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Implementation of the No Child Left Behind (NCLB) Policy: Examining the Perceived Roles of Public Teachers in Prosperidad National High School, Philippines

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ABSTRACT

The No Child Left Behind policy ensures equal education and accountability for all students. The study aimed to investigate how the “No Child Left Behind” policy has been implemented and to know the vital roles that teachers play in the teaching-learning process. The study was quantitative in nature and employed a descriptive-correlational design. Purposive sampling was used to select 50 secondary teachers to participate in the study. The study used statistical tools to analyze and interpret data, using weighted mean and Pearson product-moment correlation analysis to determine the relationship between school administration’s support and teachers’ perceived roles. As for the findings, teachers need to be accountable for their students’ academic performances and be resourceful in making activities and remediation practices necessary for the implementation of the no-child policy. The budget allocation should be reviewed. The relationship between financial support, level of professionalism, and remediation practices was statistically significant with a p-value of 0.05. Technical support had weak associations, but financial support had strong associations. NCLB policy emphasizes equal access to education through effective teaching and learning strategies. The researchers recommended that school administration and the department head of education limit auxiliary tasks, provide more seminars, workshops, and trainings to teachers, and revisit the NCLB policy.

INTRODUCTION

The No Child Left Behind program was adopted by many countries, including the United States of America and India, to improve educational standards in each of those nations. The No Child Left Behind Act of 2001 (NCLB), which President George W. Bush signed into law on January 8, 2002, was another federal government initiative to guarantee high-quality education for all children in America by mandating the states to improve and monitor students’ performance. It seeks to give learners the know-how and abilities required for problem-solving in the twenty-first century (Brandi, 2022).

The No Child Left Behind (NCLB) policy is an act that was adopted by the Department of Education (DepEd) in the Philippines. Additionally, the “No Child Left Behind Act of 2010” was introduced by the senator Manny Villar, which protects and even promotes the individual right of the citizens to have the quality education they deserve and to take appropriate steps to make great education easily accessible to all. The NCLB policy is about education for all children (Rebusa *et al.*, 2022; Ebarle, 2023).

NCLB is a strong, controversial law that affects many facets of public-school education. The most recent reauthorization of the ESEA, known as the Code, is sometimes recognized as the most important piece of federal education legislation in history. Since NCLB’s passage a few years ago, it has become increasingly important in education, compelling states, school districts, and schools to concentrate on teaching results (Yell *et al.*, 2016). Despite the efforts that teachers make to educate every child, data indicate that Filipino students routinely

do significantly worse than students from practically every other country in the world on the International Test Standard. The scale of the act has also placed an unimaginable strain on teachers. Evidence also suggests that the legislation has had a positive impact on teachers attitudes toward classroom management, in addition to having a negative impact on their views of teacher cooperation (Rebusa, Refugio, & San Jose, 2022).

However, the difficulties brought about by COVID-19 have rocked the educational system. Philippine education adopted the mixed and modular modalities for more than two years by redesigning the typical student involvement and the teachers’ pedagogical practices. As face-to-face instruction begins, teachers find it challenging to interact with their students. One of the biggest problems teachers are facing right now is that most students are struggling to understand what they have read and, regrettably, are unable to read even a simple phrase. The policy eventually endures, allowing for level advancement even when students have trouble conceptualizing the material. The question of how much each learner had learned during the previous two years during the pandemic time was brought about by concerns about their academic performance. This remains a significant source of accountability for the teacher, who is required to follow the policy even if the performance is subpar.

To accomplish this, Marefe Bolongaita (2022) cited a recent suggestion that the “No Read, No Pass Policy,” which will be strictly enforced while remaining forgiving of those who choose not to read, present an option under the leadership of the recently elected Vice President and

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Secretary of Education, Sarah Duterte. Setting up tutorial reading classes under the strict direction of the language supervisor was suggested by Sarah Duterte (Mosaid, 2022). The intention of this study project was to put into practice the vital role that teachers play in the teaching-learning process as they carry out their responsibilities as No Child Left Behind policy implementers.

Research Questions

The study aimed to investigate how the “No Child Left Behind” policy has been implemented and to know the vital roles that teachers play in the teaching-learning process at Prosperidad National High School, Prosperidad District I, Division of Agusan del Sur, Philippines. Specifically, the study sought to answer the accompanying research questions:

1. What is the extent of support provided by the school administration in the implementation of the “No Child Left Behind” Policy in terms of:
 - 1.1 technical support; and
 - 1.2 financial support?
2. What is the level of manifestation of perceived teachers’ roles in the implementation of the “No Child Left Behind” policy in terms of:
 - 2.1 accountability;
 - 2.2 professionalism;
 - 2.3 classroom activities; and
 - 2.4 remediation practices?
3. Is there a significant relationship between the extent of support provided by the school administration and the level of manifestation of the perceived teachers’ roles in the implementation of the “No Child Left Behind” policy at Prosperidad National High School?
4. Based on the findings of the study, what teaching-learning strategies may be proposed and advocated for the implementation of the “No Child Left Behind” policy at Prosperidad National High School?

LITERATURE REVIEW

The review of literature and related studies that have been used in the study are relevant to this investigation. The discussions of the review that were done based on the variables utilized in the research have given more meaning to the study.

Teachers as the Implementers of NCLB Policy

According to Simpson *et al.* (2004), the “No Child Left Behind policy” has had a substantial impact on K–8 settings because instructors and students are held accountable for following a certain set of standards established by the federal government. According to an article in *Intervention in School and Clinic*, the No Child Left Behind (NCLB) Act “is possibly the most significant educational initiative to have been enacted in decades.” NCLB has fundamentally changed the K–8 classroom environment in terms of curriculum, instruction, and teaching strategies.

As stated by De Villa and Manalo’s research from

2020, “Secondary Teachers’ Preparation, Challenges, and Coping Mechanisms in the Pre-Implementation of Distance Learning in the New Normal,” there have been significant changes in education as a result of the COVID-19 pandemic, including a move away from face-to-face classes and toward other learning modalities, including distance learning.

Regarding this, digital literacy is acknowledged as the essential tool for lifelong learning and acquiring knowledge and useful skills for Industry 4.0. However, given the expensive price, there are still drawbacks. costs and upkeep, online availability of platforms and tools, and lack of ability to use them. As Nilson & Goodson (2018) stated, “Instruction heavily relies on technology, leaving the teachers not fully prepared and lacking competence”. Given the challenges the COVID-19 outbreak created while schools were closed, it is even more crucial to provide adolescents with help so they may develop self-control. For instance, the Chinese Ministry of Education has advised teachers to help students by giving them guidance and support “to scientifically design home-based learning plans, rationally select resources, and focus on building students’ independent learning ability” (Zhou *et al.*, 2020).

Peer mentoring enables them to work together and exchange best practices. When putting together learning resources and ICT tools, they consult one another for advice and help. The holistic growth and well-being of educators are strongly supported by mentoring. Peer mentorship enables educators to develop competency in the new norm and foster confidence as they accept change. As a useful means of maintaining connections, teachers enjoy the assistance they receive from one another. And when individuals experience appreciation and respect, they will provide great service by providing insightful instruction (Linton, 2017). Even beyond the classroom, students may do better academically and make progress in their social and emotional development when teachers cultivate a healthy environment and sense of well-being among themselves (Loveless, 2020).

Administration Support for the Implementation of NCLB Policy

With a very difficult school year ahead in the Philippines, Education Secretary Leonor Briones, who oversees the Department of Education (DepEd), declared that every effort would be made to ensure that no Filipino student would fall behind in their education as the nation continues to struggle with the COVID-19 pandemic.

According to Section 10 of the “No Filipino Child Left Behind Act of 2010,” ten (10) billion pesos must be added to the Department of Education’s (DepED) current budget to help fund school construction and facility repairs, the purchase of science lab equipment and computers, and the hiring of new teachers, including those who will instruct in the night school. Each member of Congress is required to designate thirty percent (30%) of their legislative initiatives towards educational

programs in their home districts. It is still necessary to go further into how these budgetary allocations are put into practice because it is challenging for teachers to let students move through levels without showing that they have learned the material (Danger, 2012).

A CEP report concluded that NCLB has increased pressure on teachers while negatively affecting staff morale. Byrd-Blake *et al.* (2010) report that teachers say retrospectively that their confidence has declined since NCLB was signed and feel frustrated by a test-driven instructional culture. Increased accountability could alter some of these characteristics, affecting teachers' composition. For example, if responsibility led to a closer link between compensation and employment, on the one hand, student outcomes, the risk of a teaching job would increase. How this would affect the composition of teachers depends on several factors. For example, if less-effective teachers are more vulnerable, while more-effective teachers would typically benefit, the profession might attract a different set of entrants. Alternatively, when weighing a life – our commitment to teaching, those potentially the best teachers could steer away if they felt the risk of being judged unfairly was too high. We know very little about how accountability affects risk or even the perceptions of risk and, thus, its effect on the willingness to enter or remain in teaching (Hanushek & Rivkin, 2010; Gara *et al.*, 2022).

Teachers Accountability

The responsibilities of a teacher go far beyond simply transmitting curricular objectives to pupils; they also need to provide them with the resources they need to succeed socially and academically both inside and outside of the classroom. For students to become critical, autonomous thinkers, teachers must equip them with the tools to critically assess the world around them. The ability to detect, analyze, and evaluate the limitless amount of information available in our quickly evolving digital environment requires students to be skilled in using higher-level thinking abilities.

According to Alsolamy (2017; cited by Saro *et al.*, 2022), teachers play a significant part in supervising and directing students. Teachers should be able to coach in addition to giving cues and reminders, offering counsel, and modeling, all of which are crucial components of the educational environment. At critical junctures and offer children who are unable to complete the assignments a high level of assistance.

The artificial tools and behaviors that teachers employ to produce realistic environments are equally crucial to take into consideration, according to Minda Masagi's 2018 article. Activities for the classroom can never do more than reflect reality. Which is the primary issue, for instance, if teachers urge students to create a scenario in which one acts as a teacher and the others as students? It is likely that this condition only benefits the ways in which instruction is delivered and how students are managed in a scheduled setting. It could not reflect genuine situations

where a teacher might employ a variety of tactics to include students in the classroom environment.

School Technical Support

Technical assistance is needed for strengthening SBM implementation in schools, which needs to be checked for quality assurance. The most important ways to provide technical assistance are through classroom observation, learning action cell (LAC) sessions, and individual coaching. In those three areas, teachers' weaknesses are being strengthened and improved to address the diverse needs of their learners (Magcanas, 2019).

The importance of monitoring teaching and learning directly influences teachers' approaches to supervision in secondary schools in the Kedah district of Kubang Pasu, according to a study by Khun-inkeeree *et al.* (2019), titled "Effects of Teaching and Learning Supervision on Teachers' Attitudes to Supervision at Secondary Schools in Kubang Pasu District, Kedah." The findings show that knowledge and technical skill characteristics significantly and favorably in secondary school students.

The results also reveal that "the dimensions of technical skills have a significant influence on the attitude toward supervision." Technical expertise may have a direct influence on teachers' attitudes toward supervision in secondary schools in the Kubang Pasu District of Kedah if the supervisor is disciplined and adept at the most recent teaching and learning methods to have a distinct and perpetually moving aim. As a teaching leader, the supervisor must make intelligent decisions and set priorities, thus the issue of time restrictions cannot be used as an excuse. This result demonstrates unequivocally that the supervisor and all the teachers *get along* well. A positive cooperative culture between supervisors and supervised teachers can be fostered by a relationship that helps to dispel emotions of isolation and fear. This demonstrates the dedication and effectiveness of the supervisors in the Kubang Pasu District of Kedah in achieving the supervisory objectives as stated by the MOE.

School-Classroom Activities

Research from the GSI Teaching & Resource Center shows that when students work together on learning assignments, they retain material better and can apply and extend their new knowledge more successfully. Additionally, this approach promotes learning across students with varied backgrounds and learning preferences. Additionally, active learning strategies are more engaging in the eyes of both the teacher and the students. While some types can be done with only minimal forethought, others require more careful logistical organization.

As mentioned by Fauzi *et al.* (2021) in their article. Students' critical thinking skills about chemical equilibrium material are improved by group research and think pair share procedures, according to the study "The Effectiveness of Collaborative Learning." In the cooperative learning method known as "Think Pair Share," students discuss

their potential solutions to a problem that the teacher has presented.

Working on a solution with a partner, the student then presents the solution to the class. The “Think Pair Share” teaching strategy has the advantage of allowing students to work both alone and collaboratively. This fully increases student participation possible and gives each student more opportunities to be recognized and to share their participation with others.

Masruddin (2018), “The efficacy of using short videos through group work in teaching speaking to Indonesian English as a Foreign Language (EFL) students,” stated that students can achieve greater results using technology while using videos as an effective technique for teaching English, and the student’s interest in the learning process is increased.

Level of Teachers’ Professionalism

Researching pre-service teachers and making interventions in their training processes for teacher well-being is important because, as stated by Byrne, Rietdijk, and Pi (2021), the erosion of teacher well-being begins during the period of teacher training. Cardoso (2022) in their study titled “A correlational predictive study of teacher well-being and professional success in foreign language student teachers in mathematics” asserts that this is the case.

Considering the basis and style of earlier research, Piechurska-Kuciel (2019) points out that in-service foreign language teachers are more likely to feel stress and burnout compared to teachers in other subjects. As many people teach a language they are still learning, which is quite stressful, this is typically caused by linguistic anxiety. There is a consistent relationship between personality, stress, and instructors’ wellbeing among language teachers from various international backgrounds.

Teachers Remediation Practices

Through the efforts of remedial reading teachers, the reading abilities of struggling readers have been continuously improved in the Philippines. However, the nation lacks definite policies regarding the identities, functions, difficulties, and requirements of such teachers. The success of students who received remediation compared to those who did not has been examined in several descriptive studies on remediation (Bettinger & Long, 2005; Campbell & Dickson, 2017; Gabasch, 2001). Does remediation effective for all students?” asks Angela Boatman and Bridget Terry Long in their essay from 2018. A few recent studies have attempted to establish the causal effects of remediation using quasi-experimental designs, considering the relevance of remediation and the quality of academic preparation. Every study focuses on students who are just about to graduate from remediation. To assess the effects of cleanup in Ohio, for instance, Bettinger and Long (2009) used instrumental variable estimates. The authors compare academically similar students who had various experiences with remedial

courses by taking advantage of institutional variance in placement policies and using distance from a student’s home to the closest four-year college as an instrument for college choice (and hence placement). Comparing placement in remediation to academically similar peers who were exempt from taking remedial courses, the authors discovered that placement in remediation improved the likelihood of continuing in college.

Including All Students in Assessments

The participation of every student in statewide tests is a priority under NCLB. This inclusion is crucial for guaranteeing equitable chance to meet the state’s high expectations for students with impairments or limited English proficiency. The school and the larger system lack the necessary data to track development, identify areas of weakness, and modify instructional practices when large groups of children are not assessed (Taylor *et al.*, 2010). President Bush proposed the “No Child Left Behind” law in 2003, which outlines expectations for academic achievement and the ability to achieve significant objectives in accountability, average yearly progress, and the recruiting and selection of qualified classroom instructors. He thought that greater academic achievement produced superior graduates and citizens in the future. The Department of Education in the Philippines embraced NCLB through this policy (Lumogda, 2011). All types of students, even those who have autism, are covered by NCLB. The Enhanced Guidelines for Quality Education for Learners with Special Needs are now being reviewed by the Commission on Higher Education in order to be put into place for the forthcoming academic year. Support services for college and university enrolment as well as suitable accommodations for students with disabilities are prerequisites.

METHODOLOGY

Research Design

The study was quantitative in nature and employed a descriptive-correlational design. It aimed to provide static concepts of situations as well as establish the relationship between different variables (McBurney & White, 2009). This design was appropriate to the study because it enabled and explored the relationships and connections between the extent of administration support for NCLB policy and the level of manifestation of the perceived roles of public teachers in the implementation of “No Child Left Behind” policy.

Nonetheless, it concentrated on how teachers’ view the underlying components and responsibilities of the NCLB policy in the teaching-learning process in the education system. The variables can be measured, typically on the instruments, and the number of data gathered can be analyzed and interpreted using statistical procedures (Cresswell, 2008).

Population and Respondents of the Study

The study was conducted at Prosperidad National High

School, Prosperidad District I, Division of Agusan del Sur, Philippines. The participants were the secondary teachers of the school. Purposive sampling was utilized in selecting the participants based on their motivational interests to participate in the conduct of the study. There are fifty (50) secondary teachers who responded to the study.

Research Instrument

The research instrument utilized in the study was an adaptation of the study of Ebarle (2023) and Arante & Magarin (2023); the researchers modified some items that were not relevant to the study’s objective. It was based on the following major parts, such as Part 1, which dealt with the extent of support provided by the school administration in the implementation of the NCLB policy, which has 10 items of indicators. Part 2 focused on the level of manifestation of the perceived roles of the public secondary teachers about the “No Child Left Behind Policy” implementation as described by 10 items of indicators. Afterwards, below Part 2, there was a guided question indicating what teaching-learning strategies should be proposed and advocated in the implementation of NCLB policy.

Data Gathering Procedure

The proponents secured the permission and approval of the school principal of Prosperidad National High School. After which, the researchers sent a letter and a validation form to the three validators to check the

modified research materials. The validators are the school head and the assistant principal of the school operation management, a language and reading coordinator at the same time, a Master Teacher I, and the school paper advisor and a Master Teacher I. The set of validators has been selected since they have expertise in checking the technicalities of the materials and have experience with the concerned problem.

After securing all the pertinent documents, the researchers sent the consent letter to the respondents. After they agreed and signed the said consent form for 24 to 72 hours, the researchers distributed the survey questionnaire to the involved respondents. The retrieval followed, and the collected data were subjected to a reliability test treated with Cronbach’s alpha. The data gathered was tallied and properly analyzed through a statistical treatment.

Statistical Treatment

The study has utilized statistical tools in analyzing and interpreting the data gathered. The researcher used the weighted mean to determine the extent of support of the school administration in the implementation of NLCB policy and the level of manifestation of the perceived role of the public teachers. Nonetheless, Pearson product-moment correlation analysis has been used to determine the significant relationship between the school administration’s support and the level of manifestation of the perceived roles of the teachers under the “No Child Left Behind Policy” at Prosperidad National High School.

Extent of Support Provided by the School Administration of PNHS

Scale	Range	Descriptive Response	Verbal Interpretation
1	1.00-1.49	Strongly Disagree	Very Poor
2	1.50-2.49	Disagree	Poor
3	2.50-3.49	Neutral	Fair
4	3.50-4.49	Agree	Satisfactory
5	4.50-5.00	Strongly Agree	Very Satisfactory

Level of Manifestation of the Perceived Roles of Teachers

Scale	Range	Descriptive Response	Verbal Interpretation
1	1.00-1.49	Strongly Disagree	Not Observed
2	1.50-2.49	Disagree	Rarely Observed
3	2.50-3.49	Neutral	Occasionally Observed
4	3.50-4.49	Agree	Sometimes Observed
5	4.50-5.00	Strongly Agree	Always Observed

Research Ethical Considerations

According to Bryman and Bell (2007), there are principles related to research ethical considerations such as that the research participants must not be subjected to any harm, respect their dignity, full consent should be attained, the protection of their privacy has to be ensured, there must be an adequate level of confidentiality and anonymity, deception and exaggeration about the aims

and objectives must be avoided, affiliations, sources of funding, and conflicts of interest have to be declared, and communication must be honest and transparent. The data collection procedure for the current investigation followed the standard principles for ethical considerations in research. The teacher-participants who participated in the study were informed of the main goal and objectives of the study. Also, this provides an assurance that their

identities will always be secured with the utmost interest and confidentiality. Hence, the researcher removed the data that was collected, which means that its purpose is the investigation of the present study.

RESULTS AND DISCUSSIONS

The study was conducted to investigate the perceived roles of the public teachers in Prosperidad National High

School, Prosperidad District I, in the Division of Agusan del Sur. The findings and the results of the study has been presented properly, the data gathered were analyzed and interpreted using the suited statistical tools. The findings are being shown below in a narrative presentations and it was sequentially discussed based on the research questions of the study.

Table 1: The Extent of Technical Support Provided by the School Administration in the Implementation of the “No Child Left Behind Policy”

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	The school administrators conducted observations of teachers once a year.	4.56	Strongly Agree	Very Satisfactory
2	Conducted collaboration tasks with co-teachers during a LAC session.	4.42	Agree	Satisfactory
3	Equally distributed materials and other school-related resources among the teachers.	3.80	Agree	Satisfactory
4	Provided inquiry-centered and hands-on materials for the teachers.	3.82	Agree	Satisfactory
5	Conducted faculty meetings focused on the implementation of the "No Child Left Behind" policy.	4.20	Agree	Satisfactory
6	Identified students that need improvement in academic areas of learning.	4.52	Strongly Agree	Very Satisfactory
7	Received more computers and tablets for teachers and students learning.	3.72	Agree	Satisfactory
8	Conducted teacher training and seminars about reading.	3.98	Agree	Satisfactory
9	Conducted seminars for teachers in subjects such as science, social science, mathematics, English, etc.	4.24	Agree	Satisfactory
10	Conducted assessment and evaluation tools used for frustration learners and orientation to teachers.	4.30	Agree	Satisfactory
OVERALL MEAN		4.16	Agree	Satisfactory

*Legend: 1:00-1.49, *Strongly Disagree*; 1.50-2.49, *Disagree*; 2.50-3.49, *Neutral*; 3.50-4.49, *Agree*; 4.50-5.00, *Strongly Agree*

As shown in Table 2, the extent of technical support provided by the school administration in the implementation of the “No Child Left Behind” policy. Based on the results, it was indicated that the school administration had fully supported the teachers (Table 1, indicators 2 and 5), that there were collaboration tasks with co-teachers during a LAC session, and that faculty meetings focused on the implementation of the “No Child Left Behind” policy. The results in indicator 2 showed a mean value of 4.42 (satisfactory supported), and indicator 5 had a 4.20 (satisfactory supported).

The respondents rated the school administration as having very satisfactory support in the conduct of teachers’ classroom observation and received ratings of 3.82 (satisfactory) for the hands-on materials and the inquiry-centered activities for students, and satisfactory ratings for indicator 7, which indicates that teachers and students have access to computers at school for learning, which is attainable at the ICT laboratory. All the involved indicators had been verbally described as satisfactory and

supported by the school administration, as well as the supports received during the seminars, the distribution of the materials and school-related resources, the conduct of assessment and evaluation tools used for the frustrated learners as well as the orientation to teachers, and nonetheless, the identification of schools that need improvement in academic areas of learning.

Generally, the extent of technical support by the school administration on the implementation of the NCLB policy had an overall mean of 4.16 (satisfactory support). It was implied that the practices and strategies of the teaching-learning process of the teachers for the child not to be left behind were not maximized. Also, the technical assistance on the manipulation of the hands-on use of the technologically based resources had been quietly monitored by the school administrations.

Findings from the study “Looking at the No Child Left Behind Policy: The Implementers’ Perspective,” by Rebusa *et al.* (2022), revealed that teachers typically said that the “No Child Left Behind Policy” created a load

and provided them additional work. They also mentioned that they had to work harder. Such a situation blatantly shows that implementing teachers did not receive much technical help, yet the school is trying to support the teachers in a manner that they can apply to students, which is also evident in the study's findings. In line with the study of Loeb and Figilo (2011; cited by Arante and Magarin, 2023) that the school had more

need for monitoring and orientation to teachers for the NCLB policy, aside from that, the administration should have a positive accountability on the trainings at the school for reading and other related academic areas for the learning process. According to the study by Gaille (2017), the country needs to develop more standards for the educational process for individual students and even improve teacher qualifications.

Table 2: The Extent of Financial Support Provided by the School Administration in the Implementation of the “No Child Left Behind Policy”

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	Extra assistance has been provided financially through resources to low-scoring students.	3.28	Neutral	Fair
2	Conducted collaborative ideas and hands-on activities for the LGU and barangay officials during the implementation of the NCLB policy.	4.00	Agree	Satisfactory
3	Provided and received more projectors and technological tools for the teaching-learning process.	3.16	Neutral	Fair
4	Conducted an orientation about financial planning for teachers and school staff to allocate MOOE funds accurately.	3.84	Agree	Satisfactory
5	Reward the teachers who have made improvements in students learning.	3.98	Agree	Satisfactory
6	Provided extra monetary support to students who were in financial need, such as for school supplies.	2.90	Neutral	Fair
7	Provided extra support for classroom resources and other localized materials.	3.18	Neutral	Fair
8	Provided classroom materials for reading intended for frustrated learners.	3.30	Neutral	Fair
9	Reward teachers who have improved their teaching styles with students in need of reading practice.	3.20	Neutral	Fair
10	Provided ICT resources to low-performing grade levels.	3.02	Neutral	Fair
OVERALL MEAN		3.39	Neutral	Fair

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

Table 2 presents the extent of the financial support of the school administration in the implementation of the “No Child Left Behind Policy”. The findings indicated that the teachers conducted collaborative ideas and hands-on activities for the LGU and barangay officials during the implementation of the NCLB policy, conducted an orientation about financial planning for teachers and school staff to allocate MOOE funds accurately, and rewarded the teachers who have made improvements in students learning (indicators 2, 4, and 5) with a verbal description of agree that was interpreted as satisfactory and supported. On the other hand, most of the indicators (1, 3, 6, 7, 8, 9, and 10) have been verbally described as neutral or uncertain, and there was fairly-good financial support for the implementation of the NCLB policy. Based on the findings, it implies that the implementers have indicated that the NCLB policy needs financial support from school administration for it to be fully

implemented. Accordingly, there must be a review of the school budget financially to look at the teacher-implementers view and their roles in the implementation of the NCLB policy for its improvement since the policy stipulated that there was financial assistance to local educational agencies (Rebusa *et al.*, 2022). No student would be left behind, according to the Department of Education, following President Rodrigo Duterte’s signature of the Alternative Learning System Law. This was adopted as a policy, and it is now the responsibility of the teachers to carry it out. As a result, the teachers’ roles now include more than just imparting knowledge in the many learning areas; they also must be accountable, professional, and implement corrective measures in the classroom. Based on the findings of the study on the perceived roles of the teachers in the implementation of the NCLB policy are indicate in the following tables shown below.

Table 3: The Level of Manifestation of Perceived Roles of Public Teachers in the Implementation of “No Child Left Behind” Policy in terms of Accountability

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	Monitored the learners’ progress in all domains of development, namely, the cognitive, socio-emotional, physical-motor, and moral-spiritual domains.	3.82	Agree	Sometimes Observed
2	Conducted a parental orientation towards the assessment of their child.	4.24	Agree	Sometimes Observed
3	Conducted a brigada pagbasa implementation through partnerships with barangay officials, government agencies, and stakeholders.	4.46	Agree	Sometimes Observed
4	Utilized an extensively constructed set of ready-made tests for all learners.	4.08	Agree	Sometimes Observed
5	Conducted a home visitation with students who are struggling with their academic tasks, particularly in reading.	4.10	Agree	Sometimes Observed
6	Teacher-parent coordination in crafting the IEP for students with special needs and concerns.	3.98	Agree	Sometimes Observed
7	Assessed the curriculum for students’ consistency at school.	3.86	Agree	Sometimes Observed
8	Continued professional growth through participation in training and seminars.	4.18	Agree	Sometimes Observed
9	A descriptive record is used to identify slow learners and keep track of their progress.	4.30	Agree	Sometimes Observed
10	Progress report forms are used to track a learner’s progress.	4.38	Agree	Sometimes Observed
OVERALL MEAN		4.14	Agree	Sometimes Observed

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

On Table 3, presented above, the perceived roles of the teachers in terms of accountability are listed. As described, it pertains to teachers’ responsibilities for professional growth, curriculum, implementing students learning, and academic progress. Based on the results, all indicators of accountability have shown equally good results, ranging from the weighted mean of 3.82 to 4.46 (sometimes observed). Thus, the slow learners are easily identified based on the accountability process and monitoring of the teachers. This signified that the implementation of the “No Child Left Behind” policy had been sometimes observed in a manner that teachers were aware of. The results also conveyed that home visitation and the partnership with the barangay officials in implementing the brigada pagbasa are sometimes observed. Additionally, the level of manifestation of the perceived roles of the teachers in Prosperidad National High School in the implementation of NCLB policy for teacher accountability was moderate ($m = 4.14$), based on the outcome results. It would be implied that the monitoring and tracking of the student’s growth and learning performances in becoming well-learned individuals were the teachers’ responsibilities and roles, which if not put into full action, would be monitored for well-guided

guidance at school.

Overall, it was noted how well the regulation was being implemented in terms of teachers’ accountability. Loeb and Figilo (2011) assert that well-monitored accountability has a good impact on teachers, staff members, and student achievement. Since it would track each student’s educational progress and even enhance instructor credentials, it will enable the nation to develop its achievement criteria (Gaille, 2017). As opposed to being told what they must teach rather than developing the curriculum, these standards will direct teachers in what they must cover in the classroom. Additionally, standards guarantee that all students’ progress at the same rate and receive the same kind of instruction (Robertson & Griffiths, 2009).

The table presents the level of manifestation of the perceived roles of the public teachers, particularly Prosperidad National High School teachers, in the implementation of the “No Child Left Behind” policy in terms of professionalism. As can be seen, the implementers viewed the policy as somehow moderately observed or sometimes observed in their school, which had an overall mean value of 4.21.

Based on the findings that all the indicators have been

Table 4: The Level of Manifestation of Perceived Roles of Public Teachers in the Implementation of “No Child Left Behind” Policy in terms of Professionalism

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	Participated in any seminars and training offered by the Department of Education.	4.40	Agree	Sometimes Observed
2	Teachers’ orientation towards reading interventions and capability-building programs in reading.	4.38	Agree	Sometimes Observed
3	Crafted contextualized materials that suit learners’ abilities.	4.18	Agree	Sometimes Observed
4	Plans and lessons prepared for students through teachers’ collaboration.	4.10	Agree	Sometimes Observed
5	Collected available learning materials related to the implementation of the NLCB policy in the K–12 curriculum.	4.24	Agree	Sometimes Observed
6	Technical assistance is provided to the No Child Left Behind policy at school through team teaching.	3.74	Agree	Sometimes Observed
7	Adapted K-12 basic education curriculum based on learners’ needs.	4.12	Agree	Sometimes Observed
8	Teachers’ flexibility towards learning programs and school-related trainings.	4.30	Agree	Sometimes Observed
9	Seek professional growth through participation in training relevant to education and NCLB policy.	4.44	Agree	Sometimes Observed
10	Flexibility to put in extra time and effort in lessons for remediation.	4.20	Agree	Sometimes Observed
OVERALL MEAN		4.21	Agree	Sometimes Observed

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

100% verbally described and have agreed on the indicators under professionalism. The indicators (1 and 9) have the highest weighted mean among the indicators, such as the indicator that teachers participated in any seminars and training offered by the Department of Education, which had a mean of 4.40, and that they are seeking professional growth through participation in training relevant to the no child left behind policy (m = 4.44).

Researchers and educators alike must know how teachers interpret and respond to policy changes. However, the processes of policy interpretation and execution are frequently not straightforward, and a variety of factors, including an organization’s location and a person’s role, connections, and prior experiences (experiences related to their line of work), may affect policy comprehension and application (Long, 2019; cited by Saro *et al.*, 2022).

Table 5: The Level of Manifestation of Perceived Roles of Public Teachers in the Implementation of “No Child Left Behind” Policy in terms of Classroom Activities

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	Implementation of the No Child Left Behind policy in the classroom setting.	4.26	Agree	Sometimes Observed
2	Used the Windows card to enhance learners problem-solving skills.	3.72	Agree	Sometimes Observed
3	Conducted differentiated instruction for students.	4.30	Agree	Sometimes Observed
4	Readiness of teachers in the general education classes and promoting diversity.	4.44	Agree	Sometimes Observed
5	Used of real objects ("REALIA and REPLICA") during discussion for effective learning to happen.	4.64	Strongly Agree	Sometimes Observed
6	Conducted experiments in lessons, particularly in science subjects, if needed.	4.32	Agree	Sometimes Observed

7	Used the localized and contextualized instructional materials to simulate learning among the learners.	4.22	Agree	Sometimes Observed
8	Rewarding the learners who have shown academic advancement.	4.26	Agree	Sometimes Observed
9	Conducted summative tests to identify students' abilities and check their progress.	4.34	Agree	Sometimes Observed
10	Have available computers, technology tools, or any appropriate learning resources that support their needs and enable them to fully participate in the activities.	4.04	Agree	Sometimes Observed
OVERALL MEAN		4.25	Agree	Sometimes Observed

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

As shown in Table 5, the level of manifestation of the perceived roles of the public teachers in the implementation in terms of the conduct of classroom activities. The classroom activities in classes are one of the major tasks of the teacher. The purpose of the activities in the classroom is to check how students actively participated in class and to evaluate how well their learning through the lesson has been tackled. Aside from that, the classroom activities have depended on the subject matter and the lesson of the teachers. The teachers could utilize appropriate learning resources that greatly support their needs and enable them to fully participate in the activities, so they would be motivated to learn.

Generally, the overall mean was 4.25, which means that teachers agreed on the indicators that had been used in the study. As to the perceived roles of the teachers, they have used real objects (“realia and replica”) during discussion for effective learning to happen ($m = 4.64$), which means having realia and replica would greatly help students understand the concepts of the lessons aside from the fact that those are available in the community. The rest of the indicators had a mean of 3.72 to 4.44 based on the findings of the study.

Teachers are responsible for creating exceptional and high-caliber learning environments, according to Zamri & Hamzah’s study in 2019, “Teachers’ Competency in

Table 6: The Level of Manifestation of Perceived Roles of Public Teachers in the Implementation of “No Child Left Behind” Policy in terms of Remediation Practices

Items	Indicators	Weighted Mean	Descriptive Response	Verbal Interpretation
1	Initiated, designed, and implemented reading programs for students’ learning.	4.28	Agree	Sometimes Observed
2	Appropriate interventions were provided for slow learners.	4.02	Agree	Sometimes Observed
3	Conducted with a little teacher during remedial readings.	3.96	Agree	Sometimes Observed
4	Provided reading journals and other reading resources to monitor students’ progress in reading.	3.94	Agree	Sometimes Observed
5	Initiated one-on-one tutoring for those students who have difficulty solving mathematical problems and understanding scientific information.	3.88	Agree	Sometimes Observed
6	Provided learners with workbooks in subject areas wherein students can enhance their skills in reading as well as collecting information.	3.90	Agree	Sometimes Observed
7	Conducted peer tutoring to raise learners test scores.	4.08	Agree	Sometimes Observed
8	Modified learning resources appropriate for their needs are provided to learners.	3.84	Agree	Sometimes Observed
9	Emphasized phonics instruction in remedial sessions.	3.74	Agree	Sometimes Observed
10	Collaboration of the teacher and the reading volunteers in implementing reading for learners.	4.18	Agree	Sometimes Observed
OVERALL MEAN		3.98	Agree	Sometimes Observed

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

Implementation of Classroom Assessment in Learning” which found that teachers need a high level of competence to carry out their implementer responsibilities and achieve a good system of learning assessment.

Table 6 shows the level of manifestation of the perceived roles of teachers in the implementation of the no child left behind policy in terms of remediation practices. It has been presented that the overall mean value was 3.98 among the indicators of the remediation practices. As can be seen in the indicators (1 and 10), initiating, designing, and implementing reading programs for students’ learning is very useful for the remediation practices, which had $m = 4.28$, as well as the collaboration of the teachers and the reading volunteers in implementing reading programs for the learners and following the no child left behind policy. It can be deduced that for any program or project to be successful, full implementation must be achieved. Contextualization is indeed required to support the No

Child Left Behind policy, as suggested by Fan *et al.* (2021) in their study titled “Integrating Diagnostic Assessment into Curriculum: a Theoretical Framework and Teaching Practices.” They stated that they preferred to use diagnostic tests in the classroom that were appropriate for the specific language learning context and curriculum in order to direct follow-up remediation.

In line with the study findings, Dee & Jacob (2010) found that putting the “No Child Left Behind” policy into practice enables students to work well in groups or pairs. The results also show that respondents agreed that students could read and grasp simple sentences under the policy. In terms of student academic performance, the implementation level of this strategy is quite satisfactory. They emphasized in the report that NCLB has enhanced the performance of elementary school students, especially in math. He concluded that NCLB benefits elementary students, especially those at lower levels, for this reason.

Table 7: Summary Matrix of Results for the Perceived Roles of Public Teachers on the Implementation of NCLB Policy

Variables	Overall Mean	Descriptive Response	Verbal
Extent of Support			
Technical	4.16	Agree	Satisfactory
Financial	3.39	Neutral	Fair
Perceived Roles of Public Teachers			
Accountability	4.14	Agree	Sometimes Observed
Professionalism	4.21	Agree	Sometimes Observed
Classroom Activities	4.25	Agree	Sometimes Observed
Remediation Practices	3.98	Agree	Sometimes Observed

*Legend: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neutral; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

As for the summary matrix of results, the financial support has an overall mean of 3.39 (neutral). The teachers were uncertain about their response because they were not able to act with regards to the needs of the policy or because being implementers was very difficult for them without financial assistance.

Therein, the budget allocation for the no-child policy implementation should be reviewed. Professionalism was perceived as the role of the teacher that needed more or

better cultivation and development. The teachers need to be accountable to their students’ academic performances for them to provide the necessary intervention for those low learners as well as provide materials for the least learned competencies in all subject areas by making materials contextualized, localized, and indigenized. Teachers need to be resourceful as well in making activities and remediation practices necessary for the implementation of the policy. Based on the correlational

Table 8: Correlation Analysis of the Relationship between the Extent of Support Provided by the School Administration and the Level of Manifestation of the Perceived Roles of the Teachers in Prosperidad National High School in the Implementation of the NCLB Policy

Teachers’ Perceived Roles	Technical Support		Financial Support	
	R	p	R	p
Teachers’ Accountability	0.590	0.001	0.455	0.053
Level of Professionalism	0.585	0.001	0.352	0.012
Classroom Activities	0.647	0.002	0.294	0.112
Remediation Practices	0.660	0.000	0.515	0.001

*Legend: TSP = 50; $\alpha = 0.05$ level of significance

analysis of the relationship between the extent of support provided by the school administration and the level of manifestation of the perceived roles of the teachers at Prosperidad National High School in the implementation of the “No Child Left Behind” policy (Table 8). As shown in the findings, teachers’ accountability, professionalism, the conduct of classroom activities and tasks, and even remediation practices had a moderate to strong relationship with the technical support provided by the school administration ($r = 0.590, 0.585, 0.647, \text{ and } 0.660$), which are statistically significant with a p-value of 0.05. Forbye, the teacher’s accountability, level of professionalism, and the conduct of classroom activities are in weak association ($r = 0.455, 0.352, \text{ and } 0.294$) based on statistical findings; however, the financial support from the school administration focusing on the remediation

practices manifested a strong relationship of $r = 0.515$. Generally, the data showed that the relationship analysis between financial support, level of professionalism, and remediation practices was statistically significant with a p-value of 0.05.

A substantial positive association between classroom activities and administration assistance, both in terms of technical and financial aspects, is shown to exist among the roles that were identified. This suggests that more educational tools, teaching resources, and technology are required inside the classroom in order to completely implement the NCLB policy. In addition, the administration of the school must be able to deal with the monetary barriers to the implementation of the NCLB policy at the school.

Learning can be more effective, interesting, and enjoyable

Table 9: Proposed Teaching-Learning Strategies in the Implementation of the NCLB Policy at Prosperidad National High School

Item	Teaching-Learning Strategies	Procedural Concepts
1	Carousel Brainstorming	<ul style="list-style-type: none"> • The goal of this strategy is to have each group record their knowledge of a subject or the lesson. • Give each group a set amount of time, and when it is up, ask them to pass their chart to another group and move on to the next chart. • The students must read the responses of the other groups, and then the other groups who received them add another list to it. • Also, the users can add question marks to responses they believe were off-target, and aside from that, they would circle and highlight those they believe were on-target.
2	Popsicle Stick	<ul style="list-style-type: none"> • Put the name of each student on a popsicle stick. • Place all the sticks in a cup. • The teacher will ask a question of the class and have the students whose names are on the stick respond to the question.
3	Peer Tutoring	<ul style="list-style-type: none"> • To work on individuals or the students in small group sessions to guide them in such a manner that they can answer questions on course content as presented by the teachers. • By facilitating learning as a guide manual for the students’ teachers, this strategy would help the student in their least learned subject to become a successful independent learner.
4	Guided Practice Strategy	<ul style="list-style-type: none"> • The purpose of this strategy is to guide the students by using the “I Do, We Do, You Do” method that provides a gradual release of responsibility from the teachers to the students
5	Teacher-Parent Collaboration	<ul style="list-style-type: none"> • This strategy would help the teachers assist the students’ difficulties by tapping the parents so they can have contextualized instructional modules for the students. • The parent would help his or her child at home by focusing on the lesson that students may find hard to understand. • The school must have proper monitoring and consultation with parents in regards to the performance of the students in school. • Conduct a program related to the “no child left behind” policy and invite parents and guardians to have transparency and knowledge about the policy.
6	Remediation Classes	<ul style="list-style-type: none"> • This strategy gives time for slow learners to improve their academic performance. • Video lesson so that it can be a take-home activity. • Contextualized, localized, and indigenous learning materials should be provided to students who attended remedial classes so that they can relate to them.

7	Game-Based Learning Strategy	<ul style="list-style-type: none"> • Game-based learning could improve student’s computer-based knowledge. • Incorporates game characteristics and principles into interactive learning activities.
8	Pause Strategy	<ul style="list-style-type: none"> • This strategy could be used in a lecture or discussion to provide students with time to review their lecture notes, discuss in pairs or groups to clarify, as well as assimilate and retain the lecture material.
9	Differentiated Instruction	<ul style="list-style-type: none"> • This learning strategy would give all students the opportunity to keep pace with the learning objectives. • The teachers will be reminded that, no matter what you are teaching, the students will find certain material engaging while others will not, and the students involved will learn the same material in varying amounts of time.
10	Read and Explore Strategy	<ul style="list-style-type: none"> • Giving students some reading materials that are locally made content to interactively interact with what they have read for reinforcement especially important for those who cannot read properly or have no comprehension level. • Exploring what they have read would somehow make them think about what the passage or the reading materials are all about.

through the application of the suggested and proposed teaching-learning strategies in education. The suggested strategies were extracted at the suggestion of the teachers at Prosperidad National High School.

CONCLUSION

It was believed that professionalism was an aspect of teaching that needed to be developed and nurtured. By providing materials for the least-instructed competencies, teachers must be held responsible for their students’ academic progress. To implement the policy, administration support is required in both the technical and financial aspects. To implement the policy, the classroom needs more technology, teaching aids, and educational materials. Based on the findings, the study presented several teaching-learning strategies for the implementation or support of the “No Child Left Behind” policy by which students learning must be more effective, interactive, and motivated to learn. The NCLB policy emphasizes equal access to education.

RECOMMENDATIONS

Based on the gathered findings and the drawn conclusion the researchers recommended the following:

1. Financial support must be prioritized and reviewed by the school administration in order to support teachers’ needs in the implementation of the NCLB policy.
2. It has been suggested that the department head limit the auxiliary or school tasks not related to teaching so that teachers can have time to focus on their lesson as well as effectively carry out their duties and responsibilities.
3. Provide more seminars, workshops, and trainings to teachers relevant to the no child left behind policy.
4. The researchers suggested that the said policy should be revisited and viewed by the administration, and the views and experiences of the teachers and implementers should be regarded.

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