

# School Expansion and Performances of Public High Schools in the Province of Laguna

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.807211>

Received: 24 June 2024; Revised: 06 July 2024; Accepted: 13 July 2024; Published: 18 August 2024

## ABSTRACT

The Philippine education system faces major challenges post-pandemic despite implementing the K-12 program, including inadequate facilities, financial burdens, and teacher conduct, all of which impact student outcomes. Addressing high dropout rates and literacy disparities requires comprehensive strategies, with educators and policymakers playing crucial roles in improving educational opportunities.

This research examines the relationship between school expansion initiatives and academic performance in Laguna's public high schools through mixed-methods research. It combines quantitative data from surveys with qualitative insights from interviews and observations to understand how school expansion affects academic performance. Findings indicate fluctuating student enrollment patterns driven by demographic, economic, and policy factors.

To address these challenges, the study recommends strategies such as child mapping, the use of ICT, and diversified learning approaches. These initiatives aim to create a more inclusive and effective educational environment, addressing students' evolving needs. The analysis reveals a strong positive correlation between school expansion initiatives and improved performance, showing that investments in infrastructure and innovative practices enhance key performance dimensions such as access, efficiency, quality, and relevance.

The research underscores the importance of continuous investment in school expansion to improve educational outcomes, highlighting the need for sustained commitment from educators and policymakers. This commitment is essential to ensure all students receive high-quality education, ultimately leading to improved academic performance and greater educational opportunities across the Philippines.

**Keywords:** expansion, performance, access, efficiency.

## INTRODUCTION

Despite the Philippine education system's K-12 reforms aligning with global standards (Aggabao et al., 2018), post-pandemic challenges have severely impacted school performance. Issues include inadequate facilities despite increased enrollment due to free education policies (Twelve, 2019), financial burdens on parents (Khamati & Nyongesa, 2013), and problems with teacher conduct and school management (Gogo, 2016). These studies often lack detailed analysis or effective strategies, as highlighted by Makori and Onderi (2014) and Egwunatum et al. (2021), who identify deficiencies without offering comprehensive solutions.

High dropout and low completion rates significantly affect public high school efficiency. In Latin America, many youths fail to reach upper secondary education, with 45% not graduating (Székely & Karver, 2014).

Similar challenges are observed globally, influenced by economic constraints and household obligations (Alfonso et al., 2013; Daehlen, 2015; Dupéré et al., 2015). Dropout rates vary by school performance, gender, and social class (Jørgensen, 2015; Parr & Bonitz, 2015). Comprehensive approaches are needed to address these issues, focusing on the interaction between academic performance, disengagement, and avoidance (Dooley & Schreckhise, 2016; Doll et al., 2013).

Challenges in literacy and numeracy further impact school quality and relevance, as indicated by various studies (Bettri, 2021; Tyas & Pangesti, 2018; Aini & Mukhlis, 2020). These disparities highlight the need for targeted interventions to improve these skills, emphasizing educators' and policymakers' roles (Roselli et al., 2023; Stephens et al., 2014; Remillard & Heck, 2014).

The study examines school expansion initiatives and academic performance in Laguna's public high schools, proposing an Enhanced School Improvement Plan based on school heads' and teachers' perceptions. This aligns with the Philippine Development Plan's focus on basic education investment (Albert & Raymundo, 2016) and addresses gaps in access to public high schools (UNESCO, 2015; Chi, 2023). Persistent high dropout rates, grade repetition, and low passing grades highlight the urgency for reforms (Andrada, 2008, as cited by Cuesta, 2020), emphasizing the need for continuous investment in school expansion and improvement (Woodhall, as cited in Almendres, 2011; Bryan, 2018).

The study on school expansion and its impact on school performance is grounded in Human Capital Theory, which posits that investing in education enhances a population's productivity (Woodhall, as cited in Almendres, 2011). This theory underscores education as an investment comparable to physical capital, emphasizing its role in improving cognitive abilities and productivity (Bryan, 2018). With heightened education spending and school expansion efforts, there is a clear alignment with Human Capital Theory, highlighting the potential for positive environments and higher retention rates among students and educators alike.

Integrating advanced technology within educational institutions further enhances the correlation between Human Capital and technological capital. Alvesson and Sveningsson (2018) argue that embracing high-tech solutions requires a workforce equipped with substantial human capital. In expanding schools, the integration of technology not only modernizes educational practices but also equips students with essential skills for the digital age, thereby contributing to enhanced educational outcomes and workforce preparedness.

The study also adopts the Theory of Change to explore how school expansion, enrollment growth, and increased public spending on education contribute to desired educational outcomes. Vogel (as cited in INTRAC, 2017) defines the Theory of Change as a structured approach to program design and evaluation, emphasizing the process of identifying long-term goals and mapping out the necessary conditions for achieving them. Applied within the context of educational reforms like the Philippines' K to 12 program, this theory helps in clarifying the pathways through which expansion initiatives translate into improved educational access and outcomes.

In the realm of educational theories, Siemens' Connectivism Learning Theory offers insights into the dynamic nature of learning in expanding educational environments (Mattar, 2018). This theory emphasizes the importance of diverse perspectives and interconnected knowledge sources, aligning well with the expansion of educational institutions. In practice, expanding schools involve creating networks of learning that facilitate the flow of information and the integration of diverse knowledge areas, fostering a more comprehensive educational experience for students.

Contrasting with traditional planned change interventions, which may overlook the improvisational capacities of school communities during expansion phases (Berkovich, 2017), Connectivism places

responsibility on learners to actively participate in their educational journey. Siemens' approach encourages students to build personal learning networks and make informed decisions, thereby enhancing their ability to navigate and contribute meaningfully to an expanding educational landscape.

## STATEMENT OF THE PROBLEM / RESEARCH QUESTIONS

The main purpose of this study is to explore the school expansion and performance of public secondary schools in the Schools Division Office of Laguna. Specifically, it aims to answer the following questions:

1. What is the level of implementation of school expansion in public high schools in terms of access, efficiency, quality, and relevance?
2. What is the current status of public high school expansion for the school years 2020-2021, 2021-2022, and 2022-2023?
3. What is the level of school performance of public high schools concerning closing the learning gaps, learning resources, teacher support, and innovative practices?
4. How does the implementation of school expansion affect school performance?
5. What insights emerged from the shared responses of the respondents that could justify the impact of school expansion on school performance?
6. Based on the study's findings, what Enhanced School Improvement Plan can be offered in response to school expansion?

## REVIEW OF RELATED LITERATURE AND STUDIES

School expansion initiatives have a profound impact on academic performance, influenced by a range of factors such as class size, teacher-student ratios, and access to educational resources. Celestial (2015) emphasizes that effective collaboration between schools and communities is essential for enhancing educational quality, ensuring that expansion efforts are responsive to the diverse needs of students and families. This collaborative approach fosters inclusive environments that support student success, as highlighted by Brock, Marek, and Saulo (as cited in Celestial, 2015), who underscore the role of cooperative relationships in creating supportive educational ecosystems. Additionally, aligning physical growth with educational objectives is crucial. The Partnerships with Families and Communities (2017) advocate for school environments that are conducive to family involvement, thereby bolstering academic achievement through community support networks.

Integrating innovative educational practices alongside physical expansion is pivotal in enhancing school performance. Zhao (2016) argues that cultivating a culture of innovation within schools involves adopting new teaching methodologies, leveraging technology, and prioritizing continuous professional development for educators. This comprehensive approach equips schools to adapt to evolving educational landscapes and better prepare students for future challenges. Moreover, the involvement of various stakeholders, including parents, educators, policymakers, and community leaders, is critical in ensuring the effectiveness of school expansion strategies (Smith & Wilson, 2018). Inclusive governance structures empower stakeholders to contribute to strategic planning, resource allocation, and policy development, thereby fostering supportive environments for sustained school improvement efforts.

Equitable access to educational resources plays a pivotal role in determining school performance outcomes. Gewirtz and Cribb (2016) highlight disparities in resource allocation between urban and rural schools, stressing the need for policy interventions aimed at redistributing resources and supporting underserved communities. Targeted investments and inclusive policies are crucial in ensuring that school expansion efforts promote equity and enhance overall educational outcomes. Strategic planning, effective management, and robust partnerships are essential for successful school expansion and improved

performance. Epstein (2018) identifies funding, resource allocation, and community support as significant challenges facing expanding schools. Schools must navigate these challenges while maintaining educational quality and inclusivity. Blömeke and Delaney (2017) emphasize the importance of developing physical infrastructure to alleviate overcrowding and provide conducive learning spaces, essential for implementing modern teaching practices.

Community partnerships play a crucial role in facilitating school expansion and enhancing performance by providing resources and expertise. Gross et al. (2015) highlight that partnerships with businesses, nonprofits, and local communities contribute to infrastructure development, funding initiatives, and educational programs. Effective collaborations require mutual trust, shared goals, and regular communication to maximize their impact on school expansion and performance. Implementing innovative educational practices is pivotal in expanding school capabilities and improving performance. OECD (2019) research indicates that technology integration and educational innovations improve student engagement and academic outcomes. Successful implementation requires ongoing professional development, adequate resources, and continuous evaluation of teaching strategies to ensure effectiveness and sustainability. Hattie et al. (2017) emphasize evidence-based teaching approaches as significant drivers of student learning and achievement.

Educational policies and reforms shape funding allocations, curriculum standards, teacher training, and school accountability measures, influencing school expansion and performance outcomes (Gates et al., 2017). Evidence-based policymaking and collaborative decision-making involving educators and stakeholders are crucial for supporting school capacities and enhancing student outcomes (Smith & Wilson, 2018). Fostering a supportive school culture through strong leadership and collaboration promotes student well-being and academic success (Cohen et al., 2019; Leithwood et al., 2018). Addressing equity and access issues through targeted interventions and inclusive practices is essential for ensuring that school expansion benefits all students (Renzulli et al., 2020). Policies supporting diverse learners and promoting inclusive environments contribute to overall school performance (Darling-Hammond et al., 2019; Sánchez & Calvo, 2019).

## **MATERIALS AND METHOD**

### **Research Design**

In this mixed-methods research study titled “School Expansion and Performances of Public High Schools in the Province of Laguna,” the researcher employed a comprehensive research design that integrates descriptive correlational analysis and case study methods. The primary objective is to explore the relationships between school expansion initiatives and the academic performances of public high schools in the Province of Laguna.

To begin with, the research design incorporates a robust descriptive correlational analysis. Quantitative data will be collected on various school expansion variables, including access (enrollment), efficiency (dropout rate, cohort-survival rate, and completion rate), quality, and relevance (reading and numeracy). According to a study by Smith (2016), correlational analysis allows for identifying relationships between educational inputs and outputs, crucial for understanding the impact of school expansion on academic performance.

Simultaneously, academic performance variables such as closing learning gaps, learning resources, teacher support, and innovative practices are gathered. This comprehensive approach mirrors findings by Johnson and Lee (2019), who emphasize the importance of considering multiple facets of educational quality when assessing school performance.

Following the descriptive correlational analysis, the researcher integrated a case study component into the

research design. Qualitative data were collected through interviews with school principals and teachers, providing deeper insights into specific school contexts and their experiences with expansion initiatives. Case studies are essential for understanding the nuances of educational practices within specific contexts (Brown, 2017).

The integration of findings from both components of the research design formed the basis of the researcher’s comprehensive conclusions. By synthesizing quantitative and qualitative insights, the study aims to provide a nuanced understanding of how school expansion influences the performances of public high schools in the Province of Laguna, contributing valuable insights into educational practices.

### Participants/Respondents

The study employed a stratified random sampling technique to select its sample of 381 respondents from the total population of 8,117 teachers across public secondary schools in the Province of Laguna.

Table 1. Distribution of Respondents per Schools Division Offices (SDO) Province of Laguna

	DEPED SDO OFFICES	POPULATION	SAMPLE	SCHOOL HEADS	F	TEACHERS	F
1	Laguna Province	2,905	145	86	55.1	106	47.1
2	City of San Pedro	869	39	14	9.0	18	8.0
3	City of Santa Rosa	934	42	13	8.3	13	5.8
4	Binan City	800	36	8	5.1	7	3.1
5	Cabuyao City	842	38	8	5.1	39	17.3
6	Calamba City	939	42	11	7.1	29	12.9
7	City of San Pablo	828	39	16	10.3	13	5.8
	<b>Total</b>	<b>8,117</b>	<b>381</b>	<b>156</b>	<b>100</b>	<b>225</b>	<b>100</b>

The study surveyed educational professionals from various Schools Division Offices (SDOs) in Laguna Province. The largest group of participants came from the Laguna Province SDO, with 86 principals and 106 teachers, making up 55.1% and 47.1% of the principal and teacher samples, respectively. In contrast, the smallest group was from Binan City, with eight principals and seven teachers.

This sample consisted of 156 principals and 225 teachers, fulfilling 100% of the targeted sample size for both groups. This detailed distribution across different SDOs provides a comprehensive view of the involvement levels and serves as a critical foundation for analyzing and discussing the educational landscape in Laguna Province. Additionally, 30 teachers, one from each school district or city division, were interviewed about school expansions, further enriching the study’s insights and fostering ongoing improvements in the education sector.

### Instrumentation

The study “School Expansion and Performances of Public High Schools in the Province of Laguna” employed a researcher-developed approach to data collection and analysis. In the quantitative component, Cochran’s stratified random sampling method ensured representative selection of public high schools across Laguna. Data on school expansion initiatives and performance indicators were gathered using structured surveys and questionnaires. Statistical analyses, including descriptive statistics, correlation coefficients, and regression analysis, uncovered patterns and relationships within the data.

Simultaneously, the qualitative component utilized purposive sampling to gather rich insights from stakeholders through semi-structured interviews and on-site observations. Thematic analysis of qualitative

data identified recurring patterns and themes, adding depth to the findings. The iterative process of data collection and analysis validated results, ensuring reliability and credibility.

Integrating quantitative and qualitative findings provided a comprehensive understanding of the complex relationship between school expansion initiatives and public high school performances in Laguna, offering valuable insights to education research.

### **Data Collection Procedure**

The study “School Expansion and Performances of Public High Schools in the Province of Laguna” employed a meticulous approach to data collection. Quantitative data on school expansion initiatives and performance indicators were gathered using Cochran’s stratified random sampling method. Structured surveys and questionnaires were administered across a representative sample of public high schools in Laguna. Simultaneously, qualitative data were collected through purposive sampling, utilizing semi-structured interviews and on-site observations to capture rich insights from key stakeholders.

### **Data Analysis**

In the quantitative phase, collected data underwent rigorous statistical analysis. Descriptive statistics were employed to summarize and interpret quantitative variables related to school expansion and academic performance indicators. Inferential techniques, including correlation coefficients and regression analysis, were applied to identify and explore relationships among variables. This process allowed for uncovering patterns and trends within the data, providing quantitative insights into the impacts of school expansion on school performance.

Concurrently, qualitative data from interviews and observations underwent thematic analysis. This qualitative analysis involved identifying recurring themes and patterns in the narratives of stakeholders. By systematically examining qualitative data, the study gained deeper insights into the contextual factors influencing school expansion outcomes and academic performances in public high schools across the Province of Laguna.

Through the integration of quantitative and qualitative findings, the study aimed to provide a comprehensive understanding of the complex dynamics between school expansion initiatives and school performances in Laguna, contributing valuable insights to educational research and policy-making.

### **Ethical Consideration**

In the study on “School Expansion and Performances of Public High Schools in the Province of Laguna,” ethical practices were rigorously followed. Participants likely provided informed consent, ensuring they understood the study’s purpose, procedures, and their rights. Anonymity and confidentiality were upheld to protect participants’ identities and sensitive information. Privacy was maintained during data collection and storage. The study aimed to benefit educational research and practice, adhering to principles of beneficence by minimizing risks and maximizing potential benefits. Finally, strict adherence to academic integrity prevented plagiarism, ensuring all sources were properly credited. Overall, the study demonstrated a strong commitment to ethical standards throughout its research process.

## **RESULTS AND DISCUSSION**

The educational landscape of public high schools in the Province of Laguna has undergone significant scrutiny, particularly regarding the adequacy of facilities and the quality of education in response to a growing student population. In recent years, initiatives to enhance Access, Efficiency, Quality, and

Relevance of education through various school expansion programs have been a central focus. However, assessing the actual impact of these initiatives remains critical. This study explores how these programs have been implemented in terms of increasing access, improving efficiency, and elevating educational quality and relevance.

Data from SDO Laguna, San Pedro, Biñan, Santa Rosa, Cabuyao, Calamba, and San Pablo reveal varied levels of success. SDO Laguna excels in advertising its programs, achieving a Very High rating, yet shows a lower rating in converting interest into actual enrollment, indicating a need to refine their conversion strategies. San Pedro’s Very High rating in early registration efforts reflects effective strategic communications, but schools must continuously adapt these strategies to meet evolving demands, as highlighted by initiatives like establishing school annexes and rural farm schools (Respondent 16).

Biñan’s Very High rating for community collaboration with barangay LGUs and stakeholders underscores the importance of strategic alliances, though the city faces challenges in translating advertising effectiveness into enrollment growth. Santa Rosa’s top rating in promotional efficacy points to successful communication strategies, yet the need for infrastructural and pedagogical enhancements is evident to accommodate the growing student population. Similarly, Cabuyao City’s high proficiency in early registration efforts needs to be complemented by a closer alignment between promotional activities and actual enrollment increases.

Calamba’s strength lies in its partnerships with barangay LGUs and stakeholders, achieving a Very High rating, but the city must refine its child mapping activities to better support student enrollment. Initiatives like “Project GALUGAD” aim to reduce dropout rates proactively. San Pablo’s success in generating interest through program advertising, reflected by a Very High rating, highlights effective promotional efforts, but the city faces challenges in converting this interest into actual enrollments. Collaborative initiatives like “Catch-Up Fridays” emphasize the importance of partnerships with government agencies.

The Average Weighted Mean (AVM) of a Very High rating for program advertisement strategies across these divisions indicates strong promotional efforts, yet the High rating for enrollment growth suggests a common challenge in converting interest into actual enrollment. Addressing this requires strategic introspection and innovation in student engagement and conversion processes. Hardianti et al. (2023) highlight the effectiveness of direct marketing and partnerships with schools as key strategies for increasing student enrollment, suggesting a potential avenue for Laguna’s public high schools to enhance their outreach and enrollment success.

Table 2. Level of the Implementation of School Expansion in Terms of Access

Level of the Implementation of School Expansion										
Access		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AWM	VI
1.	Our school has experienced a notable increase in enrollment over the last three academic years.	6.07	6.43	5.56	6.19	6.03	6.06	6.04	6.04	H
2.	Our school employs communication strategies to actively encourage early registration of enrollees.	6.68	6.67	6.51	6.83	6.61	6.44	6.67	6.67	VH

3.	Our school advertises its programs to nearby elementary/secondary schools to guarantee an increase in enrollment.	6.73	6.67	6.56	6.67	6.58	6.39	6.70	6.67	VH
4.	Our school conducts annual child mapping activities in all catchment barangays/areas.	6.66	6.38	6.23	6.44	6.29	5.94	6.32	6.34	H
5.	Our school has partnerships with barangay LGU catchment areas and stakeholders that support the school's programs, projects, and activities.	6.68	6.62	6.60	6.64	6.50	6.67	6.61	6.61	VH
6.	The availability of educational resources, such as classrooms and facilities, has an impact on student access to enrollment.	6.50	6.40	6.40	6.61	6.37	6.50	6.48	6.47	H
7.	The geographic location of our school influences student enrollment.	6.41	6.60	6.47	6.39	6.55	6.56	6.58	6.53	VH
8.	Our school conducts community outreach efforts/activities that influence student enrollment.	6.39	6.19	6.19	6.28	6.08	6.11	6.34	6.28	H
9.	Our school's programs or initiatives help in enhancing student enrollment.	6.48	6.55	6.37	6.72	6.34	6.28	6.50	6.48	H
10.	Our school is capable of accommodating a growing number of students and preserves accessibility to quality education.	6.14	6.33	6.21	5.92	6.32	6.00	6.26	6.22	H

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

The continuous improvement of school systems' efficiency is paramount for fostering student success. Table 3 underscores the School Division of Laguna's efforts in enhancing school expansion programs, focusing on student advancement, participation, and completion. SDO Laguna's High rating reflects substantial positive outcomes from targeted interventions, supporting students to complete their education. Initiatives like "Catch-Up Fridays," mentioned by Respondent 18, ensure students can catch up and excel by allocating weekly learning intervention time. Additionally, a 100% increase in student participation in various school activities highlights the success of fostering an inclusive and engaging learning environment.

San Pedro's High rating signifies the effectiveness of educational strategies in improving student completion rates. However, efforts like "Project GALUGAD," described by Respondent 20, indicate room for improvement in reducing dropout rates. Biñan's Very High rating highlights effective strategies to support student completion, while the need for creative solutions, such as permanent classroom construction mentioned by Respondent 19, underscores challenges during expansion. Santa Rosa's Very High rating demonstrates success in academic achievement and specialized programs like those mentioned by



Respondent 12, though it also points to areas needing enhancement in addressing dropout rates.

Cabuyao’s sustained High rating reflects commendable educational standards and support for top students, with effective student-teacher ratios ensuring optimal attention, as noted by Respondents 17 and 20. Calamba’s High satisfaction ratings emphasize successful pedagogical strategies, but the challenge of addressing dropout rates necessitates a reevaluation of support systems, particularly through initiatives like “Catch-Up Fridays.” San Pablo’s High rating in academic achievement and completion strategies shows a comprehensive approach to education, although annex splitting, as mentioned by Respondent 18, can create barriers.

The Academic Value Metric (AVM) indicates overall High performance, highlighting effective strategies for facilitating student completion. However, the High rating for dropout rates signals underlying challenges. Ročāne et al. (2021) emphasize the importance of diverse assessment approaches to maximize academic potential and support students at risk of not completing their education. This comprehensive assessment strategy aligns with the goal of increasing overall educational attainment, reflecting positively on schools’ efficacy in nurturing student success.

Table 3. Level of the Implementation of School Expansion in Terms of Efficiency

<b>Level of the Implementation of School Expansion</b>										
Efficiency		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AVM	VI
1.	Our students are advanced to the next grade each year based on the number who successfully completed the previous school year.	6.25	6.14	6.05	6.44	6.21	6.17	6.37	6.29	H
2.	Our school has seen a 100% increase in students’ participation in various school activities.	6.20	6.12	6.19	6.39	6.05	6.06	6.30	6.23	H
3.	The efforts at our school have resulted in a reduced dropout rate.	6.43	5.95	6.12	6.53	6.18	6.22	6.36	6.30	H
4.	Our school has helped the top ten students reach their highest academic potential.	6.48	6.38	6.37	6.72	6.61	6.39	6.62	6.56	VH
5.	Our school’s efforts have resulted in changes regarding student dropout rates, retention, and completion of education.	6.43	6.21	6.30	6.67	6.29	6.33	6.44	6.40	H
6.	The dropout rate in our school represents the difficulties students encounter in finishing their education.	6.30	5.98	6.14	6.31	6.16	5.89	6.09	6.12	H

7.	The cohort-survival rate is a significant measure used to assess students' progression through the education system.	6.32	6.19	6.12	6.42	6.16	6.33	6.35	6.30	H
8.	Our school is putting in place plans to enhance the cohort-survival rate and ensure smooth student advancement through all educational stages.	6.39	6.40	6.28	6.61	6.32	6.39	6.47	6.43	H
9.	Our school use strategies to help more students complete their education.	6.67	6.45	6.56	6.64	6.61	6.44	6.62	6.59	VH
10.	The completion rate in our school is a measure of how successful our school is in helping students finish their education.	6.59	6.40	6.42	6.69	6.39	6.44	6.59	6.54	VH

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

Table 4 provides a detailed analysis of stakeholder satisfaction with various educational initiatives across districts, revealing the effectiveness of ongoing projects and identifying areas for improvement. This data is crucial for guiding strategic planning and fostering educational excellence. SDO Laguna achieved a Very High rating for its class programs, particularly in numeracy, highlighting effective teaching methods that enhance student engagement and comprehension. This success reflects the faculty's commitment to creating relevant and engaging learning experiences. However, the daily reading intervention program received the lowest rating, suggesting it meets basic objectives but needs refinement to increase stakeholder satisfaction.

San Pedro's High rating demonstrates effective educational programming and interventions, with strategies like maintaining student-teacher ratios and double-shift schedules to manage growing student populations. While these strategies are beneficial, ensuring class sizes remain conducive to quality instruction is essential. Binan's Very High rating in numeracy reflects a curriculum that bridges theoretical knowledge and practical applications, preparing students for real-life challenges and developing 21st-century skills. However, the daily reading intervention received a High rating, indicating the program meets basic criteria but has room for improvement.

Santa Rosa's Very High rating highlights the institution's success in delivering impactful and relevant class programs, with effective use of technology to enhance learning experiences. The reading intervention program, however, received a High rating, suggesting further enhancements are needed to meet stakeholder expectations fully. Cabuyao's Very High rating underscores its exemplary performance in delivering effective class programs, yet the reading intervention program's High rating indicates opportunities for improvement to align better with student and guardian expectations.

Calamba's High rating reflects substantial contentment with its class programs, meeting basic educational expectations. However, the daily reading intervention's High rating suggests potential for increased effectiveness, possibly through better timing and engagement strategies. San Pablo's Very High rating

speaks to the exceptional quality of its class programs, while the reading intervention’s High rating highlights areas for refinement to elevate stakeholder satisfaction.

The Very High ratings across districts indicate strong performance in delivering relevant and engaging class programs. However, the consistent High ratings for reading intervention programs suggest a common challenge in meeting higher stakeholder expectations. Effective monitoring and evaluation practices, along with the integration of technology and real-world applications, are crucial for continuous improvement. Studies, like Horne (2017), demonstrate the benefits of computerized reading interventions, emphasizing the need to complement traditional teaching with technology to support students with reading challenges.

Table 4. Level of the Implementation of School Expansion in Terms of Quality and Relevance

<b>Level of the Implementation of School Expansion</b>										
Quality and Relevance		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AVM	VI
1.	Our class program effectively facilitates relevant learning experiences for learners.	6.52	6.50	6.53	6.75	6.58	6.39	6.67	6.61	VH
2.	Our reading intervention targets learners who struggle with frustration or show low levels of reading comprehension.	6.41	6.50	6.47	6.75	6.39	6.17	6.63	6.55	VH
3.	The reading intervention in our school takes place after class every day.	5.95	6.17	6.05	6.14	6.00	5.89	6.26	6.15	H
4.	Instructional Materials Resources (IMR) contribute to enhancing students’ skills, nurturing a love for reading, and granting access to diverse learning materials, thereby facilitating holistic educational growth.	6.27	6.48	6.42	6.39	6.29	5.94	6.51	6.42	H
5.	The reading curriculum at our school is regarded for its quality and relevance.	6.27	6.45	6.42	6.44	6.37	6.06	6.52	6.44	H
6.	Our teaching methods used in numeracy classes are very effective in improving student understanding and keeping them engaged.	6.52	6.45	6.56	6.53	6.42	6.11	6.49	6.48	H
7.	Our school excels in customizing instruction to address the diverse learning needs of students in reading and numeracy.	6.30	6.43	6.51	6.42	6.37	6.17	6.45	6.42	H

8.	Our numeracy curriculum includes real-world applications and focuses on developing problem-solving skills.	6.34	6.38	6.58	6.50	6.32	6.17	6.52	6.46	H
9.	The reading and numeracy programs at our school equip students for higher education or future careers.	6.32	6.45	6.51	6.58	6.24	6.11	6.50	6.45	H
10.	The feedback and assessments given to students in reading and numeracy classes are currently being assessed for their quality.	6.34	6.38	6.51	6.69	6.34	6.06	6.51	6.46	H

The table titled “The current status of public high schools’ expansion in the division offices in Laguna from SY 2020-2021 to SY 2022-2023” illustrates enrollment trends across Laguna’s divisions, showing varied patterns over three years. Initially, in SY 2021-2022, a notable 7.7% overall growth in enrollment was observed, with Santa Rosa and Cabuyao experiencing the highest increases at 17.1% and 12.3%, respectively. However, SY 2022-2023 saw a 3.5% decline in enrollments, with San Pedro facing the steepest drop at -9.8%, except for Cabuyao, which continued to grow by 4.3%. This mixed data highlights a general upward trend in student enrollment from SY 2020-2021 to SY 2022-2023, suggesting a sustained demand for education in Laguna despite annual fluctuations.

The fluctuating trends are partly attributed to post-pandemic shifts, with some schools experiencing enrollment decreases as students moved away from online learning modalities adopted during the pandemic peak, as noted by Respondent 14. Additionally, Lazanas et al. (2023) found that effective academic marketing strategies, including leveraging technology and social media, significantly contribute to enrollment increases. These strategies align with the broader trend of growing demand for education in Laguna’s public high schools, indicating that despite annual challenges, the long-term outlook remains positive.

Assessing public high schools’ performance requires examining various factors beyond traditional academic success. Closing learning gaps, ensuring the availability and quality of learning resources, providing robust teacher support, and implementing innovative practices are crucial for fostering an environment conducive to student development. This holistic approach offers a comprehensive view of educational quality, highlighting the schools’ ability to adapt and thrive in an evolving educational landscape.

Table 5. The current status of public high schools’ expansion

<b>DIVISION OFFICES IN LAGUNA</b>	<b>SY 2020-2021</b>	<b>SY 2021-2022</b>	<b>SY 2022-2023</b>
SDO Laguna	87,885	91,984	90,028
San Pedro	24,913	25,230	22,745
Biñan	27,786	31,295	29,955
Santa Rosa	19,742	23,110	21,471
Cabuyao	23,151	26,009	27,121
Calamba	35,297	38,144	36,634
San Pablo	21,200	22,741	21,627
<b>GRAND TOTAL</b>	<b>239,974</b>	<b>258,513</b>	<b>249,581</b>

The commitment of the School Division Office (SDO) Laguna to fostering strong educator-student

relationships underscores its dedication to creating an environment of mutual respect and trust. This emphasis on approachable teachers significantly enhances the learning atmosphere, making students feel valued and understood. Initiatives like reducing class sizes and providing additional resources help narrow learning gaps, as illustrated by DNHS Main’s creation of school annexes and double shift schedules to reduce overcrowding and increase accessibility (11, 12, 16, 17). However, despite these efforts, the perceived effectiveness of initiatives to close learning gaps remains only high, suggesting a need for more targeted academic interventions.

San Pedro’s high rating for fostering a nurturing educational environment highlights the critical role of positive educator-student relationships in promoting academic success and personal growth. Nonetheless, the effectiveness of their initiatives to close learning gaps also received a high rating, indicating room for improvement in these areas. The professional development of teachers through regular training sessions, as noted by Respondent 6, is crucial for equipping educators with the latest pedagogical methods to address these gaps effectively (2, 6, 15, 18).

Binan’s very high rating for supporting academically struggling students demonstrates a strong approach to individualized support through remediation classes. However, a lower rating on the integration of technology-based activities suggests an opportunity to better incorporate digital tools into the learning process, enhancing student engagement and modernizing pedagogical practices (2, 5, 9, 18).

Santa Rosa’s high ratings for approachable educators and effective communication with parents reflect a commitment to building a supportive and trust-filled educational environment. Smaller class sizes further enhance teacher-student relationships, allowing for more individualized attention and better addressing diverse student needs (4, 12, 14). Despite this, there remains potential to improve the integration of technology in teaching methods, which is essential for engaging students in the digital age.

Cabuyao’s very high rating for informing parents about strategies to address learning gaps signifies strong parental involvement and communication. Yet, the overall effectiveness of these initiatives is rated lower, highlighting the need for more impactful strategies to enhance student learning outcomes (8, 9, 16, 19). Similarly, Calamba’s very high rating for parental communication contrasts with a high rating for the effectiveness of closing learning gaps, indicating a well-structured communication process but also areas for improving intervention efficacy (4, 12, 14).

San Pablo’s high rating for initiatives to close learning gaps, despite commendable efforts in communication, suggests that while foundational strategies are in place, their large-scale impact needs enhancement. Addressing issues like overcrowded classrooms and unequal resource distribution is vital for reducing disparities in learning outcomes (12). The importance of tailored interventions, such as remediation activities and personalized learning sessions, is emphasized across the district to better cater to individual student needs (1, 2, 5, 9, 15, 16, 18, 20).

Research by Amerstorfer et al. (2021) and Mercer and Dörnyei (2020) highlights the significance of positive teacher-student relationships in fostering student engagement and long-term educational success. These relationships are critical for promoting students’ self-esteem and enthusiasm for learning, reinforcing the need for a supportive and interactive educational environment.

Table 6. The level of school performance of public high schools with respect to Closing the Learning Gaps

<b>Level of public high school performances.</b>										
Closing the Learning gap		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AVM	VI
1.	The classroom setting encourages friendly relationships among students, teachers, and peers, creating a positive learning atmosphere.	6.61	6.52	6.56	6.72	6.45	6.50	6.63	6.60	VH

2.	We collaborate with students to organize enjoyable classroom activities that foster strong bonds and create a positive learning atmosphere.	6.57	6.69	6.60	6.78	6.61	6.44	6.63	6.63	VH
3.	Teachers maintain an approachable attitude to build trust and confidence among learners, fostering positive teacher-student relationships.	6.66	6.69	6.67	6.83	6.53	6.44	6.71	6.68	VH
4.	Using technology-based activities in all subjects boosts interactivity and engagement in learning.	6.55	6.48	6.49	6.56	6.50	6.28	6.59	6.54	H
5.	Participating in teacher networks, attending classes, and joining conferences helps in staying updated on the latest strategies for addressing learning gaps and advancing professional development.	6.52	6.60	6.65	6.56	6.50	6.50	6.70	6.63	H
6.	Our school's initiatives to close the learning gap among students are effective.	6.34	6.29	6.53	6.61	6.39	6.17	6.52	6.46	H
7.	Our school provides support to students who are falling behind in their academic progress.	6.45	6.40	6.72	6.75	6.42	6.39	6.64	6.58	VH
8.	Adjusting interventions to match each student's needs is a beneficial approach.	6.52	6.64	6.63	6.72	6.45	6.33	6.61	6.59	VH
9.	Our school's strategies identify and support students who may be at risk of falling behind in their learning.	6.52	6.48	6.63	6.72	6.47	6.33	6.58	6.56	VH
10.	Our school informs parents and guardians about strategies to address learning gaps.	6.48	6.57	6.67	6.78	6.66	6.56	6.72	6.67	VH

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

Table 7 highlights the performance of public high schools in managing Learning Resources, providing

stakeholders with insights into how these resources impact educational outcomes. In SDO Laguna, the emphasis on privacy, avoidance of stereotypes, and use of domain-specific language underscores a holistic approach to resource management, respecting and empowering learners. However, the score suggests room for improvement in making digital learning resources universally accessible. Increased enrollment has stretched resources, as noted by Participant 1, impacting the availability of learning materials (1, 13, 18).

San Pedro has achieved a Very High rating for respecting learners’ privacy and avoiding stereotypes, creating a trustful and secure learning environment. However, the High rating for digital resource accessibility indicates that while progress has been made, further refinement is needed. Schools prioritize resource allocation to address specific needs, such as providing tablets and upgrading facilities (6, 15, 16, 17, 20).

In Binan, a Very High rating reflects the institution’s commitment to respecting learner privacy and avoiding stereotypes. However, the High rating for learning resources indicates a foundational level of availability, with room for further enhancement to fully support educational endeavors.

Santa Rosa’s Very High rating underscores its commitment to respecting learners’ privacy and identity. The High rating for learning resource availability signifies successful implementation of diverse resources, acknowledging the varied educational needs of students.

Cabuyao’s High rating reflects adherence to principles of respecting learners’ individuality and privacy. The High rating for digital learning resources suggests a basic level of technological integration, with potential for growth.

Calamba’s High rating for using domain-specific language and symbols indicates proficiency in integrating specialized terminology into the curriculum. The High rating for technology use reflects success in enhancing educational outcomes through technological integration.

San Pablo’s Very High rating for respecting learners’ privacy and avoiding stereotypes demonstrates rigorous ethical standards. The High rating for digital resource accessibility highlights strides made in integrating technology, though further efforts are needed for comprehensive accessibility.

Chang’s 2021 study emphasizes the importance of student privacy in digital education, identifying legal implications and advocating for strategic measures to protect privacy while enhancing public sharing of academic work. These findings highlight the need for educational institutions to balance resource accessibility with ethical considerations of privacy and respect for individual learner identities.

Table 7. The level of school performance of public high schools with respect to Learning Resources

Level of public high school performances										
Learning Resources		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AWM	VI
1.	Our school offers plenty of learning resources like textbooks and reference materials to support teaching and learning.	6.16	6.21	6.07	6.56	6.29	6.11	6.44	6.34	H

2.	Our resources respect learners by avoiding personal data, maintaining privacy, not comparing learning with identity, and avoiding stereotypes about families or communities.	6.45	6.52	6.51	6.72	6.45	6.11	6.61	6.55	VH
3.	The language and symbols specific to the content domain are used, supporting learners in developing and utilizing them.	6.45	6.50	6.35	6.56	6.34	6.22	6.49	6.46	H
4.	The learning resource provides feedback opportunities, whether integrated within the content or provided externally.	6.30	6.36	6.44	6.56	6.34	6.17	6.49	6.43	H
5.	Our school provides laboratory equipment in their subjects in science and other course specializations.	6.00	6.36	6.33	6.50	6.08	6.06	6.33	6.28	H
6.	Our school's learning resources are up-to-date and in line with current curriculum standards.	6.25	6.26	6.21	6.53	6.26	5.94	6.40	6.33	H
7.	A variety of learning resources is available to suit different learning styles and meet student needs.	6.14	6.24	6.23	6.44	6.26	5.89	6.32	6.27	H
8.	Our school provides accessibility to digital learning resources, including online platforms and educational software.	5.95	6.02	6.02	6.47	6.00	5.94	6.24	6.15	H
9.	Our school's ability to acquire and maintain a diverse range of learning resources meets the changing needs of students.	6.16	6.21	6.28	6.44	6.29	5.83	6.37	6.30	H
10.	Our use of technology to deliver supplementary learning resources to students yields positive outcomes.	6.32	6.21	6.26	6.53	6.16	5.78	6.47	6.36	H

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

Table 8 provides a detailed quantitative assessment of teacher support across various public high schools, offering insights into the effectiveness of support mechanisms on both curricular and extracurricular activities. SDO Laguna demonstrates consistent teacher support, ranging from Very High to High scores, reflecting strengths in individualized student attention and professional development programs like workshops and Learning Action Cells (LACs). However, areas for potential improvement may include



strategic educational planning and promotional opportunities for teachers (Participants 2, 9, 10, 14, 15, 17, 19, 20).

San Pedro exhibits a positive perception of teacher support with scores ranging from Very High to High. The high scores suggest effective individualized student support but also highlight opportunities for enhancement in career advancement measures and strategic educational outcomes. Incremental improvements in these areas could further enrich the educational environment.

Binan scores between 6.67 and 6.53, indicating strong agreement with the effectiveness of its teacher support practices. The high scores point to strengths in mentoring and coaching, while slightly lower scores suggest potential for enhancement in the consistency of support strategies such as LAC sessions.

Santa Rosa records scores from 6.83 to 6.69, demonstrating robust teacher support across all categories assessed. The high scores suggest excellence in blended learning approaches and mentoring, with minor variations indicating areas like teacher availability or specificity of feedback that could benefit from further attention.

Cabuyao shows variability in teacher support with scores ranging from Very High to High. Strong areas include individual student needs, while lower scores indicate room for improvement in consistent remediation and intervention support, suggesting targeted efforts could enhance overall efficacy.

Calamba's scores range from 6.45 to 6.28, indicating satisfactory but relatively lower levels of teacher support compared to other regions. Higher scores relate to broader support initiatives, while challenges in areas such as teacher availability highlight opportunities for strategic enhancement.

San Pablo demonstrates a generally strong level of teacher support with scores ranging from 6.71 to 6.55. High scores reflect well-received mentoring and coaching, while lower scores may signal areas for improvement in LAC sessions or strategic educational planning to further strengthen support systems.

The overall score of 6.65 underscores robust coaching, mentoring, and training efforts, indicating effective integration of traditional and digital learning approaches at the highest level. Despite a slightly lower score of 6.53 for expansion strategy effectiveness, strong agreement among stakeholders highlights its positive impact on learning and development support mechanisms.

Gardner et al. (2019) emphasize the critical role of professional development in higher education, particularly in integrating pedagogical methods with technological advancements. Their findings underscore the importance of faculty peer mentorship programs and blended learning training modules in enhancing student engagement and educational outcomes, providing valuable insights for strategic decision-making in educational settings.

Table 8. The level of school performance of public high schools with respect to Teacher Support

Level of public high school performances.										
Teacher Support		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AVM	VI
1.	Our school's expansion includes a well-planned strategy for learning and development support, aiming to provide higher-quality basic education services.	6.41	6.38	6.53	6.72	6.50	6.44	6.56	6.53	VH

2.	During face-to-face classes, the Learning and Action Cells (LAC) sessions prioritize providing remediation/ intervention for learners.	6.52	6.57	6.58	6.78	6.37	6.44	6.62	6.59	VH
3.	Coaching, mentoring, and training are essential for facilitating a blended learning approach.	6.52	6.57	6.63	6.83	6.58	6.39	6.71	6.65	VH
4.	Teachers at our school offer effective support to students, nurturing their academic development.	6.59	6.57	6.67	6.75	6.45	6.44	6.70	6.65	VH
5.	The school expansion provides additional opportunities for teachers' promotion/reclassification and offers choices for career progression.	6.41	6.38	6.60	6.78	6.61	6.39	6.55	6.54	VH
6.	Our teachers are readily available to provide extra assistance or clarification when students face challenges in their studies.	6.66	6.52	6.65	6.78	6.50	6.28	6.67	6.63	VH
7.	Our teachers establish a supportive and encouraging learning environment that boosts student performance.	6.59	6.60	6.60	6.78	6.53	6.44	6.70	6.65	VH
8.	Our teachers give individual attention and feedback to students to improve their academic performance.	6.66	6.55	6.63	6.75	6.55	6.33	6.65	6.63	VH
9.	Our teachers can identify and address the specific learning needs of individual students.	6.59	6.50	6.63	6.72	6.53	6.33	6.61	6.59	VH
10	Our teacher support programs and initiatives are implemented to enhance school performance.	6.59	6.55	6.65	6.69	6.55	6.45	6.68	6.63	VH

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

Table 9 presents a comprehensive evaluation of innovative practices across public high schools within SDO Laguna, encompassing various municipalities like San Pedro, Binan, Santa Rosa, Cabuyao, Calamba, and San Pablo. The ratings reflect the integration and effectiveness of technologies and methodologies aimed at enhancing cognitive, creative, and learning outcomes. SDO Laguna demonstrates robust adoption of innovative practices with consistent ratings at the highest levels, highlighting strengths in personalized teaching approaches and strategic use of educational facilities to support student achievement (Participant 3, Participant 17). This commitment underscores a tailored approach to education that aligns with diverse student needs and fosters a supportive learning environment.

San Pedro excels in creating a supportive and encouraging learning environment, earning a Very High rating for its implementation of pedagogical strategies aimed at enhancing student performance. While the school’s expansion initiatives also receive a commendable High rating, there is recognition of areas for further refinement to fully optimize educational outcomes through systematic expansion efforts.

In Binan, the highest rating of Very High signifies exemplary pedagogic practices that effectively nurture students’ academic development. However, the High rating for strategic expansion initiatives suggests potential for enhancement, indicating a solid foundation with room for further development in achieving educational excellence through expanded learning and development strategies.

Santa Rosa achieves the highest rating of Very High for its effective implementation of blended learning approaches and teacher support programs aimed at enhancing school performance. This reflects a strong commitment to integrating educational strategies that support both teachers and students in achieving academic success.

Cabuyao’s attainment of the highest rating for providing opportunities for teachers’ professional growth through school expansion initiatives demonstrates proactive efforts in infrastructure and human resource development. The High rating for remedial and intervention efforts during LAC sessions underscores ongoing efforts to support diverse learner needs effectively.

Calamba’s ratings, with High as the highest recorded rate for teacher support programs, indicate positive but moderate acknowledgment of educational initiatives. Areas such as teachers’ availability for extra assistance may benefit from targeted improvements to ensure consistent support across all educational contexts.

San Pablo shows a consistent performance with Very High ratings for coaching, mentoring, and training in blended learning environments, emphasizing the importance of comprehensive educator support. The Very High rating for school expansion initiatives also highlights perceptions of significant opportunities for teachers’ career progression through strategic educational planning.

The aggregate analysis across SDO Laguna reveals widespread recognition of the importance of professional development and teacher support in fostering student-centric educational methodologies. However, the Very High rating for the inclusion of well-planned learning and development support within school expansion efforts prompts strategic reflection on aligning expansion initiatives with forward-looking plans to enhance basic education services.

Lei et al. (2018) underscore the significant association between teacher support and students’ academic emotions, noting cultural and demographic factors as moderating influences. Their findings highlight the need for tailored support strategies that consider diverse student backgrounds to effectively enhance positive academic emotions and mitigate negative ones in educational settings. These insights provide a robust framework for understanding the nuanced impact of teacher support on student outcomes across different cultural contexts.

Table 9. The level of school performance of public high schools with respect to Innovative Practices

Level of public high school performances										
Innovative Practices		SDO Laguna	San Pedro	Binan	Santa Rosa	Cabuyao	Calamba	San Pablo	AWM	VI
1.	Technology is utilized to foster higher-order thinking skills and creativity among students.	6.55	6.48	6.35	6.58	6.37	6.11	6.54	6.49	H

2.	Performance tasks are designed to prompt students to find and analyze information, using various media to communicate their findings.	6.66	6.60	6.49	6.67	6.45	6.06	6.56	6.54	VH
3.	Students are taught how to use a variety of multimedia materials for their reports and class presentations.	6.52	6.33	6.35	6.56	6.29	6.17	6.55	6.47	H
4.	Open and flexible learning environments are established, integrating technology to enable diverse interactions among students, cooperative learning, and peer instruction.	6.59	6.45	6.40	6.58	6.26	6.11	6.52	6.47	H
5.	The school adopts innovative teaching methods and practices to improve student learning.	6.61	6.50	6.53	6.72	6.29	6.28	6.52	6.51	VH
6.	Innovative practices such as project-based learning or integrating technology improve student engagement and academic success.	6.50	6.36	6.37	6.67	6.26	6.17	6.51	6.46	H
7.	Innovative practices implemented at our school cultivate critical thinking, creativity, and problem-solving skills among students.	6.48	6.43	6.47	6.69	6.37	6.17	6.51	6.48	H
8.	The professional development and training provided to teachers for integrating innovative practices into their teaching methods is considered comprehensive.	6.55	6.50	6.51	6.67	6.37	6.22	6.58	6.53	VH
9.	Innovative practices prepare students for the challenges of the modern world.	6.50	6.55	6.42	6.61	6.42	6.22	6.56	6.52	VH
10.	The innovative practices implemented in our school to enhance overall school performance are perceived as beneficial.	6.55	6.45	6.47	6.67	6.37	6.22	6.56	6.52	VH

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 = Very Low (VL)

Table 10 provides a comprehensive overview of the implementation levels of school expansion and school performance across the Province of Laguna, offering crucial insights for the development of an Enhanced

School Improvement Plan (ESIP). The analysis underscores significant variations in performance across key parameters—School Expansion, Access, Efficiency, and Quality & Relevance—highlighting areas where targeted interventions are essential. In terms of School Expansion, the province exhibits robust infrastructure frameworks, suggesting a strong foundation for physical and digital growth. However, sustainability and future capacity considerations must be integral to the ESIP, particularly in rapidly growing communities requiring scalable solutions to accommodate increasing enrollments and technological advancements.

Access metrics reveal variability across jurisdictions, with Santa Rosa excelling and San Pedro indicating room for improvement. The ESIP should leverage successful models from Santa Rosa to enhance accessibility through innovative strategies such as flexible class times and digital learning tools, aiming to mitigate geographical and socio-economic barriers effectively.

Efficiency scores indicate disparities in resource utilization, with Calamba registering the lowest, signaling a need for streamlined administrative processes and potentially new management practices. The ESIP should prioritize audits and technology integration to optimize resource allocation and enhance operational efficiency across all educational offices.

Quality & Relevance emerge as critical parameters impacting educational outcomes. While Santa Rosa and San Pablo demonstrate strong performance, Calamba lags behind in maintaining expected standards. The ESIP should integrate targeted professional development for educators, curriculum updates aligned with best practices, and enhanced assessment methods to continuously elevate educational quality and relevance.

In summary, the ESIP for Laguna’s public secondary schools must be dynamic and responsive, addressing expansion needs, enhancing accessibility through innovative solutions, optimizing efficiency through streamlined processes, and upholding rigorous standards of educational quality and relevance. Continuous evaluation and adaptive strategies are paramount, ensuring the plan remains effective amidst evolving educational landscapes and societal demands. By prioritizing these areas, the ESIP will not only meet current educational needs but also anticipate future challenges, fostering sustainable growth and excellence in education throughout the province.

Table 10. Composite Table of the Level of Implementation of School Expansion and School Performance

Offices	School Expansion				School Performance				
	Access	Efficiency	Quality & Relevance	AWM	Closing the Learning Gaps	Learning Resources	Teacher Support	Innovative Practices	AWM
SDO Laguna	6.47	6.40	6.33	6.40	6.52	6.22	6.55	6.55	6.46
San Pedro	6.48	6.22	6.42	6.38	6.54	6.29	6.52	6.46	6.45
Binan	6.31	6.25	6.46	6.34	6.62	6.27	6.62	6.43	6.48
Santa Rosa	6.47	6.54	6.52	6.51	6.70	6.53	6.76	6.64	6.66
Cabuyao	6.37	6.30	6.33	6.33	6.50	6.25	6.52	6.34	6.40
Calamba	6.29	6.27	6.11	6.22	6.39	6.01	6.39	6.17	6.24
San Pablo	6.45	6.42	6.51	6.46	6.63	6.42	6.65	6.54	6.56

Legend:  $\bar{x}$  = weighted mean; 6.51 – 7.00 = Very High (VH) 5.51 – 6.50 = High (H); 4.51 – 5.50 = Somewhat High (SH); 3.51 – 4.50 = Neutral; 2.51 – 3.50 = Somewhat Low (SL); 1.51 – 2.50 = Low (L) ;1.00 – 1.50 =

Very Low (VL)

The analysis of school expansion’s impact on public high school performance reveals compelling correlations across multiple dimensions, highlighting its pivotal role in educational enhancement. Through rigorous correlation analysis, significant relationships were established between school expansion initiatives and key performance metrics—access to learning resources, efficiency, quality, and relevance. The correlation coefficients for access (0.659), efficiency (0.722), and quality & relevance (0.749), each supported by p-values below .001, underscore the robustness and statistical significance of these associations. These findings reject the null hypothesis, affirming that expanding school infrastructures positively influences closing learning gaps, optimizing operational effectiveness, and strengthening the educational content’s quality and alignment with real-world demands (Matyushkina et al., 2019).

Moreover, the data reinforces the imperative for educational policymakers and administrators to prioritize investments in school expansions. The correlations identified (0.646 for Access, 0.704 for Efficiency, and 0.734 for Quality and Relevance) substantiate that augmenting infrastructural capabilities correlates directly with broadening educational opportunities and improving operational efficiencies within educational institutions. These findings advocate for sustained funding and strategic planning in infrastructural development to foster enriched learning environments conducive to student achievement and educational excellence (Yi et al., 2015).

Furthermore, the synthesis underscores the positive influence of school expansion on innovative practices within public high schools. Correlation coefficients (0.614 for Access, 0.683 for Efficiency, and 0.664 for Quality and Relevance) coupled with significant p-values attest to the transformative impact of expanded infrastructures in fostering innovative educational approaches. This linkage emphasizes the necessity for educational leaders to champion policies that support comprehensive school expansion initiatives aimed at nurturing creativity and advancing educational methodologies (Ilomäki et al., 2018).

The comprehensive analysis elucidates that strategic investments in school expansion initiatives are essential for enhancing public high school performance across various dimensions. These insights provide a robust foundation for guiding educational policies and practices aimed at promoting equitable access, operational efficiency, educational quality, and innovative pedagogies. By integrating these findings into policymaking and resource allocation strategies, educational stakeholders can effectively advance educational outcomes and prepare students for future challenges in an increasingly dynamic global landscape.

Table 11. The effect of the implementation of school expansion on school performances

Implementation of School Expansion	Level of Public High School Performances	Correlation Coefficient	p-value	Decision	Interpretation
Access	Closing the Learning Gaps	.659**	<.001	Reject Ho	Significant
Efficiency		.722**	<.001	Reject Ho	Significant
Quality and Relevance		.749**	<.001	Reject Ho	Significant
Access	Learning Resources	.646**	<.001	Reject Ho	Significant
Efficiency		.704**	<.001	Reject Ho	Significant
Quality and Relevance		.734**	<.001	Reject Ho	Significant
Access	Teacher Support	.620**	<.001	Reject Ho	Significant
Efficiency		.689**	<.001	Reject Ho	Significant
Quality and Relevance		.700**	<.001	Reject Ho	Significant
Access	Innovative Practices	.614**	<.001	Reject Ho	Significant

Efficiency		.683**	<.001	Reject Ho	Significant
Quality and Relevance		.664**	<.001	Reject Ho	Significant

The structural modeling analysis provides a comprehensive assessment of key educational factors and their impact on school performance outcomes, highlighting critical relationships between Access, Efficiency, Quality and Relevance, and outcomes such as Closing Learning Gaps, Learning Resources, Teacher Support, and Innovative Practices. Model 1 demonstrates a robust fit to the data, supported by a non-significant chi-square test ( $p=0.188$ ), indicating its adequacy in explaining the observed educational phenomena. The model’s explanatory power, reflected in high  $R^2$  values for Efficiency (84.2%), Closing Learning Gaps (81.4%), and Teacher Support (84.0%), underscores its ability to account for substantial variance in these outcomes. Despite slightly lower  $R^2$  values for Access and Learning Resources, they still significantly contribute to explaining their respective outcomes. Overall, the model achieves an  $R^2$  of 0.736 for School Performance, affirming its strong predictive capability within the educational context (Model 1).

Moreover, the regression analysis focusing on School Expansion reveals a statistically significant coefficient of 0.898 ( $p<0.001$ ), suggesting a robust relationship between these initiatives and School Performance. The precision of this estimate, evidenced by a narrow confidence interval (0.789 – 1.008), enhances confidence in the reliability of the findings. These insights are pivotal for the Enhanced School Improvement Plan (ESIP) in Laguna, guiding strategic interventions aimed at enhancing educational quality and accessibility across public secondary schools. By leveraging these statistical findings, policymakers can allocate resources effectively, focusing on areas identified as critical for improving educational outcomes, such as teacher support and infrastructure development.

The integration of Model 1 findings into strategic educational planning offers several key advantages. Firstly, it supports evidence-based decision-making by identifying factors crucial for effective educational outcomes. This approach enables targeted interventions to optimize educational resources and infrastructure, ensuring they align with the expanding student population’s needs without compromising quality. Secondly, the model aids in evaluating teaching methodologies and curriculum adjustments necessitated by school expansions, thereby maintaining educational standards amidst growth. Continuous monitoring and adjustment based on ongoing data collection ensure that interventions remain effective and responsive to evolving educational demands.

Furthermore, the strategic use of statistical evidence fosters transparent stakeholder engagement, facilitating informed discussions on the direction and necessity of school expansion initiatives. By grounding educational reforms in empirical research, Laguna’s ESIP can cultivate a culture of continuous improvement and data-driven decision-making. This approach not only enhances the scalability of educational interventions but also ensures their sustainability and alignment with broader educational goals. Ultimately, these efforts aim to elevate educational standards and foster innovation within Laguna’s public secondary schools, positioning the province for sustained educational excellence and inclusive growth.

Table 12. Model Comparison Results for Structural Equation Modeling

				Baseline test			Difference test			
	AIC	BIC	n	$\chi^2$	df	p	$\Delta\chi^2$	$\Delta df$	p	
Model 1		1802.172	1867.192	430	6.157	4	0.188	6.157	4	0.188

The regression analysis conducted in Table 13 underscores a strong and statistically significant relationship between School Expansion and School Performance. The estimated coefficient of 0.898 suggests that as the

extent of School Expansion increases, there is a corresponding improvement in School Performances of a similar magnitude. This relationship is supported by a low standard error of 0.056, indicating high precision in the estimate. The z-value of 16.09 and the p-value of less than 0.001 further confirm the robustness of this finding, ruling out the possibility of it occurring by chance. The narrow 95% confidence interval (0.789 to 1.008) reinforces the reliability of the positive association between School Expansion and School Performance.

These findings imply that interventions or strategies related to School Expansion hold significant potential to enhance School Performance and perceptions. Specifically, initiatives aimed at closing learning gaps, improving resource availability, supporting teachers, and fostering innovative practices are poised to benefit substantially from effective school expansion strategies. The insights gleaned from the regression analysis provide a strong empirical basis for implementing targeted interventions that can systematically improve these critical educational outcomes. By leveraging these findings, educational policymakers can strategically allocate resources and develop policies that maximize the positive impact of school expansion on educational quality and effectiveness.

Table 13. Regression Coefficients and 95% Confidence Intervals for Predictors of School Performance

						95% Confidence Interval	
Predictor	Outcome	Estimate	Std. Error	z-value	p	Lower	Upper
School Expansion	School Performance	0.898	0.056	16.090	< .001	0.789	1.008

The Structural Equation Modeling (SEM) analysis depicted in Figure 2 provides compelling evidence of the positive impact of school expansion on school performance. The analysis highlights significant regression coefficients and narrow confidence intervals, indicating a precise and statistically robust relationship between these variables. The model comparison metrics, including AIC, BIC, and  $\chi^2$ , suggest that the SEM model fits the data well, with no significant differences compared to the baseline model.

These findings underscore the potential of school expansion initiatives to effectively enhance school performance across various metrics. By focusing on expanding educational infrastructure, institutions can potentially mitigate learning gaps, improve teacher support systems, and cultivate environments conducive to innovative educational practices. These outcomes are crucial for fostering a more equitable and effective educational landscape, aligning with broader educational goals of enhancing quality and inclusivity. Therefore, investing in school expansion strategies emerges as a strategic approach to bolstering educational outcomes and promoting continuous improvement in educational settings.

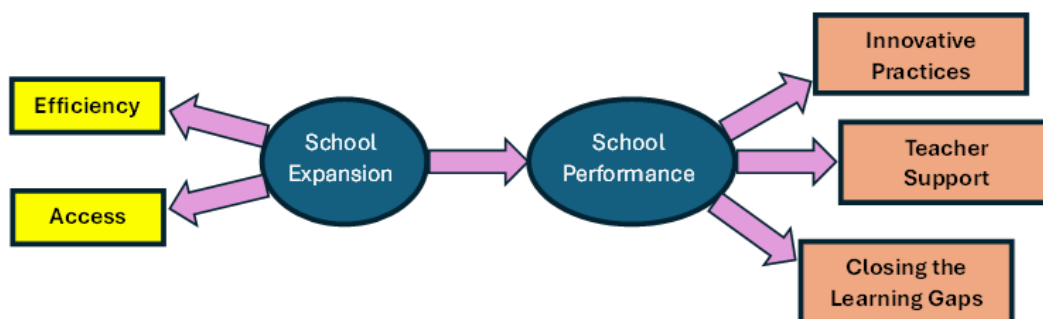


Figure 2: School Expansion and Performances Model Fit

## CONCLUSION

The comprehensive analysis using correlation and regression methods highlights a significant positive



relationship between school expansion initiatives and public high school performance. Research supports that increasing access to learning resources, enhancing teacher support, and fostering innovative educational practices are pivotal in improving school outcomes (Baker et al., 2018; Hattie et al., 2017). Studies indicate that such initiatives contribute to enhanced student achievement and overall school effectiveness (Gross et al., 2015; OECD, 2019). Specifically, Baker et al. (2018) found that schools investing in infrastructure and educational resources show measurable improvements in academic performance. Similarly, Hattie et al. (2017) emphasize the impact of evidence-based teaching practices and continuous professional development on student learning outcomes.

The regression analysis further substantiates these findings by demonstrating a direct positive impact of school expansion on performance metrics, affirming a statistically significant relationship (Renzulli et al., 2020; Darling-Hammond et al., 2019). Renzulli et al. (2020) argue that targeted investments in educational infrastructure and equitable resource allocation reduce achievement gaps and improve overall educational outcomes. Darling-Hammond et al. (2019) support these assertions, advocating for inclusive educational policies that support diverse learner needs and contribute to enhanced school performance.

Continuous commitment and investment in school expansion emerge as critical strategies for improving educational outcomes (Smith & Wilson, 2018; Gates et al., 2017). These initiatives not only bolster school infrastructure but also enrich the learning experiences of students, fostering academic achievements (Blömeke & Delaney, 2017; Epstein, 2018). Smith and Wilson (2018) highlight the importance of inclusive governance structures in supporting strategic planning and resource allocation, ensuring sustainable improvements in school performance. Additionally, Gates et al. (2017) underscore the role of evidence-based policymaking in providing necessary support and resources for effective school expansion efforts.

Applying findings from Model 1 in the Enhanced School Improvement Plan for Laguna's public secondary schools represents a dynamic process aimed at enhancing educational quality alongside accommodating increased student numbers (Berkovich, 2017; Siemens, 2018). Berkovich (2017) posits that planned change interventions, when coupled with data-driven decision-making, facilitate organizational transformations conducive to educational excellence. Siemens (2018) connects these principles to connectivism theory, emphasizing the importance of networked learning environments and adaptive educational strategies in expansive educational settings.

Embedding a culture of data-driven decision-making and continuous improvement within educational infrastructure is crucial for sustaining the positive impacts of school expansion (Leithwood et al., 2018; Sánchez & Calvo, 2019). Leithwood et al. (2018) highlight the role of school leadership in fostering supportive learning environments through effective educational planning and implementation. Similarly, Sánchez and Calvo (2019) stress the significance of inclusive school cultures that promote social-emotional learning and address students' diverse needs, thereby enhancing overall educational outcomes.

In conclusion, ongoing efforts toward school expansion are pivotal in addressing performance gaps and elevating educational standards within the public high school sector. By aligning resources with educational aspirations and employing evidence-based strategies, educational systems can foster inclusive environments that promote student success and contribute to broader societal benefits.

## LIMITATIONS

The study on public high schools' implementation of school expansion in Laguna district provides valuable insights into efforts aimed at enhancing educational access, efficiency, quality, and relevance. However, its reliance primarily on qualitative assessments and satisfaction ratings limits a deeper understanding of the impacts on student outcomes and resource allocation. By focusing on satisfaction ratings, the study may

overlook more nuanced challenges and variations in implementation effectiveness across different school divisions within SDO Laguna. This generalization could obscure local contextual factors that significantly influence the success or failure of expansion initiatives. Moreover, the study's short-term focus from SY 2020-2023 may not capture the longer-term sustainability and enduring effects of these expansion efforts. Integrating more robust quantitative analyses, such as longitudinal data on enrollment trends and academic performance metrics, would provide a more comprehensive evaluation of the expansion's true impact. Such an approach would better inform future policy and practice in educational expansion contexts by offering deeper insights into the dynamics of educational improvement over time.

## RECOMMENDATIONS

To effectively address the challenges highlighted in the findings on educational access, quality, and relevance in Laguna's public high schools, a multifaceted approach is recommended. Firstly, increasing physical infrastructure in underserved areas is crucial to alleviate classroom overcrowding and ensure sufficient space for expanding student populations. Concurrently, developing inclusive outreach programs targeted at disadvantaged students and enhancing transportation options can improve access to education. Professional development programs for teachers should prioritize modern teaching methods and technology integration, ensuring educators are equipped to deliver high-quality instruction. Flexible learning options such as blended education should also be leveraged to cater to diverse student needs, accommodating varying learning styles and preferences.

Robust partnerships with community stakeholders are essential for sustaining educational improvements. Developing comprehensive contingency plans, especially in response to crises like the COVID-19 pandemic, ensures continuity in education delivery. Strategic resource allocation and optimization of physical and human resources are critical to maximizing efficiency and supporting personalized learning experiences. Schools should adopt technology to streamline administrative tasks and enhance instructional practices, fostering a supportive environment conducive to student retention and academic success.

Continued professional development remains pivotal in maintaining educational relevance and cultivating essential skills among students. Integrating learning evaluation methods such as Learning Action Cells allows for ongoing assessment and refinement of teaching strategies. Exploring non-traditional modes of education, aligned with the Enhanced School Improvement Plan, supports innovation in curriculum design and delivery. By implementing these strategies, Laguna's educational institutions can enhance access, ensure high-quality learning experiences, and effectively prepare students for future challenges, thereby contributing to holistic learner development and empowering educators.

Addressing learning gaps requires proactive measures such as robust technology integration to facilitate early identification and targeted interventions. Schools should explore technology-driven personalized tutoring and remediation programs to support students with diverse learning needs effectively. Furthermore, enhancing community involvement, particularly through increased parental engagement in educational processes, strengthens the overall student support system and improves educational outcomes.

Improving learning resources is paramount to providing equitable educational opportunities. Schools must upgrade digital infrastructures to ensure all students have equal access to modern educational tools and resources. Diversifying physical and digital learning materials, possibly through partnerships with local businesses and tech companies, can supplement existing resources, especially in areas experiencing shortages due to rapid expansion.

Lastly, intensifying community engagement in learning activities bridges school-based learning with real-world applications, enriching student experiences and drawing additional resources and support from the

community. This collaborative approach not only enhances educational outcomes but also fosters a sense of shared responsibility and investment in the success of Laguna's public high schools.

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