

## **Teachers' perceptions of the role and value of homework towards learners' learning autonomy**

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**Abstract:** The main thrust of this study was to correlate between teachers' perception on the role and value of homework and learners' learning autonomy at Santo Niño Elementary School (Talibon), Pres. Carlos P. Garcia Central Elementary School (Pres. Carlos P. Garcia), Estaca Integrated School (Pilar), Trinidad Elementary District II (Trinidad), and Corazon Elementary School (San Miguel), of the school year 2023-2024. Specifically, this study sought to describe the demographic profile of the respondents in terms of age, sex, highest educational attainment, position held, and years of teaching experience; extent of teachers' perception on the role and value of homework in fostering learning; level of learners' learning autonomy as perceived by the teachers; and significant correlation between teachers' perception on the role and value of homework and learners' learning autonomy. The researchers used the descriptive-correlational design with the aid of an adapted questionnaire from Songsirisak and Jitpranee's (2019). Researchers concluded that there was a correlation between teachers' perception of the role and value of homework and learners' learning autonomy, thus, the null hypothesis of the study was rejected. Researchers recommended that learners should focus on completing their assignments wholeheartedly. They should seek help from their home facilitators whenever they need assistance for their assignment. Elementary teachers may look at additional ways to provide exciting homework so that pupils would engage freely. Teachers have been tasked with assessing learners' performance by grading their papers and contact with parents about the child's progress are also encouraged. Administrators may give educational assistance to teachers, such as learning materials and printing supplies. Parents may propose guide/assist their child with homework, and cooperation with their child's adviser is also necessary. Future Researchers may suggest referring other related studies to obtain important information for homework.

Keywords: Academic performance, Homework, Learners, Learning autonomy, Teacher's perception

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## INTRODUCTION

Homework is characterized as duties provided by teachers to pupils to be done outside of regular class hours. It is usually meant to supplement or expand the learning that occurs in the classroom. Reading assignments, writing exercises, research projects, problem-solving activities, and other sorts of homework are all possible. Homework is intended to provide students more practice, assist them in developing autonomous study habits, and expand their comprehension of the subject matter. Furthermore, homework may be used by teachers to measure students' comprehension and progress in the learning process.

The role of homework in a student's education journey is complex. On one hand, it fosters the development of crucial skills that are essential for future success, such as improved grades, discipline, time management, and self-reliance. On the other hand, an excessive workload can lead to stress and compromise a child's health and well-being. This study aims to explore the intricacies of homework, its benefits, and potential drawbacks, shedding light on the right balance that ensures optimal learning without undue pressure.

In the context of elementary education, homework plays a significant role. However, the perceptions and practices of elementary teachers, in the following locales: San Niño Elementary School (Talibon), Pres. Carlos P. Garcia Central Elementary School (Pres. Carlos P. Garcia), Estaca Integrated School (Pilar), Trinidad Elementary School District II (Trinidad), and Corazon Elementary School (San Miguel), regarding homework remain a subject of interest. This study focuses on understanding elementary teachers' perspectives on the value and impact of homework towards learners learning autonomy.

The role and value of homework affects learner's learning autonomy. This is the reason why researchers conducted this kind of study. They wanted to know the role and value of homework towards learners learning autonomy.

### *Statement of the problem*

The main thrust of this study was to assess the correlation between teachers' perception of the role and value of homework and learners' learning autonomy at Santo Niño Elementary School (Talibon), Pres. Carlos P. Garcia Central Elementary School (Pres. Carlos P. Garcia), Estaca Integrated School (Pilar), Trinidad Elementary District II (Trinidad), and Corazon Elementary School (San Miguel), for the school year 2023-2024. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. highest educational attainment;
  - 1.4. position held; and
  - 1.5. years of teaching experience?
2. What is the extent of teachers' perception of the role and value of homework in fostering learning?
3. What is the level of learners' learning autonomy as perceived by the teachers?
4. Is there a significant correlation between teachers' perception of the role and value of homework and learners' learning autonomy?

## METHODOLOGY

### *Research design*

This quantitative research adopted a descriptive-correlational design to comprehensively investigate the potential correlation between teachers' perceptions of the role and value of homework toward learners learning autonomy. The descriptive aspect of the design enabled a detailed examination of the prevailing conditions, while the correlational component seeks to identify and analyze any statistically significant relationships between the variables under scrutiny.

### *Respondents and locale of the study*

The research was conducted in the following locales: San Niño Elementary School (Talibon), Pres. Carlos P. Garcia Central Elementary School (Pres. Carlos P. Garcia), Estaca Integrated School (Pilar), Trinidad Elementary School District II (Trinidad), and Corazon Elementary School (San Miguel). These specific places were considered in the study since they are located in close proximity to the researchers' location, making it convenient for them to travel and conduct the study. This allows for easy access to the research site to minimize logistical challenges. The selection of these elementary schools ensured a diverse and representative sample of students from different backgrounds, demographics, and educational settings. This enhances the generalizability of the research findings to a broader population.

Using stratified random sampling, teachers—who served as the study's primary respondents—were taken into account. Since this sampling method enables the representation of various groups or strata within the population, it was employed. Teachers from the five designated primary schools make up the population in this instance. The researchers may make sure that every school is fairly represented in the sample by splitting the population into strata, or individual schools. Ten teachers were chosen at random from each school to take part in the study. By using a random selection process, each teacher in a school has an equal chance of being chosen for the sample. The study can capture a variety of viewpoints and experiences regarding the function and importance of homework in fostering students' learning autonomy because it includes teachers from various educational institutions. Fifty teachers who answered the survey were deemed eligible to take part in the research.

### *Research instrument*

The researchers utilized a modified questionnaire that was based on Songsirisak and Jitpranee's (2019) all-inclusive tool, which included all necessary elements. The first component focuses on gathering demographic data, such as age, gender, greatest level of education attained, present job, and number of years spent as a teacher.

The following section consists of ten statements designed to gauge instructors' opinions regarding the function and worth of homework in promoting learning. A second set of 10-item statements is included in the third segment, which also investigates teachers' opinions of students' autonomy in their learning.

Three highly qualified and experienced field professionals thoroughly examined and assessed the questionnaire. These professionals included one DepEd Master Teacher I and two full-fledged MA holders College Instructors. These experts carefully evaluated the questionnaire's fit with the goals of the research as well as its capacity to measure the targeted

constructs. This assessment was conducted using the Survey Instrument Validation Rating Scale created by Oducado (n.d.).

After field experts reviewed the material, the Content Validity Index (CVI) was calculated. The CVI calculates how relevant and representative each questionnaire item is of the intended concept. Experts unanimously agreed that all 13 criteria items in the validation rating scale were relevant to the desired concept, as evidenced by their unanimous CVI score of 1. This high agreement provides robust evidence of content validity. The S-CVI/Ave score of 1 signifies perfect average content validity agreement among experts for all questionnaire items, reinforcing that the questionnaire effectively captures the intended content as a whole. The S-CVI/UA score is also reported as 1, indicating universal agreement among experts regarding the content validity of each item. This confirms not only strong average content validity but consistently high validity for each item.

Following the content validation, a pilot test of the questionnaire was conducted with 20 elementary teachers who were not part of the actual target respondents. Subsequently, the data collected from the pilot test underwent Cronbach's alpha analysis to assess its internal consistency. The results revealed acceptable reliability for the questionnaire. The first part, focusing on the Teachers' perception of the role and value of homework in fostering learning, achieved Cronbach's alpha of 0.820 interpreted as "Good". Similarly, the second part, centered on Students' learning autonomy as perceived by the teachers, obtained a Cronbach's alpha of 0.903 interpreted as "Excellent".

#### *Data analyses procedure*

To measure the extent of teachers' perception of the role and value of homework in fostering learning and the level of students' learning autonomy as perceived by the teachers, a Weighted Mean Score was calculated.

Finally, to explore the significant correlation between teachers' perception of the role and value of homework and student's learning autonomy, the researchers computed the Spearman Rank Correlation Coefficient. This correlation coefficient assessed the strength and direction of the monotonic relationship between the extent of teachers' perception of the role and value of homework in fostering learning and the level of students' learning autonomy as perceived by the teachers. This analysis was conducted based on the assumption that the data distribution deviates from normality, as confirmed by the Test of Normality.

## FINDINGS AND DISCUSSION

### *Respondents' Profile*

In terms of age, the majority of respondents fall into the 27-34 age group, representing 34% of the sample with a frequency of 17 respondents. This indicates that the study primarily captures the experiences of relatively young teachers, who may have different perspectives on homework and student learning autonomy compared to older teachers. The 42-48 age group comprises 26% of the sample with a frequency of 13 respondents, ranking it second in terms of representation. This suggests that there is also a significant presence of teachers in their late forties and early fifties in the study, who may have more experience and developed views on the role and value of homework and student learning autonomy. The 49-55 age group represents 20% of the sample with a frequency of 10 respondents, indicating that there is a notable presence of teachers in their

late forties and early fifties as well. The 35-41 age group is the smallest, comprising 16% of respondents with a frequency of 8, indicating that the study's focus is primarily on younger and middle-aged teachers.

In terms of sex, females represent the substantial majority of the sample, constituting 88% of the respondents with a frequency of 44. In contrast, males make up 12% of the sample with a frequency of 6. This gender difference suggests that the study may have a stronger representation of female teachers' perceptions of homework and student learning autonomy compared to male teachers.

Regarding the highest educational attainment, the majority of respondents have earned a master's degree (with units earned or CAR), accounting for 74% of the sample with a frequency of 37. This is followed by respondents with a bachelor's degree, comprising 22% of the sample with a frequency of 11. Those who have completed a master's degree and a doctorate (both with units earned or CAR) are the smallest groups, each representing 2% of the sample with frequencies of 1 each. This distribution suggests that the study captures the perspectives of teachers with varying levels of educational attainment.

In terms of position held, the majority of respondents are Teacher III, accounting for 58% of the sample with a frequency of 29. This is followed by Teacher I, comprising 24% of the sample with a frequency of 12. Master Teacher I, Master Teacher II, and Teacher II are the smallest groups, each representing 10%, 6%, and 2% of the sample respectively. This distribution suggests that the study captures the perspectives of teachers at different levels of seniority and experience, from entry-level teachers to more experienced and senior teachers.

Regarding years of teaching experience, the majority of respondents have 8-14 years of experience, accounting for 32% of the sample with a frequency of 16. This is followed by respondents with 1-7 years of experience, comprising 26% of the sample with a frequency of 13. Those with 15-21 years of experience and 22-28 years of experience each represent 18% of the sample with frequencies of 9 each. Respondents with 29-35 years of experience are the smallest group, comprising 6% of the sample with a frequency of 3. This distribution suggests that the study captures the perspectives of teachers at different stages of their careers, from relatively new teachers to those with several decades of experience.

#### *Extent of teachers' perception of the role and value of homework in fostering*

The statement with the highest weighted mean is statement 2 (Assigning homework helps students practice and solidify their understanding) with a weighted mean of 4.58. This indicates that respondents strongly believe to a very great extent in the value of homework for students, particularly in helping them practice and consolidate their learning. The low standard deviation of 0.50 suggests a high level of agreement among respondents, indicating a consistent perception regarding the effectiveness of homework in this aspect. On the other hand, statement 3 (Homework provides an opportunity for students to apply classroom learning independently) received the lowest rank with a weighted mean of 4.36. While respondents still believe to a very great extent, this statement deviates the most from the composite mean. The standard deviation of 0.69 suggests some variability in responses, indicating differing perceptions among teachers regarding the extent to which homework allows students to apply to learning independently.

In general, the composite mean for all statements is 4.46, with a standard deviation of 0.62, indicating a consensus among teachers regarding the role and value of homework in fostering learning. This suggests that teachers in general view homework as an effective tool for

reinforcing concepts, promoting practice and understanding, developing critical thinking and problem-solving skills, fostering independent learning, improving time management, reinforcing the importance of practice, complementing other forms of assessment, and informing instructional planning.

Syla (2023), Güven and Akcay (2019), and Jagodzinski (2022) assert that homework is integral for reviewing daily themes, enhancing comprehension, and preparing for assessments, which corroborates the view that it promotes practice and understanding. Rodríguez et al. (2020), Kuzik et al. (2022), and Keane and Heinz (2019) emphasize that homework extends learning time, fosters self-discipline, and develops strong study habits, supporting the idea that it improves time management and fosters independent learning. The necessity for thorough teacher training for effective homework practices, as discussed by Syla (2023) and Rosário et al. (2019), highlights the view that homework complements other forms of assessment and informs instructional planning.

#### *Level of students' learning autonomy as perceived by the teachers*

The statement with the highest weighted mean is statement 5 (Students effectively manage their time to meet academic responsibilities) with a weighted mean of 4.26. This indicates that teachers strongly agree that students are adept at managing their time to fulfill their academic duties. The low standard deviation of 0.72 suggests a high level of agreement among respondents, indicating a consistent perception regarding students' time management skills. On the other hand, statement 7 (Students show a willingness to explore topics independently) received the lowest rank with a weighted mean of 4.08. While respondents still agree with the statement, this deviates the most from the composite mean. The standard deviation of 0.75 suggests some variability in responses, indicating differing perceptions among teachers regarding the extent to which students are willing to explore topics independently.

Generally, the composite mean for all statements is 4.20, with a standard deviation of 0.68, indicating a general agreement among teachers regarding students' learning autonomy. This suggests that teachers in general view students as demonstrating a high level of independence in completing assignments, actively seeking additional resources, taking initiative in setting learning goals, engaging in self-directed learning, effectively managing their time, demonstrating curiosity and a desire for deeper understanding, making choices in how they approach tasks, taking responsibility for seeking clarification, and reflecting on their learning progress. The relatively low standard deviation indicates a high level of agreement among respondents, reinforcing the overall consensus among teachers regarding students' learning autonomy.

Dewey's Learning Theory emphasizes that meaningful learning occurs through experiences and interactions that engage students' interests, fostering intellectual insight and promoting active engagement. This theory supports the view that students demonstrate independence, seek additional resources, and take initiative in their learning. Kolb's Theory of Experiential Learning, which involves concrete experience, reflective observation, abstract conceptualization, and active experimentation, aligns with the idea that students engage in self-directed learning, manage their time effectively, and reflect on their learning progress. These processes encourage students to take responsibility for their learning and make choices in how they approach tasks. Furthermore, the legal basis provided by Republic Act No. 10533 (Enhanced Basic Education Act of 2013) emphasizes the development of autonomous, creative, and critical thinking among students, supporting the view that students demonstrate learning

autonomy through self-directed learning and effective time management. Rodríguez et al. (2020), Kuzik et al. (2022), and Keane and Heinz (2019) emphasize that homework fosters self-discipline, and strong study habits, and extends learning time, aligning with the idea that students engage in self-directed learning and actively seek additional resources.

*Analysis of the significant correlation between teachers' perception of the role and value of homework and learners' learning autonomy*

The computed Spearman's rank correlation coefficient ( $r_s$ ) is 0.6667 with a p-value of 0.000000125. Since the p-value is much less than the conventional significance level of 0.05, researchers reject the null hypothesis ( $H_0$ ) and conclude that there is a statistically significant positive correlation between teachers' perception of the role and value of homework and learners' learning autonomy. This result suggests that teachers who perceive homework to be important and valuable are more likely to have learners with higher levels of learning autonomy. The strong positive correlation coefficient indicates a strong positive relationship between these two variables, meaning that as teachers' perception of homework increases, learners' learning autonomy also tends to improve.

Rodríguez et al. (2020), and Keane and Heinz (2019) emphasize that homework extends learning time, fosters self-discipline, and develops strong study habits, all of which are crucial for developing learning autonomy. These studies suggest that when teachers value homework, they are more likely to encourage behaviors that lead to independent learning. Moreover, Li and Hamlin (2019) and Zhou et al. (2020) highlight the positive impact of parental involvement in homework on student achievement and reduced homework disaffection. This indicates that when teachers value homework, they can also influence the home environment to support learning autonomy.

## CONCLUSIONS

Based on the foregoing findings, researchers concluded that teachers, in general, view homework as an effective tool for reinforcing concepts, promoting practice, and understanding, developing critical thinking and problem-solving skills, fostering independent learning, improving time management, reinforcing the importance of practice, complementing other forms of assessment, and informing instructional planning. More so, they view students as demonstrating a high level of independence in completing their assignments.

Researchers further concluded that there was a correlation between teachers' perception of the role and value of homework and learners' learning autonomy, thus, the null hypothesis of the study was rejected. These findings emphasize the impact of teachers' beliefs and attitudes toward homework on student autonomy in learning. Teachers who value homework may provide more opportunities for students to take ownership of their learning, leading to greater autonomy and potentially better learning outcomes.

## RECOMMENDATIONS

Based on the conclusions drawn from the study, the researchers recommend the following actions:

Learners are encouraged to focus on completing their schoolwork/assignments wholeheartedly. They should seek help from their home facilitators whenever they need assistance with their assignment.

Elementary teachers may look at additional ways to provide exciting homework so that pupils would engage freely. Teachers have been tasked with assessing students' performance by grading their papers and contact with parents about the child's progress is also encouraged.

Administrators may give educational assistance to teachers, such as learning materials and printing supplies, to create interesting homework, so that students feel more motivated and engaged while looking at colorful homework.

Parents may propose to guide/assist their children with homework, and cooperation with their children's adviser is also necessary.

Future Researchers may suggest referring to other related studies to obtain important information for homework. Researchers are encouraged to conduct studies in the primary schools from which they graduated, to gather accurate and reliable data.

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