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Attitudes, Beliefs, and Perceived Effects of "No Filipino Child Left Behind" Principle on Mathematics Teaching

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Abstract

This study examined the attitudes, beliefs, and perceived effects of the *No Filipino Child Left Behind* (NFCLB) principle on mathematics education in District 2 of Surigao City Division. Using a quantitative descriptive design, data were gathered from 118 mathematics teachers through a validated and reliable researcher-made questionnaire. Results revealed that teachers demonstrated moderately positive attitudes and beliefs toward the NFCLB principle, acknowledging its role in ensuring access to quality education, improving learning facilities, monitoring children of compulsory age, and prohibiting child employment. The perceived effects of NFCLB on students' problem-solving and critical-thinking skills were also moderate, indicating room for improvement in instructional support and resource allocation. Inferential analyses showed no significant differences in attitudes and perceived effects when teachers were grouped by demographic variables, except for a significant variation in monitoring practices by age group. A moderate positive correlation was found between teachers' attitudes and beliefs, suggesting that more favorable attitudes are associated with stronger confidence in the policy's effectiveness. The findings highlight the need for capacity-building programs, equitable distribution of resources, and stronger community-school partnerships to enhance policy implementation and improve mathematics learning outcomes in the division.

Keywords: Mathematics Education, No Filipino Child Left Behind (NFCLB), Teacher Attitudes, Teacher Beliefs, Problem-Solving Skills, Critical Thinking Skills, Surigao City Division

1. Introduction

Educational equity has been a global priority, driven by the need to provide access to quality learning for all learners. The *No Child Left Behind* (NCLB) Act of 2001 in the United States, signed into law by President George W. Bush, became a landmark policy that reshaped the educational landscape by emphasizing accountability, standardized testing, and measurable learning outcomes (Dee & Jacob, 2011). This act required annual student assessments, holding schools accountable for Adequate Yearly Progress (AYP), and aimed to close achievement gaps among diverse student populations (Thomas & Bria, 2010).

In the Philippines, the principle of *No Filipino Child Left Behind* (NFCLB) was adopted to reflect the same commitment to inclusive and equitable education. Introduced by Senator Manny Villar, this policy aimed to uphold every child's right to quality education and to ensure that all children, regardless of socioeconomic status or geographic location, have access to meaningful learning opportunities (Ebarle, 2023; Rebusa, Refogio, & San Jose, 2022). The implementation of NFCLB aligns with the country's efforts to achieve the goals outlined in the United Nations Convention on the Rights of the Child, emphasizing the universal right to education (Orasa, 2014).

Despite these efforts, the performance of Filipino students in international assessments, such as the Programme for International Student Assessment (PISA), reveals persistent challenges. Filipino students consistently rank

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lower in mathematics proficiency compared to their peers in other countries (OECD, 2023). This gap highlights systemic issues, including the lack of resources, inadequately trained teachers, and inequities in educational delivery across regions (Bautista et al., 2020).

In Surigao City's District 2, the context of implementing NFCLB in mathematics education presents unique challenges and opportunities. While the policy promises equitable access and quality teaching, anecdotal evidence suggests that some students advance in grade levels without achieving mastery in foundational mathematics skills. This situation reflects gaps in assessment practices, overemphasis on rote memorization, and limited teacher support, which together compromise the quality of mathematics education.

Rationale

This study was conducted to examine the attitudes and beliefs of mathematics teachers toward the implementation of the NFCLB principle in Surigao City Division, particularly in District 2. Teachers are central to policy implementation, and their perceptions significantly influence classroom practices and student outcomes (Darling-Hammond et al., 2017). Understanding how teachers perceive the policy's effectiveness provides critical insights for designing interventions that enhance instructional practices and improve student performance in mathematics.

Moreover, this research addresses a local gap in literature. While previous studies have explored the general implementation of inclusive education policies, few have analyzed their effects in localized contexts, especially within mathematics teaching in Philippine schools (Pascual & Navera, 2021). By focusing on the experiences of mathematics educators in District 2, the study aims to generate evidence-based recommendations for curriculum planners, policymakers, and stakeholders to support effective teaching strategies and professional development programs.

The significance of this research lies in its potential to inform policy reforms and teaching practices that not only align with the objectives of NFCLB but also address the contextual realities of schools in Surigao City. Insights derived from this study will help foster an environment where students are equipped with critical thinking and problem-solving skills essential for success in the 21st century (Trilling & Fadel, 2009).

Theoretical Framework

This study is anchored on the principle of educational equity as articulated in the *No Filipino Child Left Behind* (NFCLB) framework, which aligns with global perspectives on inclusive and equitable quality education (OECD, 2023; UNESCO, 2021). The framework emphasizes access, quality, and accountability in education to ensure that all students, regardless of background, are supported in achieving proficiency in core subjects such as mathematics.

Aim

This study aimed to determine the **attitudes and beliefs of mathematics teachers** regarding the implementation of the *No Filipino Child Left Behind* (NFCLB) principle and its **perceived effects** on mathematics education in District 2, Surigao City Division.

Research Questions

1. What is the profile of the respondents in terms of:
    a. age
    b. sex
    c. highest educational attainment
    d. plantilla position
    e. grade level taught
    f. years in service
2. What is the mandate of the *No Filipino Child Left Behind* (NFCLB) principle?

3. What are the attitudes and beliefs of mathematics teachers toward the implementation of NFCLB in District 2 schools in terms of:
    a. access to quality education
    b. establishment of learning facilities
    c. monitoring of children of compulsory age
    d. prohibition on the employment of children of compulsory age
4. What are the **perceived effects** of NFCLB implementation on mathematics education in terms of:
    a. problem-solving skills
    b. critical thinking skills
5. Is there a significant difference in teachers' **attitudes and beliefs** toward NFCLB implementation when grouped according to profile variables?
6. Is there a significant difference in teachers' **perceived effects** of NFCLB implementation on mathematics education when grouped according to profile variables?
7. Is there a significant correlation between the **attitudes and beliefs** of mathematics teachers toward the implementation of NFCLB in District 2?
8. Based on the findings of the study, what recommendations may be proposed to enhance the implementation of NFCLB in mathematics education?

Hypotheses

At a **0.05 level of significance**, the study tested the following null hypotheses:

- **Ho_1:** There is no significant difference in the **attitudes** of mathematics teachers toward the implementation of the *No Filipino Child Left Behind* (NFCLB) principle when grouped according to profile variables.
- **Ho_2:** There is no significant difference in the **beliefs** of mathematics teachers toward the implementation of the NFCLB principle when grouped according to profile variables.
- **Ho_3:** There is no significant difference in the **perceived impact** of NFCLB implementation on mathematics education when grouped according to profile variables.
- **Ho_4:** There is no significant **correlation** between the **attitudes** and **beliefs** of mathematics teachers regarding the implementation of the NFCLB principle.

2. Literature Review

The literature on inclusive and equitable education highlights the transformative potential of policies aimed at providing quality learning opportunities for all students. Internationally, the *No Child Left Behind* (NCLB) Act emphasized accountability and standardized assessment to close achievement gaps among diverse student populations (Dee & Jacob, 2011; Thomas & Bria, 2010). In the Philippines, the *No Filipino Child Left Behind* (NFCLB) principle was developed to ensure equitable access to education, aligning with global commitments to inclusive quality education (Ebarle, 2023; UNESCO, 2021). Research indicates that effective implementation of such reforms requires robust teacher preparation, professional development, and systemic support (Darling-Hammond et al., 2017; Ingersoll & Strong, 2011). However, persistent challenges remain, including resource limitations, uneven teacher training, and inequities across regions, which contribute to low student performance in international assessments like PISA (OECD, 2023; Bautista, Bernardo, & Ocampo, 2020). Local studies also underscore that teachers' attitudes and beliefs significantly influence classroom practices and policy outcomes, particularly in fostering critical thinking and problem-solving skills in mathematics (Collie & Martin, 2017; Rebusa, Refogio, & San Jose, 2022; Pascual & Navera, 2021). These findings suggest that achieving the goals of NFCLB requires sustained institutional support, targeted interventions, and context-sensitive strategies to bridge systemic gaps and enhance instructional quality.

3. Methodology

Conceptual Framework

The **conceptual framework** presents the relationships among the key variables of this study (Figure 1). The **independent variables** are the demographic and professional profiles of mathematics teachers, such as age, sex, educational attainment, position, grade level taught, and years in service. These profiles may shape the teachers' **attitudes and beliefs** toward the implementation of the NFCLB principle, including access to quality education, establishment of learning facilities, monitoring of children of compulsory age, and prohibition of child employment.
The **dependent variables** focus on the **perceived effects of NFCLB** in mathematics education, particularly its role in enhancing students' **problem-solving** and **critical thinking skills**. This framework assumes that teacher characteristics influence perceptions of policy implementation, which in turn affect how the policy translates into classroom practices and student learning outcomes (Rebusa, Refogio, & San Jose, 2022).

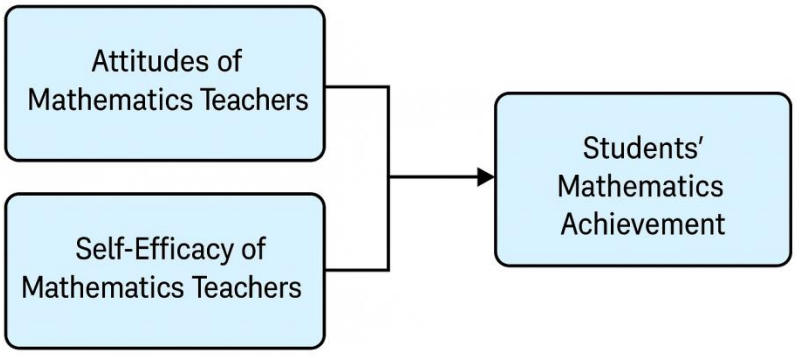

Figure 1. Conceptual framework showing the relationships among teacher profiles, attitudes and beliefs toward NFCLB implementation, and perceived effects on mathematics education.

Figure 1 illustrates the conceptual framework of the study. It shows the relationships between the profiles of mathematics teachers—including age, sex, educational attainment, position, grade level taught, and years in service—and their attitudes and beliefs toward the implementation of the *No Filipino Child Left Behind* (NFCLB) principle. These attitudes and beliefs, which cover access to quality education, establishment of learning facilities, monitoring of compulsory age, and prohibition of child employment, are linked to the perceived effects of the NFCLB principle on mathematics education, particularly in enhancing students' problem-solving and critical-thinking skills.

This study employed a quantitative descriptive research design to examine the attitudes and beliefs of mathematics teachers regarding the implementation of the *No Filipino Child Left Behind* (NFCLB) principle and its perceived effects on mathematics education. The design was appropriate as it enabled the systematic collection and analysis of numerical data to describe trends, relationships, and patterns among variables, providing a clear picture of the phenomenon under investigation (Creswell & Creswell, 2018).

The participants of the study were 118 mathematics teachers from District 2 of the Surigao City Division. Respondents were selected using purposive sampling, ensuring that only teachers directly involved in mathematics instruction were included. The profile variables considered were age, sex, educational attainment, position, grade level taught, and years in service. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection, in accordance with ethical standards for research involving human participants (American Educational Research Association [AERA], 2011).

A researcher-made questionnaire was used as the primary data collection instrument. The tool was developed based on a review of literature on NFCLB policy implementation and mathematics education. It was subjected to expert validation by specialists in mathematics education and educational research to ensure content validity. A pilot test was also conducted among a small group of teachers outside the study area, and the instrument achieved a reliability coefficient of 0.89, indicating high internal consistency. The questionnaire consisted of three sections: demographic profile, attitudes and beliefs toward NFCLB implementation, and perceived effects on mathematics education, specifically problem-solving and critical-thinking skills.

The data collection procedure involved coordination with the Schools Division Superintendent and school heads to secure approval and schedule the administration of the survey. Respondents completed the questionnaires in person, with the researcher present to clarify any questions regarding the items. All responses were treated with strict confidentiality, and no personally identifiable information was disclosed in the analysis or reporting.

For the data analysis, descriptive and inferential statistics were employed using SPSS software. Frequency counts, percentage distributions, means, and standard deviations were calculated to summarize the demographic profile of respondents and their responses to survey items. Inferential statistical tests, including independent samples t-tests and one-way analysis of variance (ANOVA), were applied to determine differences in attitudes, beliefs, and perceived effects across demographic groups. Pearson's correlation coefficient was also computed to assess the relationship between attitudes and beliefs toward NFCLB implementation. The significance level for all inferential tests was set at 0.05.

Ethical considerations were strictly observed throughout the study. Permissions were obtained from the Department of Education, Surigao City Division, and participating schools prior to data collection. Respondents were briefed about the objectives, procedures, and voluntary nature of participation. Data were stored securely and were accessible only to the researcher, ensuring privacy and confidentiality in compliance with institutional and ethical guidelines (AERA, 2011).

4. Results and Discussion

Table 1. Profile of Mathematics Teacher-Respondents in District 2, Surigao City Division (n = 118)

Category	Subcategory	Frequency	Percentage (%)
Age	26–30 years old	32	27.12
	31–35 years old	29	24.58
	36–40 years old	25	21.19
	41–45 years old	19	16.10
	46–50 years old	11	9.32
	51–55 years old	2	1.69
Sex	Male	36	30.51
	Female	82	69.49
Highest Educational Attainment	Bachelor's Degree	56	47.46
	Master's Degree Units Earner	32	27.12
	Full-fledged Master's Degree Holder	15	12.71
	Doctorate's Degree Units Earner	15	12.71
Plantilla Position	Teacher I	40	33.90
	Teacher II	29	24.58
	Teacher III	38	32.20
	Master Teacher	11	9.32
Grade Level Taught	Grades 1–3	49	41.53
	Grades 4–6	64	54.24

Category	Subcategory	Frequency	Percentage (%)
	Grades 7–9	4	3.39
	Grades 10–12	1	0.85
Years in Service	1–5 years	45	38.14
	6–10 years	36	30.51
	11–15 years	27	22.88
	16–20 years	9	7.63
	21–25 years	1	0.85

As shown in table 1, the demographic profile of respondents in District 2 shows a **predominantly young teaching workforce**, with 51.7% aged between 26 and 35 years. This suggests a pool of educators likely to be adaptable to educational reforms, such as the *No Filipino Child Left Behind* (NFCLB) principle, due to their familiarity with current teaching standards and innovations (Collie & Martin, 2017). In terms of gender, the majority are female (69.49%), consistent with trends in basic education teaching where the profession remains female-dominated (OECD, 2023).

Educational attainment reveals that while nearly half of the teachers (47.46%) hold only a bachelor's degree, a substantial portion (52.54%) are pursuing or have completed graduate-level education, indicating an upward trajectory in professional qualifications. Such advancement supports enhanced pedagogical practices and better alignment with policy requirements for instructional quality (Darling-Hammond et al., 2017).
Most respondents occupy entry- to mid-level positions, with Teacher I (33.90%) and Teacher III (32.20%) constituting the largest groups. This aligns with their relatively fewer years of service, with 68.65% having less than 10 years of experience. This demographic trend suggests the need for continuous professional development to build capacity in policy implementation and instructional leadership (Bautista, Bernardo, & Ocampo, 2020).

In terms of grade levels taught, more than half (54.24%) teach Grades 4 to 6, while a significant proportion (41.53%) handle Grades 1 to 3. Only a few respondents (4.24%) teach in the higher grade levels (Grades 7 to 12). This concentration in elementary levels highlights the importance of reinforcing foundational mathematics skills during the early years, where NFCLB principles are critical in addressing learning gaps (UNESCO, 2021).

Finally, the distribution of years in service shows that most teachers are relatively early in their careers, with only 8.48% having served more than 15 years. This composition reflects a workforce still in the developmental phase of professional growth, which may influence their attitudes and beliefs toward policy changes, as less experienced teachers often exhibit greater openness to adopting new approaches (Ingersoll & Strong, 2011).

Table 2. Satellite Coordinates of Schools in District 2, Surigao City Division

School	Latitude	Longitude
Surigao City Pilot School	9.7871° N	125.4951° E
Lipata Elementary School	10.25503° N	123.81007° E
Punta Bilar Elementary School	9.82186° N	125.44475° E
Sumilom Elementary School	10.25503° N	123.81007° E
Zaragoza Elementary School	32.7949° N	120.7941° E
Lipata National High School	10.25503° N	123.81007° E
Zaragoza National High School	15.4541° N	120.7941° E

Table 2 shows that the geographic distribution of schools in District 2 of Surigao City Division demonstrates a wide coverage area, including coastal and inland locations. The majority of schools are concentrated within accessible urban or semi-urban zones, such as Surigao City Pilot School and Lipata Elementary School, which facilitates consistent implementation of the *No Filipino Child Left Behind* (NFCLB) principle. However, some schools, like

Punta Bilar Elementary School and Sumilom Elementary School, are located in areas that may pose logistical challenges for resource allocation and program monitoring due to their relative distance and limited accessibility (Department of Education [DepEd], 2023). This distribution underlines the need for localized strategies in implementing NFCLB policies, ensuring that schools in geographically isolated and disadvantaged areas receive the support needed for equitable delivery of mathematics education. Such an approach is consistent with the Department of Education's mandate to provide inclusive and contextually relevant education to all Filipino learners, regardless of their location (UNESCO, 2021; Bautista, Bernardo, & Ocampo, 2020).

Table 3. Summary of Perceived Effects of the NFCLB Principle on Mathematics Education

Skills	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)	Qualitative Description (QD)
Problem-Solving Skills	2.57	0.57	Moderately Agree	Perceived
Critical Thinking Skills	2.66	0.56	Moderately Agree	Perceived
Overall Average	**2.62**	**0.56**	**Moderately Agree**	**Perceived**

The findings in Table 3 indicate that teachers moderately agreed that the implementation of the *No Filipino Child Left Behind* (NFCLB) principle positively influenced students' problem-solving and critical thinking skills in mathematics. The mean score of 2.57 for problem-solving skills suggests that teachers perceive an improvement in students' ability to apply mathematical concepts to practical tasks, but the improvement remains moderate. Similarly, the slightly higher mean of 2.66 for critical thinking skills reflects the perception that NFCLB encourages reasoning and analysis but does not fully develop higher-order thinking among learners. These results align with recent studies emphasizing the importance of instructional support and targeted interventions to enhance these competencies (OECD, 2023; Bautista, Bernardo, & Ocampo, 2020). The moderate scores also suggest that while NFCLB facilitates inclusive participation and access, its full potential in promoting advanced problem-solving and critical thinking is constrained by challenges such as large class sizes, limited teaching resources, and the need for continuous teacher training (Darling-Hammond et al., 2017). The overall average of 2.62 indicates that the NFCLB principle is perceived as beneficial but requires further refinement to achieve stronger outcomes. This underscores the importance of recalibrating instructional strategies to move beyond compliance with policy mandates and to focus on effective pedagogical approaches that support deeper learning (UNESCO, 2021).

Table 4. Summary of Mathematics Teachers' Attitudes Toward the Principles of NFCLB

Variable	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)	Qualitative Description (QD)
Access to Quality Education	2.55	0.60	Moderately Agree	Positive Attitude
Establishment of Learning Facility	2.64	0.60	Moderately Agree	Positive Attitude
Monitoring of Children of Compulsory Age	2.68	0.71	Moderately Agree	Positive Attitude
Prohibition on Employment of Children of Compulsory Age	2.62	0.62	Moderately Agree	Positive Attitude
Overall Average	**2.62**	**0.63**	**Moderately Agree**	**Positive Attitude**

The data in Table 4 reveal that mathematics teachers in District 2 generally moderately agreed with the principles of the *No Filipino Child Left Behind* (NFCLB) policy. The highest mean score (M = 2.68) was observed for monitoring of children of compulsory age, indicating that teachers recognized the importance of consistent monitoring to ensure regular school attendance. This finding aligns with literature emphasizing that active school monitoring improves student engagement and reduces absenteeism (UNESCO, 2021). Teachers also displayed positive attitudes toward the establishment of learning facilities (M = 2.64) and the prohibition on employment of children of compulsory age (M = 2.62). These indicate awareness of the policy's role in reducing barriers to learning and ensuring that students remain focused on their studies rather than entering the workforce prematurely. However, the lowest mean score (M = 2.55) for access to quality education suggests a recognition that resource limitations and uneven implementation still hinder the policy's effectiveness in achieving full educational equity (Bautista, Bernardo, & Ocampo, 2020). The overall average (M = 2.62) reflects a moderate level of agreement and positive

attitude, showing that while teachers support the principles of NFCLB, there are areas that require further reinforcement. These results suggest that policy implementation should be accompanied by stronger support systems, including infrastructure improvement, teacher training, and community involvement to maximize its impact (Darling-Hammond, Hyler, & Gardner, 2017; OECD, 2023).

Table 5. Significant Difference in Mathematics Teachers' Attitudes Toward NFCLB Based on Profile Variables

Grouping	Dependent Variable	F/t Value	p-value	Decision	Interpretation
Age	Access to Quality Education	1.10	0.367	Accept Ho	Not Significant
	Establishment of Learning Facility	0.77	0.576	Accept Ho	Not Significant
	Monitoring of Children of Compulsory Age	3.33	0.008	Reject Ho	**Significant**
	Prohibition on Employment of Children	0.67	0.646	Accept Ho	Not Significant
Sex	Access to Quality Education	0.90	0.371	Accept Ho	Not Significant
	Establishment of Learning Facility	0.29	0.776	Accept Ho	Not Significant
	Monitoring of Children of Compulsory Age	1.59	0.113	Accept Ho	Not Significant
	Prohibition on Employment of Children	0.50	0.621	Accept Ho	Not Significant
Highest Educational Attainment	Access to Quality Education	0.60	0.614	Accept Ho	Not Significant
	Establishment of Learning Facility	0.15	0.930	Accept Ho	Not Significant
	Monitoring of Children of Compulsory Age	0.94	0.425	Accept Ho	Not Significant
	Prohibition on Employment of Children	1.02	0.384	Accept Ho	Not Significant
Plantilla Position	Access to Quality Education	0.35	0.791	Accept Ho	Not Significant
	Establishment of Learning Facility	0.71	0.548	Accept Ho	Not Significant
	Monitoring of Children of Compulsory Age	0.38	0.771	Accept Ho	Not Significant
	Prohibition on Employment of Children	0.39	0.757	Accept Ho	Not Significant

The results in Table 5 show that there were no significant differences in teachers' attitudes toward the principles of NFCLB across most demographic variables, including sex, highest educational attainment, plantilla position, and years of service. This indicates a shared understanding and generally consistent attitudes toward the policy regardless of professional background or tenure. However, a significant difference ($p = 0.008$) was observed in the monitoring of children of compulsory age when grouped according to age. This suggests that younger and older teachers may perceive the importance of monitoring differently, possibly due to variations in experience and exposure to classroom management practices. Similar findings in policy implementation studies highlight that age and experience often shape educators' attitudes toward compliance and enforcement of school-level monitoring systems (Alburo, 2019; Bautista, Bernardo, & Ocampo, 2020). Overall, the data highlight that while teachers

generally have uniform attitudes toward NFCLB principles, targeted interventions or training programs may need to address generational differences to ensure cohesive understanding and consistent implementation across all grade levels (Darling-Hammond, Hyler, & Gardner, 2017; OECD, 2023).

Table 6. Significant Differences in Teachers' Perceived Effects of NFCLB on Mathematics Education Based on Profile Variables

Grouping	Dependent Variable	F/t Value	p-value	Decision	Interpretation
Age	Problem-Solving Skills	1.05	0.390	Accept Ho	Not Significant
	Critical Thinking Skills	0.28	0.924	Accept Ho	Not Significant
Sex	Problem-Solving Skills	-0.44	0.658	Accept Ho	Not Significant
	Critical Thinking Skills	-0.41	0.685	Accept Ho	Not Significant
Highest Educational Attainment	Problem-Solving Skills	0.22	0.884	Accept Ho	Not Significant
	Critical Thinking Skills	1.73	0.166	Accept Ho	Not Significant
Plantilla Position	Problem-Solving Skills	0.30	0.824	Accept Ho	Not Significant
	Critical Thinking Skills	2.28	0.083	Accept Ho	Not Significant
Grade Level Taught	Problem-Solving Skills	0.19	0.904	Accept Ho	Not Significant
	Critical Thinking Skills	0.75	0.527	Accept Ho	Not Significant
Years in Service	Problem-Solving Skills	0.12	0.974	Accept Ho	Not Significant
	Critical Thinking Skills	0.35	0.842	Accept Ho	Not Significant

The results in Table 6 indicate that there are no significant differences in the perceived effects of the *No Filipino Child Left Behind* (NFCLB) principle on students' problem-solving and critical-thinking skills when teachers are grouped according to their demographic profiles. Regardless of age, sex, educational attainment, position, grade level taught, or years of service, teachers maintained similar perceptions of how NFCLB influences students' mathematics learning outcomes. This uniformity suggests a shared belief in the policy's moderate effectiveness across different teacher profiles, reflecting consistent experiences in its implementation in the classroom. Similar studies have shown that when educational reforms are uniformly applied, perceptions of their impact tend to converge regardless of demographic differences (Bautista, Bernardo, & Ocampo, 2020). However, the lack of significant differences also points to the possibility that other variables — such as institutional support, availability of resources, and community engagement — may play a more influential role in shaping how NFCLB is implemented and perceived (OECD, 2023; Darling-Hammond, Hyler, & Gardner, 2017). These findings highlight the importance of focusing future interventions not solely on teacher profiles but also on systemic factors that drive effective implementation and improvement in students' mathematics competencies.

Table 7. Correlation Between Teachers' Attitudes and Beliefs on the NFCLB Principles

Variables	Correlation (r)	p-value	Decision	Interpretation
Attitudes – Beliefs	0.56	0.000	Reject Ho	**Significant**

The results in **Table 7** reveal a **moderate positive correlation (r = 0.56)** between teachers' **attitudes** and **beliefs** regarding the *No Filipino Child Left Behind* (NFCLB) principle, with the relationship found to be **statistically significant (p < 0.05)**. This suggests that teachers who exhibit more positive attitudes toward NFCLB are also likely to hold stronger beliefs in its effectiveness in enhancing mathematics education. This finding supports theories in educational policy research that emphasize the alignment between educators' attitudes and their belief systems, particularly in implementing inclusive educational reforms (Alburo, 2019; Bautista, Bernardo, & Ocampo, 2020). The moderate strength of the correlation indicates that while attitudes and beliefs are interconnected, other factors—such as training, school leadership, and institutional support—may also influence teachers' perspectives (Darling-Hammond, Hyler, & Gardner, 2017). The significance of this relationship highlights the importance of reinforcing positive attitudes through continuous professional development and collaborative policy implementation strategies. Such efforts can create an enabling environment where teachers not only understand the principles of NFCLB but also actively integrate them into their classroom practices (OECD, 2023).

5. Implications of Results

The results imply that while mathematics teachers in District 2 of Surigao City Division generally hold positive but moderate attitudes and beliefs toward the No Filipino Child Left Behind (NFCLB) principle, the policy's impact on enhancing students' problem-solving and critical-thinking skills remains limited. The significant correlation between teachers' attitudes and beliefs suggests that fostering positive perceptions through continuous professional development and institutional support could strengthen effective implementation. Moreover, the lack of significant differences across demographic profiles highlights that challenges in NFCLB implementation are systemic rather than individual, emphasizing the need for targeted strategies such as resource allocation, classroom support, and context-specific interventions to ensure equitable access and quality learning outcomes in mathematics education (Bautista, Bernardo, & Ocampo, 2020; Darling-Hammond, Hyler, & Gardner, 2017; OECD, 2023).

6. Conclusion and Recommendations

Conclusion

This study examined the attitudes, beliefs, and perceived effects of the *No Filipino Child Left Behind* (NFCLB) principle on mathematics education in District 2 of Surigao City Division. Findings revealed that teachers demonstrated moderately positive attitudes and beliefs toward NFCLB, recognizing its importance in ensuring access to quality education, establishing learning facilities, monitoring students of compulsory age, and prohibiting child employment. However, the perceived impact of NFCLB on enhancing students' problem-solving and critical-thinking skills was only moderate, indicating that while the policy promotes inclusivity, its potential to drive significant improvements in mathematics competencies remains underutilized. Moreover, no significant differences in attitudes and perceptions were observed when grouped according to demographic profiles, highlighting that the issues influencing NFCLB implementation are primarily systemic. A significant correlation between attitudes and beliefs also suggested that more positive attitudes tend to strengthen teachers' confidence in the policy's effectiveness. These findings emphasize the importance of aligning policy mandates with adequate institutional support to achieve the desired learning outcomes in mathematics education.

Recommendations

To enhance the implementation and impact of the NFCLB principle in mathematics education, several recommendations are proposed. First, capacity-building programs should be intensified to equip teachers with innovative instructional strategies that foster higher-order thinking skills, particularly in problem-solving and critical reasoning. Second, resource allocation must be prioritized, especially in geographically isolated schools, to ensure equitable access to quality education and functional learning facilities. Third, monitoring systems should be strengthened to ensure effective compliance with NFCLB mandates while providing timely support for struggling students. Fourth, collaborative engagements between teachers, school leaders, and community stakeholders are encouraged to contextualize policy implementation and address local challenges more effectively. Finally, future research should consider exploring other factors—such as leadership support, school culture, and availability of professional learning communities—that may influence the successful integration of NFCLB principles into classroom practices. Through these measures, the NFCLB principle can be more effectively leveraged to improve mathematics learning outcomes and advance educational equity in the Surigao City Division and beyond.

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