

MOTIVATING PRIMARY PUPILS TO SUBMIT THEIR HOMEWORK ON TIME

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Abstract: In recent years, submitting homework on time has become both crucial and a problematic area in teaching as many students struggle to complete their assignments. Although there is considerable research related to this topic, some teachers still cannot find suitable ways to motivate their students. The main goal of this study is to investigate the reasons behind students' excuses and to identify effective ways to motivate them. The study used a classroom-based research design. In this research, there were 30 participants from 4th grade students studying in the same class at school N2 in Kasansay town, Namangan region. Data were collected through student survey, Reflective Journaling and Teacher-survey. After gathering the data related to this study, all information was analyzed thoroughly. The results from all three sources were cross-referenced to ensure the validity and reliability of the findings. The findings revealed that initially only 40% of students submitted their homework on time. However, after applying motivational strategies, this number increased to around 70–80% within six lessons. Survey results also showed that factors such as motivation, clear instructions, communication with parents, peer-work activities, simplifying tasks and teacher support influenced students' performance. This study can be useful to some of the teachers who face similar obstacles with homework submission as findings showed the effective motivational strategies to improve their intrinsic willingness to do their assignments. In conclusion, examining students' and teachers' opinions about homework helped to solve the problem in a short period of time as assigned tasks became more suitable for most students.

Keywords: homework submission, student motivation, classroom-based research, primary education, teacher support, peer-work activities, intrinsic motivation, assignment completion, student engagement, educational strategies

BOSHLANG'ICH SINFGA O'QUVCHILARINI UY VAZIFALARINI O'Z VAQTIDA TOPSHIRISHGA RAG'BATLANTIRISH

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Annotatsiya: So'nggi yillarda uy vazifasini o'z vaqtida topshirish ta'limda muhim, ammo muammo tug'diruvchi sohalardan biriga aylangan, chunki ko'plab talabalar vazifalarni bajarishda qiynaladi. Bu mavzu bilan bog'liq katta miqdorda tadqiqotlar mavjud bo'lsa-da, ba'zi o'qituvchilar talabalarning motivatsiyasini oshirishning mos usullarini topa olmayapti. Ushbu tadqiqotning asosiy maqsadi – talabalarning uy vazifasini bajarmaslik sabablarini aniqlash va ularni motivatsiya qilishning samarali usullarini belgilashdir. Tadqiqot sinfga asoslangan tadqiqot dizayni bo'yicha olib borildi. Tadqiqotda Namangan viloyat Kosonsoy tumandagi 2- sonli maktabning bir sinfida o'qiydigan 4-sinf o'quvchilaridan 30 nafar ishtirokchi qatnashdi. Ma'lumotlar Talaba-so'rovnomalari, Reflektiv jurnal yozish va O'qituvchi-so'rovnomalari orqali to'plandi. Ma'lumotlar to'plangach, ular batafsil tahlil qilindi. Uchta manbadan olingan natijalar o'zaro solishtirilib, topilmalar ishonchliligi va haqiqatligi ta'minlandi. Natijalar shuni ko'rsatdiki, dastlab faqat 40% talabalar uy vazifasini o'z vaqtida

topshirgan. Ammo motivatsion strategiyalar qo'llanilgandan so'ng, bu ko'rsatkich olti dars davomida taxminan 70–80% ga oshdi. So'rov natijalari shuningdek shuni ko'rsatdiki, motivatsiya, aniq ko'rsatmalar, ota-onalar bilan muloqot, jamoaviy ish faoliyati, vazifalarni soddalashtirish va o'qituvchi yordami talabalarning muvaffaqiyatiga ta'sir qiladi. Ushbu tadqiqot uy vazifasini topshirishda shunday muammolar bilan duch kelayotgan ba'zi o'qituvchilar uchun foydali bo'lishi mumkin, chunki topilmalar ularning vazifalarni bajarishga bo'lgan ichki xohlashlarini oshirish uchun samarali strategiyalarni ko'rsatdi. Xulosa qilib aytganda, talabalarning va o'qituvchilarning uy vazifasi haqidagi fikrlarini o'rganish muammoni qisqa muddat ichida hal qilishga yordam berdi, chunki topshiriqlar ko'pchilik talabalargamos bo'ldi.

Kalit so'zlar: uy vazifasini topshirish, talaba motivatsiyasi, sinfga asoslangan tadqiqot, boshlang'ich ta'lim, o'qituvchi yordami, jamoaviy ish faoliyati, ichki motivatsiya, vazifalarni bajarish, talaba faoliyati, ta'lim strategiyalari.

МОТИВАЦИЯ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ СВОЕВРЕМЕННО СДАВАТЬ ДОМАШНИЕ ЗАДАНИЯ

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Аннотация: В последние годы своевременная сдача домашнего задания стала как важной, так и проблемной сферой в обучении, так как многие учащиеся испытывают трудности с выполнением заданий. Хотя существует значительное количество исследований по данной теме, некоторые учителя всё ещё не могут найти подходящие способы мотивировать своих учеников. Основная цель данного исследования — изучить причины оправданий учащихся и определить эффективные способы их мотивации. Исследование проводилось с использованием дизайна исследования на базе класса. В исследовании приняли участие 30 учеников 4-го класса одного класса школы N2 в Касансойский район, Наманганская область. Данные собирались с помощью опроса учеников, рефлексивного ведения дневника и опроса учителей. После сбора данных вся информация была тщательно проанализирована. Результаты из всех трёх источников сопоставлялись для обеспечения достоверности и надёжности выводов. Результаты показали, что первоначально только 40% учеников сдавали домашнее задание вовремя. Однако после применения мотивационных стратегий этот показатель увеличился до примерно 70–80% в течение шести уроков. Результаты опроса также показали, что такие факторы, как мотивация, чёткие инструкции, общение с родителями, групповые задания, упрощение задач и поддержка учителя, влияют на успеваемость учащихся. Это исследование может быть полезным для учителей, сталкивающихся с аналогичными проблемами со сдачей домашних заданий, так как выводы показали эффективные стратегии мотивации для повышения внутренней готовности учеников выполнять задания. В заключение, изучение мнений учеников и учителей о домашнем задании помогло решить проблему в короткие сроки, так как задания стали более подходящими для большинства учащихся.

Ключевые слова: сдача домашнего задания, мотивация учащихся, исследование на базе класса, начальное образование, поддержка учителя, групповая работа, внутренняя мотивация, выполнение заданий, вовлеченность учащихся, образовательные стратегии

INTRODUCTION

In the modern educational context, homework is an essential part of learning environment as it enhances both students' responsibility and stability. Extended Learning: Homework provides an opportunity for students to explore topics not covered in class and utilize resources like the library and the internet. Homework is commonly assigned as a one-size-fits-all task, disregarding students' readiness and learning styles. This is clearly undesired because such extrinsic motivation has been associated with low persistence, learning, and achievement and with a greater risk for dropping out of school. By making homework relevant, integrating gamification and technology, promoting project-based learning, and encouraging collaboration, we can overcome the problem of low motivation and compliance. These innovative strategies empower students to take ownership of their learning, deepen their understanding of the subject matter, and develop essential skills for success in high school and beyond. The findings of our study highlight the potential change that teachers' behavior that supports students' needs can have in students' motivation for homework. "Because homework is often a sore issue in teacher–student interactions, including this insight as part of teacher training may alleviate some distress on both teachers and students". Nevertheless, teachers face challenges with timely homework submission. This problem has become increasingly common, especially among youngsters due to competing activities. As a consequence, paying attention to homework submission time and avoiding any excuses remain an important concern in classroom management and student achievement. Completing homework on time goes beyond achieving good grades. Homework submission is vital for academic success and developing discipline. It also enhances independent learning skills as students complete it at home. If they continually skip submitting homework, there will not be only a huge gap between understanding and using learned skills in life but also overall performance will be damaged which then cannot be filled easily. Thus, identifying factors that prevent homework completion is essential. Teachers must find effective solutions Although different studies have explored students' motivation and homework submission mentioned above, applying practical strategies in the classroom may not be easy for some of the teachers. Therefore, the study seeks to answer the following research question:

RESEARCH QUESTIONS:

1. What are the primary socio-academic barriers to timely homework submission among 4th grade students?
2. To what extent does the clarity of teacher instructions correlate with students' homework?
3. How do students' engagement levels vary across different teachers' homework assignments?

Particularly, there is a need for classroom-based research that solely focuses on teaching contexts and provides acceptable solutions for primary class teachers. The main goal of this study is to find the reasons behind homework avoidance and to examine experienced teachers' opinions. Based on the findings, coming up with the most effective student motivation strategies that can improve homework completion rates. The findings of the study provide useful insights into how motivation, teacher support, and classroom strategies can significantly improve students' responsibility and engagement in completing homework.

METHODOLOGY

Research Design

Following the procedures, a mixed-method design was selected to provide a more complete understanding of the research problem than either quantitative or qualitative data alone. To better understand the reasons behind students' failure to submit homework on time and to identify effective

motivational strategies, both qualitative and quantitative data were collected. Empirical studies in ELT primary education have shown that young learners often struggle with homework completion due to a lack of clear instructions and low intrinsic motivation. Consistent with these findings, this study aims to explore similar challenges in a local context. The participants of this study were 30 fourth-grade (both male and female) students from one class at School No.2 in Kasansay town, Namangan region. The study was conducted in a typical primary classroom setting during regular English lessons. A major advantage of using a mixed-method design is that it provides triangulation, ensuring that the numerical data from surveys are supported by deep qualitative insights from reflective journals. Additionally, more than 50 teachers participated in a teacher survey to explore this topic in depth.

Before conducting surveys among teachers and students, I have been giving homework at the end of the lesson. Also, I usually gave several tasks to do however I couldn't give clear instructions because of time constraints. Usually, at the end of the lesson, students want to go outside and have a break, and this is why they did not submit their homework on time as they easily forget about assignments. Homework submission rates were not more than 14 or 15 out of 30, This type of homework giving was ritual habit for teacher as it started in September 2026 (from the first lesson). Duration was 6 months. They continually said sorry and had a lot of excuses. Thus, this study was chosen to identify core reasons and apply the new strategies among 4th graders.

Procedure and Tools

In this research, the innovative teaching strategies served as the independent variable, while the students' homework submission rate was the dependent variable. Data were collected using three main tools:

Student survey: This tool was used to identify students' attitudes and motivation. According to their age, questions were asked in a paper-based version. Overall, 30 students completed the survey. After the students' lessons had finished, papers were given to fill to 3 students from this class to make others feel comfortable with survey. It was anonymously taken, which means they could answer all the questions truly without any shyness.

- The first question was chosen because the time of doing homework is important. According to their daily habit, homework submission may differ.
- The second one was chosen because knowing what makes homework submission difficult is part of solving the problem.
- As understanding instructions is vital, this third question was preferred.
- In fourth question, students were asked to express how they feel when they look at given homework because it is crucial to know their opinion about it.
- The following question was given to know which is the easiest subject for students as they complete it very quick.
- In this 6th question, the teacher intended to find the reason why students complete their homework on time.
- The last one is about collecting their ideas about homework. They were asked to write different games or strategies they prefer.

Teacher survey: This was used to gather teachers' opinions on homework challenges. Especially, most of the teachers have more than 15 years of experience filled the Google Forms survey. This would be more helpful because of their teaching experience.

- First question is about the teaching experience. Depending on teachers' working period, their teaching experience can be helpful
- In this question, teachers chose the reason of not completing homework on time

- This one is about knowing how they reward their students if they do their homework
- In this one also, the teacher intended to know how teachers reward students who complete homework all the time without missing any of them
- In 5th question, parents' role was asked from teachers.
- It is important to know about teachers' attitudes while giving homework so this question was mainly about this side.
- In this question, teachers were asked to choose the most effective strategy which makes students more interested in doing homework
- Checking homework time and period is also vital so this type of question was given in 8th one
- Understanding the importance of online tools, apps and technology is one of the main parts of today's world. So this type of question was included in the survey
- The last question identifies the most effective strategies chosen by experienced teachers. In the following lessons, teacher could use these methods during class time.

Reflective journaling: The teacher kept a self-made journal to write down observation results. Six lessons were observed over three weeks to ensure enough time for behavioral changes to manifest.

- Firstly, submission rate should be completed because it would be easy to compare progress. Also, common excuses were written in this part as well as students' mood was chosen. Because these all aspects are very important to solve the problem
- Secondly, instruction clarity was given (rating system). Then, teacher would write what went smooth and what is the main problem in that day. These could be helpful to understand core reason of problem.
- Lastly, choosing one strategy for the next lesson, what data should teacher collect and identifying students' opinion about homework. These were asked in this part because these plans were chosen to have a solution.

After conducting surveys and completing reflective Journal during 3 weeks interval, there were various alters according to results. Teacher changed giving homework time, she mentioned it in the middle of the lesson. This change made students understand how to do tasks and this increased the rate of submission. Additionally, tasks were divided into chunks to make them easier to complete. Students started enjoying homework because they did it fast and teacher gave different types of tasks in every lesson such as peer work, group work, drawing pictures, completing workbook, memorizing words or making sentences relevant to topic to strengthen their knowledge. To know their opinion about the new strategies, teacher asked oral questions and checked submission rate each time. In oral questioning, most of the students mentioned that they felt confident and joyful while doing their homework because they liked new methods. Submission rates went up from 15 to 24 out of 30 during 6 lessons. However, some students still have problems with submitting homework, but it would probably need individual help by teacher. Overall performance varied from previous lessons as students showed great change in lessons.

Initially, homework submission rates were recorded to establish a baseline. Subsequently, surveys were conducted. The next stage involved applying innovative strategies: Giving clear instructions; Simplifying tasks; Using more peer-work activities; Building communication blocks with parents; Providing teacher support and motivation

Finally, after six lessons, progress was observed and cross-referenced with initial results.

Data Analysis

Before analysis, the collected data were screened for completeness. Quantitative data were analyzed using descriptive statistics (pie charts) to show percentages. Journal entries were analyzed thematically to identify common patterns. To ensure the validity and reliability of the study, data from different sources were cross-checked. This triangulation helped to increase the accuracy and trustworthiness of the findings.

RESULTS

This part presents the findings related to students' homework submission rates before and after the intervention: Before applying the strategies, only 40% of students submitted homework on time. After implementing the strategies, the rate increased to **70/80%** within **6 lessons 3 weeks**.

Student Survey Results			
Tr	Question	Answer	%
1	when do you start doing your homework?	after school	7%
		after having fun	36%
		in the evening	40%
		in the morning	17%
2	what is the problem when it comes to submitting homework	homework is difficult	65%
		homework is a lot	16%
		I forget my books	6%
		I feel tired	3%
		there is no peaceful space	10%
3	do you understand teacher's instructions	I understand all	60%
		most of them not all	17%
		sometimes	23%
		I don't understand	0%
4	how do you feel while doing homework	easy	40%
		if I try I can do	53%
		very difficult	7%
5	from which subject, you complete homework fast	mother tongue	67%
		english	10%
		math	23%
6	why do you submit homework on time	interesting	0%
		with rewards and stickers	7%
		short and easy	10%
		I afraid of taking low marks	83%
7	what kind of change helps you to do your homework well	having more games	7%
		I choose myself	13%
		doing pairwork	80%

- Pie charts are given in appendix part of the article to show more specific answers.

The student survey revealed several key factors affecting homework completion. Student survey consists of 7 study related questions. 30 students filled the paper-based version of

questionnaire. In first question they were asked to mention a period of time they prefer to do homework. Results show that, 40% students prefer doing homework in the evening while other 36% pupils play first and then complete homework. The second chart was about the reasons why students skip doing homework. 65% of students found homework difficult, so they could not submit homework. The next one is about the instructions of teacher. More than half of the students (60%) understand instructions well all the time however other students have problems with understanding them. In fourth chart, 53% students do their homework if they try. Also, 40% of them see the assignments as easy task. The next one is about the favorite subject of students as they finish doing this subject's homework very fast. Mother tongue was chosen by 67% of students. Sixth pie chart shows the reason why students do their homework. Surprisingly, 83% of the students complete their homework as compulsory because they don't want to take low marks. The last one indicates strategies chosen by students which is motivating for them. 80% students preferred peer-work activities. Overall, the results indicate that simplifying tasks, applying more peer works, paying attention to students' effort not mistakes they made and changing their opinion about homework are important strategies that teacher could use while giving homework.

Teacher Survey Results

In this survey, nearly 58 teachers from different schools and educational centers filled Google Forms survey to share their teaching strategies with others. According to the teacher survey:

1. 51,7% teachers have more than 15 years of experience which is necessary to understand the problem better
2. 68,4% teachers thought that the reason behind skipping homework was because of less parental control



how long have you been working?)

- (1. What is the reason of not doing homework on time, what do you think?)

3. 47,4% teachers reward their students when they do their homework with motivation and applauses while other 40,4% of them give good marks for students

4. If students complete their homework all the time, 43,9% teachers allocate their students

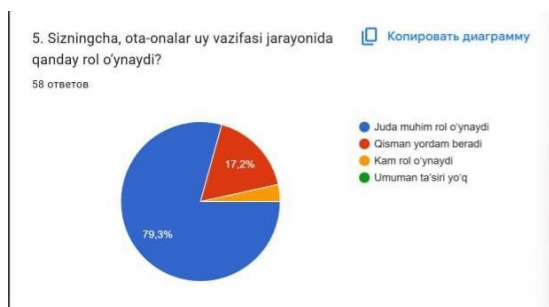


in front of class. Other teachers use stickers or gifts to motivate them.

How do you reward your students if they complete homework?)

(2. How do you reward your students if they complete homework all the time?)

5. When it comes to parental control, 79,3% teachers thought that parents play an important role in students' homework submission.



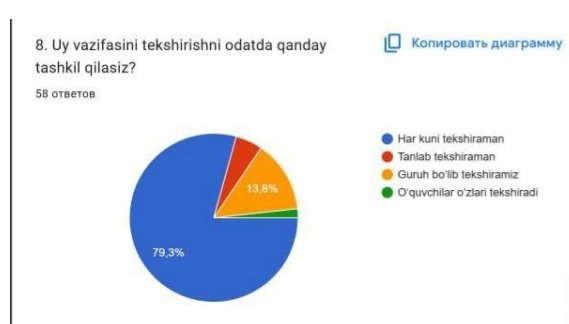
60,3% teachers usually pay attention to revise the topic learned during lesson when they are choosing homework.

(3. How about parents' role on doing homework?)

(4. What aspect do you pay attention while giving homework?)

6. Working with parents 32,8%, rewarding system 24,1%, giving interesting homework 31% and 12,1% controlling strategy were chosen by teachers depending on their teaching experience.

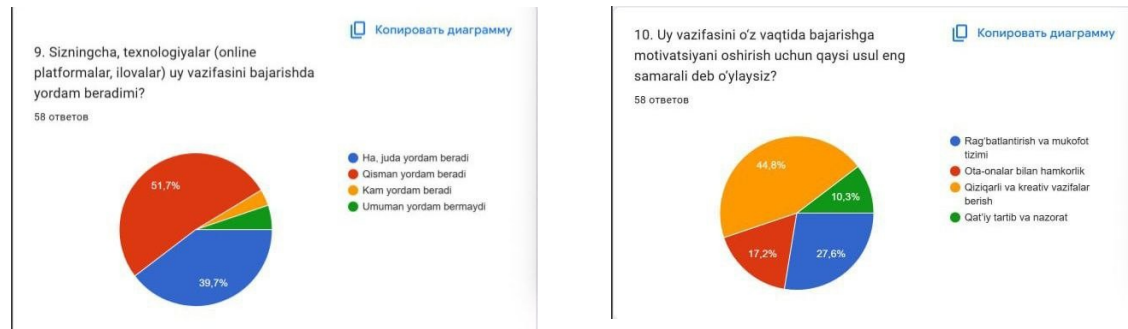
7. 79,3% of teachers check homework in every lesson. This is also important strategy to improve homework submission rate



(5. What is the best strategy to improve homework submission rate?)

8. How do you usually check homework)

9. 51,7% teachers find innovative technologies as very helpful tools for students while doing their homework



(6. The last chart indicates the most effective strategies teachers chose. Giving creative and interesting tasks are found important by 44,8% teachers. Additionally, 27,6% teachers chose rewarding system as a strategy they usually use.

(7. How about technologies' role in homework?)

(8. How do you motivate your students, choose the strategy you use.)

These findings suggest that homework completion depends on several key factors, especially parental involvement, as most teachers emphasized its importance. In addition, motivational strategies such as rewards and praise, along with giving creative and interesting tasks, play a significant role. Regular homework checking and the use of innovative technologies also help improve students' engagement and submission rates. Overall, a combination of these approaches is considered the most effective.

Reflective Journal Findings

Based on classroom observations: Students became more engaged when clear instructions were given, tasks were simplified, and teacher support and motivation were provided. Peer activities helped students collaborate more effectively and encouraged them to complete homework together. Simplified tasks resulted in better understanding of homework and increased completion rates. Communication with parents helped improve students' responsibility and consistency in submitting homework.

Overall, student behavior changed by becoming more active, motivated, and responsible, which led to a noticeable increase in homework submission rates.

DISCUSSION

The findings of this classroom-based research are consistent with and supported by previous studies in the field of primary education and student motivation. By linking the results with earlier research, a deeper understanding of homework completion behavior can be achieved. Firstly, the issue of **task difficulty and one-size-fits-all homework** observed in this study aligns with the arguments of Dueck (2014) and Eisner (2003/2004), who criticized standardized homework practices that ignore students' individual readiness and learning styles. In this research, 65% of students reported that homework was difficult, which negatively affected submission rates. However, when tasks were simplified and divided into smaller parts, students became more engaged and willing to complete them. This supports the idea that differentiated and accessible tasks are essential for effective learning. Secondly, the importance of **clear instructions** strongly supports findings by Hattie (2012), who emphasized that students' success largely depends on how well they understand what is expected of them. In the present study, although many students reported understanding instructions, improvements in clarity—such as giving homework during the lesson instead of at the end—resulted in a noticeable

increase in submission rates. This demonstrates a direct relationship between instructional clarity and student performance. The study also highlights the shift from **extrinsic to intrinsic motivation**, which is consistent with the work of Vallerand, Fortier, and Guay (1997). Initially, 83% of students reported completing homework mainly due to fear of low grades, indicating reliance on extrinsic motivation. According to these researchers, such motivation often leads to low persistence and engagement. However, after implementing strategies like peer-work, creative tasks, and supportive feedback, students began to show more interest and enjoyment in homework. This reflects the development of intrinsic motivation, which is more sustainable and effective in the long term. Furthermore, the effectiveness of **engaging and innovative strategies**, such as gamification, collaboration, and varied task types, supports the ideas presented by Reese Everett (2016) and Zilola Ochilova (2024). These researchers suggested that homework should extend learning beyond the classroom and involve interactive and meaningful activities. In this study, incorporating peer-work and creative assignments significantly increased student participation and improved submission rates, confirming their claims. Another important finding relates to **teacher support and classroom environment**, which is strongly connected to the research by Idit Katz, Avi Kaplan, and Gila Gueta (2010). They emphasized that teacher behavior and support can positively influence students' motivation toward homework. Similarly, in this study, regular encouragement, feedback, and checking homework consistently helped students become more responsible and engaged. In addition, the role of **parental involvement** identified in this study corresponds with the teacher survey results, where the majority of educators highlighted its importance. This finding is also widely supported in educational research, suggesting that collaboration between school and home enhances students' academic responsibility and consistency. Overall, the findings of this study confirm that homework completion is a multifaceted issue influenced by instructional practices, motivation, task design, and social support. By connecting these results with previous literature, it becomes clear that effective homework strategies require a balanced approach that considers both academic and psychological needs of students.

CONCLUSION

In conclusion, this study successfully identified the main reasons behind 4th grade students' failure to submit homework on time and provided practical strategies to address the issue. The findings revealed that factors such as task difficulty, lack of motivation, unclear instructions, and limited parental involvement negatively affected homework completion. After applying targeted strategies—including simplifying tasks, giving clear instructions, incorporating peer-work activities, improving teacher support, and strengthening communication with parents—the homework submission rate increased significantly from 40% to approximately 70–80% within six lessons. This demonstrates that structured and student-centered approaches can quickly improve learners' behavior and responsibility. Importantly, the study highlights that motivation should not rely only on external factors like grades or rewards. Instead, creating engaging, understandable, and meaningful tasks helps develop students' intrinsic motivation and positive attitudes toward homework. This research is especially useful for primary school teachers who face similar challenges. It shows that small but thoughtful changes in teaching practice can lead to noticeable improvements in student performance. Future research could focus on long-term effects of these strategies or explore individual support methods for students who still struggle. Overall, understanding students' needs and adapting teaching strategies accordingly is key to improving homework submission and fostering independent, responsible learners.

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