

Guyanese Parents and Students have Spoken on Assigned Homework in K-12 Institutions: Are there Lessons for other Countries?

Colin A Ferreira^{1*}

¹ Lecturer, Department of Education and Humanities, University of Guyana, Georgetown, Guyana.

*Corresponding Author: colinferreira01@gmail.com

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Abstract

This study employed a phenomenological design to explore and investigate perceptions and challenges that confront Guyanese parents and students emerging from assigned homework in primary and secondary schools in terms of volumes, cognitive alignment, parental involvement, and completion support. The study was grounded in three theoretical frameworks including Self-Regulated Learning (SRL), Self-Determination Theory (SDT), and Constructivism. Semi-structured interviews were used to collect data from 28 parent-child dyads representing the 11 education districts in Guyana including both public and private schools. NVivo 15 was used to analyze the data using thematic analysis, which included transcription, coding, and thematization. The findings revealed the following themes: Homework overload; lack of support for students and parents; inconsistencies in frequency of assignments; misalignment with grade level and curriculum cognitive and metacognitive issues; a need for standardization national homework policy; contextualization for relevant, experiential, and enrichment/extension learning experiences; timely grading and lack of feedback; perceived pedagogical value; family and community involvement. Implications and recommendations for policymakers, researchers, teachers, parents, students, school leaders, and other stakeholders in education are discussed.

Keywords: *Homework Policy, Homework Perceptions in Guyana, Homework-Assistance Programs, Homework Reconceptualization, Homework in the AI Era.*

1. Introduction

Guyana is the only English speaking country in South America which shares borders with Venezuela, Suriname, and Brazil. Guyana, a former British colony British Guiana, is approximately 83,000 square miles with a population less than one million people. The country's education system comprising 11 education districts has three levels including nursery ages 3 years plus to 5 years in Year 1 and Year 2, primary 5 years plus, (Grades 1 to 6), and secondary (Grades 7 to 11) in most schools and (Grades 7 to 13) in some schools including Queen's College and Bishops' High School. Students in Grade 6 write the National Grade Six Assessments (NGSAs) to be placed at a secondary school across the country. The NGSAs are high-stake tests that parents spend significant amounts of money for private tutoring so their children can score in the top percentile and gain a place at the highest ranked public secondary schools in Guyana such as Queen's College ranked number 1, Bishops' High School, St. Stanislaus College, St. Rose's High, and St. Joseph High.

Students in (Grade 11) write the Caribbean Secondary Education Certificate (CSEC) examinations at the end of secondary school. CSEC Grades A to C are considered passing grades for admission into postsecondary institutions and the workforce. Students in (Grades 12 and 13) write the Caribbean Advanced Proficiency Examination (CAPE) which like CSEC can be used for employment and admission into postsecondary institutions. CAPE is equivalent to international rigorous examinations such as General Certificate of Secondary Education (GCSE) and a levels for UK students, Advanced Placement (AP) for US students (Grades 9-12), and International Baccalaureate (IB) for global students. These internationally recognized examinations allow students to be eligible for exemptions from specific first-year college courses. Since the discovery of oil in 2015, Guyana has been making international headlines with its rapidly growing economy and now ranks among the world's fastest growing gross domestic products

(Hernandez, 2025). Homework plays a critical role in student's academic development and once designed meaningfully and contextually, provides numerous benefits to students and teachers. Short-term benefits include improving student's retention of facts and knowledge; improving student's understanding of concepts; developing students critical thinking skills and information-processing skills; extending the curriculum beyond the classrooms. Long-term benefits include: Developing better study habits; fostering positive attitudes towards school and learning; providing opportunities for students to develop independent learning beyond the classroom; building self-direction, problem-solving ability, time management, and curiosity. On the contrary, there can be negative impacts of homework including fatigue which can result in decreased motivation and interest in academic work, escalation of cheating through copying using such tools as AI, and reduction in time for extracurricular and leisure activities (Benitez, 2025). The aim of this phenomenological study is to discuss perceptions and challenges that confront Guyanese parents and students emerging from assigned homework in primary and secondary schools in terms of volumes, cognitive alignment, parental involvement, and completion support. This research contributes valuable insights to improving homework policy, instructional practices, and student achievement academic performance by highlighting the nuanced dynamics and challenges that confront parents and students in completing assigned homework. Furthermore, the Government of Guyana has invested billions of dollars in education to provide inclusive education and improve student achievement at national and regional examinations (Daniels, 2025b; Daniels, 2026) and given that studies have shown the positive relationship between homework and academic performance (Benitez, 2025; Fan et al., 2017), all necessary interventions and reforms that fulfill the government's aims, goals, and objective in education are considered noteworthy returns on the investments in public education.

2. Literature Review and Theoretical Frameworks

2.1. Past Studies and Research Gaps

A gamut of studies of varying research methods qualitative and quantitative, designs phenomenological, surveys, correlational, exploratory, descriptive, populations parents, teachers, and students, and geographical locations Hong Kong, Estonia, Israel, Spain, Pakistan, Kosovo, Lithuania, and Turkiye has examined

homework assigned to students and the benefits gained, and challenges that confronted both students and their parents. In this section, a concise discussion is presented on past studies conducted on homework assigned to students in primary schools and high schools/secondary schools through the lens of perceptions student's, parent's, and teacher's, parental homework involvement and support, challenges students and parents face in completing assigned homework, and perceived and scientific pedagogical value of assigned homework. In examining the literature both within and across research types methodologies and research aims, there was generally consistent evidence or a few recurring findings: Parents believe homework plays a vital role in their children's learning; parent support their children in completing homework tasks in such ways as motivating, guiding, explaining, and seeking additional help; there seems to be an absence of school homework policies; parents and students view the role of homework differently; parents and students are confronted with challenges when completing assigned homework (Anwar et al., 2022; Davidovitch & Yavich, 2017; Kukk et al., 2015; Moroni & Dumont, 2024; Syla, 2023; Tam & Chan, 2010; Ugras, 2024). To highlight context for the recurring findings in terms of research designs, populations and geographic locations, a closer examination is presented in the subsequent sections.

Regarding recurring findings and, Tam and research support parent's beliefs regarding the pedagogical value of assigned homework and the active role parents play in supporting their children in completing assigned homework. Tam and Chan's (2010) research was conducted in China Hong Kong with 52 parents of primary school students. Data were collected using individual and focus-group interviews. Key findings included the following: Parents considered homework a critical part of learning in terms of consolidating learning, preparing students for tests, and developing learning skills; parents believed that homework helps to develop responsibility and self-discipline; parents were directly involved in their children's homework by checking homework and explaining the learning materials and indirectly through establishing daily routines, setting up rules, and seeking additional help (Tam & Chan, 2010). Research used data collected by questionnaires from 205 parents in 2005 and 201 parents in 2013 to conduct a comparative analysis of the data. The sample consisted of 406 parents of 6th grade students from Estonia. Two main findings were that parents helped their children with their homework and parents considered homework especially important collected data using purposive

sampling method, semi-structured interviews, and an exploratory research design. A key finding indicated that parents are of the belief that homework supports their children's learning process. *Ugraş (2024)* employed a phenomenological design and qualitative methods to examine primary school teachers and parent's perception on homework. The sample consisted of 27 primary school teachers in Türkiye and 31 parents of primary school students. Data were collected using semi-structured interviews and data analysis revealed several important findings: Parental involvement is vital for academic, affective, social, and behavioral advantages that homework provides to students; parents involvement include motivating, guiding, and supervising their children during homework.

As it relates to recurring finding, research discovered that there seemed to be no homework policy at the school level that governs frequency, volume, and content. Employed a qualitative descriptive research design and collected data using semi-structured interviews with 20 teachers, 20 students, and 20 parents of the 5th grade primary school in four municipalities of Kosovo. Key finding emerging from thematic analysis included the following: There is an absence of general standard in most schools regarding assigned homework; no homework planning professional development programs exist for teachers; teachers developed assigned homework based primarily on their understanding of the role of homework (*Syla, 2023*). Regarding recurring finding, there are inconsistent findings from several studies on parent's and student's perceptions about the pedagogical value of assigned homework. Parents have both positive and negative judgments regarding homework (*Ugras, 2024*). *Maurer and* research employed survey design and hierarchical regressions to investigate the differences between parent's and children's reported perceptions of parental homework practices and their relationships with children's achievement in Lithuania across grades three and four. The sample consisted of 446 parent-child dyads and data analysis produced some interesting findings including: Children reported receiving more assistance and less autonomy support compared to parent's reports; parent-reported help negatively predicted children's achievement in literacy and mathematics; parent-reported autonomy positively predicted children's achievement in literacy and mathematics; regarding children's perceptions, only child-reported assistance negatively predicted mathematics achievement (*Maurer & Silinskas, 2026*). *Davidovitch and Yavich (2017)* examined Israeli teachers, parents, and elementary school students from religious

and secular schools for comparison purposes. Closed and structured questionnaires were used to collect data from the three groups of participants with a different questionnaire for each group. There were three results related to the three hypotheses in the study: The hypothesis on parents, teachers, and students not having congruent views on the aims and effectiveness of homework were partially confirmed with teachers being most positive about homework and parents the least positive; there was no correlation between parent's views about homework and religiosity religious and secular or no significant differences were found between the two groups; a negative correlation was found between years of teaching experience and attitude towards assigned homework with more experienced teachers having a negative attitude about assigned homework compared to teachers with less years of experience (*Davidovitch & Yavich, 2017*).

Correlational design study examined differences in parent's perceptions about homework and their correlations with children's achievement in (Grade 4) of a primary school in Lithuania. Online questionnaires were used to collect data from 39 teachers on homework frequency and homework time while 525 parents on homework frequency, time, and help. The school administration provided student's grades and results from national standardized tests for 576 students. A key finding was that parental reports of time spent on homework and help received for homework were significantly and negatively correlated with their children's academic performance measures (*Silinskas & Raiziene, 2024*). *Moroni and Dumont (2024)* research with 881 students, their mothers, and their fathers examined there were differences in perceptions of parental homework involvement between parents and their children. Results from data analysis revealed the following: A moderate, positive correlations ranging from 0.23 to 0.60 between child and parent perceptions, with the highest correlations being for the quantity of parental involvement; both parents perceived their homework involvement more positively than their children; differences were evident based on gender of parent and child. *Nunez et al. (2019)* used a survey design and Structural Equation Modeling (SEM) to examine student perception of teacher and parent involvement in homework and student engage with a sample of 730 students in four years of compulsory secondary school in 14 public schools in Spain. One important finding for this study was the importance of total mediation of student motivation in the association between the perception of parent's and educators' involvement in homework and

student cognitive engagement in these activities. For recurring find in, parents and students were confronted by a gamut of challenges in completing assigned homework. *Kukk et al. (2015)* found that students required the most help with mathematics homework and more than 50% of the parents believed homework volume was enough while 33% thought homework volume was too much. Schools and teachers were responsible for assigning homework and homework was an overloaded activity with no support from teachers (*Anwar et al., 2022*). Primary school teachers frequently assigned homework for students to reinforce concepts and have additional practice. Descriptive-inferential, cross-sectional research was conducted in Spain with 1787 families with children in early childhood, primary and secondary schools. Parents completed questionnaires and the data analysis on benefits, skills, changes, and discomfort according to sociodemographic variables revealed the following: Regarding educational level, fathers with lower levels of education experienced higher levels of stress compared to fathers with higher levels of education; As it relates to educational levels, mothers differed on benefits, changes, and emotional distress, with higher levels of stress for those mothers with less formal education; there were no differences for fathers based on employment status but unemployed mothers perceived changes differently from working part-time mothers experiencing high levels of stress (*Hernandez-Prados et al., 2026*).

The jury is still out on the pedagogical value of homework but studies have shown the positive impact of homework on student academic performance. *Fan et al. (2017)* 30-year meta-analysis (1986-2015) findings partially support parent's belief of the pedagogical value of assigned homework: There was an overall minute and positive correlation between homework and academic achievement in mathematics and science; stronger correlations existed for elementary and high school students compared to middle school students; associations were strongest for studies conducted with United States students. Homework has a positive impact on primary school student's academic achievement particularly in enhancing their arithmetic computational skill and arithmetic problem-solving skills but the optimum duration for homework activities is unclear (*Guo et al., 2024*). Studies have found that there is no significant relationship between time spent on homework and grades, but consistently positive significant association between homework and performance on standardized tests (*Maltese et al., 2012*). In addition, for K-12 students, overloaded assigned homework can increase

cognitive load and mental fatigue which leads to a reduction in motivation and performance. This concise literature review clearly shows a plethora of research has been conducted using different research methods, designs, aims, populations, and geographical locations, focused on examining assigned homework in primary and secondary schools. Most of the research aims examined parents, students, and teacher's perceptions of assigned homework in terms of pedagogical value, parental involvement, frequency, volumes, and challenges. The results indicate that parent and student view homework differently with parents having a more positive perception of homework. Parents are of the belief that assigned homework plays a pivotal role in their children's learning because these assignments help students to reinforce concepts learned in schools and prepare students for high-stakes standardized examinations. There is no consensus on the benefits of assigned homework despite some studies have shown that there is a small positive correlation between assigned homework and academic achievements. The current study is significant compared to past studies in numerous ways: Findings can be used to draft evidence-informed policies, assessments, instructional practices, and curriculum designs regarding assigned homework in primary and secondary schools in Guyana; unlike past studies that employed different research methods and designs surveys, correlational, descriptive, exploratory, this study uses a phenomenological design which is most suitable for gaining a comprehensive understanding of the lived experiences of parents and students regarding assigned homework; this study's population represent both primary and secondary schools and all regions 11 educational districts of the country including both public and private schools compared to past studies that examined only one school level primary or secondary and one region of the country.

2.2. Theoretical Frameworks

There were three theoretical frameworks that are aligned with student independent learning which guided this current study: Self-Regulated Learning (SRL); Self-Determination Theory (SDT); constructivism. Student's self-regulated learning encompasses three components: student's use of self-regulated strategies; student's responsiveness to self-oriented feedback concerning learning efficacy; student's interdependent motivational processes. SRL learning strategies include cognitive, metacognitive, resource management, and motivation strategies which impact student's academic performance, conceptual understanding, and motivation (*Ergen &*

Kanadli, 2017). Zimmerman (2013) made a valid point indicating that SRL theory and research is not restricted to asocial ways of learning including discovery learning, self-education such as reading, studying, or computer-assisted instruction, but entail social forms of learning such as modeling, guidance, and feedback from peers, coaches, and teachers. More importantly, the primary tenet defining learning as self-regulated does not focus solely on socially isolated learning only but whether the student demonstrates personal initiative, perseverance, and adaptive skill while pursuing learning. These students choose and apply self-regulated learning strategies aimed at achieving academic outcomes premised on feedback regarding learning effectiveness and skill (Zimmerman, 1990). Studies have shown a positive correlation between SRL and academic achievement across education levels and subject areas such as (Lindner & Harris, 1992; Van Den Hurk, 2006, as cited in Kosnin, 2007, p. 221). Students who do not possess self-regulation strategies may be unsuccessful in understanding or connecting ideas in their pre-class learning which leads to ineffective learning outcomes during in-class learning (Zheng et al., 2020).

Regarding Self-Determination Theory (SDT), this theory embodies a multidimensional approach to motivation (Taylor et al., 2014). SDT posits that the likelihood of curiosity about one's environment and interest in learning and development of one's knowledge is inherent in human nature. A plethora of studies has indicated that SDT encompasses both intrinsic motivation and autonomous types of extrinsic motivation that foster engagement and optimal learning in educational contexts (Niemic & Ryan, 2009). The SDT assumes that meeting the basic needs for autonomy experience of choice and self-endorsement, competence feeling effective, and relatedness receiving care promote student's autonomous motivation, persistence, and learning (Ryan & Deci, 2017, as cited in Jenö et al., 2018, p. 1165). Researchers have found that intrinsic motivation has a strong positive correlation with academic performance, while extrinsic motivation can improve academic achievement under certain conditions (Zhou & Ahmad, 2025). Student achievement is impacted by a gamut of motivation emerging from external incentives, ego-involvement, personal value, and intrinsic interest (Howard et al., 2021). Intrinsic motivation is defined as behaviors carried out in the absence of external drivers that are naturally intriguing and enjoyable whereas extrinsic motivation is viewed as behaviors done to obtain some outcome that is not connected to the activity itself. It is worth noting that student's autonomy can be supported by maximizing their beliefs of having a voice and choice in academic

activities (Niemic & Ryan, 2009). At all education levels primary school, high school, and college, intrinsic motivation is positively correlated with academic achievement, while extrinsic motivation is more impactful on student achievement as students get older (Liu et al., 2022).

Constructivism is a learning theory rooted in psychology that expounds how people might obtain knowledge and learn. This theory posits that people construct knowledge and meaning from their experiences. Regarding educational settings, students learn by piecing together new information with their previous knowledge and their learning is influenced by the context in which the idea is taught, their beliefs and attitudes. Characteristics of constructivist learning environments include: Knowledge is shared between teachers and students; authority is shared between teachers and students; the teachers serve as a facilitator or guide; learning groups are constructed with a few heterogeneous students (Tam, 2000, as cited in Bada & Olusegun, 2015, p. 68). As it relates to pedagogical goals of constructivist learning environments, the following must be present: Experience with the knowledge construction process students ascertain how they learn; experience and appreciation for multiple perspectives evaluation of alternative solutions; embedded learning in realistic contexts authentic task; encouragement of ownership and a voice in the learning process student-centered learning; embedded learning in social experience collaboration; encourage of awareness of the knowledge construction process reflection, metacognition. Two primary benefits of constructivist learning environments are: Students learn more and experience more joy in learning when they are actively involved in the learning process instead of being passive learners; creating learning activities that are connected to authentic, real-world context, stimulates and engages students. More specifically, constructivism is implemented when two things happen: Teachers must focus on students in their thinking about learning and not the lesson to be taught; learning does not exist outside of the meaning linked to experience constructed by the student or class of students (Hein, 1991). Furthermore, constructivism involves actively constructing meaningful knowledge and critical thinking in a cognitive, cultural, emotional, and social sense through engagement and participation in the classroom (Zajda, 2021). The acceptance process and the discovery process form the learning process and the activeness of learners discovering concepts both individually and collaboratively leads to meaningful learning experience (Efgivia et al., 2021).

3. The Purpose of the Study

The purpose of this phenomenological study is to discuss perceptions and challenges that confront Guyanese parents and students emerging from assigned homework in primary and secondary schools in terms of volumes, cognitive alignment, parental involvement, and completion support.

4. Methodology

4.1. Research Questions

1. RQ1: What are Guyanese parent's and student's perceptions of the volume and frequency of assigned homework?
2. RQ2: What are Guyanese parent's perceptions of the cognitive alignment of assigned homework?
3. RQ3: How do Guyanese parents support their children in completing assigned homework?
4. RQ4: What challenges confront Guyanese parents and students in completing assigned homework?
5. RQ5: What recommendations do Guyanese parents and students propose to enrich the homework assignment completion experience?

4.2. Research Design

The researcher used a phenomenological research design for the study. The researcher's ontological and epistemological standpoints are social constructivism and interpretivism, respectively. The researcher used a phenomenological design to capture the parent's and student's lived experiences with homework assigned in primary and secondary schools. The goal of phenomenological research is to uncover and interpret the inner essence of the participants' cognitive processing concerning a common experience resulting in a rich description of the gist of the phenomenon (Worthington, 2013). Phenomenological studies focus on describing the essence of the phenomenon by exploring the participants' lived experiences (Teherani, et al., 2015, as cited in Neubauer et al., 2019, p. 91). The term phenomenological research is synonymous with the word 'describe' as the goal of the researcher is to describe as accurately as possible the phenomenon while maintaining the facts and not being influenced by any pre-given framework (Groenewald, 2004). Paradigms encompass a set of assumptions, beliefs, and models of conducting research which are central factors in the design of the inquiry and they orientate researchers towards the social worlds to be studied. Social constructivism is often connected to interpretation. Ontologically, constructivism means that

realities are socially constructed by the researchers who assign subjective meaning to the experience within their worlds based on local and specific truths. Epistemologically, constructivism is a subject-and object-interrelated view that is hermeneutic explanatory, dialectic relating to logical argumentation, and interpretive hermeneutic relative to interpretation (Pilarska, 2021). Ontology speaks to our beliefs concerning the kind and nature of reality and the social world what exists whereas epistemology refers to how researchers go about finding knowledge about the world. Furthermore, from a social constructivist standpoint, social phenomena and their meanings are generated through social interaction. From an interpretivist standpoint, knowledge is constructed by exploring and understanding the social world of the participants being investigated (Al-Saadi, 2014). More importantly, phenomenology posits that human beings must never be viewed as objects but the goal is to understand humans by connecting them to subjective attitudes to the objects exhibited by the experience (Farina, 2014).

4.3. Sample Research Participants

The research population consisted of three populations: Primary school students grade 2-6, secondary students grades 7-11, and the student's parents. The sample consisted of 28 parent-child dyads from 11 educational districts in Guyana including both public and private schools. There were a total of 29 students in the study. In keeping with the researcher's ontological and epistemological standpoints, a purposive sampling method was used in this study. Sampling methods must be aligned with the ontological, epidemiological, and axiological perspectives with the main goals of the study (Campbell et al., 2020). Purposive sampling is a nonrandom method that does not depend on underlying theories and a specific sample size. Purposive sampling is used in qualitative studies and involves the researchers identifying and selecting participants that are proficient and well-informed with the research problem or phenomenon of interest (Etikan et al., 2016). A purposive sample is constructed based on the characteristics of the participants that are relevant to the study (Andrade, 2021). Put another way, purposive sample only includes participants who satisfies the objectives of the research based on the researcher's belief (Obilor, 2023). Purposive sampling is used when events, settings, or persons are deliberately chosen to obtain essential information that is not accessible from other choices (Taherdoost, 2016). Consequently, the researcher decided to use purposive sampling with a sample size of 28 parent-child dyads

from each of the 11 education districts.

4.4. Data Collection: Ethical Considerations and Research Instrument

Ethics in research clearly communicates scientific ethical values to readers and ethical principles must be addressed at every stage of the research process including beneficence, equality, informed consent, and autonomy (Hasan et al., 2021). Proposed an ethical model that promotes ethical principles at every step of the research process including topic selection, methodology, results, discussion, citation, and submitting to a journal. Prior to collecting data, all ethical guidelines were followed including obtaining written consent from parents for their participation, their children's participation, and assent from their children. Two primary preoccupations that most discussions on research ethics are informed consent and protection of the research participants (Morrow & Richards, 1996). Consent of parents or guardians must be obtained for all ages of children and that children's assent should be obtained from children 7 years and older.

The researcher preserved the confidentiality and anonymity of the parents and their children by assigning a pseudonym to each participant and ensuring that no names, school identifiers, or other personally identifying information were collected and reported in the data analysis and results. A letter explaining the rationale for the research, consent forms for parents and assent forms for their children were sent to the parents. The parents and their children completed consent and assent forms and emailed PDF copies to the researcher prior to the commencement of the study. The consent forms for parents and assent forms for children clearly described the research including a description of the study, confidentiality, risks and benefits, freedom to withdraw or refuse participation, and questions procedures contact information for researcher. The researcher collected data for this study from 28 parent-child dyads using semi-structured interviews with different interview questions for parents and children. Interviews are the most widely used data collection method in qualitative research (Doody & Noonan, 2013). The decision to use semi-structured interviews was made since semi-structured interviews are the most widely used in qualitative studies and involve the use of predetermined questions where the researcher can seek clarification and an interviewing guide is often used (Holloway & Wheeler, 2010, as cited in Doody & Noonan, 2013, p. 30). The researcher conducted the semi-structured interviews using the guidelines provided by. Clearly explain the type of interview

including its nature and the general format; make clear to the interviewees that there are no right or wrong answers; state the purpose of the interview is for participants to describe their lived experiences with the phenomenon; state the role of the researchers in the interview; inform the participants that they can take their time in thinking and describing their experiences throughout the interview (Smith et al., 2009, as cited in Noonan, 2013, p. 34). In addition, the researcher should make clear whether participants can ask questions as they arise or wait until the conclusion of the interview. Furthermore, the researcher should indicate the length of time for the interview, details about the questions related to the study, and recording of the interviews.

4.5. Validity, Reliability and Truthfulness Measures

Qualitative research is often viewed as having no rigor and made up of opinions that emerged from researcher bias (Morgan, 2024). However, rigor and trustworthiness in qualitative research can be achieved using methods such as member checking, triangulation, detailed transcription, systematic planning, and coding (Gunawan, 2015). Member checking is a widely used technique to maintain validity in qualitative studies and involves verifying the accuracy of the participants' voices by permitting them to confirm or reject the correctness and interpretation of the data (Candela, 2019). Member checking also called respondent or participant validation is critically important in qualitative research because editors, peer reviewers, Institutional Review Board (IRB), and research supervisors may find the credibility of the findings questionable if member checking is not included in the research design (Motulsky, 2021). Triangulation refers to examining one phenomenon from multiple sources of data and can be a combination of distinct types including methodological, theoretical, researcher, and data. Data source triangulation encompasses collecting data from diverse types of participants such as individuals, groups, families, and communities to obtain multiple perspectives and validation of data (Carter et al., 2014). Researchers can use data triangulation which includes simultaneously analyzing multiple complementary data sets interviews, field notes, and documentary analysis to investigate the phenomenon. In addition, bracketing of researchers' perspectives or predispositions during data analysis and interpretation is another method to improve validity and trustworthiness. Furthermore, suggested that there are three categories of trustworthiness that all qualitative researchers must address including: Integrity of the data; balance between reflexivity and subjectivity; clear communications of

findings. Integrity of the data speaks to the correctness of the data (Morrow, 2005, as cited in Williams & Morrow, 2009, p. 578). Researchers can establish integrity of the data by highlighting how the interpretations fit the data. As it relates to ensuring a balance between reflexivity and subjectivity, researchers of qualitative studies can employ reflective practices such as bracketing and journaling to help them to be conscious of their own perspectives and experiences to distinguish from the participants' stories. For clear communications of findings, researchers must present interpretations that are unambiguous and easily understood by the reader and corroborated with participant quotes. To achieve the greatest possible validity and trustworthiness of this study, the researcher employed a member checking, data source triangulation, bracketing, reflexive practices, and detailed transcription including verbatim descriptions, and thematic coding as recommended by several scholars (Candela, 2019; Carter et al., 2014; Donkoh & Mensah, 2023; Groenewald, 2004; Gunawan, 2015; Williams & Morrow, 2009).

5. Data Analysis and Results

The researcher analyzed the data for this study using NVivo 15 and the steps for data analysis referred to as explication developed by bracketing and phenomenological reduction; delineating units of meaning; clustering of units of meaning to form themes; summarizing each interview, validating it and where necessary modifying it; extracting general and unique themes from all the interviews and making a composite summary. As shown in (Table 1), 28 parent-child dyads participated in this study. There were 4 male and 24 female parents, and 8 male and 21 female students' research participants. There was one case where two students were interviewed along with their parent. Participants from the 11 education districts comprised the sample with 13 students from the Hinterland regions and 16 students from the Coastal regions. Both public schools (n = 24) and private schools (n = 5) were represented in the sample. Student's ages ranged from 6 years old (Grade 2 to 16) years old (Grade 11). Parent's educational backgrounds and occupations varied widely including medical doctor, senior sales representative, nurse, farmer, caterer, clerk typist, business owner, medical social worker, director of postsecondary institution, retired principals, principals, teachers, stay-at-home mothers housewife, and military officer.

Table 1: Demographic Information for Participants Parent-Child Dyads

	Gender	Occupation	Education
Parents	4 M 24 F	Teachers: 9 Non-Teachers: 19	College Degree: 19 High School Diploma: 9
Students	Gender	Grade/School Type/Number	Education Districts and Dyads
	8 M 21 F	Grade 2/ Public/1/Private/1	1 → 4 parent-child dyads
		Grade 3/ Public/3	2 → 2
		Grade 4/ Public/3	3 → 3
		Grade 5/ Public/2/Private/1	4 → 3
		Grade 6/ Public/1	5 → 2
		Grade 7 Public/2/Private/1	6 → 2
		Grade 8/ Public/1	7 → 4
		Grade 9/ Public/2	8 → 2
		Grade 10/ Public/8/Private/1	9 → 3
		Grade 11/Public/1/Private/1	10 → 2
			11 → 2

Data were analyzed using thematic analysis, which included transcription, coding, and thematization. The findings revealed the following themes: Homework overload; lack of support for students and parents; inconsistencies in frequency of assignments; misalignment with grade level and curriculum cognitive and metacognitive issues; a need for standardization national homework policy; contextualization for relevant, experiential, and enrichment/extension learning experiences; timely grading and lack of feedback; perceived pedagogical value; family and community involvement. These nine themes are discussed in relation to the 5 research questions using the most enlightening responses from parents and students. To protect the identities of parents and students, parents were coded as P# and students were coded as S#.

5.1. RQ1: What are Guyanese Parent's and Student's Perceptions of the Volume and Frequency of Assigned Homework?

Three themes emerged from the data analysis regarding this research question: Homework overload; inconsistencies in frequency of assignments; perceived pedagogical value. There was consensus among parents and students that teachers assigned homework inconsistently and in large volumes which made the assignments challenging to complete within the due dates. However, 100% of the parents reported that

homework played a vital role in their children's learning including reinforcing concepts taught in school and preparation for national and regional examinations including the National Grade Six Assessment (NGSA) and Caribbean Secondary Education Certificate (CSEC). The excerpts below were taken verbatim from the semi-structured interviews with parents and students.

1. S14 (a 12-year-old (Grade 7) male student) and S15 (a 6-year-old Grade 2 female student) from District 11 are children of P14. They both reported that they received homework almost daily when not studying for tests.
2. A 7-year-old female student from District 6 said when asked about the amount of homework she received was "a lot."
3. S6 reported that "I got daily homework assignments that were challenging but manageable."
4. A 9-year-old male student from District 9 reported that "I get only one homework assignment per month and it was difficult to complete independently, requiring parental assistance."
5. (S1) P7 of an 8-year-old female student from District 6 mentioned that "Homework is rarely given and not challenging when they are provided."
6. A 9-year-old female (Grade 4) student from District 2 stated "I received appropriate amounts of homework that I completed independently."
7. (S3) A 15-year-old female (Grade 10) student from District 7 reported that "I received homework four days per week with the amount varying depending on the topic complexity."
8. (S10) A 16-year male student from District 1 reported that "I received 10-12 homework assignments per week and found some assignments too difficult."
9. (S2) P3 encapsulated the perceived pedagogical value of homework quite explicitly when she stated that "Homework was beneficial, it helped prepare students for assessments by practicing topics and preparing for upcoming exams."
10. Like P3, P6 identified key benefits of homework for her child when she stated that "The homework questions helped develop critical thinking skills by requiring students to work with more challenging problems than what was covered in class."
11. One perception of the homework pedagogical value that differed from the rest but indicated the wide range of benefits of homework came from P10. P10 reported that "Despite my child being ill for much of the academic year, the homework and WhatsApp group updates helped her stay connected with

schoolwork and perform well in end-of-term exams."

12. P9 listed ways in which homework is beneficial to students including her daughter: "Homework is a form of reinforcement, learners can build confidence and performance in areas they are weak in, assignments help them to explore and retain information, as the Chinese proverb says, I hear and I forget, I see and I remember, I do and I understand."
13. A 13-year-old female student from District 5 reported "I occasionally received homework, which was in a small amount and manageable on my own, but I did not enjoy it." (S4)
14. A 16-year old female (Grade 11) student from District 3 reported that "I hardly got any homework and found the assignments to be a little bit difficult, particularly in chemistry and physics subjects"
15. S15, a 15-year-old female (Grade 11) student from District 4 reported receiving homework daily and described the amount as "a lot," particularly finding physics and chemistry assignments difficult to complete independently.

5.2. RQ2: What are Guyanese Parent's Perceptions of the Cognitive Alignment of Assigned Homework?

The theme that was recurring among the parents from the 11 education districts was misalignment with grade level and curriculum cognitive and metacognitive issues. There were opposing views on the alignment of homework with student's grade levels and curriculum. Some parents stated that the assigned homework was on their children's grade level while other parents stated that the assignments were below their children's grade levels and not rigorous enough.

1. P2 complained that homework was not aligned to the curriculum and reported that "teachers are generally behind in covering the curriculum, with students not progressing through the ministry's weekly topic sequence as expected."
2. P3 reported that homework assignments matched her child's grade level and explained that "homework was appropriate for my daughter who is entering common entrance class in the new school year."
3. P5 like other parents stated that "while the homework is at grade level, it may be too much for the child to complete independently without parental assistance."
4. P11 reported that "homework was often below my daughter's grade level."

5. P14 reported that her son's homework aligned with the secondary level syllabus, while her daughter's homework was above grade level. It is important to mention that the male student attended a public school whereas the female student attended a private school.

5.3. RQ3: How do Guyanese Parent's Support their Children in Completing Assigned Homework?

Regarding RQ3, all parent's explanations on ways in which they supported their children in homework completion converge on "community-support system." Several parents explained that both parents, older siblings, and members of the community helped their children with assigned homework in ways such as explaining the instructions, monitoring, and checking homework for accuracy, ensuring homework is completed, and just staying up with them late at nights while they worked on the assigned homework. One parent reported that she used online resources like Google to find answers and help with math problems. Another parent reported that other parents in the community paid college educated people to complete their children's homework which spoke volumes of the extent some parents went for homework assistance and the issues surrounding the curriculum alignment and student's cognitive development, abilities and skills that were required to complete the assigned homework. Cognitive skills influence academic performance and therefore education institutions can improve performance by enhancing cognitive skills (Finn et al., 2014). Cognitive abilities encompass critical thinking, decision-making, and analytical thinking.

1. One parent from District 9 reported that "i helped by explaining concepts, providing guidance, and assisting with hands-on activities" (P1).
2. P2 stated that he provided homework support by "receiving assignments via WhatsApp while at work, conducting research together, and ensuring internet access through Starlink due to slow digital networks."
3. P3 supported her daughter's homework completion by "sitting with her, explaining topics, and conducting research when we didn't understand something."
4. P13 provided homework support by "finding a distraction-free area and helping with materials and breaking down difficult concepts."

5.4. RQ4: What Challenges Confront Guyanese Parents and Students in Completing Assigned Homework?

Parents were confronted with numerous challenges during homework completion including insufficient time to help their children because of their work schedules, unclear homework instructions, large volumes of homework, and inability to help their children for several reasons such as lacking the academic knowledge, skills, and resources. The themes that emerged from this research question were: Timely grading and lack of feedback; lack of support for students and parents. Most parents reported that teachers did not provide any support to students in homework completion. A few parents characterized homework support as being able to seek clarification on homework instruction by asking questions in a WhatsApp group formed by the teachers for parents and students. Several parents complained that homework was not graded in a timely manner and no feedback was provided to students. Excerpts taken verbatim from parents included the following:

1. P1 reported that "teachers provided no support for homework completion."
2. P4's described homework support as "teachers provided support through WhatsApp groups and in-class assistance."
3. P7 reported that "teachers are accessible for clarification when needed, but they do not send additional support materials like websites or videos to help with assignments."
4. The mother of S1 reported that "i experienced significant challenges with timing as assignments often take late into the night to complete" (P1).
5. To address the issue of unclear homework instruction, P1 suggested that "teachers should provide more detailed explanations to help students understand assignments before they return home." P1 further reported that "particularly those parents without educational backgrounds, struggle to assist with homework and may end up doing it for their children."
6. P2 reported that two key challenges including "limited availability of physical libraries and textbooks in my region, requiring heavy reliance on the Ministry of Education website for resources."
7. P5's principal challenges were captured in the following phrase "my time constraints due to work commitments and limited resources provided by teachers."
8. P9 lauded homework support provided by her daughter's teachers in reporting that "teachers

provided support by supplying necessary materials and ingredients for experiments and practical's when students cannot obtain them at home including assistance with CVQ binders and chemistry experiments."

9. Mathematics and science seemed to pose the greatest challenge for parents in assisting their children with homework. S10 reported that "I was challenged in assisting with subjects like mathematics and science."
10. P11 described her challenges with homework such as "her daughter's mental block regarding mathematics and limited access to educational resources in the hinterland region compared to urban areas."

5.5. RQ5: What Recommendations do Guyanese Parents and Students Propose to Enrich the Homework Assignment Completion Experience?

Despite many parents reporting that their children did not receive homework support and the non-grading of homework, only about 75% 21 parents shared some recommendations that they thought would improve the homework experience and improve the positive impact on student achievement. Two primary themes that emerged were: A need for standardization national homework policy; contextualization for relevant, experiential, and enrichment/extension learning experiences. Below are some of the salient recommendations provided by parents:

1. "Teachers should provide better explanations and guidance before assignments are given, ensuring students have a clear understanding of what is required" (P1).
2. S2 recommended that "teachers make homework more fun through creative activities, real-life examples, and group work."
3. As it relates to designing meaningful and culturally relevant homework, the father of S2 suggested that "homework should be more relevant to their interior community rather than focusing solely on Georgetown" (P2).
4. S3 suggested that homework experience can be fun if teachers "explain concepts in a funny way and incorporate games into assignments."
5. According to P4, teachers can prevent confusion and reduce stress regarding homework if they "provide clearer and more in-depth explanations to make assignments more enriching."

6. P5 of a 9-year-old female student provided excellent recommendations by suggesting that "homework should be curriculum-aligned, manageable without parental intervention, marked with timely feedback, and accompanied by resources like websites or videos to help students complete assignments independently."
7. P7 and S7 both provided sage suggestions to improve homework completion rates by "implementing a reward system with stickers or stamps to make homework more engaging."
8. Like P7, P10 suggested that the homework experience can be made more enriching by assigning homework that is "more engaging through practical activities and a reward system to motivate students."
9. P8 of an 11-year-old female (Grade 7) student recommend that "teachers provide clearer explanations in class, show examples, and be more patient with students, and find creative ways to teach different learning styles."
10. S6 suggested that homework experience can be more enriching by having "more practical activities" for homework.
11. S10, a 15-year-old (Grade 10) student from District 8 shared teachers should provide assignments that are "more interactive and hands-on."
12. P11 shared several recommendations but the key points included "teachers provide support by breaking down instructions and linking concepts to real-life situations." P11 further stated that "teachers cater to different learning styles, keep students updated on current affairs, provide more challenging work, and offer better support for homework completion, particularly given that not all parents can provide adequate assistance."
13. S11, 10-year-old (Grade 5) students suggested that teachers make homework more enriching by "making homework more fun using pictures, colors, and internet worksheets."
14. P12 suggested that homework can be enhanced if teachers "mark and provide feedback on homework to make it more enriching."
15. P13 suggested redesigning homework outlining that "teachers could improve the homework experience by providing guidance to parents on how to assist their children and by being more accessible for clarification after school hours."
16. S15 suggested that teaches can reduce the amount of homework to make it more manageable.

6. Discussion: Implication for Practice and Recommendations

6.1. Implications for Practice

The findings of this research are consistent with past studies and aligned with the theoretical frameworks Self-Regulated Learning (SRL), Self-Determination Theory (SDT). Guyana has made noteworthy improvements in the number of students writing and the pass rates in the 2026 regional examinations including Caribbean Advanced Proficiency Exam (CAPE), Caribbean Secondary Education Certificate (CSEC), Technical and Vocational Education and Training (TVET), Caribbean Certificate of Secondary Level Competence (CCSLC), and certifications in the Caribbean Vocational Qualification (CVQ) according to the Chief Education Officer (CEO) in his report of the preliminary results for both public and private schools at the Marriot Hotel in Georgetown, Guyana, on August 18, 2026 (Hussain, 2026). According to the CEO, the following results were expected: 2813 students will receive their CVQ certifications in areas such as crop production, agro food processing, aquaculture, motor vehicle repairs, welding, and commercial food preparation; 99.1% of the approximately 100 students in CCSLC first batch of students to write these examinations, a competency-based program that is done in approximately 92% of secondary schools will receive Mastery or Competent designations at the 2026 examinations (13,660 students are projected to write the examinations in 2027); 666 students wrote CAPE with more than 50% writing at least one TVET or science subject the pass rate increased from 91.9% in 2025 to 94.6% in 2026; for CSEC, mathematics pass rate increased by 2.5% from 32% pass rate in 2025. The Ministry of Education, educators, parents, and (Grade 6) students of Guyana must be commended for the improved performances in the four core academic subjects English, Mathematics, Social Studies, and Science at the 2026 National Grade Six Assessments. English received the highest pass rate moving from 69.25% of the candidates scoring at least 50% in 2025 to 73.8% in 2026 whereas mathematics gained the smallest increase in pass rates with 59.8% of the candidates scoring 50% or more in 2026 compared to 55.51% in 2025 Guyana Chronicle The Nation's Paper, 2026. At the CSEC mathematics examinations, only 32% of the candidates passed the examination compared to 27% in 2024, whereas English Language reported a pass rate of 71.2% (Daniels, 2025a). In 2026, mathematic pass rates changed minutely from 32% to 34.5%. However, while the 2026 NGSA and 2026 CSEC results showed improvements in the four core subjects, the pass rates for mathematics continue to lag

the other core subjects. This is concerning given that the Government of Guyana allocated record-breaking amounts of money for the Education Sector in 2026 which was GYD\$24.3 billion in the 2026 National Budget and GYD\$36.2 billion in the 2025 budget (Daniels, 2025b; Daniels, 2026). Improving student achievement in mathematizes was a primary focus at the 52nd Meeting of the CARICOM Council for Human and Social Development-Education held in Guyana on August 13, 2026 (News Source Guyana, 2026). The Caribbean Development Bank in collaboration with the University of the West Indies developed a Mathematics Enhancement Program for primary and secondary schools in the region with the main objective of adopting a systemic approach to improving mathematics performance (News Source Guyana, 2026). This initiative must be commended as mathematics homework continues to be among the most widely implemented instructional strategies for reinforcing classroom learning, fostering independent practice, and supporting student's mathematical development. Research has shown that homework frequency is a robust predictor of student's mathematics achievement. As a reminder, it should be highlighted that homework must be assigned in a balanced and pedagogical meaningful manner rather than placing emphasis on the volumes of homework assigned. Studies examining the pedagogical value of homework in 23 countries using TIMSS 2019 reports of (Grade 8) students revealed a statistically significant correlation between homework and achievement (Flannery et al., 2026). In addition, given the positive correlation between assigned homework and academic performance, these findings can provide valuable insights that can be used to reconceptualize homework assignment policies, instructional practices, curriculum alignment, student and parental support, and homework design in primary and secondary schools. This is necessary for a number of reasons: Respect and support for student's autonomy positively influence academic achievement; student put forth greater effort in completing assigned homework when they show interest in these assignments and belief these assignments are beneficial to their learning; effort and motivation have a great impact on assigned homework completion whereas motivation is an essential driver in academic achievement (Avci & Ozgenel, 2025). Furthermore, enormous amounts of assigned homework were found to be correlated with shorter sleep and poor mental health (Liang et al., 2025). Studies have shown that standardized homework policies enhance organization, decrease workload variability, and expedite the timely completion of assigned homework (Berdynaj-Syla & Shala, 2025). This is beneficial to educators in that they

experience improved time management and opportunities for providing feedback coupled with collaborating with parents. Standardized practices promote student motivation and engagement on one hand and ensuring age-appropriate and manageable workloads on the other hand.

6.2. Recommendations

National Homework Policies assigning a large volume of homework primarily based on repetitive or overly challenging activities can lead to demotivation, worsen inequalities especially when support is not provided to students, and steer students towards mechanical or AI-based solutions. Several parents reported that assigned homework tasks were not graded while other parents reported that graded assignments were not returned in a timely manner and no feedback or review was provided to their children. Furthermore, there were inconsistencies in the volume and frequency of assigned homework as well as misalignment with grade level and curriculum. Consequently, the Ministry of Education should work collaboratively with parents and students from the 11 education districts and other key stakeholders in education to develop national homework policies that standardize the volume and frequency of assigned homework so students have sufficient time to adequately complete assignments and most importantly, learn from the experience. Stakeholders in education include individuals or groups that have a personal stake in the success of school such as students and their families, teachers and administrators, unions, business leaders, civil rights organizations. Stakeholders' involvement in policy development and implementation is vitally important because they can influence policy design and develop wider public support for policy implementation and promote consensus among groups with opposing views. Student's ages ranged from 6 years old (Grade 2 to 16) years old (Grade 11). The students from as young as 6 years to 16 years and parents from a wide range of professions and academic backgrounds spoke loudly and clearly regarding their concerns, challenges, and recommendations regarding homework reforms. As it relates to student's involvement in decision-making, providing opportunities for students to shape their own education fosters more suitable, acceptable, and effective education. Creating opportunities for students to be heard is beneficial to the teaching and learning process since they can provide unique insights into their classroom experiences as well as the complexities of instructional practices (Arnot et al., 2004, as cited in Geurts et al., 2024, p. 103). Studies have shown that involving students in

decision-making at schools positively influences student's life skills, self-esteem, social status, democratic skills and citizenship, student-adult relationships, and school ethos.

The homework policies should clearly articulate that assigned homework are graded in a timely manner and detailed, individualized feedback provided. Furthermore, assigned homework must be aligned with student's interests, academic abilities, cultural and linguistic backgrounds, socioeconomic status, geographic locations, curriculum, and grade level to foster meaningful, relevant, and academically rigorous learning experiences. Provided guidelines regarding homework volume based on student ages and grade levels: Approximately 20 minutes per day is appropriate for the first four years of primary school and 30-40 minutes per day is appropriate for the later years; 90 minutes or less is appropriate for secondary school students (Trautwein, 2007 as cited in Benitez, 2025). Implementing a consistent homework policy across the school is beneficial because it promotes equality in treatment of all students and teachers are compliant using the same guidelines. In addition, consistency precludes conflicts that may emerge when different teachers assign large volumes of homework with the same due dates. Furthermore, homework should be approved by the Head of Department (HOD), senior masters/mistresses, or principals before assigning to students for compliance with homework policies and accountability measures. Conceptualizing homework in the age of AI. A plethora of studies have shown that homework positively impact student achievement and therefore, it should not be abolished because students are using AI tools such as ChatGPT unethically (Benitez, 2025). To safeguard the integrity of the regional examinations from the widespread use of generative AI, the Caribbean Examination Council (CXC) has made sweeping changes to School-Based Assessments (SBAs) which will result in the replacement of SBAs in May 2028 in 13 academic subjects including Mathematics, English A, Social Studies, and Economics with an alternate paper 032 (Manning, 2026). To address the legitimate concerns of teachers regarding student's unethical and irresponsible use of AI in assignments, it is critically important that the Ministry of Education in consultation with key stakeholders develop consensual public policy guidelines to regulate and sensitize students on the ethical use of AI in education while simultaneously enhancing the governance, accessibility, and reliability of AI and provide the necessary training for teachers (Flores-Viva & Garcia-Penalvo, 2023). There is a myriad of benefits in using AI in education but one that is worth noting is AI supports equitable education systems that seek to

provide inclusive education in terms of addressing learning disadvantages, varied socio-cultural backgrounds and differentiation. The United Nations' Sustainable Development Goal 4 (SDG4) suggests that AI technologies can be employed to attain equitable and inclusive access to education (UNESCO, 2019, as cited in Flores-Viva & Garcia-Penalvo, 2023, p. 36). Homework can be reconceptualized or transformed based on Gogh and Kovari's (2025) recommendations: Changing the focus from a framework centered on repetitions to a framework that encompasses logic, feedback, and reflection; incorporating AI tools to create intelligent, creative homework that harness the power of AI and thereby replacing simple, quick-solve tasks that students can use AI to solve; it is of paramount importance that the learning goals of the assigned homework include both fostering learning and using technology (Gogh & Kovari, 2025). Furthermore, assigned homework should provide opportunities for students to develop soft skills to complement their academic knowledge and technical skills. Soft skills are essential in shaping an individual's personality and complement hard skills the technical requirements of jobs (Schulz, 2008). Soft skills include personality traits, social graces, communication, language, personal habits, and interpersonal skills that define an individual's relationships with other people (Padhi, 2014, as cited in Devedzic et al., 2018). Additionally, other forms of soft skills include collaboration and teamwork, critical thinking, problem-solving abilities, leadership and responsibility, decision making, flexibility and adaptability, time management, initiative and self-direction, social and civic competences, and entrepreneurship. On the other hand, hard skills are an individual's skill set and ability necessary for performing a specific type of domain-specific task such as machine operation, computer programming, or statistical analyses. Lastly, assigned homework must incorporate activities that promote the three theoretical frameworks self-regulated learning, self-determination, and constructivism in this study. As it relates to self-regulating learning, assigned homework must include asocial forms of learning such as discovery learning, self-education reading, studying, computer-assisted instruction and social forms such as modeling, guidance, and feedback from peers and teachers (Zimmerman, 2013). For self-determination theory, students must have a voice in homework problems because student's autonomy can be nurtured by maximizing their beliefs of having a voice and choice in academic activities. Constructivism can be incorporated into assigned homework in the following ways: Allowing students to gain experience with the knowledge construction process; student gaining

experience and appreciation for multiple perspectives evaluation of alternative solutions; embedding learning in realistic contexts authentic task; encouraging ownership and a voice in the learning process student-centered learning; embedding learning in social experience collaboration; encouraging awareness of the knowledge construction process reflection, metacognition (Honebein, 1996, as cited in & Olusegun, 2015, p. 68).

The national homework policy framework must be aligned with the realities of student's backgrounds, classrooms, communities, and experiences. Student and Parent Support Systems. There is a correlation between high quality home-school partnerships and a gamut of educational, development, and well-being outcomes in children (Johnson et al., 2025). There is positive association between an inviting culture and the quality of parent-teacher collaboration with higher parental motivation, irrespective of student's learning difficulties (Gruter et al., 2024). Given that most parents mentioned that the only support provided were WhatsApp Groups for seeking clarification by 8 pm nightly, teachers must provide clear, grade-appropriate instructions and resources such as assigned YouTube video links, websites, bilingual instructions for students whose native language is not English, workbooks, and other print resources so students can complete assignments independently and not having to rely on parents and other persons in the community to do the assignments for them. Assigned homework must consider student's geographic locations, socio-economic status, and the digital divide so all students can successfully complete the assignments and thereby foster equity. The digital divide is characterized as inequalities in access to computers and the internet among categories of people in terms of at least one dimension of social or cultural identity. The digital divide created by disparities in access to and use of technology is a major obstacle in education.

Studies have shown that students from low-income households were confronted with reduced levels of internet access. However, this issue can be frontally addressed by building technology resource centers in schools and partnering with the corporate sector or businesses to bridge the technology gap in education (Afzal et al., 2023). Research has shown that after-school homework-assistance programs can prevent at-risk students from failing in schools especially those students who do not have access to structure after-school activities or those parents whose native language is not English. Additionally, the Ministry of Education can facilitate parent Workshops to share best practices with parents on

how they can help their children at home with assigned homework. Furthermore, homework assistance programs community help centers and virtual assistance staffed with volunteers, retired educators, and paid tutors can provide the necessary support to students. For students who may not have access to the internet and devices, Wi-Fi Hot spots and laptops can be provided to students. Research has revealed that in a considerable number of households, college students share a computer and internet access with parents, siblings, and other family members, which makes it challenging for them to complete coursework in a timely manner (Salsbury & Hansen, 2022). Policymakers are aware of the digital divide but refuse to acknowledge the importance of computer ownership. It is important to note that possessing both internet access and computers positively impact educational outcomes than having only internet access (Whitacre & Higgins, 2021). A Hotspot Lending Program assisted college students in overcoming hurdles to internet access and contributed to their academic success in an online or hybrid environment during 2020-2021 academic years. Additionally, research showed that mobile hotspot access provides a range of benefits including enhanced learning opportunities, enhanced assignment and homework completion, and improved student engagement, motivation, and confidence with technology (Rosselli, 2026). The Government of Guyana did promise to reintroduce the One Laptop Per Family (OLPF) which they should implement in the upcoming 2026-2027 academic year to address the digital divide and homework issues. Dr. Irfaan Mohammed Ali, the President of Guyana announced the reintroduction of the OLPF initiative in 2020 ("One Laptop Per Family," 2020).

7. Conclusion

The aim of this phenomenological study was to discuss perceptions and challenges that confront Guyanese parents and students emerging from assigned homework in primary and secondary schools in terms of volumes, cognitive alignment, parental involvement, and completion support. The analysis of data collected through semi-structured interviews with 28 parent-child dyads from the 11 education districts in Guyana revealed nine themes. The findings indicate that a national homework policy must be developed from consultations with key stakeholders including students, parents, and teachers that would reconceptualize and standardize assigned homework in terms of curriculum alignment, context and relevance, volume and frequency, timely grading and feedback, and student support systems. Parents do believe that homework plays a vital role in their

children's academic development and high-stakes test preparations (NGSA, CSEC, and CAPE). The findings of this study provide actionable insights that can inform intervention programs aimed at increasing pass rates at the NGSA, CSEC, and CAPE examinations and advancing academic knowledge and technical skills while simultaneously developing deeper interests in and enthusiasms for STEM subjects, fostering conceptual understanding, and building soft skills necessary for success in the workplace and higher education. The government needs to frontally address the digital divide by reintroducing the One Laptop Per Family (OLPF) initiative and providing Wi-Fi Hotspots for students from low-income households and geographic areas that have limited or no internet services. The rapid expansion of oil production, strong non-oil output, and large-scale public infrastructure investment are driving the highest real GDP growth rate in the world with an average of 47 percent per year since 2022. The economic outlook is highly favorable with an expected mean of 14% yearly over the next five years. Given the rapidly growing economy (GDP) in recent years, the positive impact homework has on academic achievement, steadily increasing migrant student populations, the underperformance in mathematics at national and regional examinations, expansive infrastructural developments, the Government of Guyana has the financial and human resources to provide all necessary educational resources and intervention programs to transform the educational system and significantly increase educational outcomes of students in the 11 education districts. This must be time sensitive and a top priority of the government because education is an essential driver in human life enhancement and a country's development. An individual's success is largely contingent on that individual's level of education and his/her ability to apply the knowledge and skills learned in school. Based on the literature review, studies have shown that homework has been researched in primary and secondary schools in countries around the world which underscores the importance of this topic. Furthermore, the findings of past studies and this study are consistent. These commonalities in findings from different studies justify that recommendations from this study can provide valuable insights that can inform policymakers, parents, and teachers in other countries. For future studies, researchers can include teachers, students, and parents for a complete examination to the issues regarding assigned homework in primary and secondary schools in Guyana.

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Ethical Approval Statement: All parents and their children completed consent and assent forms prior to participating in the study. These signed forms were emailed to the researcher.

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