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Student Motivation and Homework Completion

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Student Motivation and Homework Completion

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A Literature Review Presented

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Abstract

This literature review explores the interaction between student motivation and homework completion. Studies show that motivation is key to academic success. In order for a student to be motivated, they must have a positive learning environment that promotes self-confidence, choice, and relationships. Studies also show that homework is important to academic achievement. Intrinsic and extrinsic motivation are most effective when combined to increase homework completion and academic performance. Punishment can negatively affect student attitudes, hinder their motivation, and decrease their self-confidence. This research synthesizes the literature on intrinsic and extrinsic motivation, consequences, and punishment, to discern the best ways to motivate students to ensure academic growth and homework completion.

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Student Motivation & Homework Completion

Student motivation and homework completion are correlating factors of academic success (Lee, 2016). This literature review will explore published research on the intrinsic and extrinsic factors that motivate students to complete homework. It will also examine the use of consequences and punishments utilized in homework completion. The intention of this literature review is to synthesize the published research on motivation and homework completion to inform future school and classroom policies surrounding homework.

The topic of intrinsic and extrinsic factors to motivate students to complete homework is important to student learning because these factors develop students into adults and lifelong learners (Xu, 2013). Students must be motivated to learn and complete their homework in order to contribute positively to society as adults. “Academic success and the completion of homework are predicted to have a direct relationship, as does academic success and the likelihood of obtaining employment” (Lee, 2016, p. iii).

Most teachers develop motivators within their classrooms to promote student achievement (Saeed & Zyngier, 2012). These motivators are used to achieve high academic results (Saeed & Zyngier, 2012). Teachers are constantly changing and vying for student attention to motivate them to participate, learn, and complete their assignments (Froiland, Oros, Smith, & Hirschert, 2012).

This literature review will synthesize published research surrounding the use of intrinsic and extrinsic motivation to ensure student homework completion. It will also explore how the use of these factors, positive or negative, inspire students. The

research behind student motivation and homework completion is important because they should inform future classroom and school policies pertaining to homework. If teachers have a comprehensive understanding of the different types of student motivation, they are more likely to provide a learning environment to students that better supports their learning (Saeed & Zyngier, 2012).

Literature Review

Homework

Homework is used to describe schoolwork that is given to students with the intent that completion will occur after the conclusion of the school day (Marcum, 2018). Many teachers assign and grade homework to instill a good work ethic in learners (Dueck, 2014). Homework provides opportunities for children to develop good study habits, develop a sense of responsibility, and understand that learning can occur anytime, anywhere. Homework can also be assigned to help students become lifelong learners (Bembenutty, 2011). Although attitudes towards homework have shifted back and forth for many years, homework continues to be a practice used in education today (Xu, 2013).

Challenges of homework completion. Homework is a common and widespread educational activity that presents many challenges to students, parents, and teachers alike (Xu, 2013). Unfortunately, getting students to complete homework has become one of the most challenging issues educators face (Xu, 2013). Students fail to complete homework for many reasons.

Some factors that may lead to students not completing their homework can be beyond a student's control. Poverty, for example, can be a major hurdle that students

face in completing homework (Dueck, 2014). For families living in poverty, students may not complete their homework because they lack the resources to do so, they may experience violence in their home, or they may possess negative views of school that have been passed on from their parents (Dueck, 2014). Thus, students who suffer from the disadvantages of living in a low socioeconomic area may not feel empowered to complete their homework. These socioeconomic factors impact teachers as well since they do not want a student to be punished for not completing a homework assignment.

Other factors that may lead to students not completing their homework can be associated with the unnecessary stress, conflict, and interruption into the busy lives of families that homework brings (Beldon, 2007). Homework can place a strain on the parent-child relationship and can cause a reduction in quality family-time spent together (Marcum, 2018). Darling-Hammond & Ifill-Lynch (2006) noted that students often do not plan time for homework in their evenings. Additionally, Marcum (2018) noted that a major concern for parents was the stress that their children experienced by the length of the homework that their children were being asked to complete in the evenings. The parents in this study indicated that when their children were stressed by their homework length, their entire family was stressed, thus negatively affecting their family time. Additionally, some students may not complete homework because they simply do not know how to do the homework (Darling-Hammond & Ifill-Lynch, 2006). Not knowing how to do the homework combined with both the amount of time needed to complete the homework and not planning for the time needed adds additional stress on families trying to attend activities or social events in their evenings. Consequently, trying to

complete homework can cause stress and frustration for students and parents as it interferes with their social activities (Olson, 2018).

Requiring homework of students has also been shown to have a negative effect on teacher-parent relationships. Marcum (2018, p.11) noted that “assigning homework is often felt by parents to be an attack on their parenting skills and greatly decreases quality family time that children need.” In a parent response to Marcum (2018), a concern was expressed that teachers underestimate how long homework actually takes. Teachers’ expectations and the reality can vary greatly. Another reason that homework puts stress on parent-teacher relationships is that parents may inaccurately teach children a concept or teach it differently than what is taught in class (Marcum, 2018).

Homework and academic achievement. Despite the many challenges homework poses for students and their families, homework is important to students’ academic achievement (Buzdar, Mohsin, Akbar, & Mohammad, 2017). The quantity of homework assigned, though, may be of less importance than the quality of the homework experience and students’ own study behaviors and habits in increasing this academic achievement.

Marcum (2018, p.71) noted that “elementary school homework can be utilized in a way to improve the academic performance of students. Such an improvement for elementary school students cannot occur without constant, honest parental feedback,” thus indicating that with strong parental input, homework completion has positive academic effects. Similarly, Núñez, Suarez, Rosario, Vallejo, Valle, & Epstein (2015) determined that parental involvement in the homework completion process contributes

to success. Núñez, et al., (2015) studied 1,683 Spanish students who ranged in age from 10 to 16 years old and attended 10 different urban public schools. The purpose of this study was to compare the differences between elementary, middle, and high school students as it related to homework factors and academic achievement. Homework behaviors and parental support were also studied. Núñez, et al., (2015) determined that elementary, middle school, and high school students all showed a positive relationship between homework and academic achievement. The homework factors that contributed to academic achievement included the amount of time spent doing homework, the amount of homework completed, and the perceived amount of parental involvement in completing homework. Although all three levels of students showed increased academic achievement with homework completion, the amount of achievement varied based on the age group and the amount of perceived parental homework involvement in the completion of the homework; middle school students, they noted, reaped the most benefits (Núñez et al., 2015). Ultimately, Nunez et al., (2015) determined that completing homework with parental involvement positively impacted students' academic achievement.

Teacher feedback is also a strong factor in successful homework completion and academic achievement. Homework has been found to be more purposeful and interesting to students if the teacher leaves feedback. When students are without feedback, they may be "left in the dark" and may question the value of the work (Watkins, 2012). Students who receive feedback know what they need to work on or what kind of support they need (Watkins, 2012). In a study conducted by Jianzhong Xu (2011), homework completion at the secondary level was examined. This study

consisted of 1,895 students from 111 classes in the United States. There were 1,046 students from the eighth grade and 849 students from the eleventh grade who participated. The participants took part in a series of questions about their academic achievement, parent education, teacher feedback, reasons for doing homework, homework interest, homework management, and homework completion. Xu determined that teacher feedback had a positive effect on student homework completion. Thus, teacher feedback may help students see value in completing their homework, which could have positive influences on their academic achievement.

Additionally, students' study environment also plays a role in homework completion, and ultimately, students' academic achievement. A good study environment consists of a quiet area, limited distractions, adequate workspace, and the removal of potential distraction items (Xu, 2013). In environments such as these, students are better able to manage time, monitor motivation, and control their emotions. Based on survey results of 86 ninth-grade students, Watkins (2012) noted that students' study environments also affect homework completion. Sadly, barely half of Watkins's surveyed students (52.4%) said they can find a quiet place to do homework. Not having a study space favorable to doing homework can negatively impact homework completion rates, which could then negatively impact academic achievement. Results such as these appear to support that good study spaces impact homework completion rates positively which would positively affect academic success.

Although parent involvement, teacher feedback, and the study environment all contribute to homework completion and, subsequently, academic success, all may be insignificant if students do not have a positive attitude and take the initiative when it

comes to homework completion. Homework study behaviors and personal dispositions play significant roles in homework completion, and therefore would also be significant factors in students' academic achievement. Zimmer and Kitsantas (2005) conducted research on the relationship between the variables of academic achievement (GPA) and quantity of homework, quality of homework practices, perceived responsibility for learning, self-efficacy for learning, and prior achievement at a private high school of all girls. The study consisted of 179 students who ranged in age from ages 14 to 19. This particular school was chosen because homework played a major role in the curriculum; students reported completing an average of 190 minutes of homework daily.

Researchers found a significant correlation (0.71) between students' GPA and the quantity of homework they completed. An even more significant correlation (0.75) was also identified between the amount of time students spent on homework with the quality of students' homework behaviors, meaning that students who had a regular time and place to study, set priorities, and completed their assignments fully spent more time studying overall. Unfortunately, however, path analysis found no direct path between homework and GPA ($p = .000$). The relationship between homework and GPA was significantly mediated by students' self-efficacy for learning and their own responsibility. Students with higher self-efficacy for learning and responsibility had better homework behaviors and higher GPAs, thus showing that student self-regulation may play just as an important role in achievement than the homework itself, which demonstrates that homework management is directly related to homework completion and, ultimately, increased academic achievement.

Strategies to increase homework completion. Because homework completion appears to be directly related to increased overall academic achievement, increasing students' success in completing homework would be a logical step in increasing students' overall academic achievement.

The use of in-class time to work on homework may be one promising strategy to increase homework completion. In a study by Beldon (2007), it was determined that clear homework policies, parental support, and in-class time to work on the assignment may increase timely completion of homework. Beldon (2007) looked at 19 sixth-graders from New York who participated in this study. Homework policies were sent home and required parent signatures before this study began, thus ensuring that homework completion expectations were clear. Beldon (2007) also implemented homework time into the end of the school day and allowed fifteen minutes at the end of class for students to begin their homework assignments. Before these interventions, 78% of students turned in their homework on time. After these interventions were put in place, 83% of students turned in their homework, which may indicate that students are more apt to work on homework while still in their classroom setting.

Similarly, Watkins (2012) conducted research to evaluate whether shortened assignments that utilized more in-class time for practice would increase homework completion and academic achievement. Watkins's participants were 86 students in 4 sections of 9th grade chemistry. Baseline data on homework completion and test GPA was collected from the 3rd unit of the semester. Homework was considered complete if students had a grade of 90% or higher. Watkins concluded students in all four sections were not significantly different. For the 4th unit of the class, sections 1 and 2 were

grouped together and received a shortened assignment and more class time for working on the assignment. Students in sections 3 and 4 received their regular assignments for unit 4 with no additional class time to work on the assignments. The homework completion rate for students in sections 1 and 2 increased slightly from 82% to 84%, and the amount of homework completed outside of class decreased from 82% to 54%. For the 5th unit of the class, sections 3 and 4 received the treatment of shortened assignments and increased work time in class, and sections 1 and 2 received the regular assignments. Students of sections 3 and 4 showed a slight decrease of homework completion from 79% to 78% and a decrease in homework outside of class from 84% to 54%. Despite the marginal change in homework completion, the test GPAs of students of both groups improved from 2.75 to 3.31 and 2.83 to 2.92 respectively, following the intervention of shortened assignments. Though the sample size was small, this finding may suggest out-of-class homework time and the quantity of the homework may be less important than the quality of time students spend on practicing the concepts.

Another strategy to successful homework completion is a learning management system, called a Learning Station (Hall and Zentall 1990). This strategy includes both parental involvement and teacher feedback, components which have been shown to have positive effects on academic achievement. Hall and Zentall (2000) demonstrated the importance of a study time management system that incorporates parental involvement, teacher feedback, and support with their study of three middle school math students and a math teacher from a small, urban school in the Midwest. These three students were chosen because they were described as being active and inattentive in

the classroom. Two of these three students were noted as never completing their homework while the third stated that he finished in a rush right before class every time. Hall and Zentall (2000) tested the intervention of a physical homework completion space, labeled a Learning Station, to be used at each child's house. Both the students and their parents were present for training on and expectations for using the Learning Station. The Learning Station consisted of a three-sided panel. One panel included log sheets where students logged their work time, breaks, homework times, and a parent signature as well as activity cards for homework breaks that were constructed during training. Also, the panel included a mirror to remind students to focus on themselves and what they were to be doing. The next panel was for completed log sheets, which would provide feedback for the teacher. During this study, parents were involved through weekly phone calls and by signing the daily homework logs. When this study began, these students did not complete their homework. During the study, one student did not follow the procedures of the Learning Station, making his data invalid. By the end of the study, both remaining students' homework completion rates had increased with one student completing 12 of 13 assignments and the other completing 11 of 16 assignments. The Learning Station provided the teacher feedback on how much time was spent on homework. The students averaged between 22 to 24 minutes a night. Though the sample size was very small, the concept of Learning Stations may suggest that combining parental support and teacher feedback with a homework time/space management system may increase student homework completion.

As noted, positive parental support also helps to ensure homework completion (Marcum, 2018). Núñez, Suarez, Rosario, Vallejo, Valle, & Epstein (2015) determined

that completing homework with parental involvement positively impacted students' academic achievement. Parents can provide motivational resources that promote positive engagement in school (Nunez et al., 2015). Therefore, parental involvement in homework completion is directly related to a student's homework behavior. Additionally, student self-monitoring is another strategy that shows positive impacts on homework completion and academic achievement. Parental involvement often occurs in conjunction with strategies that lead to successful homework completion. Combining parental support and personal student accountability strategies may also help increase homework completion.

In Hall and Zentall's (2000) study that included the Learning Station, parents were called weekly, signed daily logs, monitored homework time, and noted the number of problems completed nightly on student homework log sheets. Similarly, Falkenberg and Barbetta (2013) conducted a study that concentrated on student self-monitoring but also included parental support. Falkenberg and Barbetta's (2013) study focused on four students in the 4th grade who had very poor homework performance. By providing families with homework tips and self-monitoring sheets that were to be completed by students, signed by parents and turned in daily, as well as teacher conferences and feedback, homework completion rates improved. Student 1 increased homework completion by 17%, student 2 by 20%, student 3 by 29%, and student 4 by 45%. These two studies suggest that coupling parental support with personal student accountability strategies within a learning management system like a Learning Station may help increase homework completion.

Student Motivation Relates to Academic Success

Motivation is a very important factor in determining the educational success of a student (Buzdar et al., 2017). In the classroom setting, motivation is the amount to which a student puts forth effort and focuses on learning to achieve successful results (Saeed & Zyngier, 2012). Motivation provides individuals with the force essential for direction and empowers them with energy and passion that can lead them to better satisfaction and better educational performance (Buzdar et al., 2017).

Intrinsic motivation is the inner drive or passion people have to achieve (Grimus, 2012). In learning, intrinsic motivation means engaging in learning opportunities because they are enjoyable and interesting (Froiland, et al., 2012) Extrinsic motivation represents the drive to achieve awards or a social status (Girmus, 2012). A challenge, then, for educators today is understanding the components of motivation and determining how best to empower students to strive for success (Froiland et al., 2012).

Research conducted by Mathewson (2020) showed that 74 percent of fifth-graders felt engaged in their learning while only 32 percent of high school juniors felt engaged. This data implies that student motivation to learn decreases as students get older. In addition to a decline in their engagement, many students do not see or understand the real-world relevance of homework (Tyner & Petrilli, 2018). Because an education is known to correlate with future income and quality of life, maintaining student engagement and students' motivation to learn is needed to ensure their educational success. Ultimately, the students themselves are the ones who will eventually reap the benefits of the effort they themselves have put into school (Tyner & Petrilli, 2018). The key, then, is to motivate students to want to learn so they can be

successful in school, and a component of that want to learn often involves completing their homework.

Motivating students, though, is a complex process. Teachers who provide positive, upbeat, and compassionate learning environments often motivate students to strive to learn (Froiland, et al., 2012) These teachers' lessons are often meaningful, interesting, and positive experiences for students (Froiland, et al., 2012). In a motivated learning environment such as this, teachers can emphasize to students the importance of taking charge of their learning by doing such things as carrying out routines and tasks without teacher supervision (Froiland et al., 2012). These classroom environments provide a haven for students to take academic risks, engage in meaningful discussions, and participate in activities (Mantel, 2013). Thus, teachers who can motivate students often have learning environments where students willingly participate and complete their homework (Froiland et al., 2012).

Afzal & Ali (2010) conducted a study of 342 students to determine the relationship between motivation and academic achievement. These students completed a 30-question "Student Motivation and Satisfaction Questionnaire" which helped the researchers understand their extrinsic and intrinsic motivation. This study revealed an R-square of 80 percent, meaning that a strong relationship between motivation and performance existed. The regression coefficient was .0342 for extrinsic motivation and 0.237 for intrinsic motivation, indicating that academic performance will increase by 34% due to extrinsic motivation and 23% due to intrinsic motivation. Afzal & Ali (2010) noted that students who were more motivated tended to perform better.

Thus, Afzal & Ali (2010) determined that when used together, intrinsic and extrinsic motivators may help students increase academic achievement.

Buzdar et al. (2017) conducted a study of 600 students from Government College, revealing a direct relationship between different indicators of intrinsic and extrinsic motivation and academic performance. Data was collected through the use of the Harter scale (1981) for measuring motivation and modified by Lepper (2005) to explore intrinsic and extrinsic motivation. To explore academic performance, a scale consisting of subscales was self-developed by the researchers. The subscale measures included assignment and classroom tasks, learning performance, class participation, learning comprehension, and learning cooperation and coordination. The subscales were figured based on a five point Likert through SSPS software. The results of the indicators of intrinsic motivation were challenge (M = 3.78), curiosity (M = 4.06), and independent mastery (M = 3.98). Extrinsic indicators were easy work (M = 3.09), pleasing the teacher (M = 3.10), and dependence on the teacher (M = 3.78). The results of academic were assignment and classroom tasks (M = 3.78), learning performance (M = 3.06), class participation (M = 3.21), learning comprehension (M = 3.02), and learning cooperation and coordination (M = 3.55).

When comparing these indicators to find relationships among intrinsic and extrinsic motivation to academic performance, it was determined that all of the indicators, except the extrinsic motivators of dependence on teacher and easy work, have significant relationships with academic performance (learning performance and classroom participation). Therefore, it was determined that intrinsic and extrinsic motivation have a strong relationship with academic performance.

Use of Intrinsic Motivation

Intrinsic motivation meets the psychological needs of learners. According to Self-Determination Theory, all people seek to satisfy these psychological needs: the need for developing competence, the need for creating meaningful connections with others, and the need for autonomy or perceiving that one can initiate and regulate one's actions (Froiland et al., 2012). Unfortunately, academic intrinsic motivation has been shown to decline year after year as students become less engaged in school as they move from the elementary grades to high school (Froiland et al., 2012). To combat this known decline, teachers need to promote intrinsic motivation for the psychological well-being and academic success of students (Froiland et al., 2012).

Students who possess intrinsic motivation are motivated to perform a task because they find it interesting and satisfying (Moore, 2015). Intrinsically-motivated students work for top grades and the desire to excel above their peers (Olson, 2018). Consequently, intrinsically-motivated students are often more competent with and engaged in their own learning and they tend to have a positive attitude towards homework (Froiland et al., 2012; Saeed & Zyngier, 2012). Students who are intrinsically motivated also tend to find interest in homework whether they believe they are learning something new or not (Bempechat, Li, Gillis, Neier, & Holloway, 2011). Overall, intrinsically-motivated students make the most of their learning opportunities (Froiland et al., 2012).

A lack of intrinsic motivation, on the other hand, can prevent some students from completing their homework and ultimately not making the most of the learning opportunities (Watkins, 2012). If students feel threatened by the classroom

environment, feel the teacher is in control of their every move, or that they are not able to show individuality in the classroom, they will be less motivated to complete their homework (Watkins, 2012).

Birdsell, Ream, Seyller, and Zobott (2009) studied 98 seventh-grade students to determine if intrinsic student motivation would increase if students were given choice. District teachers developed a unit of study that allowed for student choice on curricular assignments, group work, and assessments. For this study, pre- and post-intervention questions were asked about homework to determine the data of choice in those areas. During the pre-intervention question, students reported advantages of choosing their own homework as follows: "25% could choose by ability level, 18% thought that being able to choose homework was an advantage, 16% of students believed it would result in good grades, 15% felt an advantage of choosing what interests them, 11% believed it would results in good grades, 8% of the students felt they would invest more time in their homework if they got to choose it, and 7% felt an advantage would be knowing what to expect with the assignment.' (Birdsell et al., 2009, p.33). After the intervention, students were asked the same questions about the advantages of homework choice. The data showed a 4% increase for students reporting that with choosing their homework assignment, they felt they had an advantage. Additionally, 7% of students reported an advantage of having the ability to choose their homework was how much time they spent completing it. There was also a decline of 3% for students choosing less work as a reason to choose an assignment (Birdsell et al., 2009). This data suggests that offering students choices increases the

likelihood that they will complete the assignment because they have ownership over the assignment because they are more intrinsically motivated.

Patall, Cooper and Wynn (2010) also looked at student choice and intrinsic motivation. The purpose of this study was to determine whether providing students with choices of homework assignments would enhance motivation and performance. Patall, et al. studied 207 high school students ranging from 9th-12th grade who participated in the four-week experiment. This study began with a questionnaire of all students on their experiences, perceptions, and self-regulatory reasons for completing their school work. Teachers then randomly drew from a hat to determine if students received a homework-choice or a no-homework-choice during the first of the two instructional units taught during the study. After the completion of the first unit, the students who received a homework-choice for unit one did not have a choice of their homework for unit 2. At the completion of this study, 163 of 207 students completed the Intrinsic Motivation Inventory, 186 students took both unit tests, and 201 students completed the questionnaire. Patall, Cooper and Wynn (2010) determined that students were more interested in and enjoyed the unit of study and scored higher on the unit test when they were given a choice between two homework assignments. The downfall was that even though students were given a choice between assignments, being allowed to choose the assignment had little effect on the amount of effort students put into or value that students placed on their assignment. Regardless, these three studies show that providing students with a choice when it comes to homework does seem to increase their intrinsic motivation to complete the homework.

Use of Extrinsic Motivation

Extrinsic motivation is defined as completing a task for an external award or a desire to be involved in activity only to complete it (Buzdar et al., 2017; Moore, 2015). Such rewards could include candy, stickers, a small toy, extra recess, and class parties. Teachers frequently use extrinsic motivation to encourage students to learn (Saeed & Zyngier, 2012). Extrinsic rewards do not keep students motivated for the long term but it may help them to accomplish a specific task at a given time (Buzdar et al., 2017).

Haywood et al. (2008) asked 10 elementary teachers which extrinsic rewards they used in their classroom and how often they used them to celebrate success. One teacher stated she frequently used extrinsic rewards, three teachers stated they often used them, and six said they sometimes used them. Zero teachers said they do not use them. Reward-wise, 90% use certificates and comment cards or notes, 80% of teachers used candy/treats and whole class acknowledgements, 70% use school-wide acknowledgement, 50% used give-away items, and 10% use verbal praise. Teachers noted that they found candy, positive notes home, a prize box, and stickers to be successful extrinsic rewards for elementary students.

Extrinsic rewards can be beneficial when student interest is low. The reward, though, must put value on learning, be tangible, and be time-sensitive (Girmus, 2012). Cancio, West, and Young (2004) studied the impact of extrinsic reinforcement on homework completion. Participants included six students aged 11-15 in Utah with an extremely low homework completion average of 2%. Researchers implemented a homework contract between the teacher, student, and parent. This contract was kept in

a homework folder that the student took home every evening. Each parent was also given twenty dollars to purchase reinforcers for their child's homework success. These items included candy bars, sodas, pens, pencils, and folders. Their student's homework completion rate rose to 92% with the use of extrinsic motivation. Extrinsic rewards, it would seem, can motivate students and have a positive effect on students in situations where intrinsic motivation is not high (Saeed & Zyngier, 2012).

A study by Houser, Meheady, Pomerant, & Jacobt (2015) supports that extrinsic motivation may increase homework completion. The study used a program titled Radical Raceway to determine the impact of extrinsic motivation of 485 high school students in a suburban northeastern school. The Radical Raceway program displayed a race track in which students received mystery incentives for motivation, as well as tracked the data of homework completion. With the use of this program, approximately 30% more students completed their homework on time. The class average of these high school students improved from 51% to 78%, thus adding further data to the premise that extrinsic motivation can help increase homework completion.

In another study on extrinsic rewards and their impact on homework completion, Olson (2018) looked at 47 fifth-grade students in Emmetsburg, Iowa. The goal was to have three or fewer late assignments in three weeks. To extrinsically motivate these students, they were rewarded with a donut at the end of the period if they met the goal. "Teachers identified that homework completion definitely improved during this three-week period. They attributed the success to the action research offering of an incentive or the bakery fresh donut for each student. The incentive gave the students a goal to work for and achieve" (Olson, 2018, p. 24). Teachers credited the decrease in

missing assignments to students having a goal and an extrinsic incentive to work towards, thus adding weight to the idea that extrinsic rewards can increase homework completion.

Using extrinsic rewards alone and frequently can be risky and teachers need to ask themselves if it is worth the risk (Haywood et. al., 2008). The students who receive rewards are most likely already intrinsically motivated, and when they are rewarded for their achievements, they are taught that learning is a chore (Haywood et al., 2008). The goal with extrinsic motivators should be to increase student focus on their performance and for students to learn to set intrinsic goals which will promote a positive attitude towards homework (Froiland, et al., 2012).

A study by Deci, Koestner, Ryan, and Cameron (2001) examined 128 experiments in a hierarchical approach over intrinsic motivation and extrinsic rewards. In analyzing tangible rewards and how they affect intrinsic motivation, they found 92 studies relating to free choice measures of intrinsic motivation ($d = -.34$; $CI = -0.39, -0.28$) and self-reported interest ($d = 0.07$; $CI = -0.13, -0.01$). Cohen's d was used as the measure of effect size as it reflects the difference between the free choice measures and tangible awards. If the d is negative, it reflects an undermining effect between the control group and the mean of the reward group. If the d is positive, it reflects an enhancement effect between those two groups. Tangible rewards, such as material rewards, prizes, trophies, were offered to students as an incentive to engage in a behavior that they might not otherwise. According to the Cognitive Evaluation Theory, tangible rewards tend to be experienced as controlling, therefore, decreasing intrinsic motivation. It was also determined that if tangible rewards were given unexpectedly, the

reward would be less likely to be associated with the task which would fail to reinforce the task, therefore suggesting that extrinsic rewards can be risky.

In a similar study conducted by Axelrod, Zhe, Haugen, & Klein (2009), the Family Home Program Model was investigated. In this study, there were five students who ranged from ages 13-16 that were in a residential treatment program for behavioral disorders such as attention deficit hyperactivity disorder and oppositional defiant disorder. The goal of this program was to monitor task behavior during homework time and increase homework completion. Students spent one hour of homework time at the dining room table by themselves. Baseline data was gathered from an adult observer. After the baseline data, self-monitoring interventions began. These interventions included students logging their own task behavior every 3 minutes and then every 10 minutes. If the student self-evaluation matched the observer, the student would earn extrinsic rewards such as a small snack, toy, or coupon for more technology or video game time. After 20 sessions, the agreement value between the student and adult was 98%. The integrity value was 100%. The extrinsic reward may have improved students' ability to accurately self-evaluate their homework behavior. It was also determined that the use of this self-monitoring strategy along with extrinsic motivation decreased the amount of incomplete homework for all five of these students.

Lemos & Verissimo (2013) conducted research to determine whether intrinsic or extrinsic motivation improves academic behaviors such as homework completion by surveying 200 elementary students, ranging from grades 3-6. Intrinsic and extrinsic motivation was assessed using a decomposed version of Harter's Scale of Intrinsic Verses Extrinsic Orientation in the Classroom. To test the independence of intrinsic and

extrinsic motivation, students rated the degree of their own academic behavior for things such as “enjoys hard work,” “solving problems on own,” and “do not like a lot of thinking.” For “enjoys hard work,” the results were communalities (.532), intrinsic motivation (.699), and extrinsic motivation (-.140). For “solving problems on own,” the results were communalities (.485), intrinsic motivation (.688), and extrinsic motivation (-0.37). The results of “do not like a lot of thinking,” were communalities (.490), intrinsic motivation (-.238) and extrinsic motivation (.632). The findings suggest that both intrinsic and extrinsic motivation can be independent forms of motivation and correlate to a student’s classroom achievement behavior.

Use of Intrinsic and Extrinsic Motivation Together

Haywood, Kuespert, Madecky, and Nor (2008) completed a project study on how to motivate students to complete homework by utilizing both intrinsic and extrinsic strategies together. This study took place in a small, rural district and included 50 elementary students and 38 high school students. Before the interventions, teachers used a pre-documentation checklist on homework completion to collect baseline data over a two-week time period. At the elementary school, 74% of students turned their homework in on time, 16% turned their homework in late, and 10% did not turn in their homework. At the high school, 76% of students turned their homework in on time, 16% turned it in late, and 11% did not hand it in. Students were then tasked with the intrinsic strategy of self-monitoring their homework completion using a checklist. The checklist observed student participation, proficiency, preparedness, homework completion, and homework timeliness. After a 17-week action plan within the district to improve student motivation through praise, cooperative learning, and rewards, the post documentation

data determined that 84% of elementary students (an increase of 10%) and 79% of high school students (an increase of 3%) turned their homework in on time. This study demonstrated that utilizing both intrinsic and extrinsic together may increase elementary student homework completion but they may have little effect on high school students' homework completion.

Punishment/Consequences

Trying to complete homework is not a positive experience for all students. Some students find homework to be very traumatic due to commonly-used punishments and consequences such as silent lunches, loss of recess, detention, and office referrals (Marcum, 2018). Recess and lunch are times of the day that students do not want to miss, yet teachers see them as a privilege that can be taken away when students do not behave or do not complete their homework (Beard, 2018). Detention is also a consequence used to show students that "bad" behavior has consequences, but unfortunately, doling out punishments does not teach students how to correct the behavior (McCann, 2018). Homework is sometimes not a pleasant experience, and the consequences and punishments for not completing this homework can cause stress, which can impact the whole family (Marcum, 2018).

In a study completed by Marcum (2018), five parents described their frustration when students were punished for failing to complete a homework assignment. One parent suggested that her son take the punishment of a silent lunch rather than have to deal with the stress of completing the assignment at home. Another parent explained that despite his child understanding the skill addressed in the homework, the child would still be in trouble for not completing the assignment. As a parent, he understood

there would be consequences, but his child could not grasp that he was going to be in trouble the next day for not completing his homework when he already understood the material. A mother of a fifth-grade student voiced her concern for punishing students as she says it demoralizes them. Punishment and consequences for incomplete homework do not build up the confidence of children. Another parent reported that part of the assignment may require a parent signature for an elementary student. The students are then being punished for the parent's failure to sign for their child. Some parents are not involved or are not at home and their children are busy making themselves dinner. Therefore, students are punished with a silent lunch or missing recess every single day because they were more worried about what they were going to eat. Lastly, another parent expressed the concern that teachers underestimated how long a homework assignment will take the child (Marcum, 2018). As these examples illustrate, trying to complete homework can be stressful for students..

Burriss and Snead (2017) surveyed 506 middle school students from 4 different metropolitan schools in the United States. Through the use of 7 open-ended questions, Burriss and Snead studied student thoughts and feelings about homework assignments. When it comes to punishment, 48 students noted that teachers assign homework as a form of punishment for students. They made statements such as the teacher "wants us to suffer," "was in a bad mood," "does not like the class", or "had a bad day." Those students who labeled their homework experience as bad stated that "they do not like homework," "they spent 8 hours already at school," they did not understand it," "or the teacher did not explain it well enough." Students who had mixed feelings on homework and understood the benefits of it, thought that they needed more

class time to complete it because homework takes too much time after school. Burriss and Snead (2017) concluded that increasing or maintaining student motivation through differentiation of homework is necessary so students do not view homework as punishment or worse, get punished for not completing it. Punishment affects student attitudes, which will, in turn, affects their motivation to complete homework.

More research needs to be done on the effectiveness of using consequences for not completing homework. On the surface, it would appear that taking away a child's freedom during lunch or recess is not the answer (Marcus, 2018). Children have the opportunity to choose their movements and activities during recess, which promotes joy (Beard, 2018). Students who are happy have a better attitude (Afzal & Ali, 2010). Reman and Haider (2013) conducted a study through personal visits with 40 teachers at a school in Karachi. These teachers agreed that punishment and reward, combined, can create motivation in students. If students are motivated, they will perform for the reward. If students are not motivated, they will take the consequence. Without some sort of motivation, learning is not possible (Rehman & Haider, 2013). Although some may believe giving out consequences, such as taking away lunch and recess, would result in students wanting to earn better grades, having a better school performance, improving their classroom behaviors, and enhancing their cognitive functioning, there is very little research that suggests consequences lead to positive homework behavior and significant research that suggests motivation does. More research needs to be done in this area.

Conclusion

Common themes emerged in a review of the literature surrounding homework completion. It is apparent that purpose, choice, and ownership were factors that positively influence homework completion. If students understand the purpose of the homework, they will understand the importance. If students are given a choice in their homework, they will be more motivated to complete it. If students can take ownership in their learning, they will be more responsible and organized when it comes to homework behaviors (Dueck, 2014).

Research also indicates that when teachers provide students with positive feedback and encouragement, students may build self-confidence and intrinsic motivation (Haywood et. al., 2008). When using rewards, it is important for teachers to be consistent and realize that all students need recognition and support from the teacher (Buzdar et al., 2017). Intrinsic and extrinsic motivation, when combined, are most effective and increase academic performance (Buzdar et al., 2017). The goal with extrinsic factors should be to increase the intrinsic motivation of the unmotivated thereby increasing the self-efficacy and homework management behaviors of students, leading ultimately to increased academic achievement (Moore, 2015).

Positive parental involvement and an environment that is favorable to studying are also vital components of homework completion and subsequent academic achievement. Positive parental involvement in the homework completion process contributes to success, especially with middle school students. By being clear on homework expectations and limiting the amount of homework, teachers can reduce the

stress that homework may cause in a student's homelife. By limiting homework stress, parents and their children can work positively together to complete homework.

Rather than punishing or giving consequences to an unmotivated student, teachers must work to understand the elements of motivation and provide all students with opportunities to be successful in the classroom (Marcum, 2018). These opportunities could be through the use of school-wide programs, intrinsic factors, extrinsic motivation, and the relationships built in the classroom. Rather than taking away privileges that might affect a student's attitude towards school and undermine their motivation and self-confidence, teachers must work to find ways to support students with homework completion.

In conclusion, a student must be motivated to complete homework. Teachers need to provide clear homework policies to ensure understanding from students and parents (Hall & Zentall, 2000). Teachers also need to offer students choices when it comes to their homework (Patall, et. al., 2010). When students have a choice, they are more likely to buy into the learning processing and become more intrinsically motivated (Patall, et. al., 2010). Last, students need to take ownership and use personal accountability and self-monitoring strategies to increase homework completion and academic achievement (Hall and Zentall, 2000; Falkenberg and Barbetta, 2013).

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