

Teachers' perspectives on the implementation of the "No child left behind policy": Basis for framework enhancement

Ramil B. Arante *, Caraga State University, Department of Industrial Technology and Teacher Education, Cabadbaran City 8605, Philippines.

Mylene P. Magarin, Caraga State University, Department of Education, Cabadbaran City Division, Cabadbaran City 8605, Philippines.

Suggested Citation:

Arante, R. B. & Magarin, M. P. (2023). Teachers' perspectives on the implementation of the "No child left behind policy": Basis for framework enhancement. *International Journal of Learning and Teaching*. 15(2), 64-78. <https://doi.org/10.18844/ijlt.v15i2.8752>

Received from September 12, 2022; revised from November 11, 2022; accepted from January 25, 2023.

Selection and peer review under the responsibility of Prof. Dr. Jesus Garcia Laborda, University of Alcala, Spain

©2023 by the authors. Licensee Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi, North Nicosia, Cyprus.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract

This study aimed to evaluate the teachers' perspectives on the implementation of the "No Child Left Behind Policy" in the Elementary Schools in Cabadbaran City Southeast District. The researchers employed the descriptive survey design utilizing adapted and validated researcher-made questionnaires. It was administered to 108 teacher-participants who were elementary public-school teachers of South-east Cabadbaran District in the Division of Cabadbaran City. The researcher used complete enumeration in data gathering. Collected data were statistically treated and analyzed using Mean. Based on the study results, the participants' perspectives on the implementation of the "No Child Left Behind" policy in terms of school accountability and teachers' competency were outstanding. The implementation level was very satisfactory in terms of adequate/average yearly progress, student academic performance, teachers' level of awareness, and workload under this policy. This finding means that the teacher-participants believed this program needed no improvement in its implementation.

Keywords: No child left behind policy, school accountability, teachers' awareness, teachers' perspectives, teachers' workload;

* ADDRESS FOR CORRESPONDENCE: Ramil B. Arante, Caraga State University Cabadbaran Campus, Barangay 11, Cabadbaran City 8605, Philippines.

E-mail address: rbarante@csucc.edu.ph/Tel.: +63-917-711-0034

1. Introduction

Public education is also changing in the fast-changing world of the early 21st century. As part of the changes, schools and training will also be different both in the educational system and society. The function of teachers will likewise alter along with them. The No Child Left Behind (NCLB) of 2001 was a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, which was initially passed to address students' individual needs, particularly students in schools with high concentrations of students who were members of low-income families. The ESEAs original language recognized students from low-income families as "educationally deprived" and needed specialized programs to meet their needs (Holmes, 2012).

The NCLB Policy guarantees that every child has a fair, equal, and substantial opportunity to get a top-notch education and achieve proficiency on challenging state academic assessments. The NCLB required all states to develop standardized tests and accountability systems to hold teachers and students accountable. Adequate yearly progress measures the percentage of students and schools that satisfy NCLB requirements (Veney, 2013).

The NCLB Policy of 2010 was founded on the core tenet that all learners should hold an excellent standard of education and learning. The increasing academic achievement of all identified subgroups in the K-12 population. In 1990, the Philippines ratified the convention, making it the 31st State to do so. Since then, the nation has made strides toward promoting the welfare of children. The government has approved several landmark legislation and other measures to improve children's health. These initiatives must, however, be felt at the local level, just like with economic expansion. The country must pledge that no child will be left behind on the 25th anniversary of the UN Convention on the Rights of the Child (Orasa, 2014).

The "No Child Left Behind" law, which was put forth by President Bush in 2003, sets forth expectations for academic performance and the capacity to accomplish critical goals in accountability, average yearly progress, and the hiring and selecting of skilled classroom teachers. He believed that superior academic success results in superior graduates and citizens afterward. In this policy, the Department of Education adopted NCLB in the Philippines (Lumogda, 2011). NCLB also includes all types of learners, especially those with autism. The Commission on Higher Education is currently reviewing the Enhanced Guidelines for Quality Education for Learners with Special Needs in preparation for implementation for the upcoming academic year. The requirements include support services from college and university enrolment and appropriate accommodations for students with disabilities.

Regarding objectives, NCLB has been too controversial since its inception. Critics charge that NCLB has led educators to shift resources away from essential but non-tested subjects, such as social studies, art, and music (Dee & Jacob, 2010). It focuses on instruction within mathematics and reading on the relatively narrow set of topics most heavily represented on high-stakes tests. Some people go so far as to say that because of the high stakes involved, school staff members may purposefully manipulate students' test results.

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).

NCLB is a powerful, far-reaching, and contentious law that targets many aspects of public school education. The code, which is the most current reauthorization of the ESEA, is often regarded as the most critical piece of federal education legislation in history. NCLB has substantially grown its central position in education in the few years after its enactment, requiring states, school districts, and schools to focus on teaching outcomes (Yell et al., 2016).

This study determined the elementary teachers' perspectives on the implementation of the "No Child Left Behind Policy." The research explored the approach and perspective each elementary teacher took regarding the implementation of mandates in general by focusing specifically on the fundamental underlying principles of the NCLB Policy of 2010. This study identifies a new action of policy implementation. This action was a necessary skill set for educational development. It focuses on the possible strategy in the school district's best interests instead of the intent of any imposed mandated policy. This study's assertion would be resolved by clearly outlining the interactions in policy implementation variables.

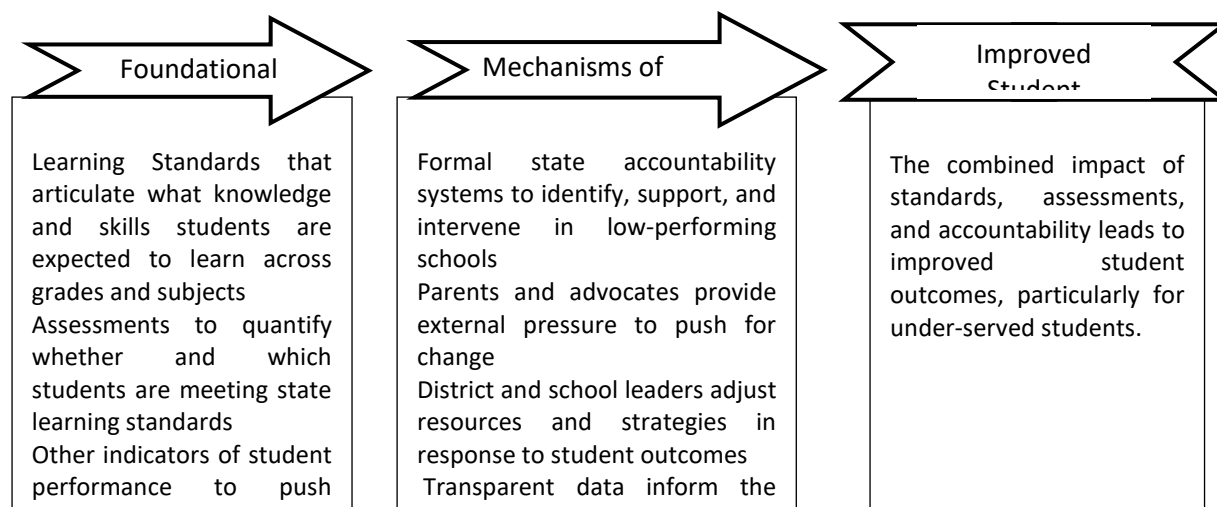
1.1 Purpose of the Study

This study aimed to know the teachers' perspectives on the implementation of the "No Child Left Behind Policy" in Elementary Schools of Cabadbaran City Southeast District. Specifically, this study's goal is to achieve the following: Determine the teachers' perspectives on the implementation of the "No Child Left Behind Policy" in terms of School Accountability, Average Yearly Progress, Student Academic Performance, Teachers' Level of Awareness, Teachers' Workload, and Teachers' Competency; Identify any facilitating or hindering factors that affect the "No Child Left Behind Policy" implementation; Suggest Policy Enhancement Framework on the "No Child Left Behind Policy" Implementation.

1.2. Theoretical Framework

This study was anchored on the School Accountability Theory of Change. School accountability systems aim to generate systemic and equitable gains in student success. More specifically, these systems are intended to direct educators' and legislators' attention and energy toward schools requiring high academic performance for every student. Accountability systems strive to prioritize this objective for all stakeholders in the public school system. To that end, the systems are designed to drive behavioral changes such as teachers being held accountable (Pagès & Prieto, 2020) for delivering grade-level content to all of their students, administrators assigning the best teachers to students who need them the most, and district and state officials allocating revenue and making programming decisions to support all children (Sutherland, 2022). Schools are held accountable for ensuring that all children, regardless of their origin or identity, receive a decent education since parents entrust their children to public schools and people pay taxes to fund those schools (Shuffelton, 2020; Spurrier et al., 2021).

Figure 1. Conceptual Flow of the Study



As presented in Figure 1, the School Accountability Theory of Change Framework shows the inputs and processes of standards-based accountability systems. Some schools and teachers over-emphasized low-level test-taking skills in response to testing systems instead of delivering rigorous academic content. The emphasis on grade-level proficiency created an incentive to focus on students right around the proficiency level while ignoring students who were well above or below that mark. Furthermore, in response to formulaic rules on which schools must be identified for support, policymakers had the incentive to set low passing standards.

1.2.1. Philippines Senate Bill 75 of 2010

A No Filipino Child Left Behind Policy of 2010 (Senate Bill No. 75) introduced by Villar (2010) declared the State's policy to protect and promote the citizens' rights. To quality education and take appropriate steps to make such education accessible to all. The promulgation of Senate Bill No. 75, 2010, by the 15th Congress of the Republic of the Philippines, which Senate carrel enacted by the House of Representatives of the Philippines in Congress assembled as an act.

Controversial from its enactment, NCLB has been criticized for relying too heavily on standardized testing and reducing the curriculum to a few subjects. The analysis of teacher input indicates that NCLB hinders knowledge development among elementary school students. This is because educators were constrained by excessive testing requirements and could not foster in their students the intellectual virtues necessary for developing lifelong learners (Gouveia et al., 2015).

According to Robertson and Griffiths (2009), the most significant positive aspect of NCLB is that many students are improving. Many people believe that students are benefiting from NCLB. One article stated that "scores on state achievement tests are rising" (Azzam et al., 2006, p. 94). This shows that despite the constant criticism, students benefit from the act. However, the NCLB policy failed to achieve its central goal (Nelson et al., 2015).

According to Gaille (2017), many schools tied student performance to teacher salaries. Teachers felt that they were forced to "teach to the test" so that they could protect their livelihood (Tao et al., 2022). Other factors such as shortage of teachers, students' poor performance, changes in the goal of learning, unaddressed core issues of poor students, and school funding lead this policy to fail in some

countries (Branigan & Donaldson, 2020; Innes, 2021).

2. Materials and Methods

The researchers used the descriptive survey research design employing a validated researcher-made instrument as the primary tool in gathering the data. It described the teachers' perspectives on the implementation of the NCLB Policy in terms of school accountability, average yearly progress, student academic performance, teachers' level of awareness, teachers' workload, and teachers' competency. Moreover, it would also identify any facilitating or hindering factors that affect its implementation which could be the basis for framework enhancement.

2.1. Participants

This study was conducted in the Department of Education (DepEd) Cabadbaran City Division, Agusan del Norte, Philippines. There are 27 Public Elementary Schools under the DepEd Division of Cabadbaran. Division Memorandum No. 58, s.2020 stated the Approved and Registered Public Schools Districts in the Enhanced Basic Education Information System (EBEIS) Division of Cabadbaran. It consists of four (4) Districts: South Cabadbaran District, North Cabadbaran District, North-west Cabadbaran District, and South-east Cabadbaran District. The specific locale of the study is the elementary schools of the South-east District in the Division of Cabadbaran City.

Southeast Cabadbaran District consists of 13 schools (Figure 2): Ansili Elementary School, located in Sitio Ansili Brgy. Puting Bato Cabadbaran City; Bay-ang Elementary School, located in Brgy. Bay-ang Cabadbaran City; Bayabas Elementary School, which is located in Brgy. Bayabas Cabadbaran City; Comagascas Elementary School which is located in Brgy. Comagascas Cabadbaran City; Dagnasay Elementary School, located in Sitio Dagnasay, Brgy. Puting Bato Cabadbaran City; Del Pilar Central Elementary School, located in Brgy. Del Pilar Cabadbaran City; Lusong Elementary School which is located in Sitio Lusong, Brgy. Puting Bato Cabadbaran City; Mabaha Elementary School, located in Brgy. Mahaba Cabadbaran City; Masundong Elementary School which is located in Sitio Masundong Brgy. Mahaba Cabadbaran City; Palidan Elementary School which is located in Sitio Palidan, Brgy. Mahaba Cabadbaran City; Pirada Elementary School which is located in Brgy. Pirada Cabadbaran City; and Puting Bato Elementary School, located in Brgy. Puting Bato Cabadbaran City.

Figure 2. Map of the locale of the Study



Source: Ph locator Agusan del Norte cabadbaran.png

The participants of this study were the elementary public school teachers of South-east Cabadbaran District in the Division of Cabadbaran City. The entire population of teachers of the South-east Cabadbaran District was used as participants. Table 1 shows the population of teachers in each school.

Table 1. Distribution of Participants Per School

Name of school	Number of teachers
Ansili ES	2
Bayabas ES	9
Bay-ang ES	8
Comagascas ES	11
Dagnasay ES	3
Del Pilar CES	15
Lusong ES	4
Mahaba ES	8
Masundong ES	2
Palidan	2
Pirada	19
Putting Bato	17
Soriano	8
Total	108

2.2 Data Collection Instrument

A survey questionnaire was the primary tool for gathering the data. It adapts the questionnaire of the NLS NCLB Teacher Survey. The survey questionnaire was composed of six parts: Part I was on the School Accountability of NCLB, followed by Adequate Yearly Progress on the NCLB. Part II contained the Student's Academic Performance under the NCLB. Part III contained questions on the teachers' level of awareness about NCLB implementation. Part IV measured the workload of the teachers under NCLB. Finally, Part V comprises five questions about implementing the teachers' competency guidelines for hiring highly qualified teachers under NCLB. Part VI questions about facilitating and hindering factors attributed to the NCLB Policy are also added.

The survey questionnaire was in a Google Form (for those with stable internet connectivity) or printed survey instruments for areas with no internet connectivity, which was applicable. Strict compliance with safety health protocols will be given utmost importance for the safety of the participants and the researcher from the threat of the COVID-19 virus. The questionnaires were distributed to the participants of South-east Cabadbaran District elementary public teachers to collect the necessary data for this study.

The adapted NLS NCLB Teacher Survey questionnaire was modified to suit the needs of the study. After the modification, it was pilot tested on the selected elementary public teachers of North Cabadbaran District for validation. They had the same characteristics as the target participants but were not included as study participants. After the validity and reliability test of the instrument, it was crafted in the Google form and was distributed to the target participants.

Table 2. Results on the Reliability of the Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N	Interpretation
.959	.961	30	Reliable

Note: N = Number of items

Table 2 shows the results of testing the reliability of the instrument. Cronbach's alpha was used to statistically analyze the items in the questionnaire to determine the items' consistency and reliability.

The data show that 30 (n) items for the pilot testing group of non-participants and that Cronbach’s alpha value of .959 was generated based on the standardized item value of 0.961 is reliable at a 5% level of significance.

2.3. Data Gathering Procedure

After the pilot testing and all necessary modifications, the questionnaires were administered to the participants through Google forms (for those with stable internet connectivity) or printed survey instruments for areas with no internet connectivity, which is applicable. Strict compliance with safety health protocols will be given utmost importance for the safety of the participants and the researcher from the threat of the COVID-19 virus.

Before conducting a survey, the researcher sent a letter of request to the School Division Superintendent, asking permission to allow the researcher to conduct the study.

Then, after the permission was approved, the researcher coordinated with the district in charge of the South-east District to inform the school head of each school to allow the researcher to distribute the questionnaires to the teacher participants through Google form and printed survey questionnaire. Upon completion, the statistician tallied, tabulated, and interpreted the data of the questionnaires.

2.4. Analysis

The 5-point Likert scale was used in scoring, quantifying, and interpreting the participants’ data. Participants were asked to indicate their responses by checking the box they feel most nearly describes their perspectives. The scale options, description, and interpretation are given in Table 3.

Table 3. *Scoring, Quantification, and Data Interpretation*

Scale	Interval	Descriptive response	Implementation level
5	4.50-5.00	Strongly agree	Outstanding
4	3.50-4.49	Agree	Very satisfactory
3	2.50-3.49	Uncertain	Satisfactory
2	1.50-2.49	Disagree	Poor
1	1.00-1.49	Strongly disagree	Very poor

The following statistical tools were utilized in the data analysis:

1. *Arithmetic Mean*. This tool was used in the descriptive analysis of the Teachers’ Perspectives on the implementation of the “No Child Left Behind Policy in terms of School Accountability, Adequate Yearly Progress, Student Academic Performance, Teachers’ Level of Awareness, Teachers’ Workload, and Teachers’ Competency.
2. *Cronbach Alpha*. This is used to measure the internal consistency of a research instrument or how closely related the items in the instrument are as evidence for its reliability.

3. Results

3.1. Participants’ Perspectives on the Level of Implementation of “No Child Left Behind” Policy

This section discusses the participants’ perspectives on the implementation level of the “No Child Left Behind” policy, emphasizing school accountability, average yearly progress, student academic performance, and teachers’ workload, competency, and level of awareness. The participants’ corresponding means ratings and verbal descriptions for each section are presented in tabular form.

3.1.1. Accountability

Table 4 shows the summary of the responses of the participants when asked about the implementation level of the "No Child Left Behind" policy in terms of school accountability. The participants' perspectives on the implementation level of how the school operates to support students, adults, and school learning needs are outstanding. The same is true at the implementation level of the development of mentorship, recruitment, and training programs for teachers and the provision of relevant instructions to ensure that the policy application is practical.

Table 4. *Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of School Accountability*

The following items focus on individuals' perspectives on the School Accountability goals of NCLB. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
The school			
Aligns operations to support students, adults, and school learning needs	0.52	4.55	Outstanding
Develops a mentorship, recruitment, and training program for teachers.	0.50	4.57	Outstanding
Ensures rigorous, relevant, and appropriate instruction for all students.	0.52	4.52	Outstanding
Establishes clear goals and keeps those goals at the forefront of the school's attention.	0.52	4.49	Very Satisfactory
Disseminates information of the continually changing context for teaching and learning.	0.52	4.50	Outstanding
Overall	0.41	4.53	Outstanding

The results further reveal that the implementation level of the school in disseminating information in the continually changing context of teaching and learning is very high. At the same time, it is very satisfactory to establish clear goals and keep those goals at the forefront of the school's attention. Overall, the implementation level of the said policy in terms of school accountability is outstanding. According to Loeb and Figilo (2011), well-monitored accountability can positively affect the student's achievement, teachers, and school personnel. In this setting, it will allow the country to develop its achievement standards since it will track the educational process for individual students and even improve teacher qualifications (Gaille, 2017). These standards will guide teachers in what they must teach in the classroom instead of being told what they need to teach rather than coming up with the curriculum. Standards also ensure that students work at the same pace and are offered the same type of education (Robertson & Griffiths, 2009).

3.1.2. Average Yearly Progress

Presented in Table 5 are the perspectives of the participants on the implementation level of the "No Child Left Behind" policy in terms of average yearly progress. The goal with the highest implementation level with a mean equivalent to very satisfactory encourages teachers to improve their teaching effectiveness. The goal follows empowering teachers to make instructional decisions and use "best practices" when teaching what is best for their students, which are described as high implementation levels.

Table 5. Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of Average Yearly Progress

The following items focus on individuals' perspectives on the Adequate Yearly Progress of NCLB. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
The NCLB Policy, with its AYP goals, has encouraged teachers to improve their teaching effectiveness.	0.55	4.47	Very Satisfactory
The NCLB Policy, with its AYP goals, helps to reduce the achievement gap in education.	0.68	4.29	Very Satisfactory
The NCLB Policy, with its AYP goals, empowers teachers to make instructional decisions that are best for their students.	0.54	4.46	Very Satisfactory
The NCLB Policy, with its AYP goals, encourages teachers to use "best practices" when teaching their students.	0.50	4.45	Very Satisfactory
The NCLB Policy, with its AYP goals, is an effective way to assess the quality of schools.	0.62	4.31	Very Satisfactory
Overall	0.47	4.40	Very Satisfactory

The participants believe that the said that policy's goals help to reduce the achievement gap in education, and it is an effective way to assess the quality of schools. That is why they rated these with a very satisfactory implementation level. Robertson's study (2009) emphasized the significance of AYP in the NCLB Policy. According to her, schools that do not have a high percentage of students passing the examinations are put on probationary status, which will then be reviewed by the State, leading to the school's accreditation being at stake. For this reason, parents are being notified, and the school works diligently over the next year to improve the school. To achieve AYP, schools may encourage parents to become active in their child's education, use technology-based instruction, and offer after-school programs to assist the students. Overall, the participants think that the implementation level of adequate yearly progress goals is very satisfactory.

3.1.3. Student Academic Performance

The participants' perspectives on the implementation of the "No Child Left Behind" policy in terms of student academic performance are presented in Table 6. Under this policy, the participants think that the students actively participate, pay attention and listen to every discussion. Thus, the participants' perspectives on its implementation level are at a high level. According to the participants' perspectives, the students under this policy also allocate enough time to study for tests and quizzes as they rated its implementation level very satisfactory.

Table 6. Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of Student Academic Performance

The following items focus on individuals' perspectives on Academic Student Performance under NCLB. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
The students: Actively participate in every discussion.	0.65	4.40	Very Satisfactory
Allocate enough time to study for tests and quizzes.	0.63	4.35	Very Satisfactory
Can read and comprehend simple sentences.	0.67	4.22	Very Satisfactory
Get along with others during group/pair activities.	0.56	4.33	Very Satisfactory
Pay attention and listen during a discussion.	0.62	4.38	Very Satisfactory

Overall	0.55	4.34	Very Satisfactory
---------	------	------	-------------------

The results also suggest that implementing the "No Child Left Behind" policy allows the students to get along with others during group/pair activities. The results further reveal that the respondents agreed that under the said policy, the students could read and comprehend simple sentences. The implementation level of this policy in terms of student academic performance is very satisfactory. In the study by Dee and Jacob (2010), he stressed that NCLB had improved the performance of elementary pupils, particularly in mathematics. For this reason, he concluded that NCLB positively affects elementary pupils, especially at lower levels.

3.1.4. Teachers' Level of Awareness

Table 7 reveals the participant's perspectives on implementing the "No Child Left Behind" policy regarding teachers' level of awareness. Based on the findings, the participants' perspectives on the implementation level and the teacher's awareness of the said policy are outstanding. This implies that teachers are informed and aware of the NCLB policy, its different testing components, the supplemental services components, school choice or transfer components, and even the high teachers' competency requirements with the said policy. Under these circumstances, the teacher can establish a model and operating procedures following the guidelines of the NCLB and create standards of quality for learning.

Table 7. Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of Teachers' Level of Awareness

The following items focus on individuals' perspectives on the Teacher's Level of Awareness of NCLB. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
Teachers have an idea about the NCLB Policy.	0.57	4.43	Very Satisfactory
Teachers are aware of the testing components of the NCLB Policy.	0.57	4.31	Very Satisfactory
Teachers are well-informed about the supplemental services component of the NCLB Policy.	0.57	4.31	Very Satisfactory
Teachers are knowledgeable about the school choice or transfer component of the NCLB Policy.	0.55	4.22	Very Satisfactory
Teachers are aware of the highly qualified teacher requirement of the NCLB Policy.	0.55	4.22	Very Satisfactory
Overall	0.49	4.30	Very Satisfactory

Teachers and administrators are accountable for student performance under the NCLB policy (Gaille, 2017). For this reason, the result shows a high-level awareness of teachers of the policy since they are responsible for the possible outcome and performance of the learners. As mentioned by Gaille (2017) in her study, she stated that if students did not perform well, then teachers received poor marks on their annual reviews. Hence, to prevent this kind of situation, teachers must be fully aware of the policies, guidelines, and consequences so that their work performance will not be at stake.

3.1.5. Teachers' Workload

Presented in Table 8 are the perspectives of the participants on the implementation level of the "No Child Left Behind" policy in terms of teachers' workload. It can be seen from the table that the communication among the parents, school staff, and administrators got the highest level of

implementation with a mean equivalent to a very satisfactory level. It implies that there is an increased time of communication among these individuals. It is followed by class preparation, like modifying/planning lessons and preparing instructional materials, which are also described as satisfactory implementation.

Table 8. *Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of Teachers' Workload*

The following items focus on individuals' perspectives on the teachers' workload under NCLB, whether there is an increase or decrease. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
Class Preparation (modifying/planning lessons, preparing instructional materials, and others.)	0.62	4.39	Very Satisfactory
Assessment of Student Work (creating assessment tools, grading/scoring student work, and others.)	0.62	4.36	Very Satisfactory
Communications like (meeting/communicating with parents, school staff or administrators, and others.)	0.60	4.43	Very Satisfactory
Administrative Tasks like (preparing academic report cards, attendance, assessment, and others.)	0.61	4.37	Very Satisfactory
Non-instructional, Extracurricular Student Events (mentoring students, supervising and coaching students, and others.)	0.69	4.20	Very Satisfactory
Overall	0.53	4.35	Very Satisfactory

The results further reveal that the implementation level of assessment on student work, administrative tasks, and non-instructional and extracurricular student events is also very satisfactory. This trend is also true in the study of Dee and Jacob (2010). According to Dee, many studies have documented that test-based accountability programs cause educators to reallocate instructional time toward tested subjects. They reallocate time within tested subjects toward specific content and skills covered on the examination and increase time devoted to narrow test preparation activities that may have little broader value. He added that teachers in states with school accountability programs reported spending more time on various activities designed to improve student test-taking skills, such as taking practice tests. He further explained that NCLB has led elementary schools to increase instructional time devoted to math and reading, which affects teachers' workload.

3.1.6. Teachers' Competency

The participants' perspectives on the implementation level of the "No Child Left Behind" policy in terms of teacher competency are presented in Table 9. Under this policy, the participants think hiring highly qualified teachers is significantly emphasized. Based on the findings, being a licensed professional teacher is the topmost qualification a teacher must possess, where it has the highest Mean with an implementation level of outstanding.

Table 9. *Participants' Perspectives on the Level of Implementation of "No Child Left Behind" Policy in Terms of Teachers' Competency*

The following items focus on individuals' perspectives on implementing the NCLB policy on hiring qualified teachers. Please select the choice that most closely reflects your perspectives.	SD	Mean	Implementation
Demonstrate subject matter competently in the core academic subjects taught.	0.50	4.50	Outstanding
Have experience and be able to communicate content knowledge.	0.50	4.42	Very Satisfactory

Hold a bachelor's degree or higher.	0.52	4.50	Outstanding
Obtain full state certification, which can be an "alternative certification like specialized training and skills.	0.53	4.42	Very Satisfactory
Passed the Licensure Examination for Teacher	0.47	4.67	Outstanding
Overall	0.41	4.50	Outstanding

The result also suggests that teachers must demonstrate subject matter competently in the core academic subjects taught, hold a bachelor's degree or higher, acquire experience, and be able to communicate content knowledge and obtain full state certification, which can be alternative certification like specialized training and skills. According to Klien (2015), NCLB requires states to ensure their teachers are "highly qualified," which generally means they have a bachelor's degree in the subject they teach and state certification. These qualifications can also be found in the study of Birman et al. (2007), as NCLB requires states to set standards that teachers must meet to be considered highly qualified.

4. Discussion

This section discusses the facilitating and hindering factors attributed to the "No Child Left Behind" policy implemented in various elementary schools in Cabadbaran City. Based on teachers' perspectives on school accountability, it was identified that it has an implementation level of outstanding. It implies that the school administrators, teachers, and personnel could implement and execute the policy well without any problems. The findings suggest that under this policy, schools could fill in the gaps by providing all children with a fair, equal, and significant opportunity to obtain a high-quality education. Furthermore, the average yearly progress, student academic performance, and teachers' level of awareness have a very satisfactory implementation level. Thus, these are considered the facilitating factors in the said policy implementation. According to Robertson and Griffiths (2009), the most significant positive aspect of NCLB is that many students are improving.

Many people believe that students are benefiting from NCLB. One article stated that "scores on state achievement tests are rising" (Azzam et al., 2006, p. 94). It shows that despite the constant criticism, students benefit from the act. However, NCLB must achieve its central goal (Nelson et al., 2015). Some hindering factors in the implementation process might cause this failure. These identified issues hinder the "No Child Left Behind Policy" implementation.

First is the issue that forces teachers to "teach to the test" to get students to pass standardized tests. Critics say that teaching to the test results in teachers' creativity, and student learning is stifled. According to Gaille (2017), many schools tied student performance to teacher salaries, and teachers felt forced to "teach to the test" to protect their livelihood. Other factors such as shortage of teachers, students' poor performance, changes in the goal of learning, the unaddressed core issue of poor students, and school funding led this policy to fail in some areas but not in Cabadbaran City based on the participants' perspectives.

5. Conclusions

Based on the study results, the teachers' overall perspectives of South-east District participants in the implementation level of the "No Child Left Behind" policy are either very satisfactory or outstanding. This result suggested that for the teacher-participants, this program has minimal problems to be fixed. Seeing how the participants rated its implementation level as very satisfactory, it can be concluded that the participants are satisfied with how the policy is being executed.

The researcher will give the result to the school administrators of the Cabadbaran City Division since the researcher is not a part of the policymakers. The result will guide the administrator to revisit the policy for any enhancement in the implementation strategy. The findings of the study led to the conclusion that the perspectives of the teachers in the implementation level of the "No Child Left Behind" policy in terms of:

- School accountability and teachers' competency are outstanding; this means that the school is taking responsibility for implementing the said policy fully.
- The implementation level is very satisfactory in terms of adequate/average yearly progress, student academic performance, teachers' level of awareness, and workload under this policy.
- In general, the teacher-participants believe this program has minimal problems in its implementation and therefore does not need any policy framework enhancement.
-

References

- Azzam, A. M., Perkins-Gough, D., & Thiers, N. (2006). The Impact of NCLB. *Educational Leadership*, 64(3), 94-96. <https://eric.ed.gov/?id=EJ766286>
- Birman, B. F., Le Floch, K. C., Klekotka, A., Ludwig, M., Taylor, J., Walters, K., & Yoon, K. S. (2007). State and local implementation of the no child left behind act. Teacher quality under NCLB: Interim report. Washington, DC: US Department of Education: Office of Planning, Evaluation and Policy Development: Policy and Program Studies Service. https://www.rand.org/content/dam/rand/pubs/reprints/2007/RAND_RP1283.sum.pdf
- Branigan, H. E., & Donaldson, D. I. (2020). Teachers matter for metacognition: Facilitating metacognition in the primary school through teacher-pupil interactions. *Thinking Skills and Creativity*, 38, 100718. <https://doi.org/10.1016/j.tsc.2020.100718>
- Byrd-Blake, M., Afolayan, M. O., Hunt, J. W., Fabunmi, M., Pryor, B. W., & Leander, R. (2010). Morale of teachers in high poverty schools: A post-NCLB mixed methods analysis. *Education and Urban Society*, 42(4), 450-472. <https://journals.sagepub.com/doi/pdf/10.1177/0013124510362340>
- Dee, T. S., & Jacob, B. A. (2010). The impact of No Child Left Behind on students, teachers, and schools. Publication: Brookings Paper on Economic Activity. <http://www.jstor.org/stable/10.2307/41012846>
- Gaille, M. (2017). Cabanis' physiological researches-Meaning and scope in relationship with the political dimension of human life. *Gesnerus*, halshs-01675324. <https://shs.hal.science/halshs-01675324/document>
- Gara, T. V., Farkas, G., & Brouillette, L. (2022). Did consequential accountability policies decrease the share of visual and performing arts education in US public secondary schools during the No Child Left Behind era? *Arts Education Policy Review*, 123(4), 218-235. <https://doi.org/10.1080/10632913.2020.1854911>

Arante, R. B. & Magarin, M. P. (2023). Teachers' perspectives on the implementation of the "No child left behind policy": Basis for framework enhancement. *International Journal of Learning and Teaching*. 15(2), 64-78. <https://doi.org/10.18844/ijlt.v15i2.8752>

Gouveia, V. V., Vione, K. C., Milfont, T. L., & Fischer, R. (2015). Patterns of value change during the life span: some evidence from a functional approach to values. *Personality and Social Psychology Bulletin*, 41(9), 1276-1290. <https://doi.org/10.1177/0146167215594189>

Hanushek, E. A., & Rivkin, S. G. (2010). The quality and distribution of teachers under the no child left behind act. *Journal of Economic Perspectives*, 24(3), 133-150. <https://www.aeaweb.org/articles?id=10.1257/jep.24.3.133>

Holmes, S. L. (2012). An investigation of No Child Left Behind and its primary purpose to close the achievement gap (Doctoral dissertation, Northern Arizona University). <https://search.proquest.com/openview/d623e1fc1c3f35be5498630c5ecaacc2/1?pq-origsite=gscholar&cbl=18750>

Innes, M. (2021). The micro-politics of policy enactment in a multi-academy trust. *School Leadership and Management*, 41(4-5), 334-351. <https://doi.org/10.1080/13632434.2021.2002839>

Klien, Alyson (April 10, 2015). No Child Left Behind: An Overview. Retrieved from <https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04>

Loeb, S., & Figlio, D. (2011). School accountability. In Hanushek, E. A., Machin, S. & Woessmann, L. (Eds.), *Handbook of the Economics of Education*, Vol. 3. San Diego, CA: North-Holland. pp. 383-423.

Lumogda, Ophel. (2011). K+12 No Child Left Behind. Retrieved on May 18, 2022, at http://olga-compedsys.blogspot.com/2011/03/k12-no-child-left-behind-ophel_lumogda.html

Nelson, V. et al. (2015). The Condition of Education. Retrieved on June 14, 2022, at <https://www.voced.edu.au/content/ngv%3A69607>

Orasa, G. J. (2014). Effect of Motivation Factors on Employee's Job Performance in Public Primary Healthcare Facilities: A Case of Ilemela District, Mwanza City. Digital Library of Open University of Tanzania. <http://repository.out.ac.tz/785>

Pagès, M., & Prieto, M. (2020). The instrumentation of global education reforms: An analysis of school autonomy with accountability policies in Spanish education. *Educational Review*, 72(6), 671-690. <https://doi.org/10.1080/00131911.2020.1803795>

Ph locator Agusan del Norte Cabadbaran. (n.d.). http://ph.geoview.info/cabadban_cutu_mapurban,29196277p

Robertson, L. J., & Griffiths, S. (2009). Graduates' reflections on their preparation for practice. *British Journal of Occupational Therapy*. 2009;72(3):125-132. <https://doi.org/10.1177/030802260907200307>

Shuffelton, A. (2020). What parents know: Risk and responsibility in United States education policy and parents' responses. *Comparative Education*, 56(3), 365-378. <https://doi.org/10.1080/03050068.2020.1724490>

Spurrier, A., Squire, J., & Rotherham, A. J. (2021). The Overlooked. Retrieved June 21, 2022 at <https://files.eric.ed.gov/fulltext/ED616901.pdf>

Sutherland, D. H. (2022). School board sensemaking of federal and state accountability policies. *Educational Policy*, 36(5), 981-1010. <https://doi.org/10.1177/0895904820925816>

Arante, R. B. & Magarin, M. P. (2023). Teachers' perspectives on the implementation of the "No child left behind policy": Basis for framework enhancement. *International Journal of Learning and Teaching*. 15(2), 64-78. <https://doi.org/10.18844/ijlt.v15i2.8752>

Tao, Y., Meng, Y., Gao, Z., & Yang, X. (2022). Perceived teacher support, student engagement, and academic achievement: A meta-analysis. *Educational Psychology*, 42(4), 401-420. <https://doi.org/10.1080/01443410.2022.2033168>

Veney, V. (2013). The No Child Left Behind Act: An Analysis of its Impact on the Academic Success of Students in Cobb and Fulton Counties in Georgia. Retrieved from <https://digitalcommons.kennesaw.edu/etd/564>

Villar, M. V. (2010). Senate Bill No. 75 An Act Ensuring the Full Realization of the Constitutional Right of All Citizens to Quality Education Ordaining for the Purpose "A No Filipino Child Left Behind Act of 2010. Retrieved from <http://senate.gov.ph/lisdata/74976053!.pdf>

Yell, M. L., Katsiyannas, A., & Shiner, J. G. (2016). The no child left behind act, adequate yearly progress, and students with disabilities. *TEACHING Exceptional Children*, 38(4), 32-39. <https://doi.org/10.1177/004005990603800405>