

Autonomy, Participation, and Transparency in SBM Significantly Enhance Teacher Performance: A Multiple Linear Regression Analysis

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Abstract. This study aims to analyze and measure the partial and simultaneous effects of autonomy (X1), participation (X2), and transparency (X3) in School-Based Management (SBM) on teacher performance (Y) at SD Al-Irhaam, Bandung. A quantitative approach utilizing descriptive and verification methods was adopted. Data collection was carried out by distributing closed questionnaires to 28 teachers as census respondents. Ordinal data gathered from the Likert scale were transformed into interval data using the Method of Successive Interval (MSI) prior to multiple linear regression analysis. The results indicate that partially, autonomy ($t = 2.714$; $p < 0.05$), participation ($t = 2.408$; $p < 0.05$), and transparency ($t = 4.400$; $p < 0.05$) have positive and significant effects on teacher performance. Simultaneously, these three variables exert a significant influence ($F = 30.116$; $p < 0.05$) with a coefficient of determination (R^2) of 79.0%. These findings suggest that strengthening independent, participatory, and accountable school governance is an absolute prerequisite for advancing professionalism and instructional effectiveness among teachers in private Islamic educational institutions.

Keywords: School-Based Management, Teacher Performance, School Governance, Autonomy, Teacher Participation, Transparency

Abstrak. Penelitian ini bertujuan untuk menganalisis dan mengukur pengaruh parsial dan simultan dari kemandirian (X1), partisipasi (X2), dan transparansi (X3) dalam Manajemen Berbasis Sekolah (MBS) terhadap kinerja guru (Y) di SD Al-Irhaam, Bandung. Pendekatan kuantitatif dengan menggunakan metode deskriptif dan verifikasi diterapkan dalam penelitian ini. Pengumpulan data dilakukan dengan menyebarkan kuesioner tertutup kepada 28 guru sebagai responden sensus. Data ordinal yang diperoleh dari skala Likert ditransformasikan menjadi data interval menggunakan Method of Successive Interval (MSI) sebelum dilakukan analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa secara parsial, kemandirian ($t = 2,714$; $p < 0,05$), partisipasi ($t = 2,408$; $p < 0,05$), dan transparansi ($t = 4,400$; $p < 0,05$) berpengaruh positif dan signifikan terhadap kinerja guru. Secara simultan, ketiga variabel tersebut memberikan pengaruh yang signifikan ($F = 30,116$; $p < 0,05$) dengan koefisien determinasi (R^2) sebesar 79,0%. Temuan ini mengindikasikan bahwa penguatan tata kelola sekolah yang mandiri, partisipatif, dan akuntabel merupakan prasyarat mutlak untuk meningkatkan profesionalisme dan efektivitas pembelajaran di kalangan guru pada lembaga pendidikan Islam swasta.

Kata kunci: Manajemen Berbasis Sekolah, Kinerja Guru, Tata Kelola Sekolah, Otonomi, Partisipasi Guru, Transparansi

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INTRODUCTION

Education is one of the most essential pillars in the development of a nation because it shapes competent, adaptive, and competitive human resources. In schools, the quality of education is strongly influenced by teacher performance, since teachers are responsible not only for delivering instruction but also for planning learning activities, implementing classroom strategies, evaluating student progress, and continuously developing professional competencies (Kusumaningrum et al., 2024; Rofiah, 2022). For this reason, improving teacher performance is a strategic issue in educational management, especially in institutions that seek to respond to rapidly changing academic and organizational demands.

Among the core principles of SBM, autonomy, participation, and transparency are particularly important. Autonomy gives schools and teachers greater flexibility to design instructional strategies, organize work programs, and respond to classroom realities more effectively. Participation encourages teachers, school leaders, committees, and parents to contribute to decision-making processes, which can strengthen shared responsibility and organizational commitment (Suryadi & Mulyani, 2020; Haris et al., 2012). Transparency supports openness in budgeting, policy making, and program implementation, thereby building trust, accountability, and a more positive organizational climate (OECD, 2018; World Bank, 2011). When these three principles work together, SBM has greater potential to improve teacher motivation and professional performance.

Historically, the mechanism through which SBM impacts behavioral outcomes in schools can be understood through a multi-theoretical framework. The transfer of authority in SBM inherently addresses the classic Principal-Agent Theory, where information asymmetry between school foundations (principals) and teachers (agents) must be minimized to ensure goal alignment. By granting operational flexibility, SBM structurally satisfies the core tenets of Self-Determination Theory (SDT), which posits that psychological autonomy is the primary driver of intrinsic motivation and professional creativity. Furthermore, when desentralization allows teachers to voice their perspectives, it activates Sense of Ownership Theory, transforming institutional goals into personal responsibilities. However, this ecosystem can only function if teachers perceive a high level of fairness in how information and resources are distributed, a concept deeply rooted in Organizational Justice Theory. When these theoretical pillars converge, a collaborative work environment is established, stimulating higher motivation and instructional productivity among teachers.

However, reality on the ground often reveals a gap between conceptual SBM policies and their practical execution. As a private educational institution operating under a foundation, SD Al-Irhaam Bandung has attempted to implement SBM through internal financial management autonomy and local curriculum development. Nevertheless, preliminary observations indicate that this implementation has not been optimal in driving teacher performance, particularly within the learning innovation dimension. Teachers still tend to employ conventional approaches and remain less responsive to the reflective spirit mandated by the Merdeka Curriculum.

Previous studies have demonstrated that SBM and participative governance are associated with improved school and teacher outcomes. Research by Deta et al. (2025) found that SBM implementation contributes to teacher performance improvement in elementary schools, while Rofiah (2022) showed that academic supervision and school leadership support can strengthen teacher performance in Islamic education settings. In another study, teacher participation in decision-making was positively associated with school effectiveness and teacher-related outcomes, suggesting that participatory governance matters for organizational performance (Haris et al., 2012; Saglam, 2012). Further studies also indicate that transparency is closely linked to organizational trust and accountability, both of which are important for sustaining effective school governance (OECD, 2018; World Bank, 2011). These findings confirm that SBM is relevant, but they also show

that its effects depend on how its governance dimensions are operationalized in specific school contexts.

However, several gaps remain in the literature. First, many studies discuss SBM as a general concept without separating its key dimensions into autonomy, participation, and transparency as distinct explanatory variables. Second, empirical studies that test these three dimensions simultaneously in relation to teacher performance are still limited, particularly in private Islamic elementary schools, where governance structures are shaped by both foundation authority and school-level management. Third, prior research often emphasizes school quality or student outcomes, while fewer studies focus specifically on teacher performance as the dependent variable in a quantitative explanatory design (Kusumaningrum et al., 2024; Deta et al., 2025). This indicates that the relationship between SBM governance practices and teacher performance still requires stronger empirical clarification.

The present study addresses these gaps by examining the partial and simultaneous effects of autonomy, participation, and transparency within SBM on teacher performance at SD Al-Irhaam Bandung. The novelty of this study lies in its integrated model, which treats autonomy, participation, and transparency as separate yet interconnected governance dimensions and tests their combined influence on teacher performance within a private Islamic elementary school setting. In addition, this study contributes context-specific empirical evidence from a foundation-based school environment, where SBM is implemented under the interaction of institutional policies, leadership practices, and teacher involvement. Therefore, this study is expected to enrich the literature on SBM and provide practical implications for more participatory and accountable school governance.

To map the root causes of this issue, the researcher conducted a preliminary study involving 28 teachers at SD Al-Irhaam regarding their level of involvement in strategic school decision-making. The results of this preliminary study are presented in Table 1 below:

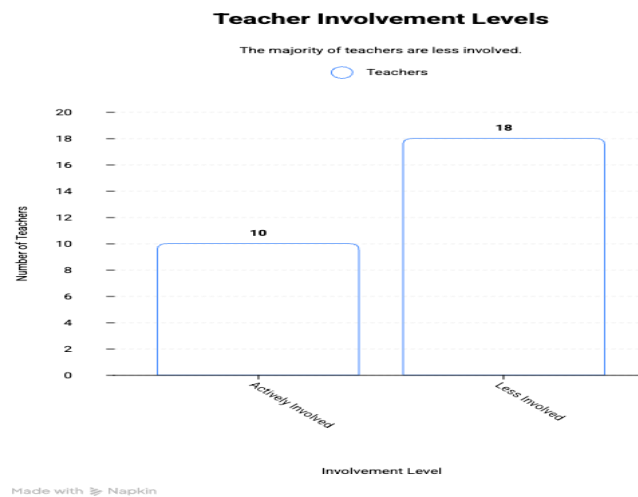


Figure 1. Preliminary Study Results: Teacher Involvement in School Decision Making
Source: School Data Processed by Researchers (2025)

The data above are reinforced by in-depth interviews with the school principal, which revealed barriers in internal coordination, specifically concerning periodic academic supervision and the transparent distribution of work programs. The majority of teachers (64.3%) felt they were positioned merely as policy implementers rather than policy designers. The absence of participatory spaces diminishes teachers' sense of ownership toward the school's vision, ultimately constraining their professional performance (Suryadi & Mulyani, 2020).

Prior studies conducted by Deta et al. (2025) and Rofiah (2022) confirm a positive correlation between SBM effectiveness and instructional performance quality. Nonetheless, literature

specifically examining the intersection of the three main dimensions of SBM autonomy, participation, and transparency within urban private Islamic elementary schools remains very limited. Private schools possess unique managerial characteristics because they must balance government regulations with internal foundation policies. Based on this research gap, this study aims to empirically and measurably analyze the partial and simultaneous effects of autonomy (X1), participation (X2), and transparency (X3) on teacher performance (Y) at SD Al-Irhaam Bandung.

METHOD

This study utilized a quantitative approach with descriptive and verification methods. The descriptive method was employed to depict the empirical data characteristics of each variable, while the verification method was used to test the hypothesis regarding the causal relationships among the variables through statistical modeling.

The population in this study was limited, consisting of all 28 teachers at SD Al-Irhaam Bandung. Given the relatively small population size, a saturated sampling (census) technique was applied, wherein all members of the population were designated as research respondents.

Primary data were gathered using closed questionnaires adopting a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Because the data generated from the Likert scale were ordinal, the researcher transformed them into interval scale data using the Method of Successive Interval (MSI) to satisfy the prerequisites for parametric multiple linear regression analysis. The operationalization structure of the variables and instrument indicators is detailed in Table 1.

Table 1. Operationalization of Research Variables Matrix

Variable	Main Indicators	Operational Definition	Item No.
Autonomy (X1)	Planning & Learning	The freedom of teachers and the school to develop teaching strategies and work programs without restrictive external intervention.	1 – 6
Participation (X2)	Collaboration & Decision-Making	The active involvement of teachers, committees, and parents in planning, expressing opinions, and evaluating school programs.	7 – 12
Transparency (X3)	Information Openness & Accountability	The ease of access for teachers to information regarding budgets, program reports, and the underlying considerations of school policies.	13 – 18
Teacher Performance (Y)	Planning, Implementation, & Evaluation	The professional capacity of teachers in designing lesson plans, diversifying teaching methods, conducting regular evaluations, and developing professional competence.	19 – 24

Source: Data Processed by Researchers (2025)

Before hypothesis testing, the instrument underwent rigorous validation using Product Moment correlation coefficients ($r_{hitung} > 0,374$) and reliability validation via Cronbach's Alpha ($\alpha = 0,882$). To guarantee the unbiased nature of the linear parameters, three classical assumption tests were executed: the Kolmogorov-Smirnov normality test ($p > 0,05$), the Tolerance ($> 0,10$) and VIF (< 10) multicollinearity test, and the Glejser heteroscedasticity test ($p > 0,05$). Hypothesis testing was subsequently carried out through ordinary least squares (OLS) multiple linear regression modeling, formulated as follows:

Once all classical assumptions were met, hypothesis testing was carried out using multiple linear regression analysis with the following structural equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where Y represents Teacher Performance, a is the constant, b1, b2, b3 denote the regression coefficients for each independent variable, and e symbolizes the error term (factors outside the research model). Partial testing was conducted using the t-test, while simultaneous testing was executed using the F-test at a significance level of $\alpha = 5\%$.

RESULTS AND DISCUSSION

Results of Instrument Feasibility and Classical Assumption Tests

Based on the data processing results using SPSS, the reliability test for all instrument items yielded a Cronbach's Alpha value of 0.882 (and a Cronbach's Alpha Based on Standardized Items of 0.896). This value sits well above the critical threshold of 0.70, indicating that the instrument is highly reliable and consistent. The classical assumption tests also successfully met all statistical criteria:

1. Normality Test: The significance value of the residuals was > 0.05 , meaning the data are normally distributed.
2. Multicollinearity Test: All independent variables exhibited a Tolerance value > 0.10 and a VIF value < 10 . Hence, it can be confirmed that there are no multicollinearity symptoms among the independent variables in the regression model.
3. Heteroscedasticity Test: The test demonstrated a significance value greater than 0.05, confirming that the regression model is free from heteroscedasticity issues.

Results of Multiple Linear Regression Analysis

Regression analysis was utilized to test the hypotheses regarding the effects of autonomy (X1), participation (X2), and transparency (X3) on teacher performance (Y). The parameter estimation results are summarized in the following tables:

Table 2. Model Summary

Model	R	R Square (R2)	Adjusted R Square	Std. Error of the Estimate
1	0.889	0.790	0.764	0.246

Source: Data Processed by Researchers (2025)

Table 3. Simultaneous Significance Test Results (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.462	3	1.821	30.116	0.000
Residual	1.451	24	0.060		
Total	6.913	27			

Source: Data Processed by Researchers (2025)

Table 4. Regression Coefficients and Partial Significance Test (t-Test)

Variable	Regression Coefficient (B)	Std. Error	Beta	t	Sig.
(Constant)	0.512	0.348	-	1.471	0.154
Autonomy (X1)	0.247	0.091	0.334	2.714	0.012
Participation (X2)	0.183	0.076	0.235	2.408	0.024
Transparency (X3)	0.462	0.105	0.547	4.400	0.000

Source: Data Processed by Researchers (2025)

Based on the data in table, the multiple linear regression equation for this study can be formulated as follows:

$$Y = 0.512 + 0.247X_1 + 0.183X_2 + 0.462X_3 + e$$

The statistical configurations derived from the multiple linear regression model confirm that the implementation of School-Based Management (SBM) specifically through its foundational pillars of autonomy (X1), participation (X2), and transparency (X3) serves as a significant factor that drives teacher performance (Y) at SD Al-Irhaam Bandung. Collectively, the empirical model demonstrates a high explanatory power, with an $R_{\text{Square}} (R^2)$ value of 0.790. This indicates that 79.0% of the variance in teacher performance is robustly explained by the synergistic interaction of autonomy, participation, and transparency.

The remaining 21.0% of the variance is governed by exogenous variables outside the scope of this structural framework, such as transformational leadership dynamics, institutional digital maturity, individual emotional intelligence, or specific religious organizational cultures typical of private Islamic foundations. Furthermore, the simultaneous significance test ($F = 30.116$; $p = 0.000 < 0.05$) validates the structural integrity of the model, proving that SBM cannot be executed in a fragmented manner; rather, its dimensions must operate as a unified ecosystem to support teacher professionalism and instructional quality.

The Empowering Role of Autonomy (X1) in Allowing Instructional Innovation

The partial hypothesis testing ($t = 2.714$; $p = 0.012 < 0.05$) successfully validates H1, substantiating that school and instructional autonomy exerts a positive and statistically significant impact on teacher performance. The regression coefficient of 0.247 implies that a systematic increase in school autonomy will mathematically elevate teacher performance by 24.7%. From a theoretical perspective, this finding strongly aligns with Self-Determination Theory (SDT), which posits that psychological autonomy is a core prerequisite for fostering intrinsic motivation, high-quality engagement, and professional creativity. In the context of SD Al-Irhaam Bandung, granting instructional and planning autonomy liberates teachers from the historically rigid, centralized top-down bureaucratic constraints of traditional educational management. When the school administration and the underlying foundation (*yayasan*) afford teachers the structural flexibility to independently develop contextual lesson plans, experiment with diversified teaching methodologies, and customize classroom evaluation toolkits, it stimulates higher professional efficacy.

This autonomous space is particularly crucial in the contemporary era of the *Merdeka Curriculum* (Independent Curriculum) in Indonesia, which explicitly demands that educators shift from passive textbook compliance to becoming agile, reflective, and creative designers of student-centered learning experiences. Autonomous teachers are inherently more responsive to the highly dynamic learning needs of their students. They are more likely to integrate modern educational technology and design cross-disciplinary project-based learning. This empirical evidence reinforces the assertions of Kusumaningrum et al. (2024), who argue that strategic human resource management in education must prioritize autonomy to unlock latent teacher capacity, as well as the conceptual frameworks of Malida et al. (2025) and Anshori (2016), who position self-management systems as a primary engine for educational quality optimization.

Democratizing Governance: Overcoming the Engagement Gap through Participation (X2)

The regression model confirms that participation possesses a positive and significant partial effect on teacher performance ($t = 2.408$; $p = 0.024 < 0.05$), thereby confirming H2. The coefficient value of 0.183 indicates that for every unit increase in institutional democratization and collaborative spaces, teacher performance increases by 18.3%.

This empirical insight offers a direct, data-driven solution to the critical diagnostic problem identified in the preliminary study, where a 64.3% of teachers felt marginalized or merely categorized as "less involved" in strategic school planning. In many private school structures,

teachers are frequently reduced to mere policy implementers (*executors*) rather than recognized as key policy architects (*co-designers*). When a school actively transitions toward genuine SBM practices by expanding participatory governance, this engagement gap is effectively bridged.

By establishing democratic forums such as involving teachers in drafting the School Activity and Budget Plan (RKAS), formulating localized academic policies, and co-evaluating institutional performance—the school builds a robust Sense of Ownership Theory framework. Teachers who actively participate in deciding the trajectory of their institution develop a heightened affective commitment toward the school's vision. They no longer perceive school mandates as external administrative burdens, but rather as shared ethical responsibilities. Consequently, this collaborative climate directly translates into heightened accountability in classroom execution, regular learning evaluations, and a stronger willingness to pursue continuous professional development. These results empirically back the previous assertions of Suryadi and Mulyani (2020) and Rofiah (2022), which emphasize that institutional democratic climates within schools have an undeniable cascading effect on immediate teaching quality and workplace productivity.

The Dominant Impact of Transparency (X3) as the Foundation of Organizational Trust

Remarkably, transparency emerged as the most dominant predictor within the multiple linear regression model, yielding an exceptionally high t-value of 4.400 with a definitive significance level of 0.000 ($p < 0.01$). Thus, H3 is resoundingly accepted. The substantial regression coefficient of 0.462 dictates that optimization in the transparency dimension contributes a massive 46.2% directly toward the appreciation of teacher performance metrics. The overwhelming dominance of transparency can be profoundly explained through the lens of Organizational Justice Theory (specifically procedural and informational justice) and Principal-Agent Theory. Private schools, particularly religious-based Islamic elementary schools managed by private foundations, possess a unique and delicate socio-managerial fabric. In these settings, informational asymmetry regarding financial management, budget allocations for instructional infrastructure, and the exact criteria for teacher welfare or incentives can easily breed institutional suspicion, professional jealousy, and demoralization.

When SD Al-Irhaam Bandung deliberately adopts a policy of radical transparency unveiling work program allocations, clearly communicating the rationale behind strategic administrative shifts, and ensuring that school activity reports are open and easily accessible it constructs an organizational trust. Transparent governance eliminates workplace uncertainty in the workplace, satisfies the teachers' need for institutional fairness, and creates a highly predictable and secure professional environment. Under conditions of high organizational trust and psychological safety, teachers are no longer distracted by internal political anxieties. Instead, they can channel their entire cognitive and emotional energy into refining their teaching methods, executing objective student evaluations, and proactively upgrading their pedagogical competencies. This critical finding deepens the foundational theory of SBM, demonstrating that transparency is far more than an administrative or compliance checklist; it is a profound psychological catalyst that directly dictates teacher productivity and professional commitment.

The Simultaneous Triad: Creating a Synchronized Governance Ecosystem

The validation of the simultaneous hypothesis (H4) proves that autonomy, participation, and transparency do not operate as isolated, parallel variables. Instead, they form a highly interdependent, reinforcing triad of modern school governance. Autonomy provides the essential operational flexibility and freedom required for innovation, but without participation, autonomy risks becoming a decentralized burden that isolates individual teachers. Conversely, participation without transparency is superficial; teachers cannot provide meaningful strategic contributions if vital financial and policy data are hidden from them. Finally, transparency without autonomy is

sterile, as teachers would be fully aware of the school's structural standing but powerless to enact creative changes in their classrooms.

Therefore, the simultaneous convergence of these three elements creates a professional, just, and highly encouraging organizational climate. For private urban elementary schools striving to remain highly competitive amidst rapidly changing national educational policies, this simultaneous model offers a clear strategic roadmap: true maximization of teacher performance can only be achieved when schools give teachers the *freedom to innovate* (autonomy), the *voice to shape policies* (participation), and the *clarity of truth* (transparansi) in everyday institutional management.

CONCLUSION

Based on the results of the multiple linear regression analysis and the subsequent discussion, several empirical conclusions can be formulated regarding school governance at SD Al-Irhaam Bandung. First, autonomy in School-Based Management (SBM) exerts a positive and statistically significant effect on teacher performance, as greater institutional independence in managing educational programs, planning curricula, and allocating local resources directly enhances teachers' professional responsibility, pedagogical creativity, and workplace commitment. Furthermore, participation in SBM significantly improves teacher performance by actively involving educators in strategic school planning, collaborative decision-making, and structural program evaluations, which effectively bridges the engagement gap and fosters a profound sense of ownership over the school's vision. Most notably, transparency in SBM serves as a dominant catalyst, showing a positive and highly significant partial effect on teacher performance; informational openness regarding administrative policies and financial allocations eliminates workplace ambiguity, builds mutual trust, and establishes a culture of organizational justice that optimizes teaching productivity. Ultimately, autonomy, participation, and transparency simultaneously exert a powerful and significant influence on teacher performance, demonstrating that these three dimensions do not operate in isolation but function as an interdependent governance ecosystem. Integrating operational freedom with collaborative decision-making fully anchored by an underlying culture of informational transparency proves to be the most effective managerial strategy to systematically elevate teacher professionalism and institutional quality.

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