



Regression Analysis on School Practices and Quality of Education in the New Normal in Bangsamoro Autonomous Region in Muslim Mindanao

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Abstract

Education is a vital key to success but quality education is more vital to achieve sustainable success. Academic institutions aim to execute capabilities to attain educational success because of their goals to provide students with quality education and enriching experiences. This research examined the best predictors between school practices to quality education specifically among public secondary schools in Bangsamoro Autonomous Region in Muslim Mindanao, Philippines. This study utilized quantitative research method particularly the descriptive-predictive research design to examine the significant influence of school practices to quality education. Data were obtained from the school heads and teachers as respondents of the study who were determined through a stratified random sampling method with proportional allocation technique using the Slovin's formula showing a five percent margin of error and a sample population size of 294. A researcher-made questionnaire validated by experts and pilot tested which yielded 0.963 coefficients using the Cronbach's Alpha with internal consistency was used in gathering data. Full model regression analysis was used to determine which among the school practices best influence quality education. Findings revealed that the full model regression matrix between quality of education in terms of outcome-based learning, innovation, curriculum development and stakeholders' collaboration and school practices showed a significant effect leading to the rejection of the null hypothesis. In the overall stepwise regression matrix, mobilization of school learning action cells, adherence to child-friendly school and administration of standardized test were the best predictors of the quality of education with Beta and t coefficients of .704 or 28.651; .463 or 18.291; and -.161 or -7.125 respectively.

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Hence, the null hypothesis was rejected. However, adoption to modular-printed distance learning showed no significant effect so the null hypothesis was accepted. Thus, school practices have a significant effect on the quality of education. Sustaining best practices, support, initiatives, and innovations by stakeholders can contribute for the efficient attainment of quality education.

Keywords: Collaboration; Curriculum Development; Innovation; Outcome-based Education; Quality Education; School Practices; Regression Analysis.

1. Introduction

The school administrators and teachers play an essential role in implementing school practices that will help to achieve educational success and quality education in a meaningful 21st century education. They set educational goals and objectives and use teaching styles, approaches and techniques to achieve meaningful outcomes. As part of the process of strengthening schools, education systems also need to develop high-quality teachers. A high-quality teaching body is not just a given among high-performing education systems, however; it is the result of deliberate policy choices carefully implemented over time. This learning opportunity can be of great value to education systems, as teachers and education systems need to support students to learn how to better navigate change and develop a mindset conducive to lifelong learning.

Besides, teachers as well as school leaders play an increasingly important role in establishing and ensuring well-functioning 21st-century learning environments. School leaders often act as the bridge between teachers, students, parents or guardians, the education system as a whole and the wider community [1]. Effective school leaders are those who can make evidence-informed decisions, provide the instructional leadership that teachers need to help all their students to succeed in school, and create a collaborative school environment in which teachers take part in school decision making [2]. Moreover, school leaders are often the first implementers of an education system, as they are tasked with translating education policies into reality within their schools so they become part of everyday practice. School practices provide the conditions for effective teaching such as school goals, supportive and caring environment, coherent curriculum and evaluation, learning-focused partnerships, strategic resource allocation and developing professional practice [3]. In addition, school practices are interventions to address specific issues. Practices vary significantly in their intentionality, organization and coherence. They are intended to reduce school failure, directly or indirectly by improving equity and subject to empirical evaluation [4]. On the other hand, in classroom setting, practices must be inclusive, to ensure every pupil feels valued and supported in the learning process. Likewise, practices include classroom management which is the set of procedures, strategies, and instructional methods that teachers use to create a classroom environment which promotes learning. Classroom management is essential to create a safe and well-ordered environment to teach and learn while promoting quality education and inclusiveness. In class, student must be taught in the best conditions to feel ready to learn with the same chances than other students in the classroom. Thus, students' learning outcomes are largely dependent on the type of pedagogy used by the teacher in the learning process, but also on the learning environment within the classroom. Teachers are the central actors when it comes to managing classroom practices and must be oriented towards adapting their pedagogy [5].

Quality education emphasizes that learners are healthy, well-nourished and ready to participate and learn, and supported by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum; processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society [6].

In addition, according to Philippine Constitution, Sec. 1, Art. 14 (1987) provides that the state shall protect and promote the right of all citizens to quality education at all levels and R.A 7722 otherwise known as the Higher Education Act of 1994 mandates that the State shall protect, foster and promote the right of all citizens to affordable and quality education at all levels. To promote such provisions, the government continuously explores innovative programs and measures to improve the educational system. In its effort to effect quality education, the current administration through the Commission on Higher Education (CHED), the Department of Education (DepEd) and the Technical Education and Skills Development Authority (TESDA) is deliberately undertaking a paradigm shift in order to design a new educational landscape that would make Filipino graduates at par or even better than their counterparts abroad.

However, how can education systems build a more flexible 21st-century learning environment and help schools innovate? Education systems are increasingly confronted with these questions [7]. To address these questions, school administrators and teachers employ different school practices in empowering schools and making the education services to the learners more responsive so that they are able to face the complex challenges of the 21st century.

In the Ministry of Basic, Higher and Technical Education MBHTE-BARMM, specifically in Maguindanao I and Maguindanao II Divisions, proper implementation of school practices and attaining quality of education in the new normal are great challenges. School administrators and teachers need help and assistance from the Department of Education to develop their full potentials both in the profession and technical skills for the improvement of the schools and achieve high performance for quality education. Due to the existing problem, the researchers observed and experienced in the field concerning school practices and quality of education in public schools that teaching performance is affected and remarkably having a big influence for their students. It was for the aforementioned scenario that this study aimed to find out how to improve school performance through different programs and activities employed by both school administrators and teachers in BARMM. The researchers desire with expectation that the results of the study may serve as a big help for the school administrators and teachers to have well-defined school practices for the attainment of quality education.

Based on the findings of the preliminary survey conducted by the researchers using a descriptive research method, it was revealed that the extent of school practices in terms of mobilization of school learning action cells (LAC), adherence to child-friendly school and administration of standardized test were described as evident. While the extent of school practices in terms of adoption of modular-printed distance learning was

described as highly evident. On the other hand, the extent on the level of quality of education in terms of outcome-based learning, innovation, curriculum development and stakeholders' collaboration were described as satisfactory.

Moreover, through the use of Pearson product moment correlation, the relationship between the school practices of school administrators and teachers and the quality of education in terms of outcome-based learning, innovation, curriculum development and stakeholders' collaboration showed a positive relationship at .01 level of significance leading to the rejection of the null hypothesis formulated to correlate the two main variables.

Therefore, to strengthen the findings of the preliminary surveys conducted, the researchers intended to conduct further examination to establish which among the school practices in terms of mobilization of school action cells, adhering to child-friendly school, administration of standardized test, and adoption of modular-printed distance learning best predict quality education in terms of outcome-based learning, innovation, curriculum development, and stakeholders' collaboration specifically in the Bangsamoro Autonomous Region in Muslim Mindanao. The null hypothesis, "There are no school practices that best influence the quality of education in BARMM."

2. Methods

This section presents the research design, research subjects, research instruments, data gathering procedure and the statistical treatment of the data.

2.1. Research Design

This study utilized quantitative research design. This was used to develop and employ objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. It also focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon [8].

Specifically, the study used descriptive-predictive method. It is descriptive because it described the extent on school practices and quality of education. Meanwhile, it is predictive because it described the significant effect of school practices in quality of education.

2.2 Research Subjects

The respondents of the study were the public secondary schools of Maguindanao I and II in BARMM with the regular school administrators and teachers as the main population of the study. In determining the respondents, a stratified random sampling utilizing proportional allocation technique was used. School administrators and teachers were determined using the Slovin's formula as shown in the preceding section with a five percent margin of error and a sample size of 294 comprising school administrators and public secondary school teachers.

$$n = \frac{n}{(1+Ne^2)} \quad e = 5\%$$

$n =$ sample size
 $N =$ population size
 $e =$ margin of error

$$= \frac{1,114}{(1+(1,114(0.5)^2))}$$

$$= \frac{1,114}{3.785}$$

$$n = 294$$

95% level of confidence

2.3 Research Instrument

A researcher-made questionnaire was used in gathering the data. Part I covered the statements that briefly described the extent of school practices employed by school administrators and teachers in terms of mobilization of school learning action cells (SLACs), adherence to child- friendly school, administration of standardized test and adoption of modular-printed distance learning. Part II covered the statements that described the level of quality of education in terms of outcome-based learning, innovation, curriculum development and stakeholder’s collaboration. The instrument was subjected to validity and results revealed that the content validity found as very good with 4.17 overall mean. For the reliability of the survey instrument, this was administered to 20 respondents excluded in the population of the study. Results revealed that the survey questionnaire yielded .963 coefficients using the Cronbach’s Alpha which means the items have internal consistency.

2.4 Data Gathering Procedure

The data in this study were collected in the following stages. The first stage was on asking permission to conduct the study. The second stage was on the administration and retrieval of the research instrument. Upon approval, the survey questionnaires were personally distributed to the respondents to ensure 100 percent retrieval. Hence, the survey questionnaires were all retrieved. The third stage was on the collection of data and tabulation process. The data gathered were tallied, tabulated, analyzed, and interpreted accordingly and confidentially.

2.5 Statistical Treatment of Data

The data were analyzed and interpreted using the appropriate statistical tools. Results of the baseline data were analyzed using the Mean in order to determine the extent of school administrators and teachers school practices and the level of quality of education. Pearson Product Moment Correlation was used to interpret the result at a .01 (2 tailed) level of significant to determine the significant relationship between school practices and quality of education.

Full Model Regression Analysis was used to determine which among the school practices best influence the quality of education. Regression analysis is a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables. It can be utilized to assess the strength of the relationship between variables and for modeling the future relationship between them [9].

Moreover, in another study, [11] it was mentioned that school is a platform and a place where people gather in a group to create something or develop new ideas or products. School administrators and teachers develop new educational strategies to improve schools' performance and achieve educational goals. The consolidated efforts of the school administrators, teachers, parents and all stakeholders concerned can be turned as a good school practice which can soften the rugged road towards quality education which is a dream of every school whether big or small, located in the rural or urban, and whether in the first world or third world country.

In a similar study which is conducted in BARMM, the authors concluded that when it comes to analytical decision-making, the educational leaders have shown exceptional skills than being directive, conceptual and behavioral decision makers considering that in the new normal, educational leaders need to be more critical thinkers in order to become more resilient on the tremendous changes in educational supervision and administration. The educational leaders should continue capacitating themselves by attending seminars, benchmarks, conferences, workshops, and a series of training related to decision-making for the sustainable and holistic development of education in the Bangsamoro community and throughout the world [12].

3.2 Regression Analysis between Innovation and School Practices

The table revealed that the school practices greatly contributed in achieving quality of education in terms of innovation. Hence, there is a significant effect of innovation employed by school administrators and teachers. As shown in the table, the predictors mobilization of school learning action cell, the $F=16413.070$, $Beta=.990$, $t=32.007$, $p=.000$ at .01 level of significance and the adherence to child-friendly school, $Beta=.094$, $t=2.706$, $p=.007$ at .01 and .05 level of significance and administration of standardized test, $Beta=-.073$, $t=-2.866$, $p=.004$ at .01 and .05 level of significance. This result showed that the null hypothesis is rejected.

Table 3.2: Regression Analysis between Innovation and School Practices (Full-Model).

School Practices	Innovation (Dependent Variable)			
	Coefficients			
	B		T	Sig
Mobilization of school learning actions cells (SLACs)	.990	R = .998	32.007	.000**
Adherence to child-friendly school	.094		2.706	.007**
Administration of standardized test	-.073		-2.866	.004**
Adoption of modular-printed distance learning	-.014		-1.590	.113 ^{NS}

ANOVA: R Square = .996; F = 16413.070; Sig. = .000**

**Significant at .01 level

*Significant at .05 level

^{NS} Not Significant

Thus, the administrators and teachers school practices help in developing and enhancing the curriculum through proper planning and implementation as part of innovation which is the process of finding the best alternative ways of teaching and learning process using new methodological approach, new pedagogical philosophy instructional tools, teaching techniques, learning processes, or instructional structures that will help to increase the efficiency and productivity of the learning process to improve educational quality. These practices serve as a guide and tool to assess or evaluate the curriculum. These school practices also serve as a framework to identify the necessary competencies to be integrated in the curriculum planning and implementation. If these were clearly addressed, the teachers and students would be well guided especially during classroom instruction that would help the learners develop their full potentials and eventually contribute to the realization of quality education that would contribute to nation building and promotion of quality life.

Innovation is vital to bring improvement in education. Innovation will improve the nation's efficiency and also outcomes in learning quality and equity. It helps in the achievement of quality education among academic institutions and uplift the efficiency of the educational system. The evolvement of the education system must be systemic, consistent, and able to measure. Lecturers, teachers, researchers, administrators, and policymakers are all required to improve the teaching and learning philosophy and practice, or other aspects involved in the process of teaching and learning to ensure that the student meets the quality of life and work [13].

3.3 Regression Analysis between Curriculum development and School Practices

As reflected in Table 3.3, the school practices greatly contributed in achieving quality of education in terms of curriculum development. As shown in Table 12, the predictors mobilization of school learning action cell $F=12307.483$, $Beta=.350$, $t=9.641$, $p=.000$, adherence to child-friendly school, $Beta=.566$, $t=13.930$, $p=.000$, administration of standardized test, $B=.071$, $t=2.393$, $p=.017$ and adoption of modular-printed distance learning $B=.028$, $t=2.705$, $p=.007$ at .01 and .05 level of significance. The result showed that the null hypothesis is rejected.

Table 3.3: Regression Analysis between Curriculum development and School Practices (Full-Model).

School Practices	Curriculum development (Dependent Variable)		
	<i>Coefficients</i>		
	B	T	Sig
Mobilization of school learning actions cells (SLACs)	.350	9.641	.000**
Adherence to child-friendly school	.566	13.930	.000**
Administration of standardized test	.071	2.393	.017**
Adoption of modular-printed distance learning	.028	2.705	.007**

ANOVA: R Square = .994; F = 12307.483; Sig. = .000**

**Significant at .01 level

*Significant at .05 level

^{NS} Not Significant

Thus, the school practices can really influence curriculum development which is the process of designing, planning, implementing and evaluating the curriculum to meet the needs and requirement of educational institution including student, teacher, and involving all stakeholders who participate in the educational process to improve quality education.

The higher the innovation and strength of school practices, the higher the chance of developing the curriculum that is relevant to the needs of the students and the demands of the industry. On the other hand, when these school practices employed by the administrators become irrelevant as to the basis of the evaluation and observation conducted, there is a need to modify existing practices through the coordination of the teachers and the strong collaboration of the stakeholders.

School administrators and teachers also play an important role in the curriculum development process since as the school administrators, it is their job to support and monitor the implementation of the curriculum.

Having a curriculum that includes input from teachers can greatly support the achievement of the aims, goals, and learning objectives of all students [14].

Teachers are responsible to supply students with positive experiences in order to continue studying and discovering new things, so learning experiences should be meticulously planned and teachers are to think outside the box when choosing methods and materials to deliver their instruction so that they can give their students an opportunity to learn something meaningful and valuable for their life.

The curriculum development provides curricular goals which intended to student development outcomes, ensures that the key issues and trends in the specific content area are identified, helps in suggesting suitable teaching-learning strategies, teaching methods, instructional materials, allows continuous assessment and improvement of quality, encourages students to clarify their doubts and instill a healthy attitude towards learning and gaining knowledge, helps students unleash the skills, abilities and strengths that they possess, improves educational practices, empowers teachers to modernize and innovate, helps in continuous and comprehensive education, and promotes inclusive teaching [15].

3.4 Regression Analysis between Stakeholders collaboration and School Practices

Findings revealed that the school practices contribute to the quality of education in terms of stakeholders' collaboration. As shown in Table 3.4, the $F = 2656.699$, the predictors mobilization of school learning action cell, $Beta = .721$, $t = 8.803$, $p = .000$, adherence to child-friendly school, $Beta = 1.023$, $t = 11.166$, $p = .000$ at .01 level of significance and administration of standardized test, $Beta = -.767$, $t = -11.413$, $p = .000$ at .01 level of significance.

Table 3.4: Regression Analysis between Stakeholder's collaboration and School Practices (Full-Model).

School Practices	Stakeholder's collaboration (Dependent Variable)		
	Coefficients		
	B	T	Sig
		R = .987	
Mobilization of school learning actions cells (SLACs)	.721	8.803	.000**
Adherence to child-friendly school	1.023	11.166	.000**
Administration of standardized test	-.767	-11.413	.000**
Adoption of modular-printed distance learning	.036	1.541	.124 ^{NS}

ANOVA: R Square = .974; F = 2656.699; Sig. = .000**

**Significant at .01 level

^{NS} Not Significant

Thus, the school practices guide administrators and teachers in achieving quality of education through stakeholder's collaboration. These school practices are great opportunities for the stakeholder's involvement especially in the different programs and activities in school. If the stakeholders collaborate and exercise their responsibilities and functions, effective teaching and learning process will be easily achieved.

The result showed that the null hypothesis is rejected. Hence, there is a significant effect of school practices in collaborating with stakeholders. This result is confirmed by a similar study [16] emphasizing that collaboration of stakeholders serves as a vehicle of improvement that caters total development and improvement of the school through shared responsibilities with the community it serves. Studies confirm that involvement and participation of multiple stakeholders contribute to a better management of schools [17].

The Department of Education (DepEd) promotes shared governance and a strategy to decentralize education decision making by increasing parental and community involvement in schools [18]. This enables active participation by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students learning outcomes [19].

In addition, one of the enabling policies formulated and supported is the creation of the school improvement plan by the school heads. It is considered as the road map that lays down specific interventions the school undertakes within a period three of consecutive school years with the help of the community and other stakeholders [20]. This serves as a vehicle of improvement that caters total development of the school through shared responsibilities with the community it serves [21]. The guiding principles of the mandate is the formulation and implementation of the school improvement plan involving the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others. Studies confirm that involvement and participation of multiple stakeholders contribute to a better management of schools [22]. Collaboration between the school and community members is encouraged to support the school improvement [23].

3.5 Regression Analysis between Overall School Practices of School administrators and Teachers and Quality of education in BARMM

Regression analysis reveals that mobilization of SLACs, adherence to child-friendly school and administration of standardized are best predictors in quality of education as shown in the table. The result showed that school learning action cell, $F= 28738.062$ $Beta=.704$, $t=28.651$, $p=.000$, adherence to child-friendly school, $Beta= .443$, $t=18.291$, $p=.000$, and administration of standardized test, $Beta=-.161$, $t=-7.125$, $p=.000$ at .01 and .05 level of significance. The value .000 for school practices variable is less than the significance level of .01; hence, there is a significant effect in achieving quality of education among schools. On the other hand, among the variables under school practices, it emerged that the variable on the adoption of modular-printed delivery modalities is excluded as best predictor to quality education considering that based on many studies conducted there have been tremendous challenges encountered by many schools particularly in the public sectors on the implementation of modular instruction as part of the alternative measures to sustain education despite the outbreak of the pandemic.

Table 3.5: Regression Analysis between Overall School Practices and Quality of education in BARMM(Stepwise).

School Practices (Predictor)	Quality of education in BARMM (Dependent Variable)			
	Coefficients			
	B		T	Sig
Mobilization of school learning actions cells (SLACs)	.704	R = .998	28.651	.000
Adherence to child-friendly school	.463		18.291	.000
Administration of standardized test	-.161		-7.125	.000

ANOVA: R Square = .997; F = 28738.062; Sig. = .000**

**Significant at .01 level

*Significant at .05 level

Variables excluded: Adoption of modular-printed delivery modalities

The overall results show that school practices such as mobilization of SLACs, adherence to child-friendly school and administration of standardized test affect quality education. Whereas, adoption of modular-printed distance learning did not show significant effect. Hence, when SLACs, child-friendly school and standardized test are effectively employed in schools, meaningful teaching and learning process can be achieved. These programs and activities aim to provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and service for the common good.

It also desires to improve education by transferring significant decision-making authority from state offices to individual schools.

Schools and other development partners are urged to implement projects and activities to empower school team and personnel, expanding community participation and involvement, and making delivery of education services to the learners more responsive, efficient and effective. These initiatives envisioned to help schools reach the goal of providing access to quality education [24].

Quality education emphasizes that learners are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum; processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society [25]. The Philippine Constitution, Sec. 1, Art. 14 (1987) provides that the state shall protect and promote the right of all citizens to quality education at all levels and R.A 7722 otherwise known as the Higher Education Act of 1994 mandates that the State shall protect, foster and promote the right of all citizens to affordable and quality education at all levels.

4. Conclusions

Quality education is influenced by practices offered by educational sectors such as intensification of learning, learner-centeredness, standardization, resiliency and flexibility among others. Quality education is the schools' demonstration of their ability to perform, achieve or excel in scholastic activities and provide the outcomes needed for individuals to prosper as well as align and integrate fully with their communities and access a range of services across sectors designed to support the educational development of the learners who are the center of education.

Findings of this study prove the relevance of educational theory of the American thinker and visionary John Dewey (1859-1952). Through the schools' human resources constant interconnections and experiences with the world around them, learning takes place where in new ideas, concepts, practices and understandings are evolved and as these interactions and experiences are intensified through social relationships and life experiences, growth and development take place. Hence, the schools' best practices should be strengthened in order to sustain quality education which maybe manifested through outcome-based education, innovation, curriculum development, and stakeholders' collaboration. When schools are performing well, there would be a great tendency to grasp quality education which could lead to efficiency, effectiveness, and productivity. Best practices can lead to quality education. Quality education means quality life.

On the other hand, aside from the schools' best practices being identified as variables that could best predict quality education, it is with strong convictions that there are other variables that could influence quality education which may be the core for further studies.

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