statistically significant difference in JMAI questions 5 and 13 ($p<0.05$). The mean of the group who did homework on their own was higher than those who did by the help of the parent (Table4).

There was a statistically significant difference in STAI-T questions 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, and 20 ($p<0.05$). This result is associated with the fact that the group who did homework with the help of a parent had a higher mean value than those who did homework on their own. The mean value of the group who did homework on their own was higher only for the question 10 compared those who did homework with the help of a parent (Table5).

There was a statistically significant difference in STAIC-T questions 2, 4, 7, 8, 9, 12, 13, 14, 15, and 18 ($p<0.05$). The group who did homework with the help of a parent had a higher mean value than those who did homework on their own (Table6).

JMAI items	doing homework on his/her own	doing homework with the help of a parent	
	Mean±S.Deviation	Mean±S.Deviation	p value
1. I know when I understand something.	4,13±0,73	4,10±0,64	0,783
2. I can make myself learn when I need to.	3,89±0,71	3,89±0,72	0,984
3. I try to use ways of studying that have worked for me before.	3,79±0,79	3,78±0,66	0,858
4. I know what the teacher expects me to learn.	3,98±0,79	3,92±0,72	0,579
5. I learn best when I already know something about the topic.	4,16±0,74	3,71±0,86	0,013*
6. I draw pictures or diagrams to help me understand while learning.	3,81±0,84	3,55±0,60	0,082
7. When I am done with my school work, I ask myself if I learned what I wanted to learn.	3,79±0,80	3,68±0,66	0,368
8. I think of several ways to solve a problem and then choose the best one.	3,45±1,02	3,50±0,83	0,766
9. I think about what I need to learn before I start working	3,30±0,83	3,47±0,76	0,322
10. I ask myself how well I am doing while I am learning something new..	2,45±0,81	2,50±0,72	0,690
11. I really pay attention to important information.	3,52±0,83	3,42±0,82	0,549
12. I learn more when I am interested in the topic.	3,79±0,82	3,55±0,72	0,202
13. I use my learning strengths to make up for my weaknesses.	3,77±0,81	3,42±0,72	0,028*
14. I use different learning strategies depending on the task.	3,77±0,74	3,50±0,76	0,100
15. I occasionally check to make sure I'll get my work done on time.	3,23±0,70	3,28±0,65	0,796
16. I ask myself if there was an easier way to do things after I finish a task.	3,61±0,66	3,60±0,75	0,750
17. I decide what I need to get done before I start a task.	3,76±0,72	3,73±0,75	0,869

Table 4: Comparison of JMAI responses between groups (N=97)

	doing homework on his/her own	doing homework with the help of a parent	
STAI-T items	Mean±S.Deviation	Mean±S.Deviation	p value
1.I feel pleasant.	2.55±0.53	2.65±0.48	0.398
2.I feel nervous and restless.	1.96±0.45	2.22±0.45	0.001*
3.I feel like crying.	1.91±0.67	2.47±0.64	0.000*
4.I wish I could be as happy as others seem to be.	2.69±0.81	2.57±0.50	0.605
5.I am losing out on things because I can't make up mind soon enough.	2.18±0.43	2.23±0.43	0.597
6.I feel rested.	1.98±0.54	2.47±0.50	0.000*
7.I am calm, cool and collected.	1.83±0.56	2.44±0.55	0.000*
8.I feel that difficulties are piling up so that I can not overcome them.	1.93±0.48	2.18±0.56	0.021*
9.I worry too much over something that really doesn't matter.	1.64±0.48	2.07±0.48	0.000*
10.I am happy.	3.18±0.57	2.36±0.48	0.000*
11.I am inclined to take things hard.	1.61±0.55	2.02±0.59	0.001*
12.I feel inadequate.	1.44±0.53	2.05±0.56	0.000*
13.I feel secure.	1.35±0.51	2.00±0.73	0.000*
14.I try to avoid facing crisis or difficulty.	2.08±0.56	2.21±0.41	0.287
15.I feel blue.	1.72±0.44	2.13±0.41	0.000*
16.I am content.	1.61±0.71	2.23±0.67	0.000*
17. Some unimportant thoughts runs through my mind and bothers me.	1.32±0.60	2.23±0.71	0.000*
18.I take disappointments so keenly that I can't put them out of my mind..	1.37±0.52	1.97±0.59	0.000*
19.I am a steady person.	1.88±0.76	2.15±0.59	0.061
20.I get in a state of tension or turmoil as I think over my recent concerns and interests.	1.89±0.51	2.31±0.57	0.001*

Tablo 5: Comparison of STAI -T responses between groups (N=97)

	doing homework on his/her own	doing homework with the help of a parent	
QSKÖ soruları	Orta±Sapma	Orta±Sapma	P değeri
1. I worry about making mistakes.	1.72±0.44	1.81±0.39	0.328
2. I feel like crying.	1.10±0.30	1.28±0.43	0.018*
3. I feel unhappy.	1.72±0.44	1.81±0.39	0.328
4. I have trouble making up my mind.	1.38±0.49	1.73±0.50	0.002*
5. It is difficult for me to face my problems.	1.54±0.50	1.55±0.50	0.921
6. I worry too much.	1.37±0.48	1.42±0.50	0.637
7. I get upset at home.	1.28±0.45	1.60±0.49	0.002*
8. I am shy.	1.49±0.50	1.81±0.43	0.003*
9. I feel troubled.	1.20±0.40	1.50±0.50	0.002*
10. Unimportant thoughts run through my mind and bother me.	1.64±0.58	1.65±0.53	0.835
11. I worry about school.	1.94±0.65	1.94±0.65	0.990
12. I have trouble deciding what to do.	1.37±0.48	1.81±0.51	0.000*
13. I notice my heart beats fast.	1.38±0.49	1.78±0.41	0.000*
14. I am secretly afraid.	1.38±0.49	1.65±0.53	0.016*
15. I worry about my parents.	1.72±0.50	2.42±0.45	0.010*
16. My hand get sweaty.	1.42±0.49	1.55±0.50	0.217
17. I worry about things that may happen.	1.66±0.47	1.65±0.48	0.975
18. It is hard for me to fall asleep at night.	1.50±0.50	1.81±0.39	0.002*
19. I get a funny feeling in my stomach.	1.10±0.30	1.23±0.43	0.074
20. I worry about what others think of me.	1.61±0.55	1.68±0.47	0.411

Tablo 6: Comparison of STAIC-T responses between groups (N=97)

DISCUSSION

Doing homework is one of the basic behaviors for "taking responsibility," which is expected from the children by society. Homework is given by the teacher and usually the parent is considered the "controller," and therefore it is an act as specific as possible, since it brings two main authority figures together on the same plane (22).

Doing homework is a behavior for taking responsibility, exceeding cognitive and metacognitive skills. There is no significant difference in metacognitive skills between the groups that can be interpreted as "the awareness of actualization," suggesting the presence of other factors. First, the "he doesn't do/he can't do" statement, which is often expressed by the parent and sometimes by the child, appears to be associated with anxiety for both parties. In particular, the negative qualitative effect of parental anxiety on the act of doing homework was presented through a regression analysis. As parental anxiety increases, the risk/probability for doing the homework "together" increases, as well. On the other hand, child anxiety does not significantly affect the quality of the act of doing homework.

The underlying basic question of Piaget's theory of mind is how people understand the world. At the end of his studies, he concluded that people knew the world by means of acts rather than observations (23). In other words, when a child "does" any draft that he "can do" such as homework, it means that his sense of responsibility becomes strong, he becomes familiar with his environment, and he discovers his own limits, beyond a simple academic function. The subject age of 11 in the present study suggests that the children are at the stage for transition to adolescence. One of the most important parameters of mental development for adolescence is "taking responsibility" (24).

Giving homework to be done at home causes two authority figures that have an effect on the child - school and family - to

become the simultaneous leading actors over a single act. Therefore, the school and family presentations, i.e. the mental structuring of the teacher and the parent, have a first-degree effect on the quality of the act. This explains the "he will not do if I don't tell" statement in our clinical observations and the relatively higher level of parental anxiety from the findings of the present study.

It is remarkable that child anxiety was relatively high besides the parent in the group where the responsibility was shared with the parent (the homework was completed together). We do not know if the children and the parents included in the present study had "anxiety disorders;" however, the data from the intrafamilial studies suggest that this is not a rare case (25). The question for which one is the primary or how the intrafamilial anxiety is structured comes to mind, but the exact answer is unknown (26). Hattema et al. defined the genetic transmission at 30-40%, but some authors argue that the environmental factors are underestimated (27,28).

These findings explain the roles of environmental/psychosocial factors such as family and school on the anxiety formation. The internal relations were reported to vary in families compared as anxious and not anxious (29,30,31).

The phenomenon, which is always different between two groups and which is significantly highlighted, is parental control. The main theme between the parenthood literature and the anxiety literature appears as "the structure of control." Behavioral control is generally defined by the triad of management, regulation, and supervision (32).

The act of doing homework "together" constitutes one of the most concrete examples of control since it usually covers this triad. The point that should be highlighted here is that parental control is justified by the school within the context of homework, and by society within the context of taking responsibility from a

large-scale perspective. Today, the school system usually sets conditions beyond recommending parental control to a certain extent for the attainment of academic development/progress. We witness the despair of the parents during the clinical applications for professional help, who are stuck between the control directives from the school and the fact that autonomy and taking responsibility are important for the healthy mental development of the children, unfolding the truth that the differences between disciplines and methods can sometimes be devastating. It would not be a surprise if this sense of despair increases anxiety. However, it has been demonstrated that the parenting method generally affects academic success in school - age children and the direct control - such as in doing homework - affects success negatively (33).

Another problem caused by direct control is the child's feeling towards insufficient confidence from the parents (34). Whaley et al. reported that autonomy was the most damaged field in relations of the anxious parents with their children (35). Similar findings also stand out in the studies investigated from the child's perspective. Messer and Beidel reported that the anxious children perceived their parents as "not sufficiently supportive of their independence (36).

One limitation of this study is the hypothesis that the cognitive skills of the students from the same school, same age group, and same grade are similar, but measured individually, despite the exclusion of the probabilities for Intellectual Disability, Attention Deficit-Hyperactivity Disorder and Learning Disorder reduce academic functionality. Another limitation is excluding those who first requested to do their homework together.

Conclusions

The association between the

"metacognitive skills and academic responsibility," which is evaluated as a new untouched field in addition to the "cognitive skills and academic success" association examined in many studies, should be examined in a more extensive manner. The potential contribution of the behavior of taking responsibility - which may be ignored by the parents ("he will fall behind if I don't do it") and the school system ("he will fall behind if you don't do it") for the sake of short-term academic success - to permanent academic success should be investigated. It is believed that psychiatric clinics, especially those dealing with the problems of child/parent environment/association, should benefit from the metacognitive concept, which is the subject of pedagogical researches thus far.

The child/parent relation and processes in the development of the attitude for taking responsibility, which we discussed within the concept of homework in the present study, constitutes a rich literature, but still holds some themes for new studies as a subject

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