

Examining teachers' roles in the implementation of the "No Child Left Behind (NCLB) Policy" in the New Normal

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ABSTRACT

This study examined the teachers' role in the implementation of the No Child Left Behind policy in the new normal. It specifically looked into the extent of support of the school administration, the level of manifestation of perceived teachers' role, its significant relationship as well as a proposed teaching-learning strategies to be advocated. Theories anchored on were the Theory Model of Public Policy Implementation, Self-Efficacy Theory and Experiential Learning Theory supplemented with the concepts of financial and technical support and implementing roles of the teachers manifested in teachers' accountability, professionalism, classroom activities and remediation practices. The study used a descriptive-correlational research design involving 30 teachers from Las Nieves District I selected through purposive sampling. The instrument was validated and tested by Cronbach's alpha. Data gathered were treated with weighted mean and correlation analysis. Findings showed a strong technical support and a moderate financial support. Results on the extent of implementation of the teachers' roles in the NCLB policy was less evident in terms of professionalism but moderately evident with accountability, classroom activities and remediation practices. It was also shown that there was a positive relationship between the technical support and the level of implementation of the NCLB roles of the teachers. In addition, classroom activities and remediation practices positively correlate with financial support. Hence, the null hypothesis was rejected at 0.05 level of significance.

Keywords: No Child Left Behind Policy, teachers' accountability, professionalism, classroom activities, remediation practices

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INTRODUCTION

In the Philippines, the "No Filipino Child Left Behind Act of 2010" was introduced by Senator Manny Villar to protect and promote the right of the citizens to quality education and to take appropriate steps to make such education accessible to all. No Child Left Behind (NCLB) is a policy about education for all children.

The Philippine government has granted people a lasting legacy in the form of high-quality education. Thus, the No Child Left Behind Act of 2010 was passed to fulfill every Filipino's fundamental right to a quality education. The state has prioritized protecting and promoting citizens' rights to high-quality teaching and implementing effective policies to ensure everyone can access it. Moreover, to strengthen and improve their educational programs, this act provides funding to local educational agencies that serve communities with low-income students so they can develop and improve their academic programs. The act gives every Filipino child a chance to be educated. (Rebusa et al., 2022)

However, the challenges created by COVID-19 have shaken the educational system. The normal student engagement and the teacher's pedagogical strategies were retooled such that Philippine education adopted the blended and modular modality for over two years. Teachers experience difficulties in dealing with their students as face-to-face instruction gets underway. Many pupils in Grades 3 to 6 are still unable to comprehend texts or, in more alarming cases, are struggling with basic reading skills. This reality raises questions about how effectively the NCLB policy is being applied, particularly in public elementary schools adapting to hybrid learning environments and limited teaching resources.

Eventually, the policy holds on such that promotion to the next level happens, though learners have difficulty conceptualizing the subject matter. Issues regarding the academic performance of every learner created a question of how much they have learned over the past two years during the pandemic. This remains a great accountability of the teacher who is compelled to follow the policy even if the performance is unfavorable. As a result, many students get promoted to the next level despite their unsatisfactory performance, making the number of non-readers rise even among high school students.

This research was directed to examine teachers' vital role in the teaching-learning process, and the implementation of the "No Child Left Behind Policy" in the New Normal. It also seeks to uncover how teachers address the literacy needs of struggling readers, what instructional materials and interventions they employ, and how they adapt their practices to meet diverse learner needs.

Statement of the problem

The study investigated the teachers' roles in the implementation of the "No Child Left Behind Policy" in the New Normal among schools in Las Nieves I District, Division of Agusan del Norte. In particular, this study sought to answer the questions:

1. What is the extent of support extended by the school administration in the implementation of the policy in terms of technical and financial aspects?
2. What is the level of manifestation of perceived teachers' roles in the implementation of the No Child Left Behind policy along teachers' accountability, level of professionalism, classroom activities, and remediation practices?

3. Is there a significant relationship between the extent of support extended by the administration and the level of manifestation of perceived teachers' roles in the implementation of the No Child Left Behind Policy in the New Normal?
4. Based on the findings of the study, what teaching-learning strategies may be advocated?

METHODOLOGY

This study employed a quantitative research design, focusing on the collection and analysis of numerical data through a survey questionnaire. Specifically, a descriptive-correlational method was utilized to examine the relationship between the extent of administrative support for the No Child Left Behind (NCLB) policy and the level of manifestation of perceived teachers' roles in its implementation during the new normal. Quantitative data were processed using computational techniques such as the weighted mean to assess levels and the Pearson product-moment correlation to determine relationships between variables.

The research was conducted in Las Nieves District I, located in the eastern part of Agusan del Norte province. This district is among the most remote in the division, with some schools accessible by common transportation like buses and motorcycles, while others require motorcycles due to impassable roads for larger vehicles. Transportation difficulties in certain areas reflect challenges in accessibility that may impact educational delivery. The study focused on eight elementary schools within this district, namely Agyabao, Bonifacio, Katipunan, Las Nieves Central, Malicato, Sagbucu, Subait, and Tinucoran Elementary Schools.

The study population consisted of 36 teachers from grades 3 to 6 across these eight schools. However, a purposive sampling technique was employed to select 30 respondents who met the criterion of having at least three years of teaching experience. This criterion was set to ensure that respondents had adequate exposure to the implementation of the NCLB policy over a significant period. The purposive approach facilitated the selection of participants who were most relevant to the study's focus.

To collect data, the researcher developed a structured questionnaire comprising two main parts. The first part assessed the extent of financial and technical support extended by the school administration in the implementation of the NCLB policy, described through ten specific indicators. The second part measured the level of manifestation of perceived teachers' roles in implementing the policy, also described by ten indicators. The questionnaire underwent validation by three educational experts to ensure content accuracy and relevance. Subsequently, it was pilot tested on 30 teachers from Las Nieves District II who were not part of the main study sample. The pilot test responses were analyzed statistically, yielding a Cronbach's alpha value of 0.74, which confirmed the instrument's reliability.

Following approval from the division superintendent and validation of the instrument, permission was sought from the District Supervisor of Las Nieves District I to administer the survey. The researcher personally distributed the questionnaires to the selected respondents, thoroughly explaining each item to ensure clarity and proper understanding. After completion, the questionnaires were collected, and the data were compiled for analysis. The gathered data were then submitted to a statistician for proper statistical treatment.

Data were quantified and interpreted using predetermined numerical and descriptive rating scales. For the extent of administrative support, a 5-point Likert scale ranging from

“Strongly Disagree” to “Strongly Agree” was employed, with corresponding verbal interpretations from “very weak support” to “very strong support.” Similarly, the level of manifestation of teachers' roles was assessed on a 5-point scale from “Not Observed” to “Always Observed,” with verbal descriptors indicating the degree of evidential presence.

In analyzing the data, the weighted mean was utilized to determine both the extent of administrative support for the NCLB policy and the degree to which teachers' roles were perceived to manifest in its implementation. Furthermore, the Pearson product-moment correlation coefficient was applied to examine whether a significant relationship existed between the level of administrative support and the manifestation of teachers' roles during the new normal. This statistical approach allowed for a rigorous and objective interpretation of the data aligned with the study's research questions.

RESULTS AND DISCUSSION

Extent of support extended by the school administration in the implementation of the policy

The extent of technical support extended by the school administration in the implementation of the "No Child Left Behind" (NCLB) policy was generally perceived as strong, with an overall weighted mean of 3.93, interpreted as "Moderately Agree." Among the indicators, collaboration with co-teachers during LAC sessions ($M=4.77$) and the integration of the NCLB policy in faculty meetings ($M=4.53$) were rated highest, highlighting a strong emphasis on professional dialogue and policy integration. This aligns with Martinez (2023), who emphasized the importance of professional learning communities in supporting policy implementation in remote and hybrid learning contexts. However, technological support, particularly the provision of more computers and tablets to teachers ($M=2.67$), received the lowest rating, indicating insufficient resources. Cruz and Bautista (2024) reported that in underserved rural areas, unequal access to digital technologies hinders full implementation of inclusive education policies such as NCLB. These findings are consistent with Cruz and Ramirez (2024), who stressed that administrative support in terms of resources and training is crucial to the success of inclusive education. In summary, while significant efforts have been made to assist teachers through technical support, gaps remain in resource allocation and supervisory practices. Strengthening equitable resource distribution, enhancing access to digital tools, and increasing supervisory frequency are recommended to sustain teachers' effectiveness in inclusive education.

Regarding financial support, the administration's efforts were rated as moderate with an average mean of 3.21, suggesting that although financial programs exist, they are insufficient and unevenly implemented across schools. Financial aid is particularly essential for underperforming schools or students requiring additional support (Lorenzo & Rivera, 2023). The highest-rated financial support indicator was the orientation provided to school heads on financial planning and accurate allocation of Maintenance and Other Operating Expenses (MOOE) funds ($M=4.13$), reflecting an emphasis on empowering school leaders in fiscal management. This finding is supported by Garcia and Santos (2024), who highlighted the role of budgeting training in enhancing resource use efficiency for student learning. Conversely, indicators relating to direct material and infrastructure support, such as extra assistance to low-scoring schools and provision of additional structures for large schools, scored lowest (both $M=2.80$). This suggests a lack of sufficient targeted support for schools in greatest need, revealing disparities that contrast with the equitable objectives of the NCLB policy. Mendoza and Cruz (2023) similarly observed persistent

inequities in financial resource allocation in Philippine public schools despite legislative efforts. These results underscore the necessity of reviewing budget allocations to better address the needs of teacher-implementers and ensure effective financial support for NCLB initiatives (Rebusa et al., 2022).

Level of manifestation of perceived teachers' roles in the implementation of the No Child Left Behind policy

The level of manifestation of perceived teachers' roles in implementing the NCLB policy was examined across four domains: accountability, professionalism, classroom activities, and remediation practices. Overall, teachers demonstrated significant but variable involvement in fulfilling their roles. Accountability was rated as evident with a weighted mean of 4.18. The most prominent accountability practice was monitoring learners' holistic development ($M=4.57$), emphasizing learner-centered and data-informed instruction. This finding concurs with Santos (2023), who highlighted the importance of continuous learner assessment in adapting teaching post-pandemic. However, community engagement activities, such as home visits to struggling learners, were less evident ($M=3.27$), indicating a need to strengthen outreach and cooperative efforts. Cruz and Mendoza (2024) noted that teacher-community partnerships are vital to addressing learning gaps intensified by remote and blended learning. Reyes and Domingo (2023) further emphasized the pressure on educators to balance flexibility and accountability under the NCLB policy. Thus, expanding community ties and institutional support for outreach can enhance the policy's impact, reaffirming the importance of ongoing teacher training, interagency coordination, and data-driven instruction.

In contrast, professionalism was rated low with an average weighted mean of 2.46, categorized as "rarely observed." Teachers' professional responsibilities related to NCLB implementation under the K–12 curriculum were inconsistently demonstrated. Participation in Department of Education seminars on the K to 12 curriculum had the highest rating within this domain ($M=2.87$) but was still only "occasionally observed." The lack of consistent professional development may be attributed to limited opportunities, accessibility issues, or motivation. The lowest-rated indicator was the availability of learning materials related to NCLB implementation ($M=1.90$), reflecting a significant resource gap that hampers classroom-level policy enactment. Other indicators such as crafting contextualized materials, collaborative lesson planning, and team teaching also scored low, revealing deficiencies in instructional preparation and professional collaboration. Anderson and Garcia (2023) emphasized that continuous professional development and institutional support are essential for successful inclusive education policies. Torres (2024) further argued that professional flexibility and contextualized planning are critical to meeting diverse learner needs, especially post-pandemic. The findings suggest a pressing need for increased institutional investment in teacher training, accessible resources, and collaborative systems to realize NCLB's goals fully.

Teachers' roles in classroom activities were generally evident, with an average weighted mean of 4.27. The availability of computers and appropriate learning resources was rated highest ($M=4.60$), reflecting progress in integrating technology and experiential learning to enhance engagement and performance in the post-pandemic context (Delgado & Reyes, 2023). However, use of "Windows cards" to foster problem-solving skills scored lowest ($M=3.93$) and was only "sometimes observed," indicating that innovative low-tech instructional tools require greater

emphasis. Reyes (2024) underscored the need for adequate funding and professional development to improve teacher readiness and ensure alignment with NCLB objectives. Thus, while technological integration advances, a broader variety of instructional strategies and tools must be strengthened to create inclusive and effective learning environments.

In terms of remediation practices, teachers were observed to implement strategies with an average weighted mean of 4.29, interpreted as "sometimes observed" and "evident." Providing reading journals to monitor pupil progress received the highest rating ($M=4.60$), suggesting consistent assessment aligned with NCLB's literacy goals. Conversely, modifying learning resources to suit learner needs was less frequently practiced ($M=3.87$), pointing to challenges such as time constraints, training gaps, or resource shortages. These findings highlight the need for greater support in resource adaptation and individualized teacher training. Dela Cruz (2024) emphasized that access to diverse instructional materials and regular professional development are crucial for successful NCLB implementation. Hence, educational systems should prioritize teacher capacity-building and support mechanisms for remediation to fully achieve NCLB objectives.

Relationship between the extent of support extended by the administration and the level of manifestation of perceived teachers' roles in the implementation of the No Child Left Behind Policy in the New Normal

The significant relationship between the extent of administrative support and the manifestation of perceived teachers' roles was analyzed using Pearson's correlation. Teachers' accountability, professionalism, classroom activities, and remediation practices showed moderate to strong positive correlations with technical support ($r = .585, .551, .847, .537$ respectively), all statistically significant ($p < .05$), leading to rejection of the null hypothesis. With financial support, accountability, professionalism, and remediation practices had weak correlations ($r = .352, .295, .380$), whereas classroom activities exhibited a strong correlation ($r = .803$), with significant relationships confirmed ($p < .05$). These results indicate that while both technical and financial support positively influence classroom activities, technical support has a broader impact across all teacher roles. This underscores the critical role of administrative support, particularly technical, in effective NCLB policy implementation.

Advocating teaching-learning strategies

Based on the study's findings, several teaching-learning strategies are recommended to address areas of deficiency in NCLB implementation. Given the moderate financial and strong technical support observed, community and stakeholder engagement should be enhanced alongside contextualized, project-based learning approaches. The study also highlights the need for mentoring and coaching programs, peer review, and lesson observations to bolster teacher professionalism. Furthermore, interactive, technology-based classroom activities and low-cost, high-impact remediation strategies are advocated to improve instructional delivery and support learners effectively. These strategies align with the observed influence of technical support on teacher roles, while recognizing that financial resources primarily enhance classroom activities and remediation practices. Implementing these approaches can foster more equitable and inclusive education in the new normal.

CONCLUSION

This chapter presents a summary of the study's findings, draws conclusions based on the analyzed data, and offers recommendations aimed at improving the implementation of the No Child Left Behind (NCLB) policy. The primary objective of this research was to examine the roles of teachers in implementing the NCLB policy, with a particular focus on the extent of support provided by school administration, the degree to which teachers' roles were manifested, the relationships between administrative support and teacher roles, and the teaching-learning strategies that could enhance policy implementation. The study involved thirty purposively sampled teachers from Las Nieves District I and utilized a descriptive-correlational research design. Data collection instruments were validated and tested for reliability through Cronbach's alpha, and analyses included frequency and percentage distributions, weighted means, and correlation coefficients. The results are intended to inform educators, policymakers, parents, and school administrators as they collaborate to strengthen the policy's success.

The findings indicate that while financial support from administration was moderate, technical support was perceived as strong. Teachers demonstrated evident roles in terms of accountability, classroom activities, and remediation practices; however, professionalism was less evident and emerged as an area needing significant improvement. The study also revealed positive correlations between technical support and the overall implementation of teachers' roles within the NCLB framework. Furthermore, financial support showed a positive association specifically with classroom activities and remediation practices, leading to the rejection of the null hypothesis at the 0.05 significance level.

From these findings, several conclusions can be drawn. Despite the limitations posed by moderate financial resources, the strong technical support provided by the administration plays a critical role in enabling teachers to implement the NCLB policy effectively. This support helps educators maintain instructional quality and fulfill their responsibilities even when monetary resources are constrained. The generally effective implementation of teachers' roles in accountability, instruction, and remediation affirms their commitment to policy objectives; nevertheless, the relatively weak emphasis on professionalism underscores the need to enhance continuous professional development and ethical practice among educators. The differential influence of administrative support suggests that while technical assistance bolsters all dimensions of teacher roles, financial support predominantly affects instructional delivery aspects. Therefore, a combined approach of sustained technical support with strategically allocated financial resources is essential for a comprehensive and effective realization of the NCLB policy goals.

In light of these conclusions, several recommendations are proposed. Given the strong technical but limited financial support, teachers are encouraged to maximize collaborative and resource-efficient strategies such as Peer Teaching, Team Teaching, and LAC sessions. Cost-effective instructional approaches like Project-Based Learning and Contextualized Instruction that leverage local materials and community involvement can also enhance teaching without necessitating significant financial expenditure. Addressing the gap in professionalism requires fostering engagement in Professional Learning Communities, mentoring programs, and reflective practices, including teaching journals and portfolio assessments, to promote continuous growth and ethical development aligned with NCLB objectives. Recognizing that technical support benefits all facets of teacher roles whereas financial aid primarily strengthens instruction and

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remediation, educators should strive to balance these supports by incorporating Data-Driven Instruction, participating in continuing professional development, and emphasizing self-directed learning and ethical classroom conduct. Through such integrated teaching-learning strategies, teachers can more effectively uphold the aims of the No Child Left Behind policy, ensuring that every learner is afforded equitable opportunities for success within the new normal educational environment.

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Examining teachers' roles in the implementation of the 'No Child Left Behind (NCLB) policy' in the New Normal by Joan Grace N. Ebarle

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