



School Policy and Teachers' Professional Engagement Towards Bridging Learners' Outcomes

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ABSTRACT

This study was primarily conducted to examine the influence and relationship of school policy and teachers' professional engagement on learners' outcomes. Specifically, it identified the extent of teachers' professional engagement, learners' academic and non-academic outcomes and how do schools implement school policies and challenges encountered.

This study employed both quantitative and qualitative method of research. The respondents of this study were 326 teachers and 300 pupils. The researcher used an adopted survey questionnaire. The findings of the study revealed that the school policies are highly implemented. The respondents are engaged in activities, and feedback. Meanwhile, they always conduct appraisal while academic and extracurricular are participated by the learners in the District Level only. Anti-bullying policy, classroom management policy and grading system showed to have a significant relationship with the learners' outcomes; while teachers' professional engagement showed significant influence on learners' outcomes. It can be deduced from the findings that proper implementation of school policies through strong partnership with stakeholders will most likely bring improvement to learners' outcomes.

1. Introduction

The most important resources in education and important stakeholders are students. Students must be instructed to behave and think appropriately both within and outside of the classroom. According to international studies, schools are a subsystem of society where children's ideas and behaviors are formed to promote harmonious personal development and to make them productive and successful members of society.

According to PISA statistics, schools in higher-performing systems have greater autonomy, incentives, and the ability to get better (Tsang, 2018.)

Research on the effects of elementary school policies that support collaborative professional learning (such as peer mentoring and professional learning communities) on teachers' engagement and, in turn, students' academic performance is scarce, despite the growing emphasis on school-based professional development policies. Existing studies primarily focus on broad teacher development initiatives (Kraft & Papay, 2015) or early childhood/primary education, leaving a gap in understanding how structured school policies in elementary education shape teacher engagement and student learning outcomes, particularly in developing countries such as the Philippines where education reforms (e.g., K-12 implementation) demand greater teacher adaptability (Papay, 2015).

Research gap in the study of school policy and teachers' professional engagement in bridging learners' outcomes lies in the limited exploration of how context-specific policies influence teachers' intrinsic motivation and collaborative practices. While existing studies highlight the importance of professional engagement in improving student achievement (Darling-Hammond et al., 2017), there is insufficient research on how school policies—such as workload regulations, professional development incentives, and teacher autonomy—either facilitate or hinder meaningful engagement. Most research focuses on generalized policy effects rather than examining how different policy frameworks impact teachers' ability to adapt pedagogical strategies to diverse learning needs (Buchanan, 2020). Further investigation is needed to determine how policies can be tailored to enhance teachers' agency and collaboration, ultimately leading to improved student outcomes.

1.1 Statement of the Problem

The study focused on school policy and teachers' professional engagement towards bridging learners' outcomes.

Specifically, it aimed to answer the following questions:

Study 1, School policy and teachers' professional engagement towards bridging learners' outcome.

1. What is the level of implementation of school policy in terms of: Anti-bullying, classroom management, grading system and, parent involvement?
2. What is the level of professional engagement among elementary teachers in terms of; activities, appraisal and, feedback?
3. What is the level of learners' academic and non-academic outcomes in terms of academic achievement and, extracurricular participation?
4. Is there a significant relationship between the implementation of school policy and learners' outcomes?
5. Is there a significant relationship between teachers' professional engagement and learners' academic outcomes?
6. Does teachers' professional engagement significantly influence learners' outcomes?

1.2. Theoretical Framework

This study is anchored on the theories of Organizational Learning Theory (OLT). This theory, proposed by Argyris and Schön (1996), emphasizes the role of institutions in fostering continuous learning and improvement through adaptive policies and collaborative professional engagement. In the context of education, OLT suggests that school policies should be structured to promote a culture of reflective practice, shared decision-making, and ongoing professional development, which are crucial for enhancing teachers' instructional effectiveness and, ultimately, student achievement (Louis & Murphy, 2017).

When policies support professional engagement—such as through mentorship programs, professional learning communities, and workload management—teachers are more likely to collaborate, innovate, and implement evidence-based strategies tailored to students' diverse needs. Therefore, OLT provides a strong theoretical foundation for examining how school policies can be designed to enhance teacher engagement and improve learner outcomes.

2. Methods

This chapter displays contents on the research design used. respondents in this study, sampling methods, measures and data gathering process to be followed in this study.

2.1 Research Design

In this study, both quantitative and qualitative designs or mixed methods (Turner, 2018) were used. For quantitative descriptive method were employed to describe the level of implementation of school policy in terms of anti-bullying, classroom management grading system and parent involvement; the extent of professional engagement among elementary teachers in terms of activities, appraisal and feedback; and, level of learners' academic and non-academic outcomes in terms of latest GPA for SY 2024-2025 and extracurricular participation.

The correlation method (Ezekiel, Mordecai 2010) were employed to determine the significant relationship between level of implementation of school policy and learners' academic and non-academic outcomes: and, teachers' professional engagement and learners' academic and non-academic outcomes.

In addition, qualitative design (Danielson W. 2017) was used since this study also explored the school policies and teachers' professional engagement on students outcomes in terms of curricular and extra-curricular activities.

2.2. Research Respondents

The respondents of this study were the teachers and pupils in schools of Carmen South, Kabacan South, and Matalam South District Cotabato Division the respondents were chosen using random sampling method. (Jackson, R., Chambless. L. E., Yang. K., Byrne, T., Watson, R., Folsom. A & Kalsbeek. W. 2015). et. al

Elementary teachers were the chosen respondents for the study because these teachers are dealing with the formative years of the children coming from different cultural orientations.

2.3. Research Procedure

The study used purposive sampling method, in choosing elementary public-school teachers Matalam South, Kabacan South and Matalam South District would be considered. The entire population of interest (i.e.; a group whose members share a common trait) is research in a single setting in comprehensive enumeration sampling. It is most useful when the entire population can be managed, such as when a well-defined segment of a larger population is being addressed (Molenberghs, 2021).

2.4. Research Instrument

This study mainly examined the policy implemented by school with respect to the aspects of teaching as indicated in the tool.

The researcher used an adopted survey questionnaire from Ben. Jensen, Sandoval-Hernández Andrés, and Knoll Steffen, (2016). The professional development outcome questionnaire herein was defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

In addition, the level of learners' academic and non-academic outcomes in terms of their achievements and extracurricular participation was taken in the last part of the instrument.

Part I consisted of indicators pertaining to the school policies implemented in schools in terms of Anti-Bullying Policy. Classroom Management Policy, Grading System Policy and Parent Involvement Policy. Each sub-term was ticked by the respondents using the Likert Scale.

<i>Scale</i>	<i>Descriptive</i>	<i>Descriptive interpretation</i>	<i>%</i>
	<i>Equivalent</i>		
5	<i>Highly Implemented</i>	<i>When the item is described is highly Implemented</i>	<i>81-100%</i>
4	<i>Implemented</i>	<i>When the item is described is Implemented</i>	<i>61-80%</i>
3	<i>Moderately implemented</i>	<i>When the item is described is moderately Implemented</i>	<i>41-60%</i>
2	<i>Fairly implemented</i>	<i>When the item is described is fairly Implemented</i>	<i>21-40%</i>
1	<i>Poorly implemented</i>	<i>When the item is described is poorly Implemented</i>	<i>01-20%</i>

2.5. Data Gathering Procedure

The following procedures in the conduct of the study:

A letter will be noted by the adviser and the Dean of the CFCST Graduate School will be sent to the Schools Division Superintendent through channels in order to seek permission for the conduct of the study. Another permission letter will be forwarded to the school principals.

Then, the questionnaires will be distributed to the identified respondents of the study and were collected.

For tabulation of data, the raw data will be tabulated through spread sheets to make it ready for statistical analysis.

Moreover, the data will be tabulated and the findings will present and after gathering the results and findings, a plan of actions will be prepared. This served as the blueprint to strengthen the Implementation of school policies and teachers' professional engagement.

2.6. Data Analysis

Quantitative Analysis (Cliff, Graham, & G_W Lorimer, 2017). The statistical tools used in this study were weighted mean, Pearson Product Moment Correlation and multiple linear regression. The weighted mean (Taylor, Jean E., 1992) will be used to treat the data on the level of implementation of school policy in terms of anti-bullying, classroom management, grading system and parent involvement, the extent of professional engagement among elementary teachers in terms of activities, appraisal and feedback: and, level of learners' academic and non-academic outcomes in terms of latest GPA for SY 2024-2025 and extracurricular participation.

Pearson Product Moment Correlation/Pearson r (Häne, Bernhard G., Kathrin Jäger, & Hans G. Drexler. 2015). et. al would be employed to determine the relationship between level of implementation of school policy and learners' academic and non-academic outcomes; and, teachers' professional engagement and learners' academic and non-academic outcomes.

Multiple Linear Regression Analysis (Uyanık, Gülden Kaya, and Neşe Güler..2015) will be used to determine the significant influence on the independent variables and dependent variables of the study and to test the hypothesis of the study.

Qualitative data analysis (Ezzy. Douglas, 2015). The record Interview would be transcribed and debriefed. Themes, patterns and relationship were identified.

3. Results

The following are the findings of this study:

The school policies were implemented in each school where they followed the mandates of the DepEd while teachers manifested their active engagement in different activities. More so, they practice the different facets of teaching for their own growth and development and learners reached District level in terms of their extracurricular and academic participation.

School policies revealed to be highly implemented, and students were engaged in activities and feedback, while appraisal was always conducted. Anti-bullying policy, classroom management policy and grading system showed to have a significant relationship on the learners' outcomes; while teachers' professional engagement showed significant influence on learners' outcomes.

Learners performed better because of their strong background on the cause of Anti-Bullying Policy and how they were honed by their respective teachers.

Learners can perform in their own ways even without their teachers' professional engagement; regardless of the professional engagement teachers have, these do not make a difference on the performance of the learners in different competitions. The policies of the school have an influential role on the performance of the learners in their academic and the Anti-Bullying Policy on School Pupil government because of their roles to implement the basic rights of every learner in the school.

Schools ensured to have a strong partnership with the school governing body, and the parents. Also, they anchored the implementation of policies from the orders given by the agency and there is a strong need in sustaining positive environment where learning took its place. In the same vein, its implementation is usually hampered by the availability of time.

Recommendation

Based on the conclusion made, the following recommendations were drawn:

1. Teachers, stakeholders and learners have to sustain the awareness on the school policies. This can also be enhanced through the conduct of seminars and workshops where everyone in the school community will be included.
2. Teachers have to establish their goals in strengthening their professional engagement. They have to attend seminars and trainings that will improve capabilities in dealing with the teaching profession.
3. Teachers have to train more their learners for them to advance in the next level of competitions and different activities must be conducted in each school to strengthen learners' participation.
4. A child-friendly school is an ideal place wherein everyone is accepted. It strengthens good relationship to one another. Schools have to provide positive environment wherein learners experience freedom and acceptance.
5. Teachers are said to be the role models to learners, therefore they must exert effort in showing and teaching the acceptable manners in providing opportunities to showcase the talents of the learners.
6. Schools have to highly implement school policies with the consent of the stakeholders. There must be an open forum wherein everyone has the opportunity to share their opinions
7. Strengthen parents' participation in crafting of school policies and future researcher will have to conduct the same study in the different setting and add factors not included in the study.
8. Figure 3 the modified framework below shows the overall picture of the relationship and influence among the indicators of the variables used in this study. It can be surmised that school policy is very significant with academic competitions because the school gives each child the preparedness to become competent to flaunt their prowess in the different levels of competitions. In fact, this can be attributed by the full support given by the school administrators, parents, and teachers to harness the full potentialities of the children.

Every problem has its own solution. The gaps can be addressed when there is a plan and action. Teachers, parents, BLGU and other stakeholders' support can strengthen implementation of school policies. They provide opportunities to improve learners' outcomes in terms of academic and non-academic. Stakeholders' engagement and participation in different school-related activities promote positive outlook and opportunities to develop learners' skills and talents. Organize activities/workshops that would help learners, teachers and stakeholders develop themselves in different manners.

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