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THE RELATIONSHIP BETWEEN HOMEWORK HABITS AND ACADEMIC PERFORMANCE AMONG ELEMENTARY STUDENTS

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Abstract: This study investigates the relationship between homework habits and academic performance among elementary school students. A quantitative correlational research design was employed involving 60 students aged 8 to 11 years selected through convenience sampling. Data were collected using a structured questionnaire measuring homework habits, including time management, consistency, study environment, and parental involvement. Academic performance was assessed using official school grades in mathematics, reading, and science. Data were analyzed using descriptive statistics and Pearson correlation analysis. The findings revealed a positive relationship between structured homework habits and academic performance. Students who demonstrated consistent homework completion, effective time management, and supportive learning environments achieved higher academic results. The study concludes that the quality of homework habits plays a more important role than the quantity of homework in predicting academic achievement among elementary students.

Keywords: homework habits, academic performance, elementary education, study behavior, correlation analysis.

Introduction

Homework has been an essential component of formal education systems for decades, serving as an extension of classroom learning and a tool for reinforcing academic concepts. At the elementary school level, homework plays an important role in helping students develop foundational academic skills such as responsibility, discipline, time management, and independent learning. Teachers assign homework with the expectation that it will strengthen students' understanding of lesson content and support long-term learning development. Despite its widespread use, the effectiveness of homework remains a topic of ongoing debate among educators and researchers. Some studies suggest that homework contributes positively to academic achievement by providing additional practice and reinforcing classroom learning. However, other studies argue that excessive or poorly structured homework can negatively affect students by increasing stress levels, reducing motivation, and creating negative attitudes toward learning, especially in younger children who are still developing learning habits. In recent educational research, the focus has shifted from the quantity of homework to the quality of students' engagement with homework tasks. Homework habits such as consistency, time management, effort, and self-discipline are now considered key factors influencing academic performance. Students



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who develop strong study routines tend to achieve better academic results regardless of how much time they spend on homework. In addition, the home environment plays a crucial role in shaping students' homework behaviors. A quiet and supportive study space, along with parental involvement and guidance, can significantly improve students' ability to complete assignments effectively. Conversely, a lack of structure or support at home may negatively affect academic performance. Therefore, this study aims to examine the relationship between homework habits and academic performance among elementary school students and to identify which aspects of homework behavior most strongly influence academic success.

Literature Review

Previous research has widely explored the relationship between homework and academic achievement. Cooper et al. (2006) found that homework generally has a positive effect on academic performance, although this effect is weaker at the elementary level compared to higher grades. Their research highlights that the impact of homework depends greatly on its purpose and structure. Trautwein (2007) emphasized that the relationship between homework and achievement is not determined by the amount of homework alone, but by how students engage with it. He found that motivation, effort, and self-regulated learning strategies are stronger predictors of success than time spent on homework. Dettmers et al. (2010) further confirmed that homework quality is more important than quantity. Their study showed that well-designed assignments that encourage active learning lead to better academic outcomes compared to repetitive or excessive tasks. Xu and Corno (2003) highlighted the importance of parental involvement in homework completion. Their findings showed that students who receive support at home are more likely to develop effective homework management skills, which positively influence academic achievement. Rosário et al. (2018) found that students who demonstrate planning, persistence, and time management skills achieve higher academic results. Similarly, Niggli et al. (2009) reported that parental support improves student motivation and enhances homework effectiveness. Dufresne et al. (2002) also found that structured homework tasks improve conceptual understanding and long-term knowledge retention when aligned with classroom instruction. Overall, previous research suggests that homework is most effective when it is structured, meaningful, and supported by both teachers and parents, while excessive or poorly designed homework may reduce motivation and learning effectiveness.

Methods

This study employed a quantitative research design using a correlational approach to examine the relationship between homework habits and academic performance among elementary school students. The study focused on naturally occurring behaviors without any experimental manipulation. The sample consisted of 60 elementary school students aged between 8 and 11 years. Participants were selected using convenience sampling due to accessibility and time limitations. Students were drawn from different classrooms to ensure variation in academic backgrounds. Participation was voluntary, and students were



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informed about the purpose of the study in simple, age-appropriate language. Permission was obtained from school administration before data collection. Data were collected using a structured questionnaire developed for this study. The questionnaire measured four main aspects of homework habits: time management, consistency, study environment, and parental involvement. A Likert scale was used to measure students' responses in a standardized format. Academic performance was measured using official school grades in mathematics, reading, and science. These subjects were selected as core indicators of academic achievement in elementary education. Grades were obtained with permission from school authorities and matched with questionnaire data using anonymous identification codes. The data collection process involved administering questionnaires in classroom settings under teacher supervision to ensure clarity and accuracy. Academic records were collected separately. All data were anonymized to ensure confidentiality and ethical compliance. Data analysis was conducted using descriptive statistics and Pearson correlation analysis. Ethical considerations included voluntary participation, informed consent, anonymity, and data confidentiality.

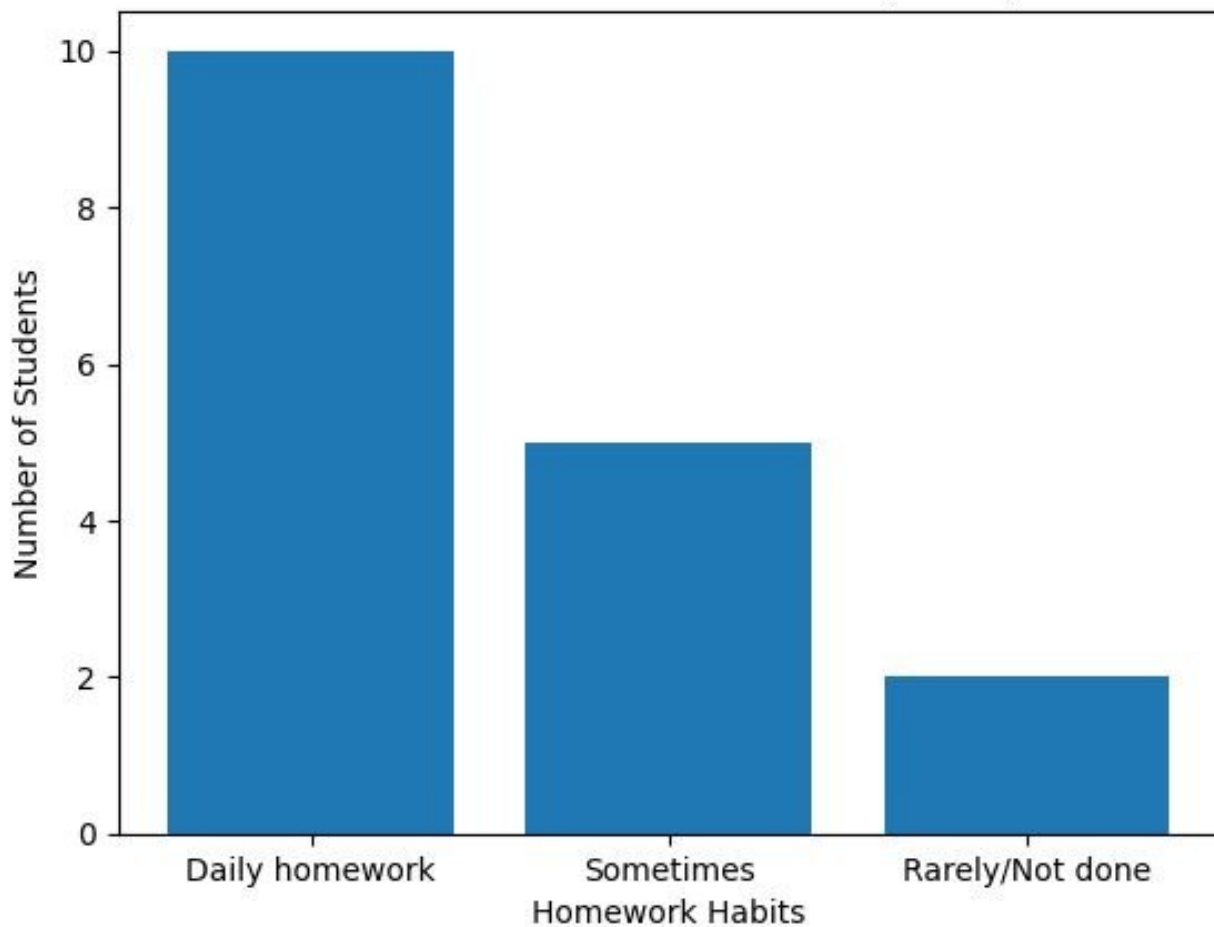
Results

The analysis of students' homework habits ($n = 17$) revealed clear differences in how frequently students complete homework assignments. The results showed that the majority of students reported completing homework on a daily basis. Specifically, 10 out of 17 students (58.8%) indicated that they do homework every day, suggesting a generally strong level of academic discipline within this group. A smaller proportion of students reported completing homework only sometimes. In total, 5 students (29.4%) fell into this category, indicating irregular homework habits. This suggests that nearly one-third of the participants do not maintain a consistent homework routine, which may affect the reinforcement of classroom learning. Only a small number of students reported rarely completing homework or not doing it at all. Specifically, 2 students (11.8%) were classified in this category. This group represents the lowest level of homework engagement among the participants and may be at higher risk of lower academic performance compared to their peers. Overall, the results demonstrate that most students in the sample maintain regular homework habits, with a majority completing homework daily. However, a noticeable minority still shows inconsistent or minimal engagement with homework tasks, indicating variation in study discipline within the group.



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Homework Habits of Students (n=17)



Discussion

The distribution of homework habits among the surveyed elementary school students offers valuable insights when interpreting the main findings of this study. As shown in the figure, the majority of students reported engaging in homework on a daily basis. A noticeably smaller group indicated that they complete homework only sometimes, while the smallest proportion admitted to doing homework rarely or not at all.

This pattern strongly supports the study's central conclusion that **consistency in homework habits** is positively associated with academic performance. Students who study daily are more likely to internalize new knowledge, practice skills regularly, and develop a sense of responsibility toward their learning. In contrast, students who complete homework only occasionally may miss the benefits of repetition and routine, which are especially critical at the elementary level.

The very small group of students who rarely or never do homework represents a cause for concern. These learners are at greater risk of falling behind their peers, not necessarily because they lack ability, but because they miss consistent opportunities to reinforce classroom learning. Their situation highlights the importance of identifying barriers—such as lack of parental support, disorganization, or difficulty of tasks—rather than simply blaming the student.



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Interestingly, the fact that the "daily" group is the largest suggests that most young students already recognize homework as a regular part of school life. However, the gap between daily and occasional doers points to the need for targeted support. Rather than increasing the amount of homework, educators should focus on helping students move from "sometimes" to "daily" by improving homework quality, offering clear routines, and encouraging manageable parental involvement.

In summary, the observed distribution of homework habits reinforces the study's main argument: **positive, consistent habits matter more than homework quantity.** Schools and families should work together to support daily practice, address barriers faced by occasional and rare doers, and avoid practices that may widen the achievement gap.

Conclusion

This study concludes that there is a significant positive relationship between homework habits and academic performance among elementary school students. Effective time management, consistency, and parental involvement are key factors contributing to academic success. Rather than focusing on the sheer volume of homework, educators should prioritize improving the quality of assignments and helping students develop strong, sustainable study habits.

These findings suggest that well-structured homework—tailored to students' developmental levels and learning needs—can reinforce classroom instruction without causing unnecessary stress or fatigue. Consistency in daily or weekly routines allows young learners to build self-discipline and gradually take ownership of their learning. Meanwhile, appropriate parental involvement, such as providing a supportive environment and monitoring progress without over-directing tasks, enhances motivation and accountability.

Furthermore, the results imply that simply assigning more homework may lead to diminishing returns, potentially resulting in frustration, reduced engagement, or inequities for students with limited home support. Therefore, schools should invest in training teachers to design purposeful, engaging homework that encourages critical thinking and real-world application. Additionally, integrating study skills instruction—such as goal setting, organization, and reflection—into the regular curriculum can help elementary students develop habits that benefit long-term academic achievement.

Future research should explore how digital tools and differentiated homework models influence habit formation and performance across diverse student populations. Ultimately, fostering positive homework habits from an early age not only boosts current academic outcomes but also lays the foundation for lifelong learning and self-regulation.

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