Journal of Management and Technology

IDEAS: Journal of Management and Technology

Available at: http://e-journal.president.ac.id/presunivojs/index.php/IDEAS

EDUCATIONAL EQUITY AND LEARNING ENVIRONMENT OF SCHOOLS DIVISION OF ROXAS CITY

Michelle Ambion Besana[1]

[1]*Colegio de la Purisima Concepcion, michellebesana1983@gmail.com*

ABSTRACT

Educational equity and learning environment are pressing issues among schools. Since the end of the COVID-19 pandemic, various programs monitoring efforts have been carried out to contribute significantly to the schools' quality of services. One of those was this quantitative study which used a descriptive-correlational approach to investigate the level of educational equity and the extent of learning environment of junior high school students in Schools Division of Roxas City in the school year 2023-2024 as perceived by the teachers. After a comprehensive and critical review of data collected from two hundred and sixty-two (262) selected teacher-respondents, it was found that they perceived educational equity and learning environment as "very high". It revealed that there was no significant difference in the level of educational equity among junior high school students when respondents were grouped by age, sex, and educational attainment. Moreover, there was no significant difference in the extent of learning environment when teacher-respondents were grouped by age, sex, and educational attainment. The level of educational equity is significantly related to the extent of educational equity of the students. With these relevant results, it is recommended that schools should intensify and implement quality programs for all learners, provide equal learning opportunities, ensure free internet access, create learner's handbook, establish clubs and organizations, conduct trainings and seminars for teachers, and assign tasks and responsibilities relevant to teachers' age, gender, and expertise for them to be more productive and effective.

Keywords: *Educational Equity, Learning Environment, Junior High School Teachers*

1. Introduction

Educational equity is a concept rooted in justice and fairness that has resonated throughout human history. It applies not only in academe but also in social contexts, from homes to a broader aspect of society. The quality and inclusivity of the learning environment are fundamental aspects closely tied to achieving educational equity. The learning environment includes the physical, social, and psychological environment where students learn, which significantly impacts the outcome of their learning experiences (OECD, 2019). Safe and well-maintained school environment, and modern technology are crucial for students' achievements. Furthermore, social and psychological dimensions like teacher-student relationships, a sense of belongingness, and inclusive practices also impact outcomes for diverse learners. (Gregory et al., 2017).

Since 1990, various movements have been initiated as a response to the United Nations' call on Education for All to ensure the availability of quality basic education for all learners by providing them equal opportunities, regardless of their background, character, economic status, or gender. As a response, many countries around the world have been designing and implementing numerous programs to ensure that all learners have access to quality teaching and learning resources (Opertti et al. 2014). In Scotland, educational administrators are committed to enhancing their educational system with a focus on excellence and equity. Laos has also implemented a national policy prioritizing inclusive education. In the Philippines, the Department of Education (DepEd) has prioritized inclusive education by endorsing the Basic Education Development Plan of 2030 (BEDP) and DepEd Order No.21, series of 2019, emphasizing the importance of inclusive education. DepEd Region 6 has been proactively promoting inclusive education, enhancing the skills of teachers to effectively facilitate inclusive education. Teachers are also encouraged to explore innovative teaching approaches that foster an inclusive and supportive classroom atmosphere, including techniques for accommodating diverse students with different learning styles, abilities, and backgrounds (Llego, 2022). Various programs and initiatives have been implemented at global, national, and school levels to address the issues faced in terms of educational equity and learning environment. However, challenges such as lack of facilities, safety concerns, difficult access to schools, and the absence of extracurricular activities and learner's handbooks for students remain. These issues, along with limited access to quality educational facilities and technology integration, continue to exist as barriers to achieving equitable education.

As a result, the researcher recognized the need to explore whether all the programs and initiatives are still implemented and being followed at the Schools Division of Roxas City; hence, this study was conducted. This study also suggests significant recommendations and proposes effective solutions to fill in the gaps in the concerns on educational equity. Furthermore, this study also contains potential benefits not only to the students and teachers but especially to the educational leaders to evaluate to effectiveness of the implemented programs on educational equity and craft new interventions to enhance and promote quality education for all.

Literature Review

Educational Equity. Education plays a vital part in the social foundation which gives the people the power to control their own lives and make significant contributions to their communities. In modern society, educated people who can educate others on morals, manners, and ethics in the community by having an education are regarded as a significant source of knowledge (Al-Shuaibi, 2014). However, due to structural obstacles and disparities, millions of people around the world continue to struggle to achieve their aspiration of receiving a high-quality education. One universally recognized fundamental human right is educational equity, which principle states that all learners should have easy access to the learning materials and opportunities they need to succeed; hence, educational equity is crucial especially in ensuring that all students, regardless of their unique background, have equitable access to high-quality education. Since the establishment of the UNESCO in 1994, various studies had been conducted in the development of inclusive education (Al-Shammari et al., 2019). Treating all students equally and fairly is a fundamental principle that requires acknowledging and addressing the complex interactions of social identities. Hernandez and Hammond (2022) emphasize that personalized teaching strategies based on students' unique learning styles, strengths, and challenges, as well as positive reinforcement over punishment, can improve academic achievement and create a positive learning environment. Creating a supportive and inclusive learning environment requires a collaborative approach involving teachers, students, parents, and other stakeholders (George and Lal, 2019).

The concept of educational equity emphasizes providing students equal opportunities for high-quality education, regardless of their background or circumstances. This requires a curriculum designed to meet the needs of diverse learners and properly trained teachers who can accommodate different learning styles (Alozie et al., 2021). Access to facilities and resources such as technology and libraries can also greatly influence academic achievement (Forlin et al., 2017). The Philippine Department of Education (DepEd) offers equitable quality education accessible to all through its computerization program, which aims to improve teaching and learning experience in public elementary schools by supplying computers and other ICT equipment. Moreover, creating a supportive and inclusive learning environment is crucial to help students participate more actively in all aspects of school life. Regular communication between teachers and parents is also crucial for a student's development (Pietromonaco, 2021). Positive behaviors such as academic achievements and positive relationships among students, teachers, and school staff are positively influenced by students' perceptions of a supportive school environment, while negative outcomes are predicted by low-quality learning environments (Xhaferi, 2017). Recognition and acknowledgment of students' academic achievements and efforts are also important to motivate them to learn and strive for more knowledge (Naite, 2021).

Learning Environment. The physical, pedagogical, and psychosocial dimensions of the learning environment significantly impact students' learning experiences (Closs, Mahat & Imms, 2022). Flexible classroom designs are crucial for accommodating varied learning styles and activities (Barrett et al., 2013). Leifler (2020) suggested that teachers can improve their practice with sustainable professional development that incorporates modified lesson study cycles. Students' academic performance is influenced by their learning environment, particularly one that is safe and respectful (Eimar S.C. et al.,2019). Aquino (2019) also emphasized the importance of a classroom environment in teaching and learning satisfaction. Finally, DepEd Order no. 31, s. 2022 acknowledges the importance of a rights-based approach to education that prioritizes the rights of children and provides a supportive learning atmosphere for students. Ensuring safety and security is a top priority for educational institutions, particularly in the Philippines. DepEd Order No. 32, s. 2018 provides a mechanism for sharing and collecting data to ensure accurate information for decision-making. This includes the National School Building Inventory (NSBI) to collect data on school infrastructure. Earthquake drills are mandatory, and schools must establish a Disaster Risk Reduction Management office (DepEd Order No. 50, s. 2021). Effective management of school safety is vital for promoting students' social, emotional, and physical well-being. (Mori et al., 2021)

Support for student participation plays an important role in building a nurturing and successful learning environment. Positive behaviors, such as academic achievements and positive relationships among students, teachers, and school staff, are strongly influenced by students' perceptions of a supportive school environment (Berti et al., 2023). The K to 12 Curriculum was launched in 2012 to meet global education standards and equip students with essential skills for the global workforce (Dizon et al., 2019). Teachers should recognize learners' academic achievements and even their simple triumphs, which can motivate them to learn and boost teacher-student relationships (Bliven & Jungbauer, 2021). The DepEd issued DO 36, s. 2016 to recognize students who excel in academics, leadership, and responsibility, giving motivation to the learners to continue to strive and for those who are still striving. Managing student behavior in education is a multidimensional strategy that includes evidence-based practices, classroom management techniques, valuable programs, cognitive-behavioral interventions, and partnership with parents. Factors such as motivation, perception, and attitudes have an impact on the behavior of learners, but behavior can still be modified or taught through positive or negative reinforcement (Areche, 2022). The management of learning behavior is fundamental in creating an effective and productive learning environment. Schools should also promote peace and order and prevent any form of abuse or violence, which is safeguarded by the DepEd Child Protection Policy (Philippine Constitution, 1987). Different types of managing behavior include behavioral praise, behavioral corrective feedback, proactive methods, and directives (Reddy & Dudek, 2014). The teacher can use the directive method when misbehavior still occurs despite rules and regulations, but discretion and kindness are required in reprimanding the student (Fogelgarn et al., 2020).

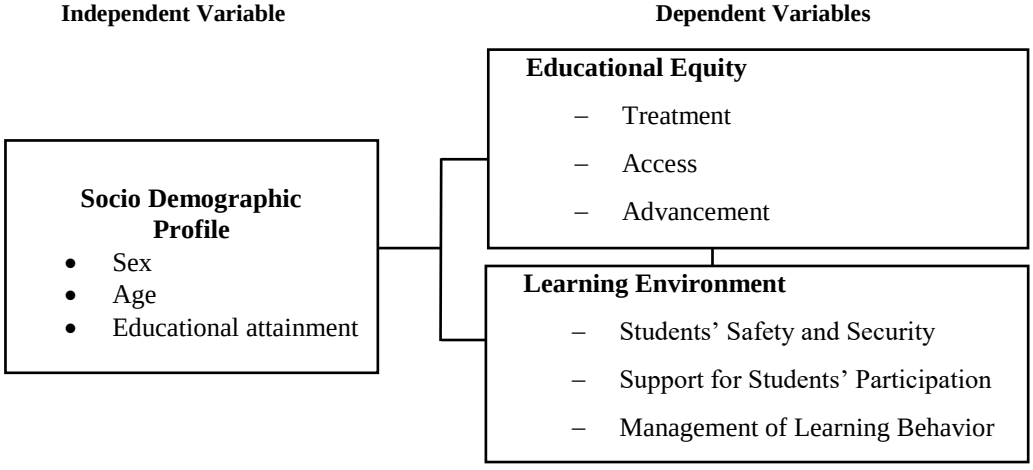

Figure 1. Schematic diagram showing the framework of the study.

2. Method

The researcher used a descriptive-correlational approach and quantitative design. A descriptive quantitative research design is used when researchers attempt to characterize and explain phenomena, such as the state of an object or connection, evolving viewpoints, an effect that transpires, and persistent community trends (Cresswell, 2014). Likewise, the correlational research approach is defined as forecasting likely outcomes and elucidating correlations between variables (Oquendo, 2020). In this study, the descriptive research design was used in investigating the level of educational equity and the extent of learning environment of junior high school students in Schools Division of Roxas City as perceived by the teachers. Also, it was used to investigate the differences in the educational equity and the extent of learning environment when grouped accordingly. In addition, the researcher used the correlation technique to find out the relationship between the educational equity and the extent of learning environment perceived by the teachers. The descriptive-correlational method was found appropriate for this study since it described the level of educational equity and the extent of learning environment perceived by the teachers and determined the differences and the relationship between and among the variables.

The respondents of the study were 262 out of 343 randomly selected junior high school teachers in the Schools Division of Roxas City for the school year 2023-2024. The total population of the respondents were determined using Slovin's formula. The stratified random sampling was used to determine the appropriate sample for each district. A simple random sampling ensures that each member of the population is in a position to be chosen during the entire phase of the selection process. Primary instrument in the data gathering was the researcher-made survey questionnaire with three (3) parts: socio-demographic profile of the respondents, educational equity in term of treatment, access and advancement, and learning environment in terms of students' safety and security, support for students' participation, and management of learning behavior. Frequency count, percentage, mean, t-test, F-test, and Pearson correlation coefficient were the statistical tools used to analyze and interpret the gathered data.

Results and Discussion

Level of Educational Equity of Junior High School Students as a Whole

Table 1 revealed that the overall mean score for the perception of educational equity among junior high school students was 4.58, based on the responses of all 262 participants. This indicates that the students were perceived to have a "Very High" level of educational equity.

Table 1. Level of educational equity of junior high school students as a whole.

Variables	Mean	Verbal Interpretation
Treatment	4.70	Very High
Advancement	4.69	Very High
Access	4.36	Very High
Grand Mean	**4.58**	**Very High**

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Average; 1.81-2.60 = Low; 1.00-1.80 = Very Low.
NOTE: *Components are listed in descending order, starting with the highest.*

The study found that junior high school students in Roxas City Division had a "very high" level of educational equity, with a mean score of 4.58. Overall, the three components of educational equity scored very high, with "treatment" receiving the highest mean score of 4.70 and "Access" receiving the lowest mean score of 4.36. This suggests that students were treated fairly and had equal access to educational resources. It implies that the schools support the adoption of the Basic Education Development Plan 2030, which promotes equity programs for students with disadvantaged backgrounds. This also indicates that Schools of Division of Roxas City adhere to policies set by the Department of Education and the 1987 Philippine Constitution, ensuring that students receive equal treatment, protection from discrimination and violence, and the necessary support to improve in school and society.

Additionally, the result reveals that students are recognized and addressed according to their unique learning styles, strengths, and challenges, conforming to studies on personalized and identity-safe learning. The results

confirm that students have very high access to education, which ensures equitable quality education. The study also implies that DepEd Roxas City made sure that learning opportunities were still accessible to all, even during the pandemic. Additionally, the study shows that the schools in Roxas City Division implemented various learning delivery modalities and parents and guardians of students were properly oriented to ensure their involvement in the learning process. This implies that the Roxas City Schools Division accepts qualified educators who have expertise in teaching diverse students. This aligns with previous studies of Hammond (2017) and Goldhaber (2019 that highlight the importance of teacher expertise and quality in academic success. The success of the Teacher's Induction Program (TIP) is also evident in providing comprehensive support to new teachers for their teaching career in public schools.

Extent of Learning Environment of Junior High School Students as a Whole

The perceptions of teachers regarding the learning environment of junior high school students in the Schools Division of Roxas City with a grand mean of 4.68 and a verbal interpretation of "very high" is shown in Table 2. This indicates that, as perceived by the respondents, the junior high school students had a quality learning environment.

Table 2. Extent of Learning Environment of Junior High School Students as a Whole.

Variables	Mean	Verbal Interpretation
Safety and Security	4.75	Very High
Support for Students' Participation	4.71	Very High
Management of Learning Behavior	4.57	Very High
Grand Mean	**4.68**	**Very High**

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Average; 1.81-2.60 = Low; 1.00-1.80 = Very Low.
NOTE: *Components are listed in descending order, starting with the highest.*

The study found that the average score for the perception of the learning environment of junior high school students, as perceived by the 262 respondents, was 4.68, indicating a "Very High" level of learning environment. The results also show that the teachers in Roxas City Division are dedicated to fulfilling the standards required by DepEd Order no. 42, s. 2017, which includes a focus on the learning environment. The results suggest that teachers have established a safe and secure learning environment that supports student engagement and collaboration, and effectively manage student behavior to maintain a positive learning environment as required in the professional standard as mandated by the PPST of 2017.

Furthermore, this indicates that the schools in the division of Roxas City manage school safety and security well, creating an atmosphere that supports students' well-being. Schools in Roxas City division also comply with the Department of Education's mandate to conduct regular earthquake drills and have the office of the Disaster Risk Reduction Management. This suggests that the division has a supportive learning environment that provides quality resources, pedagogical approaches, recognition, and motivation to students. This also implies that the schools have a multidimensional strategy that includes evidence-based practices, classroom management techniques, valuable programs, cognitive-behavioral interventions, and partnership with parents to improve student behavior. The Revitalized Homeroom Guidance Program is also implemented in all schools to ensure the well-being of learners, academic success, sound decision-making, and respect for individual differences.

Difference in the Level of Educational Equity of Junior High School Students as Perceived by the Teachers When Grouped According to Their Profile

Table 3 presents the socio-demographic profile of the participants for problem statements 3 and 4, including age, gender, and educational attainment. It shows the frequency distribution and percentage of participants based on these factors.

Table 3. Socio – Demographic Profile of the Respondents.

Profile	Frequency	Percentage %
Sex		
Male	73	27.86%
Female	189	72.14%
Age		
Below 30 years old	107	40.84%
31- 40 years old	74	28.24%
41 – 50 years old	58	22.14%
51 years old and above	23	8.78%
Educational Attainment		
Baccalaureate Degree	43	16.41%
With Master Units	130	49.62%
Master's Degree	62	23.66%
With Doctoral Units	22	8.40%
Doctoral Degree	5	1.91%
TOTAL	**262**	**100%**

The sex was classified as male and female. Based on the numbers, it was observed that 72.14% of the respondents were female, while just 27.86% of the respondents were male. The data discloses that there is a significant difference between the two categories, indicating that female teachers outnumbered male teachers in educational institutions. The age was grouped into below 30 years old, 31- 40 years old, 41 – 50 years old, and 51 years old. Data showed that almost half of the respondents were below 30 years old with a total of 40.87%. 28.24% of the respondents were 31 – 40 years old. There were 22.14% of the respondents belonged to the 41 – 50 years old category, and only 8.78% of the respondents were 51 years old and above. The data implies that most of the respondents were below 30 years old and only a few were 51 years old and above.

The educational attainment was clustered into five (5) which were the Baccalaureate Degree, With Master Units, Master's Degree, With Doctoral Units, and Doctoral Degree. The data shows that, with a total of 49.62% of respondents, nearly half of the respondents had master's degree units. 23.66% of those surveyed had already completed their master's degree. While some respondents were pursuing a higher degree—8.40% of them now hold doctoral units—and 1.91% of respondents had attained the Ph. D. level, 16.41% of respondents had only gotten a baccalaureate degree. This demonstrates that educators pursue higher education through post-graduate coursework rather than settling only having a baccalaureate degree. The analysis of the difference in educational equity among junior high school students based on the teacher-respondents' profiles can be found in Table 4.

Table 4. Difference in the Level of Educational Equity of Junior High School Students as Perceived by the Teachers When Grouped According to Their Profile.

Variable	F-value/t-value	p-value	Remarks
Sex	1.685	0.093	ns
Age	1.239	0.296	ns
Educational Attainment	1.795	0.130	ns

p-value > 0.05 = not significant

Educational Equity and sex. There was no significant difference in the level of educational equity of junior high school students as perceived by the teacher-respondents when grouped according to sex because the t-value of 1.685 had a p-value of 0.093 which was greater than 0.05 alpha. The result implies that male teacher-respondents' perception towards the level of educational equity of junior high school students was the same with the perception of their female counterparts; thus, the hypothesis is accepted. However, the present study differs

with the study of Ghaleb Hamad Alnahdi, G. & Schwab, S. (2021) that students gave female professors higher ratings for their methods and more favorable attitudes toward teaching. Furthermore, the study of Quicios-García, M. et al. (2023) suggested that gender implications to the performance of teachers depend on the kind of work being asked of them. For instance, while female teachers were more involved in the planning and execution of classroom activities, male teachers were found to advocate for more general data protection techniques.

Educational Equity and age. There was no significant difference in the level of educational equity of junior high school students as perceived by the teacher-respondents when grouped according to age because the F-value of 1.239 had a p-value of 0.296 which was greater than 0.05 alpha. The result implies that the teacher-respondents' perception towards the level of educational equity of junior high school students was the same regardless of their ages; thus, the hypothesis is accepted. The results of this study differ from the study of Ismail, R. et al. (2018) that showed significant difference in age on the effectiveness of teachers in dealing with students and providing them the necessary knowledge in acquiring better opportunities.

Educational Equity and educational attainment. There was no significant difference in the level of educational equity of junior high school students as perceived by the teacher-respondents when grouped according to educational attainment because the F-value of 1.795 had a p-value of 0.130 which was greater than 0.05 alpha. The result implies that respondents' perception towards the level of educational equity of junior high school students was the same regardless of their educational attainment; thus, the hypothesis is accepted.

Lui, J. (2021) emphasized in her study that the teachers' degree of educational attainment may reflect their effectiveness in crafting instructions, their higher competence in managing classrooms, and their creativity to reinforce learning. This means that the higher the knowledge the teachers acquired through professional development trainings and studies, most likely they can perform better than those who have less knowledge.

Difference in the Extent of Learning Environment of Junior High School Students as Perceived by the Teachers When Grouped According to Their Profile

Table 5 reveals the results on the difference in the extent of learning environment of junior high school students as perceived by the teacher-respondents when grouped according to their profile.

Table 5. Difference in the Extent of Learning Environment of Junior High School Students as Perceived by the Teachers When Grouped According to Their Profile.

Variable	F-value/t-value	p-value	Remarks
Sex	0.192	0.848	ns
Age	2.245	0.083	ns
Educational Attainment	2.050	0.088	ns

p-value > 0.05 = not significant

Learning Environment and sex. There was no significant difference in the extent of learning environment of junior high school students as perceived by the teacher-respondents when grouped according to sex because the t-value of 0.192 had a p-value of 0.848 which was greater than 0.05 alpha. The result implies that male teacher-respondents' perception towards the extent of learning environment of junior high school students was the same with the perception of their female counterparts. However, in the study of Hussain, I. et al. (2018), it was determined that a teacher's gender has an impact on how they manage the classroom. On four of the six classroom management criteria, female teachers outperformed male teachers in terms of their ability to control the classroom.

Learning Environment and age. There was no significant difference in the extent of learning environment of junior high school students as perceived by the teacher-respondents when grouped according to age because the F-value of 2.245 had a p-value of 0.083 which was greater than 0.05 alpha. The result implies that teacher-respondents' perception towards the extent of learning environment of junior high school students was the same regardless of their ages; thus, the hypothesis is accepted. Furthermore, the present study has the same result with the study of Latiana, L. et al. (2021) which states that there are no significant differences in the effectiveness and performance of teachers in school. They found out that it is not the age that the performance of teachers declines but, on the loads, and the availability of resources of the learning environment. Thus, the hypothesis is accepted.

Learning Environment and educational attainment. There was no significant difference in the extent of learning environment of junior high school students as perceived by the teacher-respondents when grouped according to educational attainment because the F-value of 2.050 had a p-value of 0.088 which was greater than

0.05 alpha. The result implies that respondents' perception towards the extent of learning environment of junior high school students was the same regardless of their educational attainment; thus, the hypothesis is accepted. Although, in the study of Lui, J. (2021) revealed that educational attainment affects students' achievement and learning out comes, Hu, J. (2015) argues that neither the argument that educators who were not able to pursue their bachelor education are ineffective nor the argument that having a higher degree can greatly enhance students' learning are supported by research. Rather than acquiring true teaching abilities. Hence, the present study and Hu's study have the same result.

Relationship Between the Level of Educational Equity and Extent of Learning Environment of Junior High School Students

Table 6 discloses that there was high to very high relationship between the level of educational equity and the extent of learning environment of the junior high school students because the Pearson-r value was 0.749. This relationship was significant because the p-value of 0.000 was less than 0.05 alpha. Thus, the hypothesis is rejected.

Table 6. Relationship Between the Level of Educational Equity and Extent of Learning Environment of Junior High School Students

Variables	N	Pearson-r value	Degree of Relationship	p-value	Probability
Level of Educational Equity Extent of Learning Environment	262 262	0.749	High to Very High Relationship	0.000	s

p-value < 0.05 = significant

The result implies that the level of educational equity of the junior high school students as perceived by teachers influences or affects the extent of their learning environment. The result reveals that there is evidence to support the coexistence of quality and equity in supporting disadvantaged students and schools. Because of the fast-paced developments in education, every student should have access to a high-quality education. Thus, applying Henderson's Needs Theory in the context of the learning environment is important to consider on how meeting the students' basic needs such as bio – physiology, culture, and interaction – communication can have impact on their ability to learn effectively. Moreover, by applying this theory to the setting of a learning environment, the students will have a more conducive environment for effective learning and personal growth.

Furthermore, Thompson, D. & Thompson, S. (2018) believe that every student can learn serves as the cornerstone for equity and excellence in education. The great diversity of human experiences that constitute our different civilizations are acknowledged, respected, valued, and celebrated from this perspective. In the educational institution level, fairness is essential to expanding the breadth and foundation of teaching and learning. Respect, self-worth, and inclusivity are the cornerstones of a balanced education.

3. Conclusion and Implications

In relation to the comprehensible findings of the study, the following conclusions were drawn. The educational equity of junior high school students as perceived by the teachers in Schools Division of Roxas City is favorable to the learning environment of the schools. This implies that educational equity in the areas of treatment, access, and advancement contribute to a favorable and satisfactory learning environment of the students. The junior high school students as perceived by the teachers in Schools Division of Roxas City have very high level of learning environment. Giving safety and security to students is viewed as the topmost implemented function of the school. Support for students' participation, and management of learning behavior are secondary to safety and security. The level of educational equity of junior high school students are similar regardless of the sex, age, and educational attainment of teacher – respondents. Learning environment of junior high school students in Schools Division of Roxas City is similar regardless of the sex, age, and educational attainment of teacher – respondents. The level of educational equity of junior high school students has relationship with their extent of learning environment. This implies that the higher the level of educational equity the better the learning environment of the students. Based on the findings, the study proposed several recommendations to improve the students' learning outcome. Schools should provide access to basic learning opportunities for all students and enhance access to high-quality, child-friendly, and rights-abiding learning environments. Schools should also provide free internet connection for students to access relevant information for their studies. A learner's handbook should be created in collaboration with the Parent-Teachers Association, Barangay Council, and stakeholders. The handbook will serve as a guide for students to behave properly in school and in the community.

Additionally, schools should install CCTV cameras in all strategic areas to intensify the management of learners' behavior and their safety.

To help teachers perform well, the study recommended providing tasks and assignments relevant to their gender and expertise. Teachers should also be equipped with the necessary skills through training and workshops to perform well and master their respective responsibilities. Finally, to maintain a conducive learning atmosphere among learners, teachers may provide equal opportunities to students and recognize their unique skills and abilities. Teachers should also promote fairness and impartiality, making students feel protected, valued, safe, and secure while in school, contributing to their academic progress.

Acknowledgment

The researcher expresses her profound gratitude to the Colegio de la Purisima Concepcion, School of Graduate Studies, the Schools Division of Roxas City, school administrators, teachers, colleagues, family, friends, and most importantly to the Divine Providence. Their unwavering support and invaluable contributions have made this study possible and have filled her with boundless optimism.

References

ABS-CBN (2017). Students bullied, discriminated, in PH over gender identity: HRW 22. Retrieved 21 September 2023 from https://news.abs-cbn.com/news/06/22/17/students-bullied-discriminated-in-ph-over-gender-identity-hrw

Alozie, N. et. al. (2021). Designing for Diversity Part 1. Where is Equity and Inclusion in Curriculum Design? Rockville, MD: National Comprehensive Center at Westat.

Al-Shammari, Z. et. al. (2019). Theories - based Inclusive Education Practices. In: Education Quarterly Reviews, Vol.2, No.2, 408-414. ISSN 2621-5799. DOI: 10.31014/aior.1993.02.02.73

Al-Shuaibi, Abdulghani (2014). The Importance of Education. ResearchGate. Volume 1. p.1. Retrieved 20 September 2023 from https://www.researchgate.net/publication/260075970 The Importance of Education

Areche, F. (2022). Students Learning Behaviour: Factors influencing Students learning Behavior. International Journal of Language, Literature and Culture. Vol-2, Issue-3, pp. 1-11. May– Jun 2022 Journal DOI: 10.22161/ijllc

Bliven, A.M. (2021). The Impact of Student Recognition of Excellence to Student Outcome in a Competency-Based Educational Model. Evolution a modern campus illumination. Retrieved 24 September 2023 from https://evolllution.com/attracting-students/retention/the-impact-of-student-recognition-of-excellence-to-student-outcome-in-a-competency-based-educational-model/

Bliven, A. & Jungbauer, M. (2021). The impact of student recognition of excellence to student outcome in a competency-based educational model. The Journal of Competency-Based Education, 6, e1264. https://doi.org/10.1002/cbe2.1264

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education, 40(3), 291-309.

Dizon, et. al. (20190. Perspectives on the Implementation of the K to 12 Program in the Philippines: A Research Review. International Journal of Innovation and Research in Educational Sciences. Volume 6, Issue 6, pp. 757-765. Retrieved 27 September 2023 from https://www.ijires.org/administrator/components/com_jresearch/files/publications/IJIRES_1638_FINAL.pdf

Forlin, C. et. al. (2017). The concerns of mainstream teachers: Coping with inclusivity in an Australian context. International Journal of Inclusive Education, 21(2), 124-139.

Galabo, N. (2019). Campus Bullying In The Senior High School: A Qualitative Case Study. International Journal of Scientific & Technology Research Volume 8, Issue 04, April 2019.

George, G. & Lal, A. M. (2019). Review of ontology-based recommender systems in e-learning. Computers & Education, 142(July), 103, 642 https://doi.org/10.1016/j.compedu.2019.103642.

Global Partnership for Education (2022). Strategy 2025: The Global Partnership for Education's Strategy for 2021-2025. Retrieved 21 September 2023 from https://www.globalpartnership.org/content/gpe-2025-strategic-plan#:~:text=GPE%202025%20is%20the%20strategic,for%20the%2021st%20century

Goldhaber, D. (2019). The mystery of good teaching. Education Next, 19(1), 50-57.

GovPH. Education, Science and Technology, Arts, Culture, and Sports. The Constitution of the Republic of the Philippines. Article XIV, Section 1. Retrieved 25 September 2023 from https://www.officialgazette.gov.ph/constitutions/1987-constitution/

Gregory, A. et. al. (2017). Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. School Psychology Review, 46(2), 171-191.

Opertti, R. et. al. (2014). Inclusive education: From targeting groups and schools to achieving quality education as the core of EFA. In L. Florian (Ed.), The SAGE handbook of special education (2nd ed., Vol. 1, pp. 149-169). London, England: SAGE

Llego, M. A. (2022). Inclusive Education in the Philippines. TeacherPH. Retrieved 25 August 2023 from https://www.teacherph.com/inclusive-education-philippines

Reyes, C. M. et. al. (2017). Inequality of Opportunities Among Ethnic Groups in the Philippines. Journal of Education and Practice, DISCUSSION PAPER SERIES NO. 2017-42), pp. 1-66.

Thompson, C. (2018). The Construct of 'Respect' in Teacher-Student Relationships: Exploring Dimensions of Ethics of Care and Sustainable Development. The Journal of Leadership Education. Vol. 17, Issue 3. Retrieved 21 September 2023 from https://journalofleadershiped.org/jole_articles/the-construct-of-respect-in-teacher-student-relationships-exploring-dimensions-of-ethics-of-care-and-sustainable-development/

Thompson, D. & Thompson, S. (2018). Educational Equity and Quality in K-12 Schools: Meeting the Needs of All Students. Journal for the Advancement of Educational Research International, v12 n1 p34-46

UNESCO. (2017). A Guide for ensuring inclusion and equity in education. (n.p.): UNESCO Publishing.

Wilcox & Lawson (2022). Advancing Educational Equity Research, Policy, and Practice. Educ. Sci. 2022, 12, 894. https://doi.org/10.3390/educsci12120894