

A Multi-Dimensional Analysis of Educational Practices: Assessing Quality Across Three Key Areas

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ABSTRACT

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This study assessed the quality of three dimensions of educational practices as perceived by thirty teachers at Jose Panganiban National High School. Utilizing a descriptive survey evaluation design, the study employed purposive random sampling to select participants. Quantitative methods were used to describe, record, analyze, and interpret existing practices. The "Orientation to Excellence" standardized survey questionnaire quantified the quality of these dimensions. Data were statistically analyzed using means and one-sample tests and interpreted using a 6-point Likert scale. The findings revealed that teachers rated the quality of educational practices in Student Discipline and Behavior, Instructional Staff, and Parent/Community Involvement as high. Additionally, there was a statistically significant difference among these three areas of educational practices. Based on these results, it is recommended that the school consider all aspects of educational practices when developing a School Improvement Plan. Furthermore, educators are encouraged to develop plans that enhance student learning for future studies.

Contribution/Originality: This study contributes to the existing literature by providing a multidimensional assessment of educational practices in a Philippine public secondary school. It documents teachers' perceptions of student discipline and behavior, instructional staff practices, and parent/community involvement, highlighting comparative strengths and areas requiring attention in school improvement planning and future research.

1. Introduction

Education serves as the cornerstone for individual growth and societal progress, acting as a catalyst for intellectual, social, and economic development. Within this complex system, the quality of educational practices significantly influences outcomes for students, educators, and communities. This research delves into a quality assessment of educational practices, examining them through three crucial dimensions: pedagogical approaches, institutional support, and student engagement.

Quality education is not just about the transfer of knowledge; it encompasses the development of critical thinking, creativity, and lifelong learning skills. The United Nations Sustainable Development Goal 4 emphasizes the need for inclusive and equitable quality education, highlighting its importance for global development. However, ensuring high-quality educational practices requires a multi-faceted approach that considers various influencing factors.

The country's colonial history has highly influenced the education system of the Philippines. That history has included periods of Spanish, American, and Japanese rule and occupation. Like the United States, the Philippines has an extensive and highly inclusive education system, including higher education. In the present day, the United States continues to influence the Philippines education system, as many of the country's teachers and professors have earned advanced degrees from United States universities. However, Philippine education has long served as a model for other Southeast Asian countries, and in recent years that has deteriorated. This is especially true in the more remote and poverty-stricken regions of the country. Public dissatisfaction with the perceived lack of quality of the education process and the product of education has caused educators to research the various aspects of successful schooling practices and develop processes for school improvement. From the traditional point of view, and from the modern point, the essence of assessment is considered the knowledge of the educational activities' effects, to elaborate a new teacher education route. The need to measure the efficiency and effectiveness of the teacher education process, to obtain relevant information about school results, and to offer the feed-back necessary to all educational factors, justifies the importance of assessment in education whereby assessment provides a sound basis for improving students' achievements and behavior.

The National Commission on Excellence in Education, with their report, contributed to the urgency of school reform where the foundation of the educational system has been eroded by a growing complacency and an attitude of mediocrity. The ongoing research, reform efforts, and school improvement strategies centered on these major concerns is now commonly known as "The Effective Schools Research." It is this body of research that drives the educational practices for effective schooling and underlines the importance of measuring the level of quality of those practices.

School discipline is the actions a teacher or the school organization takes towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the teacher or the school system. Discipline can guide children's behavior or set limits to help them learn to care for themselves, others, and the world around them. (González, Etow, & De La Vega, 2019).

Attitude and behavior is a "relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Ajzen et al., 2018). A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Cherry, 2018). Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring, they can also change. According to some researchers, one of the underlying assumptions about the link between attitudes and behavior is that of consistency. This means that we often or usually expect the behavior of a person to be consistent with the attitudes that they hold. This is called the principle of consistency. The principle of consistency reflects the idea

that people are rational and attempt to always behave rationally and that person's behavior should be consistent with their attitude.

Teachers are those persons who provide instruction for students. Educators and policymakers increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st Century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills. This collaborative and job-embedded PD can be a source of efficacy and confidence for teachers and can result in widespread improvement within and beyond the school level. To ensure a coherent system that supports teachers across entire professional continuum, professional learning should link to their experiences in preparation and induction, as well as to teaching standards and evaluation. It should also bridge to leadership opportunities to ensure a comprehensive system focused on the growth and development of teachers (Podolsky et al., 2019). According to Anderson (2019), he stated that teachers play many different roles and undertake an extraordinary range of tasks. The importance of classroom instruction and the skills of teachers cannot be overstated. Teachers in effective schools demonstrate key practices with levels of high quality.

Engin and Tasgin (2022) both stated that common attitudes and beliefs among teachers also play a key role in effective schools. Even though major differences may exist in the structure or focus of the operation of schools, there are common factors among instructional staff.

On the other hand, another dimension of educational practice is the parental involvement. Comer et al. (2019) stressed the need for parental involvement. The importance of school/parent partnerships cannot be overlooked in the area of student discipline and behavior. Parents who are involved and well-informed will be more supportive and satisfied than those who are not in support of this partnership, an efficient management system must be in place for documentation of disciplinary incidents and parental notification. Comer and Edmonds both noted that principals, staff, and parents need to have appropriate data when working together to improve student behavior.

Elizabeth Coleman (2020) summarized home-school relations in effective schools by stating that "In an effective school: (a) parents feel positive about school, (b) they feel the administrators and the teachers are responsive to their concerns, (c) the school provides opportunities for parents to be involved in school activities and to participate in advisory committees or other parent organizations, (d) parents are aware of school policies and cooperate with school staff in support of school rules, (e) parents are well informed of the school's homework policy, and they help with homework when needed, (f) teachers initiate contact with parents under positive as well as negative circumstances. Parental involvement in the schools starts with the sharing of information as stated by Epstein who also studied eight urban schools and found that parents become more involved if the school gives them specific information about their children and their programs. She also found elementary school programs for parent involvement to be stronger than those in secondary schools. He also concluded that informing parents was more important than 30-parent education, family size, marital

status, and even students' grade level in getting parents involved in schools. Communication between home and school must also involve information coming from parents.

Wei and Ni (2023) stressed the importance of parents providing schools with information about their children and their needs and noted that schools also need to collect data from parents to support school improvement efforts. Parents have a right to expect quality service. Another avenue for developing parental involvement is the use of parents as classroom assistants, instructional aides, supervisors, guest presenters, and simply as guests.

Dimensions of Education are groupings of related skills used by educators. Comer stressed that the importance of developing a sound staff-to-student relationship in which mutual respect is essential depends on the acceptance of differences, such as socio-economic factors, and alienation of parents toward schools, which must be considered as schools work toward building this bond.

1.1. Research Objectives

This study aimed primarily to assess the quality level of the three dimensions of educational practices, such as student discipline and behavior, instructional staff, and parent/community involvement. Much research on the dimensions of educational practices has been conducted in many developed countries, but less in countries like the Philippines, and the effects on students' achievement are likewise poorly investigated. These were identified as research gaps in the literature. In this context, the researchers determined the quality of educational practices in each dimension, as perceived by teacher respondents, in terms of Student Discipline and Behavior, Instructional Staff, and Parent/Community Involvement. It also determined whether there is a significant difference in the quality of educational practices across the three areas, as perceived by the teacher respondents.

2. Research Methods

The study employed a descriptive-survey evaluation design to assess the quality of three dimensions of educational practices as perceived by teachers at Jose Panganiban National High School. Using quantitative methods, the study aimed to describe, record, analyze, and interpret existing practices. The target population consisted of 30 teachers (10 males and 20 females). Purposive and random sampling methods were utilized.

The quality of educational practices was measured using the standardized survey questionnaire "Orientation to Excellence," which included 49 items across three dimensions: Student Discipline and Behavior (10 items), Instructional Staff (28 items), and Parent/Community Involvement (11 items). The instrument employed a six-point Likert scale (1 = very poor quality, 2 = poor quality, 3 = mediocre quality, 4 = good quality, 5 = very good quality, 6 = excellent quality). The reliability of the three dimensions was high, with Alpha values of 0.95, 0.97, and 0.95, respectively.

Data were recorded, cleaned, and organized using SPSS and Vassar Statistics to ensure reliability and validity. A six-point Likert scale was used to assess the quality of the educational practices. The mean for each item was computed by multiplying the frequency of responses by the value of the item's scaled items and dividing the sum by

the number of respondents. A decision rule was applied: if the mean value was above 3.5, it was accepted; if below 3.5, it was rejected. Descriptive statistics, including the mean and one-sample t-test, were used to analyze the data and determine statistical significance.

3. Results and Discussion

Findings, analysis, and interpretation of data gathered from respondents of the study involved a quantitative approach. Tables and graphs were used to present data.

3.1. Student Discipline and Behavior Dimension Practices

The Student Discipline and Behavior dimension is crucial in maintaining a conducive learning environment. This dimension assesses how effectively schools manage student conduct, ensuring a safe and orderly atmosphere that supports academic achievement and personal development.

Table 1 presents the perceived quality of student discipline and behavior practices. The mean for each discipline and behavior practice is also provided. All practices were given accepted decisions with an overall (M=4.66). Utilizes periodic review of policy and guidelines, involves parents, guardians, or surrogates in solving behavioral and disciplinary problems, and develops student responsibility for behavior with (M=4.9) respectively, were reported to be of the highest quality while utilizes a written disciplinary policy and clearly stated expectations and guidelines were perceived of having the lowest among the ten practices with a (M=4.4). Utilizes disciplinary policy consistently and fairly, helps students resolve problems before they lead to behavioral problems, and takes disciplinary action promptly after infractions, with (M=4.8), respectively, were given, having the second highest quality. Only forty (40%) of the teacher respondents perceived that the school takes disciplinary action promptly after infractions to be of very good quality. The practices having the highest quality were supported by Comer (1988) and Edmonds (1989), who both stress that the need for parental involvement, where the importance of school/parent partnerships cannot be overlooked, regarding the area of student discipline and behavior, plays a great significance. Further, to support this partnership, an efficient management system must be in place to document disciplinary incidents and parental notifications, so that principals, staff, and parents have the appropriate data when working together to improve student behavior.

Table 1: Mean Values of the Participants' Responses to the Student Discipline and Behavior Dimension Questionnaire

N/S	SPECIFIC PRACTICE	1 VPQ	2 PQ	3 M	4 GQ	5 VGQ	6 E	MEAN	DECISION
1.	Utilizes a written disciplinary policy and clearly stated expectations and guidelines.	2	1	5	5	10	7	4.4	Accepted
2.	Utilizes disciplinary policy consistently and fairly.	0	1	2	7	11	9	4.8	Accepted
3.	Utilizes periodic review of policy and guidelines	0	0	1	8	13	8	4.9	Accepted
4.	Involves parents, guardians,	0	0	3	8	7	12	4.9	Accepted

	or surrogates in solving behavioral and disciplinary problems.								
5.	Develops student's responsibility for behavior.	0	1	1	8	10	10	4.9	Accepted
6.	Creates a sense of student belonging.	0	1	4	9	9	7	4.6	Accepted
7.	Helps students resolve problems before they lead to behavioral problems.	0	1	2	7	10	10	4.8	Accepted
8.	Takes disciplinary action promptly after infractions.	0	1	1	9	12	7	4.8	Accepted
9.	Employs consistent general discipline procedures among teachers.	0	1	3	9	8	9	4.7	Accepted
10.	Utilizes preventive practices to minimize student discipline problems.	1	1	2	11	6	9	4.6	Accepted
Overall Mean								4.66	Accepted

The findings from the study at Jose Panganiban National High School provide significant insights into the quality of student discipline and behavior practices as perceived by the teachers. The high ratings for periodic review of policies, parental involvement in behavioral issues, and the development of student responsibility ($M=4.9$) indicate that these practices are highly valued and effectively implemented within the school. These practices are crucial because they create a structured environment in which students understand the expectations and consequences of their actions, and parents are actively involved in supporting their children's behavior and learning. Research by Epstein et al. (2013) and Lee and Bowen (2006) aligns with these findings, emphasizing that parental engagement and student self-regulation are essential components of effective school discipline strategies.

Conversely, the perception of the written disciplinary policies and clearly stated expectations received the lowest quality rating ($M = 4.4$). This suggests a need for the school to improve how policies are documented and communicated to ensure all stakeholders—teachers, students, and parents—clearly understand the rules and expectations. Studies by Wang and Zhang (2019) highlight the importance of clarity and transparency in policy communication, suggesting that when policies are well-defined and understood, they are more likely to be followed and enforced consistently. This area of improvement is critical for the school to address to maintain order and fairness effectively.

The high ratings for the consistent and fair application of disciplinary policies, early problem resolution, and prompt disciplinary action ($M=4.8$) reflect the teachers' positive view of these practices. However, the fact that only 40% of teachers rated the promptness of disciplinary actions as very good indicates there may be delays in implementing disciplinary measures. This discrepancy suggests a potential gap between policy and practice. Skiba et al. (2014) emphasize the necessity for the timely and consistent application of disciplinary measures to ensure fairness and effectiveness. Addressing this gap is crucial for the school to ensure that discipline is not only perceived as fair but also promptly enforced.

In developing a School Improvement Plan, Jose Panganiban National High School must consider these findings comprehensively. Enhancing the clarity and communication of written policies and ensuring the prompt implementation of disciplinary actions should be prioritized. Research by Sutherland et al. (2011) supports the need for continuous professional development for teachers on disciplinary practices and policy implementation. Such training can help ensure that all staff members are equipped with the skills and knowledge to apply disciplinary measures consistently and fairly.

Finally, the study underscores the need for further research and development in student behavior management. Implementing programs like Positive Behavioral Interventions and Supports (PBIS), as suggested by Horner et al. (2009), could help reinforce positive behavior and ensure the consistent application of disciplinary policies. By addressing the identified gaps and building on the strengths, Jose Panganiban National High School can enhance its disciplinary framework, fostering a supportive and effective learning environment. This comprehensive approach will contribute to improved student behavior, better academic outcomes, and a more positive school culture.

3.2. Instructional Staff Dimension Practices

The Instructional Staff dimension is critical for ensuring high-quality teaching and learning experiences in schools. This dimension evaluates teachers' competencies, practices, and professional development, and how these contribute to student success.

Table 2 presents the perceived quality of instructional staff practices. The mean for each instructional staff practice is also provided. Twenty-seven (27) out of twenty-eight received positive decisions, while the latter had a negative decision with an overall mean of 5.06. Utilizes innovative approaches to improve the school, strives to maximize achievement for all students, with (M=5.3) respectively, were reported to be of the highest quality, while striving to reach students with special needs in the regular education classroom, with a (M=3.4) was reported to be of the lowest quality. Socializes and functions as a family unit, demonstrates a willingness to grow and improve, and believes they make a difference in the lives of students (M=5.2) were perceived as second to the highest quality. Only about fifty-three (53%) gave a very good quality perception as to developing and maintaining high and explicit standards for student performance. These practices were of high quality except for one. This exception requires laborious effort and extra time to improve. The Southeastern Regional Vision for Education 26 (SERVE, 1991) identified many practices that enhance learning. Effective teachers: (a) work with the administration in decision making, (b) share common school goals, mission, and high achievement expectations, (c) expect all students to master the subject matter, (d) support and administer policies relating to behavior, attendance, and tardiness, (e) show respect for students and enthusiasm for learning, (f) maximize students time on task, (g) hold consistently high expectations for all students, (h) utilize lessons and presentations that consider student individual differences, (i) encourage and utilize heterogeneous grouping of students, (j) assess and monitor student achievement through appropriate test and measurement techniques, (k) involve and inform parents of the high standards of the school, and (l) take pride in their school and its appearance, all of which appeared to be almost similar to the practices as perceived by teacher respondents. It suggests that instructional staff who engage in these kinds of activities are considered effective.

Table 2: Mean Values of the Participants' Responses to the Instructional Staff Dimension

N/S	SPECIFIC PRACTICE	1 VPQ	2 PQ	3 M	4 GQ	5 VGQ	6 E	MEAN	DECISION
1.	Receives recognition for accomplishments and contributions from parents, students, and community.	0	3	0	8	10	9	4.7	Accepted
2.	Are treated as valuable, contributing members of society by parents, students, and community.	0	1	2	7	11	9	4.8	Accepted
3.	Are treated as valuable, contributing members of the school community by other members of the instructional staff.	0	0	1	8	13	8	4.9	Accepted
4.	Shares, help, and support each other.	0	0	1	8	11	10	5.0	Accepted
5.	Works together to achieve desired results.	0	0	1	9	10	10	5.0	Accepted
6.	Shares a vision of the school.	0	0	0	6	14	10	5.1	Accepted
7.	Strives to enhance the learning environment.	0	0	0	6	14	10	5.1	Accepted
8.	Utilizes innovative approaches to improve the school.	0	0	0	3	14	13	5.3	Accepted
9.	Creates new ideas and approaches in the classroom and school.	0	0	1	5	14	10	5.1	Accepted
10.	Communicates to students and others the need for a high level of achievement and behavior.	0	0	2	4	14	10	5.1	Accepted
11.	Develops and maintain high and explicit standards for student performance.	0	0	1	4	16	9	5.1	Accepted
12.	Accepts responsibility for what occurs in the school.	0	0	1	7	12	10	5.0	Accepted
13.	Accepts ownership for student achievement in the school.	0	0	2	6	13	9	5.0	Accepted
14.	Disagrees constructively on important issues.	0	0	2	7	11	10	5.0	Accepted

15.	Strives to reach personal, professional and school goals and mission.	0	1	0	8	12	9	4.9	Accepted
16.	Helps others in sharing the responsibility of facilitating school improvement.	0	1	0	8	10	11	5.0	Accepted
17.	Serves as appropriate role models for students.	0	0	1	8	9	12	5.1	Accepted
18.	Socializes and function as a family unit.	0	0	1	3	14	12	5.2	Accepted
19.	Expresses pride in the school and its programs.	0	1	1	4	14	10	5.0	Accepted
20.	Strives to use financial resources wisely.	0	0	2	6	9	13	5.1	Accepted
21.	Provides support and assistance to colleagues.	0	0	4	3	10	13	5.1	Accepted
22.	Demonstrates a willingness to grow and improve.	0	0	1	4	14	11	5.2	Accepted
23.	Trusts one another.	0	0	2	4	13	11	5.1	Accepted
24.	Strives to maximize achievement for all students.	0	0	1	3	13	13	5.3	Accepted
25.	Trusts the leadership of the school.	0	0	1	6	11	12	5.1	Accepted
26.	Shows concern and interest for the welfare of all students.	0	0	0	4	13	13	5.3	Accepted
27.	Believes they make a difference in the lives of students.	0	0	0	5	13	12	5.2	Accepted
28.	Strives to reach students with special needs in the regular education classroom.	2	5	10	7	3	3	3.4	Rejected
Overall Mean								5.06	Accepted

3.3. Parent/Community Involvement Dimension

The Parent/Community Involvement dimension is essential for fostering a supportive and engaging educational environment. This dimension evaluates the extent and quality of interactions and partnerships between the school, parents, and the broader community.

Table 3 presents the perceived quality of parent/community involvement practices. The mean for parent/community involvement practice is also provided. All practices under this dimension were given an accepted decision.

Table 3: Mean Values of the Participants' Responses to the Parent/Community Involvement Dimension

N/S	SPECIFIC PRACTICE	1 VPQ	2 PQ	3 M	4 GQ	5 VGQ	6 E	MEAN	DECISION
1.	Promotes partnership between home and school.	0	0	0	6	12	12	5.2	Accepted
2.	Informs parents and community about the school's programs and activities	0	0	0	3	14	13	5.3	Accepted
3.	Informs parents about their child's progress in school.	0	0	1	4	8	17	5.4	Accepted
4.	Identifies needs and interests of parents.	0	0	3	8	7	12	4.9	Accepted
5.	Implements programs and activities for parental involvement.	0	0	3	3	13	11	5.1	Accepted
6.	Inform parents and community about the effectiveness of the school programs.	0	0	2	4	9	15	5.2	Accepted
7.	Includes parent and community in decision making.	0	0	2	4	10	14	5.2	Accepted
8.	Informs the parents and community about procedures for involvement in school activities and participation in school decision making.	0	0	1	5	9	15	5.3	Accepted
9.	Provides parents opportunities to meet with school personnel	0	1	1	5	9	14	5.1	Accepted
10.	Reaches out to individual parents to provide and solicit help to strengthen their child's educational program.	0	0	1	6	10	13	5.2	Accepted
11.	Communicates with parents about their student's school work and progress.	0	0	0	4	11	16	5.7	Accepted
Overall Mean								5.24	Accepted

Communicates with parents about their student's schoolwork and progress (M=5.7) was reported by teachers to be of the highest quality, while identifying needs and interests of parents (M=4.9) was reported to be of slightly lower quality than those practices receiving the third highest quality (M=5.3). Informs parents about their child's progress in school (M=5.4) was reported as having the second highest quality, but fifty-seven percent (57%) of the respondents viewed this practice excellently. According to the US

Department of Education, advocates of effective schools maintain that parents are critical partners in the school improvement process. It was Elizabeth Coleman (1988), Sacramento County Office of Education, who summarizes home-school relations in effective schools by stating, “In an effective school: (a) parents feel positive about the school, (b) they feel the administrators and the teachers are responsive to their concerns, (c) the school provides opportunities for parents to be involved in school activities and to participate in advisory committees or other parent organizations, (d) parents are aware of school policies and cooperate with school staff in support.

Initially, the quality of practices in each educational dimension was determined. One of the practices viewed as among the highest is “Involves parents, guardians, or surrogates in solving behavioral and disciplinary problems,” which implies that, to develop and implement these policies effectively, schools should involve families as partners to the greatest extent possible. For example, families, along with students and staff, should be involved in the development and review of the school’s discipline policy; schools should regularly communicate with families, including updates on specific disciplinary incidents; and schools should also ensure transparency about the school’s behavioral expectations, discipline policies, and procedures. Another practice reported second to the highest is “Utilizes disciplinary policy consistently and fairly,” which implies that schools should ensure that discipline is applied fairly and continually monitor and improve disciplinary policies and practices. Likewise, as part of a school’s ongoing staff training, schools should equip staff with the skills and strategies to reinforce appropriate behaviors and respond to student misconduct fairly and equitably. An equitable and fair response is without regard to a student’s personal characteristics, including race, color, national origin, religion, disability, ethnicity, sex, gender identity, sexual orientation, or status as an English language learner, migrant, or homeless student. It is suggested that, to help ensure fairness and equity, schools may explore using cultural competence training to enhance staff awareness of their implicit or unconscious biases.

It was observed that under the instructional staff dimension, all practices provided were accepted except for one. It implies that teachers feel they have developed good relationships with parents and students. This is not surprising because teachers generally believe they interact well with others. Recognizing student accomplishments, making an impact on students’ lives, and serving as appropriate role models for students are all practices that contribute to a positive climate, setting the stage for improved learning. Developing strong lines of communication with parents through both written and personal contact is also beneficial to the learning process. Effective schools are those in which parents are informed of school policies and programs, teachers initiate contact with parents, and parents feel positive about their relationship with the school (Coleman, 1988). Likewise, teachers feel they are receiving the recognition they deserve for their accomplishments and the services they provide. As a result, they feel they are treated as valuable and contributing members of society. The teachers perceive themselves as functioning and socializing as a family. Therefore, it is strongly suggested that issues such as self-esteem, recognition, and functional unity be addressed, as failing to do so could have a devastating effect not only on the climate for learning but also on the effectiveness of individual teachers. The practice that received the lowest quality rating may indicate an area of concern. Perhaps the reason is a lack of instructional materials for these kinds of students, and the involvement and support from the relevant persons and agencies are not sufficient to prioritize their needs. It is suggested

that the heads of the school should take appropriate action in coordination with the concerned agency.

The highest overall mean quality level perceived by the respondents was for parent/community involvement, which suggests that the school in this study may have developed parent/community involvement to the point where parents and community members play an integral role in the school, including involvement in the decision-making process. It is also possible, however, that the teachers are very satisfied with the current level of parental/community involvement in the school and see no reason or interest in expanding it.

These examples demonstrate the relevance of Paulo Freire's (2020) work to education, in which his concept of dialogue is grounded in love, faith, humility, and hope. It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. However, they must act together upon their environment in order to critically reflect upon their reality and so transform it through further action and critical reflection of school rules. Parents are well informed of the school's homework policy, and they help with homework when needed. Teachers initiate contact with parents under positive as well as negative circumstances (p. 52), which characterize all the practices provided by the school. It goes to say that there exists a strong and effective partnership between the school and the parent/community, as explained by the principle of shared governance. All 11 specific practices assessed by the respondents were of high quality, with an overall mean of 5.24.

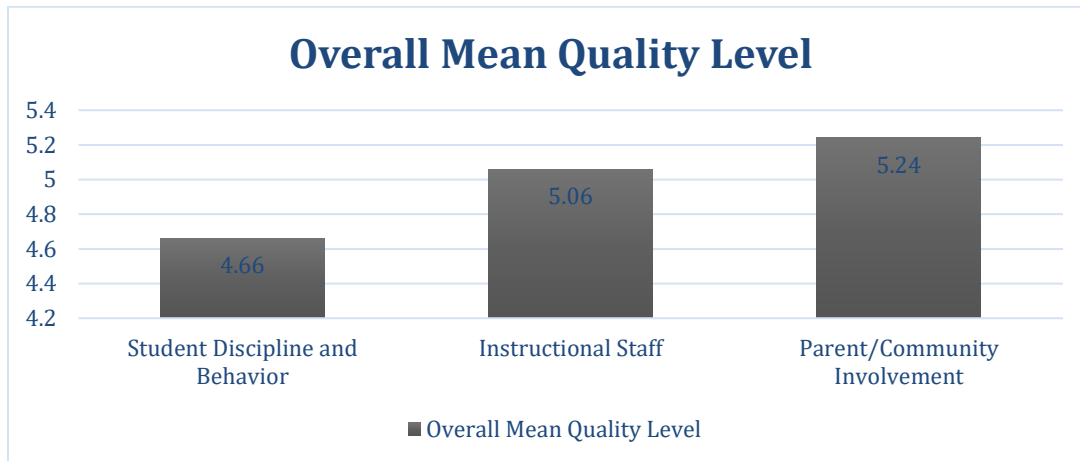
3.4. Existing Level of the Overall Mean Quality of Educational Practices in each dimension

Table 4 summarizes the three dimensions of educational practices, while Figure 1 presents their overall mean quality scores. It was evident that Parent/Community involvement exhibited the highest overall score (M=5.24), followed by Instructional staff (M=5.06), and the lowest for Student Discipline and Behavior (M=4.66). Descriptive statistics revealed that the higher the overall mean quality score, the more respondents perceived it as variable, even when high quality. The findings suggest that the parent/community dimension practices are of high quality, instructional staff dimension practices are a little less likely to be of high quality within that range, and student discipline and behavior practices are of above-moderately high quality. After examining the overall mean quality level, the Jose Panganiban National High School teachers showed a high self-assessed quality of educational practices in Student Discipline and Behavior, Instructional Staff, and Parent/Community Involvement.

Table 4: Overall Mean Quality of Educational Practices by Dimension

Dimension	Number of Items	Overall Mean	Decision	Rank
Parent/Community Involvement	11	5.24	Accepted	1
Instructional Staff	28	5.06	Accepted	2
Student Discipline and Behavior	10	4.66	Accepted	3

Figure 1: Comparative Analysis Between Educational Dimensions Practices and the Overall Mean Quality



3.5. Mean Difference t-test and probability value

As reflected in Table 5, one sample test was utilized, showing a mean difference and a probability value with a substantial mean difference of 4.95, and the value of the obtained probability (Sig. two-tailed) was given by $p=0.0000$, which was less than the actual or the specified probability value of $p=0.0005$ [$t=105.9$]. Therefore, it can be deduced that they differ significantly. The null hypothesis that there are no significant differences in mean scores as perceived by respondents was rejected. The magnitude of the difference in means was high. The alternative hypothesis that there are significant changes in mean scores, as perceived by the respondents, is considered an existing reality in the school under investigation. The findings further indicate that high levels of instructional staff and parent/community involvement will lead to high-quality student performance.

Table 5: Analysis of Mean Difference, t-test, and Probability Value One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
EDP	49	5.0041	.3721	0.4674

One-Sample Test						
Test Value = .05						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
EDP	105.983	48	.000	4.95408	4.8601	5.0481

Initially, the quality of practices in each educational dimension was determined. One of the practices viewed as among the highest is “involves parents, guardians, or surrogates in solving behavioral and disciplinary problems,” which implies that, to develop and implement these policies effectively, schools should involve families as partners to the greatest extent possible. For example, families, along with students and staff, should be involved in the development and review of the school’s discipline policy; schools should regularly communicate with families, including updates on specific disciplinary incidents; and schools should ensure transparency about the school’s behavioral

expectations and discipline policies and procedures. Another practice reported second to the highest is “utilizes disciplinary policy consistently and fairly,” which implies that schools should ensure that discipline is applied fairly and continually monitor and improve disciplinary policies and practices. Likewise, as part of a school’s ongoing staff training, schools should equip staff with the skills and strategies to reinforce appropriate behaviors and respond to student misconduct fairly and equitably. An equitable and fair response is without regard to a student’s characteristics, including race, color, national origin, religion, disability, ethnicity, sex, gender identity, sexual orientation, or status as an English language learner, migrant, or homeless student. It is suggested that, to help ensure fairness and equity, schools may explore using cultural competence training to enhance staff awareness of their implicit or unconscious biases.

It was observed that, under the instructional staff dimension, all practices were accepted except one. It implies that teachers feel they have developed good relationships with parents and students. This is not surprising because teachers generally believe they interact well with others. Recognizing student accomplishments, making an impact on students’ lives, and fostering a positive climate that sets the stage for improved learning. Developing strong lines of communication with parents through both written and personal contact is also beneficial to the learning process. Effective schools are those in which parents are informed of school policies and programs, teachers initiate contact with parents, and parents feel positive about their relationship with the school (Coleman, 1988). Likewise, teachers feel they are receiving the recognition they deserve for their accomplishments and the services they provide. As a result, they feel they are treated as valuable and contributing members of society. The teachers perceive themselves as functioning and socializing as a family. Therefore, it is strongly suggested that issues such as self-esteem, recognition, and functional unity be addressed, as failing to do so could have a devastating effect not only on the climate for learning but also on the effectiveness of individual teachers. The practice that received the lowest quality rating may indicate an area of concern. Perhaps the reason is a lack of instructional materials for these kinds of students, and the involvement and support from the relevant persons and agencies are not sufficient to prioritize their needs. It is suggested that the heads of the school should take appropriate actions in coordination with the concerned agency.

The highest overall mean quality level perceived by the respondents was for parent/community involvement, which suggests that the school in this study may have developed parent/community involvement to the point where parents and community members play an integral role in the school, including involvement in the decision-making process. It is also possible, however, that the teachers are very satisfied with the current level of parental/community involvement in the school and see no reason or interest in expanding it.

These things demonstrate the relevance of Paulo Freire’s (2020) work to education, where his concept of dialogue, grounded in love, faith, humility, and hope, is evident. It is not enough for people to come together in dialogue to gain knowledge of their social reality; they must act together on their environment to critically reflect on their reality and so transform it through further action and critical reflection.

4. Conclusions and Recommendations

This study examined and reported the quality of practices across three dimensions of education, as reported by 30 teachers from Jose Panganiban National High School. Based on the findings, it was deduced that teachers perceive most specific practices across the three dimensions to be of very good or excellent quality. Teachers perceive some specific practices to be of considerably higher quality than others. Teachers perceive one educational practice as considerably lower in quality than one that requires laborious effort and extra planning. Teachers perceive parent/community involvement practices to be of very high quality. Teachers viewed instructional staff practices as lower but still within the high-quality range. Teachers viewed student discipline and behavior practices to be above moderately high quality. Jose Panganiban National High School teachers reported a high self-assessed quality of educational practices in the areas of Student Discipline and Behavior, Instructional Staff, and Parent/Community Involvement.

It is recommended that, when developing a School Improvement Plan, the school consider including all aspects of educational dimension practices, from which educators can begin developing a plan to improve student learning. Further study of the quality of educational practices is recommended, which includes a larger population with a balance of school size and geographic areas. Further study is highly recommended to re-examine student discipline and behavior practices to improve them.

Ethics Approval and Consent to Participate

The study was conducted in accordance with applicable institutional ethical standards. Informed consent was obtained from all participants, and the confidentiality of their responses was maintained.

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Conflict of Interest

The author declares no conflict of interest.

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