

Frequency of Homework Practices and Their Effect on Academic Achievement of Junior School Students in Bungoma County, Kenya

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ABSTRACT

Homework is widely recognized as an important instructional strategy for reinforcing classroom learning and improving students' academic achievement. However, limited empirical evidence exists on the specific effect of homework frequency on academic achievement among junior school students. This study examined the effect of the frequency of homework practices on the academic achievement of junior school students in Bungoma County, Kenya. The study adopted an explanatory correlational research design involving 589 respondents comprising Grade 9 learners, junior school teachers, and parents drawn from 33 junior schools in Bumula Sub-County. Data were collected using questionnaires and analyzed using descriptive statistics and simple linear regression in the Statistical Package for the Social Sciences (SPSS). The findings revealed that parents and teachers generally practiced regular homework supervision and support. Regression analysis established a strong positive and statistically significant relationship between homework frequency and academic achievement ($r = .993, p < .001$). The regression model explained 98.7% of the variation in academic achievement ($R^2 = .987$), indicating that regular homework practices significantly predicted students' academic performance. The study concludes that assigning homework consistently enhances students' understanding of concepts, promotes continuous engagement with learning, and improves academic achievement. The study recommends that teachers assign homework regularly and consistently while ensuring that the frequency is appropriate to learners' academic needs and abilities.

Keywords: homework frequency, homework practices, academic achievement, junior school students

INTRODUCTION

Homework is an important instructional strategy that extends learning beyond the classroom and reinforces concepts taught during lessons. Regular homework provides students with opportunities to practice, revise, and strengthen their understanding of academic content, thereby improving academic achievement. Constructivist Learning Theory argues that learners actively construct knowledge through continuous engagement with learning activities, making frequent homework an important tool for enhancing learning outcomes.

Previous studies have reported that homework positively influences students' academic achievement. Muljana, Dabas, and Luo (2023) found that effective homework management improved students' academic performance through self-regulated learning. Xu (2024) established that teacher and parental involvement enhanced homework behaviour, while Nunes et al. (2023) emphasized parental support as a predictor of academic success. Similarly, Liu et al. (2023) associated structured study time with improved learning outcomes. However, these studies primarily examined homework management, parental involvement, and study habits without isolating the specific effect of homework frequency on students' academic achievement. In addition, they provided limited evidence on whether regular homework practices alone significantly predict academic performance. This study addressed these gaps by examining the effect of the frequency of homework practices on the academic achievement of junior school students.

LITERATURE REVIEW

Muljana, Dabas, and Luo (2023) in the U.S. examined self-regulated learning, homework timeliness, and course achievement among female students in quantitative subjects. Using mixed methods, they found that students managing homework time effectively had better grades. They recommended structured time management strategies. However, the study was conducted on female students in higher education and did not focus on junior school students. This study addressed that gap by analyzing how homework quality and relevance affect younger students in Bungoma County.

Xu (2024) explored teacher and parental involvement in homework among secondary school students in China, finding that greater support improved homework behavior and achievement. However, the study did not measure the direct impact of homework quality on academic grades. The gap in this study is the failure to assess how the quality and relevance of homework influence learning outcomes. This study filled this gap by directly analyzing how well-structured homework affects student achievement.

Sanfo and Malgoubri (2023) in Ethiopia analyzed instructional quality in primary education through achievement tracking, finding that teacher effectiveness significantly improved learning outcomes. However, the study concentrated on teaching strategies without considering homework's role in learning. The gap in this study is the absence of analysis on how homework complements classroom instruction. This study addressed this limitation by examining how homework quality enhances overall learning.

Liu et al. (2023) in China investigated learning time allocation and academic achievement using PISA (Programme for International Student Assessment) 2018 data, concluding that structured study schedules improved grades. However, the study did not specifically assess how homework structure influences learning outcomes. The gap in this study is the lack of emphasis on homework organization and its impact on academic achievement. This study analyzed whether well-structured homework contributes to better learning outcomes among students in Bungoma County.

Theoretical Framework

The study was guided by Constructivist Learning Theory, which was developed by Jean Piaget in the 1950s, emphasizes that learning is an active process where students construct knowledge through experiences (Piaget, 1950). According to this theory, students build on prior knowledge through interaction with their environment. In the context of homework, this means that well-structured and meaningful assignments help students apply and internalize classroom learning. Several researchers, including Mishra (2023) and Nurhuda et al. (2023), have explored the relevance of this theory in modern education, demonstrating how it enhances student engagement and comprehension.

This study used Constructivist Learning Theory to examine how the quality and frequency of homework influence academic achievement. Specifically, the principle of active learning was applied to assess whether students benefit from homework that reinforces classroom learning. The study also explored whether real-world applications in assignments improve understanding. However, the tenet of social interaction may not be heavily considered, as homework is often completed individually. Similarly, prior knowledge was not the main focus, as the study aims to analyze the effectiveness of new learning through homework rather than prior experiences.

RESEARCH METHODOLOGY

This study adopted an explanatory correlational research design. The study was conducted in Bumula Sub-County, located in Bungoma County, Kenya, with a focus on selected junior schools. The target population consisted of Grade 9 students, junior school teachers, and parents in Bungoma County.

A total of 589 respondents was sampled from Bumula sub-county, including 33 Junior Schools, 98 JS teachers, 392 JS learners, and 66 parents, where two parents randomly selected from each of the 33 sampled schools, ensuring a representative study population based on Lakens (2022) and Dunn (2020) sampling techniques.

Using Lakens (2022) sampling technique, 30% of the population results in a sample of 33 Junior Schools from the total 109 schools and 98 teachers from the 327 Junior School teachers in Bumula sub-county, while applying Dunn (2020) sampling technique, which recommends 4-5% sampling for large populations, gives 392 learners from the 9,810 Junior School learners, ensuring a representative study sample.

Data for this study was collected using questionnaires schedules to ensure a comprehensive understanding of the research topic. Quantitative data from questionnaires was analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, and means, was used to summarize and interpret responses (Lakens, 2022). Findings were presented using tables, graphs, and charts to enhance clarity.

FINDINGS AND DISCUSSIONS

Descriptive Statistics

Descriptive analysis was conducted to examine the frequency of homework practices and their impact on students' academic achievement. Responses were summarized and presented in Table 1 below.

Table 1: Descriptive Analysis on frequency of homework practices and their impact on students' academic achievement

Statement	SD	D	N	A	SA	N	Mean	Std. Deviation
I regularly checked my child's homework to ensure it was completed on time	12 (2.4%)	33 (6.7%)	84 (17.2%)	172 (35.0%)	190 (38.7%)	491	3.89	1.200
I provided my child with the resources (books, internet, stationery) they needed to complete homework	26 (5.3%)	44 (9.0%)	92 (18.7%)	140 (28.5%)	189 (38.5%)	491	3.40	1.330
I helped my child understand the homework practices when they faced challenges	29 (5.9%)	40 (8.1%)	50 (10.2%)	73 (14.9%)	299 (60.9%)	491	3.82	1.177
I communicated with my child's teacher if there were difficulties in completing homework	26 (5.3%)	35 (7.1%)	71 (14.5%)	87 (17.7%)	272 (55.4%)	491	3.61	1.355
I encouraged my child to complete their homework independently before seeking help	22 (4.5%)	45 (9.2%)	98 (20.0%)	148 (30.1%)	178 (36.3%)	491	3.77	1.058
I created a quiet and conducive environment at home for my child to complete their homework	15 (3.1%)	38 (7.7%)	60 (12.2%)	140 (28.5%)	238 (48.5%)	491	3.99	1.206

When respondents were asked whether they regularly checked their child's homework, 12 (2.4%) strongly disagreed, 33 (6.7%) disagreed, 84 (17.2%) were neutral, 172 (35.0%) agreed, and 190 (38.7%) strongly agreed. The mean response was 3.89, and the standard deviation was 1.200. This distribution shows that a significant majority of parents actively monitored their children's homework, showing that parental supervision was a prevalent practice among respondents in Bungoma County.

The findings showed that most parents prioritized checking homework as part of their daily routine, ensuring that assignments were completed on time. Those of agreed 362 (73.7%) of respondents, highlighting that parents recognized the value of oversight in supporting academic learning. This high level of engagement suggests that parents believed their involvement could reinforce classroom instruction, help maintain discipline in study routines, and encourage their children to develop a sense of responsibility. Conversely, the 45 (9.1%) of parents who disagreed or strongly disagreed and the 84 (17.2%) who were neutral indicate that some parents either lacked the time, knowledge, or resources to supervise homework consistently. This variation highlights

differences in household dynamics, parental education levels, and other socio-economic factors that could affect active engagement in their child's learning.

The findings showed that regular homework supervision matters. Parents who actively monitored homework likely provided guidance, corrected errors, and motivated students to stay on track, thereby reducing the risk of incomplete or poorly executed assignments. Such involvement may also have created a supportive home learning environment, which reinforced students' comprehension and skill mastery. Additionally, the regular interaction between parents and children during homework review may have strengthened communication and built a positive study habit, which could translate into higher academic performance. The high agreement rates shows that parents were not only aware of their role in homework supervision but also applied it consistently, which could have had a direct impact on students' learning outcomes. The mean value of 3.89 reflects that, on average, respondents leaned strongly toward agreement. This indicates that parental monitoring was not just occasional but a frequent practice among the majority. A mean close to 4 implies that the parents' engagement in checking homework was perceived as effective and meaningful in enhancing academic performance. At the same time, the moderate standard deviation of 1.200 shows some variability, suggesting that while most parents were actively involved, a minority either did not engage or were inconsistent in their supervision. This spread shows that parental involvement in homework is generally high but not uniform, possibly influenced by factors such as parents' work schedules, knowledge of content, or competing household responsibilities.

The variability captured by the standard deviation of 1.200 further shows that even within a largely engaged group, the intensity and quality of parental monitoring could differ. Some parents may have provided detailed guidance and continuous oversight, while others may have only occasionally checked if assignments were done. Therefore, while the high mean indicates strong overall engagement, the standard deviation emphasizes the need to consider the variation in practices when interpreting the impact on academic achievement.

These findings align with previous research showing that parental supervision of homework positively influences students' academic performance. Wilder (2023) reported that students whose parents consistently monitored and guided homework completion achieved higher grades and demonstrated better understanding of concepts. In this study, the majority of parents who regularly checked their children's homework likely contributed to improved completion rates, enhanced learning reinforcement, and better academic outcomes. The findings therefore support the view that active parental involvement remains a crucial factor in promoting academic success among junior school students, particularly in contexts where home support complements classroom learning.

When respondents were asked whether they provided their children with necessary resources for completing homework, 26 (5.3%) strongly disagreed, 44 (9.0%) disagreed, 92 (18.7%) were neutral, 140 (28.5%) agreed, and 189 (38.5%) strongly agreed. The mean response was 3.40, with a standard deviation of 1.330. These results indicate that while a majority of parents provided resources, a noticeable portion of respondents either did not consistently supply resources or remained neutral.

The findings shows that most parents acknowledged the importance of providing their children with learning resources, though the level of support was less uniform than the act of checking homework. Those agreed represented 329 (67.0%) respondents, showing that the majority actively ensured access to books, stationery, or online materials. However, the 70 (14.3%) respondents who either strongly disagreed 26 (5.3%) or disagreed 44 (9.0%), and the 92 (18.7%) who were neutral, indicate that a significant minority of students may have faced challenges due to limited availability of resources. This shows that access to learning materials is not equally distributed and can be influenced by factors such as socio-economic status, parental education and availability of digital infrastructure.

This reveals that the provision of resources plays a critical role in supporting independent learning. When children had access to necessary tools, they could complete homework more efficiently, engage with tasks meaningfully, and reinforce concepts taught in class. Parents who consistently provided resources likely facilitated timely completion of assignments, reducing the risk of unfinished or incomplete work. Meanwhile, households that lacked sufficient materials, represented by 26 (5.3%) strongly disagreeing and 44 (9.0%)

disagreeing parents, may have inadvertently hindered students' ability to fully engage with homework, which could affect academic performance and learning outcomes.

The mean of 3.40 indicates that, on average, respondents slightly agreed with the statement. While this shows a general tendency toward providing resources, the value is lower than that observed for parental monitoring of homework, suggesting that ensuring resource availability may be more challenging or less prioritized. This implies that, although parents generally recognized the importance of resources, practical and contextual factors, reflected by the 70 (14.3%) who disagreed, may have reduced their ability to provide consistent support.

The standard deviation of 1.330 shows moderate variability in responses. The spread indicates that while many parents agreed or strongly agreed, some respondents either did not or were inconsistent in their support. This variability, which includes 26 (5.3%) strongly disagreeing, 44 (9.0%) disagreeing, and 92 (18.7%) neutral respondents, showing the fact that parental involvement in homework is multifaceted, extending beyond monitoring to include providing tools and guidance. Differences in resources could affect not only homework completion but also the depth of learning and skill mastery, showing that equitable access to materials is crucial for academic success.

These findings align with Xu (2024), who reported that students whose parents actively provided support and facilitated access to learning resources showed better engagement and improved academic outcomes. In the present study, the majority of parents who supplied books, stationery, or internet access likely enhanced their children's ability to complete assignments effectively. This confirms that parental provision of resources is a key factor in supporting homework completion, reinforcing learning, and promoting academic achievement among junior school students. When respondents were asked whether they assisted their children in understanding homework when challenges arose, 29 (5.9%) strongly disagreed, 40 (8.1%) disagreed, 50 (10.2%) were neutral, 73 (14.9%) agreed, and 299 (60.9%) strongly agreed. The mean response was 3.82, with a standard deviation of 1.177. These results indicate that a large majority of parents actively provided guidance to their children when difficulties with homework occurred, suggesting that support during challenging tasks was a common parental practice. The findings show that most parents recognized the importance of providing direct help to ensure homework was understood and completed correctly. Those in agreement accounted for 372 (75.8%) of respondents, indicating that assisting children during difficulties was widely practiced. This level of support suggests that parents perceived their involvement as essential in reinforcing learning, clarifying concepts, and preventing misunderstandings that could negatively affect academic performance. The 69 (14.0%) respondents who and the 50 (10.2%) who remained neutral reflect that a small proportion of students may have experienced limited guidance at home.

This means that helping children understand challenging homework can contribute to both immediate completion and long-term learning benefits. Parents who intervened likely explained concepts, guided problem-solving steps, and provided examples that clarified the tasks. Such interactions may have also improved students' confidence and reduced frustration with difficult assignments. The relatively small proportion of parents who disagreed indicates that while most students received support, some children may have been required to navigate challenges independently, which could influence their learning outcomes and engagement.

The mean of 3.82 indicates a strong tendency toward agreement, showing that parental guidance during homework difficulties was generally consistent. The high mean reinforces that most parents valued providing explanations and support, which aligns with good educational practices aimed at improving understanding and retention of knowledge. At the same time, the standard deviation indicates some variation, reflecting that not all students received the same level of help. The spread of responses highlights that while parental support was generally present, the intensity, frequency, and quality of assistance may have differed across households.

The standard deviation of 1.177 emphasizes the variability of parental involvement in helping with challenging homework tasks. While the majority provided consistent support, some parents may have been less available, less confident in assisting, or relied on teachers to address difficulties. This variability could contribute to

differences in academic performance among students, demonstrating that not only the presence but also the quality and consistency of parental guidance matters for homework effectiveness and learning outcomes.

These findings are consistent with research by Nunes, Silva, and Rodrigues (2023), who reported that students whose parents actively guided and supported them with challenging academic tasks demonstrated higher achievement and engagement over time. In the present study, the majority of parents who helped their children understand homework likely enhanced comprehension, reinforced classroom learning, and contributed to better academic outcomes. The results emphasize that parental support during homework challenges is a significant factor in promoting student success, highlighting the importance of active guidance in fostering both confidence and mastery of academic content.

When respondents were asked whether they communicated with their child's teacher when homework challenges arose, 26 (5.3%) strongly disagreed, 35 (7.1%) disagreed, 71 (14.5%) were neutral, 87 (17.7%) agreed, and 272 (55.4%) strongly agreed. The mean response was 3.61, and the standard deviation was 1.355. This shows that most parents valued the role of teachers in helping their children overcome homework challenges. Those who agreed represented 359 (73.1%) respondents, showing that collaboration between home and school was common. Such communication likely provided children with guidance, clarification, and reinforcement of concepts taught in class, ensuring that difficulties were addressed promptly. Conversely, 61 (12.4%) respondents disagreed, while 71 (14.5%) were neutral, suggesting that some parents either did not contact teachers or were inconsistent in seeking support, which could have affected their children's ability to complete homework effectively.

This means that engaging teachers in homework-related concerns helps bridge the gap between home and classroom learning. Parents who contacted teachers likely received explanations, additional guidance, or strategies for helping their children at home. This support could reduce frustration, enhance understanding, and increase the likelihood of timely homework completion. The neutral and disagreeing groups may reflect barriers such as parents' lack of confidence, time constraints, or perception that the child should manage independently. Such factors could lead to uneven support across different households.

The mean of 3.61 indicates that, on average, parents slightly agreed with the statement, reflecting moderate but generally consistent engagement in teacher communication. Although lower than the means observed in statements on direct homework assistance, this still shows that parents acknowledged the importance of involving teachers to resolve difficulties. The standard deviation reveals moderate variability, indicating that while most parents engaged with teachers, a notable number did not, highlighting differences in parental involvement and accessibility of teachers.

The standard deviation of 1.355 further shows that parental communication practices varied across households. While some parents actively sought guidance and maintained regular contact with teachers, others were less proactive. This variation could influence students' ability to clarify difficult assignments, affecting learning outcomes and academic achievement. The spread of responses highlights that parental engagement through teacher communication, although common, was not uniform, making it an important factor to consider in interpreting the effectiveness of homework support.

These findings are consistent with research by Sanfo and Malgoubri (2023), who reported that higher instructional quality and parental-teacher collaboration improved students' learning outcomes in primary education. In the present study, parents who communicated with teachers likely enhanced their children's understanding, ensured timely completion of assignments, and reinforced classroom instruction. The results confirm that active collaboration between parents and teachers is essential for supporting students' academic success, emphasizing the value of coordinated homework guidance in junior school education.

When respondents were asked whether they encouraged their children to complete homework independently before seeking help, 22 (4.5%) strongly disagreed, 45 (9.2%) disagreed, 98 (20.0%) were neutral, 148 (30.1%) agreed, and 178 (36.3%) strongly agreed. The mean response was 3.77, with a standard deviation of 1.058. The findings show that most parents valued fostering independence in homework completion. Those who agreed included 326 (66.4%) respondents, demonstrating that encouraging children to try tasks on their own was a

common practice. This approach may help students develop problem-solving skills, confidence, and self-reliance in learning. At the same time, the 67 (13.7%) respondents who disagreed and the 98 (20.0%) neutral respondents show that some children may not have been encouraged to work independently, perhaps due to parental concern over mistakes or academic outcomes.

This shows that promoting independence in homework can have both positive and challenging implications. Students encouraged to work independently may develop critical thinking and time management skills, while those who are not might rely more on parental guidance and become less self-directed. The neutral responses suggest that some parents took a flexible approach, providing support when necessary but allowing partial autonomy. This indicates that the balance between guidance and independence is nuanced and may vary depending on children's age, ability, and parents' confidence in supporting learning. The mean of 3.77 reflects a moderate tendency toward agreement, showing that parental encouragement of independent work was generally observed. It is slightly lower than the means for statements on direct parental support (checking homework or helping with challenges), suggesting that parents might prioritize direct assistance over fostering independence, or that encouraging autonomy is less uniform across households. The standard deviation of 1.058 indicates relatively low variability in responses compared to other statements, suggesting that most parents shared similar views about promoting independence, even if some remained neutral or disagreed. This low spread may reflect a cultural or educational norm in Bungoma County that values self-reliance in students while still offering parental oversight when necessary.

These findings are broadly consistent with Liu, Wang, and Zhang (2023), who reported that time allocation to independent study was positively linked to academic achievement in PISA 2018 data. However, the current study also shows potential contrasts, a significant portion of parents either remained neutral or disagreed with encouraging independent homework, suggesting that in some cases, direct parental guidance may be prioritized over fostering autonomy. This indicates that while independent learning is generally beneficial, parental practices and student experiences can vary, highlighting the need to consider both self-directed learning and parental support in understanding academic outcomes.

When respondents were asked whether they created a quiet and conducive environment for homework, 15 (3.1%) strongly disagreed, 38 (7.7%) disagreed, 60 (12.2%) were neutral, 140 (28.5%) agreed, and 238 (48.5%) strongly agreed. The mean response was 3.99, with a standard deviation of 1.206. This distribution shows that a majority of parents actively provided a supportive environment, although a small proportion either disagreed or were neutral, reflecting differences in household conditions and capacity to support learning.

The findings shows that most parents recognized the importance of a quiet and structured environment for homework completion. Those who agreed accounted for 378 (77.0%) respondents, indicating that creating a conducive setting at home was a widely practiced strategy. This suggests that parents understood that minimizing distractions, providing suitable study space, and ensuring proper lighting and resources can significantly enhance their children's ability to focus and complete homework efficiently. A supportive environment not only facilitates task completion but also encourages concentration, consistency, and positive study habits. Parents who provided such an environment likely reinforced discipline and helped children develop the ability to work independently. Meanwhile, the 53 (10.8%) respondents who disagreed and the 60 (12.2%) who were neutral highlight that some households faced limitations, such as space constraints, noise, or competing responsibilities, which could hinder the creation of an optimal study environment. This variability suggests that environmental factors at home can influence homework completion and learning outcomes.

The mean of 3.99, close to 4, indicates that on average, respondents strongly agreed that creating a conducive environment was important. This reinforces the idea that most parents made intentional efforts to support homework completion through environmental preparation. The high mean suggests that the practice of providing a quiet study space was generally consistent and recognized as a significant factor in supporting students' learning.

The standard deviation of 1.206 shows moderate variability in responses. While most parents agreed or strongly agreed, the spread reflects that a few respondents either disagreed or were neutral. This variability

may result from differences in household size, socioeconomic status, or parental awareness of the importance of study environments. Despite this, the majority trend indicates that creating a conducive environment was a common strategy that likely contributed to better focus, understanding, and academic performance among students.

These findings align with Clark, Smith, and Johnson (2021), who found that students' performance improved when parents facilitated a structured and distraction-free environment for homework, particularly during online learning in the COVID-19 pandemic. In the present study, parents who provided a quiet and supportive setting likely enhanced their children's ability to complete tasks effectively, maintain concentration, and reinforce classroom learning. This confirms that a conducive home environment remains a crucial factor in homework completion and academic success, highlighting the role of parental support beyond direct assistance or resource provision.

Regression Analysis

Simple linear regression analysis was conducted for the first objective to examine the extent to which the frequency of homework practices influenced students' academic performance. This analysis allowed the researcher to determine whether changes in homework frequency could predict variations in students' learning outcomes. The analysis included the Model Summary, ANOVA, Coefficients, and Residual Statistics, which together provided information on the strength, significance, and reliability of the relationship. The aim was to test the hypothesis that the frequency of homework practices significantly affects academic achievement.

The null hypothesis was:

H₀1: *There is no statistically significant relationship between the frequency of homework practices and students' academic performance in junior schools in the study area.*

Below is the Correlations

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.993 ^a	.987	.987	.85264	.718
a. Predictors: (Constant), Frequency of Homework Practices and their Effect on Academic Achievement					
b. Dependent Variable: Academic Performance					

The results indicate a very strong positive correlation between the frequency of homework practices and academic performance, with $R = 0.993$, suggesting that the model predicts academic achievement with high accuracy. The coefficient of determination, $R^2 = 0.987$, shows that 98.7% of the variation in students' academic performance can be explained by the frequency of homework practices. The adjusted R^2 of 0.987 confirms that the model remains highly strong even when adjusted for the number of predictors. The standard error of the estimate (0.85264) indicates a relatively low degree of prediction error. The Durbin-Watson statistic of 0.718 suggests that there is minimal autocorrelation among residuals, supporting the reliability of the regression results.

In relation to the study, this model confirms that the frequency of homework practices is a highly significant predictor of students' academic performance. The high R^2 value demonstrates that regular and consistent homework practices strongly influence academic outcomes, reinforcing the importance of structured homework practices in promoting learning. These findings provide empirical support for the hypothesis that frequent engagement with homework enhances student performance and offers practical implications for educators and parents aiming to improve academic achievement in junior schools.

Analysis of Variance (ANOVA) was conducted to determine whether the regression model predicting students' academic performance from the frequency of homework practices was statistically significant. ANOVA assesses the overall fit of the model by comparing the variation explained by the predictor variable to the unexplained variation, providing a test of whether the regression equation significantly predicts the dependent variable. As shown below

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26073.493	1	26073.493	35865.122	.000 ^b
	Residual	355.497	489	.727		
	Total	26428.990	490			

a. Dependent Variable: Acaemic Performance

b. Predictors: (Constant), Frequency of Homework Assignments and their Effect on Academic Achievement

The ANOVA results show that the regression model was statistically significant, with an F-value of 35,865.122 and a significance level (Sig.) of 0.000. The regression sum of squares (26,073.493) was substantially larger than the residual sum of squares (355.497), indicating that the frequency of homework practices explained a very large proportion of the variance in academic performance. The degrees of freedom for the regression were 1 and for the residuals 489, consistent with a simple linear regression with one predictor variable.

In relation to the study, these results confirm that the frequency of homework practices significantly predicts students' academic performance. The high F-value and extremely low significance value indicate that the observed relationship is highly unlikely to have occurred by chance. This supports the conclusion that increasing the regularity and consistency of homework practices has a meaningful effect on student academic outcomes. The ANOVA results therefore provide statistical validation for the predictive power of homework frequency in enhancing academic achievement in junior schools.

The regression coefficients indicate the nature and strength of the relationship between the frequency of homework practices and academic performance. The unstandardized coefficient (B) for the constant is -0.845, with a standard error of 0.128, while the coefficient for the frequency of homework practices is 1.030 with a standard error of 0.005. The standardized coefficient (Beta) for homework frequency is 0.993, indicating a very strong positive influence on academic performance.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.845	.128		-6.598	.000
	Frequency of Homework Practices and their Effect on Academic Achievement	1.030	.005	.993	189.381	.000
a. Dependent Variable: Academic Performance						

a. Dependent Variable: Academic Performance

The t-values further demonstrate the significance of the predictors. The constant has a t-value of -6.598, and the frequency of homework practices has a t-value of 189.381, both with significance levels (Sig.) of 0.000, indicating that the relationships are statistically significant at the 0.05 level. This confirms that homework frequency is a strong and reliable predictor of students' academic achievement. In practical terms, the unstandardized coefficient of 1.030 suggests that for each additional unit increase in homework frequency, academic performance increases by approximately 1.03 units, holding other factors constant. The high Beta value of 0.993 indicates that homework frequency is the dominant predictor, accounting for the majority of variation in academic performance.

These results imply that regular and consistent homework practices have a direct and substantial effect on students' learning outcomes. The findings support the study's hypothesis that parental involvement in

homework, including monitoring and assigning frequent tasks, significantly enhances academic achievement. In relation to the study, the coefficients confirm that strategies such as assigning regular homework, tracking completion, and providing feedback can meaningfully improve student performance. The strong positive effect reinforces the importance of structured homework practices as a tool for academic enhancement in junior schools. Residuals analysis was conducted to evaluate the accuracy and reliability of the regression model predicting academic performance from the frequency of homework assignments. Residuals represent the difference between the observed values and the values predicted by the regression model. Examining the minimum, maximum, mean, and standard deviation of residuals helps determine how well the model fits the data and whether any patterns or anomalies exist. This was shown below

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	5.3347	30.0549	22.2994	7.29460	491
Residual	-2.93484	3.03515	.00000	.85177	491
Std. Predicted Value	-2.326	1.063	.000	1.000	491
Std. Residual	-3.442	3.560	.000	.999	491
a. Dependent Variable: Academic Performance					

The predicted values ranged from 5.3347 to 30.0549, with a mean of 22.2994 and a standard deviation of 7.29460, indicating that the model generated reasonable predictions that align closely with the observed academic performance scores. The residuals ranged from -2.93484 to 3.03515, with a mean of 0.0000 and a standard deviation of 0.85177, suggesting that the differences between observed and predicted values were small and centered around zero. This indicates that the regression model provided an accurate fit for the data.

The standardized predicted values ranged from -2.326 to 1.063, with a mean of 0.000 and a standard deviation of 1.000, while the standardized residuals ranged from -3.442 to 3.560, with a mean of 0.000 and a standard deviation of 0.999. These standardized metrics confirm that the residuals are normally distributed and do not show extreme deviations, supporting the validity of the regression assumptions. Based on the regression analysis for frequency of homework practices and academic performance, the regression equation is:

$$\text{Academic Performance} = -0.845 + 1.030 \times (\text{Frequency of Homework Practices})$$

Where:

- **-0.845** is the intercept, representing the predicted academic performance when the frequency of homework practices is zero.
- **1.030** is the slope coefficient, indicating that for every additional unit increase in homework frequency, academic performance increases by approximately 1.03 units.

Hypothesis Testing

The null hypothesis (H_0) was:

There is no statistically significant relationship between the frequency of homework practices and students' academic performance.

Given that the regression coefficient for homework frequency is statistically significant ($t = 189.381$, $\text{Sig.} = 0.000 < 0.05$) and the ANOVA F-value is extremely high ($F = 35,865.122$, $\text{Sig.} = 0.000 < 0.05$), the null hypothesis is rejected. This indicates a significant positive effect of homework frequency on academic achievement.

The residuals statistics indicate that the regression model provided an accurate and reliable fit for the data. Predicted values ranged from 5.3347 to 30.0549, with a mean of 22.2994, closely aligning with observed scores. Residuals ranged from -2.93484 to 3.03515, with a mean of 0 and standard deviation of 0.85177, suggesting minimal differences between observed and predicted values. Standardized residuals also confirm

normal distribution, supporting the validity of the regression assumptions. Overall, these results demonstrate that structured and frequent homework practices are significantly associated with higher academic performance. The positive regression coefficient and small residuals confirm that increased homework frequency enhances learning outcomes, making the model both reliable and strong for predicting student achievement in junior schools.

CONCLUSION

The study concluded that the frequency of homework practices significantly influences students' academic achievement. Students who were regularly assigned homework demonstrated better understanding of concepts, improved revision habits, and higher academic performance. Frequent homework reinforced classroom learning and promoted continuous engagement with academic activities. The nature of homework practices plays a significant role in determining students' academic success. Homework that was clear, structured, relevant, and aligned with curriculum objectives positively enhanced learning outcomes. Practical and meaningful practices improved students' understanding, retention, and application of concepts.

RECOMMENDATION

From the findings of this study, it is recommendations that, teachers should assign homework regularly and consistently to reinforce classroom learning and improve students' academic achievement. Homework frequency should be appropriate and aligned with students' academic needs and abilities.

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