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## “NO HOMEWORK POLICY” IN EARLY GRADE CLASSROOMS: A COMPARISON ON INTERNAL AND EXTERNAL STAKEHOLDERS’ PERSPECTIVES

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### Abstract

*This study compared the perceptions of internal and external stakeholders regarding the implementation of the “No Homework Policy” in early grade classrooms at Naguilian Norte Elementary School, Calanasan, Apayao, for the School Year 2024–2025. The study involved 35 teachers and administrators through total enumeration and 100 parents and community members who were selected through purposive sampling. Using a descriptive-comparative research design, the study investigated respondents’ profiles, their assessment of the policy’s benefits and challenges, and the differences of the variables under study. In terms of perceived benefits, both internal and external stakeholders generally agreed on the policy’s advantages, although external stakeholders reported significantly higher agreement. On the perceived challenges, the external stakeholders recorded a higher mean than the internal stakeholders, an indication of their strong agreement on the identified challenges. However, both groups showed high concern over how the absence of homework affects the capacity to monitor student growth and engagement. Statistical analyses revealed highly significant differences between the two groups in most areas of perceived benefits and challenges, except in the domain of teachers’ workload, where perceptions aligned. Internal stakeholder perceptions show a significant difference when grouped according to plantilla position. External stakeholders’ responses were consistent across all profile variables, indicating general consensus on the policy’s impact.*

**Keywords:** benefits and challenges, DepEd Calanasan Apayao, external stakeholders, internal stakeholders, no homework policy

## INTRODUCTION

The global landscape of education was continually evolving, shaped by pedagogical shifts, student well-being concerns, and policies that aimed to balance academic rigor with holistic development. One such initiative that sparked considerable debate worldwide was the "No Homework Policy," which challenged the traditional notion of extended learning beyond school hours. Advocates argued that eliminating homework reduced stress and fostered a healthier work-life balance for young learners, while critics expressed concerns about its potential impact on academic performance, retention, and independent learning.

Globally, countries such as Finland, South Korea, and Japan adopted varying approaches to homework policies, reflecting diverse educational philosophies. Finland, known for its progressive educational system, minimized homework to encourage self-directed learning and family engagement. South Korea, despite its rigorous academic culture, explored reducing after-school assignments to ease student stress. Japan, while maintaining structured study habits, incorporated flexible learning strategies that allowed students to explore interests beyond academics. These global models offered valuable insights into how a "No Homework Policy" might have been adapted to different contexts while balancing academic success with student well-being.

While homework had traditionally been viewed as an essential tool for reinforcing classroom learning, recent educational shifts highlighted concerns regarding its impact on student well-being, parental involvement, and teaching strategies (Cooper, 2017). Studies showed that excessive homework led to increased stress, burnout, and reduced family time among young learners (Kralovec & Buell, 2020). In response, many educational systems reconsidered the necessity and extent of homework, particularly in early grade levels, where foundational skills and holistic development were crucial (Marzano & Pickering, 2017).

In the Philippines, the Department of Education (DepEd) proposed a "No Homework Policy" to support the well-being of young learners while promoting more interactive and engaging classroom instruction. DepEd Memorandum No. 392, s. 2010 strongly discouraged homework during weekends for elementary students, aiming to give them more time for leisure and family interaction. Additionally, House Bill No. 3883, filed in 2019, sought to ban homework entirely for public and private school students from Kindergarten to Grade 12 (Villafuerte, 2019). While this bill had yet to be enacted into law, it reflected ongoing efforts to create learner-centered educational policies that prioritized holistic growth and mental well-being.

The necessity for such a policy was particularly evident in rural communities like Naguilian Norte Elementary School, Naguilian, Calanasan, Apayao, where students faced socio-economic challenges, limited parental support, and infrastructural barriers. Many learners came from households where parents engaged in agricultural labor, leaving little time for academic supervision. Additionally, some families lacked stable electricity and internet access, making at-home learning reinforcement more difficult (PIDS, 2021). Given these constraints, a classroom-centered learning approach without homework could have potentially enhanced student engagement and equity in education.

However, educators, parents, and community members held varying perspectives on the No Homework Policy. Some teachers

argued that homework reinforced lesson retention, helped develop independent study habits, and prepared students for higher levels of education (Epstein & Van Voorhis, 2020). On the other hand, many parents welcomed the policy, as it allowed children to rest, play, and develop social skills, reducing the academic pressure that might have led to student disengagement (Galloway, Conner, & Pope, 2023).

Despite its potential benefits, the implementation of the No Homework Policy presented challenges for teachers, school administrators, and parents. Educators expressed concerns about tracking students' learning progress, adjusting lesson plans, and ensuring mastery of concepts without additional practice at home (Marzano, 2023). Moreover, the lack of structured at-home learning could have led to differences in academic performance among students, especially those who required more reinforcement beyond school hours (Trautwein et al., 2019).

This study aimed to analyze the perspectives of education stakeholders including teachers, administrators, parents, and community members on the No Homework Policy at Naguilian Norte Elementary School, Naguilian, Calanasan, Apayao. While national policies existed, localized research was limited, and this study sought to provide empirical data on how the policy affected student engagement, academic performance, and overall well-being.

Ultimately, this research sought to offer evidence-based recommendations to optimize the "No Homework Policy" in early grade classrooms. It served as a valuable resource for educators, policymakers, and school administrators striving to create an effective and balanced learning environment where no learner was left behind.

### Statement of the Problem

The primary aim of this study was to compare the internal and external stakeholders' perspectives on the "No Homework Policy" in early grade classrooms at Naguilian Norte Elementary School, Naguilian, Calanasan, Apayao during the School Year 2024–2025. Specifically, the study sought to address the following questions:

1. What is the profile of the internal (teachers and administrators) and external (parents and community members) stakeholders?
2. What is the assessment of the two groups of stakeholders/respondents on the perceived benefits of implementing the No Homework Policy in terms of: a) Learner Awareness, b) Learner Well-being, c) Parental Involvement and d) Teachers' Workload
3. What is the assessment of the two groups of stakeholders/respondents on the perceived challenges in implementing the No Homework Policy with regard to: a) Mastery and Retention of Learning, b) Teachers' Techniques and Strategies, c) Lesson Planning and Preparation, d) Learners' Attitude Toward Learning and e) Tracking Students' Progress
4. Is there a significant difference in the perceived benefits of the implementation of the "No Homework Policy" between the two groups of stakeholders?
5. Is there a significant difference in the perceived benefits of the "No Homework Policy" when grouped according to profile variables?
6. Is there a significant difference in the perceived challenges of the "No Homework Policy" implementation between the two groups of stakeholders?

7. Is there a significant difference in the perceived challenges of the “No Homework Policy” implementation when grouped according to profile variables?

## METHODS AND PROCEDURES

### Research Design

The study utilized a Descriptive-Comparative research design to examine education stakeholders' perspectives on the “No Homework Policy” in early grade classrooms at Naguilian Norte Elementary School, Naguilian, Calanasan, Apayao during the School Year 2024–2025.

Descriptive-Comparative research provides an in-depth analysis of the policy's perceived benefits and challenges by systematically collecting and analyzing quantitative data from teachers, administrators, parents, and community members. This design enabled the study to determine patterns, trends, and stakeholder insights without manipulating any variables. The study did not aim to establish causal relationships but focused on summarizing and interpreting the views of those directly affected by the “No Homework Policy”. Through this approach, the research aimed to provide empirical evidence that could support educational decision-making and policy adjustments.

### Locale of the Study

The study was conducted in selected public elementary schools located in Lower Calanasan, Apayao, specifically at Naguilian Norte Elementary School, Don Roque Elementary School, Sabangan Elementary School and Pedro Bunot Central School. These schools were chosen due to their implementation of the “No Homework Policy” in early grade levels and their representation of diverse educational settings within a rural municipality situated in geographically challenged and socio-economically varied areas, these schools provided a valuable context for understanding the perspectives of education stakeholders regarding the policy's relevance, effectiveness, and challenges in actual classroom and community settings.

### Respondents and Sampling Procedure

The respondents of the study consisted of two groups of education stakeholders: The internal stakeholders to include the teachers and administrators, as well as the external stakeholders to include the parents and community members in the four identified elementary schools. The selection of respondents was based on the actual number of enrolled learners and the corresponding number of classroom teachers in each school during the School Year 2024–2025.

For the internal stakeholder- respondents, there were four (4) teachers from Naguilian Norte Elementary School, three (3) teachers from Don Roque Elementary School, eight (8) teachers from Sabangan Elementary School, and (20) teachers from Pedro Bunot Central School, making a total of thirty-five (35) teacher-participants. The respondents were selected through total enumeration, as their limited number allowed for full participation and comprehensive inclusion of perspectives across grade levels.

For the external stakeholder-respondents, the selection was likewise based on the total number of enrolled learners in each school. There were eighteen (27) parents from Naguilian Norte Elementary School, forty-four (44) parents from Sabangan Elementary School, four (4) parents from Don Roque Elementary School, and (25) parents from Pedro Bunot Central School

corresponding to the number of early grade learners currently enrolled. These parents or community members were chosen through purposive sampling, ensuring that only those whose children were in the early grades were included in the study. Purposive sampling was employed for parent respondents to ensure that the data gathered reflected the perceived benefits and challenges in the implementation of the “No Homework Policy” of the Department of Education.

### Data Gathering Instruments

The study employed a structured survey questionnaire as the primary data collection tool. The questionnaire was designed to gather quantitative data that reflected the perspectives of teachers, administrators, parents, and community members regarding the implementation of the “No Homework Policy” in early grade classrooms. It consisted of three main sections, each focusing on a different aspect of the research.

The first section collected demographic information about the respondents. The second section evaluated stakeholders' perceptions of the benefits of the “No Homework Policy”. Statements in this section were structured using a Likert scale, where respondents indicated their level of agreement or disagreement with each statement. The area assessed included learner awareness, learner well-being, parental involvement, and teachers' workload. The third section examined stakeholders' perceptions of the challenges in implementing the “No Homework Policy”. Similar to the second section, this portion used a Likert scale to measure the extent to which respondents agreed or disagreed with specific challenges related to the policy. The areas explored included mastery and retention of learning, teachers' techniques and strategies, lesson planning and preparation, learners' attitude toward learning, and tracking students' progress.

The researcher-made questionnaire was developed based on the Department of Education's “Guidelines on Giving Homework or Assignment to All Public Elementary School Pupils,” as outlined in DepEd Memorandum No. 392, series 2010. The said questionnaire was piloted to ensure reliability or internal consistency of the items as it registered a .78 value in Cronbach alpha measure, indicating that the items within the scale are consistently related.

### Data Gathering Procedure

The data collection process followed a structured approach to ensure the reliability and validity of the responses. After securing approval for the research, the researcher sought permission from the Division Office through proper channels. A formal request was submitted to the Schools Division Superintendent, outlining the purpose and scope of the study. Upon receiving authorization, the researcher coordinated with the school administrators of Naguilian Norte Elementary School to facilitate the distribution of the survey questionnaires. Once approval from school officials was granted, teachers, administrators, parents, and community members were invited to participate in the survey. Respondents received an explanation of the study's purpose, their rights as participants, and the confidentiality of their responses. Survey questionnaires were distributed in person, ensuring that participants fully understood the instructions before completing the forms. Adequate time was provided for the respondents to answer the survey, and collection was conducted at an agreed-upon time.

## Data Analysis

The collected data were processed and analyzed using descriptive statistical methods to summarize and interpret stakeholder perceptions. The following statistical tools were used in analyzing the data: Frequencies and Percentages were used to analyze the demographic profile of respondents (teachers, administrators, parents, and community members), allowing for a clearer understanding of participants' backgrounds. Mean Scores were used to determine the average level of agreement among stakeholders regarding the benefits and challenges of the No Homework Policy. Standard Deviation was used to measure the extent of variation in stakeholders' responses, indicating whether opinions were consistent or widely dispersed. The results were organized into tables and figures to enhance clarity and ease of interpretation. To determine the level of agreement among stakeholders, responses in Parts II and III of the questionnaires were measured using a five-point Likert scale.

## RESULTS AND DISCUSSION

### Personal Profile of Respondents

#### A. Internal Stakeholders

In terms of age, the majority of the respondents representing 80.00% of the population are within the 21–40 age group. With an average age of approximately 35 years, this reflects a predominantly young to mid-career teaching force, who may still be in the stage of active professional growth and policy adaptation. As to sex, a large proportion of the respondents are female and married which implies that a majority of the teachers are managing both professional and family responsibilities, which could influence their views on time-demanding tasks such as homework checking and lesson planning. For the highest educational attainment, a significant portion of the respondents have Master's units (62.86%). This educational profile reflects a relatively well-qualified group of educators, many of whom are actively pursuing graduate studies. Their advanced training may shape informed and research-based perspectives on policy issues like the No Homework Policy. As to years of teaching experience, nearly half of the respondents (48.57%) have been teaching for 6–10 years, with an average teaching experience of 11.43 years. This distribution indicates a teaching workforce with considerable experience, capable of offering reflective insights on long-term instructional trends and policy effects.

Regarding plantilla position, the most common rank is Teacher I (51.43%), and a smaller distribution among Master Teacher and Teacher-in-Charge roles.

This finding means that internal stakeholders consist largely of young, female, married educators with moderate to extensive experience and graduate-level training. Their position within the educational system provides them with practical and administrative insight into the challenges and implications of implementing the No Homework Policy. This implies that their perspectives on the policy are likely shaped by their dual roles as both instructional practitioners and, in many cases, as parents or caregivers. Their educational attainment and experience position them to evaluate the policy not only in terms of classroom impact but also in relation to pedagogy, child development, and academic outcomes.

#### B. External Stakeholders

In terms of age, the majority of the respondents (57 or 57%) fall within the 21–40 age group, suggesting that most of the external stakeholders are younger to middle-aged parents who are actively

involved in their children's early education. Regarding sex, an overwhelming majority of respondents were female (92%). For civil status, most of the respondents were married (94%). This implies that the majority of children are raised in two-parent households, which may influence the consistency of home learning support and perceptions about homework-related responsibilities. As for the highest educational attainment, a substantial proportion of respondents have college-level education (36%). The distribution suggests a varied educational background among stakeholders, with most having some degree of formal education, which may affect their ability to support their children's learning and form opinions on the educational policy. On the number of children sent/enrolled in schools with No Homework Policy implementation, most respondents reported 1–2 children (45%). This indicates that a significant number of households are directly impacted by the policy across multiple children, reinforcing the relevance and weight of their perspectives.

This finding means that external stakeholders represent a diverse yet predominantly maternal, married, and moderately educated population with varying degrees of firsthand experience in managing multiple children under the No Homework Policy. This implies that the policy's success or failure, as perceived by external stakeholders, is shaped by a broad spectrum of personal experiences and household educational dynamics. The high level of female participation and the diversity in educational background further highlight the importance of inclusive policy communication and differentiated support for families.

### Assessment of the Two Groups of Stakeholders on The Perceived Benefits of Implementing the “No Homework Policy”

Table 1 below presents a comparative summary of the composite mean scores of internal stakeholders (teachers and administrators) and external stakeholders (parents and community members) regarding their perceptions of the benefits of the No Homework Policy across four thematic areas: *Learner Awareness*, *Learner Well-being*, *Parental Involvement*, and *Teachers' Workload*.

In the area of **Learner Awareness**, internal stakeholders rated the policy with a composite mean of 2.49, interpreted as “Disagree”, whereas external stakeholders rated it 2.84, interpreted as “Neutral.” This contrast suggests that while parents tend to have a moderately favorable view of the policy's potential to improve learner engagement and responsibility, teachers are generally unconvinced. The discrepancy indicates that educators, who observe learning behaviors in the classroom, see little to no improvement in learners' attentiveness or sense of responsibility under the policy.

For **Learner Well-being**, internal stakeholders provided a mean of 3.67 (“Agree”), and external stakeholders rated it higher at 4.28 (“Strongly Agree”). This demonstrates a shared positive perception, with parents expressing stronger appreciation for how the policy reduces academic stress and promotes a healthier balance between school and rest. Teachers, while slightly more conservative, still acknowledge its wellness benefits.

With respect to **Parental Involvement**, both groups rated this area very highly: 4.22 for internal and 4.57 for external stakeholders, both interpreted as “Strongly Agree.” This clearly indicates that both groups recognize the policy's effectiveness in strengthening family connections and enhancing parental engagement in children's daily routines and emotional needs.

In terms of **Teachers' Workload**, the composite mean was nearly identical for both groups 4.22 for internal and 4.23 for external stakeholders, both interpreted as "Strongly Agree." This suggests a consistent and mutual perception that the policy eases teachers' burdens, particularly by reducing time spent on homework-related tasks, allowing for more focused planning and in-class interaction.

The overall composite mean for internal stakeholders is 3.65, interpreted as "Agree – The benefit is perceived and evident," while external stakeholders reported a higher overall mean of 3.98, also interpreted as "Agree – The benefit is perceived and evident." These results show that both groups acknowledge the benefits of the policy, with external stakeholders expressing greater satisfaction and approval across all domains.

This finding means that while both internal and external stakeholders affirm the value of the No Homework Policy, their perspectives differ notably in terms of learner-centered outcomes. Teachers are more skeptical of the policy's impact on learner

awareness, likely due to observable classroom behavior, whereas parents appear more optimistic based on home-based interactions.

This implies that for effective implementation of the policy, schools must strengthen strategies that reinforce learner responsibility and academic focus during class time. While benefits such as improved well-being, enhanced family engagement, and reduced teacher workload are widely accepted, learner accountability and independent learning must be actively cultivated within the school setting to address the gap in stakeholder confidence.

This aligns with the insights of **Epstein and Van Voorhis (2019)**, who advocate for shared responsibility in homework reform initiatives and highlight the importance of school-home collaboration in sustaining learner motivation. Similarly, **Cooper (2021)** emphasized that policy success is dependent not only on reducing homework but on ensuring that in-class strategies promote the same cognitive and developmental gains.

**Table 1.** Assessment of the two groups of stakeholders on the perceived benefits of implementing the "No Homework Policy"

Factors	INTERNAL STAKEHOLDERS		EXTERNAL STAKEHOLDERS	
	Composite Mean	Descriptive Value	Composite Mean	Descriptive Value
Learner Awareness	2.49	Disagree	2.84	Neutral
Learner Well-being	3.67	Agree	4.28	Strongly Agree
Parental Involvement	4.22	Strongly Agree	4.57	Strongly Agree
Teachers' Workload	4.22	Strongly Agree	4.23	Strongly Agree
<b>OVERALL COMPOSITE MEAN</b>	<b>3.65</b>	<b>Agree – The benefit is perceived and evident.</b>	<b>3.98</b>	<b>Agree – The benefit is perceived and evident.</b>

#### Assessment of the Two Groups of Stakeholders/Respondents on The Perceived Challenges of Implementing the "No Homework Policy"

Table 2 presents a consolidated view of the composite mean ratings of internal stakeholders (teachers and administrators) and external stakeholders (parents and community members) on the perceived challenges in the implementation of the No Homework Policy across five critical areas: *Mastery and Retention of Learning*, *Teachers' Techniques and Strategies*, *Lesson Planning and Preparation*, *Learners' Attitude Toward Learning*, and *Tracking Students' Progress*.

For internal stakeholders, the overall composite mean is 4.20, interpreted as "Agree." This suggests that teachers and administrators recognize the presence of significant instructional and learner-related challenges, but their assessment leans toward a more measured agreement rather than full concern. Among the five areas, Tracking Students' Progress received the highest rating (4.37, "Strongly Agree"), indicating that educators find the removal of homework most disruptive in their ability to monitor learning and assess student progress effectively. All other areas were rated between 4.14 and 4.18, reflecting consistent agreement that the policy affects instructional techniques, lesson design, and learners' attitudes.

In contrast, external stakeholders expressed a stronger concern, reporting an overall composite mean of 4.33, interpreted as "Strongly Agree." This suggests that parents and community members perceive the challenges associated with the No Homework Policy more intensely. The highest concern was again in Tracking Students' Progress (4.51), followed by areas such as

*Teachers' Techniques and Strategies* (4.30) and *Learners' Attitude Toward Learning* (4.27). These elevated ratings reveal that external stakeholders not only recognize the strain on teaching strategies but also express worry about the long-term impact on learners' academic seriousness and self-discipline.

This finding means that while both groups are aligned in identifying the key issues stemming from the policy's implementation, external stakeholders exhibit a heightened level of concern, particularly on how it might affect learners' growth and accountability. Internal stakeholders, though in agreement, appear to balance their perspectives with professional understanding of pedagogical adaptability and classroom-based adjustments.

This implies that the No Homework Policy presents multi-dimensional instructional and developmental challenges, and its successful implementation will require not only eliminating take-home tasks but also introducing structured, evidence-based compensatory strategies. These may include formative classroom assessments, active learning methodologies, and enhanced teacher training on managing learner engagement and differentiation without relying on homework.

This aligns with the findings of **Marzano & Heflebower (2021)**, who suggest that the removal of traditional academic structures like homework must be offset by a deliberate strengthening of in-class formative practices to ensure that educational equity and student mastery are not compromised. Likewise, **UNESCO (2022)** emphasizes that reforms in early-grade policy should be accompanied by inclusive dialogue and capacity-building for all education stakeholders.

**Table 2.** Assessment of the two groups of stakeholders on the perceived challenges of implementing the “No Homework Policy”

Factors	INTERNAL STAKEHOLDERS		EXTERNAL STAKEHOLDERS	
	Composite Mean	Descriptive Value	Composite Mean	Descriptive Value
Mastery and Retention of Learning	4.14	Agree	4.27	Strongly Agree
Teachers' Techniques and Strategies	4.18	Agree	4.3	Strongly Agree
Lesson Planning and Preparation	4.16	Agree	4.29	Strongly Agree
Learners' Attitude Toward Learning	4.17	Agree	4.27	Strongly Agree
Tracking Students' Progress	4.37	Strongly Agree	4.51	Strongly Agree
<b>OVERALL COMPOSITE MEAN</b>	<b>4.20</b>	<b>Agree</b>	<b>4.33</b>	<b>Strongly Agree</b>

### Comparison on the Perceived Benefits of the Implementation of “No Homework Policy” Between the Two Groups of Stakeholders

Table 3 presents the results of the independent samples t-test comparing the mean responses of internal stakeholders (teachers and administrators) and external stakeholders (parents and community members) on their perceptions of the benefits of the No Homework Policy across four key areas: *Learner Awareness*, *Learner Well-being*, *Parental Involvement*, and *Teachers' Workload*.

For **Learner Awareness**, the internal stakeholders recorded a mean of 2.49, while external stakeholders reported a higher mean of 2.84. The computed t-value of 17.985 and p-value of 0.00000002 indicate a highly significant difference between the two groups. This means that external stakeholders perceive the No Homework Policy to contribute more positively to learner awareness than internal stakeholders do. The significant gap may stem from parents' observational bias of positive changes at home, while teachers may see limited evidence of increased learner responsibility or time management during class.

In the area of **Learner Well-being**, internal stakeholders rated it at 3.67, whereas external stakeholders gave a significantly higher mean of 4.28. The t-value of 27.880 and p-value of 0.000000005 again reveal a highly significant difference, showing that parents and community members see the policy as strongly beneficial to students' health, rest, and emotional well-being. Teachers, while still in agreement, are more reserved, likely due to their concerns about balancing wellness with academic performance.

For **Parental Involvement**, internal stakeholders reported a mean of 4.22, compared to 4.57 from external stakeholders. The t-value of 9.836 and p-value of 0.000004 confirm another highly significant difference, suggesting that parents feel more

empowered and connected to their children's lives under the No Homework Policy than teachers might perceive. Parents likely experience firsthand the increased time and bonding opportunities brought about by the policy.

However, in the case of **Teachers' Workload**, both groups reported almost identical mean scores 4.22 for internal and 4.23 for external stakeholders with a t-value of 0.217 and a p-value of 0.833, indicating no significant difference. This result implies a shared perception that the policy positively affects teachers' workload by reducing time spent on assigning, checking, and managing homework-related tasks, thus potentially improving work-life balance and allowing more focus on classroom instruction.

This finding means that while both groups recognize the benefits of the No Homework Policy, their views significantly differ in terms of learner-centered outcomes and family engagement, with external stakeholders generally expressing more optimism. Only in the area of teachers' workload did both groups fully align in their assessments.

This implies that stakeholder perceptions are shaped by their immediate contexts: external stakeholders focus on home-based effects such as well-being and bonding, whereas internal stakeholders weigh the academic and instructional challenges more heavily.

This aligns with the study of **Bennett and Kalish (2016)**, who found that parents often view homework reduction favorably due to observed improvements in family harmony and child stress levels, while educators may struggle to reconcile such benefits with classroom instructional goals. It also echoes **Epstein's (2018)** findings that home-school communication is crucial to aligning perceptions and expectations in the implementation of educational reforms.

**Table 3.** Comparison result on the perceived benefits of the implementation of “No Homework Policy” between the two groups of stakeholders

Factors	Stakeholders	Mean	t-value	P-value	Remarks
Learner Awareness	Internal	2.49	17.985**	0.00000002	Highly Significant
	External	2.84			
Learner Well-being	Internal	3.67	27.880**	0.000000005	Highly Significant
	External	4.28			
Parental Involvement	Internal	4.22	9.836**	0.000004	Highly Significant
	External	4.57			

Teachers' Workload	Internal	4.22	0.217	0.833	NS
	External	4.23			
** Significant at .01(2 tailed)					

#### Comparison On the Perceived Benefits Of “No Homework Policy” When Grouped According to Profile Variables

Table 4 below presents the analysis of variance (ANOVA) results on the perceived benefits of the No Homework Policy as assessed by internal (teachers and administrators) and external (parents and community members) stakeholders, when their responses are grouped according to various profile variables. The table includes the computed F-values, p-values, and their corresponding statistical significance.

For internal stakeholders, all profile variables, age, sex, civil status, highest educational attainment, and years of teaching experience yielded non-significant results ( $p > 0.05$ ). This means that regardless of their demographic and professional background, these variables did not significantly influence how teachers and administrators perceived the benefits of the policy. However, plantilla position showed a significant difference with an F-value of 2.869 and a p-value of 0.027, indicating that perceptions of the policy's benefits vary depending on the stakeholders' rank or employment classification. This suggests that those holding higher or more permanent positions may assess the impact of the policy differently, possibly due to differences in workload, administrative responsibilities, or exposure to policy implementation processes.

For external stakeholders, none of the profile variables, age, sex, civil status, highest educational attainment, and number of children enrolled in school with No Homework Policy implementation showed significant differences (all p-values  $> 0.05$ ). This indicates a relatively uniform perception of the policy's benefits across parents and community members, regardless of their demographic background or the number of school-enrolled children. Their views appear broadly consistent, suggesting a general consensus on the value of the policy at the household level.

This finding means that perceptions about the No Homework Policy among teachers are mostly consistent across subgroups, with the exception of plantilla position, which introduces a layer of differentiation in viewpoint. Among external stakeholders, the uniformity across all profile variables suggests shared experiences and sentiments regarding the benefits of the policy.

This implies that positional roles in the education system may shape how internal stakeholders view policy reforms, likely because those in higher positions may deal more directly with administrative oversight, curriculum planning, or policy enforcement. In contrast, parents and community members, regardless of background, tend to see the policy's effects similarly, perhaps through its direct impact on learners' behavior at home and family routines.

This aligns with the findings of Day and Gu (2019), who observed that administrative rank and responsibility often influence educators' perspectives on reform policies due to differences in role expectations and exposure to implementation outcomes. Moreover, Hornby (2021) noted that parental views on school policies are often shaped by shared domestic routines rather than socioeconomic or educational differences.

**Table 4.** Comparison result on the perceived benefits of “No

Homework Policy” when grouped according to profile variables

INTERNAL STAKEHOLDERS			
Profile	F- value	P-value	Remarks
<b>Plantilla Position</b>	<b>2.869*</b>	<b>0.027</b>	<b>Significant</b>
* Significant at .05 (2 tailed)			

#### Comparison On the Perceived Challenges Along “No Homework Policy” Implementation Between the Two Groups of Stakeholders

Table 5 presents the independent samples t-test results comparing the perceptions of internal stakeholders (teachers and administrators) and external stakeholders (parents and community members) regarding the challenges encountered in the implementation of the No Homework Policy across five major factors: *Mastery and Retention of Learning*, *Teachers' Techniques and Strategies*, *Lesson Planning and Preparation*, *Learners' Attitude Toward Learning*, and *Tracking Students' Progress*.

For **Mastery and Retention of Learning**, internal stakeholders reported a mean of 4.14, while external stakeholders rated it higher at 4.27. The computed t-value of 9.995 with a p-value of 0.000004 shows a highly significant difference, indicating that external stakeholders are more concerned than teachers about the potential decline in learners' ability to retain lessons without homework reinforcement. This suggests that parents may associate homework with stronger cognitive recall and mastery.

In terms of **Teachers' Techniques and Strategies**, internal stakeholders gave a mean of 4.18, while external stakeholders rated it 4.30, with a t-value of 15.664 and a p-value of 0.0000001, also indicating a highly significant difference. This suggests that parents perceive the policy as placing a greater burden on teachers to innovate and adjust teaching methods, possibly reflecting their respect for the educator's expanded role in the absence of homework.

Regarding **Lesson Planning and Preparation**, internal stakeholders had a mean of 4.16, while external stakeholders rated it 4.29. The t-value of 13.966 and p-value of 0.0000002 again show a highly significant difference, confirming that external stakeholders are more strongly convinced that the policy increases the complexity of planning and preparation for teachers. This may reflect their awareness of the need for more intensive classroom activities when homework is removed.

For **Learners' Attitude Toward Learning**, internal stakeholders reported a mean of 4.17, and external stakeholders gave a higher mean of 4.27, with a t-value of 3.087 and a p-value of 0.0130, indicating a significant difference at the 0.05 level. This suggests that external stakeholders believe more strongly that the No Homework Policy may negatively affect learners' motivation, responsibility or engagement, an insight perhaps drawn from changes in children's behavior at home.

Finally, in **Tracking Students' Progress**, internal stakeholders gave a mean of 4.37, while external stakeholders provided a significantly higher mean of 4.51. The t-value of 10.850 and p-value of 0.000002 denote a highly significant difference, indicating

that both groups see this as a major challenge, but parents express greater concern about how teachers can accurately monitor learning without homework tasks to measure progress consistently.

This finding means that while both stakeholder groups recognize challenges associated with the No Homework Policy, external stakeholders consistently perceive these challenges to be more serious than internal stakeholders do. Although teachers experience the practical implications directly, parents and community members are keenly aware of the potential academic and behavioral consequences from the home front.

This implies a perceptual gap between school-based and home-based stakeholders. Parents tend to magnify the policy's risks,

especially regarding mastery, accountability, and tracking progress, possibly due to limited insight into the in-class interventions teachers employ to fill the gap left by homework.

This aligns with the findings of **Patall et al. (2018)**, who noted that stakeholders outside the classroom often overestimate the academic reinforcement function of homework, while educators adapt their instructional models to compensate. Similarly, **Doyle and Rutherford (2020)** found that successful policy implementation requires alignment of perceptions across stakeholder groups to avoid tension or resistance during reform transitions.

**Table 5.** Comparison result on the perceived challenges along “No Homework Policy” implementation between the two groups of stakeholders

Factors	Stakeholders	Mean	t-value	P-value	Remarks
Mastery and Retention of Learning	Internal	4.14	9.995**	0.000004	Highly Significant
	External	4.27			
Teachers' Techniques and Strategies	Internal	4.18	15.664**	0.0000001	Highly Significant
	External	4.30			
Lesson Planning and Preparation	Internal	4.16	13.966**	0.0000002	Highly Significant
	External	4.29			
Learners' Attitude Toward Learning	Internal	4.17	3.087*	0.0130	Significant
	External	4.27			
Tracking Students' Progress	Internal	4.37	10.850**	0.000002	Highly Significant
	External	4.51			
** Significant at .01(2 tailed)					
* Significant at .05(2 tailed)					

#### Comparison On the Perceived Challenges Along “No Homework Policy” When Grouped According to Profile Variables

Table 6 presents the Analysis of Variance (ANOVA) results evaluating whether the perceived challenges in the implementation of the No Homework Policy differ significantly among respondents based on their profile variables. The analysis is categorized separately for internal stakeholders (teachers and administrators) and external stakeholders (parents and community members).

For the internal stakeholders, the results indicate that the profile variables of age ( $F = 0.465$ ,  $p = 0.931$ ), sex ( $F = 0.356$ ,  $p = 0.976$ ), civil status ( $F = 0.746$ ,  $p = 0.715$ ), highest educational attainment ( $F = 0.670$ ,  $p = 0.782$ ), and years of teaching experience ( $F = 0.881$ ,  $p = 0.593$ ) all yielded non-significant (NS) results. This implies that differences in age, gender, marital status, educational background, or length of teaching service do not significantly influence how teachers and administrators perceive the challenges brought about by the No Homework Policy.

However, plantilla position yielded a statistically significant result ( $F = 2.235$ ,  $p = 0.050$ ). This means that perceptions of policy challenges do differ significantly depending on the employment status or rank of the internal stakeholders such as permanent, provisional, or contractual status. This could be attributed to varying levels of responsibility and autonomy, with higher-ranking or permanently appointed personnel likely facing different instructional, planning, or accountability demands under the policy.

For the external stakeholders, only one profile variable, age, was analyzed, which resulted in a non-significant difference ( $F = 1.072$ ,  $p = 0.402$ ). This suggests that parents and community members, regardless of age group, generally share a common view regarding the challenges associated with the No Homework Policy implementation.

This finding means that for both stakeholder groups, most demographic characteristics do not significantly shape perceptions of the challenges related to the No Homework Policy. However, within the internal group, employment status (plantilla position) appears to affect how the policy's challenges are experienced or assessed, possibly because those in more senior or permanent roles are more directly involved in policy execution, classroom leadership, or reporting of learning outcomes.

This implies the importance of considering organizational roles and rank when evaluating stakeholder responses to educational reforms. Higher-ranking school personnel may be more attuned to systemic impacts, while those in lower or less permanent roles may focus more on classroom-level implications.

This aligns with the findings of **Fullan (2020)**, who emphasized that stakeholder responses to education reforms are often mediated not by age or years of service alone but by one's specific role within the institution and proximity to decision-making structures. Likewise, **Ingersoll and Collins (2018)** noted that school-based policies can yield differentiated perceptions based on positional

expectations and administrative burden.

**Table 6.** Comparison result on the perceived challenges on “No Homework Policy” when grouped according to profile variables

INTERNAL STAKEHOLDERS			
Profile	F- value	P-value	Remarks
Plantilla Position	2.235*	0.050	Significant
* Significant at .05(2 tailed)			

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

While the “No Homework Policy” is generally viewed favorably in terms of its contributions to learner well-being, parental involvement, and teacher workload, it is also perceived to bring forth considerable instructional and academic challenges. Internal stakeholders, mainly teachers and administrators, expressed reservations about its effectiveness in enhancing learner awareness and maintaining academic rigor. Meanwhile, external stakeholders, comprising parents and community members, showed stronger support for the policy, particularly in terms of improved family interaction and child well-being, though they too recognized the academic limitations.

The perceptual gap between the two stakeholder groups underscores the need for improved communication and alignment between home and school in the implementation of homework-related reforms. Teachers’ reservations stem from classroom-based observations, whereas parents’ perceptions are often informed by home experiences. The significant differences in responses between groups and among certain profile variables, particularly employment rank or Plantilla position, suggest that one’s role in the education system shapes how reforms are received and interpreted.

Overall, the implementation of the “No Homework Policy” should be approached with a balanced perspective. While the policy has succeeded in fostering emotional and familial well-being, there remains a need to strengthen in-class learning strategies, formative assessment practices, and learner accountability mechanisms. A holistic and collaborative approach involving all stakeholders, grounded in evidence-based pedagogy and continuous stakeholder dialogue, will be vital in ensuring the policy’s sustainability and effectiveness in promoting both academic excellence and student welfare.

### Recommendations

1. The Department of Education (DepEd) has to comprehensively review and enhance the existing policy guidelines be undertaken to ensure that the No Homework Policy truly supports both academic development and learner well-being.
2. School administrators should institutionalize feedback mechanisms involving both teachers and parents to monitor the impact of the policy on learner outcomes and classroom efficiency. By doing so, school leaders can better respond to instructional challenges and make timely adjustments to teaching practices and school-level policy implementation.
3. Teachers are encouraged to integrate performance-based tasks, in-class reflections, and guided independent work

during school hours to foster learner responsibility and retention. Moreover, deliberate efforts to cultivate students’ self-regulation skills and intrinsic motivation should be embedded in daily instruction.

4. Teachers should also continuously evaluate their strategies and seek collaborative support from colleagues and administrators to maintain instructional rigor in a homework-free environment.
5. Teachers should design in-class experiences that are both challenging and enjoyable, cultivating positive attitudes toward learning. Emphasis must be placed on formative learning processes, active participation, and adequate scaffolding to help students internalize concepts and develop autonomy without the need for take-home assignments.
6. Parents and community members should strengthen their involvement in the child’s educational journey through structured school-family partnerships. Parents are encouraged to support their children’s learning by fostering positive study habits at home, participating in school activities, and reinforcing in-school lessons through informal engagements such as storytelling, discussions, and play-based activities. Community members may also be engaged in supporting co-curricular learning, especially in rural and low-resource contexts.
7. Future researchers are encouraged to explore the long-term effects of the policy on academic performance, student well-being, and teacher retention. Additionally, studies focusing on intervention models that strengthen the instructional core in homework-free environments would provide further insights into best practices. Future inquiries may also examine the scalability of differentiated homework policies and their alignment with international standards and global best practices in education.

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