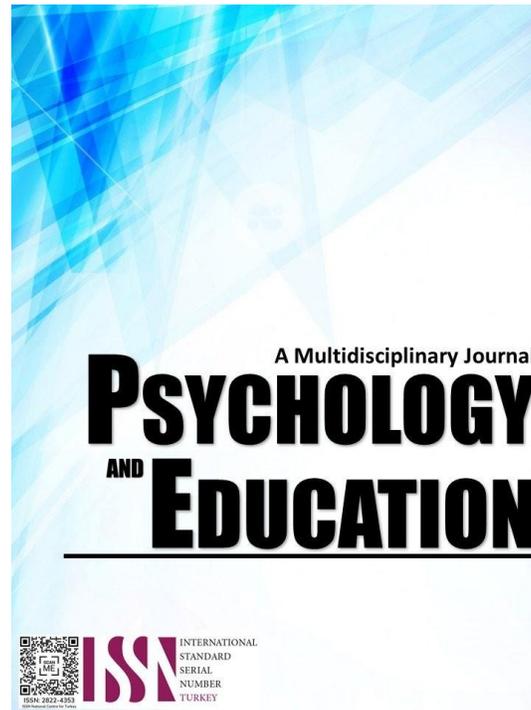


# LEARNERS' ATTITUDE TOWARDS HOMEWORK AND ITS HOMEWORK QUALITY: IN ASSOCIATION WITH THEIR ACADEMIC PERFORMANCE



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## Learners' Attitude Towards Homework and its Homework Quality: In Association with their Academic Performance

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### Abstract

The study sought to determine pupils' attitudes towards homework and the quality of homework, and to examine their influence on academic performance. A descriptive-correlational research method was utilized, and the Statistical tools used in the study were mean and standard deviation to describe the respondents according to the variables in problems 1, 2, and 3, respectively. Pearson's  $r$  was used to assess the relationship between the dependent and independent variables. Findings revealed that pupils' attitude towards homework directly affects homework rating, with a statistical result of .551 (moderate correlation). In the interplay between the academic performance and homework rating, result revealed a significant relationship between the homework rating and the academic performance of the pupils. As a summary, it was recommended that parents may strive to develop a positive attitude towards homework in their children at an early age, as it determines the success rate of homework quality and later on will also be a significant factor in the student's academic performance. Teachers may assign homework that can boost students' morale. It is also essential that teachers emphasize students' ownership of learning in their homework, since it is closely related to other factors, such as the quality of homework and academic performance.

**Keywords:** *pupils' attitude towards homework, quality of homework, and academic performance*

### Introduction

Homework is widely recognized as an important component of the teaching–learning process. It serves as a basic means of directing and stimulating pupils' learning beyond the classroom. Typically completed at home or after school hours, homework provides learners with opportunities to reinforce lessons discussed in class and prepare for subsequent learning activities. It also guides pupils on tasks they are expected to accomplish after instruction and before the next lesson. As an integral phase of the instructional process, homework contributes to the development of good study habits, independent learning, and academic responsibility among pupils.

In the Philippine educational context, the practice of assigning homework is supported by policies of the Department of Education (Philippines). Specifically, DepEd Memorandum No. 392, s. 2010 emphasizes that homework or assignments have long been part of pupils' schooling. These tasks may include reading passages, writing activities, problem-solving exercises, and project-based work. Such assignments aim to enhance pupils' knowledge, strengthen their academic skills, and encourage continuous learning outside the classroom.

Scholars have also provided broader definitions of homework that highlight its educational significance. According to synthesized research conducted by Cooper, Robinson, and Patall (2018), homework refers to tasks assigned by teachers for students to complete during non-school hours. This definition includes activities accomplished at home as well as those carried out in other non-instructional periods, such as library time or in other classes. The primary goal of homework is to extend learning opportunities and provide pupils with additional practice that strengthens their understanding of lessons.

Several studies highlight the positive impact of homework on pupils' academic achievement. Research conducted by Cooper et al. (2018) found that, with only a few exceptions, there is a positive and statistically significant relationship between the amount of homework completed by pupils and their academic outcomes. This suggests that homework, when appropriately designed and implemented, can contribute meaningfully to improving pupils' academic performance and reinforcing classroom instruction.

Homework assignments are commonly categorized into three types: practice, preparation, and extension. Practice homework allows pupils to reinforce newly acquired skills, while preparation homework introduces concepts that will be discussed in future lessons. Extension homework, on the other hand, encourages learners to apply knowledge and skills to new situations or deeper levels of understanding. According to the Review of Educational Research (2018), homework at the elementary level is particularly valuable in developing study habits, strengthening responsibility for learning, and keeping families informed about pupils' academic progress.

Despite the recognized benefits of homework, challenges in its implementation remain evident in many schools. In Don Fernando Jacinto Elementary School, an underlying concern has been observed among pupils regarding their limited interest in completing homework tasks. Many pupils demonstrate low motivation toward homework, which may influence the quality of the work they submit and potentially affect their academic performance. Understanding the factors associated with this attitude is therefore an important concern for educators and school administrators.

Recognizing the significant role of homework in supporting pupils' learning, this study aims to examine the relationship between pupils' attitudes toward homework and the quality of the homework they produce. By exploring how pupils perceive and respond to homework tasks, the study seeks to determine whether attitudes toward homework influence the quality of completed assignments.

The findings of this research are expected to provide insights that may help teachers design more meaningful homework activities and encourage pupils to engage more actively in their learning.

### Research Questions

This study attempts to determine the pupils' attitude towards homework and the quality of homework, and their influences on their academic performance at Don Fernando Jacinto Elementary School, Dayawan, Villanueva, Misamis Oriental, School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. What is the pupils' attitude towards homework?
2. What is the pupils' homework rating when grouped according to:
  - 2.1 outstanding;
  - 2.2 very satisfactory;
  - 2.3 satisfactory;
  - 2.4 fairly satisfactory; and
  - 2.5 did not meet expectations?
3. What is the pupils' academic performance in school year 2024- 2025?
4. Is there a significant relationship between homework ratings and pupils' attitudes towards homework?
5. Is there a significant relationship between academic performance and homework rating among pupils?

### Literature Review

This section includes a review of relevant literature and studies. Both foreign and local literature and studies were given importance and considered as conceptual sources for the study.

#### *Attitude Towards Homework, Homework Quality, Academic Performance-*

Piano (2019) as cited in her research mentioned that educators generally considers homework as an essential pedagogical tool that can be used to promote academic and personal skills regardless of student's grade levels and abilities thus, many children receive homework as early as kindergarten; furthermore she cited saying that homework is usually first assigned during elementary school years and the tasks given increase in depth and quantity during subsequent years. However a contrasting view on homework is expressed by Furigay (2018) on his article with his claim that assignments especially if there are too many, are not necessary; for learning a subject should really take place in the classroom; further emphasizing that advanced students or pupils in this aspect can continue learning outside the classroom because by nature, they are inclined to absorb everything they are interested in.

Furthermore, this statement is supported by Regala (2020), who states that homework does not have a significant impact in the betterment of the learning and in the performance of pupils as they may have a little or no impact at all, because whether or not there is homework the result of their (pupils') achievement exams will pretty much be the same. She further recommends that the department should design a substitute for homework; a task with the same purpose but a different approach that can aid in the parts where homework failed to comply.

On the other hand, Corpuz (2018) stated that homework is a positive tool for teaching values, including discipline, time management, and time on task, which the pupils will later need as they advance in their studies. Furthermore, it teaches skills that include reasoning, communication, and psychomotor proficiencies.

Homework is one of the means of directing and stimulating students' learning. Viadero (2018) believed in the value of homework, as a survey found it to be even more prevalent among African-American and Hispanic parents. The result was average, which means that homework is essential and helps pupils learn more in school.

Moreover, Miller (2019) found in their research that teachers assign homework to students to practice and strengthen skills and concepts taught in class. Teachers assume students understand the idea when their homework is completed. They also believe students need additional practice or assistance if they do not complete homework correctly. These assumptions may not always be accurate; that is why teachers need to observe the feedback as soon as possible to make effective instructional adjustments for future learning. Moreover, the National Assessment of Educational Progress found that fourth graders who spent 30-60 minutes on reading homework attained the highest reading scores. However, those who spend less time on reading homework have seen their scores decline.

Furthermore, Bempechat (2018) stated that effective homework policies are essential in setting appropriate guidelines for each grade level. School guidelines should be provided to enhance the clarity of homework, enabling students to apply the skills and cope with their difficulties.

Cooper (2019) conducted a meta-analysis of the effects of homework on achievement; across 50 states at the elementary level, the correlation between homework and achievement was very little. Furthermore, he stated that homework is beneficial as long as teachers use their knowledge of developmental levels to guide policies and expectations, all in moderation. According to Trautwein (2019), the potential positive effects of homework are highly dependent on students' expectations of success, the value they attach to the task, and

their specific learning style.

Furthermore, Cooper (2019) mentioned the effectiveness of homework on academic achievement, stating that not all practices that are useless are also detrimental to their attitudes.

Regarding the quality of homework, Vatterott (2018) posits that the best kind of homework should broaden students' understanding and build on essential skills, and it should also be enjoyable and interesting to students to maximize learning from the task. According to Schimmer (2018), students need feedback to correct and improve their behavior and academic achievement; further, he states that academic achievement should be graded when students have been given adequate practice and feedback.

All studies and literature helped the researcher firm up her assumptions and assertions in this study. The studies and literature reviewed also helped the researcher substantiate her findings.

## Methodology

This section presents the study's methodology. It discussed the research design, research respondents, research instruments, data-gathering procedure, variable categorization, and the statistical treatment used in the study.

### Research Design

A descriptive correlational research design was used to collect the necessary data during the study period. This design is more appropriate, as Marion (2004) noted that descriptive research seeks to identify and describe a phenomenon. These were established after the data was validated and reliability tested. The design is deemed appropriate for the study, given that the objective is to determine the status of the variables above.

### Respondents

The respondents of the study were the seventy-five (75) Grade 1 pupils of Don Fernando Jacinto Elementary School, Dayawan, Villanueva, Misamis Oriental, School Year 2024-2025. The subject of this study was chosen through purposive sampling.

### Instrument

The instruments used to gather the data are the questionnaire adapted from the Attitude Toward Homework. This instrument is adapted from Nuñez (2011). This is a one-part questionnaire with thirteen (13) items that indicate the personal confidence of the participants regarding homework. The research procedure the researcher used is based on the previous study. The researcher provided the adviser with the finished copy of the manuscript for assessment and review of the paper's quality and relevance. Furthermore, the researcher sought the adviser's approval, careful assessment, and review of the manuscript.

### Procedure

The data gathering procedure that the researcher used is as follows: Secure consent from the department head, who takes direct supervision of the respondents involved in the study. Secure the school head's consent to administer the questions to the respondents involved. Administer the test to seventy-five (75) pupil-respondents, with the researcher reading the questions and translating them to the respondents to eliminate any language barrier. Collect the answered questionnaires. Interpret the collected data.

#### *Categorization of the Variables*

The following scoring procedures were used to interpret the data. To address the difficulty with homework, the scoring procedure was presented. The responses were categorized as very true or very positive, positive, negative, and very harmful interpretations. For both the quality of homework and academic procedure, the same rating scale was presented.

#### *Independent Variable*

Table 1. *Pupils Attitude Towards Homework*

<i>Point Value</i>	<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
1	3.26-4.00	Very True of Me	Very Positive
2	2.51-3.25	True of Me	Positive
3	1.76-2.50	Not True of Me	Negative
4	1.00-1.75	Not Very True of Me	Very Negative

#### *Dependent Variable*

Table 2. *Quality of Homework and Pupils Academic Performance*

<i>Academic Description</i>	<i>Rating</i>	<i>Score</i>	<i>Interpretation</i>
Outstanding	(90 -100)	5	Passed
Very Satisfactory	(85 – 89)	4	Passed
Satisfactory	(80 – 84)	3	Passed
Fairly Satisfactory	76 – 79	2	Passed



Did Not Meet Expectations	75 and below	1	Failed
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### Data Analysis

The statistical analysis of the data in this study involved the following tools: Descriptive correlational statistics, such as mean and standard deviation, were used to describe the respondents according to the variables in problems 1, 2, and 3. The relationship between the dependent and independent variables was measured using Pearson's Product-Moment Correlation.

### Results and Discussion

This section presents the results, analysis, and interpretation of data gathered/arranged according to the specific problems of the study.

This study aimed to assess pupils' attitudes and Parents' perceptions towards homework and its influence on academic performance. It specifically answered the following questions:

#### What is the pupils' attitude towards homework?

Table 3 presents the distribution data on pupils' attitudes and parents' perceptions towards homework.

It can be gleaned in the table that pupils' reaction on this attitude towards homework described as it's not true to them that they learn from homework (mean: 2.16); that they do homework because it makes their parents happy (mean: 2.47); get better grades from homework (mean: 2.45); and doing the homework because it pleases their teachers (mean: 2.44)

Table 3 Mean Distribution on Pupils' Attitude Towards Homework  
N=75

Items	Mean	SD	Description
I learn from homework.	2.16	.736	Not True to me
I get better grades on homework.	2.45	.905	Not True to me
I learn something new from homework.	2.64	1.008	True to me
I do my homework on my own.	2.87	.920	True to me
I do my homework because it makes my parents happy.	2.47	.935	Not True to me
I do my homework because it pleases my teacher.	2.44	.858	Not True to me
I do my homework because I get a special award.	2.59	.871	True to me
I do my homework so that other pupils think that I am good in class.	2.60	.972	True to me
I always finish and check my homework.	2.53	.977	True to me
I do as little as possible with my homework.	2.64	.953	True to me
I do my homework and do what I am supposed to and get it over with.	2.56	1.029	True to me
I do my homework as easily as possible so I won't have to work very hard.	2.56	1.003	True to me
Overall	2.54	.930	True To Me

Legend: 3.25-4.00 = Very True to Me; 2.50-3.24 = True to Me; 1.75-2.49 = Not True to Me; 1.00-1.74 = Not Very True to Me.

In contrast, true to them that they learn something new from homework (mean: 2.64); do their homework on their own (mean: 2.87); they do homework because of special award (mean: 2.59); so that other pupils think that they are good in class (mean: 2.60); they always finish and check their homework (mean: 2.53); doing their homework and do what they are supposed to and get over with it (mean: 2.56); and doing it as easily to avoid working it hard (mean: 2.56).

The result implied a positive attitude towards the pupil in homework, as shown in the overall mean of 2.54, which was interpreted as accurate for them. Some research suggests that there are academic benefits to be gained from homework (Dean et al., 2018). Those benefits generally take the form of improved academic scores; however, Kohn (2017) states that there is no way to show homework's effect on actual student learning. Other critics point out that the challenge of assessing whether a student is learning is the responsibility of gaining a better understanding of the value of hard work (Vatterott, 2019). There is no significant correlation between homework completion and the above-mentioned worthy values. It has been shown that homework can negatively affect the academic achievement of economically disadvantaged students. Many have noted the barriers to completing homework faced by pupils from households living in poverty (Carr, 2018).

In contrast, the effective use of homework in the instructional program engages practice that supports the lesson or unit's learning objectives. Some research suggests that students' homework completion is usually predictable from the type of assignment sent home (Epstein, 2017). According to Vatterott (2019), assignments or homework that allow students to think critically and generate their own answers or ideas are more likely to be completed. Homework completion increases when students are emotionally engaged, allowed to give their opinions, solve problems, compete with others, use their imagination, or be creative (Vatterott, 2019).

#### What is the pupils' homework rating when grouped according to outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation?

Table 4 shows the pupils' homework ratings for the school year 2017-2018.

As shown below, the majority (61%) of the pupil respondents received an average grade of Very Satisfactory, ranging from 85-89%. Further, 8% (f: 6) achieved the highest rate of Outstanding (90-100%). Moreover, 8% obtained a Satisfactory grade (80-85%); and 22% obtained a Fairly Satisfactory grade (75-79%).

Table 4. *Frequency Distribution of the Pupils' Homework Rating*

<i>Pupils' Homework Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Outstanding	6	8%
Very Satisfactory	46	61%
Satisfactory	6	8%
Fairly Satisfactory	17	22%
Did not meet Expectation	0	0
Total	75	100%

It implied that all respondents attained an average passing grade; in fact, no one failed academically.

It can be logically deduced that pupils feel homework is a part of learning. They want it to be an opportunity to practice, not a punishment if it is wrong or not done on time. They state and even expect that homework should be a small part of learning that enhances their overall educational experience, not the central part. Thus, it can be argued that teachers' and students' perceptions of homework shape how it is used and graded. Teachers perceive homework to be a low-stakes activity since the majority of the faculty, and even all, give a small percentage in homework, which is 5- 10% toward a pupil's final grade.

However, according to Dyrness (2018), homework can be an opportunity for teachers to assess pupils' understanding of course objectives in a formative way. Pupils need to practice newly introduced skills. Used in this way, teachers can reteach by giving feedback on homework that shows a lack of understanding.

#### ***What is the pupils' academic performance in the school year 2017- 2018?***

Table 5 shows the pupils' academic performance based on the average rate.

Data on the next page showed that the majority (60%) of the pupil respondents achieved average grades of Fairly Satisfactory (75-79%), followed by 26 respondents with Satisfactory grades (80-85%) and four pupils with Very Satisfactory grades (85-89%). Indeed, no one had the highest average (90-100%).

The results indicate that all respondents passed their subjects and no one failed.

Table 5. *Frequency Distribution of the Pupils' Academic Performance*

<i>Academic Performance</i>	<i>Frequency</i>	<i>Percentage</i>
Outstanding	0	0
Very Satisfactory	4	5%
Satisfactory	26	35%
Fairly Satisfactory	45	60%
Did not meet Expectation	0	0
Total	75	100%

It can be inferred that homework ratings are a significant contributor to increased student achievement, based on the results. However, according to Cooper (2017), other factors must be considered, including lesson design, grading, the amount and purpose of homework, and differentiation of homework by ability. Further, it can be a valuable tool in the learning process if designed correctly to meet students' needs. Still, it can actually have the opposite effect if it is too difficult or time-consuming (Cooper, 2018).

On the other hand, homework that is too easy does not deepen knowledge and can foster a sense of nonchalance and reduce motivation to learn new skills. To some extent, teachers often use a shotgun approach to homework, disregarding their students' individual academic levels (Robinson, 2017). Nevertheless, given the high homework rate and higher educational achievement of the pupil respondents, this study found that pupils were highly satisfied with the homework tasks given by their teachers.

#### ***Is there a significant relationship between homework ratings and pupils' attitudes towards homework?***

Table 6 presents the interplay between the homework rating, the pupils' attitude, and parents' perception towards homework.

The table on the following page directly shows a moderate correlation between the homework rating and the pupils' attitude towards homework. It is based on the statistical result of .551, which is interpreted as greater than the tabular value at the .05 level of significance. Therefore, the null hypothesis was rejected.

Pupils with a positive attitude towards homework allocate time to their studies, including homework. According to Goodstein (2018), time management is an essential indicator of academic success in the classroom, workplace, and home. Accordingly, teachers who incorporate specific calendars and daily planner routines into the classroom also build essential life skills that will serve the pupils/students well in the years ahead.



Table 6. *Statistical Results on the Association Between Homework Rating and the Pupils' Attitude*

Attitude and Perception	Homework Rating			
	(r)	t-value	Interpretation	H01
Pupils' Attitude towards Homework	.551	.000	Moderate correlation	Rejected

Some research, such as Vatterott (2019), notes that teachers have found that the rate of homework completed increases when they assign less work. Smaller amounts of homework may be suitable for learning and developing a positive attitude towards homework, whereas too much homework can have a negative impact. Cooper (2017) stated that a strong relationship between the attitude of pupils towards homework and homework rate was demonstrated with seven (7hrs.) to twelve hours (12hrs.) homework per week.

According to Rauch (2018), pupils/students and, increasingly, parents have expressed frustration with the amount of time spent on homework. Some teachers assigned homework to demonstrate a high degree of academic rigor. Thus, many teachers are afraid to give homework, for fear of being perceived as "easy" (Vatterott, 2019). More homework may give the appearance of being in a "tough" class.

**Is there a significant relationship between academic performance and homework rating among pupils?**

Table 7 presents academic performance and pupils' homework ratings.

As espoused by some researchers, such as Dean et al. (2018), there are academic benefits to be gained from homework. Those benefits generally take the form of improved academic grades; however, Kohn (2017) states that there is no way to show homework's effect on pupils' actual learning.

Other critics point out the challenge of assessing whether a student is learning responsibility or gaining a better understanding of the value of hard work (Kohn, 2018).

However, this study clearly shows that homework rates have a positive effect on pupils' achievement. Indeed, one will always think that the primary purpose of assigning homework is to increase pupils' learning and the homework rate, although other studies show little or no correlation at all (Kohn, 2017).

Table 7. *Statistical Results in the Interplay Between Academic Performance and Homework Rating*

Pupils' Homework	Academic Performance			
	(r)	t-value	Interpretation	H01
Homework Rating	.541	.000	Moderate correlation	Rejected

The table shows a moderate correlation between the pupils' academic performance and the homework ratio with a computed value of .541, which is greater than of .05 level of significance. Hence, the results revealed that pupils' homework ratings are associated with their academic performance.

**Conclusions**

Based on the findings of the study, it can be concluded that the pupil-respondents generally demonstrate a positive attitude toward homework. Pupils have different reasons for completing their assigned tasks; however, the overall perception indicates that they recognize the importance of homework as part of their learning process. Homework completion tends to increase when pupils are emotionally engaged in the activity, when they are given opportunities to express their ideas, solve problems, compete constructively with peers, and use their creativity and imagination in accomplishing tasks.

Furthermore, despite variations in the attitudes of pupil-respondents toward homework, many still perceive homework as an important learning tool that enhances their educational experience. Homework allows pupils to review lessons, practice newly learned skills, and deepen their understanding of academic concepts. As such, homework remains a valuable instructional strategy that supports classroom learning and contributes to pupils' academic development.

The findings also indicate that homework ratings significantly contribute to pupils' academic achievement. A positive relationship exists between the quality of homework and pupils' academic performance, suggesting that pupils who submit higher-quality homework tend to achieve better academic results. Moreover, homework not only contributes to improved grades but also helps pupils develop a deeper appreciation for the value of independent learning and responsibility in completing academic tasks.

In light of these findings, several recommendations are proposed. Students are encouraged to maintain a positive attitude toward homework since it is closely associated with homework quality and academic performance. Parents are advised to cultivate supportive learning environments at home and encourage their children to develop responsible homework habits from an early age. Teachers should design meaningful and motivating homework activities that promote learner engagement and reinforce students' ownership of learning. The Department of Education administration is encouraged to support teachers, parents, and learners through policies and programs that promote positive attitudes toward homework. Finally, future researchers are encouraged to conduct further studies with a wider range of respondents and research settings, as well as explore new perspectives on strategies that can help learners develop stronger motivation and positive attitudes toward homework.

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