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Determinants of Performance of Public Elementary Schools Division of Agusan del Norte, Philippines

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ABSTRACT

The study aimed to seek the determinants of the performance of public elementary schools in the Division of Agusan Del Norte. A descriptive research design was used in the study that involved the secondary data of the psychosocial characteristics of the respondent schools obtained from the School Monitoring, Evaluation and Assessment data bank of the district of Las Nieves. Based on the finding of the study, absenteeism, poor reading comprehension, and budget were the problems experienced by the school heads that likely affected school performance. An intervention program has been designed to address the issues of absenteeism and poor reading comprehension. In addition, the factors and school environment factors are important determinants of performance achievement that directly affect students' achievement not only in a subject area but in all subjects. Laboratory adequacy and availability, a school environment affect students' performance in Science and Technology subjects. Moreover, students tend to understand and recall what they see more than what they hear because of using laboratories to teach and learn science and technology subjects. It was recommended that the Department of Education Division of Agusan Del Norte initiate programs/projects/activities to sustain quality education, increase the learners' mean percentage scores, and encourage teachers to give extra time to assist learners who are not performing well in school. They may also encourage external stakeholders to participate in school activities and projects.

KEYWORDS

Determinants of performance, public elementary schools, descriptive, Philippines

INTRODUCTION

Performance does not exist in a vaccum as cited by Azma (2010) and it must be monitored and assessed according to the standards required by the organization. For outstanding or excellent performance achievements, school administrators need to attend to issues and concerns that provide the conditions or factors for success. Failure to attend to these can result in less-than-optimal performance and can have adverse consequences in providing education to the learners.

School leaders have a key responsibility to facilitate and enable high performance through engaging internal stakeholders in a facilitative and supportive manner on organizational goals and teacher development. Establishing standards through key performance indicators, agreeing on what is to be done, by whom and by when, enhancing academic performance of the learners and competency levels of teachers and openly communicating with parents and external stakeholders are key to enabling teachers to take the responsibility for continuous improvement of service delivery and of their own skills, behaviors and benefits.

Key performance indicators (KPIs) are the most comprehensive goals of the organization which guide the managers` activities for making them obtainable. They are important and are considered of significance to quality improvement and objective attainment. They are also known as primary performance indicators, critical performance indicators and performance assessment indicators, which are used for assessing the outcome of management.

According to Lama (2014), KPIs are tools for data management used in assessing financial management and general administration by quantifying and qualifying the performance of companies, employees and tasks over a given period. It is useful for improving performance and planning and is comparable to the gauges in an airplane cockpit. Education equips an individual with the essential knowledge and necessary skills he/she ought to possess to become a functional member of the society and worthy citizen the country.

With the high demand of globalizing learners to fit and belong into the 21st century milieu, the Department of Education (DepEd) being one of the agencies concerned for improving the well-being of the people, continuously addresses present challenges and develops various plans and projects to establish and maintain a high-quality educational system.

As part of the efforts of the present administration to respond to the perceived needs of the education sector, Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, provides the mandate to all education sectors- public and private- from the national level down to the regional, division, district and school to institute a framework of Governance for Basic Education.

Republic Act 9155 clearly defines shared governance as the management model

in the delivery for quality basic education. It clearly specifies the functional areas to be shared by the various levels of management and their roles to be performed. The role of the schools is consistent with the national educational policies, plans and standards of the Department of Education. All schools are guided by Republic Act 9155 in its performance achievements according to the key indicators: access, quality, and governance.

At the beginning of the new millennium, education is becoming more and more important to the country's development and the educational sector is trying its best to cope with the trends for the 21st century to prepare the learners to compete globally. The key performance indicators (KPIs) are essential to schools for the attainment of its educational goals. KPIs are important to school administrators to determine if progress is being made toward strategic aims and the areas that need to be addressed. School performance is an issue that deeply concerns students, parents, teacher, and stakeholders not only in the Philippines, but in other countries of the world.

Moreover, the inclusion of KPIs is a major step to performance evaluation. However, in choosing the key indicators, one must consider the organization and benefit the maker's demands and needs. According to Azma (2010) they must be used in a convenient model of performance evaluation. Gries & Restrepo (2011) added that the KPI are quantifiable metrics that help an organization measure its success.

The KPIs help school administrators to fully understand if the school is on the right track for success and if ever, it is not leading to success that where is they will focus their attention. The main purpose of the KPIs is simply to bring improvement to the school and identify the areas where the goals are not being met.

On the other hand, it has been observed that there are many dedicated and committed school administrators and teachers who love teaching and believe that it is their prime responsibility to lead the leaners to become better persons to be able to meet the challenges in life and to compete globally. A teacher shared a personal experience that a concern for the learners and focus on the learners' success were found to have worked for her to be successful in attaining her goals as a professional teacher.

It cannot be denied that education is one of the most important aspects of human resource development. Every child is given the opportunity to achieve his/her academic potentials. However, it has been observed that the most common problem in the locality showed that at least 20% of children in a classroom have poor marks, that they are scholastically backward. Poor school performance can be seen as a "symptom", reflecting a larger underlying problem in schools. This symptom not only results in the child having a low self-esteem, but can cause significant stress to parents and teachers. It is essential that this symptom be scientifically analyzed to discover its underlying cause(s) and find a remedy.

Furthermore, academic performance of learners is just one of the concerns in the assessment of school performance with the use of the key performance indicators. As provided by RA 9155, all schools are required to monitor and evaluate the performance

of schools to be able to respond to the issues and concerns affecting the effectiveness and efficiency of school programs in the district of Las Nieves, hence, this study.

FRAMEWORK

The study was anchored on the General Systems Theory (GST) that provides a framework for studying the interactions of the parts of systems such as school districts. Theorists who advocated for bureaucratic or scientific management, posited that organizations functioned more like biological systems than machines and recognized that relationships between parts of the system were vital to overall success. The theory explains that assessing the patterns of the relationship of the indicators is key to understanding the organization and the roles each part of the system play.

The KPIs as an evaluative instrument must be comprehensive, encompassing the input, process, output, and outcomes and incorporating the established goals, and the needs of the stakeholders. Kang et al. (2016) contended that with the KPIs, there is a hierarchy of concerns to be considered: comprehensive, basic, and supportive. This hierarchy serves as the fundamental premise critical for the development and implementation of KPIs systems. The comprehensive KPI structure incorporates the hierarchical structure of the organization including the executive, senior, and junior management, and staff to ensure that each level has adequate basic and supportive performance measures and monitors.

However, siddiquee (2014) argued that policies are significant for the success of any reformation project, adding that they are the governing factor for its cogent execution. Policy development involves a rigorous and dynamic process that synchronizes data, evidence, values, cost, ethics, and politics required of government agencies, organizations, politicians, policy makers, funding, international agencies, professionals, and citizenry. For example, in Malaysia, the government implemented a government transformation program under the New Public Management approach. He added that, the program's success was the direct product of strong political support, a separate institutional vehicle, successful leadership, public participation, government agency, policies, and campaigning/marketing.

According to Andrés et al. (2013), there should be a continuous performance measurement of public sectors after the implementation of a benchmarking initiative to improve efficiencies with limited funding. As a result, thorough benchmarking assessment of performance indicators are needed to achieve the desired objectives: elements output, coverage, labor productivity, inputs, outcome, processes, operating performance, service quality, and prices, with a clear distinction between rural and urban areas.

This advocates the need for comprehensive reform of the existing performance management system to improve productivity and efficiency. Gelderman et al. (2017) stressed that sustainability is critical for effective public sector governance. However,

public agencies are facing many challenges, including procedural, legal, and political constraints, which may be the product of conflicting goals between the internal and external stakeholders. They added that transparency through continuous monitoring provides the active connection with internal and external stakeholders to improve processes, ensure co-operation, encourage an extensive vendor base development, and improve efficiencies.

Meanwhile, Lawther and Martin (2014) presented an overview of the challenges in the study of Ayers (2013) that the federal performance appraisal system suggested that goal alignment can be obtained when employees are aware of the link between their work and the agency's goals and priorities as well as when the strategic goals of the organization are embedded in employees' performance plans. It was also found out that employee perceptions of goal alignment were dependent on whether managers clearly communicated to the concerned the goals and priorities of the organization.

Likewise, Lavasani et al (2011) in a study proved that self-regulation of the learning strategies has a positive and significant impact upon self-efficiency and academic motivation. They stressed that students who had learned how to learn acquired better results which had an impact on the increased level of study motivation. The students were more active in the learning process, set definite goals, improved their individual learning strategies, made correlations of information, and learned to readjust their study schedule.

Moreover, Amrai and Motlagh (2011) conducted a study that aimed to emphasize the relationship between motivation and academic performance of the students. The finding of the study indicated a positive and statistically significant correlation between students' motivation and academic performance. Elements such as engaging in tasks accomplishment, effort, competition, and social context had a positive and significant impact on school success. Students who considered tasks dignifying and valuable were more preoccupied and more engaged in completing intellectual tasks. Students also valued learning and had a positive impact upon self-discipline and self-efficiency.

It is worth mentioning that developing learning outcomes is a phenomenon in education which has lately increased the interest of educators. Its development has attracted the interest of policy makers, agencies of quality assurance, and school administrators and involved teachers in formulating the expected or required 'outcome' or result of studying programs.

Wu & Chen (2014) underscored the importance of input, process and outcome dimensions to verify whether schools are able to implement the different levels of detailed indicators such as educational resources, educational attainment, teaching performance, students' performance parental involvement and professional development. When one gets involved in or exposed to something over a period, the knowledge or skill gained through is referred to as experience. According to Abiola (2012), experienced people are considered better practitioners because acquiring experience is a process of trying to make things work more differently.

Moreover, Kadtong (2013) recognized that teachers' instructional performance plays a key role in students' learning and academic achievement. But there are often factors that influence teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, classroom environment, mental ability of students, personality, and relations with students. For the development of quality teachers, one must understand the factors associated with it.

Sapungan and Sapangan (2014) cited that collaboration of parents with school authorities can lead to increased improvement in the and academic performance of the students and performance of the school. Hence, school administrators must encourage parents to get involved and make contribution towards helping the school achieve its mission and goals.

Meanwhile, there is a substantial amount of literature on the impact of educational resources on learning outcomes. Some studies showed that educational resources have little or no effect on student achievement, others have cited those educational resources do have some positive effect on educational achievement Ryan (2016), Dasso et al. (2015). Not many studies have, consciously hypothesized the effect of the school electrification on learning outcomes in the developing world but the studies have shown that school electrification was relevant to improving children's test score. There was a positive relationship of the impact of school electrification on test scores.

Moreover, Bacolod and Tobias (2010) found strong evidence on the existence of significance between school resources and student achievement. Denny and Oppedisano (2013) found social psychological factors to be important for students to perform better when they are in a class with many students like them. Cobern et al. (2010) found poor or non-statistically significant impact of class size on student achievement. Class size exhibited a positive relationship with graduation rate; however, this relationship was statistically insignificant at 5% level. This finding was in line with the conclusion of Sander (2010) who found poor or non-statistically significant impact of the class size on student achievement.

OBJECTIVE OF THE STUDY

The study aimed to seek the determinants of performance of public elementary schools of Agusan Del Norte Division, Philippines.

METHODOLOGY

Research Design

The descriptive research design was used in the study. It presented the profile of the psychosocial characteristics of public elementary school measured in terms of the educational qualification of teachers, length of service, trainings attended, students' performance, educational resources, teachers' performance, and teachers' professional

development. The dependent variable is the performance achievements of the respected schools measured in terms of dropout rate, cohort survival rate, mean percentage score and promotion rate, parental involvement and awards and recognition. It further sought the significant relationship between the profile of the psychosocial characteristics of public elementary schools and the performance achievement of the schools to be able to propose an enhancement framework to improve school performance.

Research Locale

The study was conducted in schools of the district of Las Nieves division of Agusan del Norte which is composed of three (3) districts: District I with nine (9) public elementary schools compose of 88 teachers and 2062 pupils located at the eastern part of Municipality of Las Nieves. Las Nieves District II with eight (8) public elementary schools compose of 93 teachers and 2435 pupils located at the western part of the municipality of Las Nieves and Las Nieves District III with 8 public elementary schools compose of 68 teachers and 1400 pupils located at the northwest part of the municipality of Las Nieves.

Respondents/ Participants

The respondents of the study were all public elementary schools of Las Nieves - District I, II and III of Agusan Del Norte. They were all taken as respondents' school of the study. The data on the performance indicators of the schools involved in the study was provided by the school which were considered as secondary data. Table 1 shows the distribution of the respondent schools of the study.

Table 1. Distribution of the population

District	No. of Schools	No. of Teachers
Las Nieves District I	10	88
Las Nieves District I	8	93
Las Nieves District I	8	68
TOTAL	**26**	**249**

Research Instrument

Secondary data was used in the study that involved the profile of the psychosocial characteristics of the schools in terms of the educational qualification of teachers, length of service, teachers' performance, educational resources, and teachers' professional development. The performance of elementary school was measured in terms of enrolment rate, dropout rate, cohort survival rate, mean percentage score promotion rate, parental involvement and school awards and recognition of

Las Nieves District. All the data needed in the study was taken from the school monitoring evaluation and adjustment of the district. An interview guide was constructed for the difficulties encountered in the achievement of educational goals.

Ethical Considerations

The study involved the secondary data of the performance of public elementary schools in the district of Las Nieves. Upon the approval of the request letter from the office of the district supervisor, the researcher collected the data required for the study from the school monitoring, evaluation, and adjustment (SMEA) data bank and assured the respondent schools that the data will be used for research purposes only and will be kept confidential.

Data Gathering Procedure

A formal letter was sent to the Schools Division Superintendent to ask permission to undertake a study that involved the data of the performance of public elementary schools of Agusan del Norte particularly Las Nieves District. Upon its approval, the researcher gathered the secondary data that consisted of the profile of psychosocial characteristics of school in terms of educational qualification of teachers, length of service, teachers' performance, educational resources, and teachers' professional development. The performance of elementary school was measured in terms of enrolment rate, dropout rate, cohort survival rate, mean percentage score promotion rate, parental involvement and school awards and recognition that were all provided by the school monitoring, evaluation, and adjustment (SMEA) data bank from the Human Resource office of the district. The researcher interview both teachers and school principals' difficulties experience in achieving school performance. For the qualitative data, an interview conducted to 15 school heads to determine in achieving the level of school performance. An interview guide was for its purpose. An appointment to the school heads was made according to the free time of the school head. The data gathered was tabulated, analyzed and interpreted with the appropriate statistical tools.

Treatment of Data

The following statistical techniques were used to interpret the data gathered.

Frequency and Percentage. They were used to determine the profile of the psychosocial characteristics for the respondent schools.

Mean. A statistical tool used to determine the average rating of the performance of the respondent school.

Pearson r. A statistical tool used to determine the significant relationship between the of profile psychosocial characteristics of the respondent school and performance indicators.

Thematic Analysis. It was made in analyzing the qualitative data for the study particularly on the difficulties experience by the school heads in achieving school performance.

RESULTS AND DISCUSSION

Table 2. Summary Table of the Profile of the Psychosocial characteristics of Public Elementary School

Profile of the Psychosocial Characteristics	District I %	District II %	District III %	**Total %**
Educational Qualification	99.96	100	94.11	**98.02**
Length of Service	99.95	100	100	**99.93**
Teachers Performance	100	100	100	**100**
Educational Resources	98	100	100	**99.33**
Teachers Professional Development	99.99	100	99.99	**99.99**

Tables 2 shows the teachers in Las Nieves District are educationally qualified and they are practiced the teaching profession for a number of years. Furthermore, all the teachers have "very satisfactory" and ''outstanding teaching performance. In terms of educational resources, the school have ICT laboratories required but other labels are not available. It further shows that teaches have attended seminars / trainings professional growth and development.

Table 8. Performance of Respondent Schools in terms of Enrolment Rate by District

No. of Enrolment	District I		District II		District III		**Total**
		%		%		%	
Male	1100	53.35	1288	52.90	697	49.79	**3085**
Female	962	46.65	1147	47.10	703	50.21	**2812**
Total	**2062**		**2435**		**1400**		**5897**

Table 3 shows that District II has the highest number of enrollees (2435) with 52.90% (1288) male and 47.10% (1147) female, followed by District I with 2062 total enrollees (1100 male and 962 female), District III has the least number of enrollees with only 1400 students (697 male and 703 female). There is a total of 5897 enrolled students in Las Nieves schools with 52.31% (3085) male and 47.68% (2812) female enrollees.

On the other hand, the small school movement can be traced to the push for smaller classes which evolved into a push for smaller schools and even smaller districts; in effect, "smaller is better." It is not hard to imagine that smaller classes exist in smaller schools, or even that smaller schools exist in smaller districts. The effect of small classes has been

heavily evaluated. Many studies have looked at the effect of small class sizes, including the pivotal student teacher as cited by Bullard (2010). The government implemented different ways and campaigns to support the ''no one left behind" program such as education for all, alternative learning system program, oplan balik eskwela program, and feeding program.

Table 4. Performance of Respondent Schools according to the Number of Dropout Rate by District

Dropout Rate	District I		District II		District III		**Total**
		%		%		%	
Male	0	0	0	0	1	0.02	**1**
Female	0	0	0	0	0	0	**0**
Total	**0**		**0**		**1**		**1**

Table 4 reveals the number of drop out by districts is minimal (0.03% or 1 student) dropout rate among the enrollees by district. This means that the respondent schools in the district of Las Nieves have initiated measures to prevent the increase of dropouts which likely have serious consequences not only for the performance of the school but also for the learner, the family, and the community. The 0.03% dropout rate can be due to the "no child left behind" program of the Department of Education.

Despite the economic level of the parents in the community, distance of home from school, financial needs, and poor participation of parents to school programs, the findings of the study as revealed only proves the effectiveness of the programs implemented by the Department of Education that cater the learning needs and provide support to all learners.

Table 5. Performance of Respondent Schools according to Cohort Survival Rate by District

Cohort Survival Rate	District I		District II		District III		**Total**
		%		%		%	
Male	318	100	288	100	205	100	**814**
Female	308	100	255	100	201	100	**764**
Total	**626**		**543**		**406**		**1575**

Table 5 shows the cohort survival rate performance among schools in the district of Las Nieves.

It is remarkable to note that all districts achieve a 100% survival rate as shown in Table 10. This only reflects the concerted efforts of all teachers, learners, administrators, and stakeholders what encourage students to complete schooling. The findings of the study can be used for the short-term enrollment forecast. It will inform school

administrators of the long-range enrollment forecast. This only shows that the pupils in the district of Las Nieves show concern to learn and to finish schooling.

Table 6. Performance of Respondent schools according to the Means Percentage Score by District

Grade level	District I	District II	District III	Total
	%	%	%	
Grade 1	81.78	81.79	81.29	**81.62**
Grade 2	81.36	81.93	80.58	**81.29**
Grade 3	81.97	82.39	81.22	**81.86**
Grade 4	82.01	81.07	80.63	**81.24**
Grade 5	82.33	81.74	79.08	**81.05**
Grade 6	82.16	82.67	80.54	**81.79**
Total	**81.93**	**81.76**	**80.56**	**81.47**

Table 6 shows the distribution of the mean percentage scores (MPS) by district across grade levels.

It can be observed that the MPS of pupils in Las Nieves District I (81.93), District II (81.76) and District III (80.56)

It can be added that all the schools in the District of Las Nieves perform well in academic performance in terms of the general percentage average. This proves that continuous professional growth of teachers due to the trainings and seminars they have attended play a vital role to the overall impact of the school performance.

Ganal & Guiab (2014) cited that there are factors that affect learning such as interest of pupils, motivation, teachers' personality, methods of teaching, facilities, and supervision.

Table 7. Performance of Respondent Schools according to Promotion Rate by District

No. of Enrolment	District I		District II		District III		**Total**
		%		%		%	
Male	318	100	288	100	204	99.52	**813**
Female	308	100	255	100	201	100	**764**
Total	**626**		**543**		**406**		**1575**

Table 7 that 100% promotion rates are evident in Districts I and II. District obtains a promotion rate of 99.52%. This explains the (1) pupil dropout. As a result, 99.88% promotion rate is for male and 100% for female.

Carifio & Carey (2010) mentioned that meeting the academic needs of pupils are indeed important for them to become productive members of society which is a

primary function of the public educational system. The current educational system in the Philippines on teaching marginalized low-performing students. The importance of the promotion rate indicates the share of pupils in continuing their schooling at the next grade level.

The findings of the study on promotion rate means that the respondent schools are performing well that shows the efficiency of the respondent schools which is due to the concerted efforts of all the internal and external stakeholders of the school

Table 8. Performance of respondent schools according to Parental Involvement

Parental Involvement	District I	District II	District III	Total
	%	%	%	%
Co-Curricular	71.95	79.6	76.78	76.11
Extra-Curricular	81.73	86.08	84.79	84.2
PTA Meetings	94.05	95.18	92.69	93.97
Total	82.58	86.95	84.75	84.76

The majority of parents from all districts participate in meetings. Nearly 94.05%, 95.18%, and 92.69 % participation rate as shown in Table 13 is recorded from Districts I, II, and III respectively. The involvement of parents in co-curricular and extra-curricular activities manifests an average rate of 76.11% and 84.20%. This means that the collaboration of parents with the school authorities lead to increased improvement in school performance and academic performance of the pupils.

Bower and Griffin (2011) cited that parental involvement has shown a consistent and positive relationship between parents' engagement in their children's education and student outcomes. They further stated that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Parental involvement also affects student achievement because their interactions affect student motivation, sense of competence and the belief that they have control over the access of children in school.

Table 9. Performance of the Respondent Schools according to Awards and Recognition

Awards and Recognition	District I		District II		District III		**Total**
		%		%		%	**n**
National	1	1.08	3	3.26	3	10.00	**7**
Regional	29	31.18	23	25.00	6	20.00	**58**
Division	63	67.74	66	71.74	21	70.00	**150**
Total	**93**		**92**		**30**		**215**

Table 9 shows the performance of schools in terms of rewards and recognition. The achievements in the division level are notable with 67.74% (63) for District I,

71.74% (66) for District II, and 70.00% (21) for District III. Regional level awards are also evident among districts. Though relatively small in number, national awards and recognition are also garnered by schools in Las Nieves district. Through parental involvement, many pupils participate in educational activities and recognize as awardees in different categories such as science fair, schools' division press conference, technolympic and athletics.

It has been observed that recognition for efforts and success of students and schools improves motivation and encourages participation of teachers and students. Recognizing students for their participation in competitions increases student self-confidence, generates respect from teachers and classmates.

Table 10. Correlation analysis result between the profile of the psychosocial characteristics respondent schools and performance indicators

Performance Achievement Indicators	Statistics	School Profile				
		Educational Qualification of Teachers	Educational Resources	Teachers' Professional Development	Length of Service	Teacher's Performance
Enrolment Rate	Pearson R	0.86	0.18	0.89	0.79	0.85
	P-value	0.01	0.01	0.01	0.01	0.01
	Remarks	Significant	Significant	Significant	Significant	Significant
Dropout Rate	Pearson R	-0.05	-0.25	-0.19	-0.25	-0.16
	P-value	0.80	0.22	0.36	0.21	0.44
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Mean Percentage Score	Pearson R	0.17	0.12	0.13	0.35	0.14
	P-value	0.40	0.56	0.54	0.08	0.50
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Promotion Rate	Pearson R	0.05	0.25	0.19	0.25	0.16
	P-value	0.80	0.22	0.36	0.21	0.44
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Parental Involvement	Pearson R	0.80	0.14	0.61	0.62	0.68
	P-value	0.01	0.05	0.01	0.01	0.01
	Remarks	Significant	Significant	Significant	Significant	Significant
Awards and Recognition	Pearson R	0.85	0.32	0.85	0.82	0.87
	P-value	0.01	0.01	0.01	0.01	0.01
	Remarks	Significant	Significant	Significant	Significant	Significant

Note: Cohort survival rate is excluded since all schools similarly reached 100%

Table 10 shows the correlation analysis result between the profile of the respondent schools and performance indicators. In addition, the enrolment rate posits significant relationship against teachers' educational qualification, educational resources, teachers' professional development, length of service among teachers, and teachers' performance. The positive relationship between these variables is evidenced by the small p-value=0.01. This empirically implies that the increase in enrolment is attributed to the profile of the psychosocial characteristics of the respondent schools. According to Wu and Chen (2014), the findings of the study conducted underscored the importance of input, process, and outcome dimensions to verify whether schools were able to implement the different levels of detailed indicators such as educational resources, educational attainment, teaching performance, students' performance parental involvement and professional development.

On the other hand, variables that include drop-out rate, promotion rate, and MPS do not show significant relationship against all of the school profile indicators. As cited by Doll et al. (2013), student does not show significant academic progress in schoolwork and becomes apathetic or even disillusioned with school completion. It is not necessarily an active decision, but rather a "side-effect of insufficient personal and educational support". In addition, more than push or pull factors, falling out factors highlight a process in school dropout whereby the student gradually increases in behavior or desires of academic disengagement, yet without being forced out by the school.

Also, exposes that parental involvement, awards and recognition also show strong positive relationship against all the school profile indicators as supported by the p-value=0.01. As cited by Sapungan, (2014), collaboration of parents with school authorities can lead to increased improvement in physical and academic performance of the school. Hence, school administrators must encourage parents to get involved and make contribution towards helping the school achieve its mission and goals.

Table 11. Multiple Regression results when the profile psychosocial characteristics are indicators are grouped together as factors to performance indicators

Independent Variables	Dependent Variable	Coefficients	t-stat	P-value	Remarks
Educational Qualifications of Teachers	School Performance	0.51	2.14	0.04	Significant
Educational Resources		0.01	-0.04	0.97	Not Significant
Teacher Professional Development		0.69	3.16	0.01	Significant
Length of Service		0.01	0.05	0.96	Not Significant
Teacher's Performance		0.24	1.98	0.04	Significant

Table 11 shows the multiple regression analysis result to determine how the indicators of the profile of psychosocial characteristics of respondent's schools when grouped together are significant factors to performance indicators. It can be revealed that out of the five (5) indicators of the psychosocial characteristics of respondent's schools only three (3) show significance as supported by relatively smaller p-values (smaller than the level of significance 0.05). School profile indicators that show groupings are educational qualification of teachers, teachers' professional development, and teacher's performance. This is supported by the respective p-values of 0.04, 0.01, and 0.04. It can be further revealed that the three (3) significant profile indicators are centered on teachers. According to Kadtong (2013), it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement.

Table 12. Difficulties Experienced by Respondents school in achieving school performance

Responses	Theme
Students are frequently absent.	Students' Absenteeism
Most students do not come to school.	
Lack of interest of students to go to school.	
Students are absent many times.	
Students find difficulties in reading.	Poor Students' Reading Performance
Many students do not know how to read.	
Students are in frustration level when it comes to reading comprehension.	
The school does not have enough budget.	Budget Allocation to School
Lack of facilities because of low financial support.	
The school is allocated with not enough MOOE .	

Table 12 shows the experiences of respondent schools regarding the challenges or difficulties in achieving effective and efficient school performance

Absenteeism has been observed as the major problem among schools in Las Nieves district. Pupils were observed to be absent in school due to distance of the school from home, family problem, poverty, and sickness. However, schools strive to have adequate learning facilities to motivate students attend class regularly.

Poor reading performance has been experienced by teachers. A school head said that students are in the frustration level in reading comprehension as the result of the Phil-IRI. This confirms that reading is a stumbling block among pupils and portrays

a potential effect on the mean percentage score in terms of assessment. Many studies have been conducted on the reading comprehension level of pupils and discovered lack of interest of pupils and follow-up of parents on pupils' performance as factors that affect reading performance of pupils. It has also been expressed that student have poor reading comprehension skills because of the Phil IRI which will likely lead to poor school performance of the learner. When learners do not understand what they read, it affects their ability to succeed in school. All subjects including science and math requires reading comprehension. Examinations even require reading comprehension skills to have good academic performance of the learners.

Moreover, budget allocated to schools every year seems not enough for schools against the actual needs and demands in terms of facilities and other school expenses. A school head expressed that the school is allocated with delayed processing of the MOOE have most schools rely on MOOE for operations, maintenance, and other expenses. The current situation among schools depicts a huge challenge among school administrators on how to raise funds for projects and facilities without completely depending on the MOOE.

The experience cited above are the challenges faced by the school heads in the district of Las Nieves. As s school head, they are accountable of the achievements of the learners in the domain of academics. The SMEA tool can help the school heads identify the problems that may arise in the key areas such as pupil enrollment, success, and retention.

Table 13. Problems Experienced by Respondent school which are difficult to solve

Problems	Responses
Students' Absenteeism	5
Poor Students' Reading Performance	4
Budget Allocation to a School	11
Total	20

Table 13 shows that only 5 school heads cited students' absenteeism as one of their major problems encountered which they think is difficult to solve, 4 expressed poor students reading performance as their problem and 11 answered Budget allocation to school as the most problem which difficult to solve. It means that among the schools of Las Nieves District, budget allocation to school is consider the most difficult problem to solve. As cited by Karley (2011) that budget allocation priority must be based on the student's needs. The additional years for the basic education have posed several issues which have been addressed by increase educational funding.

Table 14. Suggested strategies to solve the problems

Problems	Strategies to solve the problem
Students are frequently absent. Most students do not come to school. Lack of interest of students to go to school. Students are absent many times.	Feeding Program Home Visitation Parents Orientation
Students find difficulties in reading. Many students do not know how to read. Students are in frustration level when it comes to reading comprehension.	Remedial Teaching on Reading Making Intervention Program Making Instructional supervision
The school does not have enough budget. Lack of facilities because of low financial support. The school is allocated with not enough MOOE .	Fund Raising Activity Training and workshop on budget and financial support.

Table 14 shows the ways of respondent schools to solve the problems, on students' absenteeism they answered feeding program, home visitation and parents' orientation to call the attention of the parents about the problems of their child. On poor students reading performance, they answered remedial teaching on reading, making intervention program and making instructional supervision to assist the reading performance of the pupils. On budget allocation to school, they answered fun raising activity, Training, and workshop on budget and financial support.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn

1. The key performance indicators are quantifiable measurements that are used to gauge the school performance achievement in terms of enrolment, drop-out rate, cohort survival rate, mean percentage score, promotion rate, parental involvement, and awards and recognition. Meeting the needs of the learners is a complex and demanding task for schools. How the learners will achieve in school depends on the psychosocial characteristics of school. The assessment of student achievement is fundamental to effective teaching and learning outcomes.

2. The profile of the psychosocial characteristics of the school are important determinants of performance achievements of school. They are mandated by the Code

of Ethics for Professional Teachers and teachers must meet the standards required of professional teachers.

3. Key performance indicators are integral to the successful translation of high-level objectives into day-to-day activities. They provided potential benefits for the success of the school.

4. Key performance indicators are measurements that quantify objectives thus, making it possible to assess performance and gauge success. It must meet certain criteria as set forth in the SMART acronym: specific, measurable, achievable, result-oriented, and time-based.

5. The design of an action plan establishes the appropriate diagnostic strategy to identify the issues/concerns that need immediate action to improve learning outcomes. The quality of the program is important for the development of the school and teachers can be empowered and committed to school improvement.

6. The factors and school environment factors are important determinants of performance achievement that directly affect students' achievement not only in a subject area but in all subjects. Laboratory adequacy and availability which is a school environment factors affects the performance of students in Science and Technology subjects. Students tend to understand and recall what they see more than what they hear because of using laboratories in the teaching and learning of science and technology subjects.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are offered for consideration.

DepEd Division of Agusan Del Norte may initiate programs/projects/activities to sustain quality education and increase the mean percentage scores of the learners and encourage teachers to give extra time for assistance to learners who are not performing well in school. They may also encourage external stakeholders to participate in all school activities and projects.

Teachers may be encouraged to update themselves of the latest trends in education especially in the new normal to be able to cope up the demands of the new normal environment. They may also finish their graduate studies to those who have already started their graduate studies for professional development to enhance their teaching competencies for the 21st century and those who have not yet started their graduate studies, now is the time for them to start.

The stakeholders may be encouraged to actively participate and be visible in all school activities and projects as they are important partners of the school towards success and improvement of the learners' academic performance.

The future researchers may conduct further studies on performance achievement and consider other key performance indicators do not include in the present study.

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