

## Balancing Act: School Reforms, Parental Concerns and the Dilemma of No Child Left Behind Era



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**ABSTRACT:** This research aimed to explore educators' perspectives on the No Filipino Child Left Behind Act of 2013. Employing a qualitative research design, the study involved ten participants selected from five schools in Iligan City, Division Lanao del Norte, using purposive sampling. Through in-depth interviews, the researcher collected substantial data subjected to thematic analysis. The findings indicated that compulsory education for school-age children contributes to a more promising and secure future. Moreover, unwavering parental support emerged as a crucial factor in ensuring education for all. However, participants expressed concerns about Section 2 of the Act, suggesting that it might foster dependency on teachers and compromise the delivery of quality education. The study also unveiled a need to reorient participants on specific Act provisions. Consequently, these results prompted the development of a program aimed at revisiting and clarifying the Act's key provisions.

**KEYWORDS:** No Filipino child left behind act, education for all, compulsory education, reorientation programs, thematic analysis

### 1.0 INTRODUCTION

The Department of Education (DepEd) implemented various programs to ensure that all learners in the Philippines can have an equal opportunity to receive an education, and one of the programs enacted was the No Filipino Child Left Behind Act of 2013. Regardless of addressing the mounting concern in the Philippines to provide quality education for all, the deteriorating performance of the learners was evidently shown in the national and international assessments (Malipot, 2019). This manifested the pressing need of resolving difficulties and gaps in achieving adequate basic education in the Philippines.

To address this gap further and ensure that every citizen's constitutional right to a high-quality education be fully upheld, Senator Cynthia Villar introduced The No Filipino Child Left Behind Act of 2013. This act which is also referred to as Senate Bill 295, takes necessary measures to affirm that everyone has access to education and oversee children who were of compulsory school age, and to guarantee that they benefit from the opportunity to receive a high-quality education. (Villar, 2013).

Consequently, there were only few studies that have been conducted related to the No Child Left Behind Act. Barnhart's (2015) study determined that this act had no bearing on the learner's academic success. Thus, the researcher deemed it necessary to conduct another research study to exact teachers' perceptions on the implementation of this act particularly in the Division of Iligan City. Specifically, it aimed to examine their understanding of the provisions stipulated in this Act; how they effectively implement the provisions of the policy in school and determine the significant impact on the learner's performance. The outcome of this study serves to design a program for educators to improve their understanding of the Act. Hence, the findings of this research endeavor prompted the researcher to craft a development program.

### 2.0 METHOD

This study employed a Phenomenological qualitative research approach, specifically using the narrative research design. Qualitative research involves gathering and interpreting non-numerical data to gain a comprehensive understanding of a situation or develop new research concepts. Given the study's focus on obtaining educators' perceptions of the No Filipino Child Left Behind Act, qualitative research was deemed most appropriate. Ten participants from five schools in Iligan City of Division, were selected through purposive sampling, including representatives from both lower and higher grade levels. The research employed one-on-one semi-structured interviews, a method chosen for its flexibility and adherence to a specified theme framework. Thematic Analysis was then applied to the gathered data, allowing the identification of common themes within participants' views, opinions, knowledge, experiences, or values related to the No Filipino Child Left Behind Act of 2013.

### 3.0 RESULTS AND DISCUSSION

This Chapter contains the presentation, analysis, and interpretation of the data collected from the one-on-one interviews with the participants. The said data was presented in Thematic Analysis to analyze the qualitative data gathered in interviews.

**Problem 1.** What is the participant's perception of the No Filipino Child Left Behind Act in terms of Declaration Policy and Prohibition on Employment of Children of Compulsory School Age?

The Declaration Policy of the No Filipino Child Left Behind Act of 2013 was for all Filipino children of compulsory school age to complete and obtain basic education. Majority of the participant educators from the Schools were fully aware of the No Child Left Behind policy and affirmed that the Division of Iligan City continually implemented the provision to provide equitable opportunity and accessible education to residents of the locality. Their perception was in keeping with the Act's aim to ensure that every citizen was given equal access to a high-quality education and granted their rights in the Constitution. According to the participants, this policy has helped the learners specifically those who were of compulsory age to continue their study, received their rights to education, and learn at the same pace with the other learners.

Act as Filipino Child Left Behind Act provides equitable opportunity and accessible education to all children. Their perception was in keeping with the Act's aim to ensure that every citizen was given equal access to a high-quality education and granted their rights in the Constitution. According to the participants, this policy was able to help learners specifically those who were of compulsory age to continue their schooling, receive their rights to education, and learn at the same pace as the other learners with the goal of no learner should be left behind.

#### **Theme: Equal Opportunity and Secured Future**

Participant's Perception of the No Filipino Child Left Behind Act in terms of the Declaration Policy and Prohibition of Employment of Children of Compulsory School Age. Two themes were captured in this research area: Equal Opportunity and Secured Future. Most of the participants agree that the policy was helpful to the learners since it provides them their rights to education and an equal opportunity to make education accessible to every Filipino child of compulsory school age that wished to finish their basic education.

One of the participants from the higher grade level shared her thoughts on the implementation of the No Filipino Child Left Behind Act.

*"The aim of the Department of Education in implementing the No Filipino Child Left Behind Act was good because all children can finish their basic education. The Filipino learners were provided with an equal opportunity to their rights to education, and eventually, all children can be literate". (Participant 4 – Teacher I, January 05, 2023)*

Further, this statement was supported by another participant from the lower grade level.

*"The Act gave opportunity to every Filipino learner to have their rights to education, and this actually help them to be educated". (Participant 9 – Teacher I, January 05, 2023)*

The No Filipino Child Left Behind Act was generally viewed by the participants as a means of ensuring that learners can learn at the same pace as others, and become literate by providing them with equal access and opportunity to education. Making education more accessible to all guarantees that the children who were of compulsory school age had the opportunity for a better future.

Senate Bill No. 1129 supports the claim of the declared policy of the No Filipino Child Left Behind Act of 2013. As stipulated in the Bill, this was an act that promotes compulsory education for every Filipino child of compulsory school age, to receive their rights and make education accessible to all (Legacy Senate, 2013).

Moreover, all of the participants agree with the prohibition on the employment of children of compulsory school age. For the most part, participants mentioned that children were supposed to be enrolled in school to be literate have a better future, and not be engaged in any form of child labor. The compulsory education for the compulsory school age secured the future of Filipino learners to at least complete and obtain their basic education. The No Filipino Child Left Behind Act gave an opportunity for Filipino learners to be in school and be literate.

One of the participants from the lower grade level shared her thoughts on the prohibition of employment of children of compulsory school age.

*"Children should be prohibited from working because it was not their responsibility to earn a living at a young age. It was the responsibility of the parents to provide education for their children. Parents were supposed to work to earn a living for their family, and not the children. The children in the province were prejudiced to be illiterate because instead of going to school some were farming to help their parents". (Participant 3 – Teacher I, January 05, 2023)*

Moreover, this concern was supported by the statement of the participant from the higher grade level.

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*“The parents need to be reminded and educated about the importance of education to every child so that their children can have full support with their education”. (Participant 8 – Teacher III, January 05, 2023)*

In addition, every child who was of compulsory school age should be enrolled at school and not be engaged in any work during the participants' deduced that school days. Any work that hinders children to access education should be prohibited. It was significant to uphold the rights of all Filipino children to equitable education and guarantee that they can benefit from the opportunity to obtain a quality education.

Section 7 of the No Filipino Child Left Behind Act of 2013, stated that it is against the law for children of compulsory school age to work on days when they were expected to attend school. On the first offense and for subsequent offenses, violating this clause can result in punishment, including imprisonment (Legacy Senate, 2013).

To summarize the participants' perceptions on the declaration of the No Child Left Behind Act was generally helpful to the all Filipino citizens given with equal opportunity and secured future. Prohibition of employment of a child of school age is in accord with the law.

### **Problem 2.** How did the educator participants implement the Act?

The participant's implementation of the No Filipino Child Left Behind Act was encapsulated into two themes: Strategies that were employed which aided in the implementation of the act effectively, and the Initiatives taken by the schools that supported the aim of the Act that no learner should be left behind.

#### **Theme: Strategies and Initiatives**

Home visitation to the learners who were observed to have several absences was one of the effective strategies that were employed by the participants to carry out the Act. With this, they educate the parents on the importance of education to the learners. Continuous monitoring of the learner's performance was also employed. Flexible teaching strategies have been utilized by the participants to meet all the needs of the learners, and make them feel a sense of belongingness in the class.

A participant from the lower grade level shared the significance of home visitation to the learners.

*“At school, we teachers were recognized as the second mother of our learners. We simply want the best for them. We became concerned when our learners were absent for several days because often, the learners felt ashamed to come to school again due to missed activities. As teachers, we conducted a home visit to the learners and encouraged them to return to class”. (Participant 2 – Teacher I, January 04, 2023)*

Furthermore, the participant added the benefits of visiting the learners at their homes.

*“Visiting the learners also helped us to know better our learners. Since we got to meet their parent, this gave us an opportunity to educate them on the importance of education on their children and at the same time, motivate the learners to attend the class”. (Participant 2 – Teacher I, January 04, 2023)*

Moreover, the participant shared the difficulties she encountered on home visits.

*“Even though our learners' residences were far from the school, we nevertheless visit them because it was a duty we shoulder as educators”. (Participant 2 – Teacher I, January 04, 2023)*

A visit to the learner's homes assisted in reducing the gap between the school, teachers, parents, and learners. Educators had the opportunity to engage in meaningful conversation with parents, particularly those whose children attended school only occasionally, and learn about the circumstances of the learners at home. Participants also educate parents about the importance of education for all children and encourage them to enroll their children in school. Home visits helped the teachers to get to know their learners better and provide them insight into the things that discourage students from attending class. From this, teachers make adjustments to address the needs of the learners by understanding their living situations.

According to the Department of Education (DepEd), conducting home visitation was the most efficient strategy to get learners to return to class (DepEd Tambayan, 2019). This was supported in the article by Lynch (2019), a home visitation can reassure the learners that their teachers were concerned about their well-being. It fosters strong relationships between teachers and parents. As well as, it establishes the tone for effective communication throughout the academic year.

In addition to the strategies employed by the participants in implementing the No Filipino Child Left Behind Act, the participants continuously monitor the performance of the learners to know who progressed and needs to be scaffolded. A participant from the higher grade level mentioned the needs of monitoring the learner's performance.

*“Continuous monitoring of the learner's performance aid us teachers to know the progress of the learners, from this, we were able to know those learners who were left behind.” (Participant 1 – Teacher I, January 04, 2023)*

Continuous monitoring of the learner's academic performance was improved, to know the gaps that need to be addressed by the teachers. Monitoring the progress of learners helps teachers in determining the effectiveness of their teaching methods. This

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aids both the teacher's teaching and the child's learning (McLane, 2023). As well as, it allowed the teachers to utilize flexible teaching strategies that addressed the different learning styles of the learners.

As mentioned by a participant from the higher grade level on flexible teaching strategies.

*"No learners were the same, they all differ in many aspects. This also means they have their preferences in learning. As part of our responsibilities as educators, we need to know their different learning styles because this can help to ensure that no learners were left behind as we were trying to address their needs by utilizing flexible teaching strategies". (Participant 10 – Teacher III, January 05, 2023)*

Flexible teaching was advantageous to the learners as this allow the teachers to address the various learner styles, needs, and interests. The better a teacher was able to adapt in the classroom, the more likely the learner to increase their involvement and participation in the class, guaranteeing that no child was left behind while you were teaching (Netcom, 2021).

On the other hand, a participant from the lower grade level mentioned about the sense of belongingness among the learners.

*"One of the strategies I did was to make all my learners feel that they all belong in the class. In this way, they can feel assured that they were all welcome in my class thus, individually they won't think that they were left behind". (Participant 5 – Teacher I, January 05, 2023)*

The No Filipino Child Left Behind Act as per the participants can help the children to attend school and feel a sense of belongingness. Professor Gray mentioned that when the learners feel like they belong in the classroom, it can have a positive impact on the learner's academic performance and can motivate them in a variety of ways (Bowen, 2021). Thus, learners became motivated to go to school due to the provision of a conducive learning environment.

The participants had conducted initiatives that supported their implementation of the No Filipino Child Left Behind Act. The following initiatives they had employed were Alternative Learning System, Alternative Delivery Mode, Summer Reading Camp, Early Registration Campaign, and Oplan Balik Eskwela (Table 3).

A participant from the lower grade level shared the relevance of the Alternative Learning System for the learners, as this was an initiative they had conducted that supported the No Filipino Child Left Behind Act.

*"Align with the mandates of the Department of Education that No Filipino Child Left Behind, the Alternative Learning System was conducted in our school. This was to ensure that every child had the opportunity to obtain and complete at least basic education. For the elementary level, we offer basic literacy competencies that mainly focused on the communication skills and numeracy of the learners". (Participant 7 – Master Teacher I, January 05, 2023)*

Parallel to Alternative Learning System, a participant from the higher grade level shared her experience on the significance of the Alternative Delivery Mode during the pandemic on the aim of the No Filipino Child Left Behind Act.

*"For those learners who can't come to school due to long-distance learning or illness, we offered the Alternative Delivery Mode. During the pandemic, this was very relevant to us in ensuring that education was still accessible amid the crisis". (Participant 6 – Teacher III, January 05, 2023)*

The participant also mentioned the different learning modalities that were integrated to guarantee that learners had access to education amid the pandemic.

*"Learners should not be stagnant in learning thus, we integrated the Alternative Learning Delivery Modalities, such as modular, television-based, radio-based instruction, and blended learning. Since we were located in the province, online learning did not apply to us. All of this was with the aim of the Department of Education that learning should continue to ensure that no learner was left behind". (Participant 6 – Teacher III, January 05, 2023)*

Further, according to the participant, Summer Reading Camp was also an initiative conducted to promote No Filipino Learners Left Behind.

*"During Summer, we integrate Summer Reading Camp for our learners. The aim of this was to help the non-readers to be able to read through various literacy activities. This activity can enable the struggling learner's to comprehend what they read". (Participant 6 – Teacher III, January 05, 2023)*

In addition, Early Registration Campaign, and Oplan Balik Eskwela were also mentioned by the participant that helped with the implementation of the Act.

*"We also have the Early Registration Campaign, the purpose of this was it seeks to locate those learners who were no longer in school but interested to return to school. This help to ensure that all children of school age can register and enroll early and can be provided with quality education. Also, as part of the DepEd's efforts to ensure that every learner was properly enrolled, we have Oplan Balik Eskwela". (Participant 6 – Teacher III, January 05, 2023)*

The initiatives that has been mentioned and implemented by the participants were the provision programs by the Department of Education. According to Llego (2014), the Department of Education provided learning interventions that were responsive to the learner's needs. The Alternative Learning Systems and Alternative Delivery Modes were the main learning

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categories that can aid the learner's needs as an intervention. These two serve as an alternative to formal education that supported the lifelong learning of every Filipino child.

**Problem 3.** What are the challenges and issues encountered by the participants in implementing the No Filipino Child Left Behind Act of 2013?

The challenges and issues encountered by the participants in the implementation of the No Filipino Child Left Behind Act were encapsulated into two themes: the Learner's Struggles such as long-distance learning, knowledge gap, family problems, child labor, and poverty that can affect to the learner's capability of learning, thus ensuring that No Filipino Learner Left Behind was uncertain. As well as the Issues encountered by the participants in implementing the Act such as the lack of support of the parents on their children's education, increase dependency among the learners, and more responsibility to the teacher.

### Theme: Learners' Struggle and Issues

In the implementation of the No Filipino Child Left Behind Act, the participants observed the struggles that the learners experienced that can impact their learning. The following was due to the long-distance learning, knowledge gap among the learners, family problems, poverty, and child labor that contributes to the factors why there were learners left behind in the class. Given the fact that there was a great distance between the schools and the home of the learners, this turns out to be one of the daily struggles of the learners in going to school they only walked in going to school.. This was one of the factors why some were often absent especially during rainy days. As a result, some of the learners were left behind in the class.

A participant from the higher grade level revealed the daily struggles of the learners on long-distance learning.

*"For learners in the hinterlands, the children merely walked to school regardless of the distance. The difficult part was every time it rained, the learners got soaked in the rain so as with their notebooks because they don't have umbrellas with them". (Participant 6 – Teacher III, January 05, 2023)*

Another concern that the participants encountered was the knowledge gap among the learners. A participant from the lower grade level shared her challenging experience.

*"The face-to-face class after the pandemic was very challenging for the teachers here, specifically on my part. The pandemic occurred for two years, which was particularly difficult for me because my present learners were in kindergarten when the pandemic happened, making this their first engagement with face-to-face classes". (Participant 2 – Teacher I, January 04, 2023)*

Also, she added the struggle she encountered in implementing the No Filipino Child Left Behind Act.

*"Most of the learners had difficulties in writing, and lack reading skills. But because of the aim of the DepEd that No Filipino Child Left Behind, we were back to basic teaching to ensure that no one was left behind. Also, in the first month of the face-to-face classes after the pandemic, one of the parents requested more attention for her child. And I told the parent that I cannot fully give attention to her child only because some learners can be out of control when attention was also not given to them. We need to take into consideration that this is a public school, and as much as I want to give full attention to everyone individually, I also need to consider the majority and give equal attention to everyone in the class. At the same time, ensure that everyone was learning at the same pace as others so that no one was left behind". (Participant 2 – Teacher I, January 04, 2023)*

Teachers must give equal treatment to all the learners, same as they would to their children. As well as, being able to recognize the individual abilities of the learners to effectively inspire and motivate them to develop their skills (Wickramasinghe, 2019).

Family problem was also observed as a struggle for learners in learning in the class. Some of the learners who had family problems were too occupied with their family concerns and had difficulty in learning, reasons to be left behind in the lesson. Parallel to that was poverty that most of the learners encountered. Due to poverty, learners were engaged in child labor to help their parents to earn a living.

A participant from the higher grade level emphasized poverty which caused the family problem, and learners engaged in helping their parents earn a living.

*"One of the reasons why some learners were left behind in the class was because they were physically present but mentally absent in the class. This was due to the family concerns of the learners which affects their performance in the class. Poverty was one factor in the family problem of the learners. As a result, instead of going to school, some of the learners were helping their parents to earn a living". (Participant 6 - Teacher III, January 05, 2023)*

Poverty can influence the learner's desire to attend class regularly. Some children went to school without the support network they need to succeed as learners. These children aren't incapable of learning. It's the daily stressors that act as a hindrance to the efforts made by the teachers to educate them. As a result, learners were left behind in the class (Webmaster, 2014).

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There were issues and challenges encountered by the participants in the implementation of the No Filipino Child Left Behind Act. The issues observed by the participants were the lack of support on the education of the learners from their parents. An increased on the dependency among the learners was also noticed by the participants. Additionally, the policy increases the responsibility of the teachers. Despite the efforts of educators to educate every child, some factors hinder the aim of the Act to ensure that No Filipino Child Left Behind. The main concern of the participants was some of the parents lack support for their children's education. A participant from the lower grade level discussed the issue on the parents who lacks support for the learner.

*"Regardless of the interest of the child to be in school, some parents lack support for the education of their children. As a result, the learners were less engaged and eventually lost interest in learning which results in them being left behind in the class". (Participant 3 – Teacher I, January 05, 2023)*

It was also observed by the participants that there was an increased in dependency among the learners. Learners become too dependent on the teacher's help and considerations. A participant from the higher grade level mentioned on the high dependency on the learners with the implementation of the Act.

*"I am grateful when the learners showed interest in class by being active and making interactions. However, I observed that learners were too dependent on my help. Scaffolding was beneficial for the learners, but they need to learn to be independent. Too much dependency can also be a problem as this can turn the child to be timid". (Participant 10 – Teacher III, January 05, 2023)*

Although one of the aims of this Act was to help struggling learners, in the long run, learners can become unprepared for the next grade level if too much dependency were observed on them. These learners will eventually grow up to be employers, workers, and professionals in the 21st century. It is significant to give them the skill sets they need to overcome difficulties and opportunities in the future (Willis, 2014). For both teachers and learners, over dependence can leads to issues. There may not be enough time for other learners if one child was very reliant on the teacher.

Moreover, another issue encountered by the participants was it increases the teacher's burden of responsibility. Aside from providing quality education, teachers need to guarantee that every learner was learning at the same pace, ensuring that all learners were learning and no one was left behind, thus the child can pass and advance to the next grade level.

*"The aim of the No Filipino Child Left Behind Act was challenging for us. Ensuring that the learners were all learning and being provided with quality education requires us teachers to make greater efforts to accomplish the goal of the Department of Education in the implementation of the Act. The problem was, the extra workload we have restricts our time for actual teaching". (Participant 7 – Master Teacher I, January 05, 2023)*

In addition to the regular teaching responsibilities, public school teachers often have extra responsibilities. Given this need, the various extra responsibilities and tasks that educators need to accomplish were gradually diverting their time spent in their actual teaching, which impacts providing quality education to Filipino learners (Albert, David, and Vizmanos, 2019).

### **Problem 4.** What programs can be drafted based on the findings of the study?

Based on the relevant experience of the participants in implementing the No Filipino Child Left Behind Act, three themes were captured: its Benefits, Significant Changes brought, and Suggestions to Effectively Implement the Act. The Benefits observed by the participants in implementing the Act was the increase in the number of enrollees in the academic year, and the decrease in dropout rates. For the Significant Changes, learners became motivated as more attention was given to them, and it helped the struggling learners to attend school. According to the participants, they suggested a provision of seminars and training for the teachers to gain in-depth knowledge of the Act to Effectively Implement it, and an orientation for the parents on the importance of education to their children to ensure that no one was left behind.

### **Theme: Benefits, Significant Changes and Effective Implementation of the Act**

According to the participants, the benefits that were brought by the No Filipino Child Left Behind Act were an increase in the number of enrollees in the academic year and thus, it decreases the number of dropout learners. The efforts of the teachers were evident as the number of enrollees increased. A participant from the higher level mentioned the increase in the number of enrollees.

*"One of the advantaged of implementing the Act was it helped in the increased of the number of enrollees in every academic year". (Participant 1 – Teacher I, January 05, 2023)*

This was supported by the statement of the participant from the lower grade level. It was observed by the participants that a decrease in dropouts was achieved. The home visitation helped the participants to know the home condition of the learners and became more considerate of the learner's circumstances, thus aiding the learners to be back at school.

*"The benefit of the Act was we became more considerate with the students at risk of dropping out after knowing their home conditions, therefore this decrease the number of dropouts". (Participant 9 – Teacher I, January 05, 2023)*

The participants determined significant changes as they implement the No Filipino Child Left Behind Act. According to the participants, learners were more motivated to be in school as more attention was given to them. The Act also helped struggling

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learners to continue attending school. One of the participants from the higher grade level mentioned the learners being motivated and becoming active in class.

*“I noticed that the children became more participative in class, which also reduces the learner’s absences. This was due to the attention given to the learners to ensure that no one was left behind in the class”. (Participant 4 – Teacher I, January 05, 2023)*

In parallel to the learners being motivated in class, the act also helped the struggling children to attend school, as mentioned by one of the participants from the lower grade level.

*“The No Filipino Child Left Behind Act helped the learners who were academically struggling in the class because they were able to learn at the same pace as other learners. We make efforts for all of the children to learn together in class by addressing their needs and equipping them with the knowledge they deserve”. (Participant 5 – Teacher I, January 05, 2023)*

The No Filipino Child Left Behind Act was designed to help those learners who were struggling at school and allow them to learn at the same pace as others. It was evident that the learners with learning difficulties were able to catch up with the lessons as more attention was given to them to ensure that no learners were being left behind.

The participant made suggestions for improvements to the No Filipino Child Left Behind Act based on their relevant experience with its implementation. The majority of participants suggested that providing seminars and training can aid teachers in gaining in-depth knowledge of the Act. This can also help the implementers to keep up with the various need of the learners in the present. Further, an orientation for the parents on the importance of education can also aid to guarantee that no one was left behind. Based on the relevant experience of the participant from the higher grade level, she mentioned the significance of the provision of seminars for the teachers in implementing the Act.

*“Even though we were professionals, we nonetheless fall short. We can greatly benefit from seminars and in-service training for us to enhance our knowledge in implementing the DepEd programs. This also remind us how to be an effective teacher”. (Participant 8 – Teacher III, January 05, 2023)*

Additionally, teachers should always be equipped with new knowledge to be efficient and effective educators. Further, the statement was supported by orienting the parents on the importance of education as mentioned by one of the participants from the higher grade level.

*“One of the reasons why learners were not attending school was because some of them lack support from their parents on their education. Parents should be orientated on the importance of education to the learners to have a better future. The parents have a significant impact on the learner’s education, thus reminding them of the importance of education to their children can help to ensure that no one was left behind in the class”. (Participant 10 – Teacher III, January 05, 2023)*

According to NCR Assistant Regional Director Arnulfo Balane, parents as partners in distant learning have the obligation to encourage and motivate their children in their education. Providing a friendly environment that supports the learning of their children, and communicating with teachers by sharing information about their children’s learning progress was also part of the significant role of the parents in their children’s education (Department of Education, 2021).

## 4.0 CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that the No Filipino Child Left Behind Act guarantees to provide equal opportunity and accessible education for all children. This Act helps struggling learners to continue to attend school. It was observed that there was an increase in the number of enrollees and a decrease in dropouts. Further, learners became motivated to go to school as more attention was given to them.

However, despite its positive outcome, the Act also has its shortcomings. According to the participants, the No Filipino Child Left Behind Act increases the dependency among learners. Learners become dependent on the teacher’s help and considerations that providing a quality education becomes uncertain. These learners will be professionals someday in the 21st century, but this policy can turn them unprepared for the next level if too much dependency can be brought from the Act to the learners. Moreover, it adds to the responsibility of educators, aside from providing quality education they need to ensure that no one was left behind. Therefore, in an attempt to improve the policy, the noteworthy experiences of the educators in putting No Filipino Child Left Behind into practice should be taken into account.

### Recommendations

Based on the findings and conclusions presented, the following recommendations were suggested:

1. Reorientation on some of the provisions of the Act for the educators to gain in-depth knowledge of the Act and effectively implement it.
2. Orientation for the parents on the importance of education to their children.
3. Review and enhance the programs and take into account the relevant experience of the participants.

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4. Further studies should be conducted to help enhance the policy.

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