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Attitude of Sultan Kudarat State University Laboratory High School Students and Teachers on Proposed “No Homework Policy” Bill

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ABSTRACTS

The purpose of our study is to understand the attitude of the university students and teachers on the proposed ‘No Homework Policy’ bill and how it could impact their studies and personal lives. The main objective was focused on (1) understanding the impact of the “No Homework Policy” bill to the students and teachers if the said policy bill will be implemented, (2) knowing the struggles of the students and teachers when it comes to homework, and (3) finding out the possible solution that could be implemented to lessen the struggles of both students and teachers regarding homework. A phenomenological design was used as an approach to conduct this study. Based on the results, most of the students are in favor of the said proposed bill. However, some teachers are against or undecided about it. The results also showed that the said proposed bill could affect both students and teachers in a positive and also a negative way. This study does not only help the student to realize how homework can impact their academic performances but also support the teacher to improve the capacity of their teaching skills and be aware of the struggles of the students with regards to homework.

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1. INTRODUCTION

Homework can help strengthen the self-regulation skills such as managing time, setting goals, self-reflecting on the performance, and delaying gratification of the students (Ramdass and Zimmerman, 2011). In addition, there are some positive effects of homework on students, homework can improve habits and studying skills of students, therefore homework can increase student motivation (Güven and Akçay, 2019).

Homework supports school learning. Even students leave the classroom without homework, the potential for learning continuously (Corno, 1996). 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 student in elementary, middle and high schools show the negative relationship between the time spent on homework and the achievement of learning (Güven and Akçay, 2019). Too much homework can cause students to experience stress, anxiety, depression, physical ailments, and even cause lower test scores (Hsu and Goldsmith, 2021).

Some research on the no homework policy has been done. Serhan (2019) found that no homework has a more positive effect on students, even though homework will also not be detrimental in the future. Other researchers explain that there is a relationship between homework and parental involvement. Parents' involvement in children's learning at home depends on parents' attitudes towards student schools (Ahmad, 2021). Integrate between students, homework, and parents asking for adjustments to the communicative form (Braunschweig et al., 2019). However, the no homework policy has positive and negative impacts on various aspects.

Therefore, this study aims specifically was to answer the following questions: 1.) To know the impact of "No Homework Policy" bill to the students and teacher if the said policy bill will be implemented, 2.) To know the struggles of the students and teachers when it comes to homework, and 3.) To find out the possible solution that could be implemented to lessen the struggles of both the students and teachers regarding homework.

The purpose of our study is to determine the attitude of students and teachers of Sultan Kudarat State University LHS regarding on the proposed "No Homework Policy" bill and how could this impact their studies and personal lives. This study does not only help student to realize how homework can impact their academic performances but it also helps the teacher to improve the capacity of their teaching skills and be aware of the struggles of the students with regards to homework. The result of this study would help parents to be aware of their child's performance in school. Further, it would also encourage them to play a significant role on improving their children's academic performance. And lastly, this study would help the administration or the school heads to be aware of the happenings inside of its institution that he or she leads.

2. METHOD

This study used a qualitative method in gathering the needed data. The researcher used a phenomenological strategy to explain the Student's and Teachers' different perceptions of the "No Homework Policy" bill and how it affects their education and teaching skills. The study employed participants who are teachers and learners. Participant's opinions were analyzed to answer the posed research question presented in the study. The methodology utilized in the study included an interview with three to five participants from Students and Teachers.

We made a letter for the approval to conduct the study at Sultan Kudarat State University Laboratory High School. The study was conducted for 1 week; it was depended on the availability of the participants that the researchers picked. Researchers spent vigorous time, effort and cooperation in developing the questionnaire so as to serve the intend respondents.

3. RESULTS AND DISCUSSION

The data that we've gathered were already analyzed and interpreted. For the analyzation and interpretation of our data. **Figure 1** show the attitude of students and teachers on proposed "no homework policy" bill, and the impact of the said proposed bill to them. table consisting the responses of the respondents that we interviewed. In those tables coincides the themes and subthemes that are common to the responses of our respondents.

Those emerging themes were time, attitude, and importance of homework. In the theme time, it consists of subthemes which are the student's "me time" and the time for their family. The theme attitude also has a subtheme coinciding the positive and negative effects of homework to the students and the teachers. Lastly, is the theme importance of homework which has a subtheme homework and feasible strategies.

We categorized the answers of the respondents according to the themes that emerged during the analyzation process. During the interpretation of the data that we gathered, it turns out that most of the students agree with the idea of the said proposed bill. Without homework, students have more time with family, play, and their me time. Without homework, emotional students are much more stable and less stressful. Without homework, students also have more time to study independently and internalize the material they get at school. While some are having second thoughts with it, their fine with it but not as well. Students who are highly motivated and have greatly achievement from the homework will reconsider their opinion regarding the no homework policy (Trautwein, 2006).

On comparison, the other respondents of this study which are the teachers completely disagree to this policy. For them, implementing the said proposed bill is like another excuse for students to procrastinate and not do their tasks and study their lessons. Homework can be a learning tool to expand and strengthen learning in the classroom. By doing homework, students can consolidate basic skills and knowledge, and finally form a good routine for students (Singh *et al.*, 2004). However, Homework can strengthen the relationship between school and home through the involvement of parents in helping student's complete homework (Felix, 2008). Further more homework can be an evaluation method to check students' understanding of the material being taught and was widely used to increase student achievement (Buyukalan & Altinay, 2018).

The elimination of homework does raise pros and cons. Homework will still be needed for a many reason. However, homework must be adjusted so as not to overwhelm students. Homework should be at a reasonable and appropriate level, so that it is not too difficult, too easy, too confusing, or too boring for the student. The provision of homework must also consider the working time so as not to spend students' time on other activities.

Table 1. Attitude of students and teachers on proposed “no homework policy” bill, and the impact of the said proposed bill to them.

Themes	Subthemes
<ul style="list-style-type: none"> • Attitude <ul style="list-style-type: none"> - Students <ul style="list-style-type: none"> -Positive effect -Negative effect - Teachers <ul style="list-style-type: none"> -Positive effect -Negative effect 	<p>“relieve them of the stress to having to do their homework every day.” -Student A</p> <p>“when the students go home and finish their class then they can throw out their notebook and open a lot of thing like Facebook and such” -Teacher A</p> <p>“favorable to the part of teachers because we are not going to check and less work” -Teacher C</p> <p>“when you in uh open the topic to your students although you get them the outline surely they didn’t read in advance” “you need to discuss everything in detailed because you don’t have advance knowledge on the topic you discuss” -Teacher A</p>
<ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> - Student’s “Me Time” - Family 	<p>“Di na sila ma force mag basa kasi relax na sila sa weekend” <i>(they won’t be forced to read because they’ll be relaxed during weekend)</i> -Teacher D</p> <p>“students are able to spend time more with their family in home than making their homework.” -Student A</p>

4. CONCLUSION

Overall, we conclude that homework will vary on who assigned it and who will answer it. People have different strategies for doing and handling their homework. Therefore, they also have different opinions to give to us as an answer to the research questions. Homework should be given to students responsibly, and students should do their part and execute the tasks that are given to them.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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