

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) AND THE SCHOOLS' PERFORMANCE

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Abstract

The purpose of the study was to determine the Division Education Development Plan (DEDP) and the schools' performance of public elementary schools in the Division of Laguna. This study was limited to the DEDP and its significant effect to the level of schools' performance in terms of Key Performance Indicators (KPI), School Based Management (SBM), and Office Performance, Commitment and Review (OPCR). The survey questionnaire used in this study was validated by a Public Schools District Supervisor, a Principal, and a Master Teacher while the respondents were the elementary teachers of SDO Laguna.

The researcher used descriptive research design to gather necessary data and information. The statistical treatment of data consisted of the descriptive part used frequency count, mean and standard deviation, and for the inferential part, the Pearson product-moment correlation was used.

Based on the data presented, analysed, and interpreted, the level of the DEDP and SBM were all Very High, the KPIs were very satisfactory while the OPCR were all high among the respondents.

Finally, this study found out that DEDP has a significant effect on the Schools' Performance in terms of KPIs, SBM and OPCR.

Based on the findings and conclusions, this study recommended that the DepEd's development plan, whether at the national (BEDP) or division level (DEDP) needs to be monitored at the grassroots for its effectiveness and assign a well-trained and knowledgeable monitoring team to oversee data collection and analysis. Top managers must demonstrate their support to the school principals and must allocate implementation policies and practices such as human resources and funding to facilitate its implementation. The result also served as their basis for training and development to school principals and teachers. Additional research may be done to identify the factors affecting the achievement and effectiveness of this DEDP to the schools' performance.

Keywords: Access; equity; quality; accountability; school leadership; instructional leadership; management of resources; well-being; resilience; performance indicators; school-based management; office performance; school performance

Introduction

The purpose of the study was to determine the Division Education Development Plan (DEDP) and the schools' performance of public elementary schools in the Division of Laguna. This study was limited to the DEDP and its significant effect to the level of schools' performance in terms of Key Performance Indicators (KPI), School Based Management (SBM), and Office Performance, Commitment and Review (OPCR). The survey questionnaire used in this study was validated by a Public Schools District Supervisor, a Principal, and a Master Teacher while the respondents were the elementary teachers of SDO Laguna.

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This also sought to determine the school heads' perceptions and implementations on the Division Education Development Plan (DEDP) the schools' performance of public elementary schools in the province of Laguna. Specifically, it seeks to answer the following questions:

1. What is the level of the Division Education Development Plan (DEDP) of Public Elementary School in terms of:
 - 1.1 Access to Quality Basic Education for All;
 - 1.2 Equity for Children in Situation of Disadvantage;
 - 1.3 Quality of Basic Education Provision and Learning Outcomes; and
 - 1.4 Learners' Well-being and Resilience?
2. What is the level of the Schools' Performance in terms of key performance indicators with regards to:
 - 2.1 Gross Enrolment Rate;
 - 2.2 Net Enrolment Rate;
 - 2.3 Cohort-Survival Rate;
 - 2.4 Promotion Rate;
 - 2.5 Repetition Rate;
 - 2.6 School Leavers Rate;
 - 2.7 Transition Rate;
 - 2.8 Retention Rate;
 - 2.9 Graduation Rate; and
 - 2.10 Completion Rate?
3. What is the level of the Schools' Performance in terms of School Based Management with regards to:
 - 3.1 Leadership and Governance;
 - 3.2 Curriculum and Instructions;
 - 3.3 Accountability and Continuous Improvement; and
 - 3.4 Management of Resources?
4. What is the level of the Schools' Performance in terms of Office Performance, Commitment and Review with regards to:
 - 4.1 School Leadership, Management and Operation;
 - 4.2 Instructional Leadership;
 - 4.3 Learning Environment;
 - 4.4 Human Resource Management and Development; and
 - 4.5 Parents Involvement and Community Partnership?

5. Does the Division Education Development Plan (DEDP) have a significant effect on the Schools' Performance in terms of Key Performance Indicators in the Division of Laguna?
6. Does the Division Education Development Plan (DEDP) have a significant effect on the Schools' Performance in terms of School Based Management of Public Elementary School in the Division of Laguna?
7. Does the Division Education Development Plan (DEDP) have a significant effect on the Schools' Performance in terms of Office Performance, Commitment and Review in the Division of Laguna?

Review of Related Literature

Division Education Development Plan (DEDP)

The SDO-Laguna's DEDP presented clear data regarding the following: access to quality basic education for all, equity for children in the situation of disadvantage, quality of basic education provision and learning outcome, and learners' well-being and resilience (SDO Laguna BEDP, 2022).

Access to Quality Basic Education

To present a clear view of the Access to Quality Basic Education for All and to better understand its context, it was defined as the ability of something to function or meet the needs of its intended purposes. It suggests that we are able to meet the needs of our customers in terms of the goods (students) or services we provide (Oni 2016). Because of this, there is a continuum of worth that varies from the heights of excellence or supremacy. Every school is required to guarantee that a good standard of education is offered and enjoyed by all learners. As this was going on, several policy changes were suggested in Ghana to deal with the continuing problems of limited and unequal access to high-quality basic education. Nonetheless, access and quality gaps between rural and urban schools continue to exist, despite the country's ongoing moderate and sustained progress in these areas. This is in part due to the fact that chosen approaches are typically applied evenly across the country without consideration for differences in rural-urban surroundings (Motala 2015). For these reasons, educational institutions must recognize that access to high-quality basic education is a requirement for defending and advancing every Filipino's right to a quality, equitable, culturally-based, and comprehensive basic education where students learn in a setting that is gender- and child-sensitive, secure, and inspiring. Instructors encourage learning and continuously support each student (Teddy 2019).

Equity for Children, Youths, and Adults in Situation of Disadvantage

Another SDO Laguna's DEDP target is the Equity for Children, Youths, and Adults in Situation of Disadvantage. With this, the SDO Laguna collaborates to help the schools, communities, students, families, and learning centers to help them address the gaps and to deliver better services to its clientele. With careful planning and strategizing, the SDO Laguna ensures the advancement of equity as it will promote learners' outcome and performance (DEDP 2022). Equity in education is about supporting children who need it most. Ultimately it is about empowering them, who are the foundation for a stable economy and more resilient society in the future (Ainscow, 2020).

Quality of Basic Education Provision and Learning Outcomes

Quality of Basic Education Provision and Learning Outcomes is also a target in the DEDP of SDO Laguna which aims to develop the capabilities of the learners to become competent, productive and responsible individuals through improving the quality and relevant education programs regarding educational methods, assessments, learning resources and delivery of learning materials and equipment (DEDP 2022). There are so many factors affecting the provision of quality education. According to Zhang (2020), one of the factors that hinders the delivery of quality education in China is the effects of housing and its location.

Students who live within the school district can be accommodated in the school, otherwise they cannot obtain admission. Therefore, high-quality basic education accommodates a limited number of students within a designated education services area.

Learners' Well-being and Resilience

And finally, the fourth target of the DEDP of SDO Laguna is the Learners' Well-being and Resilience which considered as the ultimate goal of the SDO Laguna which specifically aims to develop holistic learners. From the presented strategies and programs coming from the different areas of specialization, the learners in the entire province together with the teachers and personnel will achieve the target competencies. The utilization of the different programs and activities will strengthen the delivery of quality teaching and learning (DEDP 2022). The well-being of students has always been the focus of teachers' training in the past, and in our recent case, the pandemic. According to Ellison (2020), the pandemic had a negative impact on the well-being of students. He also stated that it was an urgent need to develop education disaster plans to promote students' well-being and resilience.

Key Performance Indicators

The aforementioned independent variables affect the dependent variables. To start with, discussion about the Key Performance Indicators are manifested in this study as it defined as the targets that help measure progress against the most strategic objectives. While organizations can have many types of metrics, KPIs are targets that are "key" to the success of the schools' performance.

In DepEd, a key performance indicator (KPI) is a type of performance measurement that enables you to assess the effectiveness of your plan and the performance of your institution, department, or business. It is important for improving performance. For better performance, key performance indicators in education are also crucial. Abbaspour (2021) claimed that educational KPIs serve two purposes: first, they forecast the results of education operations, and second, they highlight crucial elements of the educational system. Additionally, they cater to formative and summative purposes. In a summative situation, the evaluation based on PIs can enlighten prospective employees, assist applicants in selecting a school to apply to, assist funding organizations in allocating money to institutions, or assist with the licensing or accreditation of a school's degree. To grasp a better view and deep understanding about KPIs, the following sub variables are discussed as follows:

Gross Enrolment Rate

It is defined as the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Though the GER is computed as the ratio of total enrolment, recent studies show that female learners have higher GER than male. According to Ghosh (2023) GER has improved among female learners than male although it's still represented an increase in GER.

Net Enrolment Rate

It is defined as number of boys and girls of the age of a particular level of education that are enrolled in that level of education, expressed as a percentage of the total population in that age group. In a study of Carmel (2021), he defined the net enrolment rate as the ratio of the enrolment for the age group corresponding to the population of the same age group in a given year. Based on his research, the net enrolment rate in the Philippines has been rising since 2018 for both sexes.

Cohort-Survival Rate

It is defined as the proportion of enrolees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study (Basic Education Statistics, 2020). According to

David (2019), continued studies of learners from their first grade up until they reached their final grade level can be counted as the success of every schools. This means that their programs and activities jived to the needs of the learners.

Promotion Rate

It is defined as the percentage of pupils/students promoted to the next grade/ year level in the following school year. Based on the submitted data on Philippine Statistics Authority on its Goal #4 focused on ensuring inclusive and quality education for all and promoting life-long learning, the promotion rate was 96%. On the other hand, this present study garnered a very satisfactory rating when it comes to promotion rate which is a clear manifestation that most of the elementary schools in the SDO Laguna are hitting the DEDP target (DEDP 2022).

Repetition Rate.

It is defined as the number of Students repeating a Class in any Academic Year expressed as a percentage of the total number of Students in that Class in the immediately preceding Academic Year. The goal to reduce repetition rate through limiting the dropout and failed learners is very obvious among schools due to their programs and activities implemented but according to Ocampo (2023), there were numbers of learners at risk of dropping out and at risk of failing. These pupils may fail or drop from the school due to their reasons some of which are uncontrolled such as the subject matter is too difficult, the teacher is hard to understand, and problems at home.

School Leavers Rate

Also known as Dropout Rate. It covers both pupils/students who did not finish a particular grade/year level. Ghosh (2023) stated that dropout signifies the discontinuation for pursuing the next level of education. He mentioned that there are certain factors that disrupt to complete the education. To be able to solve high dropout rate, adoption of measures like universalization of elementary level has brought remarkable changes in reducing dropouts in primary level.

Transition Rate

It is defined as the percentage of enrollees / graduates in a level of education in a given school year who moved on to the next higher level the following year. Transition rate in the elementary grade level to higher elementary grade level was never a huge problem because most of the learners continued to study up until they graduate in the elementary but transition from elementary to secondary or secondary to tertiary was a problem in poor communities worldwide (Haug 2019).

Retention Rate

It is defined as the percentage of enrollees in the elementary/secondary level in a given school year who continue to be in school the following year. Based on the DEDP Baseline Data (2022), the retention rate in the elementary school is 98.94 that almost reaches the national target (BEDP) which is 99.50. It was also mentioned in the DEDP that the target can be reached through close supervision and monitoring of child mapping through the collaboration of the LGUs. The aims to improve the retention in all schools are stated in every goals of school but according to KS (2020) the retention rate is changing rigorously and it has had ups and downs over the years.

Graduation Rate

It is defined as the percentage of pupils who completed the academic requirements for elementary level in the current school year to the number of pupils enrolled in the terminal year of the level during the same school year. Murnane (2013) revealed in his study that though graduation rates in the United States were

very satisfactory, there were still six striking patterns in graduation rates that should be improved as significant race, income, and gender-based gaps.

Completion Rate

It is defined as the percentage of Grade One entrants in a level of education who completed the level in accordance with the required number of years of study. The declining program on completion rates are the common struggles of most schools in the United States (Atchan 2023).

School-Based Management (SBM)

Aside from the aforementioned Key Performance Indicators, another variable that was focused by this study is the School-Based Management. RA 9155 was based on School-Based Management (SBM). SBM is one of the forerunners of distributed leadership. One of the first attempts to unify the various interpretations of SBM defines it as a "form of decentralization that identifies the individual school as the primary unit of improvement and relies on redistribution of decision-making authority as the primary means through which improvements might be stimulated and sustained." The SBM initiative is linked to the Basic Education Sector Reform Agenda (BESRA), that also includes strengthening SBM as a mode of ensuring equality as one of its key priorities. Initial reform results were inconclusive: some say significant improvements have occurred, while others say challenges remain (Chua 2022).

There are four principles in the SBM, those are leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. To present a clear view of SBM, the sub-variable is discussed as follows:

Leadership and Governance

It includes a Development Plan that was created collaboratively by school and community stakeholders. A clear structure and work arrangements promoted shared leadership and governance and defined the roles and responsibilities of the stakeholders. School leaders are caught between significant material challenges and disparate reform efforts (Lin 2023).

Curriculum and Instructions.

It ensures that the organization focuses on delivering a relevant, responsive, and effective basic education curriculum that is supported by all other strands and offices. It also meets the developmental needs of each school in terms of curriculum localization and conceptualization to make it meaningful to the learners and applicable in life within the community. However, curriculum and instruction have faced numerous challenges over the last two school years. It emphasized the use of self-learning modules and instructional materials.

Accountability and Continuous Improvement

School principals must work within the parameters of accountability policy. Prioritizing educational goals was difficult for them. They are under pressure to meet the goal of "no learner left behind." However, public school principals who did not meet accountability targets placed a greater emphasis on basic skills and less emphasis on academic excellence and personal growth (Lee 2020).

Management of Resources

School principals are tasked to manage the resources, either financial or human. They should possess specific skills and strategies in the financial aspect and prioritizing budgeting (Santos 2021). However, several problems remain unsolved regarding budget preparation, execution, and control in public elementary schools.

There is a need for training and workshop about financial management so that school principals may gain insights into how to manage school finances properly (Sampal 2019).

Office Performance and Review

The next variable in this study is the Office Performance and Review (OPCR). It refers to the performance evaluations that employees must submit each school year. It includes his/her commitments to achieving office goals and objectives, as well as accomplishments at the end of the rating period. It is made up of sets of performance standards and measures employee progress based on office and department goals. The OPCR provides feedback and technical assistance such as coaching for performance improvement and action planning as a result of its findings. It also clearly states performance expectations and assesses understanding and commitment (DO 2, s. 2015). To explain further the OPCR, the following sub-variables are explained as follows.

School Leadership, Management, and Operations

Over the last decade, policymakers, practitioners, and researchers in many countries have paid close attention to school leadership and management. It makes a difference in improving school performance and turning around failing institutions. However, common ways of thinking about leadership and management constrain how we approach our work. We frequently place the burden of saving a failing school on the principal. We frequently overlook the practice of leading and managing, instead focusing on leadership styles or personal approaches. We overlook the importance of management because we are preoccupied with leadership. The principals responded to the pandemic multiple predicaments and situational ambiguities with a resilience that drew heavily on the strengths of pre-existing structures and teams. They were expected to provide strong emotional and moral leadership (Beauchamp 2021).

Instructional Leadership

It is a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching. Principals employing this model of leadership communicate with their staff and together set clear goals related to student achievement (DO 2, s. 2015). The principal of a school bears a great deal of responsibility to the students, teachers, parents, and the community. Classroom teachers require a leader who is encouraging, motivating, and knowledgeable. A well-rounded principal will have a diverse leadership style that draws on a variety of leadership models.

Learning Environment

A learning environment is more than just a classroom; it is a place where students can feel safe and supported in their quest for knowledge, as well as inspired by their surroundings. Consider some of the classroom environments you've encountered along your educational journey. Your learning environment as a child was most likely vibrant and colorful, with a desk layout that allowed for flexibility if a lesson required more room for movement and physical expression. Your learning environment in high school was probably more focused at the front of the classroom to direct your attention, with rows of desks pointing forward. This pandemic, on the other hand, created a new learning environment. Some of the changes that our students encounter include the requirement to wear a facemask, social distancing, and frequent hand washing and sanitizing (Kwon 2023).

Human Resource Management and Development

Human resources are the people who make up an organization's, business sector's, industry's, or economy's workforce. A more specific concept is human capital, which refers to the knowledge and skills that

individuals possess. Similar terms include manpower, labor, personnel, associates, or simply people (Wikipedia), whereas human resource management is the organizing, coordinating, and management of employees within an organization to carry out the mission, vision, and goals of the organization. This includes employee recruitment, hiring, training, compensation, retention, and motivation (Coursera).

Parents Involvement and Community Partnership

Children are more likely to do well in school and have better social and emotional development when their parents are involved in their education. Student achievement, self-esteem, and behavior improve when parents are involved. It also aids in the development of strong relationships between parents and their child's school. Regardless of socioeconomic status, parental involvement benefits students' achievement. Parental academic expectations, parental support for child learning, parent-child discussion of school matters, parental participation in school governance and events, parent and child reading together, and parental emphasis on education have all been found to be positively associated with student achievement (Tan 2020).

METHODOLOGY

The methodology played an integral part of the study. This covers the research design, respondents of the study, research procedures, research instrument, data gathering procedure and the statistical treatment of data.

Research Design

The study used descriptive research design since it wanted to know the significant effects of DEDP to the schools' performance as to key performance indicators, SBM Assessments Score, OPCR scores of Public Elementary School in Division of Laguna through a survey questionnaire which was the source of data.

According to Nassaji (2015), descriptive research is a research method that can determine the current phenomenon. He further states that the goal of descriptive research is drawing and classifying the phenomenon. In addition, he defines that descriptive research relates to an observation in collecting the data.

This research method is also used for frequencies, averages, and other statistical calculations. Commonly, the best approach prior to writing descriptive research, is conducting a survey investigation. Furthermore, this method is used to gather information in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

Respondents of the Study

The respondents of the study were composed of one hundred fifty (150) public elementary school teachers from thirty (30) different schools in the six (6) sub-offices in the Division of Laguna. Because of their prior knowledge and experiences, they provided the necessary information required in this study.

This study was conducted in the SDO Laguna with the Public Elementary School Teachers as the respondents. They were given questionnaires about their schools' KPIs, SBM level, and OPCR. The results were analysed on the effect of the DEDP in the KPIs, SBM level, and OPCR of the public elementary schools in the Division of Laguna.

Research Procedure

First, the researcher was to construct the dissertation writing title by identifying the problem that is relevant to schools' performance. The researcher started to formulate objectives, hypothesis, framework, and procedures anchored on the identified problem. Subsequently, the researcher prepared the research instrument used which is the survey questionnaire checklist and submitted, evaluated, and validated by reputable experts in the field of the study.

The researcher sought the approval of the division superintendent of the Division of Laguna to allow the researcher to conduct the study. After the approval of the superintendent, the researcher sought the

approval of the Public Schools District Supervisor of Bay, Liliw, Nagcarlan, Pila, Rizal, and Sta.Cruz. The researcher produced and distributed questionnaires to the chosen respondents in the Division of Laguna. The researcher gathered the data completely. Thus, questionnaires gathered contained all the needed data from the study and then organized, summarized, analysed, and interpreted. Then finally, the research findings, conclusions and recommendations were formulated.

Research Instrument

The researcher used a researcher-made questionnaire in conducting this study. It is composed of three (3) parts. The first part asked the respondents profile. The second part asked about their perception in the DEDP while the third part asked about their school's KPIs, SBM level, and OPCR. This type of research instrument contains questions that are needed in order to analyse the DEDP and its significant effect in the KPIs, SBM level, and OPCR of the public elementary schools in the division of Laguna for the SY 2022-2023.

Statistical Treatment of Data

To describe the profile of the Elementary School Principals, frequency and percentage distribution was utilized. Weighted mean and standard deviation were used to determine the significant effect on the DEDP in the KPIs, SBM level, and OPCR of the public elementary schools in the division of Laguna.

To determine the significant effect on the DEDP in the KPIs, SBM level, and OPCR of the public elementary schools in the division of Laguna, the Pearson-Product-Moment-Correlation Coefficient was used with 0.05 level of significance.

Result and Discussion

Table 1. Significant effect of Division Education Development Plan (DEDP) to the performance of Public Elementary School in the Division of Laguna

<i>DEDP</i>	<i>Schools' Performance</i>	<i>r value</i>	<i>Degree of Correlation</i>	<i>Analysis</i>
Access to Quality Basic Education for All	Gross Enrolment Rate	0.448	Moderate Correlation	Significant
	Net Enrolment Rate	0.481	Moderate Correlation	Significant
	Cohort-Survival Rate	0.394	Weak Correlation	Significant
	Promotion Rate	0.453	Moderate Correlation	Significant
	Repetition Rate	0.232	Weak Correlation	Significant
	School Leavers Rate	0.355	Weak Correlation	Significant
	Transition Rate	0.440	Moderate Correlation	Significant
	Retention Rate	0.383	Weak Correlation	Significant
	Graduation Rate	0.397	Weak Correlation	Significant
	Completion Rate	0.418	Moderate Correlation	Significant
Equity for Children in Situation of Disadvantage	Gross Enrolment Rate	0.413	Moderate Correlation	Significant
	Net Enrolment Rate	0.467	Moderate Correlation	Significant
	Cohort-Survival Rate	0.387	Weak Correlation	Significant
	Promotion Rate	0.453	Moderate Correlation	Significant
	Repetition Rate	0.253	Weak Correlation	Significant
	School Leavers Rate	0.314	Weak Correlation	Significant
	Transition Rate	0.427	Moderate Correlation	Significant
	Retention Rate	0.368	Weak Correlation	Significant
	Graduation Rate	0.442	Moderate Correlation	Significant
	Completion Rate	0.473	Moderate Correlation	Significant
Quality of Basic Education Provision and Learning Outcomes	Gross Enrolment Rate	0.366	Weak Correlation	Significant
	Net Enrolment Rate	0.445	Moderate Correlation	Significant
	Cohort-Survival Rate	0.367	Weak Correlation	Significant
	Promotion Rate	0.423	Moderate Correlation	Significant
	Repetition Rate	0.256	Weak Correlation	Significant
	School Leavers Rate	0.327	Weak Correlation	Significant
	Transition Rate	0.416	Moderate Correlation	Significant
	Retention Rate	0.353	Weak Correlation	Significant
	Graduation Rate	0.431	Moderate Correlation	Significant
	Completion Rate	0.443	Moderate Correlation	Significant
Learners' Well-being and Resilience	Gross Enrolment Rate	0.347	Weak Correlation	Significant
	Net Enrolment Rate	0.422	Moderate Correlation	Significant
	Cohort-Survival Rate	0.350	Weak Correlation	Significant
	Promotion Rate	0.414	Moderate Correlation	Significant
	Repetition Rate	0.241	Weak Correlation	Significant
	School Leavers Rate	0.312	Weak Correlation	Significant
	Transition Rate	0.404	Moderate Correlation	Significant
	Retention Rate	0.310	Weak Correlation	Significant
	Graduation Rate	0.382	Weak Correlation	Significant
	Completion Rate	0.381	Weak Correlation	Significant
Scale		Strength		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		
0.40 – 0.59		Moderate		
0.20 – 0.39		Weak		
0.00 – 0.19		Very Weak		

Table 1 presents the significant effect of Division Education Development Plan (DEDP) to the performance of Public Elementary School in Division of Laguna

The Access to Quality Basic Education for All, Equity for Children in Situation of Disadvantage, Quality of Basic Education Provision and Learning Outcomes, and Learners' Well-being and Resilience of

the Division Education Development Plan (DEDP) was observed to have a significant effect to the performance of Public Elementary School in Division of Laguna. This is based on the computed r values obtained from the tests with weak to moderate correlation. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant effect of Division Education Development Plan (DEDP) to the performance of Public Elementary School in Division of Laguna*” is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them.

This finding implies the importance of DEDP to direct schools into the right direction regarding their KPIs. It helps the principals to assess the overall long-term performance of the schools as well as their implemented PPAs. Particularly, this finding aids the principals in determining the schools’ strategic, financial, and operational accomplishments.

The finding is supported by the statement of Abbaspour (2021) wherein he claimed that educational KPIs have two functions: they forecast the outcomes of educational operations and draw attention to key components of the educational system. They also serve summative and formative objectives. In a summative setting, the assessment based on KPIs can inform potential workers, help candidates choose a school to apply to, help funding organizations allocate funds to institutions.

Table 2. Significant effect of Division Education Development Plan (DEDP) to the School Based Management of Public Elementary School in Division of Laguna

<i>DEDP</i>	<i>SBM</i>	<i>r value</i>	<i>Degree of Correlation</i>	<i>Analysis</i>
Access to Quality Basic Education For All	<i>Leadership and Governance</i>	0.747	Strong Correlation	Significant
	<i>Curriculum and Instructions</i>	0.713	Strong Correlation	Significant
	<i>Accountability and Continuous Improvement</i>	0.712	Strong Correlation	Significant
	<i>Management of Resources</i>	0.707	Strong Correlation	Significant
Equity for Children in Situation of Disadvantage	<i>Leadership and Governance</i>	0.769	Strong Correlation	Significant
	<i>Curriculum and Instructions</i>	0.775	Strong Correlation	Significant
	<i>Accountability and Continuous Improvement</i>	0.749	Strong Correlation	Significant
	<i>Management of Resources</i>	0.765	Strong Correlation	Significant
Quality of Basic Education Provision and Learning Outcomes	<i>Leadership and Governance</i>	0.771	Strong Correlation	Significant
	<i>Curriculum and Instructions</i>	0.769	Strong Correlation	Significant
	<i>Accountability and Continuous Improvement</i>	0.764	Strong Correlation	Significant
	<i>Management of Resources</i>	0.725	Strong Correlation	Significant
Learners’ Well-being And Resilience	<i>Leadership and Governance</i>	0.767	Strong Correlation	Significant
	<i>Curriculum and Instructions</i>	0.744	Strong Correlation	Significant
	<i>Accountability and Continuous Improvement</i>	0.763	Strong Correlation	Significant
	<i>Management of Resources</i>	0.718	Strong Correlation	Significant
Scale	Strength			
0.80 – 1.00	Very Strong			
0.60 – 0.79	Strong			
0.40 – 0.59	Moderate			
0.20 – 0.39	Weak			
0.00 – 0.19	Very Weak			

Table 2 presents the significant effect of Division Education Development Plan (DEDP) to the School Based Management of Public Elementary School in Division of Laguna

The Access to Quality Basic Education for All, Equity for Children in Situation of Disadvantage, Quality of Basic Education Provision and Learning Outcomes, and Learners’ Well-being and Resilience of

the Division Education Development Plan (DEDP) was observed to have a significant effect to the School Based Management of Public Elementary School in Division of Laguna. This is based on the computed r values obtained from the tests with strong correlation. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant effect of Division Education Development Plan (DEDP) to the School Based Management of Public Elementary School in Division of Laguna*” is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them.

This finding implies that the DEDP directly affects the School Based Management of the elementary schools in the Division of Laguna. It also gives principals, teachers, students, and parents more information on how the educational process is carried out. Furthermore, the finding reflects that the goal of SBM which is to decentralize and redistribute decision-making authority as the primary means of school improvements is stimulated and sustained. With the clear DEDP target, the schools can be directed to improve their SBM level through leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources.

This finding is supported by the statement of Chua (2022) wherein he mentioned that SBM is a form of decentralization that identifies individual schools as the primary unit of improvement and redistributes decision-making authority to stimulate and sustain improvements.

Table 3. Significant effect of Division Education Development Plan (DEDP) to the Office Performance, Commitment and Review of Public Elementary School in Division of Laguna

DEDP	OPCR	r value	Degree of Correlation	Analysis
Access to Quality Basic Education For All	<i>School Leadership, Management and Operation</i>	0.668	Strong Correlation	Significant
	<i>Instructional Leadership</i>	0.667	Strong Correlation	Significant
	<i>Learning Environment</i>	0.672	Strong Correlation	Significant
	<i>Human Resource Management and Development</i>	0.665	Strong Correlation	Significant
	<i>Parents Involvement and Community Partnership</i>	0.660	Strong Correlation	Significant
Equity for Children in Situation of Disadvantage	<i>School Leadership, Management and Operation</i>	0.665	Strong Correlation	Significant
	<i>Instructional Leadership</i>	0.667	Strong Correlation	Significant
	<i>Learning Environment</i>	0.649	Strong Correlation	Significant
	<i>Human Resource Management and Development</i>	0.647	Strong Correlation	Significant
	<i>Parents Involvement and Community Partnership</i>	0.639	Strong Correlation	Significant
	<i>School Leadership, Management and Operation</i>	0.663	Strong Correlation	Significant
Quality of Basic Education Provision and Learning Outcomes	<i>Instructional Leadership</i>	0.670	Strong Correlation	Significant
	<i>Learning Environment</i>	0.646	Strong Correlation	Significant
	<i>Human Resource Management and Development</i>	0.655	Strong Correlation	Significant
	<i>Parents Involvement and Community Partnership</i>	0.654	Strong Correlation	Significant
Learners' Well-being And Resilience	<i>School Leadership, Management and Operation</i>	0.651	Strong Correlation	Significant
	<i>Instructional Leadership</i>	0.668	Strong Correlation	Significant
	<i>Learning Environment</i>	0.656	Strong Correlation	Significant
	<i>Human Resource Management and Development</i>	0.650	Strong Correlation	Significant
	<i>Parents Involvement and Community Partnership</i>	0.636	Strong Correlation	Significant
Scale	Strength			
0.80 – 1.00	Very Strong			
0.60 – 0.79	Strong			
0.40 – 0.59	Moderate			
0.20 – 0.39	Weak			
0.00 – 0.19	Very Weak			

Table 3 presents the significant effect of Division Education Development Plan (DEDP) to the Office Performance, Commitment and Review of Public Elementary School in Division of Laguna

The *Access to Quality Basic Education for All, Equity for Children in Situation of Disadvantage, Quality of Basic Education Provision and Learning Outcomes, and Learners' Well-being and Resilience* of the Division Education Development Plan (DEDP) was observed to have a significant effect to the Office Performance, Commitment and Review of Public Elementary School in Division of Laguna. This is based on the computed r values obtained from the tests with strong correlation. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant effect of Division Education Development Plan (DEDP) to the Office Performance, Commitment and Review of Public Elementary School in Division of Laguna*" is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them.

The finding implies that the DEDP directly affects the OPCR of the elementary schools in the division of Laguna. This also proved that the principals are well aware of their roles in the different components of OPCR: School Leadership, Management, and Operations; Instructional Leadership; Learning Environment; Human Resource Management and Development; and Parents Involvement and Community Partnership. Furthermore, this finding is a reflection on how the principals lead the schools in establishing the schools' objectives and standards; resource allocation; planning, coordinating, and evaluating instruction and the curriculum; encouraging and taking part in teacher learning and development; and maintaining a child-friendly and encouraging environment.

The study by Brolund (2016) supported this finding. It said that principals have a significant role to students, teachers, parents, and the community. Leaders that are upbeat, inspiring, and knowledgeable are needed in high-performing schools. A well-rounded principal will have a varied leadership style that incorporates a range of leadership paradigms. A strategy for defining and conveying a clear vision and goals for teachers and students, as well as for supporting instructors through coaching, mentoring, and professional development, is instructional leadership. Student achievement increases when a principal leads instruction. As a result, strong instructional leaders can enhance learning and student outcomes in their schools.

Conclusions

Based on the findings and procedures, this study concluded that the Division Education Development Program (DEDP) has a significant effect on the schools' performance in terms of key performance indicators in the Division of Laguna.

Also, it has a significant effect on the schools' performance in terms of school-based management of public elementary schools in the Division of Laguna.

The same is true for the Division Education Development Plan (DEDP) which has a significant effect on the schools' performance in terms of office performance, commitment, and review in the Division of Laguna.

Recommendations

Based on the findings and conclusions drawn from this study, the following are hereby recommended:

1. The Department of Education's development plan, whether at the national (BEDP) or divisional (DEDP) level, needs to be monitored at the grassroots for its effectiveness and should assign a well-trained and knowledgeable monitoring team that will be responsible for overseeing data collection and analysis. It can also be revised or enhanced based on the result.

2. Top managers should demonstrate their support by directly conveying to the school principals that this DEDP is an organizational priority. They should also allocate implementation policies and practices, such as human resources and funding, to facilitate the implementation and convince teachers that

improvement of schools' performance is possible using available implementation policies and practices. The result of this study may also be the basis for training and development for the school principals.

3. School principals may maximize the influence of top managers' support on their commitment by communicating with top managers about what kind of support or technical assistance would be most effective in increasing the schools' performance through different programs, projects, and activities (PPA) to meet the DEDP target. They may also provide additional professional development and a succession program for all teachers as they implement various activities that may enhance schools' performance.

4. Teachers should take the initiative to develop their skills and advance their careers to explore ways in which they can help their co-teachers and school heads, as well as the organization, meet their short- and long-term goals.

5. Learners may seize the opportunity to use different programs, projects, and activities implemented in their school for self-growth and to improve their potential, which is necessary for higher academic performance.

6. Additional research may be done to identify the factors affecting the achievement and effectiveness of this DEDP on the schools' performance.

Acknowledgements

The fulfilment of this dissertation writing would not be possible without the help and guidance, encouragement, and support of the following whom the researcher would like to give her heartfelt thanks and appreciation:

First and foremost, the ALMIGHTY GOD for the provision of wisdom, strength, and guidance she needed to make this study successful. Indeed, there's nothing impossible for Him to do as we put our trust on Him;

Laguna State Polytechnic University – Santa Cruz Campus, for providing quality education and competent professor who have helped the researcher develop her competence in undertaking this endeavour and enhance her potentials and professional growth;

Hon. DR. MARIO R. BRIONES, University President, as well as the Chairman of the defense panel, for the moral support and continuing efforts in promoting professional growth and quality education in the institution, and for his significant comments and additional substantial information given to make this study more comprehensive;

Engr. BELTRAN P. PEDRIGAL, Campus Director, for the unwavering support to the student-researchers and untiring effort to improve the services to all researchers.

Engr. MANUEL LUIS R. ALVAREZ, External Statistician, for tabulating and analyzing the raw data to come to a more realistic result;

DR. ROSARIO G. CATAPANG, Associate Dean, College of Teacher Education and Graduate Studies and the researcher's Technical Editor, for her guidance and time spent in editing the technical aspects of this dissertation and for giving valuable insights and suggestions;

DR. BENJAMIN O. ARJONA, the researcher's adviser, for his persistent support, patience, suggestions and ideas, and taking the time to read the manuscript to improve this study as well as his tireless commitment in helping the researcher complete this dissertation in a timely and efficient manner;

DR. JULIE ROSE P. MENDOZA, the researcher's subject specialist, for her precious time, comments, feedbacks and recommendations in improving this study as well as for the incomparable trust and motivation in the duration of the study;

DR. FLORHAIDA V. PAMATMAT, Language Specialist, for her timeless commitment in editing this paper in accordance with the academic writing norms;

DR. EVELYN A. SUNICO, Statistician, an expert in performing statistical tasks, for the help and guidance in upbrining the study's credibility as well as her advice and encouragement even from the very

beginning. The researcher would like to thank her for encouraging her to finish this research, for corrections and suggestions to refine the study;

DR. MARIO C. PASION, External Panelist, for the notable suggestions to improve the study; and

Special thanks to the researcher's family, Justin, Jade, Nanay Belen, and her husband Leo. Words cannot express how grateful the researcher is for all for the love, support, words of wisdom and their beliefs that she can surpass all the challenges in life. Their prayers served as her guiding light as she walked through physical, mental, emotional and even financial hardship.

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