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Teacher Perceptions on the Predictive and Reliability Values of Homework Scores in Primary Schools in Delta State, Nigeria: Counselling Implications

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Abstract
In elementary school, homework is a frequent strategy that is thought to encourage skill development, measure engagement, and reinforce learning. Its usefulness as a predictor of academic achievement, particularly in elementary scientific education, is still up for question, though, as problems with scoring reliability and outside factors affect how valuable it is seen to be. To determine if homework accurately reflects academic potential, engagement, and skill mastery, this study examines how primary school science teachers in Delta State, Nigeria, perceive homework results' predictive and dependability values. Data was gathered from a sample of science instructors in Delta State's elementary schools using a descriptive survey design. Participants filled out a prepared questionnaire to gauge their opinions on the predictive value, dependability, and function of homework in science education. The results show teachers' differing views about homework's validity and predictive power. Although many people acknowledge that homework can be used to evaluate student participation and reinforce science concepts, questions have been raised regarding the objectivity of homework scores because of irregular scoring procedures, outside help, and plagiarism. To increase reliability, teachers stated that standardised assessment standards were necessary. The study emphasises the importance of counsellors in helping students with their homework, assisting parents with constructive parental participation, and reducing the stress that comes with homework. Teachers should implement standardised scoring procedures, encourage self-directed learning, include homework in other examinations, and improve communication regarding homework's importance for academic success to increase its dependability. This comprehensive strategy might promote a more efficient and fair use of homework in elementary science instruction.

Keywords: Homework reliability, Predictive value, Teacher perceptions, Counselling Implications

Introduction

It is often acknowledged that homework plays a crucial role in primary school education by strengthening classroom learning, advancing academic abilities, and encouraging a dedication to academic obligations (Ambrose, 2023). Homework assignments are frequently seen in science education as an extension of in-class instruction to strengthen scientific ideas, foster curiosity, and improve problem-solving abilities (Medwell, 2018). In elementary and secondary school, homework is a common teaching method frequently regarded as essential to bolstering classroom instruction and encouraging student success. Homework has been shown in studies to promote autonomous learning and help with knowledge retention (Costa et al., 2016). Its efficacy as a trustworthy indicator of academic achievement, especially in elementary school, is still debated. While supporters contend that homework fosters self-discipline, strengthens understanding of the material, and advances cognitive development, detractors point out

problems like uneven scoring, a lack of standardisation, and outside factors (like parental support) that could compromise its validity as a gauge of student learning (NEGRU, 2022).

The connection between academic success and homework is one important topic of research. Particularly at higher educational levels, meta-analyses of the impacts of homework have revealed moderate relationships with achievement (Catalano, 2018). Research on younger pupils, like those in primary school, yields conflicting results. The predictive usefulness of homework may be limited because primary school pupils are still forming their study habits and cognitive abilities (Negru, 2023). Research indicates that rather than serving as a final assessment of academic proficiency, homework may be more appropriate for younger pupils as a formative tool to enhance learning (Rosário et al., 2019).

The part homework plays in student involvement is another important factor to consider. Teachers frequently see homework as a way to help students develop responsible study habits and gain insight into their motivation and enthusiasm for a subject (Alordiah & Okoro, 2018; Catalano, 2018). However, elementary school students' participation in homework varies and is significantly influenced by outside help. For instance, parental involvement is a significant factor that can positively and negatively affect homework completion and accuracy. Although parental encouragement might inspire kids, over-involvement may unintentionally diminish the diagnostic value of the homework because grades might not fairly represent the students' autonomous comprehension (Hong et al., 2011).

The role of assignment scoring in assessment is further complicated by its objectivity and dependability. Maintaining uniform and impartial homework grading standards can be difficult for teachers, particularly when no standardised rubrics or assessment guidelines are available (Cheema et al., 2022). This problem is especially noticeable in areas with a wide range of educational resources and student backgrounds, where differences in home circumstances may affect students' capacity to do assignments on their own. According to research, standardising scoring in these situations might increase the validity of homework tests and enable a more fair assessment of students' achievement (Masalimova et al., 2023; Aloriah & Agbanjor, 2014). Local educational practices, student demographics, and resource availability all influence how primary school instructors in Nigeria see homework. Research on elementary education in Nigeria emphasises how crucial it is to standardise evaluation procedures to establish more equal learning environments (Syla, 2023). However, little study has been done expressly on homework's predictive utility and reliability in Nigerian elementary education. Understanding teachers' perspectives on homework in this context can help one better understand the real-world difficulties associated with using homework as a formative or predictive tool.

In conclusion, homework may be useful for promoting engagement and strengthening learning. However, its accuracy as a trustworthy assessment tool and predictor of academic performance is still debatable, especially in primary education. This study adds to the literature to inform strategies that improve homework's function in promoting student learning by investigating how elementary school teachers at Delta State primary schools perceive homework's predictive and reliability qualities. This is especially pertinent in places like Delta State, Nigeria, where early instruction can significantly influence pupils' interest in science and future academic pathways. However, the predictive and dependability qualities of homework scores as measures of students' scientific aptitude are nuanced and open to various interpretations by teachers.

This study investigates how Delta State, Nigeria's primary school teachers, perceive homework scores' predictive and dependability values. It specifically looks at how much homework scores are considered a good indicator of students' overall involvement, their grasp of science material, and their chances of succeeding academically. Teachers are crucial in evaluating students' academic progress, and how they organise assignments, evaluate student performance, and interpret homework scores about other assessment instruments like tests and quizzes can all be influenced by their opinions on the usefulness of homework. This study examines the factors influencing instructors' perceptions of homework's efficacy as a predictor of accomplishment and a reliable assessment instrument.

There is conflicting evidence in the literature regarding homework's contribution to academic success. While some studies support homework's ability to foster discipline and strengthen skills, others doubt its validity because of differing parental involvement levels, the possibility of plagiarism, and the subjective nature of scoring (Cheema et al., 2022). These issues can be more noticeable in elementary school when pupils are still learning how to learn independently and may need a lot of outside help to finish homework. Furthermore, homework's function as a trustworthy meter is made more difficult by the absence of standardised grading guidelines in many educational environments (Filiz, 2018). Teachers ' opinions on these matters are crucial since they directly impact how homework is assigned, graded, and incorporated into students' final assessments.

By offering insights into the opinions of primary school science teachers in Delta State, Nigeria, regarding the predictive value of homework scores for academic success and the difficulties with the objectivity and standardisation of homework assessment, this study seeks to close a knowledge gap. The study also considers the counselling implications of these beliefs since knowledge of teachers' opinions regarding the dependability of homework can inform instructional assistance tactics that assist students in creating productive study habits and a sincere interest in science.

Research questions

The following research questions direct the investigation, which is based on the study's focus on instructors' opinions regarding the predictive and dependability values of homework scores in Delta State, Nigerian primary school science education:

1. What predictive value do teachers think homework scores have in predicting students' academic success in science classes in elementary school?
2. How much do educators think homework is a valid way to gauge students' interest in and comprehension of scientific ideas?
3. What difficulties do educators encounter in ensuring the impartiality and uniformity of science homework grades in elementary schools?
4. How do instructors' opinions about homework's predictive value and dependability differ depending on their area of expertise, experience, and specialisation within Delta State?
5. How do instructors' opinions on homework affect counselling, and how may these observations help develop successful teaching methods for science education and engagement?

Method

Design

This study used a descriptive survey research approach to investigate how primary school instructors in Delta State, Nigeria, perceive homework scores' predictive and dependability

values. This design aimed to collect general, measurable information about instructors' attitudes and convictions about the importance of homework for student engagement, accomplishment, and assessment reliability. Self-reported data reflecting teachers' actual experiences and practices across different schools and specialisations was gathered thanks to the survey approach.

Primary school instructors in Delta State, Nigeria, made up the study sample. Teachers with computer science, basic science, agricultural science, and health science backgrounds were chosen according to their roles in teaching science. Teachers from Delta State's three senatorial districts—Delta North, Delta Central, and Delta South—were among the participants and represented various demographics. This selection guaranteed a balanced sample that represented a range of regional viewpoints. Both male and female teachers were included in the gender distribution to provide a complete picture of the population's perceptions. Participants' demographic information, including gender, location within Delta State, and area of specialisation, is shown in Table 1 and Figure 1. For a comprehensive knowledge of the distribution, Figure 1 shows the percentages in a sunburst plot format, while Table 1 displays the raw frequencies and ratios for each demographic category.

The majority of participants—52.6%—have a basic science speciality. The next largest percentages are in Agricultural Science (26.1%), Health Science (14.4%), and Computer Science (6.9%). This distribution shows that participants were primarily interested in Basic Science, which could reflect participant preferences or the most common subjects offered in Delta State's elementary school science curriculum. With Delta North holding the most share at 38.8%, Delta Central at 31.9% and Delta South at 29.3%, the distribution among senatorial districts demonstrates a fairly balanced representation. This balanced distribution provides a range of geographical insights within the study and supports the sample's representativeness throughout Delta State. There is a feminine preponderance among participants, with 62.8% female and 37.2% male. This gender distribution may indicate more female teachers teaching science in the region's elementary schools, which could affect opinions about homework scores' reliability and predictive power.

The study's main measurement was a structured questionnaire to evaluate teachers' opinions of homework as a predictive and trustworthy aid in scientific instruction. Key themes were covered by the Likert scale-rated items on the questionnaire, which ranged from Strongly Disagree to Agree Strongly: Predictive Value of Homework: Items centred on how much teachers think homework results forecast science proficiency; Objectivity and Reliability of Homework Scoring: Items explored teachers' opinions regarding the uniformity and equity of homework evaluations; Homework as a Measure of Engagement and Skill Development: Enquiries addressed whether educators believe that students' enthusiasm and aptitude for science are reflected in their homework. Before the primary data collection, the questionnaire was pilot-tested with a small group of teachers to ensure it was reliable and clear. .81 was the reliability index.

The questionnaire was distributed to primary school science teachers in Delta State's three senatorial districts to collect data. Teachers could respond to the survey electronically or on paper, depending on their preference. The anonymity of their answers was guaranteed, and participants received comprehensive instructions on how to complete the questionnaire. Four weeks were allotted for data collection to ensure widespread involvement throughout the target regions. The study was carried out in accordance with ethical guidelines for education research. Before the survey, each participant gave their informed consent and was made aware of their

right to discontinue participation in the study at any moment. To maintain participant anonymity, all answers were handled with confidentiality and no identifying information was gathered. Transparency was maintained regarding the study's goal, possible effects, and the voluntary nature of participation.

Descriptive and chart analysis were used to examine the data from the surveys. Teachers' answers to each item were summarised using frequency distributions and percentages. The study sought patterns in instructors' opinions regarding science homework's predictive and dependability values to understand how these judgements might differ across various backgrounds and educational situations.

Table 1: Participants Information

Variable	**Category**	**n**	**%**
Specialisation	Basic Science	99	52.6
	Agric Science	49	26.1
	Health Science	27	14.4
	Computer Science	13	6.9
Senatorial district	Delta South	55	29.3
	Delta Central	60	31.9
	Delta North	73	38.8
Gender	Male	70	37.2
	Female	118	62.8

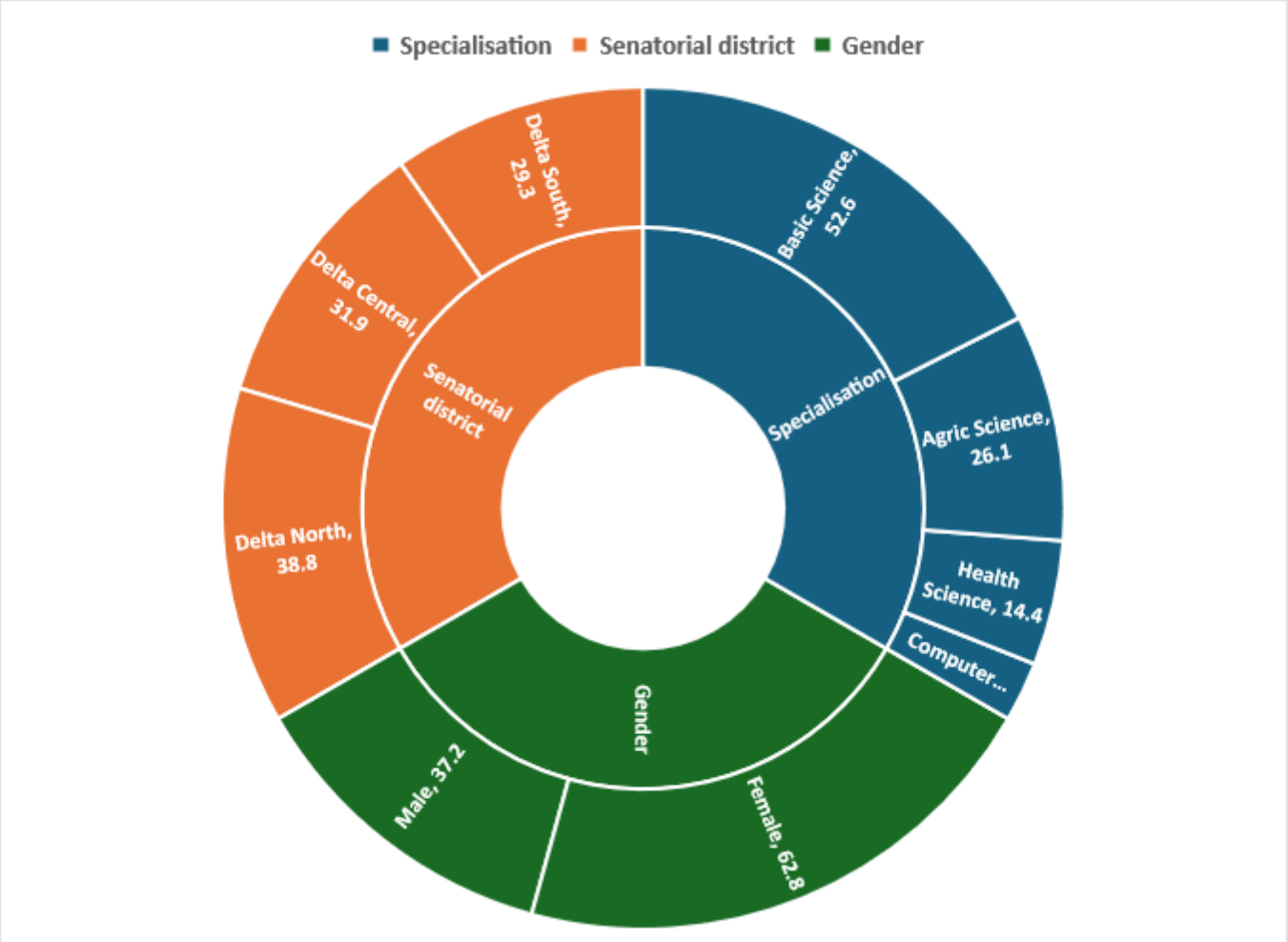

Figure 1: Sunburst plot of participants' information in %

Results

Table 2: Predictive Value of Homework for Grades

Predictive Value of Homework for Grades	Ratings	n	%
Homework scores help predict subject grades.	SD	19	10.1
	D	59	31.4
	N	32	17.0
	A	49	26.1
	SA	29	15.4
Completing homework leads to success in the subject.	SD	10	5.3
	D	71	37.8
	N	17	9.0
	A	50	26.6
	SA	40	21.3
Some students get good grades even if they skip homework.	SD	12	6.4
	D	72	38.3
	N	23	12.2
	A	47	25.0
	SA	34	18.1
High homework scores mean high subject scores.	SD	16	8.5
	D	44	23.4

	N	30	16.0
	A	77	41.0
	SA	21	11.2
High homework scores don’t always mean high exam scores.	SD	9	4.8
	D	72	38.3
	N	10	5.3
	A	43	22.9
	SA	54	28.7

With response categories including Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA), Table 2 explores the idea that homework scores can predict topic grades. Below is a thorough breakdown:

Homework Scores as Predictors of Subject Grades
Teachers seem to be divided regarding whether homework scores indicate total subject marks. 31.4% of respondents disagree with this statement, compared to 26.1% who agree and 15.4% who strongly agree. Some teachers perceive homework scores as predictive, but they are still hesitant to accept them as definitive measures of academic achievement. This divided attitude reflects a cautious optimism.

Completing Homework and Success in the Subject
There are also differing views on whether or not doing homework improves academic performance; only 26.6% of teachers agree with this statement, while 37.8% disagree. This implies that although homework is viewed as helpful, many teachers doubt its direct correlation with academic success, maybe due to other influencing factors like test scores or class involvement.

High Grades Despite Skipped Homework
It's interesting to note that 38.3% of educators disagree with the idea that kids can attain high marks even if they neglect their homework, suggesting that they view homework as a necessary component of success. 25% of respondents, however, concur that kids can still accomplish well even if they don't consistently finish their tasks, indicating an understanding that some students may perform well in other ways.

Correlation Between High Homework and Subject Scores
According to teachers, higher homework scores are generally associated with higher subject results; 41% agree with this statement, 11.2% strongly agree, and 23.4% disagree. According to this alignment, homework is valued by many teachers as a technique for reinforcement that probably reflects students' performance and overall knowledge.

Homework Scores and Exam Outcomes
With 38.3% of teachers disagreeing and 28.7% strongly agreeing that good homework scores do not usually convert into high exam marks, there is a noticeable lack of confidence in the relationship between homework scores and exam results. This opinion highlights worries about an over-dependence on homework as a predictor, implying that teachers view tests as a more thorough evaluation of a student's understanding of the material, maybe as a result of exams' controlled and standardised format in contrast to homework.

Table 3: Homework as an Indicator of Student Engagement

Component	Items	Rating	n	%
Homework as an Indicator of Student Engagement	Completing science homework shows interest in learning.	SD	9	4.8
		D	77	41.0
		N	14	7.4
		A	45	23.9
		SA	43	22.9
	Diligent homework completion reflects science learning ability.	SD	13	6.9
		D	53	28.2
		N	26	13.8
		A	34	18.1
		SA	62	33.0
Comparison of Homework with Other Assessments	I focus more on exams and quizzes than homework.	SD	27	14.4
		D	38	20.2
		N	25	13.3
		A	70	37.2
		SA	28	14.9
	Final grades in exams and quizzes mirror homework scores.	SD	20	10.6
		D	61	32.4
		N	23	12.2
		A	58	30.9
		SA	26	13.8

Teachers' opinions on homework as a measure of student engagement and its applicability compared to other assessment methods are examined in Table 3.

Homework as a Reflection of Interest in Learning

Teachers seem to be split regarding whether or not doing science homework demonstrates a student's enthusiasm for learning. Although 41% of instructors disagree with this statement, 23.9% agree, and 22.9% strongly agree, suggesting that some teachers do believe that a student's motivation and engagement can be reflected in how well they complete their assignments. However, the huge percentage of disagreement might indicate that many teachers believe that doing homework is not a reliable indicator of true interest.

Homework as a Measure of Learning Ability

About homework as a measure of learning ability, 33% of teachers strongly believe that doing science homework well reflects learning ability, compared to 18.1% who agree and 28.2% who disagree. This distribution demonstrates that while some teachers are still unsure or opposed, possibly believing homework only partially reflects a student's scientific aptitude, many teachers still perceive homework as a measure of ability.

Comparison of Homework with Exams and Quizzes

A significant 37.2% of teachers agree, and 14.9% strongly agree, that they place greater emphasis on tests and quizzes than homework compared to other assessment formats like exams and quizzes. This suggests that many educators see tests and quizzes as more trustworthy, high-stakes evaluations. Merely 20.2% oppose this viewpoint, reflecting the belief that homework is less rigorous or objective than tests.

Homework Scores Reflecting Exam and Quiz Performance

Lastly, there is a more balanced reaction from teachers regarding whether final test and quiz scores reflect homework scores. There are persistent concerns about whether homework is a reliable indicator of performance on other tests, as evidenced by the 32.4% of teachers who disagree with the 30.9% who think there is alignment. This discrepancy implies that tests and quizzes are still considered to be more thorough for final assessments, even when homework may be used as a formative assessment. According to Table 3, there is some disagreement among teachers regarding the value of homework as a valid evaluation tool and as a gauge of student participation. While homework provides additional, if less conclusive, insights regarding a student's involvement and academic aptitude, many view exams and quizzes as preferable metrics. These viewpoints support a careful but fair approach to employing homework to assess student performance.

Table 4: Role of Homework in Mastery and Skill Development

Role of Homework in Mastery and Skill Development	**Rating**	**n**	**%**
Homework aids mastery, making it useful for predicting achievement.	SD	8	4.3
	D	80	42.6
	N	22	11.7
	A	37	19.7
	SA	41	21.8
Homework supports the learning of science skills and predicting success.	SD	13	6.9
	D	69	36.7
	N	27	14.4
	A	40	21.3
	SA	39	20.7
Homework helps cover the curriculum and predict learning outcomes.	SD	15	8.0
	D	88	46.8
	N	20	10.6
	A	32	17.0
	SA	33	17.6

Teachers' opinions regarding homework's contribution to students' mastery of material and development of the skills required for success in scientific courses are reflected in several statements in Table 4.

Homework as a Tool for Mastery and Achievement Prediction

While 19.7% of instructors agree and 21.8% strongly agree that homework helps mastery in a way that makes it useful for forecasting achievement, 42.6% disagree. Since many teachers may believe that other tests are a superior way to measure student mastery, the mixed answer shows pessimism about the predictive power of homework. The percentage of instructors who concur, however, reflects the opinion of some educators that homework can strengthen subject knowledge and gauge a student's preparedness for more difficult tests if done consistently and correctly.

Homework's Role in Supporting Science Skills and Success

Whether homework helps students develop science skills that predict success in the future is still up for debate. Of instructors, about 36.7% disagree, 21.3% agree, and 20.7% strongly agree. According to this response pattern, many teachers believe homework helps students

develop their skills. Still, they hesitate to claim that it is a reliable indicator of long-term success. The type or quality of homework assignments, which might vary greatly and may not necessarily be intended to increase sophisticated science skills properly, may cause conflicting perceptions.

Homework as a Means to Cover Curriculum and Predict Learning Outcomes

46.8% of teachers disagree, suggesting they are generally dubious of homework's capacity to cover the curriculum or forecast learning results accurately. Just 17.0% of respondents agree, and 17.6% strongly agree. This response probably reflects concerns about how well homework assignments represent thorough learning and scepticism about the regularity and breadth of homework assignments in offering a comprehensive curricular review. Teachers might think that standardised assessments or classroom instruction are more reliable measures of pupils' subject mastery.

Table 4 indicates that teachers are reluctant to use homework as a key strategy for predicting achievement or learning outcomes, even though they perceive some potential for it to reinforce topic mastery and skill development. Given that the structure and execution of homework may not always correspond with the depth required for skill development, many teachers may favour other assessments to gauge proficiency.

Table 5: Perceived Lack of Objectivity in Homework Scoring

Perceived Lack of Objectivity in Scoring	Rating	n	%
Teachers focus on homework submission, not quality, making scores unreliable.	SD	46	24.5
	D	42	22.3
	N	19	10.1
	A	55	29.3
	SA	26	13.8
Homework scoring lacks detail, making it subjective.	SD	44	23.4
	D	32	17.0
	N	13	6.9
	A	79	42.0
	SA	20	10.6
Students often copy each other’s work, so scores don’t reflect true learning.	SD	12	6.4
	D	78	41.5
	N	11	5.9
	A	28	14.9
	SA	59	31.4
Parents or siblings often help students with homework.	SD	17	9.0
	D	73	38.8
	N	15	8.0
	A	32	17.0
	SA	51	27.1
Many homework scores are unreliable.	SD	15	8.0
	D	60	31.9
	N	21	11.2
	A	56	29.8
	SA	36	19.1
Students copy from textbooks, making scores unreliable.	SD	9	4.8
	D	51	27.1
	N	27	14.4
	A	47	25.0
	SA	54	28.7

Table 5 explores how teachers view the impartiality and consistency of homework scoring, pointing out several problems that call into question the consistency and fairness of homework evaluations.

Focus on Submission Over Quality
Notably, 29.3% of teachers agree and 13.8% strongly agree that grades are unreliable because of the focus on submission rather than homework quality, whilst 22.3% disagree and 24.5% strongly disagree. This pattern of responses indicates that teachers are concerned that homework scoring frequently places more emphasis on completion than on assessing quality or content, which lowers the validity of scores as accurate measures of student aptitude. Instructors may believe that students who turn in assignments regularly will get good grades even if the work is of poor quality, which could misrepresent their true comprehension.

Subjectivity Due to Lack of Detailed Scoring Criteria
With 42.0% of teachers thinking that the lack of specific scoring standards renders homework assessments subjective, teachers are clearly concerned about the subjectivity of homework scoring. The fact that just 23.4% strongly disagree suggests that scoring policies are generally thought to be inconsistent or vague. According to this viewpoint, organised rules are required to guarantee that homework grades fairly represent student performance. Teachers who believe that assignment scoring is too subjective may be concerned that student marks would be impacted by personal prejudices or uneven standards, compromising the assessment's perceived impartiality.

Copying Among Students
Students' propensity to copy assignments is a serious problem; while 41.5% of teachers disagree, 14.9% agree, and 31.4% strongly agree that copying compromises the validity of homework grades. This implies that many educators think that homework grades might not accurately represent individual learning because students might plagiarise their responses. The high level of agreement here highlights teachers' worries that copying weakens the diagnostic usefulness of homework by hiding the actual level of a student's independent learning and effort.

Parental and Sibling Assistance
Additionally, teachers think pupils frequently get homework aid from parents or siblings, compromising test results' validity. 38.8% disagree with this viewpoint, compared to 44.1% who agree or strongly agree. This response demonstrates how many educators believe outside assistance affects homework results, perhaps inflating grades and hiding a student's true achievement. Given that outside help might distort outcomes, teachers worried about this aspect may perceive homework as less trustworthy as a tool for individual assessment.

Reliability of Homework Scores in Reflecting Learning
With 29.8% believing homework results are typically unreliable and 31.9% disagreeing, many teachers have concerns regarding the validity of homework scores as measures of actual learning. According to this response, although some educators see homework as helpful, many see it as an insufficient indicator of students' understanding because of worries about its quality, consistency, and outside influences. This reluctance highlights the general need for objective criteria to support homework as a reliable evaluation.

Impact of Textbook Copying

Finally, the problem of pupils copying straight from textbooks is brought to light, with 28.7% strongly agreeing and 25.0% agreeing that this behaviour taints assignment scores. Because students may submit work that shows insufficient comprehension of the subject matter, this statistic suggests that many teachers view copying as a problem that compromises the integrity of homework assessments. The high degree of agreement here indicates that textbook copying is viewed as a widespread activity that may compromise homework's credibility as a gauge of academic ability.

Table 5 shows that teachers are generally concerned about the dependability and objectivity of homework scores. Teachers cite a number of issues that cast doubt on homework's ability to serve as an impartial and accurate evaluation tool, including copying, a focus on submission rather than quality, and outside assistance. These findings point to the necessity of uniform scoring rules and regulations to guarantee that homework is a more reliable indicator of students' performance and comprehension.

Table 6: **Homework's Role in Final Assessment**

Component	Item	Rating	n	%
Homework's Role in Final Assessment	Homework is part of the final assessment, making it reliable.	SD	12	6.4
		D	74	39.4
		N	24	12.8
		A	48	25.5
		SA	30	16.0
	Homework scores count toward final grades, so they are reliable.	SD	19	10.1
		D	56	29.8
		N	27	14.4
		A	49	26.1
		SA	37	19.7
Lack of Standardisation in Scoring	Homework scores lack reliability due to the absence of a scoring policy.	SD	12	6.4
		D	69	36.7
		N	24	12.8
		A	53	28.2
		SA	30	16.0
	Without standards, homework scoring can’t be reliable.	SD	14	7.4
		D	64	34.0
		N	23	12.2
		A	65	34.6
		SA	22	11.7
Positive Aspects of Homework Reliability	Homework effectively assesses science interest, making scores reliable.	SD	15	8.0
		D	62	33.0
		N	28	14.9
		A	62	33.0
		SA	21	11.2
	Homework allows students to absorb the material, making scores reliable.	SD	10	5.3
		D	84	44.7
		N	17	9.0
		A	45	23.9
		SA	32	17.0

The idea that homework needs to be incorporated into final exams is examined in Table 6, which also looks into how much teachers trust homework to determine final marks. A five-point scale, with categories ranging from Strongly Disagree (SD) to Strongly Agree (SA), records teachers' answers.

Homework as Part of the Final Assessment

The claim that homework is a trustworthy measure because it is part of the final assessment is rejected by 39.4% of instructors, compared to 25.5% who agree and 16% who strongly agree. This result indicates a cautious approach, with many educators appearing reluctant to support homework as a significant factor in final results. They may be concerned about biases or irregularities in homework completion and grading, indicating that many teachers consider tests or other in-class evaluations to be more reliable measures of students' academic performance.

Reliability of Homework Scores for Final Grades

A total of 45.8% of teachers agree (26.1% agree, and 19.7% strongly agree) when asked if homework results impacted final grades, while 29.8% disagree. According to this response, some educators think homework is important for showing students' cumulative learning over time. When combined with other evaluations, homework may be an additional performance indicator. The sizeable minority that disagrees, however, suggests a deeper worry that homework grades are insufficiently reliable for determining final grades, maybe due to outside factors like parental participation or copying.

Lack of Standardisation in Scoring

Teachers' opinions on the validity of homework grades and the perceived consequences of not having a standardised scoring system are also covered in Table 6. The assertions in this table support a common instructor perception that homework scoring is inconsistent and unfair due to a lack of standardisation.

Absence of a Standardised Scoring Policy

Due to the absence of a scoring policy, a sizable portion of teachers—36.7%—disagree that homework scores are credible; nonetheless, 28.2% agree, and 16% strongly agree. This response shows that most teachers agree that homework assessments are less accurate when unclear scoring standards exist. However, some admit that uniform guidelines could increase consistency. The issues raised here reflect the underlying perception that the way homework is currently graded is too subjective and can result in irregularities that jeopardise score comparability and fairness.

Reliability Challenges Without Standards

The lack of uniform marking criteria is a common worry, as evidenced by the majority of teachers (34.6%) who agree when asked if the lack of standardisation impacts the reliability of homework and an additional 11.7% who strongly agree. Just 7.4% strongly disagree, indicating that most instructors believe standardisation is necessary to guarantee that assignment grades fairly represent students' comprehension. This agreement emphasises the idea that subjective or different standards could lead to disparities in marking, which could reduce the usefulness of homework as a tool for evaluation. Teachers who favour standardisation probably believe that a single approach would improve accuracy and fairness across tests by reducing the impact of individual grading biases.

Positive Aspects of Homework Reliability
Some teachers acknowledge the benefits of homework scoring despite concerns about standardisation; 33% agree, and 11.2% strongly agree that homework can accurately gauge students' enthusiasm for science. Even though they doubt its usefulness as a conclusive performance metric, many teachers value homework as a gauge of student engagement, as evidenced by the 8.0% who strongly disagree. According to this response, teachers may view homework as a tool that demonstrates interest and promotes learning. Still, they may hesitate to use it as the only assessment metric without standardised scoring rules.

Homework and Material Absorption
Similarly, 23.9% of teachers agree, and 17.0% strongly think that homework aids pupils in understanding the topic. 44.7% disagree, indicating that although some people believe homework helps enhance learning, others doubt its value. This response pattern reveals a divide: teachers recognise the potential of homework to enhance learning, but they are unsure of how consistent it will be for various student populations, particularly when outside factors or the absence of standardised testing may distort its educational worth.

Homework as an Indicator of Science Interest
According to Table 6, some educators believe homework is a good way to gauge their students' enthusiasm for science. Homework is a good way to gauge pupils' enthusiasm for science, according to 33% of respondents, and 11.2% strongly agree. According to these replies, many educators think pupils who regularly finish their assignments are more likely to be involved and enthusiastic about the material. According to this view, homework measures students' interest and involvement in science and a task for academic reinforcement. There is, however, a slight degree of doubt about homework's ability to accurately gauge scientific interest, with 8.0% of teachers strongly disagreeing. This may be due to worries that doing homework isn't necessarily a sign of true interest.

Homework's Role in Material Absorption
Most educators hold differing opinions about whether homework aids in kids' learning. In this category, 17.0% strongly agree, and 23.9% agree that homework helps pupils comprehend and remember science material. A higher percentage, 44.7%, disagrees, suggesting that many educators are not entirely persuaded that homework by itself is adequate to encourage subject assimilation. This difference in viewpoint implies that whereas some educators believe that homework is a useful tool for enhancing learning, others could feel that active learning techniques like discussions or hands-on activities in the classroom would be more successful in promoting material comprehension.

Discussion
This study aimed to find out how Delta State, Nigerian primary school science instructors perceived the predictive and dependability values of homework scores. The study specifically aimed to ascertain if teachers think homework can accurately predict students' academic success in science, evaluate students' growth and involvement, and verify the objectivity of homework scoring as a method for evaluation.

The results show that teachers' opinions on homework's predictive and dependability values are not entirely consistent. Due to worries about how homework aligned with other assessments like tests and exams, many teachers were reluctant to consider it a valid indicator of students' academic success. While some educators believe that homework helps students learn more and gauge their enthusiasm for science, others doubt its objectivity, pointing to the impact of things

like outside help and the absence of standardised scoring standards. Furthermore, most teachers agreed that homework assessment needs more uniformity and clearer criteria, arguing that inconsistent scoring could undermine homework's value as a trustworthy teaching tool.

These results align with earlier studies that have regularly produced contradictory findings on the contribution of homework to academic achievement prediction. According to studies like Hafezi & Etemadinia. (2022) and Hong et al (2011), homework can enhance academic performance and reinforce learning—but only if organised and evaluated according to precise, standardised standards. On the other hand, the current study emphasises that homework may not be reliable when students receive outside help or when grading is subjective, which is consistent with findings by Rosário et al (2019). Teachers in this study stressed the need for clear criteria to guide homework evaluation, in contrast to studies carried out in areas with more standardised homework regulations. This highlights a particular context where the lack of standardisation seems to be a major problem.

The study's results indicate that although teachers acknowledge the potential of homework to enhance science instruction, inconsistent grading and outside factors restrict its usefulness as a gauge of academic achievement. The perceived lack of standardisation may influence teachers' reluctance to accept homework as a conclusive assessment technique. This suggests that regulations that standardise homework scoring are required, possibly including rubrics or other standards that prioritise the quality of the content over mere completion. The study also suggests that schools might need to give instructors professional development in homework design and assessment to optimise the educational impact of homework if it is a useful indicator of student engagement and mastery.

This study's use of self-reported data has limitations since teachers' answers might be biased or based on expectations rather than real-world experiences. Furthermore, the study only used a survey instrument, which would not have fully reflected the range of perspectives held by teachers. Because the sample is restricted to Delta State, Nigeria, the results are context-specific and might not apply to other educational environments with distinct homework regulations or evaluation procedures. Future research could use qualitative techniques like focus groups and interviews to overcome these constraints and gather deeper, more complex findings.

Future studies should examine how instructors' opinions of homework's predictive usefulness and dependability are affected by using standardised homework evaluation criteria. Furthermore, examining the effects of outside variables on homework results—such as parental participation and socioeconomic circumstances—would provide important information on how homework regulations might be adjusted to accommodate a range of student backgrounds. Researchers may also look into longitudinal designs to determine if students' opinions of homework predictability and reliability shift as they move through primary and secondary school.

By shedding light on the opinions of educators in Delta State, Nigeria, this study adds to the expanding corpus of research on the function of homework in elementary science education. The results emphasise how difficult it is to use homework to predict academic performance and how standardised grading procedures are necessary to increase its accuracy. Policymakers and educators may construct assignments to support student learning and encourage meaningful involvement in scientific education by having a better knowledge of these attitudes.

Implications of This Study for Counsellors

There are important ramifications for counsellors from the findings of this study on teachers' opinions of the predictive and dependability values of homework scores in Delta State, Nigerian primary school science instruction. Counsellors who work with students, teachers, and parents can benefit from the findings, which highlight conflicting opinions about homework's ability to predict student success, worries about the validity of homework scores because of things like outside help, and the apparent absence of standardised scoring. These ramifications can guide focused counselling techniques that support efficient study techniques, enhance the significance of assignments, and boost students' interest in science.

1. Since teachers have differing opinions on its predictive value, counsellors can support students in seeing homework as a valuable instrument for self-evaluation and personal development rather than just a predictor of academic performance. Counsellors can encourage a mentality in which students see homework as an important practice for mastering science abilities by presenting it as a way to reinforce science concepts and develop independent learning skills. In line with the study's conclusions that homework can serve as a gauge of student participation, this viewpoint encourages students to approach homework authentically and take charge of their education.
2. The study results showed that teachers were worried about the lack of uniformity in homework scoring, which could result in irregularities that could affect the validity of homework grades. Counsellors can help reduce disparities in homework assessment by promoting consistent assignment rules that make expectations clear to parents and students. Counsellors can guarantee that all students, regardless of background, comprehend the expectations and receive fair help by working with instructors to create standardised rubrics or criteria. This supports educators' beliefs that standardisation can improve fairness and comparability and that reliability problems reduce homework's usefulness as a prediction tool.
3. According to the study, homework's validity as a personal evaluation is impacted by outside help from parents or siblings. Counsellors can help parents maintain the value of homework to assess a student's knowledge by teaching them the worth of letting kids do their tasks on their own. Using workshops or educational resources, counsellors can illustrate how parents can provide a nurturing atmosphere that empowers adolescents to overcome obstacles independently, assisting only when required. Counsellors can assist parents in reaffirming children's autonomy by addressing this important finding, which supports teachers' worries about the dependability of assignments.
4. Instructors voiced concerns about the objectivity and dependability of homework, which could obliquely lead to students feeling pressured to do well on tasks that are thought to be indicators of academic achievement. Counsellors can help students deal with this by teaching them stress-reduction strategies and encouraging a well-rounded approach to finishing assignments. Counsellors can reduce anxiety and promote productive study habits by assisting students in setting reasonable goals and viewing homework as a practice rather than a final exam. This solution highlights homework's function as a learning tool rather than a high-stakes assignment, addressing instructors' ambivalence regarding it as a solitary predictor of success.
5. Counsellors can encourage open dialogue to clarify these expectations. The study showed that teachers enjoy homework because it can show students' interest and participation, but they doubt its significance in final grades. Counsellors can collaborate with educators to openly explain the goal of homework assignments and the evaluation criteria, assisting students in realising that while homework aids in learning, it is not the sole indicator of achievement. By decreasing misunderstandings and bringing

teachers' opinions on homework's supplemental function in education into line with students' expectations, this open discourse can help close the gap between them.

6. Counsellors can incorporate these findings into individualised education planning for students who might require more support, given that elements like the diversity in scoring techniques have been found to influence homework's perceived reliability and effectiveness. Counsellors can assist in making sure that assignments are more equal and representative of each student's skills by modifying homework objectives or offering individualised homework techniques for kids with various learning needs. According to teachers, homework helps students develop their skills and is a positive part of their overall academic experience.

Conclusion

To better understand homework's role in evaluating student engagement, forecasting academic achievement, and fostering skill development, this study examined primary school teachers' perceptions of homework scores' predictive and reliability values in Delta State, Nigeria. The study's basis is the value of homework as a teaching technique in early scientific education, where independent practice and idea reinforcement can greatly influence students' attitudes towards science. However, the subjective nature of homework evaluation, external help, and score standardisation all impact instructors' complicated views of homework's predictability and dependability.Using a descriptive survey research design, the study gathered information from a broad sample of science instructors in Delta State's elementary schools. The results showed that teachers are still split on the usefulness of homework as a predictor of academic performance, even though they largely acknowledge its ability to enhance learning and show student engagement. Teachers voiced concerns about homework scoring's objectivity and consistency, with many citing the lack of standardised criteria and the impact of outside assistance as barriers to homework's validity as an evaluation tool.The findings are consistent with earlier studies emphasising homework's dual character as a useful teaching tool and a tool susceptible to outside factors that could jeopardise its dependability. Although the study's teachers acknowledge that homework helps reinforce science learning, they are hesitant to consider it a reliable indicator of student success, indicating that they would rather combine homework with other, more standardised types of evaluation. According to these views, homework should not be used only to determine student mastery or as the main factor in grading, even though it can be used as a formative evaluation for skill reinforcement.

These findings imply that consistent scoring rules and encouraging counselling interventions that promote independence, motivation, and balanced parental engagement are necessary to optimise the effectiveness of homework in science education. This study supports a strategic strategy where homework is utilised as an additional tool for learning reinforcement rather than a high-stakes predictor of academic success, given that educational stakeholders are aware of the drawbacks and advantages of homework.Even though homework is still an essential aspect of teaching science in elementary school, its effects are greatest when it is incorporated within a more comprehensive, multidimensional evaluation approach. Teachers and counsellors may improve homework's role and make sure it significantly advances students' learning, engagement, and academic development in science by addressing the problems of predictability and dependability and creating a positive learning environment.

Recommendations

The study's conclusions lead to the following recommendations:

1. It is necessary to put precise, uniform rules or criteria in place to increase the impartiality and dependability of homework grades across all schools.

2. To guarantee that homework appropriately reflects individual learning, teachers should encourage students to finish assignments independently, with little help from outside sources.
3. Counsellors should encourage student autonomy by teaching parents positive ways to assist with their kids' homework without getting involved.
4. To provide a more thorough evaluation of students' learning, homework should be utilised in addition to tests and quizzes.
5. Effective homework assignment design and reliable evaluation procedures are the main training topics.
6. Together, counsellors and educators can help children cope with homework stress by encouraging healthy study habits and reasonable expectations.
7. There is a need to foster clear communication between teachers and students to clarify homework expectations, reduce misunderstandings and promote a shared understanding of homework's role.

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