

On the Perspectives of Elementary Teachers in the Implementation of No Homework Policy: A Phenomenology

Queenie Anne B. Pit*

queenieannepit504@gmail.com
New Bantayan, Asuncion, 8102, Philippines

Abstract

This study explores the perspectives and lived experiences of elementary school teachers regarding the implementation of the No Homework Policy at Cambanogoy Central Elementary School. Utilizing a qualitative phenomenological approach, the research aimed to understand the personal experiences, coping mechanisms, and insights of fourteen (14) elementary teachers through in-depth interviews. The findings revealed three key themes related to the implementation: challenges in ensuring mastery of lessons, enriched family bonding time for students, and the extension of teaching-learning processes within school hours. In response to these challenges, teachers adopted strategies such as hands-on experiential learning, open communication with parents and students, continuous professional development, and peer collaboration. Grounded in Self-Determination Theory, Kohn's No Homework proposition, and Vygotsky's Social Development Theory, the study provides critical insights into how eliminating homework can influence instructional practices, student engagement, and academic development. The research contributes valuable knowledge for educators, policymakers, and school administrators seeking to develop balanced educational policies that prioritize both learning outcomes and student well-being.

Keyword: *no homework policy, elementary teachers, qualitative study, Davao del Norte, Philippines.*

Introduction

The chapter contains the introduction of the problem or the research topic. This includes the rationale, purpose of the study, research questions, theoretical lens, and as well as the related literatures, significance of the study, definition of terms for clarifications and understanding the concepts, and delimitations and limitations of the study are also included in this chapter.

Rationale

No Homework Policy has been a burning topic in the field today. Some are reluctant 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. 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 (Cooper, 2019).

In China, there has been discussion about homework and attempts have been made to address the problem. China passed an education law in 2021 with the intention of lessening the burden of copious amounts of homework and rigorous after-school tutoring. The goal of the law is to reduce the "twin pressures" associated with core subject tutoring and homework. The involvement of teachers in homework affects students' feelings or perceptions of their homework. Homework disaffection in Chinese elementary and middle school students is characterized by boredom, disinterest, and frustration. Low-achieving students are more likely to dislike homework than high-achieving students. This growing dissatisfaction has prompted schools to reassess the quantity and quality of assignments given to students. When teachers assign homework that does not correspond to students' developmental level, such as homework that is too difficult for students, students may experience negative feelings about doing the homework (Zhou & Traynor, 2020).

In the Philippines, specifically in Davao Oriental, homework is still a divisive topic, especially at Nangan Elementary School. The majority of educators thought that homework would improve their students' academic performance. Since they were the only ones who completed the homework at home, parents

reasoned that it would only weaken their kids' learning potential and cause them to perform poorly in school. Students who have homework have lower productivity and a worse attitude toward learning, which raises the dropout rate and lowers grades. Students who have a lot of homework explain that there is a connection between having more homework and feeling more anxious, which lowers motivation for academic work (Garing, 2021).

The implementation of a no-homework policy in elementary schools is socially relevant because it directly affects the education and well-being of young students. Homework has long been a controversial topic, with many arguing that excessive homework can have negative impacts on students' mental health, family relationships, and overall quality of life. Implementing a no-homework policy can help address these concerns and create a more balanced approach to education. Studying the perspectives of elementary teachers on the implementation of a no-homework policy is urgent because it allows us to understand the challenges and benefits associated with such a policy. Teachers play a crucial role in implementing and facilitating any changes in educational practices, and their perspectives can provide valuable insights into the feasibility and effectiveness of a no-homework policy. By studying their perspectives, we can identify potential barriers to implementation and develop strategies to overcome them, ultimately improving the educational experience for elementary students.

In my literature review, I discovered related studies such as *"Teachers' Perspectives on Homework"* by Wallace (2018), *"Teachers' Beliefs about Homework and their Homework Practices"* by Gray (2020), and Labita (2020) titled *"Stakeholders Perceptions on No Homework Policy in a Philippine Public Secondary School"* which discovered that teachers believe homework is beneficial but also recognize its limitations and the potential for it to become a burden on students and families. Teachers' beliefs about homework often align with their practices, but external factors can influence the homework they assign. The study on elementary teachers' perspectives on the implementation of No Homework Policy differs from other educational studies in that it focuses specifically on the perspectives and experiences of elementary school teachers regarding a

policy change. The purpose of this study is to investigate how teachers perceive and adapt to the No Homework Policy; shedding light on the practical challenges and benefits they face. Unlike other types of educational research, this study focuses on the impact of policy change at the elementary level, providing valuable insights for educators and policymakers in this context.

The copies of the study were widely disseminated to various research conferences and relevant government or private agencies. This strategic distribution aimed to foster meaningful scholarly exchange among academics, researchers, and professionals in the field. By sharing the findings through these formal platforms, the study gained visibility and encouraged critical discussions and feedback.

Purpose of the Study

The purpose of this study was to investigate and understand the viewpoints and opinions of elementary teachers in relation to the implementation of a No Homework Policy in their classrooms. It aimed to explore the teachers' perspectives, experiences, and attitudes towards the idea of eliminating or reducing homework assignments for their students.

The specific focused of the study was to explore elementary school teachers' perspectives on the implementation of a homework policy, particularly in terms of its perceived benefits and challenges. A no homework policy refers to a school guideline that limits or eliminates the assignment of homework to students, especially at the elementary level. It aimed to understand how teachers viewed the role of homework in supporting student learning, as well as to gather their insights on alternative strategies for reinforcing learning outside of school hours. By concentrating on teachers' experiences and opinions, the study seeks to contribute to the broader discourse on the effectiveness of homework and its influence on students' academic performance and overall well-being.

Research Questions

This study aimed to investigate elementary teachers' personal experiences of implementing the no homework policy. Additionally, the following questions were addressed:

1. What are the lived experiences of teachers in the implementation of No Homework Policy?
2. What are the coping mechanisms of the teachers on challenges encountered in the No Homework Policy?
3. What are the insights of the teachers about the implementation of No Homework Policy?

Theoretical Lens

The study hinged on Self-Determination Theory, which was developed by Deci and Ryan (1970). The theory is a psychological theory that investigates how inner motivation, and extrinsic incentives influence human behavior, particularly in terms of goal formulation and achievement. At its foundation, the self-determination theory suggests that individuals must meet three essential psychological requirements in order to live and achieve their goals: autonomy, competence, and relatedness. Autonomy relates to the need for people to feel in control of their lives and decisions, whereas competence refers to the need to feel effective and capable in their endeavors. Relatedness refers to people's desire to feel connected to others and have a sense of belonging.

In the context of the study on elementary teachers' perspectives on implementing a no-homework policy, self-determination theory may be beneficial in understanding how eliminating homework as an extrinsic incentive affects children's intrinsic motivation to learn. If eliminating homework is seen as a loss of autonomy or a reduction in emotions of competence, it may have unintended negative consequences for students' motivation and achievement. Alternatively, if the no-homework policy is communicated in a way that emphasizes students' autonomy and competency in self-directed learning, it may improve intrinsic motivation and provide superior results. Further investigation into these options may provide insight on the potential advantages and disadvantages of instituting a no-homework policy in elementary schools.

In addition, this study was grounded in Stewart's (2016) No-Homework proposition, which argues that homework often leads to frustration, fatigue, family conflict, a loss of time for other activities, and a decrease in enthusiasm for learning. In classrooms and schools where little or no homework is assigned,

students' academic performance as well as their attitudes toward learning have improved significantly. Kohn's No Homework proposition implies that assigning homework to students is ineffective and may even have adverse implications. Instead, it prioritizes creating engaging and interactive classroom experiences that encourage active learning. This proposition emphasizes the significance of considering homework's effectiveness in promoting meaningful learning outcomes while prioritizing students' well-being. By questioning the traditional practice of homework, it encourages educators to consider alternative approaches that promote student engagement and a positive learning atmosphere.

In relation to this, some people view homework as a burden because it denies them the right to spend time with their families and have some leisure. Some students ignore homework and do not enjoy completing assignments. Teachers can consider Kohn's proposition to reflect on the effectiveness of homework assignments and the potential benefits of implementing a no-homework policy. This connection enables a better understanding of the teachers' perspectives and considerations when promoting meaningful learning experiences for students.

Moreover, Social Development Theory which was developed by Vygotsky (1978), underscores the critical role that social interaction plays in cognitive development. According to Vygotsky, children learn best when they are actively engaged in meaningful social exchanges and collaborative learning experiences. He introduced the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks that a child can perform with the assistance of a more knowledgeable individual, such as a teacher or peer. Vygotsky argued that learning occurs most effectively when students are provided with support and guidance that is just beyond their current capabilities, pushing them to expand their understanding with the help of others.

In the context of a no-homework policy, teachers who align with Vygotsky's theory may believe that the most valuable learning happens within the classroom environment, where students can benefit from direct interaction with their peers and teachers. Instead of assigning homework that requires students to work

independently and in isolation, these teachers may argue that cognitive development is best nurtured in social settings, where students can discuss ideas, collaborate on tasks, and receive immediate feedback from teachers. Reducing or eliminating homework, teachers may aim to create more opportunities for these collaborative learning experiences during school hours. In a classroom setting, students can engage in guided activities that allow them to work together, share different perspectives, and collectively solve problems. Vygotsky's theory highlights the importance of scaffolding, where teachers provide temporary support that enables students to accomplish tasks they cannot do on their own. With this support, students gradually gain independence and internalize knowledge.

Review of Related Literature

This chapter discussed the theories, concepts, and opinions of various authors and linguists relevant to this study in order to provide a strong frame of reference about the nature of the variables under study.

Impact to the Students' Performance

Homework has become an important issue for primary and secondary schools for over five decades. Although it has both academic and non-academic purposes, only a few studies have been investigated at the tertiary level. Homework started centuries ago when learning incorporated mainly writing, arithmetic, rote learning, and reading. Homework is assigned by teachers for both instructional and non-instructional purposes in order to determine whether students were able to comprehend the lessons taught in class, whether they have acquired the skills needed, to embolden them to use their skills for innovation, and improve their discipline, communication skills, and confidence (Stevenson, 2021).

Thus, homework is regarded as a constructive activity and is acknowledged everywhere without question, but over the last few decades, homework in school systems has grown from basic assignments to complicated tasks and projects. Parents feel like their kids are being overburdened, but the teachers claim it is for the students' own good and overall academic enhancement. Due to excessive homework, students are unable to spend quality time with their family members and struggle to focus on other activities, such as

sports and community service (Pollard, 2023 & Zaman et al., 2020; Stevenson, 2021).

Moreover, the role of students' behavioral engagement with homework remains a highly debated issue in educational research. While homework is often assigned with the intention of reinforcing learning, improving discipline, and promoting independent study habits, the actual outcomes may vary significantly depending on how students engage with these tasks. Behavioral homework engagement—typically measured by the amount of time spent, task completion, and effort put into assignments—does not consistently correlate with improved academic performance. In fact, several studies have shown that simply spending more time on homework does not necessarily lead to better grades or deeper understanding. This challenges the long-held assumption that more homework equals more learning (Suarez et al., 2021).

Hence, in Pakistan's national education policy, there is no policy regarding homework. Since there are no regulations, giving homework is the choice of teachers and there is no equilibrium in primary and secondary class homework. Homework is allocated without considering the students' learning needs, but instead to cover the content of books. Students are asked to memorize the content of books. If they do not, they are given punishment. Hence, students only do homework out of fear of punishment tasks (Anwar et al., 2022; Cheema et al., 2022).

Teachers Workload

Despite regularly assigning homework, many teachers acknowledge that providing timely and consistent feedback is a significant challenge. This difficulty primarily stems from the large number of students they are responsible for in each class. With limited instructional time during the school day and an often-overwhelming workload, teachers find it nearly impossible to thoroughly review and respond to every student's work within a reasonable timeframe. As a result, they are frequently forced to give brief oral feedback during class, which may not be sufficient for all learners. In many cases, teachers end up checking and correcting homework outside of their contracted working hours, cutting into their personal time and contributing to stress and burnout. This ongoing issue highlights the need for more support, smaller class

sizes, or alternative assessment strategies to ensure students receive the meaningful feedback they need to improve (Syla, 2023).

In addition, homework supports school learning; even if students leave the classroom without homework, the potential for learning to continue. However, homework has some negative effects. If students spend too much time on homework, more than two hours each night, homework will take away time to rest and spend time with family and friends. Some students in elementary, middle, and high schools show a negative relationship between the time spent on homework and the achievement of learning. Balancing academic demands with students' overall well-being has become a growing concern for educators and parents alike. Too much homework can cause students to experience stress, anxiety, depression, physical ailments, and even cause lower test scores (Hsu & Goldsmith, 2021).

Hence, teachers frequently have many responsibilities, such as lesson planning, grading, and extracurricular activities. The absence of homework may reduce their workload, allowing them to concentrate more on in-class instruction. However, it is important to consider whether eliminating homework would require teachers to take on additional responsibilities, such as increased in-class assessments or individualized instruction. Among the most important elements present in the construction of teacher workload that provide a significant relationship to teacher job satisfaction is the resource element. This note illustrates that the resources available in coping with the workload are positively correlated with teacher job satisfaction (Ahmad et al., 2021).

Moreover, a teacher who is assigned an increased workload is more likely to experience professional burnout. While there are instances where taking on additional responsibilities may lead to recognition, prestige, or career advancement, these benefits are often overshadowed by the negative consequences of chronic overwork. Although the opportunity to contribute more extensively to the school community can be perceived as an honor, especially when it involves leadership roles or involvement in special programs, the sustained pressure of an excessive workload can have detrimental effects on a teacher's well-being (Antiquina

et al., 2021).

Furthermore, several previous studies have revealed that some of the teachers of the integration special education program (PPKI) do not have skills in managing their assignments. In addition, they are also said not to do adequate preparation in performing tasks. There are also studies that state that the level of readiness of PPKI teachers in performing tasks is still low. The preparation done by the teachers allows them to manage the workload well. Adequate readiness can also ensure efficient task management. It is also an important impetus in avoiding the occurrence of teacher workload (Balang et al., 2021).

Homework Policies and Their Impact

Investigating the implementation of homework policy in schools is essential to enhance learning. This innovation presents both challenges and prospects that need to be identified and addressed. Teachers' experiences play a crucial role in revealing how the policy works in practice. These experiences can highlight specific issues that hinder its effectiveness. Addressing such challenges can lead to improvements in the overall homework practice (Mwanamwambwa, 2021).

In addition, no homework policy causes students to become irresponsible; and No Homework Policy causes less learning of parents in dealing with the assignments of their children, five major themes were manifested such as: having difficulties in answering homework; being able to help children; having fun while doing the assignment; being unable to finish work or chores; and bonding opportunity (Garing, 2021).

Similarly, measures for improving other aspects of children's lives are relevant to those that aim to improve their learning experiences. Parent-child relationships are related to schoolwork, which is a crucial source of tension between them. Homework policy, which limits the amount of or time for homework, may potentially help to lessen that tension. At the same time, supporting parents to be more appreciative of children's efforts, regardless of their academic results, may enhance their relationship (Cho & Chan, 2020).

Moreover, educational institutions around the world have increasingly considered or implemented no-homework policies in response to growing concerns about student well-being, equity, and the overall

effectiveness of traditional homework practices. These policies aim to reevaluate the role of homework in the educative process and to create more inclusive and balanced learning environments. One of the early adopters of such an approach was South Africa, where some primary schools introduced a no-homework policy to address disparities in students' home environments. The initiative was driven by the recognition that students come from diverse family backgrounds with varying cultural values, parental involvement, and access to educational resources (Labata, 2021).

Furthermore, prospects of providing homework to learners at selected primary schools were that: homework provided learners with an opportunity to improve academic performance, it opened up the minds of learners to interact with friends to arouse the interest of learners, and they learnt how to manage their time and kept them in constant touch with schoolwork. This was echoed by subject teachers. On the other hand, teachers reported that parents did not regularly check their children's homework because they were busy with work, farming and doing business which depicted a negative response towards their children's homework. Learners and parents encountered a number of challenges as they worked on homework given by teachers. Some parents did not want to help their children in answering their homework because they believed it was the role of the teachers to do so and not parents (Mulenga, 2021).

Additionally, preliminary findings from teacher, parent, and student surveys suggest the presence of modest impact of homework in the area of emotional health. Additionally, findings suggest misperceptions surrounding the existence of homework policies among parents and teachers, the reasons teachers cite assigning homework, and a disconnect between child-reported and teacher reported emotional impact of homework (Holland et al., 2021).

Teacher Attitudes Towards Homework

Homework also provides an opportunity for their parents to learn about their children's education and progress. Homework is a universal practice used in schools and universities. It is commonly related to the academic achievement of the students. It is taken as a means of students' practice material. It is taken as a

preparation for an examination. Moreover, it is one of the most popular and frequent instructional tools used in home-based involvement, and it is a task in which parents are more directly involved in their child's learning. Homework is a necessary step to improve the teaching and learning process. Effective homework benefits students by taking into account their individual differences while offering teachers greater control in their planning. It teaches students to work independently and develop self-discipline. It encourages students to take initiative and responsibility for completing a task. It allows parents to have an active role in their child's education and helps them to evaluate their child's progress (Smith & Lee, 2021).

In addition, homework refers to the work given to students after class. It is intended to make students capable of doing things on their own and to recollect what they have learned in class. It is based on the teaching provided to them in class. This can be in written form, or they might be asked to memorize a lesson. Homework is part of a traditional classroom teaching technique where the teacher moderates the information provided to the students in class and checks their retention rate based on their performance. The method of teaching is usually lecture-based and does not involve dialogue between teacher and students (Pandey, 2025).

As such, interestingly, teachers' perceptions of homework, especially when it comes to struggling children, often go beyond a simple belief in the general value of homework. These perceptions reflect a deeper understanding of the unique challenges faced by students who may struggle academically or have other barriers to completing homework effectively. The approach to homework for these students is not purely based on traditional educational expectations but rather takes into account their individual needs, abilities, and circumstances (Andrews et al., 2020).

Moreover, teachers perceived the purposes of homework to be related to improving student outcomes and enhancing their educational experience, while homework's effectiveness was characterized by analyzing data, student feedback, and parental support. Teachers are responsible for developing and implementing homework, and they have the most influence on its efficacy (Pollard, 2023).

Furthermore, the teachers seldom mentioned factors related to the students' home environments in

the interviews. However, on some occasions, these conditions did evoke emotions. More concretely, some teachers reported that they feel empathy or pity when students do not have a suitable place at home to work and concentrate. In addition, conflicts between parents and students caused by homework evoked negative emotions in teachers. Regarding positive emotions, the teachers claimed to feel admiration when underachieving students or those who receive little support at home nevertheless work hard to complete their homework (Feiss et al., 2023).

Additionally, if the pattern of interplay among multiple dimensions of teacher involvement is vital in influencing homework behavior and academic achievement, a person-centered approach (compared with a variable-centered approach) is more capable of detecting the associations that multiple dimensions of teacher involvement with homework behavior and academic achievement. Additionally, this approach to students' perceptions of teacher homework involvement allows teachers, families, and researchers to better understand how students make sense of multiple dimensions of teacher involvement in the homework process and design more effective instructional strategies (Du & Nuñez, 2022).

In addition, the study focuses on exploring elementary teachers' perspectives on the implementation of a homework policy, particularly emphasizing its perceived benefits, challenges, and influence on student learning and well-being. A no homework policy refers to a school guideline that limits or eliminates the assignment of homework, especially at the elementary level, often with the intention of promoting student well-being and family time. Literature highlights homework's longstanding role in education, serving both academic and non-academic purposes such as discipline, skill development, and parental involvement. However, concerns have emerged about excessive homework leading to stress, reduced family interaction, and diminished engagement in extracurricular activities (Pollard et al., 2023).

Furthermore, teachers, though instrumental in implementing homework policies, often struggle with workload issues, timely feedback, and emotional responses to students' home challenges. Some studies revealed that homework does not consistently correlate with academic performance and may be driven more

by institutional routine than learning needs. The implementation of no homework policies globally, including in South Africa and parts of Asia, reflects attempts to foster equity, reduce disparities in home support, and improve emotional health (Suarez et al., 2021)

Teacher perceptions remain central to this discourse, as their attitudes and involvement directly shape how homework is developed, justified, and assessed. While many acknowledge the potential benefits of homework, others advocate for alternatives such as enhanced classroom instruction and formative assessments to support diverse learners. Ultimately, the study contributes to the ongoing debate on whether homework enhances or hinders student growth and how policies can align more closely with both teacher capacity and student well-being (Nuñez et al., 2022).

Homework has long been a staple of educational practice, traditionally viewed as a tool to reinforce learning, foster discipline, and promote parental involvement. However, growing research highlights the complexity of its impact on students, particularly in terms of emotional health and academic outcomes. Studies have shown that excessive homework may contribute to stress, burnout, and reduced family interaction, especially among younger learners. While some educators view homework as essential for academic success, others point to inconsistent correlations between time spent on homework and student performance. Moreover, variations in home environments and parental support further complicate the effectiveness of homework as a universal strategy for learning enhancement.

On the other hand, no-homework policies have emerged globally as an alternative approach aimed at promoting student well-being and equity. These policies seek to ease teacher workloads, reduce student anxiety, and provide more balanced educational experiences, particularly in contexts where home support varies significantly. Teachers remain at the heart of this issue, as their perceptions, workload, and emotional engagement with students shape how homework is assigned and received. While some advocate for entirely eliminating homework, others suggest more flexible, needs-based approaches that consider individual student circumstances. Ultimately, the challenge lies in crafting policies that support meaningful learning while

respecting both teacher capacity and student well-being.

Significance of the Study

The study aimed to provide valuable insights into the potential benefits and challenges associated with such a policy by conducting this research. This data can be used to help educational policymakers, school administrators, and elementary school teachers make informed decisions about homework policies.

The study's findings may be beneficial for the **Commission on Higher Education (CHED)** and educational policymakers in gaining a better understanding of elementary teachers' perspectives on the implementation of a no-homework policy. This knowledge can help shape and revise homework-related educational policies, ensuring that they align with the needs and perspectives of teachers and students.

The study's findings may also be useful for **educational policymakers** gain a better understanding of elementary teachers' perspectives on the implementation of a no-homework policy. This knowledge can help shape and revise homework-related educational policies, ensuring that they align with the needs and perspectives of teachers and students.

This study may be useful for **school administrators** learn about elementary teachers' experiences with no-homework policies. This data can help administrators develop and implement homework policies that are effective, practical, and supportive of student learning and well-being.

The study focuses on the perspectives of **elementary school teachers**. The research aims to provide a platform for teachers to express their beliefs, concerns, and insights about the implementation of no-homework policies by exploring their experiences and perspectives. This can assist teachers in making more informed decisions about their own classroom practices and contribute to ongoing discussions and debates about homework policies.

The findings of this study can contribute to the existing body of research on homework policies and their impact on teaching and learning. It can be a valuable resource for **future researchers** who want to dig deeper into the subject and conduct additional research. The research can also serve as a foundation for future

discussions and debates about homework policies in elementary schools.

Definition of Terms

Technical terms were used to define ideas and concepts in order to provide a more comprehensive and clear description of the study. These certain terms as follows:

No Homework Policy. A No Homework Policy aims to reduce or eliminate homework assignments, giving students more time for extracurricular activities, family, and personal pursuits (Jones, 2017). In this study, a *No Homework Policy* refers to the school's formal or informal practice of minimizing or eliminating the assignment of homework to elementary students. It is implemented with the intention of promoting student well-being, allowing more time for rest, family interaction, and extracurricular activities.

Delimitation and Limitation of the Study

This study focused on the perspectives of elementary school teachers in the Cambanogoy Central Elementary School on the implementation of a no-homework policy. The study only include elementary school teachers and took a phenomenological approach to understanding their lived experiences. However, the study may have limitations, such as a small sample size, potential bias due to personal beliefs or attitudes toward homework, and the potential influence of contextual factors unique to the Cambanogoy Central Elementary School. Time constraints and language barriers may also have an impact on the depth and breadth of data collection and analysis.

Researcher acknowledged and addressed these limitations and limitations to ensure the validity and reliability of the study's findings. This was assisted readers in properly interpreting the results and providing a clear understanding of the study scope and potential limitations. This allows researcher to provide a clear understanding of the scope of the study and potential limitations, ensuring accurate interpretation of the results.

Methodology

This chapter dealt with methods and procedures in gathering necessary data for the study, the research design, the locale, research subjects or respondents, research instruments, data gathering procedure, sampling techniques, and statistical tool of data used by the researchers.

Research Design

This research utilized a qualitative method known as a phenomenology study to explore the experiences of elementary teachers. This approach allows for a thorough examination of their lived experiences, enables detailed comparisons between cases, and provides a comprehensive understanding of their unique circumstances. The case study technique aims to understand the complexities of a phenomenon by considering its different aspects, viewpoints, and relationships that affect its outcomes (Baxter & Jack, 2008).

In context, the study adopted a phenomenological approach to explore the phenomenon within its specific setting using multiple data sources. This approach allows for a rich and in-depth understanding by capturing the experiences and perspectives of participants in their natural context. It emphasizes the characteristics and processes of the phenomenon as they occur in real-life situations. By grounding the investigation in context, the study minimizes external influence and maintains the authenticity of participants' responses.

Balancing academic demands with students' overall well-being has become a growing concern for educators and parents alike. In contextualization, the qualitative phase of the study employed a phenomenological approach grounded in an epistemological perspective that recognizes truth as multiple and subjective. This approach aligns with the goal of understanding participants lived experiences within their specific social and cultural contexts. In-depth interviews were used as the primary data collection method, allowing the researcher to explore the meanings and interpretations participants attach to their experiences. These interviews are particularly effective in uncovering the social norms and values of a community, offering deeper insight into the phenomenon being studied.

Role of the Researcher

The researcher's role in this phenomenological research is to enlighten and facilitate a deep exploration of a teacher's experience in the implementation of No Homework Policy. According to Holloway and Wheller (2020), in order to interact effectively with the respondents, the facilitator must have social and referencing skills. In terms of our basic roles, we followed the principles that state qualitative inquiry researchers who are willing to devote significant time to data collection, data analysis, reflexivity, and writing long passages on their own.

In this study, the researcher played multiple critical roles throughout the research process. I, began with planning, which involved selecting a relevant topic, designing the methodology, preparing interview questions, and coordinating logistics. During the interviewing phase, I conducted audio-recorded, in-depth interviews while also taking field notes to capture contextual observations and non-verbal cues. After data collection, I am responsible for transcription, meticulously converting audio recordings into written form to ensure accuracy. In the analysis phase, I categorized the information, identified emerging themes, and assigned codes to each participant, using aliases to maintain confidentiality and protect identities. Finally, I undertook reporting, synthesizing findings and presenting them clearly and ethically, ensuring the integrity and credibility of the study.

Research Participants

My study's primary participants are teachers from Cambanogoy Central Elementary Schools in the Municipality of Asuncion. When selecting participants, I used purposive sampling to ensure that only those who could provide the relevant data could participate in my study. The following criteria must be met during the recruitment process: (a.) each participant must be an elementary teacher in Cambanogoy Central Elementary Schools; (b.) the participant must also teach in a primary school in a public school; and (c.) the participants must be teachers who have been teaching for at least three (3) consecutive years and are between the ages of twenty-four (24) and (40) forty.

In this study, I have fourteen participants who are all scheduled for in-depth interviews. The fourteen individuals are chosen based on specific interests. I conducted individual in-depth interviews (IDI) with fourteen (14) participants. According to Creswell (2013), the ideal number of participants in a qualitative study, particularly a phenomenological study, is between three and fifteen. With this group of participants, the gathering of data will be adequate for this type of study.

In selecting the respondents for this study, the purposive sampling method was used in determining the respondents to ensure the acquisition of authentic experiences relevant to the study. Hermeneutical phenomenology is the 'lived experiences' of research participants (phenomenology) and the interpretation (text) of the life they have lived and experienced (hermeneutics). In that case, the study will be rich and descriptively deep in analyzing process (Manen, 1990).

Data Collection

First, I acquired authorization from Cambanogoy Central Elementary School to help me find and recruit people for my study. Before agreeing to engage in my research study, the researcher was assured that all participants are well informed about the study. Second, participants are discovered and recruited using the purposive sampling strategy to ensure that they are appropriate and capable of supplying relevant and useful information that was used in the subsequent chapters. To ensure the integrity of the recruitment process, I processed consent and agreement documents prior to the interview sessions. They can read the terms and conditions before signing and participating, and this includes statements that their participation is a voluntary act that contributes to the research's success. Participants were also informed of their right to withdraw from the study at any time without facing any consequences.

During the interview sessions, I, the researcher, was in charge of collecting data. I recorded the data using devices such as mobile phones to ensure precise transcription before translating it into official English. The participants were also decided on the time, venue, and date of the interview. Additionally, I refrained from interfering with them while they are discussing their experiences throughout the interview, unless they

require clarification on a question or are having difficulty comprehending it, in which case I was alter it to make it easier for them to understand.

Following the interview sessions, the final phase was transcribed, with emerging themes identified using thematic analysis tools. The extracted themes was sent to the data analyst whose knowledge corresponds to the concept of language study for approval and verification.

Data Analysis

The data gathered in my research was presented and examined in my study in accordance with the research objectives or goals. To draw the study's conclusions, a thorough examination of the content of the participants' responses is required. To answer the study's research questions, data was analyzed for common trends.

In addition, the researcher methodically organized and stored the study's data using technological techniques. Both the audio and video recorders captured the conversation. Qualitative analysis involves breaking down the information into manageable portions, organizing it, looking for patterns, synthesizing it, and talking about what's important to know. To offer a more comprehensive overview of the study, the investigator conducted a qualitative content analysis. Content analysis is the study of making inferences about other states or characteristics of the source from a text by using a methodical and repeatable methodology. It involves systematically identifying patterns, themes, or biases within the text to interpret meaning and understand the underlying context (Krippendorff, 2018). After the research analysis, all of the material that was examined came from the informants, who were considered a reliable and credible source of information for the study.

The collected and acquired data in this study were examined using thematic analysis. The goal of the data collection phase was to look for any trends that would point to the ideas the participants represent. Subsequently, the information was classified into meaningful groups that encapsulated the letter's manuscript. A versatile method for qualitative analysis, theme analysis allows the researcher to generate fresh ideas and

conclusions from the data.

Thematic analysis was also a helpful method of inquiry for exploring individuals' ideas, opinions, knowledge, experiences, or beliefs within a set of qualitative data, such as interview transcripts, survey responses, or social media content. It allows researchers to identify, analyze, and interpret patterns or themes that emerge from the data. Once themes are identified, their application can vary depending on the research objectives and the chosen analytical approach. Thematic analysis is widely used by scholars as a flexible and accessible tool to make sense of complex qualitative data and gain deeper insight into participants' perspectives (Braun & Clarke, 2006)

Additionally, I completed the processes for getting to know the data, making draft codes, searching for themes, reviewing themes, defining and identifying themes, and putting together the report. Beginning with transcription, the analytical process was initiated. Using analysis, break it up into its individual pieces. The researcher attempted to understand the data they had collected during this process.

I eventually listened to the participant recordings of their interviews and documented my observations to help with the coding process later on. I went over the data multiple times to get a feel for the responses and quickly identify which ones were more common. These repeated answers helped me develop a few themes, which I subsequently whittled down to a select handful. I eliminated extraneous information using data reduction techniques so that readers might use it as smart study material. Sorting and arranging an important amount of qualitative data allowed me to integrate and categorize it quickly. In order to allow readers to form their own opinions, the data was shown using matrices, charts, and graphs.

Trustworthiness of the Study

To develop the study, the researcher diligently aimed to meet the criteria for standards of trustworthiness. In conducting this qualitative research, the researcher ensured that my informants' responses were considered. The researcher also considers every detail of the data as confidential.

According to Shenton (2004), trustworthiness is a crucial concept in qualitative research because it

enables researchers to describe the virtues of their research in terms not typically used in quantitative research. Instead of using terms like generalizability, internal validity, reliability, and objectivity, qualitative researchers use terms like credibility, dependability, confirmability, and transferability to describe their research. Essentially, trustworthiness refers to how qualitative researchers ensure their research's credibility, dependability, confirmability, and transferability. Qualitative researchers can present a more comprehensive picture of their research using these alternative terms.

Credibility. It assesses whether the researcher's findings accurately represent a credible and trustworthy interpretation of the data collected from the participants. This process involves evaluating if the conclusions drawn genuinely reflect the meanings and experiences shared by the participants during the study. By ensuring this alignment, the research maintains a strong connection between the data and the outcomes. Such credibility strengthens the study's validity and allows readers to trust the insights presented. According to Lincoln and Guba (1985), this approach adds authenticity and depth, enhancing the overall reliability of qualitative research.

To deal with credibility, the researcher used three techniques to ensure the study's credibility: first, by presenting their intent to depict the participants' experiences accurately. Second, an in-depth interview was designed to gather information about students' experiences with parents employed as uniformed personnel. The third is to provide a detailed description of the participants' voices to create a thorough and rich depiction of the data.

Finally, to ensure the study's accuracy, the researcher used member checking, also known as informant feedback or respondent validation. This technique confirms with the participants that the transcript of their views and opinions accurately reflects what they said. Member checking is a commonly used technique in qualitative research and helps improve the study's credibility, validity, and transferability (Creswell & Miller, 2000).

In this study, a procedure known as member checks was implemented to validate the precision of the

transcribed content in capturing the study participants' viewpoints and beliefs. Following the transcription of the recorded data, the researcher revisited each of the individuals involved in the study, allowing them to examine the produced transcripts meticulously. This exercise allowed the researcher to evaluate and assess whether the encoded responses effectively and faithfully reflected the thoughts and perspectives expressed by the participants during the In-Depth Interviews (IDI) in the case study, which involved a minimal number of participants.

Transferability. It refers to the extent to which the findings of a study can be generalized or applied to other contexts or populations beyond the specific bounds of the project. By examining the transferability of the results, the researcher can better understand the broader implications and relevance of the findings. Ensuring the study's transferability helps the researcher communicate the work's usefulness and value to a broader audience (Lincoln & Guba, 1985).

In order to have access to the possible inquiry to address transferability, the researcher took steps to provide a thorough and detailed description of the entire research process, including the background, methods, procedures, instruments, and forms used. This enabled other researchers to quickly replicate and adapt the study to their contexts. In addition, the researcher included a thorough review of related literature and provided a detailed description of the phenomenon being studied while protecting the participants' identities. These measures were taken to ensure that other researchers could see a clear picture of adapting the study to their settings.

Dependability. Dependability is attained in quantitative research when a study can be duplicated or done under the same conditions in a different location and time. If there are differences between the two repeats, it is assumed that the difference is due to unreliability or error. Qualitative research, on the other hand, uses emergent research designs and makes deliberate adjustments. Furthermore, emergent designs avoid the exact repetition of a study, which is especially important considering that a second inquirer may take a different path from the same data. The qualitative researcher defines “dependability” as “stability” after

discounting such conscious and unpredictable changes in research design (Lincoln & Guba, 1985).

The researcher provided a detailed and comprehensive description of the methodology used in the study, including the research design, the researcher's role, the participants, data collection and analysis methods, trustworthiness considerations, and ethical considerations. This in-depth study description was included to allow other researchers to adapt or replicate the study in their settings. By documenting these details of the research process, the researcher allowed other researchers to thoroughly understand the study and make any necessary adjustments to fit it into their context.

Moreover, to ensure the credibility of this research, the researcher sought the guidance and support of my esteemed research adviser, collaborated closely with panel examiners, and diligently referred to relevant studies within the field. Additionally, the researcher undertook a rigorous and meticulous approach to document every facet of the data collection, analysis, and interpretation processes. This comprehensive documentation allows readers to thoroughly assess the study's credibility by examining the rigor and integrity of both its methodologies and the outcomes it yielded.

Confirmability. Confirmability is a critical concept in qualitative research that refers to the extent to which the findings of an inquiry are supported by the data collected during the study. In other words, confirmability is a measure of the degree to which the study's results are consistent with and supported by the evidence gathered. It ensures that the researcher's interpretations and conclusions are clearly derived from the data rather than from personal biases or assumptions. Ensuring confirmability is essential because it helps increase the study's credibility and reliability and allows others to trust and verify the results (Lincoln & Guba, 1985).

This study achieved confirmability using transcription, verification, and triangulation. After the audio record was transcribed, the texts were returned to the respondents for authentication. All participants were invited to review the interview transcripts and fill in any gaps that they found. To check that the researcher interpreted the data accurately, the information was discussed with the participants in a circle.

Taking circles is a discussion technique that can be soothing to research. A group of specialists reviewed the data and developed interpretations/theories. They used a detailed description of the phenomenon under investigation by earlier research to frame the findings. As a result, the study's trustworthiness, credibility, transferability, dependability, and conformability will improve.

Ethical Consideration

To ensure that ethical standards were followed, the researcher followed principles such as respect for persons, beneficence, justice, obtaining informed consent, and maintaining confidentiality. These principles help ensure that the study is conducted responsibly and respectfully and is sensitive to the rights and well-being of the participants (Mack et al., 2005).

The first principle is **respect for persons** is an ethical principle that involves treating research participants with courtesy and respect and recognizing their right to make autonomous decisions about whether to participate in a study. To adhere to this principle, the researcher must provide participants with adequate information about the study and ensure they clearly understand what is involved. This includes obtaining informed consent, which means that the participants have voluntarily agreed to participate in the study based on a complete understanding of the nature of the research and any potential risks or benefits. It also involves safeguarding vulnerable populations who may have limited capacity to make fully informed decisions. By adhering to the principle of respect for persons, the researcher can ensure that the study is conducted ethically and in a manner that respects the participants' rights and autonomy (Munhall, 2012).

Before conducting the interviews, the researcher obtained permission from the participants and arranged the schedule in advance to avoid conflicts with their duties or other obligations. This was done to ensure that the researcher's presence would maintain the participants' schedules and avoid rescheduling or canceling the interviews. The researcher established a respectful and courteous relationship with the participants during my study and obtained their permission before recording the conversations. The researcher also allowed the participants to ask questions at any time and maintained the confidentiality of the in-depth

interviews. By establishing rapport and acting courteously towards the participants, the researcher conducted the study ethically and respectfully.

The second principle is **consent** is another way to show respect to the informants within the research. This is to make all the participants aware of the objectives and purpose of the research they will be involved in. Written consent was given to them to certify their approval. After they were approved, they participated in the in-depth interviews. Of course, they were informed of the study's results and findings (Creswell, 2012).

An informed consent form was supplied to the study subjects. The permission provided details on the researcher's identity and affiliation, the purpose of the study, the length of the study, and any rewards provided to the subjects in the form of cash, gifts, or other objects in exchange for their participation. Due to the participants' privacy and secrecy, they were permitted to leave at any moment without giving a reason. The informed consent form (ICF) gave the participants the chance to read the information it contained, ask questions, and use their signature as an indication of their consent for the study.

Beneficence requires a commitment to minimizing risks to the participants who participated in this research rather than maximizing the profits that this may earn. The interviewees were anonymized to avoid putting each participant at risk. All participants were protected at all times, and all files of information were not left unattended or unprotected (Bricki & Green, 2007).

To adhere to the principle of beneficence, the researcher protected the anonymity and confidentiality of the participant's responses and personal identities. To minimize any potential risks, the researcher engaged in face-to-face interaction with the participants by using safety gear like masks. By taking these measures, the researcher ensured the well-being and interests of the participants and demonstrated a commitment to ethical research practices.

Furthermore, the data collected from this research study was used only for the purposes outlined in the study. However, the study results may also be shared or disseminated through channels such as presentation to the institution, publication in scientific forums or journals, or presentation at local, national, or

international conferences. By disseminating the study results, the researcher aims to share the findings and contribute to the broader knowledge base in their field of study.

Confidentiality. To safeguard participant privacy and comply with data protection regulations the Privacy Act of 2012, rigorous confidentiality measures were implemented. Personal identifiers, such as names, genders, ethnicities, and locations, were carefully concealed throughout the research process. Discrete coding was employed to represent participant responses, ensuring that their identities remained anonymous. All research materials, including audio recordings, transcripts, notes, and electronic files, were securely stored and disposed of appropriately after data analysis to prevent unauthorized access or disclosure Maree & Westhuizen (2007). These measures collectively protected participant privacy and demonstrated a commitment to ethical research practices.

To safeguard participant privacy and adhere to data protection regulations, such as the Privacy Act of 2012, rigorous confidentiality measures were implemented. To ensure anonymity, personal identifiers like names, genders, ethnicities, and locations were meticulously concealed throughout the research process. Participant responses were represented using discrete coding, further protecting their identities. All research materials, including audio recordings, transcripts, notes, and electronic files, were securely stored and disposed of appropriately after data analysis to prevent unauthorized access or disclosure. These comprehensive measures collectively protected participant privacy and demonstrated a strong commitment to ethical research practices.

The third principle is **justice** requires an affordable sharing of the risks and benefits due to the research. It is essential to acknowledge the contributions of all participants as they became part of the success of this research. Hence, they must be thanked for their efforts (DiCicco-Bloom & Crabtree, 2006).

In this study, the researcher compensated the participants to recognize and compensate them for their efforts and time in participating in the study. Sensible tokens were given to the participants to thank them for

their contribution. The researcher also hoped that the study would help the participants address the existing issue and that their participation would be viewed positively.

The researcher used the purposive sampling method to identify the participants in this study, which ensured that no qualified participants were excluded due to their age, gender, socio-economic status, or ethnicity. All participants were equally subjected to the risks and benefits of the study. As a sign of appreciation for their time and efforts, the researcher provided tokens to the participants. This helped ensure that the study was conducted ethically and respectfully and that all participants were treated fairly.

Results

This chapter presented the data generated that was essential to the study. The data was gathered from in-depth interviews. It was also recorded using a mobile phone. Their responses were transcribed and carefully assessed through the accurate categorization of themes. The fourteen (14) participants were the public elementary school teachers.

This part presented the details of the qualitative analysis results to answer the following research questions:

Research Question No. 1: What are the lived experiences of teachers in the implementation of No Homework Policy?

Research Question No. 2: What are the coping mechanisms of the teachers on the challenges encountered in the No Homework Policy?

Research Question No. 3: What are the insights of the teachers about the implementation of No Homework Policy?

This chapter is divided into four parts. Parts one focuses on the participants' data, from which qualitative data were collected. Part two covers the data analysis procedures and the steps involved in categorizing the emergent themes from the results of the in-depth interviews. Part three focuses on the responses to the interview questions pertaining to each research problem. Lastly, part four provides a summary of the responses.

Participants

The participants of this study were the elementary teachers in a public school in the Division of Davao del Norte. As shown in Table 1, a total of 14 individuals took part in this study, comprising 14 participants for the in-depth interview. All of these participants were elementary teachers in Davao del Norte. To uphold the principle of confidentiality, each participant was assigned a pseudonym during the in-depth interview, following the approach employed by Bernal (2014). These pseudonyms were chosen by the participants themselves based on their preferences and the unique characteristics that emerged during the

interview sessions.

The selected pseudonyms provided insight into the characteristics and qualities of the participants. For instance, *Conqueror* (pseudonym) gained her nickname by struggling to master lessons but trying to assure pupil learning. She gained the nickname *Resourceful* (pseudonym) because she seeks technological support and resources for excellent teaching. *Advocate* (pseudonym) acquired her nickname for valuing family time and its good impact on students. *Experience* (pseudonym) her nickname comes from the fact that she stresses hands-on learning experiences for optimal understanding. *Persistence* (pseudonym) gained her nickname because she worked tirelessly to inspire and educate others despite obstacles. *Enthusiast* (pseudonym) gained her nickname because she embraces teamwork and seeks help from coworkers. *Transparency* (pseudonym) acquired her nickname by open communication and teamwork for success.

Furthermore, *Champion* (pseudonym) gained her the nickname because she is dedicated to continual professional development and knowledge enhancement. *Patience* (pseudonym) received her the nickname because she emphasizes the need of patience in teaching and learning. *Innovative* (pseudonym) gained her nickname because she used inventive and various evaluation approaches to properly evaluate student comprehension and progress. *Time* (pseudonym) gained her nickname because she used time efficiently for important learning. *Visionary* (pseudonym) gained her nickname for her astute views on educational systems and methods. *Resilience* (pseudonym) gained her nickname because of her ability to overcome obstacles. *Comprehensive* (pseudonym) gained her nickname since she checks student understanding using many techniques other than assignments.

All participants answered the same set of questions. The selection of participants was based on their involvement and experiences as elementary teachers, which were identified by the researcher and verified through personal declarations provided by the

Table 1
Participants of the Study

In-Depth Interview (Pseudonyms)	Age	Sex	Years in Service	Code
Conqueror	26	Female	5 years	IDI-01
Resourceful	35	Female	12 years	IDI-02
Advocate	42	Female	15 years	IDI-03
Experience	28	Female	6 years	IDI-04
Persistence	30	Female	6 years	IDI-05
Enthusiast	40	Female	15 years	IDI-06
Transparency	38	Female	10 years	IDI-07
Champion	30	Female	8 years	IDI-08
Patience	37	Female	13 years	IDI-09
Innovative	33	Female	9 years	IDI-10
Time	43	Female	15 years	IDI-11
Visionary	32	Female	8 years	IDI-12
Resilience	38	Female	10 years	IDI-13
Comprehensive	38	Female	10 years	IDI-14
TOTAL = 14				

participants. Each pseudonym reflects the core value or teaching strength that each participant consistently demonstrated throughout the study.

The in-depth interview was conducted face-to-face to make it more personal and engaging, resulting in deeper insights and better interpretation of nonverbal cues. Furthermore, immediate clarification and follow-up questions can be addressed, resulting in a more comprehensive comprehension of the participant's experiences. The majority of participants requested hard copies, which were distributed to their respective schools. The researcher respected the participant's decision when asked to adjust and reschedule the interview due to their important reasons. The researcher did regard face-to-face as a crucial component to consider in establishing and ensuring the validity and credibility of the study.

Categorization Data

After conducting extensive interviews, the audiotape was transcribed, translated, and evaluated. Coding was the analysis's first stage. Before the information is given meaning, the resources are coded into chunks of text. The coding technique was used to develop topic areas for study, as well as a description of the people's environment. These concepts were used as a guide to develop a general description of the phenomenon under study. The data was presented in table format. The selected data analyst was provided this

information so that she could accept and vent it, as well as any emerging themes that the researcher had established and examined it.

To categorize this data, the themes were presented according to the study questions and are referred to as central themes. The topics that emerged from the study were thoroughly addressed in order to provide a detailed overview. The participants' fundamental ideas were displayed next to the major themes in the table.

The second step was data analysis, which we concluded as shown in Table 2. To categorize this data, the topics were organized by research question and referred to as central themes. The table also contained major themes derived from the responses of the participants. Another column was added to the table to represent the frequency of the replies, which served as the foundation for the classification of general, typical, and variant, as previously discussed.

Research Question 1. What are the lived experiences of teachers in the implementation of No Homework Policy?

To answer this research question, in-depth interviews were conducted with the participants, respectively. Hence, several sub-questions were asked to understand their experiences regarding the implementation of the No Homework Policy.

The major themes and core ideas for research question number 1 are presented in Table 2. From the answers of the participants, three major themes had emerged: *hampered mastery of the lessons, enjoyed meaningful time with family, and extended the duration of the teaching-learning process.*

Hampered Mastery of the Lessons

This theme addresses the challenges educators face in maintaining and ensuring student mastery of the lessons within the context of disrupted learning environments. Educators explain that the adaptation to the new normal has been challenging and has affected their teaching, and subsequently their ability to conduct and assess student learning, which could result in students experiencing a decrease in their mastery of content, the roots of which could be fewer opportunities to practice,

Table 2
Elementary Teachers' Experiences in the Implementing of the No Homework Policy

Emerging Themes	Supporting Statements
Hampered Mastery of the Lessons	• <i>"It is very difficult for me to adapt it because of course to continue the learning of the children for the mastery of the lesson. It will be difficult for me to reach my goal that they will master the lesson."</i> (IDI-01) • <i>"Having affected the mastery of children. The effect of this time is that the children's mastery has been reduced."</i> (IDI-03) • <i>"The impact of disrupted learning environments during this time has resulted in decreased opportunities for children to practice and refine their skills, contributing to a decline in mastery across various subjects."</i> (IDI-04) • <i>"The challenges posed by the current circumstances have hindered children's ability to consistently engage with learning materials and receive timely feedback, leading to a regression in their mastery levels."</i> (IDI-07)
Enjoyed Meaningful Time with Family	• <i>"The positive thing is of course that the children have more time with their family and they have more time to play, and do chores at home."</i> (IDI-01) • <i>"Positive it is because students will be able to have time for their family, they can bond with their parents because they do not have assignments."</i> (IDI-03) • <i>"The positive thing about this is that the children they can have time for their family or to play."</i> (IDI-07) • <i>"The positive thing is that the learners have nothing to do at home, and they have a time to bond their sisters/brothers."</i> (IDI-08) • <i>"The positive outcome is that children can have all their time to help their parents in the household chores and even in their livelihood."</i> (IDI-11)
	• <i>"As a teacher, it will be difficult for me to continue with my lesson."</i> (IDI-03)

Extended the Duration of the Teaching-Learning Process	• “Overall, it is difficult for me, the performance is slow when there is no assignment.” (IDI-05) • “Sometimes it is very difficult for me, because I cannot continue my present lesson because if there is no homework policy me as a teacher i can be a long process to teach them.” (IDI-09) • “It is difficult for us because we ca not keep up with the time, especially when there is someone to answer and they are supposed to do it.” (IDI-14)
Strengthening Home-School Communication	• “I started talking more with parents, especially those of students who were falling behind. Since there was no homework, it was important they knew how their child was doing and how they could help at home in simple ways.” (IDI-13) • “I had to explain the policy to some parents who thought their kids were not doing anything at home. They needed reassurance that learning was still happening in school even without the traditional take-home tasks.” (IDI-09) • “Regular updates through text messages or our class group chat became essential. I used it to share what we did in class and suggest small follow-up activities parents could do with their kids.” (IDI-10)
Shifting from Homework to Holistic Assessment	• “Without homework, I had to find other ways to check if my students really understood the lesson. It pushed me to use more in-class activities, like exit passes and hands-on tasks.” (IDI-01) • “The no homework policy made me more intentional about how I assessed learning. I used portfolios, reflections, and even peer feedback so I could see the bigger picture, not just one test or worksheet.” (IDI-09) • “I had to make every minute of classroom time count. I included short formative checks during the lesson itself just quick oral recaps, pair sharing, or mini tasks to gauge if they got

	<i>the concept.” (IDI-13)</i> • <i>“It used to be easy to give a homework sheet and check who got it right. Now, I have to observe more carefully in class watch who participates, who needs more support, and who is ready to move on.” (IDI-10)</i>
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in their mastery of content, the roots of which could be fewer opportunities to practice, refine skills, and have timely feedback.

Based on the experience of *Conqueror* (pseudonym) she expresses challenges related to adapting to current circumstances to ensure children's mastery of lessons. *Conqueror* (pseudonym) indicates that these difficulties stem from the disrupted learning environments, which hinder her ability to effectively teach and support students in mastering the curriculum, she mentioned:

“Lisod kaayo para nako ang pag adapt niini kay syempre para mapadayon ang pagkat-on sa mga bata para sa mastery sa leksyon. Maglisod ko sa pagkab-ot sa akong objectives nga ma-master nila ang leksyon” (IDI-01)

(It is very difficult for me to adapt it because of course to continue the learning of the children for the mastery of the lesson. It will be difficult for me to reach my goal that they will master the lesson.)

As with the other participant, *Advocate* (pseudonym) she reflects on the impact of current circumstances on children's mastery of subjects. She observes that the disruptions have led to a decrease in children's mastery levels. This implies that *Advocate* (pseudonym) noticed a tangible decline in the depth and extent to which students have grasped and retained the lessons taught, attributing this setback directly to the challenges and interruptions faced during this period of learning, she shared:

“Naapektuhan ang mastery sa mga bata. Ang epekto niini nga panahon mao ang pag reduced sa mastery sa mga bata.” (IDI-03)

(Having affected the mastery of children. The effect of this time is that the children's mastery has been reduced.)

In addition, she highlights that these disruptions have significantly reduced opportunities for children to practice and refine their skills. As a result, she has seen a noticeable decline in mastery across various subjects. This suggests that *Experience* (pseudonym) perceives a direct correlation between the interruptions in learning and the diminished ability of children to fully develop their skills and understanding in different academic areas, as she mentioned:

“The impact of disrupted learning environments during this time has resulted in decreased opportunities for children to practice and refine their skills, contributing to a decline in mastery across various subjects.” (IDI-04)

Lastly, *Transparency* (pseudonym) emphasizes that these challenges have hindered children's ability to consistently engage with learning materials and receive timely feedback from teachers. Consequently, this lack of regular engagement and feedback has led to a regression in their mastery levels across various subjects. This suggests that *Transparency* (pseudonym) views consistent interaction with learning materials and timely feedback as crucial elements for maintaining and improving children's mastery of academic content, which has been compromised due to the ongoing disruptions, she stated:

“The challenges posed by the current circumstances have hindered children's ability to consistently engage with learning materials and receive timely feedback, leading to a regression in their mastery levels” (IDI-07).

Enjoyed Meaningful Time with Family

This theme highlights more positive insights into how students have impromptu opportunities to spend additional time with their families. Participants note students have had a chance to connect with their parents and siblings more, complete household chores and tasks, and partake in family recreation at home, this unintended positive outgrowth where students created real relationships by spending quality time with family, as well as having a chance to grow in a different modality than academics.

Based on the experience of *Conqueror* (pseudonym), she highlights a positive aspect amidst the challenges of disrupted learning environments. She notes that one beneficial outcome is that children now

have more time to spend with their families. This increased family time allows children opportunities to engage in play and participate in household chores. *Conqueror* (pseudonym), suggests that this unplanned increase in family bonding time can contribute positively to children's overall well-being and familial relationships, offering a silver lining amidst the educational disruptions, she shared:

“Ang positibo nga butang mao nga ang mga bata adunay mas daghang oras sa ilang pamilya ug sila adunay daghang oras sa pagdula, ug paghimo sa mga buluhaton sa balay”
(IDI-01)

(The positive thing is of course that the children have more time with their family and they have more time to play, and do chores at home.)

Additionally, *Advocate* (pseudonym) expresses a positive perspective on the current situation despite its challenges. She highlights that one beneficial aspect is that students now have more time to spend with their families. Specifically, since there are no assignments or reduced academic pressures, students can utilize this time to bond with their parents. She implies that this increased family bonding time can foster stronger relationships and provide valuable moments for students to connect with their parents outside of their usual academic responsibilities, she shared:

“Positive kay naay time ang mga studyante para sa ilang pamilya, maka bonding sila sa ilang ginikanan kay wala silay assignment.” (IDI-03)

(Positive it is because students will be able to have time for their family, and they can bond with their parents because they do not have assignments.)

As with the other participants, *Transparency* (pseudonym) emphasizes a positive aspect arising from the current situation. She highlights that a beneficial outcome is that children now have more time available to spend with their families or engage in play. This increased leisure time outside of traditional academic routines allows children to enjoy recreational activities and strengthen familial bonds. *Transparency* (pseudonym) suggests that this unexpected opportunity for family time and play can contribute positively to children's emotional well-being and overall quality of life amidst the challenges of disrupted learning

environments, she mentioned:

“Ang positibo nga butang mahitungod niini mao nga ang mga bata makabaton sila og panahon alang sa ilang pamilya o sa pagdula.” (IDI-07)

(The positive thing about this is that the children can have time for their family or to play.)

Moreover, *Champion* (pseudonym) identifies a positive aspect stemming from the current circumstances. She highlights that one beneficial outcome is that learners now have ample free time at home. This newfound free time allows them the opportunity to bond with their siblings. *Champion* (pseudonym) suggests that this increased bonding time among siblings can foster closer relationships and create meaningful interactions within the family unit, she shared:

“Ang positibo nga butang mao nga ang mga estudyante wala’y mahimo sa balay ug sila adunay oras sa pagbonding sa ilang mga igsoon.” (IDI-08)

(The positive thing is that the learners have nothing to do at home and they have a time to bond their sisters/brothers.)

Lastly, *Time* (pseudonym) reflects on a positive outcome resulting from the current circumstances. She emphasizes that children now have more time to assist their parents with household chores and other livelihood aspects. This increased involvement in family responsibilities allows children to contribute meaningfully to their household and support their parents in various tasks. *Time* (pseudonym) suggests that this hands-on experience in household activities can provide children with valuable life skills, strengthen family bonds, and foster a sense of responsibility and teamwork within the family unit, she mentioned:

“Ang positive nga resulta mao ang mga bata makabaton sa tanan nilang panahon sa pagtabang sa ilang mga ginikanan sa mga buluhaton sa balay ug bisan sa ilang panginabuhi.” (IDI-11)

(The positive outcome is that children can have all their time to help their parents in the household chores and even in their livelihood.)

Extended the Duration of the Teaching-Learning Process

In this situation, the continual interruption of consistent assignments or learning routines has disrupted the teaching and learning process. Educators explain that without consistent assignments or interruptions to the learning, a slowed-down learning model can make it difficult to keep pace with the curriculum, requiring them to adapt their teaching modality to allow for the longer term it takes for students to learn new content, which has impacted pacing of instruction and learning outcomes as usual.

These themes begin to reveal a more nuanced and complex understanding of how disrupted learning environments such as those caused by pandemics, natural disasters, or policy shifts have significantly affected both students and educators. They highlight not only the academic challenges and emotional stress experienced but also unexpected positive outcomes, such as increased resilience, adaptability, and the use of innovative teaching methods.

During the interview, *Advocate* (pseudonym) expressed the challenges they face in maintaining continuity with their lessons under current circumstances. She also indicates that the disruptions have made it difficult for them to proceed smoothly with their teaching plans. She suggests that the participant is encountering obstacles such as interrupted schedules, technological issues, or other factors that impede their ability to deliver lessons effectively, she mentioned:

“Isip usa ka magtutudlo, maglisud ko sa pagpadayon sa akong leksyon” (IDI-03)
 (As a teacher, it will be difficult for me to continue with my lesson.)

As with the other participants, *Persistence* (pseudonym) notes that the absence of assignments or structured tasks has contributed to a slower pace in their teaching and the overall performance of the educational process. This suggests that *Persistence* (pseudonym) sees assignments as important for maintaining a structured learning environment and pacing the progression of lessons effectively, she shared:

“Sa kinatibuk-an, lisud para sa ako, kay hinay ang performance kung walay assignment” (IDI-05)
 (Overall, it is difficult for me, the performance is slow when there is no assignment.)

Additionally, *Patience* (pseudonym) expresses difficulty in continuing with their current lessons because the lack of assigned homework makes it challenging to reinforce and extend learning beyond the classroom. This suggests that *Patience* (pseudonym) views homework as a crucial tool for reinforcing concepts, encouraging independent study, and deepening understanding among students. Without this policy in place *Patience* (pseudonym), feels that teaching becomes a prolonged process as they seek alternative methods to ensure students' comprehension and mastery of the material, she mentioned:

“Usahay lisod kaayo para nako, kay dili nako mapadayon ang akong presente nga leksyon kay kung walay polisiya sa homework nako isip usa ka magtutudlo mahimo kong taas nga proseso sa pagtudlo kanila.” (IDI-09)

(Sometimes it is very difficult for me, because I cannot continue my present lesson because if there is no homework policy me as a teacher, it can be a long process to teach them.)

Moreover, *Comprehensive* (pseudonym) highlights that it is difficult to maintain pace with their teaching schedule, particularly when interruptions occur or when students are expected to complete tasks or participate in activities that are part of the learning process. This suggests that *Comprehensive* (pseudonym) feels pressured by time constraints and interruptions, which may hinder her ability to cover the required curriculum or deliver lessons as planned, she stated:

“Lisod mi kay dili mi makaapas sa oras, labi na kung naay mutubag ug ila nga dapat sila ang mu buhat.” (IDI-14)

(It is difficult for us because we cannot keep up with the time, especially when there is someone to answer and they are supposed to do it.)

Strengthening Home-School Communication

Enhancing communication between home and school involves building a strong, collaborative relationship between parents and teachers to better support a child's growth and learning. This partnership encourages open and consistent sharing of information about the child's academic progress, behavior, and social development. When parents and educators actively exchange feedback, concerns, and accomplishments, it fosters mutual understanding and trust.

During the interview, *Resilience* (pseudonym) she believed it was essential to keep parents informed about their child's progress. Her goal was to help them understand what was happening in school and suggest easy ways they could assist with learning at home. It was not adding pressure, just encouraging small efforts, like having conversations about school or reading together.

"I started talking more with parents, especially those of students who were falling behind. Since there was no homework, it was important they knew how their child was doing and how they could help at home in simple ways."
(IDI-13)

Hence, *Patience* (pseudonym) explain She did not ignore their feelings instead, she patiently explained that meaningful learning was still going on during school hours. By showing them that their children were still being challenged and supported, she helped calm their doubts. Her goal was to build trust and make sure parents felt confident in what was happening at school.

"I had to explain the policy to some parents who thought their kids were not doing anything at home. They needed reassurance that learning was still happening in school even without the traditional take-home tasks." (IDI-09)

Shifting from Homework to Holistic Assessment

Shifting from homework to holistic assessment means moving away from just checking if students can answer worksheets and focusing more on their overall growth. Instead of simply grading tasks done at home, teachers now look at a child's behavior, participation, creativity, and understanding in class. It values not just what they know, but how they think, solve problems, and interact with others.

During the interview, *Conqueror* (pseudonym) shared that since homework was no longer part of their routine, she had to come up with new ways to see if her students truly grasped the lesson. This challenge encouraged her to be more creative in the classroom. She started using tools like exit passes quick checks at the end of a lesson and hands-on activities to measure understanding.

"Without homework, I had to find other ways to check if my students really understood the lesson. It pushed me to use

more in-class activities, like exit passes and hands-on tasks.” (IDI-01)

Moreover, *Patience* (pseudonym) she became more thoughtful and purposeful in how she checked her students’ learning. Instead of relying on just one test or worksheet, she started using things like student portfolios, personal reflections, and feedback from classmates. These gave her a fuller, more honest picture of how each child was growing. It wasn’t just about right or wrong answers anymore, it was about understanding their journey.

“The no homework policy made me more intentional about how I assessed learning. I used portfolios, reflections, and even peer feedback so I could see the bigger picture, not just one test or worksheet.” (IDI-09)

In addition, *Resilience* (pseudonym) began to approach her teaching with greater intentionality, incorporating short but meaningful check-ins throughout her lessons. Frequently paused to ask students to explain their thinking aloud, which provided immediate insight into their understanding. Sometimes, encouraged peer-sharing by having students briefly discuss ideas with a partner, she mentioned:

“I had to make every minute of classroom time count. I included short formative checks during the lesson itself just quick oral recaps, pair sharing, or mini tasks to gauge if they got the concept.” (IDI-13)

Research Question 2. What are the coping mechanisms of the teachers on the challenges encountered in the No Homework Policy?

To answer this research question, in-depth interviews were conducted with the participants, respectively. Hence, several sub-questions were asked about their strategies for coping with the challenges they faced in the implementation of the no homework policy. It was revealed that they employ a range of strategies and techniques to overcome these difficulties.

The major themes and core ideas for Research Question Number 1 are presented in Table 3. Based on the participants’ responses, four key themes emerged: *engaging in hands-on learning experiences, learning, establishing open communication, and improving professional competence and knowledge*. These

themes highlight how the implementation of a no-homework policy influences teachers' instructional strategies and professional development. Participants emphasized the value of interactive and experiential learning in place of traditional homework. They also noted the importance of open communication with students and parents, and the continuous enhancement of their teaching knowledge and skills to adapt to the new approach.

Engaging in Hands-On Learning Experiences

This theme recognizes the value of experiential learning for students to further their comprehension of the lessons/materials being presented. The participants in the study advocate for hands-on opportunities for students to be able to engage in an activity that helps them actively interact and experience the content. They suggest that being an active participant will create a deeper level of understanding and retention. By advocating experiential learning, they want to create a pedagogical that goes beyond traditional teaching methods creating a more interactive and immersive learning environment. Such methods are seen as effective in fostering critical thinking, problem-solving, and real-world application of knowledge.

During the interview, *Conqueror* (pseudonym) emphasizes the importance of hands-on learning for facilitating children's understanding of lessons. She expresses is a preference for teaching methods that actively engage students in practical activities. By providing hands-on learning experiences, the participant believes that children can grasp concepts more effectively through direct interaction and application, she mentioned:

“Mas gusto nako nga masabtan sa mga bata ang leksyon kon hatagan nimo sila og hands-on nga pagkat-on.” (IDI-01)

(I would prefer for the children to understand the lesson if you give them hands-on learning.)

As with the other participant, *Experience* (pseudonym) emphasizes their preference for designing activities that enable students to learn through active participation. *Experience* (pseudonym) advocates for experiential learning methods where her students directly engage in hands-on activities to gain practical experience and understanding, she stated:

“Ako mas prefer nako mag pahimo og activity nga maka experience by their doing.” (IDI-04)

(I must prefer to make activities that they can experience by their doing.)

Moreover, *Persistence* (pseudonym) emphasizes that engaging students in activities where they actively participate and experience concepts firsthand is crucial. By doing so, *Persistence* (pseudonym), believes that students can achieve a deeper comprehension, understanding, and retention of the lesson content. This approach is

Table 3
Coping Mechanisms for the Challenges Faced by the Teachers in Implementing the No Homework Policy

Emerging Themes	Supporting Statements
Engaging in Hands-On Learning Experiences	• <i>“I must prefer for the children to understand the lesson if you give them hands on learning.” (IDI-01)</i> • <i>“I must prefer to make activity that they can be experiences by their doing.” (IDI-04)</i> • <i>“Prioritizing hands-on learning experiences is important for ensuring children understand the lesson effectively. Offering activities that allow them to actively engage and experience concepts firsthand fosters deeper comprehension and retention.” (IDI-05)</i> • <i>“As a teacher, I emphasize creating activities that enable children to learn through experience. By providing opportunities for active participation and hands-on learning, I aim to facilitate a deeper understanding of the lesson content.” (IDI-14)</i>
	• <i>“I personally cope with the challenges that arise from implementing the policy by maintaining open communication with my students and their parents... I explain the rationale behind the policy and address any concerns or questions they may have.”</i>

Establishing Open Communication	(IDI-02) • <i>“By fostering a transparent and collaborative environment through open communication, students and parents feel empowered to actively engage in the decision-making process, leading to a sense of ownership and shared responsibility for the success of the No Homework Policy.” (IDI-06)</i> • <i>“Open communication not only helps in addressing concerns but also allows for constructive feedback from students and parents, enabling us to continuously refine the No Homework Policy to better meet the needs and expectations of all stakeholders.” (IDI-11)</i> • <i>“Personally, I cope with the challenges that arise from implementing the No Homework Policy by maintaining open communication with my students and their parents. This allows me to address any concerns or questions they may have and ensures that everyone is on the same page.” (IDI-13)</i>
Improving Professional Competence and Knowledge	• <i>“Learn new strategies, techniques, the teachers need to engage in training seminars so that the teaching learning can be deeper for the children to understand.” (IDI-03)</i> • <i>“Trainings given on how to teach children. Strategy will be given to the teachers and how to teach the children, they will easily adjust to their lessons.” (IDI-07)</i> • <i>“Professional development is the seminars, training or webinars because through this the teacher will know better what to do and what are the good strategies that the teacher should do.” (IDI-08)</i> • <i>“Trainings, workshops on the activities because instead of giving it assignment, it is just an activity. Then we can also make an agreement for them to study. And recent</i>

	<i>trainings that can cope or suited for the learners nowadays.” (IDI-10)</i> • <i>“This could include workshops or training sessions on project-based learning, formative assessments, and differentiated instruction.” (IDI-13)</i>
Collaborating and Seeking Support with Others	• <i>“Seek advice from your colleagues who are ahead of you so that you can learn more and know how to implement.” (IDI-04)</i> • <i>“Collaboration, support with my colleagues because they are a great help because I ask them for guidance or advice and what is the best thing to do in terms of things like this.” (IDI-06)</i> • <i>“Make sure you collaborate with your fellow teachers, so that you have ideas about what they do when they face difficulties and what they do, the class is more engaging without homework.” (IDI-08)</i> • <i>“Creating a strong support system among co-teachers and administrators to address concerns or difficulties about the policy.” (IDI-09)</i> • <i>“It is very helpful to collaborate with your colleagues because they can guide me especially when I do not have it and I seek help from them.” (IDI-10)</i>

suggesting a commitment to providing learning opportunities that go beyond traditional teaching methods, aiming to make learning more interactive, relevant, and meaningful for students, and she mentioned:

“Prioritizing hands-on learning experiences is important for ensuring children understand the lesson effectively. Offering activities that allow them to actively engage and experience concepts firsthand fosters deeper comprehension and retention” (IDI-05)

Lastly, *Comprehensive* (pseudonym) highlights their focus on designing activities that promote learning through direct experience. They emphasize the importance of providing opportunities for students to actively participate and engage in hands-on learning activities. *Comprehensive* (pseudonym) aims to facilitate

a deeper understanding of lesson content by allowing students to directly interact with and apply concepts in practical contexts. This approach not only encourages active learning but also enhances retention and comprehension by bridging theoretical knowledge with real-world applications, she stated:

“As a teacher, I emphasize creating activities that enable children to learn through experience. By providing opportunities for active participation and hands-on learning, I aim to facilitate a deeper understanding of the lesson content” (IDI-14)

Establishing Open Communication

This theme emphasizes how establishing and maintaining open communication with educators, students, and parents when aligning and/or implementing policies, such as a No Homework Policy. Participants argue that clear and communicative dialogue will help address concerned inquiries, provide rationale for policies, and gather feedback, successfully. Open communication results in shared responsibility and ownership, which helps to ensure that the decisions and policies are serving the needs and are in alignment with the stakeholder's expectations. It also fosters trust and transparency, which are essential for the smooth implementation of any educational reform.

During the interview, *Resourceful* (pseudonym) discusses her approach to managing challenges related to policy implementation through open communication with students and their parents. They emphasize the importance of maintaining transparent and proactive communication to address any issues that may arise. By explaining the rationale behind the policy and actively listening to concerns or questions from students and parents, the participant aims to build understanding and cooperation, she mentioned:

“Akong personal nga na cope sa mga challenges nga ni arise gikan sa pagpatuman sa polisiya pinaagi sa open communication uban sa akong mga estudyante ug sa ilahang mga ginikanan. Akong gina explain sa ilaha ang rationale behind sa policy ug akong gina address if nay sila ay concern o mga pangutana” (IDI-02)

(I personally, cope with the challenges that arise from implementing the policy by maintaining open

communication with my students and their parents. I explain the rationale behind the policy and address any concerns or questions they may have.)

As with the other participant, *Enthusiast* (pseudonym) emphasizes the role of transparent and collaborative communication in creating an environment where students and parents feel empowered and engaged in decision-making processes, particularly regarding the implementation of the No Homework Policy. By fostering open communication channels, *Enthusiast* (pseudonym) enables students and parents to understand the rationale behind the policy and actively participate in discussions about its implications, she shared:

“By fostering a transparent and collaborative environment through open communication, students and parents feel empowered to actively engage in the decision-making process, leading to a sense of ownership and shared responsibility for the success of the No Homework Policy.”
 (IDI-06)

In addition, *Time* (pseudonym) highlights the value of open communication in the context of refining the No Homework Policy to better align with the needs and expectations of students, parents, and other stakeholders. She emphasizes that maintaining open channels of communication enables them to address concerns effectively and solicit constructive feedback. By actively listening to input from students and parents, *Time* (pseudonym) can gather insights that facilitate ongoing improvements to the policy, she mentioned:

“Open communication not only helps in addressing concerns but also allows for constructive feedback from students and parents, enabling us to continuously refine the No Homework Policy to better meet the needs and expectations of all stakeholders” (IDI-11)

Lastly, *Resilience* (pseudonym) discusses her approach to managing the challenges associated with the absence of homework by maintaining open communication with students and their parents. She emphasizes the importance of fostering transparency and dialogue to address any concerns or questions that arise regarding the policy of no homework. By actively engaging with students and their parents through open

discussions, *Resilience* (pseudonym) aims to ensure clarity and consensus on the rationale behind the policy, she stated:

“To deal with the challenges of having no homework, I talk openly with my students and their parents. This helps me solve any problems or questions they have, making sure everyone understands and agrees”. (IDI-13)

Improving Professional Competence and Knowledge

This theme highlights the significance of continued and ongoing professional development to enhance their teaching strategies and adaptability for the evolving educational environment. Participants argue that they value attending conferences, workshops, and webinars to learn new strategies, insights, or techniques as educators. They also emphasized the importance of collaboration with peers during professional development activities to exchange ideas and experiences. By actively engaging in professional growth, teachers become more confident and better equipped to meet diverse student needs and address classroom challenges effectively. The participants suggest that it is important for their ongoing professional development to stay current with best practices, integrate innovative teaching methods or approaches such as project-based learning or differentiation, and ultimately improve the educational quality they provide for students.

During the interview, *Advocate* (pseudonym) stressed that attending training seminars is essential for teachers to learn new strategies and techniques that can enrich the learning experience for students. By participating in these seminars, educators gain valuable insights into innovative teaching methods that promote deeper understanding among children. This proactive approach not only enhances the quality of education but also equips teachers with effective tools to adapt her teaching practices to meet the diverse needs of their students. Ultimately, *Advocate* (pseudonym) perspective underscores the role of continuous professional development in fostering a dynamic and impactful learning environment in classrooms, she shared:

“Pagkat-on og bag-ong mga estratehiya, mga teknik, ang

mga teachers kinahanglan nga mu attend sa mga seminar aron ang teaching and learning ma deeper pa ang masabtan sa mga bata". (IDI-03)

(Learn new strategies and techniques, the teachers need to engage in training seminars so that the teaching and learning can be deeper for the children to understand.)

As with the other participant, *Transparency* (pseudonym) emphasizes the value of specialized training aimed at enhancing teachers' abilities to effectively educate children. By attending these sessions, educators receive targeted strategies and methodologies that enable them to adapt their teaching approaches seamlessly. This training not only facilitates a more engaging and effective learning environment but also empowers teachers to tailor their lessons to better meet the learning needs of their students. Ultimately, *Transparency* (pseudonym) underscores the importance of professional development in equipping educators with the tools and techniques necessary for fostering optimal learning experiences and outcomes for children, she mentioned:

"Mga trainings kon unsaon pa jud pagtudlo sa mga bata. Strategy ang ihatag sa mga magtutudlo ug unsaon pagtudlo sa mga bata, dali ra silang maka-adjust sa ilang mga leksyon." (IDI-07)

(Training is given on how to teach children. The strategy will be given to the teachers and how to teach the children, they will easily adjust to their lessons.)

In addition, *Champion* (pseudonym) views professional development as crucial for educators to stay informed about effective teaching strategies and methodologies. By participating in seminars, training sessions, or webinars, teachers gain insights into best practices that can positively impact their teaching methods. These opportunities provide educators with the knowledge and skills necessary to navigate challenges in education more effectively, ensuring they are equipped with current strategies that align with evolving educational needs. Ultimately, *Champion* (pseudonym) advocates for ongoing professional development as a means to empower teachers with the tools and strategies needed to enhance their instructional practices and ultimately improve student learning outcomes, as she shared:

“Ang professional development mao ang mga seminar, training o webinar tungod niini mas mahibaw-an sa teacher kung unsa pa ang buhaton ug unsa ang mga maayong strategies nga angay buhaton sa teacher.” (IDI-08)

(Professional development is the seminars, training or webinars because through this the teacher will know better what to do and what are the good strategies that the teacher should do.)

Lastly, *Resilience* (pseudonym) suggests that professional development opportunities could encompass workshops or training sessions dedicated to project-based learning, formative assessments, and differentiated instruction. Her specialized sessions are intended to equip educators with practical skills and strategies that promote active learning, ongoing assessment, and personalized instruction tailored to diverse student needs. By participating in these workshops, teachers can enhance their ability to engage students in meaningful projects, assess their progress effectively, and adjust instruction to accommodate various learning styles and abilities. Ultimately, *Resilience* (pseudonym) advocates for targeted professional development as a means to empower educators with the knowledge and tools necessary to create engaging and effective learning environments that support student success and academic growth, she mentioned:

“This could include workshops or training sessions on project-based learning, formative assessments, and differentiated instruction.” (IDI-13)

Collaborating and Seeking Support with Others

This theme emphasizes the need for collaboration, and support from one's colleagues regarding the challenges faced and how to improve practices. A few participants highlighted the benefits of close work with other educators by sharing knowledge, getting advice, and discussing practices. But there is a real benefit also in working with teachers who have more experience or have a different perspective. In this way, educators can gain some helpful insights on how managing the challenges you face will be different without sending homework assignments. This not only facilitates our ongoing professional development but also creates a supportive environment where we can work with each other through all of our successes and challenges. Take

away: Support themselves by creating a support network with peers and administrative support. Doing so, allows the educator to be able to handle the issues better and to continue the overall goal and positive learning experiences for students.

During the interview, *Experience* (pseudonym) advocates for seeking guidance from colleagues who have more experience in the field. By doing so, educators can gain valuable insights and practical advice that contribute to their professional growth and effectiveness in the classroom. This collaborative approach allows teachers to learn from others' experiences, understand successful implementation strategies, and apply these insights to their teaching practices. Ultimately, *Experience* (pseudonym) underscores the significance of peer learning and mentorship in fostering continuous improvement and innovation in educational practices, she shared:

“mangayo ka og tambag gikan sa imong mga kauban nga nag-una kanimo aron mas makakat-on ka ug makahibalo ug unsaon pagpatuman.” (IDI-04)

(Seek advice from your colleagues who are ahead of you so that you can learn more and know how to implement.)

As with the other participants, *Enthusiast* (pseudonym) emphasizes that collaborating with colleagues plays a crucial role in their professional development and decision-making processes. By seeking guidance and advice from peers, educators can access diverse perspectives and best practices that help them to address various challenges effectively. This collaborative approach not only fosters a supportive work environment but also enhances the quality of teaching and learning experiences. Through open dialogue and shared insights, teachers can gain valuable knowledge on the most effective strategies and approaches to improve student outcomes, she mentioned:

“Collaboration, support sa akong mga kauban kay dako kaayo silag tabang kay mangayo ko nila ug guidance or advice ug unsay maayong buhaton sa mga ingon ani”. (IDI-06)

(Collaboration, support with my colleagues because they are a great help because I ask them for guidance or advice and

what is the best thing to do in terms of things like this.)

In addition, *Champion* (pseudonym) stresses the value of collaborating with colleagues to share ideas and strategies for overcoming challenges, especially in contexts where traditional homework practices are minimized or eliminated. By engaging in collaborative discussions, educators can gain insights into alternative methods and activities that promote student engagement and learning outside of traditional homework assignments. This collaborative approach fosters a supportive community where teachers can learn from each other's experiences and innovate together to enhance classroom dynamics and instructional effectiveness.

“Siguruha nga makigtambayayong ka sa imong mga kauban nga magtutudlo, aron adunay ka mga ideya bahin sa kung unsa ang ilang buhaton kung nag-atubang sila sa mga kalisud ug kung unsa ang ilang gibuhay, ang klase labi nga madani nga wala’y buluhaton sa balay.” (IDI-08)

(Make sure you collaborate with your fellow teachers, so that you have ideas about what they do when they face difficulties and what they do, the class is more engaging without homework.)

Lastly, *Innovative* (pseudonym) emphasizes the immense value of collaboration among educators, particularly when facing challenges or moments of uncertainty. She believes that seeking support and sharing insights with colleagues not only strengthens problem-solving but also fosters a culture of continuous professional growth.

“Makatabang kaayo ang pag-collaborate sa imong mga kauban kay ila kong ma-guide labi na kung wala ko ug mangayo kog tabang nila”. (IDI-10)

(It is very helpful to collaborate with your colleagues because they can guide me especially when I do not have it and I seek help from them.)

Research Question 3. What are the insights of the teachers about the implementation of the No Homework Policy?

To address the research question, in-depth interviews were conducted with each participant to gather

detailed perspectives. These interviews allowed for a deeper understanding of their experiences and views. Several sub-questions were posed to guide the conversation and explore specific aspects of the no homework policy.

The major themes and core ideas related to research question 1 are summarized and presented in Table 3. This table organizes key insights drawn from the participants' responses. From the answers of the participants, four major themes emerged: *patience, making use of time meaningfully, importance of classroom-based evaluation, and requirement for technological support and resources.*

Necessity of Patience

The theme centers on the critical role of patience in education, highlighting its necessity in accommodating each student's unique pace of learning. Educators stress the importance of maintaining a positive mindset towards students' learning journeys, which fosters perseverance and adaptability, ultimately facilitating meaningful educational experiences. Discussions emphasize the need for teachers to embody patience alongside honesty and approachability to create an environment conducive to student understanding. They emphasize that cultivating a positive attitude towards the diverse learning speed of students is essential for supporting their comprehension

Table 4

Insights of the teachers about the Implementation of the No Homework Policy	
Emerging Themes	Supporting Statements
	• <i>"In teaching, patience is key, recognizing that each learner has a unique pace of understanding. Embracing a positive mindset towards students' learning journeys encourages perseverance and adaptability, ultimately facilitating meaningful learning experiences."</i> (IDI-04) • <i>"You have to be patient, then you have to be honest, you have to be a welcoming teacher so that the students can listen and then they can understand things."</i> (IDI-08) • <i>"As a teacher, it is important to be patient when</i>

Necessity of Patience	<i>teaching because not all students learn things right away. Having a positive attitude towards the different speeds at which students learn is key to helping them understand and develop their skills". (IDI-10)</i> • <i>"Patience or patient to instill the learnings to the learners. Positivism being positive that not all learners can understand immediately what ideas or skills you are trying to instill to them." (IDI-11)</i>
Making Use of Time Meaningfully	• <i>"The implementation of the policy positively affects students by allowing them more time for family interactions and pursuing other interests." (IDI-05)</i> • <i>"Additionally, they can spend quality time with their families and participate in extracurricular activities if they choose to." (IDI-08)</i> • <i>"The policy has a positive impact on students they will have time for their family and other things they are doing." (IDI-09)</i> • <i>"They have time for themselves, they have time with family and other things they do when they get home." (IDI-10)</i> • <i>"Without the burden of homework assignments, students have more flexibility to pursue their interests and engage in extracurricular activities." (IDI-13)</i>
Importance of Classroom-Based Evaluation	• <i>"In the absence of heavy reliance on homework, I assess student understanding through their in-class participation, engagement in discussions, written assignments, and collaborative work within group tasks." (IDI-03)</i> • <i>"Beyond homework tasks, I assess student development by observing their in-class performances, participation in discussions, quality of written work, and contributions to group activities, ensuring a comprehensive evaluation." (IDI-06)</i> • <i>"Without homework assignments, I can still assess my student through their performances</i>

	<i>inside the room, how they interact with the discussion base, also with their written outputs and group task.” (IDI-11)</i>
Requirement for Technological Support and Resources	• <i>“To successfully implement a No Homework Policy, administrators or policymakers should consider providing resources and support for teachers to design engaging and meaningful learning experiences that promote student autonomy, critical thinking, and creativity, fostering a positive learning environment both inside and outside the classroom.” (IDI-05)</i> • <i>“My suggestions are that they should provide other resources that can help teachers so that they can apply to their teaching and professional opportunities that teachers should have.” (IDI-09)</i> • <i>“My recommendation for administrators and policymakers considering the implementation of a No Homework Policy is to provide sufficient training and resources for teachers to effectively implement alternative teaching methods.” (IDI-12)</i>

and skill development effectively.

During the interview, *Experience* (pseudonym) emphasizes that patience is a cornerstone of effective education, recognizing that each student absorbs and understands concepts at their own unique pace. She highlights the importance of meeting learners where they are, rather than rushing them through content. By maintaining a positive and supportive mindset, educators can foster a classroom environment that values growth, resilience, and continuous effort.

“In teaching, patience is key, recognizing that each learner has a unique pace of understanding. Embracing a positive mindset towards students' learning journeys encourages perseverance and adaptability, ultimately facilitating

meaningful learning experiences.” (IDI-04)

As with the other participant, *Champion* (pseudonym) underscores the essential qualities for effective teaching, emphasizing patience, honesty, and approachability. She highlights that patience is crucial in accommodating the diverse pace at which students learn, fostering an environment where every student feels supported in their learning journey.

pace at which students learn, fostering an environment where every student feels supported in their learning journey.

Additionally, *Champion* (pseudonym) stresses the importance of honesty, which builds trust and openness in the classroom, enabling students to engage more meaningfully with the material. Being a welcoming teacher further enhances this environment by creating a positive atmosphere where students feel valued and motivated to participate actively, she mentioned:

“Kinahanglan nga taas kag pasensya, unya kinahanglan nimo nga matinud-anon, kinahanglan nga usa ka maabiabihon nga magtutudlo aron ang mga estudyante maminaw ug unya masabtan nila ang mga butang.” (IDI-08)

(You have to be patient, then you have to be honest, you have to be a welcoming teacher so that the students can listen and then they can understand things.)

In addition, *Innovative* (pseudonym) acknowledges that not all students grasp concepts immediately, underscoring the necessity for teachers to maintain patience throughout the learning process. By fostering a positive attitude towards the diverse learning paces of students, educators create an inclusive environment where every student can thrive, she shared:

“Isip usa ka magtutudlo, Importante nga magmapailubon sa pagtudlo kay dili tanang estudyante makakat-on dayon. Ang pagbaton ug positibo nga kinaiya ngadto sa lain-laing mga katulin diin ang mga estudyante makakat-on mao ang yawe sa pagtabang kanila sa pagsabut ug pagpalambo sa ilang mga kahanas.” (IDI-10)

(As a teacher, It is important to be patient when teaching

because not all students learn things right away. Having a positive attitude towards the different speeds at which students learn is key to helping them understand and develop their skills.)

Lastly, *Time* (pseudonym) stresses that patience is essential in the educational process, recognizing that not all learners grasp concepts at the same pace. By maintaining patience, educators can effectively nurture understanding and skill development among students, allowing for individualized support and tailored learning experiences. Furthermore, *Time* (pseudonym) underscores the importance of positivity in acknowledging that students may require varying amounts of time and different approaches to fully comprehend new ideas or skills, she stated:

“Patience or patient to instill the learnings to the learners. Positivism being positive that not all learners can understand immediately what ideas or skills you are trying to instill to them.” (IDI-11)

Making Use of Time Meaningfully

This theme focuses on the positive outcomes of implementing a no-homework policy in educational settings. Advocates highlight that this policy allows students more time for meaningful family interactions and pursuing extracurricular interests. They emphasize that without the burden of homework assignments, students can choose to spend quality time with their families, engage in various activities of personal interest, and explore diverse learning opportunities beyond traditional academics.

During the interview, *Persistence* (pseudonym) emphasized that the implementation of the policy has had a notable positive impact on students. By affording them additional time for family interactions and the pursuit of personal interests, the policy has contributed to a more balanced and fulfilling academic experience. This finding underscores the importance of policies that support students' holistic development, enhancing their overall well-being and academic engagement, she mentioned:

“Ang pagpatuman sa polisiya positibong makaapekto sa mga estudyante pinaagi sa pagtugot kanila og dugang nga panahon alang sa interaksyon sa pamilya ug paggukod sa ubang mga interes.” (IDI-05)

(The implementation of the policy positively affects students by allowing them more time for family interactions and pursuing other interests.)

As with the other participants, *Champion* (pseudonym) underscores that the policy enables students to allocate dedicated time for family bonding and participation in extracurricular activities if they desire. By fostering a supportive environment that values both academic learning and personal development, the policy encourages a well-rounded student experience, she shared:

“Dugang pa, makagahin sila og kalidad nga panahon uban sa ilang mga pamilya ug makaapil sa mga ekstrakurikular nga kalihokan kon gusto nila.” (IDI-08)

(Additionally, they can spend quality time with their families and participate in extracurricular activities if they choose to.)

In addition, *Patience* (pseudonym) highlights that the policy's implementation positively impacts students by allowing them to allocate time for their families and pursue other activities. This adjustment underscores the policy's role in supporting a balanced approach to student life, enhancing their overall well-being, and fostering a conducive environment for both academic and personal growth, she mentioned:

“Ang polisiya adunay positibo nga epekto sa mga estudyante nga sila adunay panahon alang sa ilang pamilya ug uban pang mga butang nga ilang gibuhay.” (IDI-09)
 (The policy has a positive impact on students they will have time for their family and other things they are doing.)

Moreover, *Innovative* (pseudonym) emphasizes that the policy enables students to have sufficient time for personal activities, quality family time, and other engagements once they return home. This aspect underscores the policy's effectiveness in promoting a balanced lifestyle among students, facilitating opportunities for both academic achievement and personal fulfillment outside of school hours, she shared:

“Naa silay panahon para sa ilang kaugalingon, naa silay panahon sa pamilya ug uban pang mga butang nga ilang buhaton inig abot nila sa balay.” (IDI-10)

(They have time for themselves, they have time with family, and other things they do when they get home.)

Lastly, *Resilience* (pseudonym) underscores that the removal of homework assignments provides students with increased flexibility to pursue their interests and actively engage in extracurricular activities. This adjustment is recognized as beneficial in supporting a well-rounded educational experience, allowing students to manage their time more effectively and participate fully in both academic and non-academic pursuits, she stated:

“Nga walay kabug-at sa mga buluhaton sa balay, ang mga estudyante adunay labaw nga pagka-flexible sa pagpadayon sa ilang mga interes ug pag-apil sa ekstrakurikular nga mga kalihokan.” (IDI-13)

(Without the burden of homework assignments, students have more flexibility to pursue their interests and engage in extracurricular activities.)

Importance of Classroom-Based Evaluation

With less reliance on homework, teachers emphasize the importance of adapting assessment methods to better measure student understanding and achievement. Students are taught to assess learning through class participation, active discussion, completion of written assignments, and collaboration in group work. This approach ensures a comprehensive assessment of student achievement, focusing on their contributions to classroom achievement, quality of writing achievement, and professionalism. By shifting assessment practices away from homework, educators aim to provide a holistic assessment framework that more accurately reflects student learning outcomes and engagement.

During the interview, *Advocate* (pseudonym) emphasized that by reducing dependence on homework, student understanding is evaluated through their in-class participation, engagement in discussions, completion of written assignments, and collaborative efforts in group tasks. This approach aims to comprehensively assess students' grasp of the material while fostering interactive learning experiences that promote both individual growth and teamwork skills, she said:

“Kung walay bug-at nga pagsalig sa homework, akong gisusi ang pagsabot sa estudyante pinaagi sa ilang pag-apil sa klase, pag-apil sa mga diskusyon, sinulat nga mga

buluhaton, ug pagtinabangay nga trabaho sulod sa mga buluhaton sa grupo.” (IDI-03)

(In the absence of heavy reliance on homework, I assess student understanding through their in-class participation, engagement in discussions, written assignments, and collaborative work within group tasks.)

As with the other participant, *Enthusiast* (pseudonym) emphasizes that apart from homework tasks, student development is evaluated through their active participation in class, engagement in discussions, the caliber of their written assignments, and their contributions to collaborative group activities. This approach ensures a thorough assessment of students' progress, aiming to capture their academic achievements and collaborative skills comprehensively within the classroom environment, she shared:

“Gawas sa mga buluhaton sa balay, akong gitan-aw ang kalamboan sa estudyante pinaagi sa pag-obserbar sa ilang mga pasundayag sa klase, pag-apil sa mga diskusyon, kalidad sa sinulat nga trabaho, ug mga kontribusyon sa mga kalihokan sa grupo, pagsiguro sa usa ka komprehensibo nga ebalwasyon.” (IDI-06)

(Beyond homework tasks, I assess student development by observing their in-class performances, participation in discussions, quality of written work, and contributions to group activities, ensuring a comprehensive evaluation.)

Lastly, *Time* (pseudonym) highlights that in the absence of homework assignments, assessment of students occurs through their classroom performances, active participation in discussions, the quality of their written outputs, and their collaboration within group tasks. This method allows for a comprehensive evaluation of students' learning progress, focusing on their ability to apply knowledge, communicate effectively, and work collaboratively in diverse academic settings. This also allow students to have a deeper understanding of the lesson. *As one of the participants highlighted:*

“Kung walay mga buluhaton sa balay, ma-assess gihapon nako ang akong estudyante pinaagi sa ilang mga pasundayag sulod sa kwarto, giunsa nila pagpakig-uban sa base sa diskusyon, uban usab sa ilang sinulat nga mga output ug buluhaton sa grupo.” (IDI-11)

(Without homework assignments, I can still assess my

student through their performances inside the room, how they interact with the discussion base, also with their written outputs and group task.)

Requirements for Technological Support and Resources

This theme highlights the importance of providing adequate technological support and resources for teachers when implementing alternative educational programs such as informal homework. Stakeholders recommend that administrators and policymakers prioritize resources that empower teachers to create engaging and meaningful learning experiences. Access to reliable digital tools and training is seen as essential for successfully integrating technology into instruction and extending learning beyond the classroom. Participants also emphasized the need for ongoing technical assistance to ensure that both teachers and students can effectively navigate digital platforms.

During the interview, *Persistence* (pseudonym) emphasized that for the successful implementation of a No Homework Policy, administrators or policymakers should prioritize providing teachers with adequate resources and support. This includes opportunities to design engaging and meaningful learning experiences that cultivate student autonomy, critical thinking, and creativity. Such initiatives are crucial in fostering a positive learning environment that extends beyond the classroom, empowering students to thrive academically and personally, she mentioned:

“To successfully implement a No Homework Policy, administrators or policymakers should consider providing resources and support for teachers to design engaging and meaningful learning experiences that promote student autonomy, critical thinking, and creativity, fostering a positive learning environment both inside and outside the classroom.” (IDI-05)

In addition, *Patience* (pseudonym) highlights the importance of providing additional resources to support teachers in their professional development and teaching practices. This includes resources that enable teachers to enhance their instructional methods and seize professional growth opportunities. By equipping teachers with these tools and opportunities, educational institutions can empower them to deliver effective and engaging learning experiences that meet the diverse needs of students and promote continuous improvement

in education, she shared:

“My suggestions are that they should provide other resources that can help teachers so that they can apply to their teaching and professional opportunities that teachers should have.” (IDI-09)

Lastly, *Resilience* (pseudonym) emphasizes that for administrators and policymakers considering the implementation of a No Homework Policy, it is crucial to prioritize the provision of adequate training and resources for teachers. This includes support for effectively implementing alternative teaching methods that align with the policy's objectives. By equipping teachers with the necessary tools and training, educational leaders can ensure a smooth transition to new instructional approaches that promote student engagement, learning autonomy, and overall academic success, she stated:

“Ang akong rekomendasyon alang sa mga administrador ug mga magbabalaod nga naghunahuna sa pagpatuman sa No Homework Policy mao ang paghatag og training ug mga resources alang sa mga magtutudlo aron epektibong ipatuman ang alternatibong pamaagi sa pagtudlo.” (IDI-12)

(My recommendation for administrators and policymakers considering the implementation of a No Homework Policy is to provide sufficient training and resources for teachers to effectively implement alternative teaching methods.)

Discussion

This chapter dealt with the study of the major themes and analysis based on the research question. This study aimed to describe the experiences, coping strategies, and insights of elementary teachers, specifically focusing on their experiences, perspectives, and how they handled various challenges and difficulties associated with the no homework.

Furthermore, there were fourteen (14) participants who participated in an in-depth interview. Elementary teachers were asked to respond to several questions that highlighted their ideas and experiences as elementary teachers. All of them were eager to share their experiences, whether favorable or negative and were eager to answer any questions about their lives as elementary teachers. Based on the issues faced by the elementary teachers, various propositions from various authors and theorists were given. The following were the experiences that elementary teachers had when the no-homework policy was implemented.

With this, the researcher followed Cooper (2020) lead and employed qualitative research methods in my investigation. The researcher emphasized the phenomenological research approach, which aims to study contextual meaning through situation knowledge of the experiences of the elementary teachers amid the difficulties they encountered implementing the no homework policy. Fourteen (14) participants took part in an in-depth interview where they were asked to share their opinions on dealing with their experiences, what their coping mechanisms are, narrate their perceptions and insights, and reflect on those perceptions and insights using the provided framework.

Experience of Teachers in the Implementation of No Homework Policy. This research questions aimed to explore the experience of elementary teachers in implementing a no-homework policy. It aims to explore how these teachers navigate the challenges of implementing a no-homework policy. By examining their experiences, the research seeks to shed light on the potential barriers, strategies, and implications for the development of implementing a homework policy. From the answers of the participants, three major themes had emerged: *hampered mastery of the lessons, enjoyed meaningful time with family, and extended the*

duration of the teaching-learning process, strengthening home-school communication, and shifting from homework to holistic assessment. The different authors and theorists presented statements that coincide with the experiences of elementary teachers regarding the no-homework policy. The following were the elementary teachers' experiences:

The first theme revealed that the teachers were having a difficult time because of **hampered mastery of the lessons**. Teachers have a problem with being able to reach the goal of having their students master the lessons. The participants discussed the negative effect that they noticed on their teaching process, such as student's mastery of the lessons, disrupted learning leading the students not to refine their skills and decline in mastery of various subjects, and hindered the students' ability to consistently engage with learning materials and receive timely feedback, leading to a regression in their mastery levels.

This result aligns with the study of Labata (2021), which highlights the growing adoption of no-homework policies by educational institutions worldwide reflects a broader shift toward more equitable and student-centered approaches to learning. These policy reforms are increasingly motivated by concerns about student well-being, unequal access to resources, and the limited effectiveness of traditional homework practices in promoting meaningful learning outcomes. By reconsidering the role of homework, educators and policymakers aim to foster learning environments that support academic development while also respecting students' socio-emotional needs and home contexts. The policy was rooted in the understanding that learners come from diverse cultural backgrounds, with varying levels of parental support and access to educational tools. Such inclusivity-driven policies aim to reduce disparities and create more balanced educational experiences for all learners.

In addition, this was also supported by study of Stevenson (2021), posits that over the past five decades, homework has emerged as a central topic of discussion in primary and secondary education, reflecting its perceived impact on student achievement and development. Despite its widespread use and the dual purpose, it serves supporting both academic learning and personal development research at the tertiary

education level remains limited. Historically, homework originated centuries ago as part of traditional education systems focused on basic literacy and numeracy, including reading, writing, arithmetic, and rote memorization. Today, teachers assign homework not only to reinforce classroom instruction but also to promote broader skills such as innovation, self-discipline, communication, and confidence. Given the increasing emphasis on independent learning and skill development in higher education, this lack of research at the tertiary level represents a critical gap in understanding the full impact of homework across educational stages.

Moreover, this finding relates to the study of Pollard (2023), who explained that in many educational systems worldwide, homework is widely accepted as a constructive and essential component of student learning. However, the increasing complexity and volume of homework have sparked concerns among parents and students, who argue that it contributes to stress and reduces time for meaningful activities beyond academics. This growing workload, while intended to reinforce learning, may actually lead to hampered mastery of the lessons. When students are overwhelmed with numerous assignments, they may rush through tasks without fully understanding the concepts. As a result, rather than deepening comprehension, excessive homework can hinder the effective absorption and retention of lessons contradicting its original purpose and highlighting the need to reevaluate its structure and scope in modern education.

Meanwhile, the second theme that express in this study is **enjoyed meaningful time with family**. The positive effect of implementing no homework-policy, the participants discussed that having no assignment will give the students to make time for themselves, play with other kids, bond with their family and friends, and help their parents by doing chores at home. Additionally, students can rest their minds on academics, they do not have to worry that they do some homework when they go home.

This finding relates to the study of Cho and Chan (2020), which emphasized that improving other aspects of children's lives are relevant to those that aim to improve their learning experiences. The parent-child relationship is related to schoolwork, which is a crucial source of tension between them. Homework

policy, which limits the amount of time for homework, may potentially help to lessen that tension. At the same time, supporting parents to be more appreciative of children's efforts, regardless of their academic results, may enhance their relationship. Preliminary findings from the teacher, parent, and student surveys suggest the presence of a modest impact of homework in the area of emotional health.

Furthermore, this finding also relates to the study of Suarez et. al. (2021), which highlights the lack of comprehensive empirical evidence regarding the factors that influence students' engagement with homework. Variables such as motivation, parental support, the quality and relevance of the assignments, and students' personal learning environments all potentially play a role, yet these determinants remain underexplored in many contexts. Without a clearer understanding of what drives meaningful engagement, educational policies and practices risk overemphasizing quantity over quality. Thus, more nuanced and context-specific research is needed to identify the mechanisms that truly support effective homework engagement and to inform evidence-based approaches in both policy and practice.

In addition, this was also supported by the study of Cheema et. al. (2022), which indicates that the lack of a formal policy governing homework practices has led to significant inconsistencies in how assignments are administered across primary and secondary education. In the absence of clear regulations, the decision to assign homework rests solely with individual teachers, resulting in a lack of uniformity and balance in the volume and nature of tasks given to students. More concerning is that many assignments are designed primarily to cover textbook content rather than address students' diverse learning needs or encourage critical thinking. This content-driven approach often relies heavily on rote memorization, where students are expected to reproduce information without truly understanding it. In some educational contexts, failure to complete such tasks results in punitive measures, causing students to complete homework out of fear rather than genuine engagement. This fear-based compliance undermines the educational purpose of homework, potentially diminishing student motivation, hindering deeper learning, and exacerbating stress—issues that highlight the urgent need for more structured, student-centered homework policies.

In addition, the next theme is **extended the duration of the teaching-learning process** for elementary teachers. The difficulty faced by elementary teachers in implementing no homework policy. The participants discussed that they take much more time to teach a lesson because they cannot give homework to the students, and they cannot continue to proceed to the lesson because not all the students understand what they are teaching. Because of that they have no homework there is no mastery or exercise for them to learn that lesson, that's why teachers consume much more time teaching that lesson than ever.

This finding relates to the study of Ibrahim et. al. (2021), which emphasized that despite teachers giving homework, most of them point out that it is impossible for them to always give feedback on time. Due to the large number of students in the class and the short hours spent in class, they are obliged to give oral feedback or check homework after working hours. Teachers frequently have many reason abilities, such as lesson planning, grading, and extracurricular activities. The absence of homework may reduce their workload, allowing them to concentrate more on in-class instruction. However, it is important to consider whether eliminating homework would require teachers to take on additional responsibilities, such as increased in-class assessments or individualized instruction. Among the most important elements present in the construction of teacher workload that provide a significant relationship to teacher job satisfaction is the resource element. This note illustrates that the resources available in coping with the workload are positively correlated with teacher job satisfaction.

In the context of teaching, Hsu and Goldsmith (2021), posits that homework is widely regarded as a valuable extension of classroom learning, offering students the opportunity to reinforce their understanding and continue academic engagement beyond school hours. Even when students leave the classroom without assigned tasks, the potential for self-directed learning remains. However, while homework can support academic achievement, excessive amounts have been linked to a range of negative outcomes. Research indicates that when students, particularly those in elementary, middle, and high school, spend more than two hours per night on homework, the benefits diminish and may even reverse. Instead of enhancing learning,

prolonged homework time can encroach on essential aspects of student life, such as rest, family interaction, and social development. Moreover, excessive homework is associated with increased levels of stress, anxiety, depression, physical health issues, and paradoxically, lower academic performance. These findings underscore the importance of implementing balanced homework practices that support learning without compromising students' mental and physical well-being.

Moreover, the next theme **strengthening home-school communication**. Building a strong and consistent connection between teachers and parents to support a child's learning and development. When communication is open and regular, parents feel more involved and aware of what's happening in school, and teachers gain valuable insights about their students' needs, behavior, and support at home. Participants emphasized that sustained collaboration builds trust and promotes a unified approach to addressing student challenges. It creates a partnership where both sides work together to help the child succeed not just academically, but also emotionally and socially. This can be done through simple efforts like regular updates, parent-teacher meetings, messages, or even casual check-ins. When schools and families work together, students feel more supported, understood, and motivated.

Additionally, this finding relates to the study of Suarez et. al. (2021), which highlights that a growing shift in how educators and researchers view homework, especially in relation to student behavior. Traditionally, homework has been seen as a tool to strengthen academic skills, build discipline, and encourage independent learning. In practice, this means that students who spend hours on homework may not actually learn more if they are disengaged or simply go through the motions.

Furthermore, this was also supported to the study of as Antiquina et. al. (2021), which emphasized that the long-term effects of chronic overwork can lead to professional burnout, which not only affects a teacher's health and job satisfaction but also impacts their effectiveness in the classroom. In many school settings, particularly where staffing and resources are limited, teachers are expected to do more with less, often juggling multiple roles beyond instruction. This context is especially relevant in discussions around

teacher retention and the need for more sustainable support systems within schools. It calls for a balance between professional development opportunities and realistic expectations that protect teachers' well-being.

Lastly, **shifting from homework to holistic assessment** reflects a major transformation in how learning is measured and understood in today's classrooms. Traditionally, homework was used as a key tool to reinforce lessons and assess progress. However, many educators and researchers have started questioning its effectiveness, especially when it leads to stress, inequality, or limited insight into a child's true capabilities.

Moreover, the finding was relates to the study of Labata (2021), which indicates that some primary schools implemented a no-homework policy in response to the recognition that students' home environments vary significantly in terms of parental support, cultural expectations, and access to learning resources. This move underscores a shift toward educational equity, ensuring that a student's academic success is not determined by factors beyond their control. Students in ways that consider their overall growth, not just their ability to complete tasks outside the classroom. By removing homework as a standard measure of learning, schools are increasingly adopting more inclusive, classroom-based assessments that account for students' diverse needs, strengths, and learning contexts supporting a more comprehensive and student-centered approach to education.

Additionally, as explained by Mulenga (2021), homework was seen by teachers as a beneficial tool that helped students reinforce their academic skills, develop time management, and stay engaged with their learning outside the classroom. It also provided opportunities for peer interaction, which could enhance motivation and understanding. However, the same study reveals significant challenges that limit the effectiveness of homework, particularly due to limited parental involvement. Many parents were unable to support their children due to work, farming, or business obligations. Some even believed that assisting with homework was solely the teacher's responsibility. These findings reflect a deeper issue of inequity while homework may benefit some learners, it can become a burden for others who lack support at home.

Coping Mechanisms of the Teachers on the Challenges Encountered in the No Homework

Policy. It was revealed that they employ a range of strategies and techniques to overcome these difficulties. The major themes and core ideas for Research Question Number 1 are presented in Table 3. Based on the participants' responses, four key themes emerged: *engaging in hands-on learning experiences, learning, establishing open communication, and improving professional competence and knowledge.*

The first theme is the elementary teachers most likely **engaging in hands-on learning experiences.** Teachers who want to have hands-on learning for their students. The participants discussed that they prefer hands-on learning for their students because it will help the students to understand much more their lessons, it will also help to find out who else understood the lesson and who else didn't, they also discussed that prioritizing hands-on learning experiences is important for ensuring children understand the lesson effectively. Offering activities that allow them to actively engage and experience concepts firsthand fosters deeper comprehension and retention.

Moreover, this results relates to the study of Smith (2021), which emphasized that homework continues to be a widely implemented practice across educational levels, valued not only for its academic benefits but also for its potential to foster home-school partnerships and support student development. Homework plays a crucial role in reinforcing classroom learning by allowing students to practice newly acquired skills and prepare for assessments. Beyond these instructional purposes, homework serves as a bridge between school and home, providing parents with a window into their children's academic progress and learning challenges.

Furthermore, the finding was also supported by the study of Ahmad et. al. (2021), which explained that teachers often juggle numerous responsibilities, including lesson planning, grading, and extracurricular activities, all of which contribute to their overall workload. The potential elimination of homework could reduce their workload, allowing for more focus on in-class instruction. However, it is crucial to consider whether removing homework might lead to the need for additional tasks, such as increased in-class assessments or more individualized instruction, which could offset the intended reduction in workload. One

key factor in understanding teacher workload and its impact on job satisfaction is the availability of resources. Research indicates that the resources teachers have to manage their workload are positively correlated with their job satisfaction. In other words, when teachers have adequate support and resources to cope with their responsibilities, they are more likely to feel satisfied with their jobs. This highlights the importance of not just reducing workload but also ensuring that teachers have the necessary tools and support to manage their tasks effectively.

In addition, the next theme is all about **establishing open communication** between the students, parents, and teachers. The participants discussed that having open communication between parents and students to their teachers will make a big impact on the home policy, addressing the concerns of the parents and student communication allows us to refine the no homework policy to meet the expectations. It will also help to overcome the challenges that will arise in implementing the no homework policy.

Furthermore, Cho and Chan (2020) and Holland et. al. (2021), explained that improving other aspects of children's lives are relevant to those that aim to improve their learning experiences. The parent-child relationship is related to schoolwork, which is a crucial source of tension between them. Homework policy, which limits the amount of time for homework, may potentially help to lessen that tension. At the same time, supporting parents to be more appreciative of their children's efforts, regardless of their academic results, may enhance their relationship.

Moreover, this was further related to the study of Andrews et. al. (2020), which emphasized the teachers' perceptions of homework extend beyond the general belief in its academic value, especially when considering students who struggle academically or face other challenges in completing assignments. These perceptions reflect a more nuanced understanding of the specific difficulties these students encounter, such as learning disabilities, lack of support at home, or external stressors. Rather than adhering strictly to traditional educational expectations, teachers' approaches to homework for these students are informed by consideration of their individual needs, abilities, and circumstances. This more tailored approach recognizes that the one-

size-fits-all model of homework may not be effective for all students, and that accommodation or adjustments might be necessary to support their learning and well-being.

The next theme is the importance of **improving professional competence and knowledge**. Learning new strategies and teaching skills for teachers to improve their teaching skills. The participants discussed that learning new strategies for them to improve their teaching skills and capabilities, trainings and seminars are the best practices to improve the capabilities of the teachers for them to teach the students more effectively. Most of all the teachers must have to communicate with their colleagues that are ahead of them so know how to implement it.

Furthermore, this finding relates to the study of Pandey (2025), which indicates that homework serves not only as a tool for practice but also as a measure of individual accountability within a framework that prioritizes content delivery over collaborative inquiry. As education systems increasingly shift toward more student-centered and participatory models of learning, the role of traditional homework practices continues to be debated, particularly in terms of their relevance, effectiveness, and impact on student engagement.

Additionally, the finding also supported by the study of Xu et. al. (2022), which emphasized that the pattern of interplay among multiple dimensions of teacher involvement is vital in influencing homework behavior and academic achievement, a person-centered approach (compared with a variable-centered approach) is more capable of detecting the associations than multiple dimensions of teacher involvement with homework behavior and academic achievement. Additionally, this approach to students' perceptions of teacher homework involvement allows teachers, families, and researchers to better understand how students make sense of multiple dimensions of teacher involvement in the homework process and design more effective instructional strategies.

In addition, the subsequent theme is **collaborating and seeking support with others**. Working together with colleagues allows for the exchange of teaching methods, classroom strategies, and insights on

student engagement. Support from fellow educators fosters a sense of shared responsibility and continuous learning within the school community. This collaboration also provides guidance and assistance, particularly in areas where individual teachers may need additional support.

Moreover, the finding relates to the study of Nguyen (2020), which emphasized that teacher professional learning is a vital factor in enhancing teaching quality and promoting student achievement. They highlight the significance of leadership at various levels in fostering effective professional development within schools. According to their study, meaningful teacher learning often takes place through job-embedded, collaborative activities such as co-teaching, action research, and the development and implementation of curriculum and instructional changes. Their work presents teacher-led initiatives as a dynamic, non-linear, and iterative process that evolves through continuous collaboration within the school environments.

Insights of the Teachers about the Implementation of the No Homework Policy.

The major themes and core ideas for research question 1 are presented in Table 3. From the answers of the participants, four major themes emerged: *patience, making use of time meaningfully, importance of classroom-based evaluation, and requirement for technological support and resources.*

Furthermore, the next theme that emerges is that teacher's **necessity of patience** and the significance of being very patient in teaching with no homework policy, the participants discussed that being a teacher you will have to be very patient for you to be a good teacher. They emphasized that patience becomes even more crucial when traditional reinforcements like homework are removed, requiring more in-class support and guidance. Patience is a very important matter in teaching because not all students have the same learning capability, some of them will have a hard time understanding the topics or lessons that you are teaching, so having a very long patience will help you to understand what the student needs.

Moreover, the finding was further supported by the study of Elcan and Naime (2020), which emphasized that the teachers' sense of well-being was fostered mainly by student growth and supportive

colleagues. The major themes that emerged as negatively affecting teachers' well-being were the influence of accountability testing, lack of power, sense of being scrutinized, student misbehavior, and heavy workload. These stressors can lead to burnout, reduced motivation, and diminished instructional effectiveness if not properly addressed. The results of this study show the need for restructuring teaching contexts. When schools are places in which teachers feel valued, respected, empowered, and involved in decision-making processes, they are likely to have a better sense of well-being.

In addition, the subsequent theme is **making use of time meaningfully**. This theme emphasizes the positive effect of the no-homework policy on the students. The participants discussed that without having homework students can have more time to bond with their family and friends, allowing them to play and have some fun after a long day in the school, without the burden of homework students have more flexibility to pursue their interests and engage in extracurricular activities. Participants also believed that this free time contributes to better emotional balance and helps students return to school feeling refreshed and motivated.

Furthermore, the finding was supported to the study of Cho and Chan (2020), which highlights that improving other aspects of children's lives are relevant to those that aim to improve their learning experiences. The parent-child relationship is related to schoolwork, which is a crucial source of tension between them. Homework policy, which limits the amount of or time for homework, may potentially help to lessen that tension. At the same time, supporting parents to be more appreciative of their children's efforts, regardless of their academic results, may enhance their relationship

Additionally, this finding also relates to the study of Suarez et. al. (2021), which indicates that the role of students' behavioral homework engagement is a highly controversial issue. For example, prior studies indicate that spending more time on homework is no guarantee of higher academic achievement. Also, there is not sufficient empirical evidence about the determinants of such an engagement.

In addition, the next theme is the **importance of classroom-based evaluation**. The absence of homework, the other way to assess the understanding of a student is for them to participate in class, engage in

discussions, write assignments, and do collaborative work within group tasks. Participants highlighted that these in-class activities allow for more immediate feedback and real-time support tailored to students' needs. In this way, we can assess the learning status of the students; even without the homework teachers can assess the student's progress inside the classroom.

Moreover, this finding was supported to the study of Puad and Aston (2020), which argue that researching teacher views is important as a significant curriculum reform that mandates teachers' use of formative assessment practices within the classroom is planned for implementation by the Indonesian government in 2020. Results from this study found that teachers tended to view classroom-based assessment from summative rather than formative perspectives. A strong emphasis was placed on assessing students' attitudes and behavior in classrooms alongside their academic ability. Grades and test scores were also seen as a way to hold students accountable to their teachers and parents for their learning and achievement.

Furthermore, it was also supported by Gengatharan et. al. (2020), which emphasized that analysis of the data of the study was made by using 'SPSS' version 22. Research findings show the importance and the need to develop the assessment module of Health Education for lower primary teachers in conducting the classroom-based assessment. In conclusion, the results prove that the Health Education assessment module development is very imperative and essential for teachers in teaching Health Education subjects to lower primary students. This development aims to enhance the effectiveness of assessment practices and support student learning outcomes in the early years of education.

Lastly, the fourth theme was the **requirement for technological support and resources**. This theme explained that implementing no homework policy, and requirement for technological support will have a big impact on its overall progress and effectiveness. The participants discussed that the administrator or policymakers should provide adequate some resources and support to the teachers for them to conduct and properly engage the teaching methods that the teachers will prepare, the loss of homework will make a great impact on the teaching methods of the teachers, giving the teachers some much-needed training and seminars

to implement the alternative teaching method.

Moreover, this result was supported by Holte (2023), which give emphasis on the question of how they would like to be supported, suggestions like conversations with a critical friend, support from the school owner, and networking groups of leaders came up. One headteacher would like to present good questions about developing the practice to see if they were heading in the right direction. Another headteacher said that support, in this case, should help them to develop the organizational culture at the school level and to consider the differences in contexts in a good way.

Implication for the Practice

The study identifies the lived experiences, difficulties, coping mechanisms, and insights of the elementary teachers in implementing a no-homework policy. With this data in hand, there is more to do for the no-homework policy to get the best results; there are many things that need to be improved to get good results in the implementation of the no-homework policy. It is necessary to give it more attention so that it has a good effect on students and teachers. As the researcher of this study, I took into account that their coping mechanisms were reinforced by our relevant, valid, and balanced methodologies that could ace up their morale as humans. Since they were born as free Individuals, they have the freedom to choose the strategies they will use throughout their teaching about the implementation of a no-homework policy. I allowed them to express themselves and share their perspectives on their experiences regarding the teaching method they used in the no-homework policy method. their reflections on coping mechanisms, and the significance they attribute to no-homework teaching in their lives.

Additionally, it was my duty to conduct the research more seriously, treat them with respect, and take good care of the personal data they have fed me as my potent source of data to continue and accomplish this study. Also, as a future elementary teacher, I have to learn how to communicate with my students. In this stage of their learning journey, this is the first step for them to enhance and improve their skills and teach them to be responsible all the time. This study became an avenue for me to not only gain ideas on effective

teaching strategies but also to improve my teaching skills in communicating with students.

First, for elementary teachers, research is essential as it provides different coping mechanisms and insights that help them in teaching with no homework. They can utilize coping mechanisms shared by the participants, such as giving the students hands-on learning to help them understand the lesson more deeply. It will also help them enhance their skills and mastery of that lesson by doing activities and giving them experience on how to do them. Communicating between parents and students will also help to achieve the best results for implementing the no-homework policy. Hearing the experience of the parents and the students about their experience with the no-homework policy, it will give teachers an idea of what needs to be adjusted and improved and what effect it has on students.

Second, implementing the no-homework policy will be a burden to the teachers. Having no homework means that the teachers will have to put in more effort to make strategies and teaching techniques. For the students to adapt to the no-homework policy, they will have to do more activities to catch up with the lost homework. Because of these, the teacher's workload will be much greater, which can lead to stress, burnout, and decreased engagement, which negatively impact students learning outcomes.

Thirdly, the study identifies that if the administrator or the policymakers want to have good feedback and results, they should provide some suggestions for the teachers to come up with good ideas and strategies for teaching the students and help them adapt to the no-homework policy. They can give some seminars, training, workshops, and webinars. With all of this, the teachers can make techniques and methods on how they can teach new methods to the students. and also discussed that communicating with their fellow teachers will also help them; they can share some experiences and come up with some ideas.

Lastly, to the future researchers who are interested in conducting a study related to the perspectives of elementary teachers in the Implementation of No Homework Policy: This study would somehow assist them in gathering information that will be needed in their study, and they can use the results, review of related literature, and methodology as their references in completing their researcher paper.

Implications for Further Research

The in-depth interviews conducted in this study provided valuable insights into elementary teachers' perspectives on the implementation of the No Homework Policy. Their experiences and the challenges they encountered underscore the need for continued investigation in this area.

This study highlighted significant difficulties in implementing the policy, particularly the issue of students' low reading proficiency. These findings suggest a need for future research to explore practical and targeted solutions to the challenges associated with homework-free education. Subsequent studies may examine the effectiveness of specific pedagogical strategies, remedial programs, or professional development initiatives aimed at enhancing teachers' instructional skills. In addition, research could focus on how teacher support systems and ongoing training influence students' academic performance and classroom engagement.

The findings of this study serve as a foundation for further exploration into effective instructional methods under a No Homework Policy. Future research may investigate the impact of innovative teaching approaches and structured interventions designed to address the learning needs of students in homework-free settings.

Moreover, the main participants in the study were the 14 elementary school teachers from a single institution, and data collection was conducted exclusively through in-depth interviews. To expand on these findings, future studies are encouraged to include a more diverse sample of educators across various schools and regions. In addition, researchers considered employing phenomenology approaches to capture both the qualitative depth and the quantitative breadth of educators' perspectives on the implementation of a No Homework Policy. This comprehensive approach would provide a richer, more nuanced understanding of how such policies function across different educational contexts.

Concluding Remarks

This study explored the lived experiences, coping mechanisms, and insights of elementary teachers regarding the implementation of the No Homework Policy. The findings revealed that while the policy offers

significant benefits, such as allowing students to spend more quality time with their families and reducing academic stress, it also poses notable challenges for educators—particularly in reinforcing lesson mastery and managing time effectively during classroom instruction.

In addition, teachers responded to these challenges through experiential learning strategies, open communication with stakeholders, continuous professional development, and collaboration with colleagues. Their perspectives emphasized the importance of adapting pedagogical approaches to maintain student engagement and academic performance in the absence of traditional homework assignments.

Overall, the study contributes meaningful insights into how educational policies like the No Homework Policy are perceived and implemented at the ground level. It highlights the essential role of teacher support, training, and participation in shaping the success of such reforms. Moving forward, the study underscores the need for inclusive policy dialogues and the development of alternative strategies that uphold both student well-being and academic excellence.

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