

Division Situation Analysis and Performance Targeting: Input to Education Development Plan

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Abstract

This research aimed to determine the situation of the Schools Division of Lucena City in terms of the Basic Education Development Plan (BEDP 2030) intermediate outcomes and to set its performance targets for 2023-2028. This used convergent mixed research design through survey, data capturing tool, FGD, and EBEIS. WAM, Pearson's chi-square, PLS-SEM, and thematic analysis were used in analyzing data. The respondents are 154 teachers, principals, supervisors, and program focals. Access to basic education is improved as indicated by increasing enrollment rates with projects on access as the leading practice of schools. Equity is addressed through the mobilization of SPED learning resources, increasing contact time in IPed, and participation of Muslim learners in school activities. Quality is best considered through projects and remediation. Resiliency and well-being are promoted through partnerships, observance of DRRM guidelines, regular monitoring of the health status of personnel, and information dissemination on child protection policy. SBM implementation and LAC are practices under enabling mechanisms, with the needs for more classrooms as a leading issue. A provision of an enabling mechanism entails $\beta = 0.9120$ times assurance in the provision of access to quality basic education. Quality strategies support most "future orientation competency" where a change in the provision of quality strategies results to $\beta = 0.6571$ times change in the acquisition of the competency. These research results and recommendations served as guides and input to Division Education Development Plan (DEDP 2023-2028).

Keywords: BEDP 2030, DEDP 2023-2028, access, equity, quality, resiliency and well-being, enabling mechanisms

Introduction

Education is a universal right. The United Nations Educational, Scientific and Cultural Organization (UNESCO) asserts this right through the Universal Declaration of Human Rights (UDHR) (United Nations, 1948). In high regard to education, the United Nations (UN) even listed ensuring inclusive and equitable

quality education and promoting lifelong learning opportunities for all as the fourth of the 17 sustainable development goals (SDGs) in the 2030 Agenda (United Nations, 2016).

With UNESCO addressing recommendations to countries to improve the situation of the right to education at the national level (United Nations, 1948), the basic human right to education is also engraved in the Philippine constitution (GOVPH, 1987) and in Republic Act No. 10533 (RA 10533) (GOVPH, 2013). As the agency privileged to primarily enact these laws, the Department of Education (DepEd) mandated Orders that serve as guiding principles in the realization of this basic right of every individual. For decades, the national government recognizes the right to education of Filipinos and legislated laws in its fulfillment until the pandemic set in.

While the number of contaminated with COVID-19 has begun to significantly submerge, DepEd introduces Basic Education Development Plan 2030 (BEDP 2030) which is grounded on its Sulong EduKalidad Reform, vision, mission, and core values, the Philippine Constitution and other national laws on basic education, and SDG in 2030 Agenda. Through DepEd Order No. 24, s. 2022 (DepEd, 2022), BEDP 2030 redirects the definition of a holistically developed Filipino learner with more acquired competencies.

According to BEDP 2030 results framework (DepEd, 2022), “access” is the leading intermediate outcome where all school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities. Second is “equity” where it is envisioned that disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives. Third focuses on “quality” where learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths. Fourth is termed as “resiliency and well-being” where DepEd foresees learners as resilient and know their rights, and have the life skills to protect themselves and exercise their education-related rights while being aware of their responsibilities as individuals and as members of society. Lastly, BEDP 2030 believes that intermediate outcomes may be achieved through strengthening the enabling mechanisms (DepEd, 2022). Modern, efficient, nimble, and resilient governance and management processes will make possible the achievement of the intermediate outcomes.

As the implementation of BEDP 2030 is about to begin in 2022, it is high time to assess the division’s status and progress in terms of the new set of Filipino learner competencies and priority development areas. This would enable us to determine our strengths while diagnosing our needs as a division that is committed to providing quality basic education to *Batang Lucenahin*. The results of this research will inform and provide input to the Division Education Development Plan (DEDP 2023-2028) as well as the local policies, and the management and implementation of various programs and projects.

Objectives of the Study

This study focused on the analysis of the situation of the Schools Division of Lucena City for the Philippine education system to shift towards 2030. Specifically, the following are the objectives of this research:

1. Determine the performance of the Schools Division of Lucena City in terms of the intermediate outcomes in the Basic Education Development Plan 2030, namely:
 - 1.1. Access

- 1.2. Equity
- 1.3. Quality
- 1.4. Resiliency and Well-being
- 1.5. Enabling Mechanisms
2. Outline the performance targets of the Schools Division of Lucena City in the six years 2023-2028.
3. Determine the implications of the research findings.

Methodology

This study was conducted in the Schools Division of Lucena City covering the Schools Division Office and all its public schools which comprise 43 elementary schools, 14 secondary schools, and one integrated school. It was conducted in the first semester of the Year 2022.

This research used a convergent mixed method. Quantitative data were gathered through the division’s data-capturing tool and a survey or a rating scale. Raw historic and available basic education data were gathered from schools and districts with the use of the division’s data-capturing tool through Google Sheets. This includes at least three school years from SY 2017-2020. In addition, the level of achievement of the Filipino learner competencies, the level of performance in the BEDP intermediate outcomes, and the status of implementation of the activities in alignment with the BEDP 2030 were the content of the three-part survey and were gathered through Google Form. The survey results were analyzed through weighted arithmetic mean (WAM). The following interval scales were used:

Table 1
Interval Scales

Interval	Level of Achievement	Level of Performance	Level of Implementation
1.00-1.49	Needs improvement	Unsatisfactory	Not implemented
1.50-2.49	Fair	Satisfactory	Partially implemented
2.50-3.49	Good	Very Satisfactory	Implemented
3.50-4.00	Excellent	Outstanding	Fully implemented

The researcher-made instruments were validated by an Education Program Supervisor in the regional Policy, Planning, and Research Division. Targeting, however, is based on the latest available division performance rates in SY 2020-2021 partly considering the forecast. Chi-square was also used to test the association between the positions of respondents (teachers, school heads, and supervisors), and the assessment level in the survey. And, partial least squares structural equation modeling (PLS-SEM) was utilized further to determine the relationships among multiple dependent and independent variables by explaining the variance in the model’s dependent variables (Hair, 2021). R-square variance association between and among constructs named as enabling mechanisms and intermediate outcomes were determined, as well as the indirect and total effects of the former on the latter.

Meanwhile, an interview protocol was used for the five sessions of focus group discussions (FGD) which were held via Google Meet. Thematic analysis was utilized in the analysis of the qualitative data

where a researcher familiarized herself in the data sets, assign preliminary codes to data, search for patterns or themes in the codes across data sets, review themes, define and name themes, and produce a report.

There were 122 teachers and school heads, and 32 division personnel who participated in FGD. They were divided into the five sessions of FGD based on the program or learning area they are responsible in. Purposive sampling was applied in the selection of the respondents. Moreover, only 126 of them voluntarily answered the three-part survey.

Results and Discussion

This part is divided into three big parts which are the performance of the Schools Division of Lucena City in the intermediate outcomes of BEDP 2030 of the Philippines, the performance targets of the Schools Division in 2023-2028, and the implications of the research findings.

1. Performance in BEDP 2023 Intermediate Outcomes

1.1. Performance in Access Indicator

Table 1

Level of performance in providing access

Indicators	WAM	Descriptive Value
Improvement of access to universal kindergarten education	3.23	Very Satisfactory
Improvement of strategies for learners' continuity to next stage	3.2	Very Satisfactory
Strengthening mechanisms for providing access to relevant basic opportunities for OSC/Y	3.21	Very Satisfactory
Average	3.21	Very Satisfactory

The gross enrollment rates (GER) in kindergarten and Grades 1 to 6 exceed 100% over the years. Meanwhile, in the secondary level, the enrollment does not exceed 100%. The net enrollment rates (NER), in addition, improved from year to year, although the figures indicate that there are still school-aged children who are not in schools, save Grades 1 to 6-aged children, where the NER exceed 100% in the past years.

Out-of-School Children and Youth. The OSC and OSY are still catered to and provided with alternative education through the Alternative Learning System (ALS). Respondents pinpointed the campaigns and the use of social media as their successful initiatives. The use of ICT in ALS is an effective strategy as mentioned by Campilla (2019). On the other hand, the double hat worn by the learners as workers at the same time is a major issue. Learners who work at the same time are a real challenge that causes absenteeism (Campilla, 2019; Gallano, 2021).

Overall. The table shows that the Schools Division of Lucena City has a very satisfactory performance (WAM=3.21) in the Access Indicator.

Particularly, the Schools Division performed very satisfactorily (WAM=3.23) in the improvement of access to universal kindergarten education. This indicates that the Schools Division was able to strictly implement the Omnibus Policy on Kindergarten Education (DepEd, 2016). DepEd Lucena was able to make

sure steps so that school-age children and youth are taken care of in schools (DepEd, 2013; DepEd, 2019; DepEd, 2020).

The computed Pearson’s chi-square value of $X=7.397$ with $p=0.116$ ($p>0.05$) indicates that there are no statistically significant differences among the assessment of the three groups of respondents regarding the level of performance of the division in providing access. That is, all teachers, principals, supervisors, and program implementers equally rated the level of performance of the division in providing access to quality basic education.

1.2. Performance in Equity Indicator

Table 2

Level of performance in promoting equity

Indicators	WAM	Descriptive Value
Improvement of contextualized curriculum and learning delivery	3.21	Very Satisfactory
Enhancement of DepEd platforms for learning resources	3.19	Very Satisfactory
Provision of inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment	3.16	Very Satisfactory
Average	3.19	Very Satisfactory

Special Education Program. According to Lynch [8], disability is among the reasons for not attending school. To address this, the Special Education (SPED) Program has been implemented division-wide for many years. The FGD results reveal that the mobilization of learning resources is a strategy of schools to promote retention among SPED learners. In terms of issues and challenges, mastery of prerequisite skills is a leading problem encountered by schools in the management of SPED Program.

Indigenous Peoples Education Program. Learners enrolled in IPEd are mainly Badjao and Aeta children. Schools initiated an extension of contact time on Saturdays, and the provision of more examples in the discussion of lessons including the Sinama Language. Eduardo, et.al. (2019) suggested that the community language or dialect should be used or bilingual education should be implemented for indigenous peoples and that the curriculum and teaching methods should incorporate their culture, history, traditions, and knowledge.

Madrasah Education Program. Three schools offer Madrasah Education Program of Muslims in the division. Among the initiatives of the schools is their participation in Arabic Language and Islamic Values Education (ALIVE) activities, as well as the musabaqah activities. This is important to address the issue on the lack of interest of learners in learning the Madrasah education (Napitupulu, n.d.). Moreover, the leading issues are motivation to acquire education and motivation of “asatidz” or learning facilitators.

Overall. In terms of the Equity Indicator, the Schools Division has a very satisfactory performance (WAM=3.19). Going specifically, it performed very satisfactorily (WAM=3.21) in the improvement of contextualized curriculum and learning delivery. Aside from the contextualized learning materials in the formal education system, the Schools Division was able to produce such in IPEd also consider the Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning Systems (ILS) (Eduardo, 2021).

The computed Pearson’s chi-square value of $X=2.945$ with $p=0.567$ ($p>0.05$) indicates that there is no statistically significant association between position and the level of performance of the division in promoting equity. That is, all teachers, principals, supervisors, and program implementers equally rated the level of performance of the division in promoting equity in the provision of quality basic education.

1.3. Performance in Quality Indicator

Table 3

Level of performance in improving quality

Indicators	WAM	Descriptive Value
Alignment of curriculum and instruction methods in subjects	3.19	Very Satisfactory
Alignment of resources with key stage learning standards	3.17	Very Satisfactory
Assessment of learning outcomes	3.15	Very Satisfactory
Average	3.17	Very Satisfactory

In terms of the mean percentage scores (MPS) in quarterly exams, learners in the elementary grades achieved in general at least nearing mastery level in all subjects from SY 2017-2018 to SY 2019-2020. MPS gradually improved in all learning areas within five years. In addition, the academic performance of high school students is increasing in almost all subjects, from the 2016 baseline to SY 2021-2022 MPS.

Reading education. An FGD with school heads and teachers in reading revealed that the most frequent initiative of schools in improving the learner's performance in reading is the establishment of reading projects and remediation sessions. Meanwhile, R96 and R97 told about the insufficient support of parents to teach their children to read is a big challenge their school face. De Torres (2021) stressed that regardless of family economic status, the children may perform highly in academics given the parents are supportive.

Math education. Forty percent of the respondents identified the contextualization of learning resources as the leading practice of schools to raise learner performance in mathematics. Enhancement of materials in numeracy is necessary according to World Vision (2019) as well as in mastering prerequisite skills and acquiring conceptual understanding according to Gallano, et.al. (2017). Resources like teaching and learning materials are indispensable in raising academic performance (World Vision, 2019; Rueckert, 2019). This entails additional funds for teaching and learning materials. R91, R93, R97, and R99 shared different stories on this.

Science education. To improve the performance of the learners in science, the schools maximize the use of technology. World Vision (2019) supports this. R94 shared that their school uses Google Classroom and that the learning resources are uploaded on the tablets of SHS learners.

Overall. Under the Quality Indicator, the Schools Division performed very satisfactorily (WAM=3.19) in the alignment of curriculum and instruction methods in all subjects. An important key feature in the teaching and learning process which is improving teacher competency is addressed by the Schools Division of Lucena City as indicated by the alignment of curriculum and teaching methods.

The computed Pearson’s chi-square value of $X=6.841$ with $p=0.145$ ($p>0.05$) informs that there is no statistically significant association between position and the level of performance of the division in

providing QUALITY. That is, all teachers, principals, supervisors, and program implementers equally rated the level of performance of the division in improving quality in the provision of basic education.

Table 4
Level of achievement of Filipino learner competencies by Batang Lucenahin

Filipino Learner Competencies	WAM	Descriptive Value
Productive citizenship	3.22	Good
Well-being	3.11	Good
Future orientation	3.04	Good
Critical thinking and innovation skills	2.97	Good
Communication skills	2.97	Good
Ethical leadership	2.87	Good
Digital citizenship	2.86	Good
Resilience	2.83	Good

The level of performance of DepEd Lucena City in the Quality Indicator is somehow reflected in the level of achievement of the Filipino learner competencies. School heads and teachers rated indicators of competencies of *Batang Lucenahin* and all are rated “Good”. Going specific, productive citizenship (WAM=3.22) and well-being (WAM=3.11) were rated the highest. Moreover, the school heads and teachers attested that the learners foster the DepEd values of being maka-Diyos, makatao, makakalikasan at makabansa with the indicator garnering the highest rate (WAM=3.22). They also recognized that the learners mutually respect each other and work together in group activities with the second highest rating (WAM=3.21). Both these are indicators of productive citizenship. The third competency is an indicator of well-being which is learners are physically and mentally fit (WAM=3.17).

The computed Pearson’s chi-square value of $X^2=2.548$ with $p=0.280$ ($p>0.05$) indicates that there is no statistically significant association between position and their rating on the level of achievement of the Filipino learner competencies. That is, teachers and principals equally rated the level of achievement of the Filipino learner competencies.

1.4. Performance in Resiliency and Well-Being Indicator

Table 5
Level of performance in basic education

Indicators	WAM	Descriptive Value
Ensuring that education facilities are safe and protected from impacts of natural and human-induced hazards	3.26	Very Satisfactory
Provision of access to interventions in the aftermath of disaster	3.18	Very Satisfactory
Provision of basic health and nutritional services	3.16	Very Satisfactory
Average	3.20	Very Satisfactory

Partnerships. The respondents identified that their major initiative focuses on strengthening the support of the barangay and other stakeholders. The needs of schools cannot be sufficed by the personnel alone. As De Torres (2021) mentioned, schools should readily coordinate with stakeholders to support and help in the provision of the needed resources. The shift in the needs of the schools in response to the new normal in the education context is a challenge that should be addressed according to school heads.

DRRM. To mitigate the effects of the pandemic, as well as the challenges encountered from different other hazards, the Schools Division initiated activities to ensure safety and to improve resiliency within the school premises.

School Health and Nutrition. Most of the learners have normal nutritional status. A greater majority, 83.22% of the learners are categorized under the normal status. Organized feeding distribution was the leading practice told by school heads. Rueckert (2019) explains that hunger and malnutrition negatively affect the school performance of learners.

Child Rights and Child Protection. School heads told that they conduct information dissemination and orientation activities. Forms of abuse, bullying, and humiliation a punishment which are obstacles to access to quality basic education should be stopped in schools (World Vision, 2019). Meanwhile, child labor is named as an impact of a pandemic.

Overall. As a whole, the table shows that the Schools Division of Lucena City has a very satisfactory performance (WAM=3.2) in the Resiliency Indicator. It performed very satisfactorily (WAM=3.26) in ensuring that education facilities are safe and protected from the impacts of natural and human-induced hazards. Repairing classrooms or renovating school buildings is a way of observance of resiliency (Mirasol, 2021).

The computed Pearson's chi-square value of $X=9.000$ with $p=0.061$ ($p>0.05$) informs that there is no statistically significant association between position and the level of performance of the division in promoting **Resiliency**. That is, all teachers, principals, supervisors, and program implementers equally rated the level of performance of the division in promoting resiliency in the provision of basic education.

1.5. Performance in Strengthening Enabling Mechanisms

SBM and Education Program Management. The strict implementation of guidelines of different programs is a good practice according to respondents. However, prioritization in the implementation of the PPAs and time management become challenges.

Provision of technical assistance and professional development. In the provision of technical assistance, the conduct of Learning Action Cells (LAC) is a best practice of schools. Be that as it may, there are issues and challenges encountered in the provision of technical assistance like budgetary requirements in the processing of school land titles.

Learning environment and resources. Schools initiated the stakeholders' mapping system, the establishment of barangay hubs, the proper utilization of MOOE, and the education summit to recognize the stakeholders. Vision (2019) and Rueckert (2019) both assert that fund allocation should prioritize teaching and learning continuity. School heads mentioned that they have classroom needs for face-to-face classes. Repairing classrooms or renovating school buildings is also another way of observance of resiliency (Mirasol, 2021). Without meeting the ideal classroom-learner ratio, learning is at stake (Rueckert, 2019).

Overall. The Schools Division of Lucena City has a very satisfactory performance (WAM=3.26) in terms of the enabling mechanisms. It performed very satisfactorily (WAM=3.29) in ensuring that personnel is resilient, competent, and continuously improving. Training or capacity-building activities on content and

pedagogy (Rueckert, 2019), inclusive education practices, the use of technology for learning, and on positive discipline (World Vision, 2019), and resiliency like disaster training (Mirasol, 2021) are indispensable.

Pearson's chi-square value of $X=6.973$ with $p=0.137$ ($p>0.05$) indicates that there is no statistically significant association between position and the level of performance of the division in using the enabling mechanisms.

2. Performance Targets in 2023-2028

Targets on Access. The percentage of five-year-old children in school is 68.29% and is set to move up by 5% per annum until it reaches 98.29% in 2028. Securely, the division set the elementary stage NER target to 100% throughout the six years. The JHS NER is set to reach 84.12% in 2028 which somehow agrees with the forecast of 87.5%. And, it is planned to attain SHS NER of 81.90% in 2028. For completion rates (CR), the division envisions increasing 83.77% elementary CR to 95.77% by 2028. In the secondary level, from 69.13%, the division targets to achieve an 85.13% CR. Moreover, it is deemed that the retention rate will be 99.01%, 97.39%, and 99.69% in the three key stages, respectively. The dropout rate will be reduced to 0.78% in the elementary level, and to 1.79% in the JHS level. In ALS, the division plans to increase ALS completion rate by 2 to 4 p.p. annually to reach an 80% completion rate.

Targets on Equity. All school-age children and youth, and adults in situations of disadvantage should be participating in basic learning opportunities and receiving an appropriate quality education. From the baseline of 96.01% in SY 2020-2021, the retention rate among the elementary grade SPED, IPed, and Muslim learners is perceived to achieve 99.01% in 2028 by raising the rate by 0.5 p.p. annually. Likewise, the retention rate among contemporary secondary school learners is aimed to improve from 97.09% to 100% in 2028.

Targets on Quality. The division sets a 5% increase in the MPS in every learning area which will be aimed in six years. At the elementary level, the following will be the target improvements: Mother Tongue (89.14%); Filipino (83.12%); English (80.75%); Science (78.06%); Mathematics (79.73%); AP (81.35%); EPP/TLE (81.70%); MAPEH (81.36%); and EsP (90.75%). In the secondary level, the following will be the targets: Filipino (63.02%); English (59.94%); Science (56.37%); Mathematics (51.36%); MAPEH (61.54%); TLE (72.72%); AP (56%); and EsP (58.53%).

Meanwhile, the ALS OSC passers of elementary level A&E Test will be maintained at 100% up to 2028. The ALS OSY passers of secondary level A&E Test will be increased from 94.86% to 97.85%. The ALS OSA A&E passers is aimed to change from 98.41% to 99.61% in six years.

Targets on Enabling Mechanisms. The division plans to maintain 100% OPCR and IPCRF ratings of "Very Satisfactory" or "Outstanding" for the next six years. Moreover, an ideal learning environment in the provision of basic education is achieved by the Schools Division of Lucena City in terms of the science and mathematics equipment, and the proportion of elementary and secondary schools with electricity connection. The rate remains at 100% and this will be maintained up to 2028. Internal systems and

processes, basic education services with 100% client satisfaction, and internal and external stakeholders’ satisfaction will be maintained.

3. Implications of Research Findings

The table of effects shows that enabling mechanisms in governance and management affect largely the BEDP intermediate outcomes. The path coefficients for the direct effects are strong and responsiveness of the enabling mechanisms to the provision of access, equity, quality and resiliency in basic education should be ensured.

Table 6
Effects of enabling mechanisms to BEDP intermediate outcomes

Effect	Total Effect
Enabling mechanism → access	0.9120
Enabling mechanism → equity	0.9102
Enabling mechanism → quality	0.8732
Enabling mechanism → resiliency	0.9110

The enabling mechanisms are most responsive to improving access to quality basic education. A provision of an enabling mechanism entails $\beta = 0.9120$ times assurance in the provision of access to quality basic education. The same is true with the other intermediate outcomes.

Table 7
Effects of “quality” strategies to Filipino learner competencies

Effect	Total Effect
quality → productive citizenship	0.4973
quality → critical thinking & innovation skill	0.5702
quality → well-being	0.5484
quality → communication skill	0.6026
quality → digital citizenship	0.5279
quality → resiliency	0.4810
quality → ethical leadership	0.5005
quality → future orientation	0.6571

Conclusions

Based on the research results, the researcher therefore concludes that:

1. Access to basic education is improved as indicated by increasing enrollment rates with projects on access as the leading practice of schools.
2. Equity is addressed through the mobilization of SPED learning resources, increasing contact time in IPEd, and participation of Muslim learners in school activities.
3. Quality is best considered through projects and remediation.
4. Resiliency and well-being are promoted through partnerships, observance of DRRM guidelines, regular monitoring of the health status of personnel, and information dissemination on child protection policy.
5. SBM implementation and LAC are practices under enabling mechanisms, with needs for more classrooms as a leading issue.

Recommendations

In light of the research results and interpretation, the following division targets and strategies are recommended. Increase NER and retention rate in all key stages and groups by establishing homeschooling programs and flexible learning modalities, and strengthening ICT learning resources. Increase the ALS completers by establishing partnerships in the provision of skill training for ALS learners. Strengthen inclusion program management by conducting Inclusive Education Summit and including equity programs in School Improvement Plans (SIPs). Increase MPS in all learning areas by identifying least learned competencies to design appropriate interventions, and intensifying Project LEAST. Strengthen Filipino learning competencies, especially “resilience”, among Lucenahin learners through appropriate pedagogical approaches, assessment, and learning resources. Increase awareness of the Child Protection Policy by institutionalizing the implementation of Positive Discipline Measures (PosD). Engage partnerships to acquire resources for disaster/calamity preparedness. Institutionalize division-wide and school-based PPAs on improving the physical, mental, and emotional fortitude of the learners. Increase the number of public schools with higher SBM levels of practice by institutionalizing the localized SBM policy. Attain the ideal ratio of teacher-learner, textbooks, and other critical resources by engaging greater resources from LGU, NGOs, and private sectors.

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