

Review Article**A phenomenological study of seriousness in doing homework of primary school students in virtual classrooms in during the CoVid-19 Pandemic: challenges and solutions**

**Kamal Nosrati Heshi*¹, Mina Nosrati Koohsareh², Mohammad Azimi³,
Zahra khademi Astaneh⁴**

1. Department of Educational Sciences, Farhangian University, Tehran,

2. MA student, curriculum planning of Islamic Azad University Ardabil, Iran,

3. Department of Educational Sciences, Farhangian University, Tehran, Iran.

4. Master of School Counseling, Faculty of Educational Sciences and Psychology, Mohaghegh Ardabili University, Ardabil, Iran. Lecturer at Farhangian University.

Received: 2021/06/22

Accepted: 2021/10/22

Abstract

The purpose of the research is to investigate the seriousness of primary school students doing their homework during the CoVid-19 Pandemic and to identify challenges and solutions to overcome the problems using the lived experiences of teachers, parents and professionals. Qualitative and phenomenological methods were used in this research. The interviewees of the research included all teachers, parents and specialists of Ardabil city in the academic year of 2022-2023. To select the participants, targeted and saturation sampling was used and 23 teachers, 25 parents and 14 specialists were selected. Data were collected using interviews with open and semi-structured questions. Validity and reliability of interviews were determined through triangulation technique, member control technique, parallel accurate information acquisition technique and researchers' self-review. The findings showed that during the CoVid-19 Pandemic, teachers used assignments that had most of the main characteristics of an ideal assignment. And in order to make it more interesting, enjoyable and to do the homework in a creative way, they implemented various methods and of course they also faced many problems which solutions were presented to overcome them. Parents also expressed their lived experiences about the seriousness of their children in doing their homework and presented solutions to solve the challenges. Next, in connection with the challenges mentioned by teachers and parents, experts were interviewed, and in order to overcome them, the experts presented different solutions and in four categories of solutions; Solutions for teachers, solutions for parents, solutions for education professionals, and solutions for students were categorized.

Keywords

seriousness in doing homework, lived experience of teachers, professionals and parents, challenges and solutions, virtual classes during the CoVid-19 Pandemic.

Introduction

The main goal of educational activities in schools is to provide the motivations and stimuli necessary for continued growth, natural and healthy development for students. The new perspectives of education and training give great importance to the activation of the student and pay special attention to the issue of seriousness in doing homework and academic performance in students. Due to the new theories valuing the motivation, initiative and responsibility of students in learning, their activeness outside the School and Class is also important, and in this regard, homework has always been considered as one of the important factors in the realization of learning. Is. For this reason, homework is referred to as an exercise for stability in acquired ability. At the international level, homework has been discussed by thinkers as a very serious and

Corresponding Author: kamalnosrati1367@cfu.ac.ir

*Corresponding Author: kamalnosrati1367@cfu.ac.ir

complicated issue. Currently, there is no consensus among experts in the field of homework in Iran, so that this multiplicity of attitudes, which has always been common among teachers, students and their parents, is in addition to the complex and multidimensional nature of homework. . Some people have considered it as the coordinator of the educational activities of parents and the school, and finally some consider it as a calamity that causes the weakening of family relationships. Because on the one hand, due to the argument about doing the homework on time, it creates conflict and division between parents and children, and on the other hand, it disturbs the emotional communication between parents (Naraghizadeh, Samadi and Razavi Mousavi, 2015: 64). Of course, it must be acknowledged; the learning assigned to the students is very important in the education process. Learning assignment in general sense is the type of purposeful activities that are given with the idea of expanding students' attention to stabilize learning and flourishing inner talents and ultimately academic progress. In other words, it is the tasks that the teacher provides to the students in order to sustain and expand their learning. Seif (2008), regarding the importance and role of homework in the realization of learning, believes that the major part of learning should be done in class and post-learning activities should complement learning. In some situations, the explanations given in the class are sufficient for some students to learn, but for others, it may not be so and therefore it needs more practice and review. The student helped him in this matter to achieve academic progress. Therefore, in terms of the ideal situation, it is expected that by encouraging the students to do targeted homework and improving their seriousness in this dimension, it will provide the ground for stabilizing learning and flourishing the inner talents and ultimately the academic progress of the students.

Despite the expectations of the favorable situation in the discussion of seriousness in doing students' homework in order to stabilize learning and the emphasis on it, the study of the current situation shows that there are many challenges in this field. For example, in the research of Nosrati Heshi, Talebi and Ahmadi (2022), the findings showed that students in virtual classes during the Covid-19 pandemic did not pay enough attention to homework and doing homework was only to complete homework, and also in virtual classes most of the time Parents used to do homework instead of their children, and as a result, it led to academic failure among students. or according to Bajmaloverostami's research (2022), despite the fact that homework plays an important role in increasing students' learning and developing important skills such as critical thinking, a sense of responsibility, and in addition to strengthening the material taught in class, a significant number of students have a great desire to the tasks assigned to them are not in the form of homework. Therefore, according to Tousli, Chalabi, Ebrahimpour and Khorram Del's research (2014), only 13% of the respondents have obtained an acceptable score in responsibility; This statistical index shows that the home environment as the first learning environment and the school as the second environment of education has neglected serious efforts to cultivate the spirit of responsibility and the lack of responsibility and seriousness in performing tasks in its students causes It will create various issues and problems. For example, according to the research of Gudarzi, Diyalmeh and Ahmadi Zamani (2018), many causes of failure in school programs, such as failure in education, truancy, etc., can be attributed to the lack of seriousness in performing tasks and the lack of students' sense of responsibility.

In the field of homework, various researches have been conducted, some of which are mentioned: AbuTalebi (2019), in a research titled "Effect of academic enthusiasm and academic seriousness on the academic progress of elementary school girl students in region 7" Karaj city", showed; Academic enthusiasm and academic seriousness have an effect on the academic progress of students. Also, variables of behavioral academic enthusiasm, Emotional and cognitive affect the dependent variable of academic progress. As a result, it is recommended to educational counselors to provide effective solutions in order to increase academic enthusiasm and seriousness. Rahimi, Shirbon and As adi (2018), in a research entitled "Investigation of the relationship between the quality of parents' participation in doing homework and academic performance in the field of reading of sixth grade students", according to the findings of the research, they acknowledged that parents by reducing Self-controlling and limiting behaviors and creating a proper structure at home that supports their children's abilities can see the improvement and increase of their children's academic performance in the field of reading. Rahimi, Fathabad and Zare (2017), in a research entitled "The effect of parents' participation in homework on students' progress motivation and school anxiety" came to the conclusion that parents'

participation in homework makes children and teenagers learn the material better. Understand and also attend the class with higher self-confidence, and this motivates them to progress academically and ultimately leads to academic progress. Yusefzadeh and Serandi (2016), in a research entitled "Investigation of the effect of homework on the academic progress of sixth grade elementary school students in Orumiieh city", showed that practice assignments are used to strengthen the acquired skills and knowledge and to consolidate learning by the teacher. Presented. Saleh Sedgpour, Ebrahim Damavandi and Taqavi (2014), in a research entitled "Investigating the meaning and impact of learning tasks in the relationship between learning skills and academic progress" concluded that the individualized task that is done by the learner at home it is related to absorbing learning styles according to the characteristics of individual performance, time management, learner independence, information organization. Sawari and Neesi (2013), in a research titled "The relationship between academic self-regulation and self-efficacy with homework orientation" concluded that homework, in addition to having a positive effect on students' academic progress, students' study habit in increases the home; it prepares them for independent and individual learning. In Ku's (2022) research, titled "The Impact of Distributed Tasks on Student Outcomes," it was shown that distributed practice improves learning by requiring the brain to expend more effort to retrieve prior learning after a time delay. In fact, he revealed that repeating the most difficult assignment question in the next assignment improves exam performance. As a result, the findings suggest that repetition of troublesome problems can improve learning in economics. Kumar and Choudury (2021), in a study titled "Do private schools really produce more learning than public schools in India? Calculation of students' absence from school and the time spent on homework" showed; Children who attend private schools have significantly better learning outcomes than their public school counterparts. However, research findings suggest that the cognitive abilities of low-performing public school students can be improved by reducing their absenteeism and increasing the time spent studying and doing homework after school. Pratubura (2021), in a study titled "Funding Homework and Student Learning and Progress, acknowledged that students' effort on specific assignments increases their success in the final exam. In fact, a one-point increase in students' homework scores increases their exam scores by 0/22, and as a result, extra effort on homework allows students to learn more, thereby helping to build their human capital. In the research of Rodríguez, Piniyiro, Regueiro and Estivez (2020), titled "Intrinsic motivation and perceived usefulness as predictors of student homework participation", it was shown that when students are interested in doing homework and believe that their learning is useful, they are more involved in homework. As a result, the purpose of learning and the perception of usefulness become explanatory factors for the level of students' engagement with assignments. Flanger, Travin, Nagengast, Ludetke, Nigley, and Schneider (2017), in a study titled "A person-centered approach to homework behavior: Student characteristics predict their homework learning style," concluded that a large amount of homework time It can be one of the characteristics of desirable homework behavior: that is, spending a lot of time on homework was associated with high motivation and high conscientiousness. In contrast, when students put in little effort, large amounts of time spent on homework were associated with low motivation and low conscientiousness. In Rosario et al.'s (2015) research, entitled "Is the design of assignments important?" The role of homework aims in students' mathematical achievement", the findings highlight the importance of the teacher's role in the first stage of the homework process (i.e. designing homework with a specific purpose) and provide important data for teachers and school administrators to focus on when implementing actual homework practices. Reflect on it. Khoo (2012), in a research titled "Predicting the management of the homework environment of secondary School Students", concluded that the management of the homework environment with learning-oriented reasons (i.e. doing homework to strengthen school learning and create a sense of responsibility), interest in homework, help with family homework, academic progress and teacher feedback have a positive relationship. On the other hand, homework environment management was negatively related to the amount of time spent on television and peer reasons (i.e. doing homework to work with peers and gain approval from peers).

According to the investigations carried out on the completion of homework, it is clear that research has been carried out in this field. But what distinguishes this research and research from other works and is considered the innovative aspect of this research is the emphasis of the present

research on the lived experience of experts as well as teachers and parents in the field of improving the seriousness of students in doing their homework in virtual classes and Identifying challenges and providing solutions that have not been investigated in other researches. It should also be noted that in addition to the issues and challenges that were acknowledged in the research in the field of homework, according to the reports of some colleagues, parents and the authors' own lived experiences as teachers during the Covid-19 Pandemic, when classes were held virtually and The teachers were not in close interaction with the students, this led to a decrease in the seriousness of the students in doing their homework, and because of this, relying on the lived experiences of teachers and parents as those who face problems in this field and solutions have prepared to overcome the problems during virtual education and during the Corona Pandemic, it can be a guide in the way of improving the seriousness of students in doing their homework. Therefore, in this research, we have tried to answer the following questions that we have mentioned below.

Research questions

- Questions from teachers

- 1- What are the main indicators of doing homework in an ideal way?
- 2- What problems and weaknesses were there in doing homework by students during the Corona Pandemic?
- 3- In order to make homework more interesting and enjoyable, what methods did you implement by the students during the Corona Pandemic?
- 4- What plans did you have for students to do their homework in a creative way during the Corona virus?
- 5- What strategies did you adopt to prevent procrastination in doing homework during the Corona virus?

- Questions from parents

- 1- What were your child's problems and weaknesses in doing homework during the Corona Pandemic?
- 2- What solutions do you suggest to overcome problems and weaknesses?

- Questions from experts

- 1- According to the problems mentioned by teachers and parents, what solutions do you offer or suggest to overcome the challenges in the discussion of improving students' seriousness in doing school assignments regularly?

Research Methodology

This research is part of qualitative and phenomenological research. This research includes a set of interpretation methods, which seeks to describe, decipher and experience various things. Phenomenology is inductive and the essence is an experience, and instead of trying to prove or disprove the theory, it develops an interpretive theory. In the research approaches of phenomenology, there are two methods of descriptive phenomenology (Husserl) and interpretive phenomenology (Heidegger). Although both researchers examine the lived experience, in the approach of descriptive phenomenology, description of the phenomenon and lived experience is done without interpretation. It can be described accurately, detailed and by providing categories and classifications of experiences, and in Heidegger's interpretive phenomenology, description is not the main goal of the researcher, and clearly interpreting the meanings of people's lived experiences by it is done by the researcher (Mastagas, 1994). Therefore, the current research was conducted based on Husserl's descriptive phenomenological method. The potential participants in this research are all primary school teachers working in Ardabil city from districts 1 and 2 and 3 schools in each district randomly in the academic year 2022-2023 and parents of all primary school students in Ardabil city as well as experts in the field of education. And education (people who work as professors in the fields of educational sciences and psychology) have been in Ardabil city. To select the subjects and their number, a targeted approach and theoretical saturation criterion were used. In phenomenological research, according to the research of Parvari (2018: 98), the required sample is at least 6 and at most 50, and according to the theoretical saturation approach, almost no new information was obtained in 23 interviews of teachers, 25 interviews of parents, and 14 interviews of experts. The interview was stopped. The condition of the statistical sample was, firstly, willingness to participate in the research and secondly, having a teaching

experience for at least two years in virtual form. It should be noted that the interviews of teachers and parents were conducted face-to-face and in the form of open-ended questions and in Shad, Eta, IGap and Soroush applications, and after conducting the interviews, the answers presented in the form Text or audio was implemented and consolidated in the form of a collection. ethical considerations in research; Improving people's health along with respecting the dignity and rights of people, ensuring the confidentiality and anonymity of the participants, no obligation and coercion in answering, ensuring the deletion of audio files after taking notes, informing the teachers of the research results. And parents were respected. In the present study, semi-structured interview and two-way dialogue were used to obtain research data, and as it was acknowledged, the tool used for data collection was semi-structured interview, which in it, through interviews with teachers, parents and experts, their lived experiences related to the subject of the research were investigated. In order to analyze the text of the interviews of teachers, parents and experts, the coding method attributed to Strauss and Corbin (2008) was used. In other words, based on this approach, the interviews were analyzed at several levels. In the open coding phase, the written text of the interviews of teachers, parents and experts was carefully read by the researcher and divided into smaller parts. These components in one Constant process, comparison, conceptualization and categorization. In the axial coding, the categories that were identified in the previous stage were more organized and connected to each other with a new combination. This process was done in such a way that more general categories were identified and their relationship was clarified. Finally, a selective coding, which is actually a summary of the research findings, is specified for each interview question. Also, for the responses of all three groups of teachers, parents, and experts, all three stages of open, central, and selective coding were used. In addition, to ensure the accuracy of the researchers' interpretation of the statements of each participant, if necessary, they were contacted again and the accuracy of the interpretations was checked with their opinion and necessary changes were made if necessary. In relation to the validity of the questions, it should be mentioned that in designing the questions with the phenomenological method according to Parvari (2019: 95), or Mastagas (1994) and Creswell (2007: 83), it is important how people are experienced the subject under study. Or what have people experienced about the subject of study? Even the researcher can focus on a specific part of the experiences expressed by the person and propose more detailed questions for a deeper investigation, and in general, in this research, first in the field of seriousness in doing the homework, the existing articles are studied and then the nobles. Regarding the topic, questions were designed in order to obtain the lived experience of the statistical sample, in consultation with the professors of educational sciences and psychology. Finally, in order to achieve the reliability, transferability and trust or verifiability of the interview questions and the participants' answers from techniques such as the use of triangulation techniques such as the use of (confirmatory sources, researchers and Several methods were used) during the process of data collection and analysis, which leads to increasing credibility, the member control technique, the technique of obtaining detailed parallel information, and the researchers' self-review (Abbaszadeh, 2011: 19-34). In further explanation, it should be acknowledged; in this research, to achieve the credibility of the research, the member control technique was used. Participants in the research are the most justified people to determine reliability; this happens through checking by members. In this research, the transcript of the interview and a report of the questions raised and the answers of the statistical sample were provided to them, and then the corrections they made in the text of the interview were considered. Achieving transferability by using techniques such as fat description of the data set studied during data collection, using special coding and analysis procedures and other cases in the data analysis stage that ensure Transferability helps (Andros, 2003), was done. Therefore, it was tried to explain all the details of the research from sampling to the process of data collection and analysis. To achieve reliability, the method of description by peers was used. For this purpose, the findings were provided to one of the informants of the research subject at different stages. It should be noted that verifiability refers to the objectivity of the study results, and it was measured by agreeing the opinion of two independent people about the accuracy, relevance and meaning of the data (Mohsenpour, 2019). Therefore, by considering the above, the value and validity of the obtained data was confirmed.

Result

In this section, the research questions and the data and result related to each question are mentioned in order:

Questions from teachers

Question 1: What are the main characteristics of doing homework in an ideal way?

Table 1. The main characteristics of doing homework in an ideal way.

Selective coding	Axial coding	Open coding
The main indicators of doing ideal homework from point of view to teachers	Being skill-oriented	Consolidation and deepening of learning - Strengthening life skills in students - Learning the skills needed in the real life environment outside the classroom - Creative and practical activities - Increasing the speed of doing work - Managing information and learning - Strengthening independent learning skills - self Leadership in learning - student involvement in teaching-learning activities - solving problems creatively related to concepts and exercises - combining concepts and exercises with everyday life.
	Enhance creativity	Creative and practical activities - solving problems in a creative way related to concepts and exercises - designing and creating works - welcoming creative ideas in doing homework - giving freedom of action about how to do homework if possible - allocating time to fantasize about The result of the assignment.
	appropriate to individual differences	The variety of assignments according to the conditions and requirements of the student - Paying attention to the level of intellectual development of the student - Paying attention to the difference in the student's learning style - Paying attention to the capacity and talents of the student - Considering the attitude to learning in the student - Paying attention to the student's readiness to create assignments - according to the goals and needs of the student in each grade - the formation of fruitful attitudes and habits.
	Attention to the quality of assignments	Clear instructions and specific results - having clear goals - predicting the probability of 80% success - being challenging - being diverse - having appropriate and timely feedback - being meaningful - supplementing learning - having communication and interaction between teachers, students and parents - having Integrated feature.

Based on the interview conducted with the primary teachers, they proposed various indicators for doing the homework in an ideal way, in axes such as being skill-oriented, strengthening creativity, appropriate to the individual differences of the students, and paying attention to the quality of assignments were categorized. Therefore, the majority of teachers mentioned all the above indicators.

Question 2: What problems and weaknesses did students have in doing their homework during the Covid-19 Pandemic?

Table 2. Problems and weaknesses in doing homework during the Covid-19 Pandemic

Selective coding	Axial coding	Open coding
Problems and weaknesses in doing homework	Weaknesses from the students themselves	Involvement of the student with games and entertainment on the mobile phone or Tablet - Failure to learn and understand course material and assignments - Student's slow writing - Failure to pay attention to the lesson and chatting - Failure to correct and fix the errors in the course and assignments - Lack of responsibility - Distraction From the student's side - the neglect of some students to the files sent by the teacher - fatigue and reduced learning.
	Weaknesses of the government	There is an internet problem in the Shad application - frequent disconnection and connection of the Internet during teaching in the Shad application - frequent updating of the Shad program - disruption in the Shad application - slow speed and volume of the Internet in the Shad application - failure to create a suitable platform for identifying the students of the lesson Reading with non-students - Incompatibility of the Shad application with some mobile phones - Authentication problem in the Shad application - Deprivation of emotional connections in virtual teaching due to the lack of a

		suitable platform - For iPhone phones, the problem of downloading in the Shad IOS (iPhone Operating System) application, not having a version - Lack of a suitable platform for evaluation In the virtual space - a large increase in working time in virtual teaching - the absence of a routine planned by the government - the presence of defects in the happy application – incompleteness Shad facilities - the problem of authenticating some teachers and students - the problem of downloading videos and educational content in the Shad application - the lack of access by school and office officials to Shad management - the lack of identification and difference between exceptionally intelligent and normal students.
	Economic problems in families	The existence of economic problems of some parents in providing an Android phone - The existence of economic problems of some parents in providing high-speed internet - The existence of economic problems of some parents in printing most of the questions and assignments that were not possible to write manually - The existence of economic problems of some parents in frequent repairs Phone with low Android.
	Problems and weaknesses from parents	Direct completion of homework by some parents - excessive involvement of in doing homework - carelessness and irresponsibility of some parents in controlling homework - parents' lack of attention to the teacher's feedback - some parents' lack of attention to correcting the shortcomings of their child's homework - lack of proper supervision of some parents to do their child's homework - direct homework by some parents in order to show their child as an Intelligent and active student to classmates and teachers - illiteracy or low literacy of some parents in guiding their child to do homework - illiteracy Or the low literacy of some parents in how to use the phone - the indifference of parents to the educational status of their children.
	Lack of enough motivation in the student	Decrease in desire and motivation among students - lack of seriousness in doing homework - lack of learning and understanding of course material - lack of attention to the lesson - lack of competition with classmates - lack of persistence in doing homework - lack of improvement in doing homework - lack of goals - Shrugging off the burden of responsibility - Unnecessary strictness of elders - Failure to coordinate the amount of homework with the student's abilities - The uniformity of the educational environment - Exposure to punishment and blame from parents.

The data in Table No. 2 shows that there were many problems and weaknesses in the virtual class in doing homework, which are all in five areas of problems and weaknesses; Weaknesses from the students themselves, weaknesses of the government, existence of economic problems in families, problems and weaknesses from the parents and lack of motivation in the students were categorized.

Question 3: What methods did you implement to make homework more interesting and enjoyable for students during the Covid-19 Pandemic?

Table 3. Ways to make homework more interesting and enjoyable during the Covid-19 Pandemic.

Selective coding	Axial coding	Open coding
Making homework more interesting and enjoyable	Providing attractive materials and content	Use of authorized clips and songs - Use of incentive stickers - Use of attractive text content - Presentation of incentive cards - Use of attractive cartoon initiatives liked by students - Use of graphic images - Use of integrated content.

	profited by diverse feedback		Providing audio feedback - Providing live video feedback - Providing recorded audio or video feedback from the teacher's guidance - Providing individual feedback - Providing collective feedback - Providing meaningful written feedback - Using the peer assessment method - Using the parent assessment method - Using the report card Descriptive.
	Using creative and functional assignments		Doing homework in the form of content production - Doing homework online and using audio chat - Designing homework by the student himself - Doing homework as a team - Doing homework and activities in an extended and extended way - Doing homework in a skill-oriented way - Using Open answer questions (divergent) in the assignment design.
	Attention to individual interests and differences		Expressing opinions freely by the student - Creating a happy atmosphere for the student - Taking into account assignments that are appropriate to the level of intellectual and mental development of the student - Considering assignments that are appropriate to the student's abilities and individual preparation - Taking into account comprehensible assignments - Creating a good feeling and interest and desire in the student - Creating a positive and hopeful atmosphere - Paying attention to the student's mental states - Considering assignments as neither too difficult nor too easy - Considering assignments in a variety of ways.
	Others		Considering assignments as a timed task - Assignment plan as a true or false survey - Presenting assignments in a homogeneous and ordered manner - Considering assignments as a game - Prioritizing the book in the assignment plan - Adding more information about the subject The lesson at the student's disposal - clarifying the goals and expectations of the assignment.

According to Table No. 3, based on the interviews conducted with primary teachers, the teachers in the virtual classroom used various methods to make the lessons more interesting and enjoyable, and the set of methods above and below the five axes; Providing interesting materials and content, profited by diverse feedback, using creative and functional assignments, paying attention to individual interests and differences, and other items were categorized.

Question 4: What plans did you have for students to do their homework in a creative way during the Covid-19 Pandemic?

Table 4. Creative way to do homework

Selective coding	Axial coding	Open coding
Creative style to do homework	Activity-oriented and avoided from memory-oriented	Doing homework in the form of online audio and video conversations - doing homework in the form of skill-oriented - extended - game - practical - integrated - hand-made - doing homework in the form of content and music production.
	Using a competitive approach	Establishing a virtual exhibition of assignments submitted by students - Creating a group to introduce excellent assignments - Asking students for their opinion on choosing the best assignment - Inviting parents to participate in the virtual exhibition of assignments submitted by students - Sending the best assignments to the school channel - Announcement The best people on the school channel.
	Use a team approach	Criticism of assignments by students - doing homework as a group or team - doing homework individually with special responsibility in the team - doing homework as problem solving - doing homework as research and conference - doing homework as role playing.

According to the findings of Table No. 4, Primary teachers considered different programs to do homework in a creative way under axes such as activity-oriented and avoiding memory-oriented, using a competitive approach and using a team approach.

Question 5: What strategies did you use to prevent procrastination in doing homework during the Covid-19 Pandemic?

Table 5. Solutions to prevent procrastination in doing homework in the Covid-19 Pandemic.

Selective coding	Axial coding	Open coding
Solutions to prevent procrastination in homework	Essential actions by the student	Designing the assignment by the student himself - Spelling in the form of a voice conversation by the student himself - Prioritizing the difficult assignment - Doing the assignment in a happy and loving environment - Committing yourself to planning - Discovering the reason for delaying the homework - Dividing Assignments - Designing a regular schedule for doing assignments and sending it to the group - Committing yourself to doing the assignments.
	profited by motivational approach	Creating motivation and desire in the student - Adapting homework to the student's capacity - Using an incentive label in the student's homework chart - Giving responsibility to the student - friendly behavior from the teacher for each students - Giving points to the student - Communicating with parents In awarding and encouraging - sending photos of outstanding students to the class group - giving importance to the type of award for encouragement - not forcing or blaming the student in doing homework.
	Essential actions by the teacher	Scheduling for answering - Asking for homework every day on the same day - Creating a written program - Sending the best homework to the study group in the Shad application - Creating an electronic work folder for each students - Writing the best names in doing homework on the school channel - Designing homework questions from a television educational program - Assignment plan Briefly - assignment plan in four-answer form - Solving students' academic problems in the open space - homework review by the teacher - dividing homework into small and doable parts - serious follow-up of student homework by the teacher.

	Essential actions by parents	Providing an ideal place for your child to do homework - Providing educational tools and equipment for doing homework - Knowing the duration of homework - Using verbal encouragement - Dealing with tasks such as studying at the same time as doing your child's homework - giving independence to do homework - not humiliating your child in doing homework - reminding the principles of doing homework - teaching the value of doing the right thing in doing homework - serious follow-up by parents in doing the child's homework Self-monitoring of assignments and completion on time.
--	------------------------------	--

According to the findings of Table 5, the Primary teachers in the virtual class had presented various solutions to prevent students from procrastinating their homework, and the sum of these methods is under four axes; Essential actions by actions from the student, profited by from the motivational approach, Essential actions by actions from the teacher and Essential actions by actions from the parents were categorized.

Questions from parents

Question 1: What were the problems and weaknesses of your child in doing homework during the Covid-19 Pandemic?

Table 6. Problems and weaknesses of doing homework, in the Covid-19 Pandemic, from the parents' point of view

Selective coding	Axial coding	Open coding
Problems and weaknesses of doing homework from point of view the parents	Problems and weaknesses from the government	Weakness of virtual education technology - Sudden closure by the government - Existence of defects in the program - Late exchange of messages - Frequent disconnection and connection of the Internet - Lack of a suitable platform for direct communication and interaction between teachers, students and parents - Late sending or not sending assignments - frequent hanging of the Shad application- lack of a suitable platform for teaching elites at any moment from teaching to students - the boring atmosphere of the Shad - lack of infrastructure suitable for the volume of positive users of ten million Shad.
	Problems and weaknesses from the teacher	Taking into account the limited time for doing homework and sending it from the student - not distinguishing the talented student from the untalented student - the teacher does not follow up on the student's homework - the lack of feedback on the homework sent by the student - little explanation or lack of explanation in order to solve homework problems - little or no enough opportunity to plan diverse homework - lack of variety of homework - low or no digital literacy of some teachers - failure to provide a platform for live broadcasting and audio discussion by some teachers.
	Weaknesses and problems from the parents	Direct performance of their child's homework by some parents - illiteracy and law of literacy of some parents - lack of follow-up by some parents in doing their child's homework - economic problems of some parents in the field of providing hardware such as Tablets and phones - direct involvement of some parents in the performance Teacher - The inability of some parents to stop using the net - Copying homework answers from some parents with each other - The lack of attention of some parents in doing their child's homework - The lack of seriousness of some parents in doing their child's homework - The law of literacy or illiteracy of some parents for Teaching your child - not having a formal plan to properly care for your child.
	Weaknesses and problems from the student themselves	Lack of seriousness in doing homework - Lack of responsibility in doing homework - Lack of attention - Failure to attend class on time - Boredom - Increased stress and discomfort due to insufficient time to submit homework - Lack of full understanding of lessons, including math lessons - Meaninglessness of doing homework - Decreased motivation - Increasing vision problems and physical problems including headaches - Self-indulgence in doing homework - Lack of practice and sufficient repetition of lessons - Copying homework answers from the Internet - Entertaining yourself with various games in order to pretend to study - not having proper planning for writing and submitting assignments - lack of character development in various aspects.

According to the findings of Table No. 6, according to the parents, there were many problems and

weaknesses in the completion of homework by their children in virtual classes, and the total problems reported in four axis; Problems and weaknesses from the government, problems and weaknesses from the teacher, weaknesses and problems from the parents, and weaknesses and problems from the student were categorized.

Question 2: What solutions do you suggest to overcome the problems and weaknesses of doing homework in the Covid-19 Pandemic?

Table 7. Solutions for overcoming the problems and weaknesses of doing homework in the Covid-19 Pandemic by parents.

Selective coding	Axial coding	Open coding
Solutions for parents to overcome the weaknesses of doing homework in the Covid-19 Pandemic	Essential actions from the parents	Time management in planning to take care of your child's homework - Strictly follow up on your child's homework - Providing the necessary facilities and tools in the home for your child's useful learning - No threats and blame - No use of punishment - Considering the teacher private to your child in case of lack of academic progress in the happy virtual environment - considering sufficient training in using the phone in order to distance yourself from misleading social networks - raising your media literacy - not forcing you to do homework - rational explanation the necessity of doing homework for the child - arousing the inner desire to do homework - interfering with teaching hours and sending homework with more than two student children.
	Essential actions from the Teachers	Providing a suitable platform for online teaching by the teacher - Providing a suitable platform for online audio chat in order to solve homework problems - Providing a suitable platform for student participation in doing homework - Providing training for homework problems of various courses as a live broadcast on the Shad network - The necessity of rational explanation of the necessity of doing homework - The possibility of frequent explanation of problems by the teacher - Time management by the teacher - Use of diverse assignments - Use of assignments that are neither too hard nor too easy - Use of assignments in a playful and functional way .
	Essential actions from the government	Increasing the speed and volume of the Internet - improving Live performance in the Shad program - acquit the shortcomings of the Shad application- acquit the weaknesses of the Shad application technology - providing more facilities for the Shad application- providing a joyful atmosphere in the Shad application- coordinating the management of provinces and regions for holding training courses related to how to use the facilities and potentials of the Shad application.

According to the findings of number 7, according to the opinion of the parents, to overcome the problems and weaknesses of doing homework by their children, there are many solutions under three axes; essential actions by parents, essential actions by teachers and essential actions by the government were presented.

Questions from experts

Question 1: Considering the problems mentioned by teachers and parents, what solutions do you offer or suggest to overcome the challenges in the discussion of improving the seriousness of students in doing school assignments regularly?

Table 8. Solutions proposed by experts to improve students' seriousness in doing their homework.

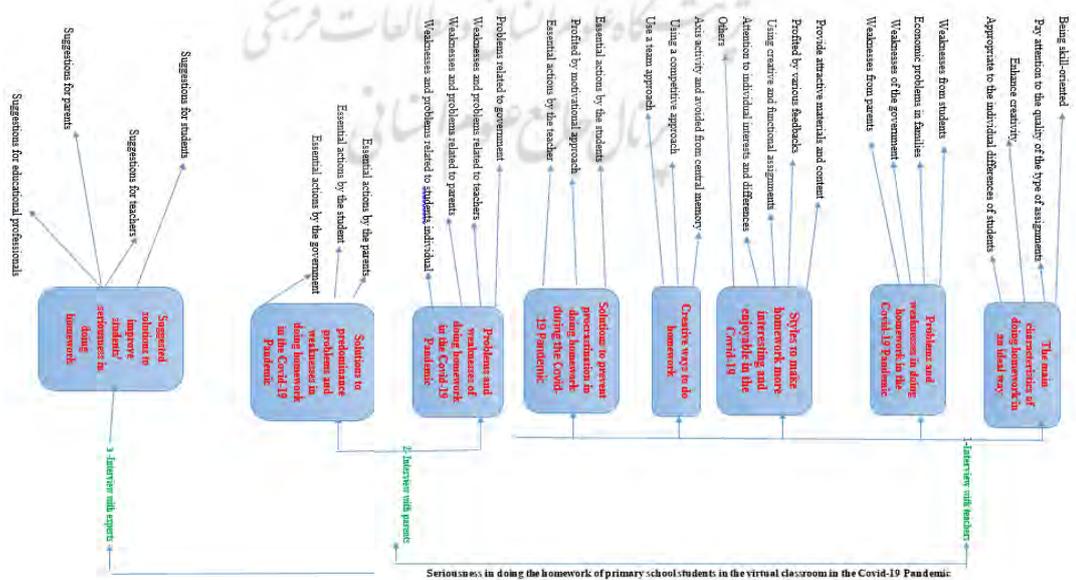
Selective coding	Axial coding	Open coding
	Suggestion for students	Using an educational workshop to increase academic motivation - having a suitable program and schedule for doing homework - doing homework as soon as possible - having a separate office for each subject regularly - providing a suitable environment for doing homework - doing homework independently - holding yourself responsible for doing it homework - writing homework accurately and correctly - not doing homework late at night.

Suggestion for teachers	<p>Doing homework under the teacher's supervision in the classroom - Avoiding hard and heavy homework to students - Not forcing students to do heavy homework - Providing homework according to the students' abilities - Making homework for students targeted - High motivating students with encouragement - Using appropriate punishment and encouragement in doing homework regularly - Directing homework according to students' physical, mental, emotional and intelligence characteristics - Serious follow-up of submitted homework - Timely feedback and correct - full coverage of course materials and assignments - flexibility of course assignments - creating strong emotional relationships and interaction between teacher and student - filling the sense of responsibility in students - involving students in the lesson and creating the seriousness of academic life through play - challenging students by presenting skill-oriented and creative assignments - designing assignments in a skill-oriented way - direct and friendly interaction between teachers and parents in order to examine the weaknesses and strengths of students - Using academic advisors to improve the academic motivation of teachers - Avoiding excessive repetition of homework in a traditional way - Informing parents and explaining the student's status in doing homework - Dealing with homework in the first hours of the student's attendance - Making homework not boring - Using a virtual sticker chart for students' homework - Using listening assignments - Observing educational justice in poor families without Android phones - Using homework aimed at mental exercise for students - Full and clear expression of expectations from students - Justification of parents for not doing homework directly by themselves - justification of parents about virtual and classroom educational goals, justification of homework philosophy for students and parents.</p>
Suggestion for parents	<p>Encouraging children and creating sufficient motivation in them in order to create responsibility and reduce stress in them - Allocating enough time for children to do their homework - Correctly supervising children in using the phone - Creating emotional interaction between you and your children - Not doing homework instead of children - The use of psychologists and educational consultants to increase the academic resilience of children - Regular and continuous interaction of parents with teachers in order to examine the weaknesses and strengths of children in doing homework - Providing family counseling to improve the mental health of family members - Assigning a separate office for each Educational activity - creating a suitable and relaxing environment - providing suitable facilities for educational assistance - accompanying children in doing their homework as a guide and without direct interference - having detailed planning at home - providing different encouragements in different situations - quality control and the amount of homework - raising children as explorers and researchers - raising media literacy in themselves and in their children - giving children the right to choose to do their homework - creating internal and external motivation in children - creating a study and learning environment - focusing on Your child's interests - Identifying your child's success - Focusing on your child's weaknesses and strengths - Observing parenting principles - Ignoring your child's small weaknesses and not exaggerating them - Helping your child to start homework - Helping your child to solve homework problems By himself - Expressing interest in the child - Encouraging desirable behavior - Considering the scoreboard - Being determined to implement the rules considered for the child - Paying attention to your child in doing homework independently by themselves.</p>

	<p>Suggestion for educators</p>	<p>Creating a suitable platform for parents who don't have an Android phone - creating motivation in students, teachers and parents - Holding the authorities accountable - leaving teachers free to choose different software and internal social networks for holding educational classes according to the Internet problems of the Shad application- use Psychologists and academic advisors for free in different schools to increase the academic resilience of students - allocating the necessary funds for the important category of education - optimal use of the capabilities of virtual space and media for continuous and regular education for all sections of the society - Producing a suitable educational package with high quality - Using experienced and interested teachers - Helping to equip students and teachers in virtual space - Providing free high-speed internet - Holding scientific conferences, special research for teachers - Introducing electronic content production software and equipping schools with the desired software - Creating electronic content production centers in the centers of provinces and cities - Encouraging teachers with appropriate mechanisms to work in electronic content production centers - The possibility of making Tablets available educational programs on loan to the students of the weak class - updating and strengthening and completing the cheerfulness infrastructure - reducing the possibility of cheating in the cheerfulness tests - using software with the ability to interact, talk and video call between students and teachers - empowering teachers.</p>
--	---------------------------------	---

According to the findings of Table No. 8, according to the experts, many proposed solutions were proposed to improve the seriousness in doing homework by students, and the total of these suggestions are in four axis; Suggestions for students, suggestions for parents, suggestions for teachers, and suggestions for those involved in education were categorized.

Therefore, in this part, a summary of the results of the interviews is presented in the following figure:



Discussion and conclusion

The discussion of seriousness in doing students' homework is considered one of the important issues in education and training, and it is forgotten until the subject of learning or mental perceptions are repeated in different times and situations. (Kamarkhani and Shafi'i, 2019: 54-62). In virtual education, as it was found, students are facing problems in the field of doing homework and there were concerns about seriousness in doing homework, and because of this, in this research, the researchers to overcome the challenge and such a problem They discussed the issue of seriousness in doing homework in the Corona era and ways to increase it. To achieve the goal of the research, the researchers designed questions about the lived experience of teachers, parents, and professionals, and solutions were identified to improve and increase the seriousness of students in doing their homework and overcome the existing challenges. In the interview with the teachers, questions were first asked about the main characteristics of doing homework in an ideal way, and in response, most of the teachers showed that in cyberspace, one of the main characteristics of doing homework in an ideal way, such as skill Being the center, strengthening creativity, appropriate to individual differences, having clear instructions and specific results, having clear goals, being challenging, being diverse, having appropriate and timely feedback, being meaningful, supplementing learning, having integrated characteristics and ... and this finding is in line with the research results of Mohammadi and Rahmani (2018). In fact, according to Mohammadi and Rahmani's research (2018), skill-based homework avoids memory-based learning, increases enthusiasm and enthusiasm for learning, reduces stress caused by traditional homework, reduces the weight of students' bags, and strengthens students' life skills. It stabilizes and develops lifelong learning and increases self-confidence in students. In fact, it can be acknowledged that in virtual space, by creating opportunities for students to do their homework in a skill-oriented manner, being creative, appropriate to individual differences, having clear instructions and specific results, having clear goals, being challenging. Being diverse, having appropriate and timely feedback, being meaningful, supplementing learning, having integrated features and an approach that demands practical work and activities from students, students are more involved in trained activities and in such a situation, the level of learning is improved and the students perform the assigned tasks carefully, and if someone fails in doing the homework, the teacher will immediately identify it and measures will be taken to prevent it from happening again. In the second question, the teachers were asked to state the problems and weaknesses in the completion of the homework by their students by presenting reasons, and in this part, most of the teachers cited reasons such as problems and weaknesses from the government, problems and Weaknesses on the part of the students themselves, economic problems in their families, problems and weaknesses on the part of the parents, reduction of desire and motivation among the students, lack of seriousness in doing homework, lack of attention to the lessons on the part of the students. lack of sense of competition with classmates, lack of persistence in doing homework, lack of improvement in homework performance, lack of goals, shirking from the burden of responsibility, unnecessary strictness from parents, lack of coordination of the amount of homework with The students' abilities, the uniformity of the educational environment, the exposure of the students to blame and punishment from their parents, believed that the students are facing the challenge of seriousness in doing their homework. Of course, in the meantime, a small number of teachers, due to reasons such as timely sending of assignments by some students and serious follow-up by them and some parents, and timely and regular participation in virtual classes and establishing contact audio and believed that their students are serious in doing their homework. Therefore, according to the results of the interview with the teachers, it is clear that during the time of virtual education, doing homework seriously by a larger number of students has decreased due to the reasons mentioned, and a lack of seriousness in doing homework has been seen among them. It can be Therefore, these results are in line with the research findings of Nosrati et al. (2022) and Hajizadeh, Azizi and Keihan (2021). In fact, in their research, they came to the conclusion that virtual education makes students less willing to do homework and reduce adherence to classroom and social discipline regulations, while in school children are serious. They deal with this problem. In other words, in face-to-face classes, students are in close contact with their teachers, and teachers can easily identify the lack of work, inattention and irresponsibility of some students and take measures to solve the problem. Also, in face-to-face classes, because the students know that the teachers will always follow up on the homework, as a result, it is less possible to see

weaknesses and problems in doing homework on the part of the students. In addition, in cyberspace, due to the lack of access of teachers to students and the lack of face-to-face contact between students and the teacher, the fear of retribution for failing to complete tasks and assignments is eliminated. In general, there are many reasons for the existence of many problems and weaknesses in doing homework online, and here only some of the reasons have been explained, and research should be done in this field and by identifying all the reasons, measures should be taken to solve them. In the answer to the third question, it was found that the teachers have a set of methods to make homework more interesting and enjoyable for students in virtual classes, such as providing interesting materials and content, benefiting from various feedbacks, using creative and functional assignments, doing assignments online and voice chat, paying attention to the interests and differences and abilities of students, presenting assignments in a homogeneous and ordered manner, considering assignments as a game, Giving more information about the subject of the lesson to the students, clarifying the goals and expectations of the given assignment to the students were used. In fact, in the Covid-19 Pandemic, despite the numerous challenges, there were teachers who, in order to fulfill their mission and responsibilities, faced the hardships of the road and tried to hold classes in a favorable, interesting and enjoyable way with minimal facilities. They were more generous to the students. Therefore, although in the research of Tahmasebzadeh Sheikhlari, Jafari, Iran Parvar and Barzegar (2021); Naraghizadeh, Samadi and Razavi Mousavi (2015), Ku (2022), Pratubora (2021) and Kumar and Choudhuri (2021), it has been acknowledged that most teachers believe; Homework has a great impact on the cognitive, skill and emotional aspects of the academic performance of elementary school students, but it should be noted that any homework causes positive consequences will not be, and sometimes presenting assignments in a traditional way causes students to dislike studying, and in this regard, it is necessary to make targeted assignments more attractive for students by using methods. According to the data obtained from the fourth question, teachers to a set of programs for doing homework in a creative way by students, such as activity-oriented programs and avoiding memory-oriented programs, using a competitive approach, doing homework in the form of content production, online audio and video chat, criticism of assignments by students, doing homework in groups or teams, doing homework individually with special responsibility in the team, doing homework in the form of problem solving, doing homework in the form of research and conference. They referred to doing homework in the form of role playing. According to teachers, using creative methods in doing homework improves students' seriousness in doing homework and thus leads to positive consequences in education. Therefore, this finding is somewhat consistent with the results of the Ghanaat Pishah's (2004) research about job satisfaction. In his research entitled "Comparative study of the effect of individual competition, individual effort and group competition on academic progress" in his research, showed; in the method of group competition, people cooperate with each other and have a sense of responsibility towards each other, they influence each other's social compatibility and cooperation. With this kind of joint efforts among the group, people can better meet their needs and desires. In order to avoid procrastination in doing homework during the Covid-19 Pandemic, in response to the fifth question, the teachers presented a set of methods and solutions, which are under four axes; Essential actions from the student, profited by the motivational approach, Essential actions from the teacher and Essential actions from the parents were categorized. In relation to the importance of profited by the motivational approach, Yusefzadeh, Ebadi, Ghasemi, Piran and Farid (2014) concluded in their research that motivation plays a very important and essential role in the academic progress of students and if the teacher can provide the necessary and appropriate motivation create in students, they will be more interested in lessons and school and will perform better in the process of learning and teaching, and to achieve this, the teacher must consider the level of abilities, needs and be fully aware of the growth characteristics of students in each of the academic courses. In the interview section of the parents, in the first question, the parents were asked to state the problems and weaknesses in their children's homework during the Covid-19 Pandemic by presenting the reasons, and in the answer, the parents agreed with the teachers for reasons including problems and weaknesses from the government, teachers and parents themselves, lack of seriousness in doing homework from children, lack of responsibility from children, lack of attention from children, failure to attend class on time, children becoming bored, increasing stress and Discomfort on the part of children due to insufficient time to submit

homework, lack of full understanding and comprehension of lessons including math lessons by children, the senselessness of doing homework on the part of children, decreased motivation of children, increase in vision problems and physical problems such as children's headaches. Some children are self-absorbed in doing homework, lack of practice and sufficient repetition of lessons, some children copying homework answers from the Internet, entertaining themselves with various games in order to pretend to study by some children, not having proper planning for Writing and sending assignments by some children - Lack of personality development in the aspects of the children pointed out and acknowledged that their children were facing the challenge of seriousness in doing their homework during the Covid-19 Pandemic. Therefore, these results are in line with the research findings of Torabizadeh (2018) and Samiiani and Khoshke (2018). Torabizadeh (2019) in his research entitled "The Impact of Virtual Space on Formal Education" showed that teenage students are highly exposed to the negative and destructive effects of the Internet due to their inexperience and lack of experience. These effects threaten their physical and mental health, and there is also a direct relationship between the consequences of the Internet and academic failure. In the following, according to the findings of the interview, parents find solutions to lead their students to do their homework seriously, such as appropriate actions by the government, Essential actions by teachers, time management in planning to handle their child's homework. - Serious pursuit of your child's homework - Providing the necessary facilities and tools at home in order for your child to learn usefully - Not threatening and blaming - Not using punishment - Considering a private tutor for your child if there is no academic progress in Shad cyberspace - taking into account sufficient training in the correct use of the phone in order to distance oneself from misleading social networks - raising one's media literacy - not forcing one to do homework - rationally explaining the necessity of doing homework for the child - arousing enthusiasm Internally, they suggested to do homework. In the end, in order to overcome the problems and weaknesses of seriousness in doing homework that teachers and parents had pointed out, many solutions were proposed by experts to improve seriousness in doing homework, and the total of these suggestions are in four axis; Suggestions for students, suggestions for parents, suggestions for teachers, and suggestions for those involved in education were categorized. In each of the categories, useful practical solutions to overcome the challenges have been presented, which can be used by those involved in education. It should be noted that compared to research, some of these strategies have been emphasized by researchers such as Sepandar and Sadrzadeh (2021) and Abbasi, Hejazi and Hakimzadeh (2020). In a research, Sepandar and Sadrzadeh (2021) believe; some problems and challenges can be turned into opportunities to improve the educational process with accurate and appropriate planning and can be used with the participation of all institutions, public institutions and families to Improving the education and learning system by emphasizing the appropriate use of virtual education took steps. Therefore, according to the findings, it can be acknowledged; the problems of seriousness in doing homework are often caused by problems from parents, educational staff, or from the students themselves, etc. The fact that we sometimes see weakness in doing student homework is not always the cause of the problem in the student himself, and in this regard, it should be informed by creating training courses for teachers, parents and even the administrators of education and training.

References

- [1] Abbasi, F; Hejazi, E; Hakimzadeh, R. (2019). Primary school teachers' lived experience of teaching opportunities and challenges in students' educational network (Shad): A phenomenological study. *Research Teaching*, 8(3), 1-24. (In Persian).
- [2] Abbaszadeh, M. (2011). A Reflection on Validity and Reliability in Qualitative Research, *Journal of Applied Sociology*, 23(1), 19-34. (In Persian).
- [3] Abu Talebi, H. (2019). The effect of academic enthusiasm and academic seriousness on the academic progress of elementary school girl students in district 7 of Karaj city. *Journal of Education Management and Perspectives*, 2(4), 119-134. (In Persian).
- [4] Andreas M. Riege. (2003). Validity and reliability tests in case study research: a literature review with "hands-on applications for each research phase, *Qualitative Market Research: An International Journal*, 6, (2), 75-86.

- [5] Bajmalo Rostami, M. (2022). Reasons for students not doing homework and related solutions. The first call for applied articles on education: problems and solutions, Tehran. <https://civilica.com/doc/1597831> . (In Persian).
- [6] Creswell, J. W. (2007). *Qualitative inquiry and research design: choosing among five approaches*. Thousand oaks, CA; sage publications.
- [7] Flunger, B., Trautwein, U., Nagengast, B., Lüdtke, O., Niggli, A., & Schnyder, I. (2017). A person-centered approach to homework behavior: Students' characteristics predict their homework learning type. *Contemporary Educational Psychology*, 48, 1–15. <https://doi.org/10.1016/j.cedpsych.2016.07.002>
- [8] Ghannat Piseh, Z. (2005). Comparison of the effect of individual competition, individual effort and group competition in academic progress, *Education and Training*, 81(37), 120-156. (In Persian).
- [9] Goodarzi, A; Diyalme, N; Ahmadi Zamani, Z. (2018). Explaining the effective factors on students' responsibility based on Imam Sajjad's treatise on rights with an emphasis on the role of the school, *Practical Issues of Islamic Education and Training*, 4 (2), 65-98. (In Persian).
- [10] Hajizadeh, A; Azizi, Gh; Keihan, J. (2021). Analysis of the opportunities and challenges of virtual education in the era of Corona: the approach to the development of virtual education after Corona. *Teaching Research*, 9(1), 174-204. (In Persian).
- [11] Kumar, D., & Choudhury, P. K. (2021b). Do private schools really produce more learning than public schools in India? Accounting for student's school absenteeism and the time spent on homework. *International Journal of Educational Development*, 83, 102395. <https://doi.org/10.1016/j.ijedudev.2021.102395>
- [12] Kuo, S. (2022). The impact of distributed homework on student outcomes. *International Review of Economics Education*, 41, 100243. <https://doi.org/10.1016/j.iree.2022.100243>
- [13] Moustakas, C. E. (1994). *Phenomenology research methods*. Thousand Oaks, CA: Sage Publications.
- [14] Parvari, P. (2018). A new reading of the phenomenological method; Philosophical foundations, approaches and implementation framework of phenomenological research. *Sociological Studies*, 12(44), 87-106. doi: 10.30495/jss.2019.669587.(In Persian).
- [15] Pratobevera, G. (2021). Homework and finance students' learning and achievement. *Finance Research Letters*, 102496. <https://doi.org/10.1016/j.frl.2021.102496>
- [16] Rahimi, M; Rasouli Fathabad, F; Zare, M. (2018). The effect of teaching parents' participation in doing homework on motivating students' progress and school anxiety. *School Psychology*, 8(4), 92-111. doi: 10.22098/jsp.2020.867.(In Persian).
- [17] Rahimi, M; Shirband, E; Asadi, S. (2018). Investigating the relationship between the quality of parents' participation in doing homework and academic performance in the field of reading of sixth grade students. *Family and Research Quarterly*, 16(4), 65-82. (In Persian).
- [18] Rodríguez, S., Piñeiro, I., Regueiro, B., & Estévez, I. (2020). Intrinsic motivation and perceived utility as predictors of student homework engagement. *Revista De Psicodidáctica*, 25(2), 93–99. <https://doi.org/10.1016/j.psicoe.2019.11.001>
- [19] Rosário, P., Núñez, J. C., Vallejo, G., Cunha, J., Nunes, T. P., Mourão, R. H. V., & Pinto, R. J. (2015). Does homework design matter? The role of homework's purpose in student mathematics achievement. *Contemporary Educational Psychology*, 43, 10–24. <https://doi.org/10.1016/j.cedpsych.2015.08.001>
- [20] Saleh Sedghpour, B; Ebrahim Damavandi, M; Tagavi, Z. (2014). Determining the meaning and impact of learning tasks in the relationship between learning skills and academic progress. *Preschool and Elementary Studies Quarterly*, 1(1), 48-25. (In Persian).
- [21] Samiiani, M; Haji Mohammad Javadekshoske, H. (2015). Explaining the opportunities, challenges and functions of virtual space in the field of political and social education. *International Conference on New Researches in Management, Economics and Human Sciences*. (In Persian).

- [22] Sawari, K; Nisi, A. (2011). The relationship between academic self-regulation and self-efficacy with homework orientation. *Educational Psychology (Psychology and Educational Sciences)*, 8(26), 69-84. (In Persian).
- [23] Seif, Al. (2001). *Learning methods in study*, Tehran: Duransavari Publications. (In Persian).
- [24] Sepandar, M; Sadrzadeh, S. (2021). Challenges and opportunities of virtual space from the perspective of teachers in the education of elementary school students. *The 7th National Research Conference in Social Sciences and Psychology of Iran*, Tehran. <https://civilica.com/doc/1226777>. (In Persian).
- [25] Strauss, A. L. & Corbin, J. (2008). *Basics of Qualitative Research: Techniques and Procedures for developing Grounded Theory (3rd Ed.)*. Thousand Oaks, CA: Sage.
- [26] Tahmasebzadeh Sheikhlar, D; Ghaffari, A; IranParvar, P; Barzegar, H. (2022). Teachers' experiences of the challenges and problems of teaching in the virtual environment of elementary school, *Education Research Quarterly*, 8(31), 34-51. (In Persian).
- [27] Tavasoli, Gh; Chalbi, M; Ebrahimpour, D; Khorram Del, S. (2014). Examining the relationship between self-esteem, autonomy and fairness with students' responsibility. *Sociology of Education*, 1(2), 1-36. doi: 10.22034/ijes.2016.43653.(In Persian).
- [28] Torabizadeh, S. (2019). The effect of cyberspace on formal education. *Ormozd Research Journal*, 51 (2), 114-97. (In Persian).
- [29] Kamarkhani, E; Shafii, S. (2019). Examining the effect of homework on teacher learning. *Journal of New Developments in Psychology of Educational Sciences and Education*, 3(23), 54-62. (In Persian).
- [30] Mohammadi, A; Rahmani, Kh. (2018). Investigating the effect of skill-oriented and creative assignments on the learning rate of primary school students. *Ormoz Research Journal*, 47(2), 220-231. (In Persian).
- [31] Mohsenpour, M. (2011). Qualitative data evaluation, *quarterly journal of the student research committee of Sabzevar University of Medical Sciences and Health Services*, 16(2), 50-55. (In Persian).
- [32] Naraghizadeh, A; Samadi, P; Razavi Mousavi, Z. (2015). Investigating the role of night homework in students' academic performance. *New Educational Thoughts*, 12(2), 63-94. (In Persian).
- [33] Nosrati Hashi, K; Talebi Barakjeh, M; Ahmadi, H. (2022). The method of teachers' evaluation of students' performance in the era of Corona and challenges and solutions (surveying the lived experience of parents, teachers and professionals). *Iranian Journal of Distance Education*, 4(2), 3-23. doi: 10.30473/idej.2023.65666.1124. (In Persian).
- [34] Xu, J. (2012). Predicting students' homework environment management at the secondary school level. *Educational Psychology*, 32(2), 183-200, doi: 10.1080/01443410.2011.635639
- [35] Yousefzadeh, H; Serandi, P. (2016). Investigating the effect of night homework on the academic achievement of mathematics course of the sixth grade students of Urmia city. *Scientific Journal of Education and Evaluation (Quarterly)*, 10(37), 35-50. (In Persian).
- [36] Yousefzadeh, M; Ebadi, P; Ghasemi Khaliflo, E, Piran Yengjeh, F; Farid, S. (2014). The role of teachers in motivating students. *Annual Conference on New Research Approaches in Human Sciences*, <https://www.sid.ir/paper/827350/fa>. (In Persian).

**COPYRIGHTS**

© 2023 by the authors. Licensee PNU, Tehran, Iran. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY4.0) (<http://creativecommons.org/licenses/by/4.0>)