

Qualitative Analysis of the Relationship between Online Homework and Prior Success, Self-efficacy, Perceived Responsibility, Motivation and Academic Success

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Article Type

Original Research

*International Journal of
Modern Education Studies*

2023

Volume 7, No 2

Pages: 619 - 639

<http://www.ijonmes.net>

Article Info:

Received : 06.11.2023

Revision : 30.11.2023

Accepted : 25.12.2023

Abstract

This study aims to analyze the relationships between online homework and students' prior success, self-efficacy beliefs, perceived responsibility, motivation and academic success. In School of Foreign Languages at the University of Gaziantep, which is a Turkish public university, an online homework application has been used as a part of the program, in this study online homework has been studied in terms of its relationship with students' prior success, self-efficacy beliefs, perceived responsibility, motivation and academic success. In this study it was concluded that students' prior success is effective on their online homework performances, self-efficacy beliefs and perceived responsibility, in general students' online homework performances are effective on their self-efficacy beliefs, perceived responsibility, motivation and academic success in a positive way. Moreover, it was concluded that highly motivated students and the students with higher sense of responsibility are academically successful. As a result, it was suggested that analyzing online homework in different levels of education can enable researchers to learn more about the effects of online learning systems.

Keywords:

Online homework, self-efficacy, perceived responsibility, motivation, academic success

Citation:

Odabaş, C. & Kahramanoğlu, R. (2023). Qualitative Analysis of the Relationship between Online Homework and Prior Success, Self-efficacy, Perceived Responsibility, Motivation and Academic Success. *International Journal of Modern Education Studies*, 7(2), 619-639. <https://doi.org/10.51383/ijonmes.2023.349>

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INTRODUCTION

Homework is a learning practice applied in different ways at different levels of education. Cooper (1989) defined homework as tasks given to students outside school hours. The purpose of homework is to consolidate and support acquired new knowledge and skills (Saffkova,2015). As homework is widely used all over the world, homework practices have become a subject whose effects are frequently researched in learning-teaching processes. Homework has a positive effect on increasing academic success (Cooper, 1989; Hoeke, 2017). In addition, homework plays an important role in students' development of effective study habits. As a learning tool, homework can enable students to take responsibility and teach which behaviors lead to being a more productive learner (Bembenutty, 2011). With an increasing number of online education systems, traditional homework has begun to replace to online homework. Using online platforms for homework provides some benefits for students' academic success and cognitive development.

Technology creates tools that can be used to solve problems that arise in the field of education (Kirschner and Selinger, 2003). During the COVID-19 pandemic, students with different levels had to use online platforms in line with their educational goals. The issue of technology use in education, which sometimes appears as a necessity and sometimes as an obligation, is examined from various aspects and brings new applications to the agenda. According to Pascarella (2004), online homework offers instant feedback and multiple trial opportunities, and it is also easy to use because it can be easily accessed in different environments. In these aspects, online homework is more advantageous than traditional homework.

Students who use online homework in line with their educational goals should take responsibility for the learning process (Saffkova,2015). It is important to employ some cognitive processes so that the time students spend on homework contributes to their success. In this context, the concepts of self-efficacy, responsibility, and motivation appear to come to be at the forefront. Self-efficacy is one of the basic concepts of social cognitive theory. The concept of self-efficacy represents a person's personal judgments about their own abilities (Bandura,1997; Zimmerman and Kitsantas, 2005,2008). Students with high self-efficacy beliefs are more effective in using cognitive strategies, which is reflected in academic success (Schunk, 1991). Zimmerman and Kitsantas (2005) examined the effects of self-efficacy beliefs and perceived responsibility on academic success, and revealed that students' self-efficacy beliefs affected their perceived responsibility. According to Bandura (1997), students who act with high self-efficacy beliefs in their learning experiences see themselves as responsible for academic outcomes. Motivational processes (success expectations) and volitional processes (taking responsibility) significantly contribute to student performance (Corno, 1992). Thus, students' cognitive processes appear to be an important factor affecting their academic success and performance.

Zimmerman and Kitsantas (2005) examined the effects of students' homework on self-efficacy, perceived responsibility, and academic success. According to the results of the study, homework practices directly affect self-efficacy beliefs and perceived responsibility. Many studies have shown that online homework positively affects student success (Cooper et al., 2006; Shuman, 2015; Zimmerman and Kitsantas, 2005, 2008). In addition to academic success, analyzing the relationship of online homework with cognitive processes and prior success is important in terms of using these applications in the most efficient way. Integrative self-regulation and awareness can help people become competent in life, which is related to self-fulfillment (Ryan et al., 2006). In SDT (self-determination theory) happiness relates to good quality motivation, which results in successful functioning. According to Ryan and Deci (2015), self-determination theory (SDT) is a motivational theory of personality, development, and social processes related to motivation types that can predict learning and performance outcomes (Deci&Ryan,2015). According to SDT, motivated behaviour can help learners become autonomous because it emanates from integrated sense of self. In this study, learners' projection of their intended behaviours in learning has been highlighted concerning their self-efficacy beliefs, motivation levels, perceived responsibility, and academic success. Overall, students' self-efficacy beliefs, motivation levels, perceived responsibility are interrelated in line with self-regulation and self-determination which are effective on students' academic success.

During the COVID-19 pandemic that took effect in 2020-2021 and the earthquake disaster that affected the Southeastern Anatolia region of Turkey in 2023, students in higher education institutions continued their classes through online applications. During this period, online homework applications have become even more important, and the grading of students' projects and assignments has emerged as a necessity. While these situations once again reveal the importance of effective use of online applications, it is thought that analyzing online homework applications by considering different variables will also make valuable contributions to the development of students and shaping educational programs. Some studies reveal the effects of existing online homework programs in different levels of education. According to Dursun (2021), online homework has a positive effect on academic success in line with self-regulated learning in higher education. Similarly, Zelyüt (2017), Yıldırım et al. (2017) and İleri (2013) stated that online homework applications in higher education positively affect academic success. Overall, existing literature about the effects of online homework in higher education reveals the importance of becoming a self-regulated learner and using online applications effectively for academic success.

The scope of the research was to determine students' thoughts on the relationship between their first exam grades (prior success), online homework performances, self-efficacy beliefs, perceived responsibility, motivation levels, and final grades (academic success). For this purpose, the research problem statements created in line with the relevant literature are as follows:

Research Problems

- Q1:** What are students' opinions about the effects of first grades on their self-efficacy beliefs, perceived responsibility, and online homework?
- Q2:** What are students' opinions about the effects of self-efficacy beliefs on perceived responsibility, motivation, and academic success?
- Q3:** What are students' opinions about the effects of online homework on their self-efficacy beliefs, perceived responsibility, motivation, and academic success?
- Q4:** What are students' opinions about the effects of perceived responsibility on academic success?
- Q5:** What are students' opinions about the effects of motivation on academic success?

METHOD

Research Model

This study is qualitative research to analyze the effects of online homework and the relationships among online homework and prior success, self-efficacy beliefs, perceived responsibility, motivation, and academic success variables according to student opinions.

Participants

Within the scope of the study, 20 students, 9 females and 11 males, were selected from the students studying in the School of Foreign Languages by using the incidental sampling technique, one of the purposeful sampling methods, and interviews were planned with these students. Information about the students who voluntarily participated in the research is given in the table below.

Table 1. Participant Information

| Participant | Faculty | Department | Module | Gender |
|--------------------|---|--|---------------|---------------|
| S1 | College of Liberal Arts and Sciences | Sociology | B1+ | Female |
| S2 | Engineering Faculty | Textile Engineering | B2 | Female |
| S3 | Engineering Faculty | Electrical and Electronic Engineering | B1 | Male |
| S4 | Faculty of Medicine | Medicine | B1+ | Male |
| S5 | Engineering Faculty | Mechanical Engineering | B2 | Male |
| S6 | Engineering Faculty | Industrial Engineering | B2 | Female |
| S7 | Education Faculty | English Language Teaching | B2 | Male |
| S8 | Business and Administration | Business | A2 | Male |
| S9 | Architecture Faculty | Urban and Regional Planning | A2 | Female |
| S10 | Engineering Faculty | Mechanical Engineering | A2 | Male |
| S11 | Engineering Faculty | Electrical and Electronic Engineering | A2 | Male |
| S12 | Engineering Faculty | Civil Engineering | A2 | Female |
| S13 | Engineering Faculty | Industrial Engineering | B2 | Female |
| S14 | Engineering Faculty | Mechanical Engineering | A2 | Male |
| S15 | College of Liberal Arts and Sciences | Sociology | B1+ | Male |
| S16 | Faculty of Medicine | Medicine | B1+ | Female |
| S17 | Engineering Faculty | Mechanical Engineering | B1+ | Male |
| S18 | Engineering Faculty | Food Engineering | B1+ | Female |
| S19 | Engineering Faculty | Textile Engineering | B1 | Female |
| S20 | Engineering Faculty | Mechanical Engineering | B1 | Male |

As seen in the table above, the interviews planned to obtain the data were conducted with 20 students, 13 from the faculty of engineering, 2 from the faculty of medicine, 2 from the faculty of liberal arts and sciences, 1 from the faculty of architecture, 1 from the faculty of business and administration, and 1 from the faculty of education. In this table the participant names given as S1,S2 etc. stand for student 1, student 2 etc., which means that each student is given a number in the analysis. At the School of Foreign Languages the education program is planned with a modular system, and participants of this study were selected for the third module. During the data collection process, six participants were studying in the A2 module, three in the B1 module, six in the B1+ module and five in the B2 module. The Common European Framework (CEFR) organizes language proficiency into six levels from

A1 to C2, and these levels are grouped into three broad levels as: basic user, independent user, and proficient user. According to this grouping A1 and A2 are beginner levels, B1 and B2 are intermediate levels, C1 and C2 are advanced levels.

Data collection tools

In this research, interview, a qualitative data collection method, was used. According to Karasar (2012), the interview technique is a research method frequently used to investigate knowledge, thoughts, behavior, attitudes, and their reasons on different subjects. Within the scope of the study, 'semi-structured interview' type was selected from the interview types, and an interview form was prepared accordingly. During the process of preparing interview questions three main criteria were considered, which are based on the study of Büyüköztürk et al. (2014): preparing questions directly related to the purpose of the research, selecting participants who can answer accurately, and selecting questions that are easy to answer. While preparing the interview form, the researcher relied on the following principles set forth by Merriam (2009):

- Preparing focused questions
- Asking open-ended questions
- Avoiding manipulation
- Preparing alternative questions
- Writing different types of questions
- Arranging questions logically
- Developing questions

At the beginning of the data collection process, the researcher prepared a draft of possible interview questions, which were written according to the research questions of the study. As a second step, two professors who are specialized in educational studies checked these questions and gave feedback. With these corrections and feedback, the researcher made necessary changes and prepared the final draft for the interviews, which had 20 questions. The data collection process was conducted during the COVID-19 pandemic, and the students were taking their courses online, so the researcher reached out to the students with the help of their class teachers and scheduled online meetings with them. The interviews were planned and conducted via the Zoom application. The researcher recorded every single interview, and then she transcribed them with the help of the Microsoft 365 program. To avoid mistakes, the researcher checked the transcribed material by listening to each interview again. Each interview lasted for approximately 15 min.

Data Analysis

In this study, the data were analyzed using the content analysis method. During the data analysis process, the researcher followed the same steps as a lecturer who is an expert in the field and carried out the analysis. Within the framework of the stages laid out by Yıldırım and Şimşek (2016), the data were coded, themes were found, and the findings were defined

and interpreted. The research questions posed at the beginning created a framework for the analysis. In this regard, the themes and codes were evaluated under the determined categories, and the relationships were revealed. To ensure validity and reliability during the analysis process, the researcher received critical feedback from two faculty members who are experts in the field through the expert review method to ensure internal validity (credibility), and followed the detailed description approach to ensure external validity (transferability). Lincoln and Guba (1985) expressed the concept of reliability as consistency in qualitative research. In this study, the researcher recorded each interview and transcribed them one by one. In addition, the researcher checked whether the comments were confirmed with the raw data with the help of an expert through the concept of confirmability (objectivity).

Ethical considerations

In the course of this research, we paid attention to ethical guidelines meticulously, ensuring that the integrity and reliability of the study were never compromised. In order to ensure the validity and reliability of the study, it was aimed at achieving the credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity) criteria by Guba (1981). For credibility, the demographic information of the students was given. Moreover, expert opinions were obtained during the development of the interview questions and in forming categories, themes and codes. To ensure transferability the data were transferred through detailed descriptions and direct quotations were obtained from the participants. For dependability expert opinions were obtained as mentioned. For the content analysis two researchers created the codes separately, discussed the points on which they did not agree and they reached a consensus. This stands as an indication to show that dependability was achieved. For confirmability each interview was transcribed via Office 365 program and the documents were confirmed by participants. Also, video recordings and written interview documents were kept by the researcher during and after the data collection process.

In this study, all the required rules to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. No action listed under the title “Actions Against Scientific Research and Publication Ethics” was taken.

Ethical review board name: Gaziantep University Social and Human Sciences Scientific Research and Publication Ethics Committee

Date of ethics review decision: 15.02.2022

Ethics assessment document issue number: 150667

RESULTS

According to the results obtained from the content analysis, the effects of first exam on learning English, online homework performance, self-efficacy beliefs, and perceived

responsibility are shown, and the results of the study about prior success are categorized under the themes given in the table below:

Table 2. Effects of prior success (first grade)

| Category | Theme | Codes | F |
|--------------------------------------|-----------------|-----------------------------|----|
| First Grade Learning English | Positive Effect | Specifying the level | 7 |
| | | Contribution to improvement | 3 |
| | | Awareness | 2 |
| | | Being motivated | 2 |
| | | Awareness in studying | 1 |
| | Negative Effect | Starting at the wrong level | 1 |
| | No Effect | Had no effect | 1 |
| First Grade Online Homework | Positive Effect | Being attentive to homework | 2 |
| | | Studying more for homework | 2 |
| | | Studying more productively | 2 |
| | | Focusing more on homework | 1 |
| | No Effect | Had no effect | 3 |
| First Grade Self-efficacy beliefs | Positive Effect | Awareness | 5 |
| | | Increasing beliefs | 2 |
| | | Starting with confidence | 1 |
| | | Focusing more | 1 |
| | | Positive expectations | 1 |
| | | Sense of ability | 1 |
| | Negative Effect | Disappointment | 3 |
| | | Losing Confidence | 2 |
| | | Fear | 1 |
| | | Bad effect | 1 |
| No Effect | Had no effect | 3 | |
| First Grade Perceived Responsibility | Positive Effect | Taking more responsibility | 11 |
| | | Studying more | 3 |
| | | Being more determined | 2 |
| | | Seeing deficiencies | 1 |
| | | Giving importance | 1 |
| | No Effect | Had no effect | 3 |

Participants stated that first grades (prior success) generally have positive effects on English education, online homework performance, self-efficacy beliefs, and perceived responsibility. The statements of some participants about prior success are as follows:

S1: “Thanks to this exam, I realized that I needed to study English more.”

S14: “I see where I am. This is how I measure my own level and I see where to start and where to go because of this level placement exam, so determining my own level helps me a lot in learning my own situation.”

S6: “It affected my efficacy beliefs. I realized that I needed to study better and more efficiently, so I realized that knowing only basic things is not enough.”

When the findings regarding self-efficacy beliefs were examined, it was revealed that students with high self-efficacy beliefs generally had high motivation, tended to take more

responsibility, and were more successful academically. According to the results obtained from the content analysis, the effects of self-efficacy beliefs on learning English, motivation, perceived responsibility and academic success are shown, and the results of the study about self-efficacy are categorized under the themes given in Table 3.

Table 3. *Effects of self-efficacy beliefs*

| | Category | Theme | Codes | F |
|-----------------------|---|----------------------------|----------------------------|----|
| Self-efficacy Beliefs | Self-efficacy beliefs Learning English | High self-efficacy beliefs | Learning better | 6 |
| | | | Succeeding | 3 |
| | | | Improvement | 2 |
| | | | Less Disappointment | 1 |
| | | | Will to succeed | 1 |
| | | Low self-efficacy beliefs | Feeling disqualified | 1 |
| | | | Distant education | 1 |
| | | High self-efficacy beliefs | High Motivation | 13 |
| | Self-efficacy beliefs Motivation | | | |
| | Self-efficacy beliefs Perceived Responsibility | High self-efficacy beliefs | Taking more responsibility | 15 |
| | | Low self-efficacy beliefs | Taking more responsibility | 2 |
| | | No effect | Had no effect | 1 |
| | Self-efficacy beliefs Academic Success | High self-efficacy beliefs | Becoming successful | 16 |
| No effect | | Had no effect | 1 | |

According to these results, students think that they learn better and their academic success increases accordingly when they have high self-efficacy beliefs. Some students believe that their self-efficacy beliefs have no effect on their perceived responsibility and academic success. The statements of some participants about self-efficacy are as follows:

S9: “When the feeling of “Yes I can” come to me, I felt better and I think I learned faster. Of course, my previous knowledge of English or my aptitude also has a lot to do with it, but I think it goes better once I feel it.”

S13: “Perhaps it is one of the most important effects because people can do what they believe. If I try to achieve this or if I fully believe in something, I can learn something about this subject.”

S12: “I think it's very important, because when you don't really have a belief in your proficiency, especially in English, nothing progresses. You continue at the same level. That's why I think it's so important.”

S5: “The effects of self-efficacy on motivation.. I think efficacy is something that directly affects motivation. If you trust and believe in yourself, motivation is generally higher.”

According to the results obtained by analyzing student opinions about online homework, most of the participants generally stated that the practices they performed on the Oxford Online Learning platform had a positive effect on their English education. These students expressed positive elements such as the opportunity to practice, reinforcement, and revision provided by the online homework platform, as well as the online support offered, the opportunity to prepare for the exam, feedback, and revealing the deficiencies in this way. According to the results obtained from the content analysis, the effects of online homework on learning English, self-efficacy beliefs, perceived responsibility, motivation, and academic success are shown, and the results of the study about online homework are categorized under the themes given in Table 4.

Table 4. *Effects of online homework*

| Category | Theme | Codes | F | |
|--|---------------------------------------|--------------------------|---------------------------|---|
| Online Homework | Online Homework Learning English | Positive effect | Opportunity to practice | 5 |
| | | Instructiveness | 5 | |
| | | Opportunity to reinforce | 4 | |
| | | Opportunity to revise | 4 | |
| | | Online support | 4 | |
| | | Studying for the exam | 2 | |
| | | Getting feedback | 1 | |
| | | Revealing deficiencies | 1 | |
| | Online Homework Self-efficacy beliefs | Positive effect | Increasing belief | 5 |
| | | | Evaluating yourself | 2 |
| | | | Feeling qualified | 1 |
| | | | Making effort | 1 |
| | | Negative effect | Feeling bad | 1 |
| | | | Losing the will | 1 |
| Online Homework Perceived Responsibility | Grading | Gaining responsibility | 8 | |
| | | Doing regularly | Increasing responsibility | 7 |
| | | Doing the homework | Gaining responsibility | 4 |
| | | Improvement | 2 | |
| | | No effect | Had no effect | 1 |
| | | | | |

| | | | |
|-------------------------------------|----------------------|------------------------------------|---|
| Online Homework Academic Success | Positive effect | Opportunity to practice | 5 |
| | | Revision | 4 |
| | | Contribution to listening | 4 |
| | | Opportunity to reinforce | 3 |
| | | Getting feedback | 3 |
| | | Seeing mistakes | 1 |
| | | Increase in grades | 2 |
| Online Homework Motivation | No effect | Had no effect | 1 |
| | Motivational effects | High motivation | 5 |
| | | Making fewer mistakes | 3 |
| | | Being more willing | 2 |
| | | Seeing the right and wrong answers | 2 |
| | | Learning from mistakes | 1 |
| | | Becoming ambitious | 1 |
| | Demotivating effects | Systemic Problems | 3 |
| | | Low motivation | 3 |
| | | Losing self-confidence | 1 |

Participants stated that online homework increased their self-efficacy beliefs, which is a positive effect, and also made them feel competent. They stated that the evaluation of these homeworks within a scoring system and the necessity to complete them regularly due to timing is an element that increases responsibility. In addition, participants stated that online homework is an element that increases academic success with the opportunity to practice, the opportunity to revise and reinforce, the contribution it provides to listening, and the feedback it provides. In addition, most of the students who stated that online homework has motivating effects stated that their motivation increased in this way. The statements of some participants about online homework are as follows:

S16: “In general, it had a good effect in terms of practice. When we put the subject we see in the book into practice online, it becomes more memorable.

S18: “So actually it is a good thing, it reinforces education and reinforces the things we do. For example, we can see the things we saw in class again. If we do them quickly, it gives us the chance to practice immediately . When we do it later, it is a preparation for the exam.

S19: “We are studying in the English preparatory class, and Online Practice works very well. There are some excellent exercises. Whether it is writing, speaking, or grammar. Also, the vocabulary section is excellent. The system stands as a whole. I liked that system very much.

S17: “For example, studying from a book is one thing, but now that the internet has become so widespread, online seems more practical. It sounds like it's easier to reach things online. Anyway, we have our phone and computer at our fingertips, that's why we connect more, so we can do it more often. That is why it increases success.

S11: “It was effective, I think it increased self-efficacy beliefs because these Oxford Online Practice improves us. Of course, it also improves our self-efficacy beliefs.”

S1: “I tried to do these homeworks regularly, in a planned way, and this increased my responsibility.”

According to the results obtained from the content analysis, the effects of perceived responsibility on learning English and academic success are shown, and the results of the study about perceived responsibility are categorized under the themes given Table 5.

Table 5. *Effects of perceived responsibility*

| | Category | Theme | Codes | F |
|--------------------------|---|-----------------------|--------------------------------|----|
| Perceived Responsibility | Perceived Responsibility Learning English | Taking responsibility | Studying more | 5 |
| | | | Improvement | 2 |
| | | | Studying regularly | 1 |
| | | | Passing the module | 1 |
| | | | Maintaining self-control | 1 |
| | | | Learning faster | 1 |
| | | | Long-term benefit | 1 |
| | | | Effect of the pandemic | 1 |
| | Perceived Responsibility Academic Success | Positive effects | Increasing success | 13 |
| | | | Contribution/professional life | 2 |
| | | | Studying more | 2 |
| | | | Contribution to social life | 1 |
| | | | Becoming self-regulated | 1 |
| | | | No effect | 1 |
| | | Had no effect | 1 | |

Because of the analysis, the theme of taking responsibility regarding the effect of perceived responsibility on English education emerged. A significant portion of the participants stated that they studied harder and made progress when they felt more responsible in the learning process. When the answers to the question on perceived responsibility and academic success were analyzed, two themes emerged: positive effects and ineffectiveness. Most participants stated that feeling more responsible in the learning process increased their academic success. In addition, its contribution to professional life and ensuring more study are among the positive effects of perceived responsibility. The statements of some participants about perceived responsibility are as follows:

S9: “I think the more responsible you feel and the more you act accordingly, the more learning will help, at least to some extent, because I think repeating the things you have learned and doing things like concentrating on it affect you a lot because you don't want to

do it when you don't feel that responsibility. When I was there, for example, I didn't do much after class and I was learning less about them. Afterwards, I needed a lot of repetition, so I think that feeling of responsibility and concentrating on that language helps more in the learning process.

S14: “I think it had a positive effect on my English education because I don't think I would have learned English if I didn't have a sense of responsibility. Whatever I learned, I learned thanks to my sense of responsibility. If I didn't have a sense of responsibility, I probably wouldn't be able to learn anything, because I think we should be aware of what we're doing when learning a language.”

S16: The sense of responsibility actually accelerates learning. Since I have that sense of responsibility, my learning process was shortened and it had a positive effect on me.

S1: Taking responsibility also affects academic success. As you take responsibility, your academic success increases, you study and study harder to fulfill that responsibility, and you set more goals for yourself; thus, your academic success increases.

According to the results obtained from the content analysis, the effects of motivation on learning English and academic success are shown, and the results of the study about motivation are categorized under the themes given in Table 6.

Table 6. *Effects of motivation level*

| | Category | Theme | Codes | F | | |
|-------------------|--------------------------------|-----------------------------|-----------------------|--------------------|------------------|---|
| Motivation | Motivation Learning English | High motivation | Learning more | 5 | | |
| | | | Increasing success | 2 | | |
| | | | Enjoying | 2 | | |
| | | | Conserving free time | 1 | | |
| | | | Studying more | 1 | | |
| | | | Learning more | 1 | | |
| | | | Keeping trying | 1 | | |
| | | Low Motivation | Feeling inadequate | 1 | | |
| | | | Failing in continuity | 1 | | |
| | | | Motivators | Teacher comments | 1 | |
| | | | | | Inner motivation | 1 |
| | | | | | Future plans | 1 |
| | | Motivation Academic Success | High motivation | Increasing success | 12 | |
| | | | | Studying more | 3 | |
| Making an effort | 2 | | | | | |
| Learning better | 2 | | | | | |
| Giving importance | 1 | | | | | |
| Low motivation | Being unable to reach the goal | | 1 | | | |

Themes of high motivation, low motivation, and motivators emerged regarding the effects of motivation level on English education. Most of the students stated that having a high level of motivation enabled them to learn better. In addition, students talked about increasing their success, learning quickly and enjoying themselves. The statements of some participants about motivation are as follows:

S6: “I think the more motivated we are, the faster we learn, so the higher my motivation, the more I want it and the more I get the reward.

S9: “When I am motivated, I focus on studying better, especially on those days. When I listen better, I understand things better. That is why I think I'm more productive when my motivation is high. I think it is an important factor, especially in lessons.”

Student opinions regarding the effects of motivation on academic success revealed the themes of high and low motivation. Most of the students mentioned high motivation and associated it positively with increased success, striving, learning, and studying.

S1: “My motivation to learn affects my level of success. It affects me like this: The more motivated I am, the more I study, I study better, and I study more efficiently. This affects my performance for the better.”

S13: “I think it affects you because, for example, you have motivated yourself, I will succeed in this job. If you motivate yourself by saying, "I will learn this, I will be successful in this language, etc.," you will study harder. The more you study, the more you succeed.”

S6: Yes, of course, it affects, so being motivated means wanting. In my opinion, it means striving for it, making effort, and as we do this, it affects our level. Therefore, it definitely affects the level of learning.

DISCUSSION

In this study, the effects of online homework on students' academic success were analyzed in line with self-efficacy beliefs, perceived responsibility, motivation, and prior success of students in a higher school of foreign languages. The study reveals the opinions of students about this online homework system, and students' cognitive processes have been highlighted within the related online homework application.

When the literature on students' prior success is examined, it is seen that high-achieving students also have high homework success, and that their homework performance is also high because these students spend more time on homework (Zimmerman, 2008; Zimmerman & Kitsantas, 2005). Prior success is an important predictor of evaluating homework

performance (Weinert & Helmke, 1995). The findings obtained in this study support the information presented in the literature. Bandura (1977) stated that self-efficacy can be affected by other variables, and success plays a role in increasing self-efficacy beliefs. In his studies, Zimmerman (1992, 2005, 2008) stated that students who were successful in their previous learning experiences had high efficacy beliefs. The findings confirm the information revealed by previous studies, according to which students' prior achievements positively affect their self-efficacy beliefs. Zimmerman (1992, 2005, 2008) also stated that successful students take greater responsibility in their learning processes. The findings obtained in this study also revealed that students' prior success had a positive effect on taking responsibility.

According to the findings obtained within the framework of questions aimed at revealing the effects of self-efficacy beliefs, high self-efficacy beliefs lead to a high level of motivation. Bandura (1994, 1999) states that self-efficacy affects motivation through outcome expectations. Similarly, Bandura (1997) stated that students with high self-efficacy beliefs act as active agents in learning processes and take more responsibility in this direction. The qualitative findings revealed in this study showed that students' self-efficacy beliefs positively affected their perceived responsibility. In the relevant literature, there are studies showing that self-efficacy beliefs positively affect academic success (Yurt, 2014; Li, 2016; Vogt et al., 2007). Zimmerman stated (1992, 2005, 2008) that self-efficacy beliefs affect academic success. The findings obtained in this study are parallel to the information in the literature.

In this study, the effects of online homework were analyzed, and it was revealed that students' homework performances had a positive effect on their self-efficacy beliefs, perceived responsibility, motivation and academic success. Giving homework at the university level and encouraging students accordingly are factors that increase their self-efficacy beliefs (Ramdass and Zimmerman, 2011; Zelyüt, 2017). Homework is a teaching tool that predicts students' perceived responsibility and positively affects students' perceived responsibility (Kitsantas & Zimmerman, 2008; Goodnow & Warton, 1992; Warton, 1997). In this study, most participants stated that online homework positively affected their perceived responsibility. When the literature is examined, there are studies showing that online homework directly and positively affects academic success, whereas other studies show that they do not affect academic success at all. In their studies at the university level Dursun (2021), İleri (2013) and Shuman (2015) revealed that any type of homework affects the academic success of students positively. Most of the participants in this study stated that the Oxford Online Learning homework platform positively affected their academic success. In this study, the effects of online homework application on motivation levels were also analyzed. According to the results, most of the participants shared the opinion that online homework positively affected their motivation levels. Online homework has a positive effect on students' motivation (Erdoğan and Çiğdem, 2017), and these applications have features that motivate students, such as providing feedback and multiple attempts (Babaali and Gonzalez, 2015).

When the answers given to the questions about the effects of perceived responsibility on academic success are analyzed, we see that the participants state that perceived responsibility

affects academic success positively. These qualitative findings are in parallel with some studies in the literature. Perceived responsibility is essential both in completing homework and reaching academic success (Zimmerman, 2020; Bempechat, 2004). Yalçın (2021) stated that gaining awareness of responsibility increases academic success. Likewise, Zimmerman and Kitsantas (2005) state that perceived responsibility directly affects academic success.

When the findings of the study on motivation and academic success are analyzed, it is seen that most of the participants stated that they study harder, learn better, and are more successful when they have high motivation. Motivation contributes positively to academic success (Kempler and Krajcik, 2006; Karakış, 2020; Yenice, Saydam and Telli, 2012). The findings obtained in this study are similar to those of many studies in the literature in this sense. As a result, the online homework application implemented as a part of the education program at the School of Foreign Languages is considered an element that positively affects cognitive processes and contributes to students' academic success.

In social cognitive theory outcome expectations provide an insight into potential future success and the self-efficacy beliefs of learners shape their performance outcomes. In this study the analysis of students' opinions about the online homework application in a higher school of foreign languages provides an insight into the interrelated effects of different variables on online homework performance. The theoretical background related to cognitive perspective, online homework, and academic success is parallel to the results of this study. Thus, it can be concluded that in general students' online homework performances are affected by their prior success, higher self-efficacy beliefs, higher sense of responsibility, and higher motivation. Students can perform better and gain academic success when they implement cognitive processes effectively in online homework applications. It can also be concluded that students' perceptions of responsibility, higher levels of motivation, and higher self-efficacy beliefs have an effect on online homework performances and academic success.

RESULT

Students at every module level studying at Gaziantep University School of Foreign Languages used the Oxford Online Learning platform both during the COVID-19 pandemic period and during the periods when education was conducted face-to-face. The grades they receive on this platform are added to the students' end-of-module success scores. The data presented in this research allowed the online homework platform to be examined in the context of academic success and cognitive processes. In line with the information obtained from the study, it was concluded that students generally expressed positive opinions about online homework, both in terms of their relationship with academic success and their relationship with cognitive processes. It is parallel to most of them. As a result of the study, it was concluded that in higher education, online homework applications play an important role not only for academic success but also for the improvement of self-regulated learning. The results obtained in this study reveal the necessity of focusing on students' cognitive processes in online learning as a key factor in academic success. In addition, these processes

should be analyzed within different contexts and at different levels of education for their relationship with learning environments.

LIMITATIONS

Within the scope of this study, the data collection process was carried out during the COVID-19 pandemic, which necessitated online interviews with students. Technical problems occurred from time to time during the interviews, and these were resolved by the researcher by renewing the records. In order to avoid bias, the interview questions were formed meticulously by the researcher, and the participants were given some background information beforehand. However, students' previous experiences in the language learning process may have created some bias about the use of online applications. Drawing a general picture about online homework was among the goals being fulfilled, so the researcher tried to draw conclusions that can be generalized. However, collected data from a higher school of foreign languages enabled us to draw conclusions from a Turkish higher education context, which makes it hard to draw general conclusions in some parts of the study.

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 Scopus Author Identifier Number: 56566652100

Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

Statement of interest: We have no conflict of interest to declare.

Funding: None

Acknowledgements: None

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