



DIFFICULTIES IN COMPLETING HOMEWORK AMONG 8TH GRADE STUDENTS.

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Abstract

In recent years, homework has remained an essential component of the teaching and learning process, as it reinforces classroom instruction and promotes learner responsibility. Many researchers argue that consistent homework completion improves academic achievement and self-discipline.

However, in 8th grade class at School No. 44 in Norin district, homework submission was inconsistent. Out of 13–15 students, five learners regularly failed to complete or submit homework on time. This indicated a gap between expected academic responsibility and actual student behavior. The aim of this classroom-based research was to identify the reasons behind inconsistent homework completion among 8th grade students and to examine how motivation and time management influence their behavior. The study employed a mixed-method research design. Participants were 8th grade students. Data collected through a Google Forms questionnaire, informal conversations, and classroom observations. Quantitative data were analyzed using percentages, while qualitative data analyzed thematically. The findings revealed that the main reasons for incomplete homework were lack of motivation, poor time management, unclear understanding of instructions, and distraction from mobile phones. The study suggests that clearer instructions, shorter tasks, regular reminders, and increased classroom engagement



may improve homework completion rates. These findings provide practical guidance for improving student responsibility and academic performance.

Keywords: *homework completion, eighth-grade students, student motivation, time management skills, homework difficulties, classroom-based research, academic responsibility, student engagement, secondary education, instructional improvement.*

Introduction

In contemporary education systems, homework is widely recognized as an important tool for reinforcing classroom learning and developing students' responsibility. It helps learners practice skills independently, consolidate knowledge, and build study habits that are essential for long-term academic success. However, among Grade 8 students, homework sometimes completed inconsistently due to differences in motivation, understanding, and learning habits. Studies indicate that when learning tasks are not meaningful or are too repetitive, students may show lower engagement and reduced willingness to complete assignments. According to Cooper (2007¹), the effectiveness of homework depends more on its quality and purpose than on the amount assigned. This suggests that poorly designed homework can negatively affect students' motivation and performance. Recent educational research emphasizes the importance of interactive and student-centered approaches to improve homework completion. Strategies such as using digital tools, gamified learning, project-based tasks, and peer collaboration can increase student engagement and responsibility (Trautwein & Köller, 2003).² Furthermore, teacher support plays a crucial role in shaping students' attitudes toward homework. Clear instructions, understandable tasks, and feedback from teachers significantly

¹ Cooper, H. (2007). *The battle over homework: Common ground for administrators, teachers, and parents*. Corwin Press.

² Trautwein, U., & Köller, O. (2003). The relationship between homework and achievement—Still much of a mystery. *Educational Psychology Review*, 15(2), 115–145



influence students' willingness to complete assignments. According to Epstein and Van Voorhis (2001), effective teacher guidance improves both motivation and academic achievement.³ Despite these positive approaches, many teachers still face challenges such as late submission and incomplete homework among Grade 8 students. These issues often linked to lack of motivation, unclear instructions, and external distractions. Therefore, this study aims to explore the main factors influencing homework completion among Grade 8 students. It also investigates how teacher instruction clarity and student engagement affect homework submission rates. Based on the findings, the study seeks to propose practical strategies that enhance students' motivation, responsibility, and academic performance. To achieve these aims, the study guided by the following research questions:

Research questions:

1. Why do some 8th grade students not complete their homework on time?
2. How does teacher instruction affect students' homework completion?
3. Do 8th grade students complete homework more when it is clear and interesting?

Methodology

Research design

This study employed a mixed-method research design, following the methodological principles suggested by Creswell (2014)⁴. This approach chosen because it enables the combination of quantitative data and qualitative observations, allowing for a more detailed understanding of students' homework behavior in a real classroom environment. The main aim of the study was to investigate the factors affecting homework completion among Grade 8 students and to identify effective

³ Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist*, 36(3), 181–193. https://doi.org/10.1207/S15326985EP3603_4

⁴ Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.



strategies that could improve their motivation and responsibility. Prior research in educational studies indicates that homework completion influenced by several factors, including clarity of instructions, student motivation, and classroom management practices (Hattie, 2012; Cooper, 2007). ⁵The participants of this study were 30 Grade 8 students studying at School No. 44 in Norin district. During lessons, the class divided into smaller groups of approximately 14–15 students, as part of the normal teaching practice. This setting provided a realistic classroom environment for observing student behavior and homework completion patterns. In addition, a small group of teachers participated in a short survey to provide professional opinions on homework-related challenges. Their feedback helped to understand common difficulties faced by students in completing and submitting assignments on time. Data collection carried out over a period of several months during regular English lessons. Homework assigned at the end of each lesson as part of normal classroom practice. In the initial stages, it was observed that around 14–15 students regularly submitted their homework, while approximately 5 students often failed to complete or submit assignments on time. Classroom observations also showed that students sometimes lost focus toward the end of lessons, as they were eager to leave or engage in other activities. This situation may have contributed to misunderstanding or forgetting homework tasks. Similar conclusions highlighted in the work of Epstein and Van Voorhis (2001), who emphasize the importance of clear instructions and consistent follow-up in improving homework completion rates. ⁶The mixed-method approach allowed the researcher to triangulate data from different sources. Quantitative data from student participation records supported by qualitative insights from teacher feedback and classroom observation notes. This combination strengthened the validity of the findings and provided a more

⁵ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

⁶ Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist*, 36(3), 181–193. https://doi.org/10.1207/S15326985EP3603_4



comprehensive picture of the issue. Overall, this study focuses on identifying the main barriers homework completion among Grade 8 students at School No. 44 in Norin district and explores practical strategies that can enhance students' engagement, responsibility, and academic performance in English learning. To achieve the aim of this study, a combination of different research instruments used. These tools selected to ensure a more comprehensive understanding of Grade 8 students' homework behavior from different perspectives. According to Creswell (2014), using multiple data collection tools in a mixed-method study increases the validity of findings through triangulation. Therefore, this study used three main instruments: a student survey (Google Form), informal conversations, and a reflective journal. The purpose of using these tools was to collect both quantitative and qualitative data. The survey helped to gather structured information from students, informal conversations provided deeper insights into students' real attitudes and experiences, and the reflective journal allowed the teacher systematically observe classroom behavior over time. To achieve the aim of this study, a combination of different research instruments used. These tools selected to ensure a more comprehensive understanding of Grade 8 students' homework behavior from different perspectives. According to Creswell (2014), using multiple data collection tools in a mixed-method study increases the validity of findings through triangulation. Therefore, this study used three main instruments: a student survey (Google Form), informal conversations, and a reflective journal. The purpose of using these tools was to collect both quantitative and qualitative data. The survey helped to gather structured information from students, informal conversations provided deeper insights into students' real attitudes and experiences, and the reflective journal allowed the teacher systematically observe classroom behavior over time. Informal conversations conducted to gain qualitative insights into students' personal experiences, attitudes, and hidden reasons for not completing homework. This tool was important for understanding emotional and behavioral



factors that cannot always be captured through surveys. The teacher held short, natural conversations with students during and after lessons. These discussions were not formally structured, which encouraged students to speak freely and honestly about their homework habits.

1. Do you usually complete your homework on the same day it is assigned?

Purpose: This question was asked to identify students' homework habits and time management skills. It helps determine whether students delay their work or follow a consistent study routine.

2. How do you feel when homework is given at the end of the lesson?

Purpose: This question aimed to explore students' emotional reactions to homework and to understand whether timing affects their motivation.

3. Do you clearly understand what you expected to do for homework?

Purpose: This question was designed to assess the clarity of teacher instructions and identify possible misunderstandings.

4. What do you do if the homework instructions are unclear?

Purpose: These questions examined students' problem-solving strategies and whether they seek help or ignore the task.

5. How much time do you normally spend on your homework?

Purpose: This question aimed to measure the level of effort and engagement students invest in homework tasks.

6. Which type of homework do you prefer: short tasks or longer assignments? Why?

Purpose: This explored students' preferences and how task length influences motivation.



7. Do you find English homework interesting? Why or why not?

Purpose: This question asked to understand the role of interest and intrinsic motivation in homework completion.

8. What usually prevents you from submitting homework on time?

Purpose: This question aimed to identify the main barriers, such as distractions, lack of understanding, or low motivation.

9. Do you think teacher explanations influence your decision to complete homework?

Purpose: This question examined the relationship between teacher support and students' responsibility toward homework.

10. What changes would help you complete homework more regularly?

Purpose: This question sought students' suggestions for improvement and possible practical solutions. The results provide clear insights into students' homework habits, difficulties, and attitudes.

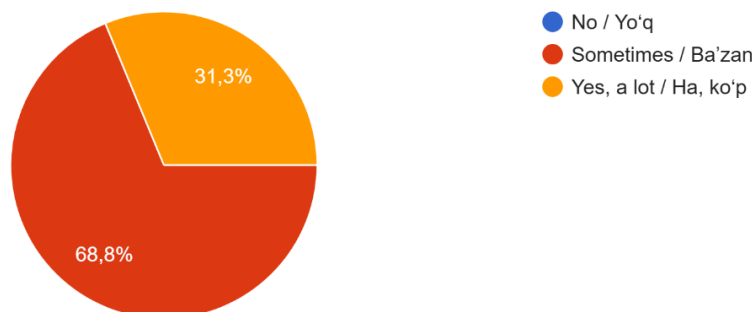
GOOGLE FORM RESULTS

Regarding factors that can help student complete homework on time, 43.8% of students stated that having less homework would help most. Additionally, 31.3% reported that having more time would improve their homework completion. Teacher support selected by 18.8% of students, while only 6.3% mentioned parental help as the main supportive factor. This indicates that workload and time management are more influential than external supervision. When asked about phone usage during homework, 68.8% of students answered "sometimes," while 31.3% reported using their phone a lot. No students selected "No." This suggests that mobile phone distraction is a significant factor affecting homework completion.



Do you use your phone while doing homework? Uy vazifasini bajarayotganda telefon ishlatasizmi?

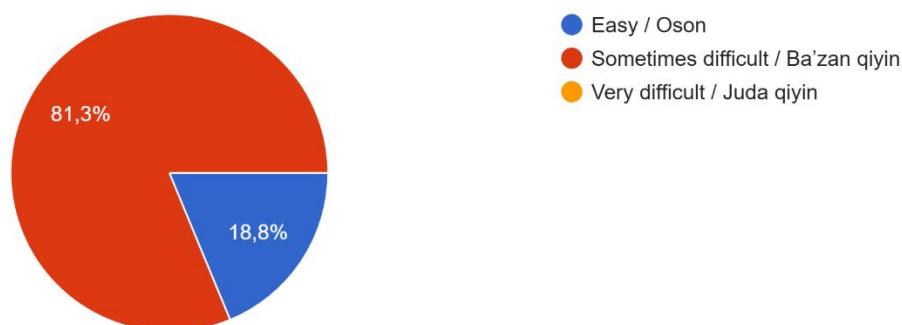
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In terms of homework difficulty, a large majority (81.3%) described homework as “sometimes difficult,” while 18.8% considered it easy. No students selected “very difficult.” This shows that although homework is not extremely challenging, it may still create moderate difficulty for most learners.

Is your homework easy or difficult? Uy vazifangiz osonmi yoki qiyinmi?

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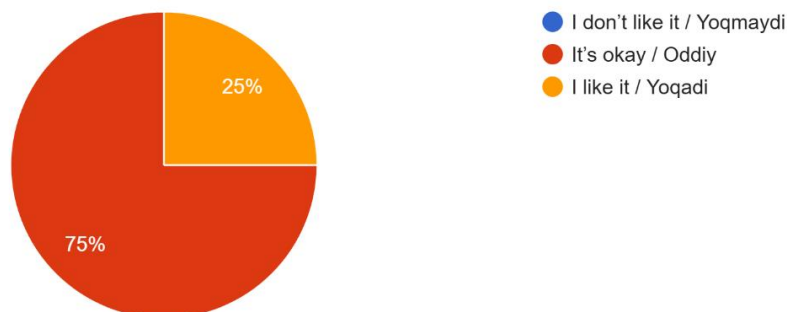


Students' attitudes toward homework were generally neutral. About 75% described homework as “okay,” while 25% reported that they like it. No students selected “I don't like it,” which suggests that negative attitudes are not dominant, but strong motivation may also be lacking.



How do you feel about homework? Uy vazifasi haqida qanday fikrdasiz?

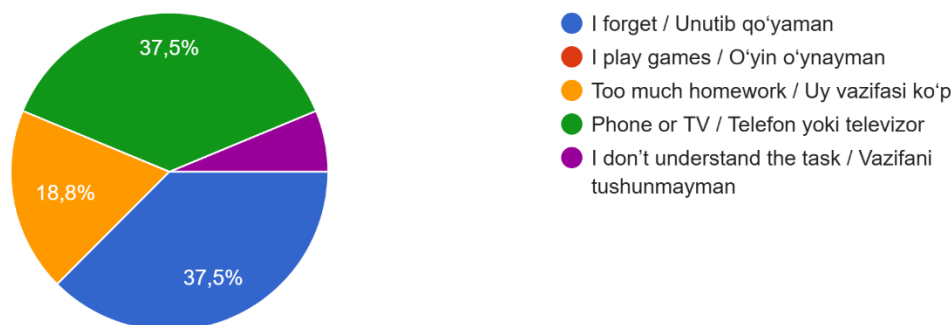
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When asked about obstacles to completing homework on time (multiple answers allowed), 37.5% selected phone use or TV as the main distraction. Forgetting homework accounted for 25%. Playing games was selected by 18.8%, and 18.8% mentioned having too much homework. Only 6.3% reported not understanding the task. These findings highlight distraction and poor organization as major barriers.

What stops you from doing homework on time? (You can choose more than one) Uy vazifasini vaqtida bajarishga nima halaqit beradi? (Bir nechta tanlash mumkin)

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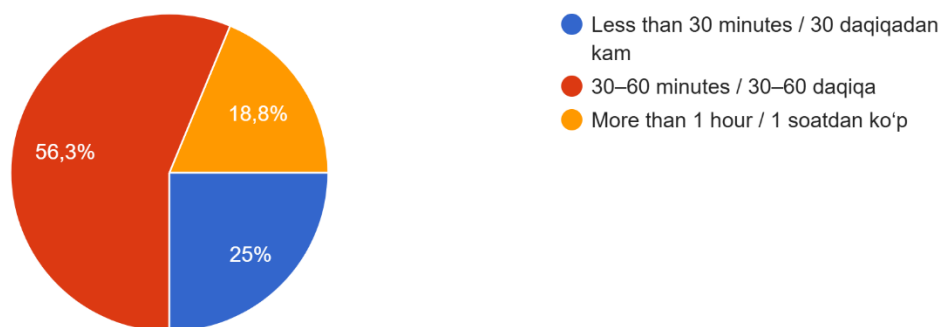




Regarding time spent on homework, 56.3% of students spend 30–60 minutes daily. Meanwhile, 25% spend less than 30 minutes, and only 18.8% spend more than one hour. This indicates that most students dedicate a moderate amount of time to homework.

How much time do you spend on homework every day? Siz har kuni uy vazifasiga qancha vaqt ajratasiz?

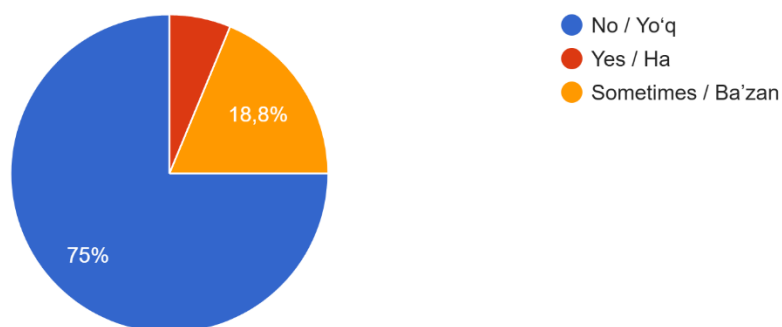
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Parental involvement appears limited, as 75% of students reported that their parents do not check their homework. Only 6.3% receive regular parental support, and 18.8% receive occasional support

Do your parents help you with homework? Ota-onangiz uy vazifasida yordam beradimi?

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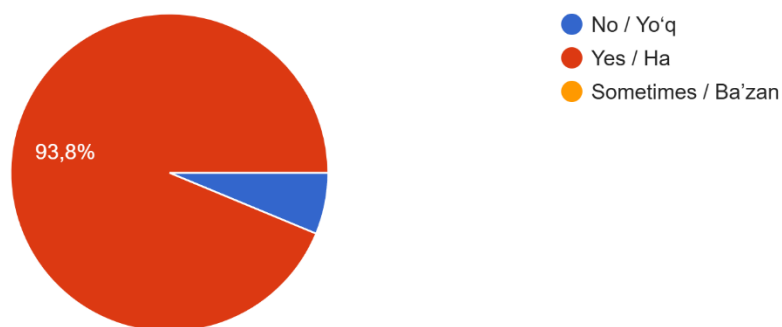




Understanding of homework instructions does not seem to be a major issue, since 93.8% of students reported that they understand the teacher's instructions clearly. Only 6.3% answered negatively.

Do you understand your teacher's homework instructions? O'qituvchingizning uy vazifasi bo'yicha tushuntirishlarini tushunasizmi?

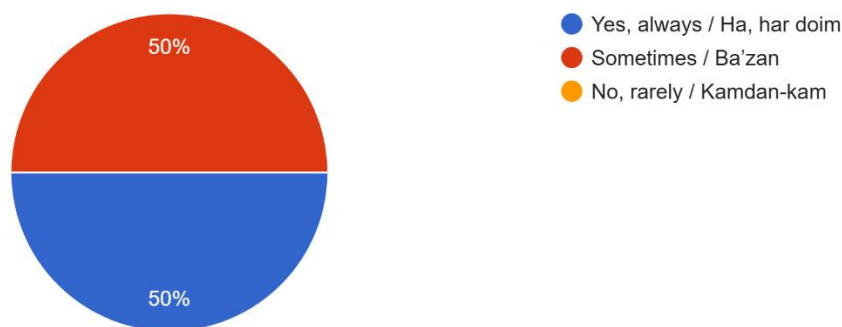
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Finally, when asked whether they usually complete homework on time, 50% answered "always," while 50% selected "sometimes." No students selected "rarely." This confirms that homework completion is inconsistent rather than completely absent.

Do you usually do your homework on time? Siz odatda uy vazifangizni vaqtida bajarasizmi?

16 ta javob





Discussion

The findings of this study suggest that homework completion among a small group of Grade 8 students (14–15-16 learners) influenced by instructional clarity, student motivation, and classroom management practices. The collected data indicate that homework non-submission not primarily caused by a lack of ability, but rather by limited engagement and unclear understanding of task expectations. At the initial stage of the study, several students regularly failed to submit homework, and the overall completion rate remained moderate. Informal conversations revealed that some learners did not fully understand instructions when they explained quickly at the end of the lesson. Others admitted that they forgot assignments due to distraction or lack of interest. These findings highlight the importance of effective communication and structured explanation when assigning homework. After adjusting instructional practices—such as providing clearer explanations, writing tasks on the board, and consistently monitoring submission—noticeable improvement observed. More students demonstrated responsibility, asked clarification questions, and submitted homework more regularly. Although the group was relatively small, behavioral changes were visible over time. Overall, the results emphasize that even minor pedagogical modifications can positively influence homework completion. In small classroom settings, teacher support, clarity, and consistency appear to play a crucial role in strengthening students' accountability and engagement in academic tasks.

Conclusion

This study investigated the factors influencing homework completion among a small group of Grade 8 students at School No. 44 in Norin district. Using a mixed-method approach, the research combined survey data, informal conversations, and reflective journal observations to gain a comprehensive understanding of students' homework behavior. The findings indicate that incomplete homework submission was primarily associated with unclear instructions, reduced attention at the end of



lessons, and low motivation toward repetitive tasks. Importantly, the results demonstrate that homework non-compliance was not simply a matter of student unwillingness, but rather a consequence of instructional and organizational factors within the classroom context. After implementing clearer explanations, writing assignments on the board, and maintaining consistent monitoring, observable improvements in student responsibility and engagement recorded. Students became more attentive during homework instruction and showed a gradual increase in submission rates. Overall, this study concludes that instructional clarity, task design, and teacher follow-up play a significant role in improving homework completion among Grade 8 learners. Even in small classroom settings, thoughtful pedagogical adjustments can positively influence students' academic responsibility and learning outcomes.

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