

# Delving into the Perspectives of Teachers in No Homework Policy: A Qualitative Investigation

Rhealyn Mae Gambong Luengas, Exelsis Deo A. Deloy

nhadgambong@gmail.com, exelsisdeostillodeloy@gmail.com

Teacher III, Department of Education, Davao del Norte, 8100

Master Teacher II, Department of Education, Davao del Norte, 8100

## Abstract

This qualitative-phenomenological study delved into the perspectives of teachers in No Homework Policy. It aimed to describe and understand the views and experiences of fourteen (14) teachers selected purposively. Data were gathered through in-depth interview and focus group discussion and thematic analysis was used. The theory and idea of this study was gleaned through the No-Homework proposition by Kohn as cited by Stewart in 2016, and Trautwein's Model of Homework. Findings revealed that teachers' perspectives in No Homework Policy included: limits students' learning; lessens teachers' loads; gives students more rest and quality family time; decreases parents' involvement; decelerates students' study habits; diverts students' attention to gadgets; and drags down low performing students. The themes that emerged on the perceived challenges of teachers in 'No Homework Policy' were: less mastery and retention of learning; additional techniques and strategies in teaching; additional time for planning and preparation; change in learners' attitude in learning; and difficulty in tracking students' progress. Furthermore, the teachers' suggestions in No Homework Policy that could be shared to others were: design varied and meaningful activities; instill students' self-discipline and self-study; revisit the provision; accept the policy if approved; perform necessary adjustments; ensure students' learning; and foster students' sense of responsibility. These themes disclose that the teachers' perspectives in No Homework Policy stimulate to being a factor in doing their job and responsibility accordingly. Moreover, this study recommends modifying or strengthening the provision about the No Homework Policy.

**Keywords:** education, no homework policy, teachers, perspectives, qualitative phenomenological design, thematic analysis, Davao del Norte, Philippines

## INTRODUCTION

No Homework Policy has been a burning topic in the field today. Some are reluctant as to its implementation and others are fully into it. The heat around the no-homework policy will probably cool, like most reactive policies in the country. But it should be seriously considered. Homework is defined as tasks assigned to students by school teachers that are intended to be carried out during non-school hours (Cooper, 2019). It is to have the students practice the material that was already presented in class so as to reinforce learning and facilitate mastery of specific skills.

Finland sets a promising example on no homework policy. Students in the Nordic country have little to no homework, spend shorter hours in the classroom, and have lengthy school breaks. Those students who spend 60 or more hours on schoolwork score lower in science, math, and reading compared to those who do the same work in 40 hours, according to PISA. These include hours in and out of school. In addition, time spent on schoolwork is a poor benchmark of overall quality of education. But a no-homework, or an alternative "less-homework" policy, could be part of a comprehensive overhaul of how we cultivate the growth and development of our kids (del Castillo, 2019).

Meanwhile, in the Philippines, Quezon City Rep. Alfred Vargas has filed House Bill 388, which he wants to be passed as the "No Homework on Weekends Act of 2019". The proposed law seeks to ban all elementary and high schools from allowing teachers to give homework or assignments over the weekend. Violators will face a fine of P50,000 and jail time of up to 2 years.

Also, House Deputy Speaker Evelina Escudero, filed House Bill 3611 which promotes a no-homework policy for kinder to grade 12 and barring the taking of textbooks out of the school for kinder to grade 6 students in all public and private schools (Cruz, 2019).

Thus, they unfortunately completely overlook the trade-offs that may be more harmful in the long run by eroding the quality of education, and as a consequence, the future competitiveness of young Filipinos (The Manila Times, 2019). Cabayan in 2019 also stated that most, if not all students will just find more time to stay glued to their gadgets and waste away time on social media. Time which would have been well spent on learning.

In Kapalong East District, Davao del Norte Division, teachers have varied opinions on the No Homework Policy. Teachers in these areas have different perceptions on the newly-crafted bill which yields much issues at the present. Some of the teacher's problem about the proposed No Homework Policy is that it would affect the study habits of the pupils considering that the learning pace of some learners are quite slow. Not only that, issues about lack of follow up at home is also a problem. One of the teachers said that homework is really an integral part in a child's learning for it enables the learner to address necessary shortcoming and removing it would mean additional role of the teacher to fill in. Teachers said that being a product of the new educational setting wherein there is a homework, they can somehow attest that the practice of homework is really an effective way to make learning happen. Thus, banning it will make the students become lazy and too dependent on the teacher thereby not allowing to have an application of learning outside the classroom.

No Homework Policy is such an important issue in today's educational system. Subsequently, addressing the underlying phenomenon should be fully harnessed. It became evident that homework impacts academic performance of students. Furthermore, the result of this study could be pointed as reference to the teachers and DepEd authorities thereby making this study a document that shows societal significance.

Among the studies being conducted, none dealt in delving the perspectives of teachers, specifically entrusted in the hinterlands, about the no homework policy. Moreover, the no homework policy has been overlooked as there is more focus on the academic results of the learners. While there are few researches about the phenomenon intentionally, there is still insufficiency in studies conducted about it in local setting.

It is in this context that the researcher is interested to describe and divulge the perspectives of teachers in the hinterland of Kapalong East District in pursuit for their role to ensure quality education and to raise awareness to the intended beneficiaries of this study and possibly develop intervention schemes to learning components in teaching and administrative leadership, thus, there is a need to conduct this study.

### **Purpose of the Study**

The purpose of this phenomenological study was to explore and understand the perspective in 'No Homework Policy' of teachers in Kapalong East District.

At this stage in the research, the 'No Homework Policy' was generally defined as prohibiting teachers from assigning academic work to be completed by students outside the regular school hours.

### **Research Questions**

This study sought answers to the following questions:

1. What are the perspectives of the teachers in No Homework Policy?
2. What are the perceived challenges of teachers in No Homework Policy?
3. What are the suggestions of teachers in No Homework Policy that can be shared to others?

### **Theoretical Lens**

The theory and idea of this study is gleaned through the No-Homework proposition by Kohn as cited by Stewart in 2016, which states that homework routinely produces frustration, exhaustion, family conflict, a loss of time for other activities and diminished excitement about learning. In classrooms and schools where little or no homework is assigned, results have been extremely positive in terms of students' academic performance as well as their attitudes about learning.

In connection of this theory to my study, homework has been considered by some as a burden since it negates their right to spend time for their families and have some leisure. There are students who disregard homework and don't feel thriving in engaging with assignments.

This study is also gleaned through the Trautwein's Model of Homework. It seems consensual in the literature that doing homework is always beneficial to students, but it is also true that the key for the academic success does not rely on the amount of homework done, but rather on how students engage on homework (Trautwein et al., 2009; Núñez et al., 2015). There is, therefore, a call to analyze the process of homework rather than just the product; that is, to examine the extent to which the quality of the process of doing homework may be relevant to the final outcome (Valle et al., 2016).

In my study, this theory is relatable since there is another side that tells how beneficial homework is to the students. This is in contrast to a legislator who submitted House Bill 3611 or the No Homework Policy which promotes a no-homework policy for kinder to grade 12 and barring the taking of textbooks out of the school for kinder to grade 6 students in all public and private schools. This theory, however, exclaims that the real price in letting the students engage in homework is the attitude they can get in taking a time out to do their tasks. Thus, the quality of homework given should really be helpful to learners not just intellectually but in all aspects.

---

## **METHODOLOGY**

This part looked at the strategy used for collecting and analyzing the data which formed the basis of this study. The methods and procedures which were used in the conduct of the study were presented in this section. The research design, analysis and interpretation, role of the researcher, research participants and participants, the data collection process, data analysis, trustworthiness of the study and as well as the ethical considerations were employed in the process of this study and were elaborated.

### **Research Design**

This study used qualitative method of research and employed a phenomenological inquiry which I believe appropriate to address the experiences and perspectives of the participants.

I used qualitative research which according to Yin (2005) as cited by Wu (2016) is the study of the meaning of people's lives, represent their views and perspectives, identify important real life situations, discover new and additional insights about existing concepts and acknowledge multiple perspectives.

This qualitative study involved interviews with teachers in Kapalong East District, the observable fact under investigation. The study examined the social meanings that the participants were experiencing and the processes through which these shared knowledge are created. On the other hand, Burns and Grove (2016) illustrate qualitative research as concerning more on human experiences conducted in natural settings where information are processed through observed phenomenon.

This phenomenological study described the lived experiences (Creswell, 2014) of teachers in the 'No Homework Policy'. It focused into what common experiences the participants had encountered in the 'No Homework Policy', the phenomenon under investigation. The researcher used phenomenology because many teachers are experiencing the phenomenon. Through this process, the researcher was able to conduct universal meaning of the event or experience and arrived at a more profound understanding of the phenomenon.

And so, in gathering the pertinent data for this study, the researcher employed an individual in-depth interview and focus group discussion among the participants' perspectives about the phenomenon. An interview guide question was used during the conduct of these methods which directed the conversation and sought answers towards the phenomenon.

This study concentrated on the perspectives of teachers on 'No Homework Policy'. I took down notes on the comments of the participants and also their behavior during the conduct of this study to further add to the data supplied by the participants. They have undergone series of individual interviews anchored on the research questions.

### **Research Participants**

The participants of this study were the 14 teachers in Kapalong East District, Municipality of Kapalong, Davao del Norte. The researcher used purposive sampling in determining the research participants. The researcher interviewed seven (7) teachers for the Focus Group Discussion (FGD) and seven (7) teachers for the In-Depth Interview (IDI) as recommended by Creswell (2016).

The criteria of the selection of the participants were purposive in nature. The participants were chosen provided that they are teachers and who belong in the District of Kapalong East that experienced the phenomenon. Teacher-participants were comprised

of the following: who have been teaching for more than three (3) years, ages twenty-four (24) to forty (40), and participants should not belong to the same school.

The participants were informed over personal interaction with the interviewer. In qualitative research, the participants were informed of the said interview, the time and place of the interview (Lochmiller & Lester, 2016), and the time that the participants were suggested from their own conveniences (Hancock, 2013).

### **Data Analysis**

Thematic analysis was used to analyze the answers of the participants. It is a method of analyzing and reporting pattern or themes with a data (Boyatzis, 1998; Roulston, 2001). Using thematic analysis on this study was very helpful because it is flexible and it is a useful research tool that can probably grant a substantial, complex, and rich account of the data. As suggested by Boyatzis (1998), I performed the following steps in analyzing the data as to mention: familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report.

I asked the help of an expert one, a data analyst, particularly in handling, sorting, and organizing voluminous qualitative data for me to merge, manage, sort, and categorize data in easier way.

Following the steps suggested by Boyatzis (1998), I first listened the audios and then transcribe the interviews. This is to transform the data into texts and so that it will be easier for me to code my data after. Then I read my data many times to get acquainted with them. Then I looked for possible themes, code them along the way. If several themes are found at first, I narrow them down to just few ones. To show data in an organized and orderly manner, data display was used. Data display is the organization of data and showing them through matrices, charts, and graphs that enable the reader to draw out their ends (Suter, 2012).

Drawing conclusions and verification were the last step of analyzing qualitative data. It is essential to review and revisit the data many times to double check and verify the existing conclusions (Atkinsol and Delamont, 2006). These conclusions are generated from the descriptive themes that come out from the interview of the participants; these were woven together making it a useful material for results and discussions.

### **Trustworthiness of the Study**

The quality of the data analyses will be assessed by trustworthiness. Lincoln and Guba (1985) as cited by Nowell, Norris, White, and Moules (2017) suggest that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing credibility, transferability, dependability and confirmability.

In this study, the researcher ensured consistency by collecting data from the participants. The probable explanations shared by the participants varied in one way or the other. However, at certain point they had something in common and is consistent with others' viewpoint. Answers to the questions were carefully recorded and more importantly the commonalities were considered. Lincoln and Guba (1985) as cited by Nowell, Norris, White, and Moules (2017) suggest that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing credibility, transferability, dependability and confirmability.

**Credibility** is the quality of being believed or accepted as true, real or honest. In a research study, credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data as suggested by Lincoln and Guba (1985), cited by Nowell, et al. (2018).

Prolonged engagement, on the other hand, were utilized in this study as a technique for establishing credibility. It refers to the spending of sufficient time to understand the phenomenon of interest. This technique involves spending time observing various aspects in the setting, speaking with the participants and developing friendly environment with the members of the setting.

In this study, the researcher developed rapport and trust first and explained the purposes of conducting the study before proceeding to the interview and discussion proper. Researcher also was sensitive enough to the feelings of the participants and made them comfortable with the environment.

Triangulation of methodology involved multiple data sources in gathering and conducting the study to produce understanding as stated by Carter (2014). It involved the use of In-depth interview (IDI) and focused group discussion (FGD) which were used in this study. The main reason to triangulate is to help the researcher facilitate a deeper understanding. In this study, the researcher has different participants for the in-depth interview and focused group discussion and the data gathered in the IDI and FGD were being triangulated.

Moreover, Lincoln and Guba (1985) stated that member checking is the most crucial technique in establishing credibility. This is when data gathered, analyzed categories, interpretations and drawn conclusions are being tested together with the participants from whom the data were obtained.

In this study, upon the conduct of the research, the researcher let the participants hear their responses from the audio recorder and review their responses. Participants also were given the opportunity to correct errors on their responses.

Iterative questioning was also used in this study in order to elicit detailed data. The researcher returned to matters previously raised by the participants who are teachers that share their perspectives in 'No Homework Policy' and extracted related data through rephrased questions.

To address credibility, I attempted to demonstrate that a true picture of the phenomenon under scrutiny is real and authentic. Also, to ensure the credibility of this study I followed the following steps.

First, I established the adoption of research methods through presenting the credibility of the experiences truthfully illustrating and knowing the facts which were phenomenon in which my participants were experiencing.

Second, I developed an early familiarity with the culture of participating teachers through designing the research procedure, and conducting an interview in which I extracted ideas on the perceptions of the participants and also how they cope with the 'No Homework Policy'. And the data were documented through audio recording to make the data credible.

**Transferability**, as stated by Lincoln and Guba (1985) as cited by Pandey and Patnaik in 2014, is the degree to which the findings of this inquiry can be applied or transferred beyond the bounds of the project. To allow transferability, Shenton (2004) as cited by Anney (2014) suggested that the researcher must provide sufficient detail of the context of the fieldwork for a reader to be

able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting.

In addressing transferability of the study, I provided thick description and discussion allowing other researchers to make reasonable judgment about the transferability of the result to a different setting or context. The field notes on the setting, participants, and observations were used to give a rich description of my study.

**Dependability** is an assessment of the quality of the integrated processes of the data collection, data analysis and phenomenal explanation. The meeting of the dependability criterion is difficult in qualitative work, although researchers should at least strive to enable a future investigator to repeat the study (Shenton, 2004) as cited by Anney in 2014.

In addressing the dependability, I believed that this was attained through careful application of the method and the approach used. Moreover, through being flexible in whatever changes that happened especially in the actual conduct of the study about the No Homework Policy.

In addition, I see to it that the end purpose of the study was given focus and attention in such a way that helped in promoting greater good for the future application of the results of the study to the context where it is applicable. After the completion of this research's data analysis, the auditor carefully examined the audit trail which consist the transcripts, data analysis information, member checking comments and the research texts.

**Confirmability** according to Lincoln and Guba (1985) as cited by Pandey and Patnaik (2014) is a measure of how well the findings of the inquiry are supported by the data collected. To achieve confirmability, Shenton (2004) as cited by Anney (2014) noted that researchers must take steps to demonstrate that findings emerge from the data and not their own predispositions.

To address the issues on confirmability in this study, I saved a soft copy and hard copy of the responses of the participants wherein their identity was treated with confidentiality. I also provided them a hard copy of their responses for confirmability. I ensured that the gathered data were not influenced by biases, prejudice and personal judgments that researcher had in relation with the topic of study. I also performed member checking where information gathered from the participants were checked, reviewed and verified.

To further address the issues of confirmability, I relied on an independent audit of my research methods by a competent adviser (Lincoln & Guba, 1985). For this instance, I was assisted by my adviser, Dr. Exelsis Deo Deloy, an expert in this field clothe with wisdom and experience in qualitative research.

All concrete measures in the trustworthiness of this study were addressed in order to value the transparency of the conduct of the study and integrity of the findings.

### **Ethical Considerations**

The Belmont's Report 1979 as cited by Pudgurski (2015) stated that there are three core principles being summarized which include respect for persons, beneficence and justice. These three are on ethical principles and guidelines for the protection of human subjects of research.

Teachers safety and full protection was secured. This is to preserve the trust they gave. Therefore, the researcher followed the ethical standards in conducting this study.

To address respect for persons, every individual that were involved in the study were treated autonomously. The informants signed an informed consent and the researcher have received this informed consent from the informants before starting the investigation or the interview. Participants were provided with understandable information and agreed voluntarily to the terms and conditions of the researcher.

In this research, the researcher explained to the participants and gave them the full information about the research. They were given comprehensive information about the flow of the investigation, both the benefits and the burdens, and they were given the right to make the decision if they were part of this research or not. The researcher included the methods of the investigation to be employed, confidentiality of personal matters, the signature of the participant, as well as the date.

The researcher asked the permission of the participants for audio recording of the responses. This too reflected in their informed consent, giving them the right to check and modify the transcript. Moreover, the voluntary participation of the participants has been ensured.

Beneficence requires a commitment of minimizing risks to the research participants rather maximizing the profits that are due to them (Bricki and Green, 2007). In the principle of beneficence, balance in terms of the burdens and benefits in the research is very important. Friendships between the researcher and the participants or the opportunity to do well for the betterment of the society was also a result of this research.

In this research, I used coding for In-depth- interviews (IDI) and Focus-Group-Discussion (FGD) to ensure the confidentiality of the responses and the identity of my research participants. Additionally, I guaranteed that the result of this study was beneficial to my respondents. Moreover, participants did not spend any amount during the interview. Sensible tokens were given to them as a sign of recognition to their efforts on the study.

Justice requires a reasonable allocation of the risk and benefits as results of the researcher. All classifications of people (race, gender, ethnicity, age, etc.) should be equally subjected to the risks and benefits of research, and should be included or excluded only for reasons that have to do with research questions or hypothesis (Adams, 2008).

In this research, the participants were given the freedom to express their point-of-views and opinions based on the objectives of the research and the questions asked to them. Hence, they were given opportunity to validate their answers by giving them a copy of their responses. By that, they had a chance to read, validate, or if possible, modify their responses if ever they had second thoughts. The result of the study was presented to the participants to ensure justice. Also, the researcher made sure that the selection of the participants was fair thereby following the selection criterion.

The researcher used APA format for referencing system in giving merits for the work of authors cited in the study. Any treachery and extravagance about the aims and objectives of the research were avoided; maintenance of the highest level of objectivity in discussions and analysis during the research were observed. The researcher, however, modified any word or concept in the course of analysis of data to ensure accuracy and reliability of the result of the study. Any type of communication in relation



to the research were done honestly and clearly; any type of ambiguous information as well as representation of primary data findings in a biased way was also avoided.

Moreover, the Data Privacy of Bryman and Bell (2007) cites the RA 10173 or the Data Privacy Act of 2002 which states that, the state shall protect the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The state recognizes the vital role of information and communications technology in nation building and its inherent obligation to ensure that personal information in information and communication systems in the government and in the private sector are secured and protected.

To address concerns in Data Privacy Act of 2012, the researcher used codes to pelt the names and identity of the participants. Audio recorders were also destroyed after the collection and verification of data. I hope that through this study, we can be able to shed light and answers to questions pertaining to the implementation of No Homework Policy.

All concrete measures in the ethical considerations of this study were addressed to safeguard respect for persons, beneficence, and justice.

## RESULTS

This part presents the views among the participants that came out in the results of the study. This is an opportunity to highlight reflections, differences and extends current knowledge that pertains to views of teachers in 'No Homework Policy'. Furthermore, it shows observations, ideas, views and opinions given by the participants. A narrative prior to each table serves as the introduction to provide a bird's eye view of the following tables.

### The Perspectives of Teachers in 'No Homework Policy'

Homework is as old as schooling itself. Over the years, homework has become part of the students' daily practices and routines. Teachers, being an important party should see the advantages and positive effects of 'No Homework Policy' on students' performance and achievement. However, they too shall acknowledge and recognize the disadvantages and negative effects without having homework to address possible deficits in the students' aim to learn.

Whatever the reasons, not everyone is on the same page when it comes to the 'No Homework Policy. That is why knowing the perspectives of teachers is really important because they are the ones who are in the field and experience its effects. Homework is one of the parts in a lesson and so banning it needs a thorough investigation to understand the ways in which to affect the learners in order to receive maximum effectiveness in instruction.

### Limits Students' Learning

Learning experiences outside the classroom are inherently interdisciplinary. When we go out into the world, we encounter it as a whole and are taught to engage in multiple modalities, no matter which pair of disciplinary lenses we intended to wear. To some teachers, giving homework or assignments are one way to enable the child to learn and explore their learning even without a teacher to instruct, guide, scold, or look after them.

Teachers often wrestle with the most effective ways to engage students since their intention is for the students to attain optimum learning. We cannot deny the fact that learning doesn't just happen within the four corners of the room. It can actually happen anytime, anywhere, including in their own homes. And so, limiting the students' learning will make them passive and shallow since they only have their classrooms as their outlet for learning.

Indeed, the occurrence of 'No Homework Policy' limits the students to learn beyond the classroom as what FGD-01 stated that:

*"Nindot dyud ni siya nga bill but for me, I strongly disagree with this one because we will only lead the students in having a low quality education. Because I personally believe that by giving them homework, it is one of our way as teachers of helping them achieve a quality and lifelong learning that they can use in the future."*

(This is a good bill but for me, I strongly disagree with this one because we will only lead the students in having a low quality education. I personally believe that by giving them homework, it is one of our way as teachers of helping them achieve a quality and lifelong learning that they can use in the future.)

FGD-04 added that:

*"For me, wala dyud siya nakatabang sa educational system sa Philippines. It's because dili siya makahatag og mastery sa mga bata kay one of the way mangud kay para ma-master ang bata sa learning competency is paghimo og homework."*

(For me, it is not helpful in the educational system of the Philippines. It will not give mastery of the lesson because one way of mastering the learning competency is by giving homework.)

Moreover, homework serves as a follow-up to attain the mastery of the lesson as what IDI-04 also stated:

*"Ang 'No Homework Policy' sa akong huna-huna, absurd gyud na siya nga policy kay dili siya makatabang kay ang homework isa siya ka way para makasabot ang bata sa lesson."*

('No Homework Policy' is absurd since it is not helpful at all because homework is a way to better understand the lesson.)

IDI-01 even elaborated that:

*"Ang atoa bayang time sa pagtudlo sa bata is gamay lang, per subject is 40 minutes. Unya maghimo kag daghang enhancement? Unya mahimo ba kaha na nimo in 40 minutes? Unya daghan pa tag part of the lesson. So, mao gani na nga dapat naa dyud homework kay didto na ang uban nga mastery sa ilang homework. So, mao gani na nga dapat naa dyud homework kay didto na ang uban nga mastery sa ilang homework."*

(Our time in giving instruction is only 40 minutes, with many enhancement activities, I doubt if learning will really take place considering the allotted time to teach the lesson. That is why there should really be a homework so we can see that there is mastery.)

IDI-05 emotionally added that:

*"Mas concern ko sa mga future sa akong mga estudyante kesa sa temporary happiness nga ilahang na feel tungod kay relaxed na kaayo sila."*

(I am more concern of the students' future rather than their temporary happiness brought by being relaxed.)

IDI-06 stated that:

*"Kaning 'No Homework Policy' kay gina-kuan nila nga ma-limit lang ang learning especially ang learning nila sa lesson. Gina-limit lang nato inside our classroom."*

(‘No Homework Policy’ negates in a way that we limit their learning, particularly their learning of the lesson. We limit it in our classroom.)

IDI-07 also cited that:

*"Ang number one disadvantage dyud ani is that there is no follow up in learning. Kanang kuan bitaw, wala napadayon ang learning nga gikan sa eskwelahan until sa balay."*

(The number one disadvantage of this is that there is no follow-up in learning. There is no continuation of learning from school to home.)

Significantly, FGD-07 concluded that:

*"Taliwala dyud ni sa atong aim unta para sa atong bata nga maka-learn pod sila sa gawas or beyond the four corners sa atong classroom."*

(It negates our aim for our students to learn beyond the four corners of the room.)

The need for application of learning is also expressed as what FGD-03 exclaimed that:

*"Dapat man gud nga naay application sa learning og mahimo unta ni siya pinaagi sa homework. Pero unsaon ta man, murag dili na siya mahitabo. Wala na dyuy application kay wal a namay homework."*

(Supposedly, there should be application of learning through homework but it will no longer happen since there is no homework given.)

FGD-05 strongly added that:

*"Kung wala man guy assignments, kung dili ta maghatag og assignments sa atong mga students, dili na nila ma-remember ang lesson if pangutan-on nimo sila pagka sunod adlaw."*

(Without assignment or if we will not give assignments to our students, they can no longer remember their lesson when asked on the following day.)

Lastly, IDI-03 briefly said that:

*"Kung wala ang homework, ang mahitabo is maputol pod ang learning sa mga bata."*

(Without homework, students' learning will be discontinued.)

Elementary teachers has six (6) hours of actual classroom teaching and/or equivalent teaching related activities and duties and shall render the remaining two (2) hours of work within or outside the school premises to comply with the eight-hour workday by engaging in the following teaching- related activities and duties such as the preparation of lesson plans, action/work plans, instructional materials, evaluation/assessment tools/rubrics, performance of coordination activities and duly recognized community social services, participation in the maintenance and improvement of school facilities and equipment, and many others. In other words, neither strong view has much relation in reality to how many hours teachers put in. Sure, some teachers put in hour after hour after hour.

Significantly, some teachers quit their job due to workloads and that they are definitely challenged by the enormity of the job. And if homework is to be removed as part of the lesson plan and instruction, it will somehow lessen their baggage. They will have a little spare time and rest their minds for a moment.

Teachers perceived that their workloads shall be lessened particularly they will have lesser time in making lesson plans, as what FGD-03 stated:

*"It will lessen the task of the teacher sa iyang lesson plan. Dili na siya maghuna-huna unsa ang dapat ipa-assignment sa bata."*

(It will lessen the task of teachers in terms of the Lesson Planning. She will no longer think of what assignments to give to students.)

IDI-01 exclaimed that:

*"In a way makuhaan pod ang load ni teacher kay dili naman ta mag-check og assignment.)*

(Teachers will no longer take time in checking the assignments.)

FGD-07 also added that:

*"Kay kung five ang parts sa atong lesson plan, mahimo na lang nga upat. At the same time, madungagan ang atoan oras sa pag-relax kung gusto nato mu-relax kay dili naman ta mag-check sa ilang mga assignment nga gipangpasa sa atoa."*

(Our lesson plan has five parts, and it will become four. At the same time, we will have time to relax since there will only be four parts of the lesson plan.)

FGD-02 also indicated that:

*"Dili na ta mag-check sa assignment nga gihatag nato sa mga bata."*

(We will no longer take time in checking the assignments.)

Furthermore, teachers have a different view of the 'No Homework Policy' as IDI-03 mentioned that:

*"As a teacher, ang advantages noh, as what I've said kanina nga ma-lesser ang imong work. Like for example in checking the homework nga imohang ihatag unta sa mga bata. And ma-lesser pod imohang work nga mag-follow up, i-follow up nga study-han sa mga bata para makatuon sila."*

(As a teacher, the advantage is that it will lessen your work. Like for example in checking the homework of your students. It will also lessen your work since you will not have time to think of the follow-up that you need to do to ensure learning.)

FGD-06 further stated that:

*"Para sa akua is maka-less og trabahuon sa teacher then sa akong giingon ganiha nga kung maghatag kag assignment is kanang mjurag ma-useless lang gani kay pagka-ugma diha gihapon sa school then manundog lang sa ilang classmates."*

(Less work for the teachers considering that homework seems to be useless because some of the students will just copy assignments from their classmates.)

IDI-07 also stated that:

*"Wala na kaayoy magpondo nga papel sa akong lamesahan kay wala koy checkan."*

(There will be no pile of paper to check in my table.)

Rest and playtime is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of the students. It is a moment of freedom, when they could recreate the worlds they had read about in class. In fact, playtime may be the only opportunity some students get to interact with other young people in a safe environment.

Having a rest and a time to play can be an essential part of learning effectively, and may even improve a students' quality of life. If the students are not getting enough quality rest and a playtime as well, they will tend to be exhaustive and it will result to reduced cognitive performance and learning potential. In addition, family will build a stronger family unit by spending more time together, and will stick together through rough times, besides enjoying the fun times together. Because at the end of the day, it is our family we run and turn to at all times.

Indeed, rest and playtime must be given to students for them to have a free time as what IDI-05 stated that:

*"For me Ma'am, as teacher, this policy, it would be easy for students. Kay siyempre when they go home, murag free na kaayo sila kay wala na silay himuon."*

(For me Ma'am, as a teacher, this policy is easy for the students since they are free when they go home because they have nothing else to do.)

IDI-04 stressed that:

*"Relax na sila inig abot sa ilang mga balay kay si naman sila maghuna-huna nga 'hala, naa baya koy assignment nga kailangan himuon."*

(Students are relaxed when they go home since they do not have to think about their assignments.)

FGD-01 fairly added that:

*"Magka-time na dyud ang bata nga magpahulay kay dili naman sila maghikutar sa ilang assignments inig abot sa ilang mga balay."*

(Students will have time to rest because they will no longer deal with homework when they go home.)

Learners deserve a time out from their busy hours in school and also should take some time to play as FGD-03 mentioned that:

*"Ang mga estudyante kailangan pod og magka-panahon dyud sila, nga naa silay oras nga magdula og magbonding-bonding kuyog ilang mga amigo."*

(Students need time and will have time to play and bond with their peers.)

IDI-06 strongly stressed that:

*"Advantage siya for the children or for the students kay ma-less stress naman sila. Kay after klase, mouli silag balay, ilang atupagon kay wala na, pwede na sila magdula, ana."*

(It is advantage for the children or for the students since they will not be stressed. After their class, they will just go home, do nothing and just play.)

IDI-06 indicated that:

*"Instead nga mag-focus sila sa ilahang homework, ginatagaan niya ang mga estudyante og time para makabonding-bonding sa ilahang family sa balay."*

(It gives the students time to bond with their families at home instead of focusing on their homework.)

Furthermore, FGD-03 stated that:

*"Karon kay magka-time na ang mga bata nga maka-share pod sila sa ilang mga na-experience sa eskwelahan, then magka-time pod sila to relax og mag-bonding kuyog ang ilang mga pamilya."*

(Students can now have time to share their experiences in school, relax, and bond with their families.)

FGD-06 accentuated that:



*“Ang mga bata kay naa nay time nga magdula-dula og maka-attend na pod sila og kanang mga social activity inubanan sa ilang pamilya.”*

(Kids can now spend more time in playing and attending social activities with their families.)

Conclusively, IDI-03 expressed that the learners can now have time to balance their professional development and personal growth.

*“Kung wala nay homework, naa nay balance and professional development og personal growth sa mga bata kay mas daghan naman gud sila og time para maka-rest pod sila, ana, and they will also have time para sa ilang pamilya.”*

(If there is now homework, there is a balance between professional development and personal growth of the learners since they will have more time to rest and have time for their families.)

### **Decreases Parents' Involvement**

Parents often become involved in their children's education through homework. Whether children do homework at home, complete it in after school programs or work on it during the school day, homework can be a powerful tool for parents to know what their child is learning, it gives children and parents a reason to talk about what's going on at school, and gives the teachers an opportunity to hear from parents about children's learning.

When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning. As what we can see in Table 1, participants responded that if there is no homework, there would be a decrease on parents' involvement in a child's learning.

IDI-03 explained that:

*“Gina-lessen niya ang relationship sa parent og sa school or sa parent to school because si parent dili na makig-communicate sa teacher about sa performance sa ilang mga anak sa eskwelahan.”*

(It lessens the relationship of parent and school or parent to school because parents will no longer communicate to teachers about their child's performance in school.)

Similarly, IDI-06 added that:

*“To the parents, dili na nila ma-follow up ang ilang mga anak or wala na silay chance to follow-up their children with regards to homework.”*

(Parents will not have the chance to follow-up their children with regard to homework.)

Furthermore, IDI-05 stressed that:

*“Mao gani nga naay assignment kay aron unta, kay ang homework man gud gina-strengthen niya ang relationship sa parents and school. So kung walay homework, dili na maka-support ang mga parents sa ilang mga bata.”*

(That is why there is an assignment because homework strengthens the relationship of parents and school. So without homework, parents can no longer support their children.)

FGD-01 accentuated that:

*“Ang mga parents pod kay wala or mawad-an na sila og time to follow-up their children sa ilahang homework.”*

(Parents will not have the chance to follow-up their children with regard to homework.)

Moreover, FGD-04 stated that:

*“Mudugang ra dyud siya sa problema tungod kay ang parents, dili na gyud sila makahatag or makagahin og time para tudloan ang ilang mga anak.”*

(It adds to the problem because parents can no longer give time to teach their children.)

### **Decelerates Students' Study Habits**

Good study habits are essential to educational success. Study habits are an important part of any student's success. We probably can diminish the academic dishonesty by promoting good study habits with students, and letting the students know that good study habits are very important when it comes to school. All difficulties that students encounter in their classes can be

overcome with proper study habits because improving one's study habits is the key to better studying. Good study habits are a great tool to have in the toolbox of life.

Indeed, acknowledging the importance of study habits, it really affects the learners especially when the 'No Homework Policy' will be fully implemented considering that homework is one way to activate their study habits. It is manifested in Table 1 that one of the teachers' perspectives in the 'No Homework Policy' is that it decelerates study habit of students as what FGD-05 exclaimed that:

*"The disadvantages are that students' study habit might be gone kay magsalig naman gud nga way assignment. So, dili na mo-ukab sa ilang notebook or sa libro bah."*

(The disadvantages are that the students' study habit might be gone because they will depend on having no assignment at all. So, they will no longer open their notebooks or books.)

FGD-01 made mentioned that:

*"Being a teacher now, makita nako nga ang study habit dyud sa mga bata seems to be disregarded considering that there is no more homework nga ilang atimanon pag-abot sa ilang mga balay."*

(Being a teacher now, I can see that the study habits of the students are being disregarded considering that they will no longer deal with homework when they come home.)

The participants also expressed that when study habits of students decelerate, it will result to them being lazy.

FGD-06 declared that:

*"Matamad ang bata sa pag-study. Mawala na dyud ang ilang pag-study, kanang inig uli mag-study...mag-scan sa ilang notebook."*

(Students will get lazy since they will no longer think of studying at home or even scan their notebooks.)

IDI-04 supported that:

*"Ang mga bata kay magdasa dyud, Ma'am. Dili na dyud sila mag-study sa ilang mga lessons. Murag matamad na gani sila mu-study, ana Ma'am."*

(Students will become dependent, Ma'am. They will no longer study their lessons and will get lazy.)

Lastly, IDI-07 added that:

*"Unsa pa may mahimo? Ang mga bata dili na dyud mag-study sa ilang mga past lessons."*

(What could they do? Students will no longer study their past lessons.)

### **Diverts Students' Attention to Gadgets**

Gadgets offer many advantages to students. It provides greater access to information, increased opportunities for collaboration, independent learning and enhanced communication. However, the effects of gadgets on students are not always positive. Overuse of technology through gadgets like smartphones and video games may interfere with a student's attendance, ability and interest in learning.

Students who become addicted to gaming, texting or social media may try to do this in class, which may disrupt their learning and lead to disciplinary action. At home, it may interfere with their study time. And with 'No Homework Policy' this might really be possible as what IDI-03 made mention that:

*"Ang ilang oras og panahon kay naa na lang pimente sa gadgets, ana, kay especially dili man gud tanan parents kay strict to their child or to their children pag-abot sa mga ing-ana nga butang."*

(Students spend time with their gadgets at home especially because not all parents are strict with their children about playing with gadgets.)

FGD-04 also added that:

*"Karon kay naa naman dyud ni noh, kaning 'No Homework', kaning 'No Homework Policy', ang mga bata is kuan, mudiretso na sila og dula sa ilang mga gadgets inig uli sa balay kay wala namay homework lage. Mawala dyud ang ilang sense of responsibility."*

(Now that there is no homework, that there is 'No Homework Policy', they will proceed to play with gadgets when they went home. Their sense of responsibility will be eliminated.)

IDI-07 declared that:

*"Imbes nga mag-answer unto sila sa kanang ilang mga assignments bitaw, sa ilang mga homework, ang ubang estudyante kay magsige na lang og kuri sa ilang mga gadgets, sa ilang cellphone."*

(Instead of answering their homework, some students will spend time with their gadgets like their cellphones.)

Furthermore, FGD-03 opened up that:

*"Kuan Ma'am, ang mga estudyante kay makatulog na. they tend to get asleep in school because kapoy naman sila. Kapoy na sila kay wala man silay gihimo sa ilang vacant nga time nga para unta maghimog homework, nagsige na lang man sila og dula sa mga gadgets. Dula na lang pirme ang atupagon bah."*

(Students tend to get asleep in school because they would feel tired since they have spent their vacant time that is supposed to be the time to make their assignments, they spend it in playing with their gadgets.)

IDI-02 briefly said that:

*"Mas gustohon dyud nila nga magdula sa ilang mga gadgets tungod lage kay wala naman silay assignments."*

(They will be more keen to play with their gadgets since there is no more assignments.)

### **Drags Down Low Performing Students**

The prevalence of low performing students has frequently been a major concern to many teachers who always expect their students to excel and achieve good results. These students have a potential in improving their grades and will be able to achieve higher academic performance if they are given the skills to effective learning techniques and personal motivation enhancement. A clear career path will help them with a clear direction to increase their personal motivation towards achieving their goals.

Surely, teachers want their students to be the best that they can possibly be so we can improve student performance and increase student achievement. To maximize learning, students need to dig deeper than this superficial acquaintance of the lesson. Some lessons need to be have a follow up at home through homework in order to meet the needs of the low performing students.

IDI-06 heightened the idea that:

*"In my side, my perspectives as teacher is that since dili ta makahatag og homework na sa atong mga bata, there are this disadvantage for us teachers especially to those learners who have hard time Ma'am. So, maglisod sila og samot. Kay homework for me is one of the ways para imohang matabangan ang bata, Ma'am. Nga kung naglisod sila sa klase, at least naa silay time sa ilahang balay para ma-follow up to nga lesson."*

(In my side, my perspectives as a teacher is that when we cannot give homework to our students, there is disadvantages for s teachers especially to those learners who have hard time in understanding the lesson. They will find the lessons even harder because they have not been followed up at home.)

Further, IDI-07 added:

*"Sa akoang giingon, things will never be the same pag walay homework. Number one disadvantage, musamot og kahina ang mga bata kay wala na may follow-up."*

(As what I have said, things will never be the same if there is no homework. Number one disadvantage, those students with no follow up will become worse.)

FGD-03 intensified that:

*"Kay wala namay assignment, wala ka kabalo kung nakasabot ba or wala kay di na nimo siya ma-monitor. Dili nimo ma-tansya kung nasabtan ba sa bata knowing the fact kung kabalo naka sa retention sa bata, kung slow learner siya. Kung slow learner dyud siya, mas maglisod dyud siyag*

sabot. Then the slow-learners will not be able to uplift their performances. Diba, slow learners pa sila, wa pa dyuy assignment, musamot og ka-slow.”

(Since there is no assignment, you will not know if they understand the lesson or not knowing the fact that you know your students’ retention. If the students are slow learners, they will really have a hard time in understanding the lesson. The slow learners will not be able to uplift their performances.)

Significantly, FGD-04 pointed out that:

*“Slow learners na gani, ibutang ta slow learners ning mga bataa, unya wala pa dyuy assignment, musamot dyud sila og ka-slow.”*

(Given that they are slow learners, then you will not give assignments, they will become even slow.)

FGD-05 added that:

*“Kung ang bata kay isa ka slow-learner, maglisod dyud siya og kuha og sabot sa lesson kay lage, slow-learner man siya bah.”*

(If the child is a slow-learner, he will have a hard time in understanding the lesson.)

All the verbatim stated above reflected the experiences of the participants in relation to the themes which emerged on the perspectives of teachers in No Homework Policy.

#### **Perceived Challenges of Teachers in No Homework Policy**

The responses were sorted and resulted to the emergence of five (5) major themes on perceived challenges, namely: less mastery and retention of learning, additional techniques and strategies in teaching, additional time for planning and preparation, change in learners’ attitude in learning, and difficulty in tracking students’ progress.

#### **Less Mastery and Retention of Learning**

Mastery and retention are two important factors to measure learning. With these, they will have the advantage of elaborating on the principles behind the task and defining the end points of that task, which makes learning clearer. Both are made effective by features that include cognitive interactivity, feedback, repetition, and longer time period. Other features, which determine the outcome of mastery learning, are additional practice. Homework or assignments are considered additional practice and would require a longer time period. This means that they see homework as a way to improve mastery and retention of learning.

This theme concluded that students tend to have not acquire mastery and retention of learning since they are not geared to practice their learning in the form of homework.

IDI-01 stated that:

*“Karon nga walay homework, murag malimtan ra pod gyud nila, ana. Malinga mangud sila, sa mga dula, gadgets, ana...”*

(Now that there is no homework, students forget the lesson because of gadgets.)

IDI-05 added that:

*“Kay tungod if ever mangutana ko pagka-ugma, dili naman sila makatubag. That’s base on my experience, Ma’am. So makapangutana ko sa akoang sarili kung nakuha ba gyud kaha nila?”*

(If I asked them the following day, they could not give me an answer. That’s base on my experience, Ma’am. So, I really question myself if they really get and understand the lesson.)

Also, IDI-06 plotted clearly that:

*‘At the end of the week, if you give summative examination, matingala na lang ka nga nagklase naman ta ani, why is it nga wala man nakuha? Kay because wala siya na-follow up Ma’am. Kay homework, dako dyud kaayo siyag way Ma’am nga ma-follow up mangud nimo ang child ana sa ilang assignment, sa ilang grade.’*

(At the end of the week, when you give summative examination, you will wonder how come they did not get this considering we have tackled this in the class? It is because they did not get the right answers because there is no follow-up.)

Furthermore, IDI-07 emphasized that:

*“Sa ako lang experience Ma’am, kanang magklase mi unya pagka-ugma mangutana ko sa mga bata, wala mangud sila mahinumduman Ma’am kay wala na lage silay atimanon nga klase pag-uli kay wala na lage homework bah. Mao ng pagka-ugma inig pagpangutana nako sa ilaha, magnganga na lage Ma’am. Wa nay matubag.”*

(As what I experience Ma’am, students cannot answer when asked the following day about the lesson, they cannot remember anything. And that is because there is more homework.)

The participants also take into consideration the IP learners as what IDI-04 determinedly mentioned that:

*“Dili dyud ma-master sa mga bata Ma’am kay labi na sa bukid Ma’am, lisod dyud kayo. Labi na sa IP nga mga bata, lisod dyud kayo nga ma-master dayon nila ang mga topic. So kinahanglan kaayo nga mag-homework gyud ta.”*

(Students cannot really master the lesson, Ma’am. Our IP learners find it difficult to master the topic if there is no homework. So, it’s really important that we give homework to our students.)

Hence, the participants are really concerned on the mastery and the retention of learning of the participants, as what FGD-04 stated that:

*“Siyempre ma-apektohan dyud ang atoang lesson kay naanad baya ta nga apil sa LP ang assignment. Karon kung wala na siya, ma-apektohan dyud ang mastery kay dili naman siya kompleto.”*

(Our lesson will really be affected because especially that we are used to having assignment as part of the Lesson Plan. If assignment will be removed, it will really affect the mastery of the lesson plan since its parts are no longer complete.)

FGD-05 exclaimed that:

*“Tungod kay wala na lage review sa lesson, what will we expect? Ma-lesen dyud ang mastery sa students.”*

(Since there is no review of the lesson, what will we expect? Students’ mastery will really be lessened.)

Conclusively, FGD-07 said that:

*“Ay, kailangan na pod nato i-reteach na pod ang lesson kay alangan, naa baya dyud tay mga bata nga short lang ang retention.”*

(We need to reteach the lesson especially because some students have a short retention.)

### **Additional Techniques and Strategies in Teaching**

Teaching strategies and techniques identify the different available learning methods to enable them to develop the right strategy to deal with the students. Furthermore, the learner’s power to think and solve problems should be a component of a well-designed instructional strategy and its effectiveness. Every teacher aims to overcome all the challenges in their instruction efficiently. In order to do so, they should implement out-of-the-box teaching–learning strategies and techniques. This would make classroom sessions more interesting and would create a positive ambience of teacher–student interaction.

Considering the banning of homework, the participants converge in stating that they will need to think and have additional strategies and techniques in their teaching as what IDI-02 said that:

*“Ang akong nakit-an ana is maghimo ko or mangita kog mga estratehiya nga ma-practice or ma-develop ang study skills sa mga bata, makatuon sila independently even without bring home assignments.”*

(What I perceived is that I will need to find different strategies and techniques to develop their study skills, that they will learn independently even without bring home assignments.)

IDI-06 firmly added that:

*‘I guess the challenges that for me as a teacher in this No Homework Policy, is ang pagpangita og strategy og practice para ma-develop ang study skills sa atong mga bata.’*

(I guess one of the challenges for me as a teacher in this ‘No Homework Policy’ is I will need to look for different strategies to develop the study skills of my students.)

[www.ijrp.org](http://www.ijrp.org)

Similarly, FGD-04 added that:



“So, one of the challenges nga akong nakita noh sa mga teachers is maybe kay wala naman siya homework, so mangita na ta og way or other ways or enhancement that could make out sa kanang lesson nila. *Kay wala na man lage assignment.*”

(So, one of the challenges that I see is that since there is no more homework, so teachers will need to find ways and do enhancement activities that could help make out the lesson. Since again, there is no more homework.)

IDI-03 also made mentioned that:

“So, magdesign dyud kag activities nga kanang easier for them, mga techniques nga meaningful in their learning, kanang dali lang nila ma-catch up and ma-experience nila meaningfully. Yes, additional load dyud siya kay instead nga ang imoha na lang untang buhaton is si homework, kay para ma-follow up nimo sila.”

(So, you will design different activities that is easier for students and meaningful to their learning. Activities in which they can catch up easily and they can experience it meaningfully. Yes, it is really an additional load for the teachers.)

More so, FGD-05 cited that:

“For me, by enhancing my teaching skills and making my IMs creative and catchy para ma-maintain nako ang attention span sa mga bata. And by giving the students enjoyable and engaging activities while they are learning kay para ma-enjoy dyud sila while nagtuon.”

(For me to maintain the attention span of my students, I will need to enhance my teaching skills and make my instructional materials creative and catchy. And by giving the students enjoyable and engaging activities while they are learning so they can have fun while learning at the same time.)

FGD-02 briefly stated that:

“Kung mawala na dyud ni, kinahanglan nako, sure dyud ko nga kinahanglan nako mag-provide og klase-klase nga mga activity unya malingaw pod akong mga bata kay aron makatuon gihapon sila.”

(If homework will be removed, I will need to provide varied yet fun activities to my learners so that they can still learn the lesson.)

Finally, FGD-06 cited that:

“Tagaan og himuan nako akong mga estudyante og mga activities nga ma-enjoy sila unya engaging nga acitivity while they are learning. Para makatuon sila at the same time nalingaw pod sila.”

(I will give my students enjoyable and engaging activities while they are learning. So they can have fun while learning at the same time.)

### **Additional Time for Planning and Preparation**

Preparation and planning will make you a better teacher. Planning as well as preparation are the best antidotes for the nerves that many people feel when teaching a subject for the first time or meeting a new group of students. It is also the only way to ensure that your educational objectives are achieved. They are a critical component of effective teaching. Teachers should always be prepared for the next lesson since the impact of preparation and planning is tremendous on student learning. Organizing your approach, planning your lesson to ensure maximum student understanding are critical goals of preparation.

The participants raised to have an additional time for planning and preparation of the lesson since they will need to fill the gaps brought by the elimination of homework as what IDI-05 mentioned that:

“Challenging kaayo siya sa part sa teacher especially on the strategies, og kadtong mag-dwell ka og much time to think of the strategies, mga activities nga mahimong memorable to the students.”

(It is really challenging on the part of the teacher especially you will really dwell more time in planning different activities that you need to do.)

IDI-02 supported this by saying that:

“Well, I think the challenges that I may encounter is that mas daghan pa ang buhaton nga enrichment activities during school days or during the discussion lalo it will take time to prepare more.”

(Well, I think the challenges that I may encounter is that I will need some time to prepare for enrichment activities needed during school days or during discussion.)

IDI-05 further elaborated that:

*"Kay naa naman gyud ni siya, I'd need to have more time sa review pagka-ugma kay siyempre wala na-follow up sa balay."*

(Since this is already here, I will need to have more time for the review the following day because there is no more follow-up at home.)

Planning and preparing ahead of time is really important as what IDI-01 significantly said that:

*"Kadto, time management. Since naa man dyud tay allotted time each lesson unya kailangan man dyud nato i-review dyud sila kay wala naman dyud sila nabuhat nga review sa balay. So, kadto...time management tapos maximize time for instruction. Instead magsige kag binadlong diha, imoha na lanag dyud gamiton for lesson. Tapos plan enhancement activities ahead of time."*

(We need to have time management considering that we have an allotted time for each lesson and we also need to review them since they can no longer have their review in their homes. So we need to have time management, then maximize time for instruction. Instead of spending time in scolding them, use that time for your lesson. We also need to plan enhancement activities ahead of time.)

Meanwhile, FGD-03 cited that:

*"Mag-consume na pod ko ani og time sa paghimo og mga activities para ma-retain ang lesson."*

(I will consume time in making varied activities to retain the lesson.)

FGD-05, made mentioned about the adjustment she will need to make:

*"Adjust na pod ko ani. Ang mga teachers adjust na pod sa lesson plan nato. Sige na lang ta og adjust, uy!"*

(Teachers will adjust in lesson planning. We always make adjustments.)

Lastly, FGD-06 stated that:

*"Kita ng mga teachers, siyempre kailangan pod nato og time, enough time para makahimo ta og mga activities og techniques nga atong gamiton pag wala nay homework."*

(We will need to have adequate time in designing activities and thinking of more techniques that we shall administer if homework will be removed.)

### Change in Learners' Attitude in Learning

Attitude can alter every aspect of a person's life, including their education. Student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change.

Participants agreed that 'No Homework Policy' will change the attitude of learners and they see this as one the challenges they might face in the future. It is important to address this challenges so as to make learning possible.

FGD-07 responded that:

*"Para sa akua kay ang perceived challenges ani as a teacher kay ang mga bata dyud akua ai. Kay kanang murag easy-go-lucky na lang sila sa ilang pag-eskwela. Murag wala lang, ana lan, hayahay. Mao akong nakita as a teacher nga challenges ani."*

(My perceived challenges as a teacher is really about the students. I can see that the students tend to be easy-go-lucky with regard to their studies.)

IDI-07 shared that:

*"As a teacher, para sa akua noh, naa dyud tay ma-face nga mga challenges. So, kani nga mga challenges para sa akua...ang mga bata kay magsalig na gani noh nga dili kaayo mag-study, pag-abot sa balay kay wala nay assignment. So, dili na sila mag-open og notes."*

(As a teacher, for me, we will really have challenges to face. For me, students will become too dependent if there is no homework. They will no longer open their notes.)

FGD-03 briefly stated that:

*“Then sa students, same lang gihapon Ma’am. Less focus, they tend to be passive.”*

(For the students, less focus and they tend to be passive.)

FGD-06 also cited that:

*“Para sa akoo Ma’am is ang mga bata Ma’am is dili na maka-focus sa ilang study labi na dyud kung boring ang mga subject.”*

(For me Ma’am, the students cannot focus on their studies especially if the subject is boring.)

Lastly, FGD-04 uttered that:

*“Dili dyud siya kay possible challenges lang, kay karon nga naa na ko sa field, na-observe na dyud nako nga basta wala gani assignment that day, pagka-ugma hayahay lang kaayo na ilang paminaw.”*

(I can’t consider it as a one of the possible challenges because now that I am in the field, I really observed that the students are too relaxed if there is no assignment.)

### **Difficulty in Tracking Students’ Progress**

Tracking students’ progress plays a key role in being an effective teacher. Having students see their growth and review how it relates to bigger goals increases student investment. Plus, tracking helps teachers to stay invested and continue to increase their own effectiveness by seeing trends in student data. The more teachers stay invested in tracking their students’ learning, the more their students will stay invested, and all of this will lead to heightened levels of student achievement.

To the participants, homework is a way to track students’ learning of the lesson since it serves as a follow-up and a confirmation that they have learned the topic as what IDI-06 exclaimed that:

*“When it comes sa evaluation sa bata Ma’am. Mas maglisod ko og assess gani sa ilaha, Ma’am. Feeling nako Ma’am ang ilahang development kay kulang Ma’am.”*

(When it comes to the evaluation of the students, I really find it difficult to assess them since there is no more assignments. I can feel that their development is inadequate.)

IDI-05 supported this by saying that:

*“Kung wala man guy assignment, ang learning of the students is minimal kay siyempre dili man nato ma-measure, it’s hard to measure if they learned the topic or not.”*

(If there is no assignment, the learning is minimal since it is quite hard to measure if our learners learned the topic or not.)

IDI-01 also attested that:

*“Pag walay homework or assignments, it is hard to ascertain or assess if the students really understand the topic so well.”*

(When there is no homework, it is hard to ascertain or assess if the students really understand the topic.)

Furthermore, the importance of doing follow-up to the child’s learning had been stressed by FGD-01:

*“Ang homework man gud serves as a review or follow-up sa ilahang past lesson. And if there is no follow-up, dili ka makabalo if your students fully understand your lesson on that day.”*

(Homework serves as a review or follow-up to our past lesson. And if there is no follow-up, you will not know if the students fully understand your lesson on that day.)

Finally, FGD-05 made mentioned that:

*"Importante dyud kaayo ang homework para sa akoo kay kung wala ni, dili nako makita if naa ba kaha silay natun-an."*

(Homework is really important and without it, I cannot see if they learned something.)

Statements above were lifted from the verbatim transcripts of individual in-depth interview and focus group discussion being administered. Those were the answers of the participants in relation to the themes which emerged on perceived challenges of teachers in No Homework Policy.

### **Suggestions of Teachers in No Homework Policy that can be Shared to Others**

The responses were sorted and resulted to the emergence of seven (7) major themes, namely: design varied and meaningful activities, instill students' self-discipline and self-study, revisit the provision, accept the policy if approved, perform necessary adjustments, ensure students' learning, and foster students' sense of responsibility.

#### **Design Varied and Meaningful Activities**

Varied and meaningful activities are both used inside and outside the classroom to promote active learning. In aiming for full engagement, it is essential that learners perceive activities as being meaningful. Variety of activities will help cater all the needs of the learners considering that they learn differently and individually. Learners also has different interests and disinterests.

With the elimination of homework, the participants acknowledge that they need to work even harder by designing activities that are varied and meaningful as what IDI-05 stated that:

*"As a teacher, we need to find ways and means para lang gyud ma-serve ang purpose nga kailangan maka-learn gyud ang bata. Siguro mangita dyud og appropriate or best practices, best strategy para lang gyud makakat-on ang bata within that period. Kay siyempre wala may assignment, dili man pwede nga i-extend pa gyud ang learning sa balay. So, maningkamot ta teacher nga within that time, maka-learn gyud ang bata sa atoa."*

(As a teacher, we need to find ways and means to serve the purpose that students really need to learn. We need to find appropriate or best practices and strategies for the students to learn. Since there will be no homework, we cannot extend their learning in their homes. So, let us do whatever we can so that our students will really learn from us.)

IDI-04 added that:

*"Kinahanglan akong lesson that day kay lively, catchy sa mga bata, nga masabtan gyud nila, nga dili na kinahanglan pa i-homework."*

(My lesson should be lively, catchy, and easy to understand so I will not need to give homework.)

IDI-01 also cited that:

*"Kadto akong giingon kaganiha, design different activities para ma-remember nila ang lesson."*  
 (As what I have said a while ago, design different activities so they can remember the lesson.)

Furthermore, FGD-05 expressed that:

*"I can suggest that teachers must be skillful enough to maintain the attention span of the learners in the teaching-learning process. Then enhance teaching skills, make your IMs creative and catchy. Give the students enjoyable activities."*

(I can suggest that teachers must be skillful enough to maintain the attention span of learners in the teaching-learning process. You need to enhance teaching styles, make your instructional materials creative and catchy, and give the students enjoyable activities.)

IDI-o3 even added that:

*"And also search for varied activities which is meaningful for their learning. Importante dyud siya that we will have those varied activities para ang atoang mga estudyante mas ma-fit sa ilahang needs in learning."*

(And also search for varied activities which is meaningful for their learning. It is important to have those varied activities to cater the needs of different learners.)

Fondly, FGD-01 said that:

*“Aside sa ilang giingon, as a teacher who is considering the No Homework Policy, I must make sure that I can provide my students different, varied activities that my students can somewhat enjoy. At the same time, they can also learn.”*

(Aside from what they said, as a teacher who is considering ‘No Homework Policy’, I must make sure that I can provide my students different, varied activities that my students can somewhat enjoy. At the same time, they can also learn.)

FGD-07 pointed out that:

*“Magprovide ko og mga activities. Activities nga matabangan sila labaw na nga wala nay homework.”*

(I will provide activities that could help them engage even though there is no homework.)

Lastly, FGD-03 cited that:

*“Given nga wala na dyuy homework, we must find more appropriate nga mga strategies. Then kailangan ang kada lesson is memorable to the students.)*

(Given that there is no more homework, we must find more appropriate strategies. Then make every lesson memorable to students.)

### **Instill Students’ Self-Discipline and Self-Study**

Self-discipline is an invaluable skill to learn and develop over the course of a student’s life, and will help them tremendously throughout their academic career. Inevitably, students always have subjects they do not love and periods of distraction in their lives, which is why it is so important to develop self-discipline in order to succeed through those times of less motivation. When we achieve the goals we set for ourselves, we get a boost of confidence which can improve many aspects of our lives.

Self-study is an important aspect of effective learning. When students embark on the quest of knowledge through self-study, they develop scientific and logical reasoning as part of the thought process. Instead of listening to others, the individual can use their brain to take independent decision. Self-study is the only tool that assists in the development of critical analysis of the situation and so it is really helpful for our learners considering the elimination of homework.

IDI-04 shared that:

*“Akoa lang siguro ma-share is that i-exercise nato ang bata sa ilahang thinking skills, sa ilahang memory. I-encourage nimo ang mga bata sa ilahang self-discipline.”*

(I can share that we need to exercise their thinking skills and encourage self-discipline.)

IDI-05 stressed that:

*“To the students, learn to help their own leaning. Kanang maningkamot pod sila sa ilang kaugalingong learning. Unya i-maximize and extend the participation sa klase.”*

(To the students, learn to help their own learning and strive harder to maximize their participation in the class.)

IDI-06 emphasized that:

*“Sa mga students, eventhough wala naghatag si teacher og assignment, still gihapon nga mag-study gihapon sila. So, dapat dyud ma-develop dyud nato na mga skill sa ilaha with or without homework, naa silay study skills dyud.”*

(To the students, eventhough your teacher will no longer give you assignment, you should still study your lessons. You should develop your study skills even without homework.)

More so, FGD-01 shared some suggestions to the students that:

*“Spend time to study. Do your own review or ask for your parents to help you in reviewing your lesson. Students must remember that they can still have fun without disregarding their study. In short, study sa bago magdula.”*



(Spend time to study. Do your own review or ask for your parents to help you in reviewing your lesson. Students must remember that they can still have fun without disregarding their study. In short, study first before playing.)

FGD-03 emphasized that:

*"Kailangan ang mga estudyante sab, scan-scan pod sa notebook inig about sa balay kay aron pod maka-proceed pod sa next lesson."*

(Students should scan their notebooks at home so that they can proceed to their next lesson.)

Irrefutably, FGD-05 exclaimed that:

*"Kailangan dyud ma-realize sa mga bata ang value sa self-study para ma-extend pod ang ilahang learning sa ilahang mga balay."*

(Students should realize the value of self-study to extend their learning at home.)

Finally, FGD-02 stated that:

*"Ang ubang estudyantee kay need dyud nila mag-study para makasabot sila or mas makasabot pa dyud sila sa lesson ni teacher."*

(Some students need to have self-study for them to understand more the lesson.)

### Revisit the Provision

Policies are important because they help a school establish rules and procedures in order to function effectively and ensure everyone is connected. Educational policies are rules that are intended to help schools teach students efficiently, fairly and safely. These rules determine how students are taught, what they are taught, and how schools manage students and school personnel.

'No Homework Policy' is one of the most burning issues today. Participants believed that the policy needs to be revisited as what IDI-01 frankly stated that:

*"Sa atong educational leaders, unta sa sunod maminaw pod sila sa tingog sa kamaestranan kay ang mga maestro man gud ang unang-una nga naka-experience. Sila man gud ang naa sa field."*

(To our educational leaders, hopefully they will consider the voice of the teachers since we are the ones who are in the field and who handle the students.)

IDI-03 elaborated that:

*"To those educational leaders, i-consider pod unta nila ang voice sa mga teachers nga mao dyud mas nakahibalo sa dagan sa learning sa mga bata inside the classroom. Dili lang pod sila magpasagad og implement sa mga policy which is wala na-balance between sa teachers and the students."*

(To those educational leaders, consider the voice of the teachers since they know the things in the classroom. They should not implement policies that are imbalance.)

IDI-04 also suggested that:

*"Ang akoang ika-suggest sa mga leaders, before unta sila magmugna ana nga policy, huna-hunaon sa pod unta nila ang both sides, both parties. Dili lang kay ang side sa isa. Unsa pod ang sides sa mga teachers pod, kung uyon bah. Kung nakaayo ba ni sa mga bata or makaayo pod ba ni sa mga teachers."*

(My suggestion to the leaders is that before implementing such policy, they should think of both sides and parties, students and teachers. They should not be one sided.)

Participants are somewhat emotional over the new policy as what IDI-05 exclaimed that:

*"Kani atong educational leaders, I will say to them nga unta i-revisit nila ang policy unya maging sensitive pod sila sa feeling sa teacher."*

(To these educational leaders, I will say to them that they should revisit the policy and be sensitive enough to the feelings of teachers.)

[www.ijrp.org](http://www.ijrp.org)

IDI-07 plotted that:

*“Sa mga leaders nato Ma’am, dapat di lang pod sila magdali-dali og buhat og balaod nga ing-ani. Dapat mangutana. Ila gyung huna-hunaon sa makadaghan og tama ba ni ilang gibuhat. Kay para sa mga maestra og maestro di baya gyud ni dapat walaon kay mao ra gyud among kasangga ba og naa sa balay ang mga bata. Nga makatuon gihapon sila bisag naa sila sa ilang balay.”*

(To our leaders, they should not create a policy easily, they should have asked first. They should think over about this new policy because for teachers, homework has been their partner to ensure students’ learning.)

FGD-03 suggested some modifications that:

*“Naa untay homework but not to the point nga tanan subjects muhatag. Siguro naa untay schedule sa paghatag. Example Monday, ang muhatag lang is only Filipino and Math. Kung Tuesday, ang muhatag is Science or English. Ing-ana lang unta para dili sila loaded.”*

(There should be a modification of the policy about the number of subjects and schedule of subjects which will be given to students as assignments. Example, they can give Filipino and Math as assignments every Monday. Science or English on Tuesdays. Things like that.)

FGD-06 finally exclaimed that:

*“Ang mga educational leaders ppod nato kay dapat gihuna-huna unta nila ni a thousand times dyud unta bago nila ni ipatuman kay pinakalit baya kaayo ni siya nga kausaban.”*

(Educational leaders should think about it a thousand times before they will implement a sudden change.)

### **Accept the Policy if Approved**

Policies set in place to make schools safer and to have a course of action to take in the event of unwanted situations. When you follow the rules at school, you show that you understand the importance of rules and you respect the governing authority. Participants come to realized that they need to accept the ‘No Homework Policy’ once it is fully implemented.

IDI-01 simply accepted that:

*“Sa mga teachers, kay naa naman dyud na, dawaton naman dyud nato. So, instead of complaining, i-work on nalang dyud nato.”*

(To the teachers, since this is already here, instead of complaining, we just need to work on and accept the policy.)

FGD-04 cited that:

*“So kanang naa naman dyud ni noh nga No Homework Policy, dili na nato malikayan. So, himuon na lang dyud nato ang tanan nga mahimo nato ang trabaho, nga makahatag ta og maayo sa mga bata.”*

(We can no longer deny the said policy. So, let us just accept it and do our job for the goodness of our learners.)

Having a no choice is one of the reasons why teachers need to accept the policy as what FGD-06 firmly said that:

*“Para sa akua mam noh, kung naa na dyud na siya, bill naman dyud na, so wala na tay mabuhat kundi dawat-dawat na lang dyud ta. Labi na dyud sa atoa nga nanarbaho lang. Kung mu-against ta ana, tanggalan ta og trabaho. So, dawat-dawat na lang gyud ta.”*

(For me, since it is already there, since it is already a bill, there is nothing we can do but to accept it. We should accept the new bill since we value our job.)

FGD-07 emotionally said that:

*“No choice man dyud ta noh kay nanarbaho ra man ta. Himuon na lang. So, no other choice but to obey the implementation.”*

(We are only employees and we do not have a choice but to obey the implementation.) [www.ijrp.org](http://www.ijrp.org)

FGD-04 also added that:

“Ana man dyud ng maestra, wa man tay choice permanente unless kung mu-retire ta. Himuon na lang dyud nato tanang pamaagi nga mahatag sa mga bata. Ato nalang i-adapt ang changes na maabot.”

(Teachers always had no choice but to accept and adapt the changes possibly brought by the new policy.)

### Perform Necessary Adjustments

Adjustments are really necessary when we deal with the learners. Many situations require teachers to adjust in order to successfully navigate them. Adapting may involve adjusting lesson pacing to better engage students. At all times, teachers face different adjustments particularly inside the classroom. And with the emerging of ‘No Homework Policy’, they want to share to others the need to perform necessary adjustments to still ensure learning.

IDI-06 determinedly mentioned that:

*“Sa kadtong mga slow learners, of course naa man dyud ta ana sa klase, we should make adjustments with our lesson in order to cater them para dili pod kaayo sila kulelat sa klase.”*

(Teachers should make adjustment with their lessons in order to cater the slow learners so they will not be left behind.)

FGD-03 shared that:

*“For me Ma’am, as a teacher, i-suggest pod nako pod sa ubang teachers nga adjust the preparation of the lesson. So, kabalo naman ka nga wala nay homework, dili na dyud ka pwede mubutang dapat.”*

(For me Ma’am, as a teacher, I would suggest to other teachers to adjust the preparation of the lesson.)

IDI-03 greatly believed that:

*“Since homework is one of the part of the LP, sa lesson planning, then having the No Homework Policy will definitely affect the flow of the lesson plan. So we need to adjust our teaching strategies, to easily aadopt by the students.”*

(Since homework is one of the parts of the lesson plan, then having the ‘No Homework Policy’ will definitely affect the flow of the lesson. We need to make adjustment with our teaching strategies in which our learners can easily learn the lesson.)

Adjusting the lesson plan has been one of the concern of that participants as what FGD-02 stated that:

*“Mag-adjust ko sa akoang lesson plan unya magkuan pod kog daghan kaayong mga activities para dili lang dyud mawala ang ilahang interest sa akoang topic.”*

(I will need to make adjustment in lesson planning and make many activities so I can sustain their interest to our topic.)

Meanwhile, FGD-01 pointed out that:

*“We teachers, we need to adjust the instruction og i-extend nato ang time sa instruction. Kumbaga less talk, more on sa mga ativities.”*

(We teachers need to adjust and extend time for instruction. Less talk, more activities.)

### Ensure Students’ Learning

Enabling the students to learn is really the high goal of teachers. They are considered to be accountable of whatever it is that is happening in their classrooms. Despite of the different challenges and uncontrollable circumstances, at the end of the day, the need to enable learning no matter what. Having ‘No Homework Policy’, it is quite a challenge for them although they are ready to do whatever it takes and all the best that they can to make learning possible. Surely, the performance of their students will be somehow a reflection of their teachers teaching as well.

IDI-05 said that:

*“Let us find some ways and means para ma-inject dyud ang learning sa bata, para makakuha sila sa mastery.”*

(Let us find ways and means to inject learning to the students, so they can as well get the mastery.)

IDI-02 even stated that:

*“Para sa mga maestra, akong ikasulti sa ilaha, padayon sa pagtudlo kay mao mana atong trabaho. Though naay epekto ang mao nga policy, ang buhaton is find another form of exercise outside the classroom para ang mga bata makabalo.”*

(To the teachers, all I can say is that continue teaching. Though the new policy will affect us, let us just find another form of exercise outside the classroom to ensure students' learning.)

IDI-05 also added that:

*“Maghatag og mga activities nga maka-participate gyud sila. Kay kung maka-participate sila, meaning murag dugay kaayo nila malimtan. Inubanan sa ilang classmates kay naa man sila interaction. So, through that, murag makuha ang mastery og ma-longer pod ang leaning sa bata.”*

(Let us give activities in which they can participate. There should be interaction of learning and encourage the students to participate in the activities to master the lesson.)

This is supported by IDI-07 who shared that:

*“Akoa na lang gyud nga doblehon na to ang pagpaningkamot nato nga matabangan gyud ang mga bata. Unya tinabangay lang gyud ta. Paningkamotan nato nga mahatag gihapon nato ang nawala nga homework sa mga bata.”*

(Mine is that we double our effort to help our students. We should help one another. Let us strive to give what is lost due to the elimination of homework.)

Moreover, FGD-07 exemplified that:

*“Kailangan himuon nato ang atong topic nga interesting para ang iyahang resulta pod kay makahatag ta og meaningful learning sa mga bata.”*

(We need to make our topic interesting so that it will result to meaningful learning of the students.)

### **Foster Students' Sense of Responsibility**

A sense of responsibility is an awareness of one's obligations. Students should always acknowledge that they are a part of a learning community. Each person is responsible for taking ownership of their actions in a way that values building safe and positive classrooms. Student accountability encourages student learning, and helps improve academic performance and achievements.

Teachers can create these opportunities by being open to students having more ideas about roles and responsibilities they would like to own. Inviting students to be strategic partners in their learning affirms their roles in the classroom, thus, building confidence and character in themselves.

IDI-01 fondly said that:

*“Encourage one another nga be responsible kay dili man pod ta musugot noh nga kadtong past lesson kay malimtan ra pod sa bata.”*

(Encourage one another to be responsible enough because we do not want our precious lesson to be forgotten.)

IDI-03 significantly added that:

*“To the students, be responsible enough pod og dili ma-overwhelm kaayo nga wala nay homework, na magpasagad na lang sa ilahang free time.”*

(To the students, be responsible enough and do not be too overwhelmed with the elimination of homework.)

FGD-07 emphasized:

“Para sa akoo, para sa mga bata, eventhough nga wala na ng homework, ingnon dyud nako sila nga still pursue dyud nila ang ilang pag-eskwela. Dili dyud magtinamad para sa ilahang future.”

(To the students, eventhough there is no homework, they should still pursue their studies. They should not be lazy even if there is homework.)

Also, IDI-04 stated that:

“Sa mga students, akoang suggestion sa ilaha mam noh, maminaw nalang dyud sila, maminaw nalang dyud og tarong kay dili naman ta makahatag og homework ani. Focus nalang dyud sila, dapat ang ilahang attention naa dyud sa topic.”

(To the students, my suggestion to them is to listen very well. They should pay attentively during discussions and have focus.)

Conclusively, FGD-05 said that:

“Sa mga bata, be responsible dyud nga maskin pag wala nay homework, kailangan naa gihapon moy time nga magbasa-basa og mag-study.”

(To the students, be responsible that even if there is no homework, you will still take time to read and study.)

All the sentiments stated above reflected the experiences of the participants in relation to the themes which emerged on the suggestions of teachers in No Homework Policy that can be share to others.

## DISCUSSIONS

This chapter presents the implications of the major themes and core ideas generated from the in-depth interview and focus group discussion of the key participants, the implications for practice for future research which are anchored on the emerged themes of the investigation, a drawn conclusion from the research questions and a facet of intervention needed to address the main focus of the study. The main focus of this study is to present the perspectives, perceived challenges, and share suggestions all about the No Homework Policy.

### Perspectives of Teachers in ‘No Homework Policy’

The participants’ responses on their perspectives in ‘No Homework Policy’ converged on the disadvantages such as limits students’ learning, decreases parents’ involvement, deteriorates students’ study habits, diverts students’ attention to gadgets, and drags down low performing students.

Participants exclaimed that the policy negates their aim to ensure quality education. They said that it limits the students’ learning since there is no longer application of learning outside the school and the learning is somewhat discontinued. It also decreases parents’ involvement since one way to communicate to the school is through homework. Another factor that occur is that it deteriorates study habits. Participants intensified that students will not be mindful of their study habits and will disregard their study skills. Diversion of the students’ attention to gadgets also appeared to be one issue that is hard to handle since we are in the 21<sup>st</sup> century where gadgets are part of our everyday life. Also, No Homework Policy drags down low performing students in the sense that they will have a hard time to cope up with the lessons.

There are also advantages or positive perspectives that led them to believe. First, it lessens teachers’ loads since they will no longer deal with checking the assignments. Next, it gives students more rest and quality family time. The students can now have more time for themselves when they go home and can do what a normal child do when he is out of the classroom. Lastly, according to the participants, having a time with the family is always a quality time.

### Limits Students’ Learning

Teachers emotionally shared their perspectives in ‘No Homework policy’ that homework or assignments must really be part and parcel of a student’s life. They emphasized that their aim in giving homework is not to put a burden to the students’ lives but to ensure quality education. For them, homework serves as a tool to solidify the students’ learning of the lesson. They are quite reluctant if the ‘No Homework Policy’ will serve the students good result about their education.

Application of learning has been one of the concerns of teachers as to ensure everyday learning especially with the occurrence of the No Homework Policy. They believed that we are moving away from that skill and drill to balancing more with an approach of higher order thinking and hands-on problem solving at home. According to them, there may be more homework these days but says it is assigned for a reason. It reinforces the concepts we are doing in class.

Reilly (2016) cited that there has been a debate heating up once again over how students should spend their time after they leave the classroom for the day. But the question of how much work children should be doing outside of school remains controversial, and plenty of parents take issue with no-homework policies, worried their kids are losing a potential academic advantage.

Further, proponents of homework say that it improves student achievement and allows for independent learning of classroom and life skills. The learning students might gain outside the classroom and after class hours are considered remarkable (ProCon.org, 2018).

Moreover, lawmakers have completely overlook the trade-offs that may be more harmful in the long run by eroding the quality of education, and as a consequence, the future competitiveness of young Filipinos work (ABS-CBN News, 2019).

### Lessens Teachers’ Loads



We often hear of teachers' excessive loads and the participants of this study can actually attest to that. According to them, their workload is not only limited to teaching but also to other nonteaching tasks. For them, once the No Homework Policy will be fully implemented, it will somehow lessen their loads for they will not have to think of what assignments to give to the students and they will no longer take time also to check their assignments.

Indeed, assigning homework also adds to the workload of teachers, who must grade these assignments in addition to their everyday work of preparing lessons. By banning homework, these problems are avoided. Teachers are spared with the extra time and effort to check homework assignments (The Manila Times, 2019).

Agreeably, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. Following the tragic suicide of two public school teachers in 2018, the Department of Education (DepED) has vowed to reduce teachers' workload, details of which have remained unclear (David, et al. 2019).

### **Gives Students More Rest and Quality Family Time**

Teachers converged that No Homework Policy is most beneficial to students particularly they will have a time of their own. A time when they can think of nothing but to get enough rest and playtime as well. Children as they are, participants believed that with the implementation of the new policy, students can now have enough time for themselves and keep away from the eight (8) long and straight hours in school.

Also, time with family is the foundation for developing a child's social skills. Spending time and having fun with the people you love makes for good memories which can serve as kids' happiness anchors and contribute to good mental health. It can also give children opportunities to learn practical skills such as cooking and washing dishes, among others.

Certainly, studies revealed that one in three American households with children say that the homework assignments that teachers give are the primary source of stress in their home. When kids must complete their work by a specific deadline, then there is less time for families to do activities together. Instead of scheduling their time around their free hours, they must balance homework requirements in their plans (Lipscombe, 2018).

Also, Kantor (2018) stated that homework doesn't get a lot of love. Stressed out kids scramble to finish before bed while stressed out parents have to deal with exhausted, grumpy kids. Both are frustrated that schoolwork bleeds into and sometimes monopolizes weekends, leaving little time for family and friends.

Meanwhile, Perez (2019) revealed that when kids are tired, they can't focus and perform tasks. Their brain has to relax every now and then. If they just constantly work, then they stop learning. And there's no use in doing homework for a longer period of time.

Indeed, homework sacrificed leisure and family time and sleep. A lighter load will allow students to focus, reflect, have some fun and enjoy valuable experiences that can't be expressed on a transcript, yet nevertheless ensure success in school and beyond (Kantor, 2018).

### **Decreases Parents' Involvement**

Teachers says there is another major problem and that is parents and teachers are often not on the same page when it comes to what's going on in the classroom and their child's assignments. And that they are after on the partnership with school and home.

From a practical point of view, homework allows more education that can be fit into a few hours of a school day. And far from preventing families from bonding, homework encourages parents to become more involved in their children's educational activities (Lacson, 2019).

Lastly, parents need to know what their children are learning in school. Even if they ask their kids about what they are learning, the answers tend to be given in generalities. Without specific examples from the classroom, it is challenging to stay involved in a student's educational process. By sending homework from the school, it allows the entire family to encounter the assignments that their kids are doing when they are in school during the day (Regoli, 2020).

### **Deteriorates Students' Study Habits**

Teachers emphasized the importance of study habits of students and that they are afraid and more concern that it will be deteriorated once No Homework Policy has its full swing in its implementation. They are concern of students being overly relaxed and will not even take a glance at their notes once they step out of their classrooms.

This holds true according to Peralta (2019) who said that it will be dangerous for the child to have no homework because it would lead to a poor study habit. The learning capability of the child will decline and that they cannot hone and develop the skills they learn in the classroom.

Indeed, homework is in fact beneficial to students. Not only can it have positive effects on overall grades, but it can also have other benefits such as developing responsible character traits, maturing cognitive capacities, fostering independent learning habits, and growing of good study habits (Dougherty, 2015).

### **Diverts Students' Attention to Gadgets**

Nowadays, technology has been undeniably an integral part of our daily lives. People all around the globe rely on gadgets for innumerable necessary and unnecessary reasons. As the world is developing, more gadgets are getting introduced, and more dependent people have become on them. On one side, technology has a remarkable positive role in our life, but according to the participants, gadgets on the other side has negative impacts as well especially to the students. They even questioned if students will use their time intended for homework to essential activities. In addition, they stated that the government's purpose of banning homework might not really serve its purpose.

One of the journal by Tayona (2019) said that homework is a burden for children and parents. It's not the homework that alienates students from their families and friends, it's the gadgets. Homework diverts kids' attention from unimportant activities. We might be producing a lazy generation for being too loose on the youth.

Moreover, Cabayan (2019) stated that most, if not all students will just find more time to stay glued to their gadgets and waste away time on social media. Time which would have been well spent on learning.

### **Drags Down Low Performing Students**

It is a given that not all students learn in similar way. For teachers, there will always be students in the class who will not have a full grasp of what has been discussed inside the four corners of the room. And so for the participants, they acknowledged that homework is really helpful especially for slow learners or for those low performing students. According to them, homework has been their partner or tool in helping these students catch up and keep up with the lessons.

Morin in 2020 stated that most kids struggle with their studies from time to time. But some kids struggle more than others. Homework helps in defusing struggling learners and gradually address their need to keep up with the everyday lessons. Homework is a way for them to apprehend the lesson since they will have ample of time to review in their homes.

Additionally, having homework would help slow learners understand learning and reduce their anxiety. This would keep up their enthusiasm towards school (EduExcellence, 2017).

### **Perceived Challenges of Teachers in No Homework Policy**

The responses of the participants regarding on their perceived challenges in No Homework Policy vary. For the students, they will have less mastery and retention of learning. The participants also confessed that they will need to add techniques and strategies in teaching. This is really significant since the elimination of homework is truly remarkable and will effect learning. Additional time for planning and preparation is also one the perceived challenges that eventually emerge since there will be changes that in terms of the lesson and instruction. The learners also perceived to change their attitudes towards learning. Participants exclaimed that learners will be too relaxed and dependent and that would somehow effect their learning. Lastly, participants converged that there will be a difficulty in tracking students' progress since homework is a tool or a way for them to track the progress of the learners of that particular day, in a particular lesson or competency.

### **Less Mastery and Retention of Learning**

One of the perceived challenges of teachers in the implementation of 'No Homework Policy' is that it will bring less mastery and retention of learning. According to them, homework is one way that help the students to have a mastery and retention about the lesson. For the teachers, if there is no more homework, they will need to reteach the lesson and do intensive review because students cannot remember the lesson when asked the following day.

The most common purpose of homework is to have students practice material already presented in class so as to reinforce learning and facilitate mastery of specific skills. The most direct positive effect of homework is that it can improve retention and understanding (Campbell, 2020).

In addition, Weir in 2016 stated that homework can indeed produce academic benefits, such as increased understanding and retention of the material. It helps the teachers and the students as well in their mastery of learning.

### **Additional Techniques and Strategies in Teaching**

Techniques and strategies are important factors that our educators use in their everyday delivery of instruction. Teachers said that they will surely have themselves challenged once the 'No Homework Policy' take its full swing in implementation. Since they consider homework to be a helping hand strategy in ensuring learning, they said that they will need to look for additional techniques and strategies in teaching so they can still ensure that students are learning even without homework.

Indeed, Quizalize Blog (2018) pointed out that the classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

Conclusively, freeing students and teachers from homework requires a lot of things to do for teachers. They will need to make sure that their strategies are well and appropriate and should always validate that students are learning the material (Fiorentino, 2017).

### **Additional Time for Planning and Preparation**

Teachers emphasized that their time to plan and prepare the lesson will also be one of the challenges they might face in the No Homework Policy. They weigh their time for instruction in each subject and that is 40 to 50 minutes, and to them they will need to have more time to plan and prepare since they will be filling out gaps brought by having no homework. Of course, good instruction needs careful time to plan and prepare.

Meador (2019) made mentioned that preparation and planning are a critical component of effective teaching. The impact of preparation and planning is tremendous on student learning. Many teachers arrive early, stay late, and spend part of their weekends working to ensure that they are adequately prepared. They explore options, tinker with changes, and research fresh ideas in hopes that they can create the optimal learning environment. Preparation and planning play a critical role in the development of these things.

Subsequently, good lesson planning is essential to the process of teaching and learning. Teachers who are prepared are well on their way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. Teachers must be committed to spending the necessary time in this endeavor especially when there is no homework assigned to students (Sudhakar, 2017).

### **Change in Learners' Attitude in Learning**

Attitude towards learning is really impactful to the students and their learning. Teachers believed that having no homework will only result to students being too relaxed, dependent, and lazy. They are afraid that since students can no longer exercise their minds through homework, learners might have a negative change in their attitude towards learning.

Indeed, zero homework breeds lazy childhood. Balanced homework is the key. It is still good that they will have an amount of homework because we don't want to prepare lazy students in the future (Elicay, 2019).

More so, (ScienceDaily, 2017) revealed that homework may have a positive influence on students' conscientiousness. As results of a study conducted by University of Tübingen, researchers suggest that students who do more homework than their peers show positive changes in conscientiousness. Thus, schools may be doing more than contributing to students' learning, but they may also be effecting changes of their students' personality.

### **Difficulty in Tracking Students' Progress**

Homework can be an opportunity for teachers to formatively assess students' understanding of course objectives. Students need to practice newly introduced skills. Used in this way, teachers can reteach by giving feedback to homework that shows a lack of understanding.

Certainly, homework allows teachers to track students' progress, meaning that they can spot when a child is struggling with content or falling behind the rest of the cohort. Submitting homework also provides a good lesson in responsibility and diligence, often with disciplinary consequences if homework is not returned or completed to the required standard (The Good School Guide, 2020).

More evidently, McLane (2020) stated that children's progress is being monitored constantly at school, through the steady stream of homework assignments. Doing homework allows the learners and their teacher to know information that can help children learn more and learn faster, and help teachers teach more effectively and make better decisions about the type of instruction that will work best with their students. In other words, homework is not another way of assigning a number to your child but rather a way of helping the child learn and the teacher teach.

### **Suggestion of Teachers in 'No Homework Policy' that can be Shared to Others**

Teachers' opinions really matter since they are the ones who ensure and make learning possible. Participants' suggestion about 'No Homework Policy' that they would want to share come in seven (7) key points. To them, teachers must design varied and meaningful activities considering that learners learn differently and may or may not share the same interests and experiences. Self-discipline and self-study must be instilled to students also since they are the ones who are in hold or in control of their learning this time. Hence, teachers have all the ability to help the learners instill these in them.

When it comes to the policy or the provision, the participants said that they should accept it since there is nothing that they can do about it once it is already implemented. However, they suggested to revisit the provision and do more study before fully implementing it. They would want to shed light to their sides who are again, part of the students' endeavor to attain learning. Performing necessary adjustments had also been one of the major key points that they suggested. When everything is underway, they need to show their flexibility and do necessary adjustments, which for sure there will be, to make learning happen. Participants admitted that they also need to ensure learning considering that they will be the ones responsible for the students' acquisition of knowledge given all circumstances. Lastly, students' sense of responsibility must also be fostered because responsible learning is always a meaningful learning.

### **Design Varied and Meaningful Activities**

It is revealed in the interview that teachers must design varied and meaningful activities considering the 'No Homework Policy'. According to them, designing varied and meaningful activities will help them cope up with the lesson and ensure to the students that even without homework, they can still learn meaningfully. They are aware of the fact that students learn differently since not everybody share the same interests, abilities, and learning styles.

Supportively, Cole (2019) said that each student learns differently, but they all need to learn something. Differentiating instruction can help students achieve no matter how they learn and what they know. Each student works at a different pace for different reasons. This is why having a meaningful and differentiated activities are important. Differentiating instruction meets each individual student's needs.

Also, teachers have always been confronted with the challenge of making a meaningful learning experience for their students. This can be achieved when students are offered the opportunity to link their classroom activities to real-life experiences. It is important to bear this principle in mind, especially with rigorous content. Teachers might want to adapt innovative and meaningful activities such as storytelling, arts, graphic, and mnemonics. Meaningful content should also follow meaningful assessments (Howell, 2017).

### **Instill Students' Self-Discipline and Self-Study**

Teachers revealed in their interview that doing homework enables the students to develop and acquire self-discipline and self-study. While some may not see that fact, they acknowledge that without homework, students may lose their self-discipline and to have a self-study about the lesson and that there is a need to instill these to students. These skills or qualities are very important to make learning possible even in 'No Homework Policy'.

However, the best way to know if you understand what you have read is studying individually. When working on a task alone, you can assess your understanding of concepts. You get to find out ways of teaching yourself new or challenging concepts. This skill is quite important since your teacher may not be around all the time. According to research, students who work independently can find ways of solving problems that the teacher has not taught in class. You will also use the skill at work when assigned an individual task (Business Tips, 2018).

Moreover, Atkinson (2020) posted in her blog that homework teaches students to work independently and develop self-discipline. By doing their own study of the lesson, students can explore their learning and come up with a much brighter idea about the lesson.

### **Revisit the Provision**

Participants exclaimed the need to revisit the provision. They personally believed that many things have been overlooked in the proposed bill. For them, implementing a bill such as No Homework Policy needs a thorough scrutiny and should consider all sides and aspects. As what many believes, this change is a thing that needs to be reckon overtime.

While there are advantages to not giving homework, homework has a legitimate place in our schools. Despite the obvious disparities, most reasonable conclusion appears to be that homework is advantageous in terms of school achievement (Pfeiffer, 2018).

In addition, lawmakers should consider the situation in our country since homework helps to sustain the flow of lessons and banning it for non-academic reasons such as bonding time at home is contrary to the vision of education. Given that the students do not have the innate discipline, we should ban what hinders them from studying like social media, untimely mailing or computer games, but not homework (Malipot, 2019).

Elaborately, Boser (2019) said that curriculum reform and personalized learning are tied to greater academic outcomes and an increase in motivation. Homework should also be a focus of these and other efforts; states and districts should consider how textbooks or other instructional materials can provide resources or examples to help teachers assign meaningful homework that will complement regular instruction.

### **Accept the Policy if Approved**

While some teachers wanted to revisit the provision, there are also who chose to accept the No Homework Policy once it is already approved. During the in-depth interview and focused group discussion, teachers emotionally shared that there is nothing that they can do about the new policy but to just follow and accept it wholeheartedly. Teachers also said that they are only employees who don't have a choice of their own. Therefore, accepting the new policy will also help them and the students to move forward and move towards learning.

The Manila Times (2019) in their article mentioned that many teachers still have a great deal of respect for Secretary Briones' knowledge and experience as an educator, and her arguments in favor of the policy should be given careful consideration. Doing just that, however, leads to the conclusion that a solution other than what she and supportive legislators are proposing is in order.

Finally, The Department of Education (DepEd) has expressed its support for the no-homework policy bills proposed by lawmakers at the House of Representatives. They further emphasized that if it is for the benefit of the learners, then it should be accepted and pushed through (Paris, 2019).

### **Perform Necessary Adjustments**

Teachers during the interview admitted that they are used to performing necessary adjustments. According to them, they have long been dealing and giving homework to students and banning it will make them perform necessary adjustments, adjustments that are essential to still make learning happen.

Indeed, Johnson (2016) stated that the solution to the homework debate should be centered on the students. What works for one classroom does not always work for another. The teacher then does necessary adjustments and should do so based on the classroom's and school's needs. After all, all schools are different because no one school serves the same exact type of student. It is about what the students need. All the adjustments that teachers need to do should make it in the best interest of their students and not in the best interest of fellow educators or other outside influences.

Finally, first and easiest approach to improving student desire to completing their task without doing homework is to integrate what they are interested in to the teacher's approach. When students' interests are part of the curriculum, they are more likely to get it done. In one research study, conducted by Michelle Hinton and Lee Kern, homework completion went from only 60% to more than 95%. The trick, then, is to find out where your students' interests lie and finding ways to mix them into the instruction. In this case, teachers really have some adjustments to do (Loveless, 2020).

### **Ensure Students' Learning**

A teacher plays a very important role in a student's life. During the in-depth interview and focused group discussion, they said that the success of a student is very much depended upon the teacher as a student is in continuous contact. As teaching and learning is an integrated process, there is a need to ensure the learning of the students given there is no more homework and take a vow to help students to learn things faster. They said that they need to provide guidance and help in enhancing skills which are connected with future in order to be successful. Good teaching practices are also needed in order to improve the quality of life and foster development to the learners.

A study by Buyukalan & Altinay (2018) found out that the major goals of assigning homework by the teachers are to reinforce learning, and the students' sense of responsibility and to contribute to student achievement positively.

For many of the students, their learning process and development takes place in classrooms, especially if there is no homework. It is very necessary that a teacher must do all the best that they can to ensure effective learning opportunities and produces a lot of educational benefits. Teachers must examine the classrooms carefully and must keep all the factors in mind which will help to implement the new and effective teaching techniques (Johnson, 2017).

### **Foster Students' Sense of Responsibility**

The implementation of no homework affects learners' attitude, as what the participants said during the in-depth interview and focused group discussion. For the students to learn better, they need to have a sense of responsibility because this will enable them to have an ownership in whatever the results of their learning will be. According to the teachers, it is most important to foster students' sense of responsibility to still acquire learning even without a homework.

Improved grades, test scores, and learning are not the only purposes of homework. Teachers who send work home to be done outside school cite the benefits of instilling a good work ethic into young learners (Dueck, 2014).

In addition, Huisman (2016) stated that homework can help build time-management skills across a broad range of areas, especially those that contribute to developing a sense of responsibility in the student.

As a final point, Vatterott (2018) said that homework is inherently good, regardless of the type or length of assignment. Homework advocates have believed it for years, never questioning whether it's true. This certainty is born from the assumptions that homework teaches responsibility and discipline and that lots of homework equals rigor.

### **Implications for Teaching Practice**

With regards to the results of the study, my inquiry implied the two-sided states and experiences of the teachers with regards to the No Homework Policy. It was clearly mined that this bore negative and positive consequences in the part of the teachers and the name of the teaching profession in general.

Based on the results on the perspectives of teachers about the 'No Homework Policy', one of the essential themes that came up is that the policy limits students' learning. It was excavated that the policy is not helpful in the educational system of the Philippines because homework is one of the means to master the learning competency. It is a call for the Department of Education since its ultimate goal is to give quality education to all learners. The most wanted literacy and the development of competitiveness for them in following the No Homework Policy should be served with efficacy.



Another important implication of the study derives from the findings on the perceived challenges of teachers in 'No Homework Policy'. It is believed that 'No Homework Policy' will enable learners to have less mastery and retention in learning as well as a negative change to the learners' attitude in learning. It has been made clear that since the fifth part of the lesson plan that is the assignment will be eliminated, there will be no follow-up of learning when the students got home. Thus, this will result to less mastery and retention of learning. May the students, teachers, educational leaders, and the Department of Education work hand in hand to retort the possible challenges in the future implementation of the 'No Homework Policy'.

In light of the conclusions of the study, teachers must design varied and meaningful activities. By doing so, we can attain the Department of Education's aim for an effective learning to happen. More so, there is also a need to revisit the provision and that educational leaders should think of both sides – students and teachers, since homework has been teachers' partner in ensuring that students are actually learning. This is a call for the DepEd officials in crafting new memoranda or develop new strategies that will guide the teachers in the field.

Finally, this study found that no homework has left a more positive effect on learners. However, it is important that teachers be given guidelines for prescribing and designing varied and meaningful activities to make learning happen regardless of whatever policies there may be.

## References

- ABS-CBN News, (2019). Homework ban 'impossible' under K-12: teachers' group. <https://news.abs-cbn.com/news/08/28/19/homework-ban-impossible-under-k-12-teachers-group>
- Anderson, C. (2016). Identifying different learning styles to enhance the learning experience. <https://www.ncbi.nlm.nih.gov/pubmed/27762999>
- Anney, V. (2014). Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. <https://pdfs.semanticscholar.org/1419/f7b54e6b7f1215717a5056e0709f8946745b.pdf>
- Atkinson, J. (2020). Why homework is important. <https://www.scholastic.com/teachers/articles/teaching-content/homework-why-it-important/>
- Beccau (2014). *Homework: a teacher's perspective*. <https://wheatleyscholars.wordpress.com/2014/11/06/homework-a-teachers-perspective/>
- Boser, U. (2019). Homework and Higher Standards. <https://www.americanprogress.org/issues/education-k12/reports/2019/02/13/466125/homework-higher-standards/>
- Boyatzis, R. E. (1998). Transforming qualitative information: Thematic analysis and code development. SAGE Publications
- Business Tips, (2018). 6 Ways in Which Homework Helps Students in The Future. <http://www.finsmes.com/2018/04/6-ways-in-which-homework-helps-students-in-the-future.html>
- Buyukalan, S., & Altinay, Y. (2018). Views of primary teachers about homework (a qualitative analysis). [https://www.researchgate.net/publication/327042492\\_Views\\_of\\_Primary\\_Teachers\\_About\\_Homework\\_A\\_Qualitative\\_Analysis](https://www.researchgate.net/publication/327042492_Views_of_Primary_Teachers_About_Homework_A_Qualitative_Analysis)
- Carr, A. (2013). Thematic review of family therapy journals 2012. <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-6427.12021>
- Cabayan, I. (2019). No to homework policy. <https://journal.com.ph/editorial/opinion/no-homework-policy>
- Campbell, J., Reese, C., O'Sullivan, C., & Dossey, J. (2020). Purpose, public attitudes toward homework, the positive and negative effects of homework, extensiveness of homework. <https://education.stateuniversity.com/pages/2051/Homework.html>
- Cole, K. (2019). Differentiated instruction: definition, examples, and strategies. Date <https://www.schoology.com/blog/differentiated-instruction-definition-examples-and-strategies>
- Cooper, H. (2019). Homework purpose, public attitudes toward homework, the positive and negative effects of homework, extensiveness of homework. <https://education.stateuniversity.com/pages/2051/Homework.html>
- Creswell, J. (2014). Research design: qualitative, quantitative and mixed method approaches. 4<sup>th</sup> ed. <http://englishlangkan.com/produk/E%20Book%20Research%20Design%20Cressweell%202014.pdf>
- Cruz, R. J. (2019). Lawmakers want to ban homework for students. ABS-CBN News. <https://news.abs-cbn.com/news/08/26/19/lawmakers-want-to-ban-homework-for-students>
- David, C. et al. (2019). Pressures on public school teachers and implications on quality. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidspn1901.pdf>
- Dougherty, B. (2015). Does Homework Promote Academic Achievement? <https://sites.psu.edu/siowfa15/2015/10/01/does-homework-promote-academic-achievement/>
- Dueck, M. (2014). How to compare homework completion and test results? <http://www.ascd.org/ascd-express/vol9/921-dueck.aspx>
- EduXcellence, (2017). Classroom Management: Tips to Motivate Slow Learners. <https://www.eduxcellence.org/blog/320/classroom-management-tips-to-motivate-slow-learners#menu-panel-qlud9>
- Elicay, K. (2019). Pinoy parents react to no-homework policy: 'zero homework breeds lazy childhood'. <https://www.smartparenting.com.ph/parenting/preschooler/no-homework-policy-house-bill-a00228-20190919-lfrm>
- Fiorentino, J. (2017). Freeing students—and teachers—from homework. <https://www.edutopia.org/article/freeing-students-and-teachers-homework>
- Gatens, B. (2015). How the best teachers approach homework? <https://education.cu-portland.edu/blog/curriculum-teaching-strategies/how-best-teachers-approach-homework/>
- Howell, D. (2017). 5 ways to make learning more meaningful to students. <http://psychlearningcurve.org/learning-more-meaningful/>
- Huisman, C. (2016). Perceptions of the effects of homework on student achievement at a suburban middle school: a program evaluation. National Louis University, Dissertations 207. <https://digitalcommons.nlu.edu/cgi/viewcontent.cgi?article=1217&context=diss>
- Johnson, A. (2016). Thinking about a no homework policy? here's what you should know. from <https://study.com/blog/thinking-about-a-no-homework-policy-here-s-what-you-should-know.html>
- Johnson, L. (2017). How to improve teaching and learning in the classroom? <https://selectmytutor.wordpress.com/2017/04/04/how-to-improve-teaching-and-learning-in-the-classroom/>
- Kantor, J. (2018). The Benefits of Schools Giving Less Homework. <https://www.njfamily.com/what-to-consider-before-getting-a-family-dog/>
- Lacson, M. (2019). Lacson: about the 'no homework policy'. <https://www.sunstar.com.ph/article/1821268>
- Lefroy, J. (2015). *Guidelines: the do's and don'ts and don't knows of feedback for clinical education*. <https://link.springer.com/article/10.1007/s40037-015-0231-7>
- Levy, S. (2019). *Is too much homework bad for kid's health?* <https://www.healthline.com/health-news/children-more-homework-means-more-stress-031114#1>
- Lincoln, Y.S. & Guba E. G (1985). Naturalistic Inquiry. Sage Publication.
- Lipscombe, J. (2018). End of homework a chance for more family time. <https://edmontonjournal.com/life/parenting/end-of-homework-a-chance-for-more-family-time>
- Loveless, B. (2020). How a teacher can improve students' homework performance. <https://www.educationcorner.com/teacher-student-homework-performance.html>
- Lyons, J. (2018). Educators share their perspectives on homework bans. <https://study.com/blog/6-educators-share-their-perspectives-on-homework-bans.html>
- McLane, K. (2020). Student progress monitoring: what this means for your child. <https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child>
- Malipot, M. (2019). 'No homework' policy could create wrong values among learners. from <https://news.mb.com.ph/2019/08/27/no-homework-policy-could-create-wrong-values-among-learners/>
- Meador, D. (2019). Strategies for Teachers: The Power of Preparation and Planning. from <https://www.thoughtco.com/power-of-preparation-and-planning-3194263>
- Minke, T. (2017). Types of homework and their effect on student achievement. [https://repository.stcloudstate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1030&context=ed\\_etds](https://repository.stcloudstate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1030&context=ed_etds)
- Morin, A. (2020). Homework challenges: how to help your child. Homework & Study Skills. <https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/homework-strategies>



- Mussalam, R. (2015). The homework debate: one teacher's erspective . <https://www.cyclesoflearning.com/blog/the-homework-debate-one-teachers-perspective>
- Nowell, L., Norris, J., White, D., and Moules, N. (2018). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods* Volume 16, 1–13. <https://journals.sagepub.com/doi/pdf/10.1177/1609406917733847>
- Pandey, S., and Patnaik, S. (2014). Establishing reliability and validity in qualitative inquiry: a critical examination. [https://www.researchgate.net/publication/266676584\\_ESTABLISHING\\_RELIABILITY\\_AND\\_VALIDITY\\_IN\\_QUALITATIVE\\_INQUIRY\\_A\\_CRITICAL\\_EXAMINATION](https://www.researchgate.net/publication/266676584_ESTABLISHING_RELIABILITY_AND_VALIDITY_IN_QUALITATIVE_INQUIRY_A_CRITICAL_EXAMINATION)
- Paris, J. (2019). DepEd supports proposed no-homework policy. <https://www.rappler.com/nation/238795-deped-supports-proposed-no-homework-policy>
- Peralta, J. (2019). *No homework to lead to 'poor study habit'*. <https://cnnphilippines.com/news/2019/8/29/no-homework-policy-psychologistdeped.html?fbclid=IwAR2BCr9ps8kblWmqRs4yjmwfJ2zqvkkXbUKSAwvQ9HKbZefWR6KLU8VHcR0>
- Perez, R. (2019). No-Homework Policy: Why Some Educators Say It Benefits Kids. <https://www.smartparenting.com.ph/parenting/preschooler/no-homework-policy-benefits-a00041-20190829>
- Pfeiffer, V. (2018). Homework policy review: a case study of a public school in the western cape province. *South African Journal of Education*, Volume 38, Number 1, February 2018. <https://files.eric.ed.gov/fulltext/EJ1173187.pdf>
- Podgurski, M. J. (2016). Theorist and techniques: Connecting education theories to Lamaze teaching techniques. *The Journal of perinatal education*, 9-17.
- ProCon.org, (2018). Is Homework Beneficial? - Top 3 Pros and Cons. <https://www.procon.org/headline.php?headlineID=005411>
- Quizalize Blog, (2018). 7 Effective teaching strategies for the classroom. <https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>
- Regoli, N. (2020). 18 Advantages and Disadvantages of Homework Should Be Banned. <https://futureofworking.com/6-advantages-and-disadvantages-of-homework-should-be-banned/>
- Reilly, K. (2016). Is homework good for kids? here's what the research says. <https://time.com/4466390/homework-debate-research/>
- ScienceDaily, (2017). Doing homework is associated with change in students' personality. <https://www.sciencedaily.com/releases/2017/10/171004100747.htm>
- Sheehan, S. (2014). A conceptual framework for understanding transcendental phenomenology through the lived experiences of biblical leaders. *Emerging Leadership Journeys*, Vol. 7 Iss. 1, pp. 10-20. <https://www.regent.edu/acad/global/publications/elj/vol7iss1/2ELJ-Sheehan.pdf>
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2):63-75 <https://doi: 10.333/EFI-2004-22201>
- Spencer, B. (2017). Research into the importance of homework. <https://blog.teamsatchel.com/research-into-the-importance-of-homework>
- Stewart, D.L. (2016). No-homework theory gets mixed grades. *Dayton Daily News*. <https://www.daytondailynews.com/lifestyles/homework-theory-gets-mixedgrades/RyRqCqEjL19e4Ka85uJpdM/>
- Sudhakar, J. (2017). Importance of lesson planning before delivery. <https://www.linkedin.com/pulse/importance-lesson-planning-before-delivery-ms-jemi-sudhakar>
- The Good School Guide, (2020). The advantages and disadvantages of homework. <https://www.goodschools.com.au/insights/parental-advice/the-advantages-and-disadvantages-of-homework>
- The Manila Times (2019). *'No homework' policy is no good*. <https://www.manilatimes.net/2019/08/31/opinion/editorial/no-homework-policy-is-no-good/608789/>
- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2015). *Research Methods in physical activity*. Champaign, IL: Human Kinetics
- Tiwari, A. (2018). Transcription process in qualitative research. <http://www.happyscribe.co/blog/transcription-qualitative-research/>
- Valle, A., Regueiro, B., Nuñez, J., Rodríguez, S., Piñeiro, I., and Rosario, P. (2016). Academic goals, student homework engagement, and academic achievement in elementary school. *Front Psychol*. 2016; 7: 463. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4814489/>
- Vatterott, C. (2018). *Rethinking homework: best practices that support diverse deeds*, 2nd edition. <http://www.ascd.org/publications/books/119001/chapters/The-Culture-of-Homework.aspx>
- Weir, K. (2016). Is homework a necessary evil? <https://www.apa.org/monitor/2016/03/homework>
- Wormeli, R. (2016). Teaching students responsibility. <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/639/Teaching-Students-Responsibility.aspx>