

## Level of readiness of public elementary schools in basic education development plan (BEDP) 2030: basis for school improvement plan

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**Abstract:** The Basic Education Development Plan (BEDP) 2030 aims to transform public elementary education by enhancing quality and equipping learners with 21st-century skills. This study assesses the readiness of public elementary schools to implement BEDP 2030 using a multidimensional approach that examines infrastructure, curriculum, teacher quality, community involvement, and technology integration. A mixed-methods design was employed, combining quantitative surveys from diverse schools and qualitative data from interviews and focus groups. Key components measured include Access, Equity, quality, resiliency, leadership, people, investment, management systems, partnerships, and external relations. Qualitative themes focus on collaboration, curriculum alignment, teacher training, infrastructure readiness, resource allocation, and monitoring frameworks. The findings provide a snapshot of current readiness and inform the development of a School Development and Monitoring Framework (SDMF). This framework guides educational authorities in addressing gaps, implementing interventions, tracking progress, and supporting data-driven school improvement. The research highlights the need to address disparities and challenges to achieve the goals of BEDP 2030, contributing to evidence-based education policy and planning for quality primary education for all Filipino learners.

Keywords: Basic education, Equity, Quality, Readiness

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### INTRODUCTION

The BEDP 2030 is the first long-term plan for basic education, covering formal education from five to eighteen (18) years old and nonformal education for youth and adults. It serves as a strategic roadmap for improving the quality of basic education and the learners' experiences in the basic education learning environment. With the DepEd's tagline of 'no child left behind,' Ancheta et al. (2020) stressed that the overall situation of students in the public school system communicates a message of inequality during this pandemic.

However, conflicting views show that learning must be unrestricted to direct the economy. This resulted in stronger procedures for educational institutions to maintain operations despite imminent peril. This study focused on Republic Act No. 10533, also known as the Enhanced Basic Education Act, intended to create a primary education curriculum to make Filipino graduates competitive locally and worldwide. The law also calls for the immediate achievement of international criteria (Ubiña-Balagtas, 2020). The Department of Education (DepEd) established the country's involvement in international large-scale evaluations of students' learning, such as the Program for International Student Assessment (PISA), to collect indications of the efficacy and efficiency of the K–12 program (DepEd Order No.29, 2017).

The BEDP 2030 serves as a strategic roadmap for the Department of Education to improve the delivery and quality of basic education and learners' experience in the primary education learning environment. With the issuance of DepEd Order No. 024, s. 2022, the Department adopts the BEDP 2030 as the long-term plan for the DepEd covering all formal education from Kindergarten, Elementary, Junior High School— Senior High School, and nonformal education through the Alternative Learning System. In the present worldwide educational transition, school leadership has become a priority in social policy. It has a

Level of readiness of public elementary schools in basic education development plan (BEDP) 2030:  
basis for school improvement plan

substantial influence on teacher involvement and ability, which aids in the improvement of the learning environment.

Outlining a strategic roadmap for the development of primary education over the next decade provides policymakers with a clear framework to address critical issues such as Access, quality, Equity, and inclusivity in education. BEDP 2030 aligns with global education agendas and considers the unique needs and challenges of a particular region or country, making it a versatile tool for tailoring policies to specific contexts. Moreover, emphasizing the importance of technology, teacher training, and curriculum reform reflects the evolving nature of education in the 21st Century. In essence, BEDP 2030 serves as a guiding light for policymakers, helping them make informed decisions that will shape the future of education, drive socioeconomic development, and improve the prospects of learners worldwide.

The Basic Education Development Plan (BEDP) 2030 is rooted in DepEd's aspirations and priorities, national government development agenda, international commitment, and global trends in education. It describes linkages to the relevant agencies in the early childhood, higher, and technical and vocational education sectors. It is anchored on the Department's goal that all Filipinos can realize their full potential and contribute meaningfully to a cohesive nation by protecting and promoting their right to education. Notably, everyone, especially the younger generation, needs to be assured that their education will continue no matter what. However, this is a challenging feat, and strategic planning is required.

Therefore, this study would impact the quality of education in the western part of Region III to allow every learner to receive a quality education that is globally competitive based on a pedagogically sound curriculum at par with international standards. This study aims to profoundly impact regional, division, and school planning by providing a comprehensive and forward-looking framework for educational advancement. At the regional level, it fosters coordinated efforts among diverse educational stakeholders, ensuring efficient resource allocation, equitable Access to quality education, and tailored strategies to address specific regional needs and challenges.

At the division level, BEDP 2030 is a blueprint for optimizing curriculum development, teacher training, and infrastructure enhancement, promoting uniformity and effectiveness in education delivery. Within schools, it empowers educators with a strategic roadmap to align their teaching methodologies with national goals, ultimately elevating the quality of education, bridging achievement gaps, and nurturing a well- rounded, future-ready student populace. BEDP 2030 thus emerges as a pivotal tool that unifies regional, divisional, and school planning efforts, channeling them toward the collective goal of shaping a more prosperous, equitable, and knowledge-driven society.

*Statement of the problem*

The following are the objectives of the study:

1) To describe the readiness of the school administrators and teachers of Western Part of Region III public elementary schools to Basic Education Development Plan (BEDP) 2030 in terms of a) access; b) equity; c) quality, d) resiliency and well- being, and e) enabling mechanism-governance.

2) To identify the issues and challenges the administrators and teachers encounter in implementing the BEDP 2030.

3) To propose a school improvement plan aligned to the BEDP 2030 to improve education quality.

## METHODOLOGY

### *Research design*

The present study utilized a sequential explanatory mixed-method research design. The mixed-method sequential explanatory design is divided into two distinct phases: quantitative and qualitative (Creswell et al., 2003, as mentioned by Ivankova et al., 2020). In this strategy, the researcher first gathered and analyzed quantitative (numerical) data.

### *Participants of the study*

The population for this study includes selected teachers in the Division of Bataan who played a part in the provision of education, whether of the required quality or not.

### *Research instruments*

In conducting a mixed-method sequential explanatory design of the present study, the construction and validation process of the research instrument was a crucial phase. This phase aimed to develop a comprehensive and reliable tool for collecting data on various aspects of school readiness.

For the quantitative component, a structured questionnaire was developed with close-ended items that could be measured numerically. To bring the same function in qualitative research, terms like credibility, transferability, and trustworthiness of the study are used (Hoepf, 1997; Winter, 2000; Golafshani, 2023). The development of these items involved careful wording to ensure clarity, relevance, and reliability. Additionally, experts in the field of education and experienced educators were consulted to provide feedback on the questionnaire's content validity.

In the qualitative component, open-ended interview questions and prompts were constructed to elicit in-depth responses from the select participants. These questions were designed to explore the nuances and contextual factors impacting school readiness.

### *Data analyses procedure*

Statistical methods were employed to examine and quantify various factors related to readiness. The researcher used the SPSS software. Statistical techniques such as descriptive statistics and correlation analysis were utilized to identify the data's patterns, relationships, and trends.

A qualitative phase was conducted to explore and explain the findings in greater depth. This phase involved interviews to gain insights into the nuances and complexities of readiness and to understand the perceptions and experiences of key stakeholders, including teachers, school administrators, and head teachers.

The researcher used qualitative data software, NVivo version 12, for data management and analysis, facilitating the organization and retrieval of data for thematic analysis. This process involved coding, categorizing, and identifying themes within the qualitative data to understand better the factors influencing readiness.

Integrating quantitative and qualitative data allowed for the comprehensive analysis of readiness and governance factors and insights gained from the qualitative phase. The integration process ensured a holistic understanding of the challenges and opportunities in preparing public elementary schools to implement BEDP 2030 successfully.

Data analysis played a pivotal role in unraveling the study's complexities. The quantitative data collected through surveys, assessments, and other structured instruments underwent rigorous statistical analysis. This quantitative phase involved descriptive statistics to present a comprehensive overview of readiness levels in various domains, such as Access,

Level of readiness of public elementary schools in basic education development plan (BEDP) 2030:  
basis for school improvement plan

Equity, quality, resiliency, and governance structures, to ensure the efficient delivery of basic education services.

Following the quantitative phase, the research proceeded to the qualitative phase, where in- depth interviews were used to gain deeper insights into the factors influencing readiness. Qualitative data analysis involved thematic coding in identifying recurring themes, patterns, and emerging narratives related to readiness challenges and facilitators. The qualitative findings were integrated with the quantitative results through data triangulation, allowing for a richer and more holistic understanding of the factors affecting public elementary schools' readiness for BEDP 2030.

The final stage of data analysis in this mixed- method design entailed the synthesis of quantitative and qualitative findings, creating a comprehensive narrative that elucidates the intricacies of readiness within the context of public elementary schools. The mixed-method approach allowed for the validation of findings, as qualitative insights can help explain and contextualize quantitative results.

## FINDINGS AND DISCUSSION

### *Quantitative phase*

#### *Readiness of schools' to BEDP 2030 when respondents are grouped in terms of sex*

The result of the analysis using an Independent Sample t-test for unequal variance indicates that there is a significant difference in the responses of male and female respondents in terms of Access ( $t=2.10$ ,  $p=0.04$ ), as provided by the p- value, which is less than the alpha of .05, thus rejecting the null hypothesis.

However, there is not enough evidence to claim that the differences in the responses of male and female respondents in terms of Equity ( $t=1.86$ ,  $p=0.07$ ), Quality ( $t=0.24$ ,  $p=0.81$ ), Resilience and Well-being ( $t=0.76$ ,  $p=0.45$ ), and Governance ( $t=0.25$ ,  $p=0.80$ ) are significant since the p-values are greater than the alpha of .05, thus failing to reject the null hypothesis.

Overall, it can be gleaned that a significant difference does not exist in the respondents' responses as to the readiness of the Western Part of Region III public elementary schools for Basic Education Development Plan (BEDP) 2030 ( $t=1.76$ ,  $p=0.08$ ) when respondents are grouped according to sex, as provided by the p-values, which are statistically greater than the alpha of .05; thus, it fails to reject the null hypothesis.

There is a significant difference in responses linked to Access, with a p-value of 0.04, demonstrating that male and female respondents have different opinions on this dimension. This shows that addressing gender-specific factors in the context of expanding Access, as indicated in the BEDP 2030, may be necessary.

However, the data does not give enough evidence to assert significant differences between male and female respondents regarding Equity, quality, Resilience, well-being, and Governance, as the p-values are bigger than the alpha of 0.05. As a result, when the schools' overall preparation is assessed across all aspects, there is no statistically significant difference depending on the respondents' gender, establishing a collective perspective on BEDP 2030 readiness that transcends gender disparities.

#### *Readiness of schools' to BEDP 2030 when respondents are grouped in terms of educational attainment*

The result of the analysis using the Kruskal-Wallis H Test indicates that there is a significant difference in the responses of the respondents in terms of Access ( $H=15.43$ ,  $p=0.004$ ), as

provided by the p-values which are lesser than the alpha of .05, thus rejecting the null hypothesis. The result of further analysis using the Tukey test, which is a post-comparison analysis tool, indicates that the differences are found in the responses of

those in the group of Bachelor's Degree ( $M=3.40$ ,  $MR=2.58$ ), which is lower than the responses of the other groups.

However, there is not enough evidence to claim that the differences in the responses respondents in terms of Equity ( $H=7.77$ ,  $p=0.100$ ), Quality ( $H=9.40$ ,  $p=0.052$ ), Resiliency and Well-being ( $H=2.08$ ,  $p=0.720$ ), and Governance ( $H=6.36$ ,  $p=0.174$ ) is significant, since the p-values are greater than the alpha of .05 thus, failing to reject the null hypothesis.

Overall, it can be gleaned that a significant difference does not exist in the responses of the respondents as to the readiness of the Western Part of Region III public elementary schools for Basic Education Development Plan (BEDP) 2030 ( $H=1.17$ ,  $p=0.883$ ) when respondents are grouped according to highest educational attainment, as provided by the p-values which are statistically greater than the alpha of .05, thus, failing to reject the null hypothesis.

On the other hand, no considerable evidence indicates significant disparities in responses regarding Equity, quality, Resilience, well-being, and Governance. The overall score shows a small difference depending on respondents' greatest educational attainment when all elements of preparation are included. This implies that individual educational groups may have different perspectives on Access, but the general perception of BEDP 2030 school preparedness is comparable across varied academic backgrounds.

#### *Readiness of schools to BEDP 2030 when respondents are grouped in terms of position*

The result of the analysis using the Kruskal-Wallis H Test indicates that there is a significant difference in the responses of the respondents in terms of Access ( $H=24.042$ ,  $p<.001$ ), as provided by the p-values which are lesser than the alpha of .05, thus rejecting the null hypothesis. The result of further analysis using the Tukey test, which is a post-comparison analysis tool, indicates that the group of Teachers ( $M=3.52$ ,  $MR=45.38$ ) is lower when compared to the responses of the other groups.

Similarly, there is a significant difference in the respondents' responses regarding Resiliency and Well-being ( $H=15.853$ ,  $p<.001$ ), as provided by the p-values, which is lesser than the alpha of .05, thus rejecting the null hypothesis. The result of further analysis using the Tukey test, which is a post-comparison analysis tool, indicates that the group of Teachers ( $M=3.78$ ,  $MR=48.59$ ) is lower when compared to the responses of the other groups.

However, there is not enough evidence to claim that the differences in the responses of respondents in terms of Equity ( $H=1.845$ ,  $p=0.398$ ), Quality ( $H=1.797$ ,  $p=0.407$ ), and Governance ( $H=1.303$ ,  $p=0.521$ ) is significant, since the p-values are greater than the alpha of .05 thus, failing to reject the null hypothesis.

Overall, it can be gleaned that a significant difference exists in the overall responses of the respondents as to the readiness of the Western Part of Region III public elementary schools for Basic Education Development Plan (BEDP) 2030 ( $H=13.091$ ,  $p=0.883$ ) when respondents are grouped according to Position, as provided by the p-values which are statistically lesser than the alpha of .05, thus, failing to reject the null hypothesis. Post-hoc analysis indicates that the average responses of the group of Teachers ( $M=3.71$ ,  $MR=50.50$ ) are lower when compared to the reactions of the other groups.

#### *Qualitative phase*

### *Collaboration and complementarity*

The assessment concerns collaborations and complementarities between public primary schools and private institutions. It highlights successful collaborations that resulted in resource sharing, curricular alignment, and shared teacher training, all of which improved educational quality. This partnership is an important asset that will enhance the effect of BEDP 2030.

Participant 1 shared: "Collaboration with private institutions will help guide the school in identifying areas for improvement and setting actionable goals to ensure effective implementation of BEDP 2030."

This was supported by Participant 3 adding that: "We can also learn from our counterparts in private school, especially in the effective teaching and learning delivery"

Hanford (2019) emphasized that collaboration between public and private schools is one method for transforming education that may be successful in many schools nationwide. The Association for Public and Private Partnership highlights successful collaborative activities and offers a forum for educators working in collaborative projects to share ideas and get assistance.

In addition, Participant 4 shared: "Collaboration between public and private schools is critical to the greater development of our educational system. Public schools frequently provide varied student populations and a dedication to inclusive education, whereas private schools bring innovative teaching approaches and specialized programs. This partnership improves the learning experience for all students by providing Access to a wider range of materials, expertise, and viewpoints." Akyeampong (2019) highlights a crucial finding: successful public-private partnerships targeting disadvantaged groups must address their unique and context-specific educational needs. To effectively serve the marginalized, these partnerships must consider disadvantaged populations' diverse requirements and access challenges.

### *Curriculum alignment and teacher training*

The assessment examines the alignment of existing curricula with the objectives of BEDP 2030. It identifies the need for curricular adjustments to meet the evolving demands of education. Teacher training emerges as a crucial aspect, emphasizing equipping educators with the necessary skills and knowledge to effectively implement the plan's innovative teaching methods and technology-driven approaches.

It is very important to note that Participant 2 shared that, "Curriculum alignment was a key focus of the assessment, which involves examining how subject matter, teaching methods, and assessment practices align with the plan's innovative and technology-driven approach. A well-aligned curriculum ensures students have the skills and knowledge essential for the rapidly evolving educational landscape and prepares them for future challenges."

Meanwhile, Participant 7 suggests that, "... It has also prompted collaborative discussions among teachers to ensure a consistent approach across subjects, promoting interdisciplinary learning. By aligning our curriculum with BEDP 2030's objectives, we better equip students to navigate the digital world and foster a more relevant and holistic learning experience."

Participant 8 supported the idea, "Teacher training was a crucial component of the assessment, focusing on the professional development opportunities provided to educators to adapt to the changing educational landscape."

The analysis reveals that some schools exhibit strong curriculum alignment with the objectives of BEDP 2030, emphasizing innovative teaching methods and technology

integration. However, challenges are evident in ensuring that all schools have adequately trained and prepared teachers to deliver these new approaches effectively. Schools with well-prepared educators demonstrate a crucial strength, and addressing the teacher training gap is challenging.

### *Infrastructure and technological readiness*

Another key theme is the evaluation of infrastructure, particularly regarding technological readiness. The assessment assesses schools' capacity to integrate digital tools and resources into the learning process, highlighting the importance of providing students Access to modern technologies that align with the plan's forward-looking goals.

Schools with modernized infrastructure and digital resources are positioned as strengths in the assessment, as they align well with the technology-driven goals of BEDP 2030. These schools are better equipped to provide students with a contemporary learning experience. Conversely, schools needing more technological readiness face challenges in incorporating digital tools into their classrooms and may require significant upgrades to bridge this gap.

Participant 1 supported the importance of the technological readiness of the schools, "Infrastructure and technological readiness are pivotal components of successfully implementing BEDP 2030. In an era of digital transformation, these factors enable schools to provide students with a modern, technology-driven education."

The idea shared by Participant 1 is also supported by Participant 3 wherein he mentioned that, "...Adequate infrastructure ensures access to digital resources, while technological readiness equips educators and learners to utilize technology effectively in the learning process, fostering innovation, engagement, and connectivity."

### *Resource allocation and funding*

The analysis underscores the significance of adequate resource allocation and funding for schools to implement BEDP 2030 successfully. It examines disparities in resource distribution and calls for targeted investment to bridge gaps and ensure that all schools have the necessary resources to meet the plan's objectives.

An important theme is the equitable distribution of resources and opportunities. Schools that demonstrate equitable resource allocation and serve diverse student populations are highlighted as strengths. However, the assessment needs to include challenges related to disparities in funding, which can hinder schools from fully embracing the innovative approaches envisioned by BEDP 2030, particularly in economically disadvantaged regions.

Based on the interview, it is evident that all the participants are still adjusting to the new normal in the education system. Specifically allocating their resources and funding the most critical projects, programs, and activities that will benefit the students. Participant 5 shared, "Some schools have demonstrated exemplary resource allocation, ensuring that all students, regardless of their background, have access to quality education."

It was also supported by Participant 4, who stated, "At our school, we have taken a proactive approach to address Equity in resource allocation. We have implemented a needs-based funding model, where resources are allocated based on the specific requirements of each classroom."

On the other hand, one of the pressing concerns regarding resource allocation was shared by Participant 7, "Disparities in resource allocation can arise from various factors, including geographic location, socioeconomic status, and historical funding patterns..." Some schools have more robust community support or Access to external funding sources, leading to resource advantages. To address these disparities, the assessment emphasizes the

Level of readiness of public elementary schools in basic education development plan (BEDP) 2030:  
basis for school improvement plan

importance of transparent funding mechanisms, needs-based allocation, and targeted interventions for schools facing resource challenges. Additionally, advocating for equitable funding policies at the policy level can play a pivotal role in bridging the gap.

*Monitoring and evaluation framework*

The assessment introduces a theme for establishing a comprehensive monitoring and evaluation framework. It emphasizes the need for continuous assessment to track progress, identify areas for improvement, and facilitate data-driven decision-making at both the school and policy levels.

The assessment emphasizes the importance of a robust monitoring and evaluation framework to track progress and address shortcomings in implementing BEDP 2030. Schools that have established practical ongoing evaluation and adaptation mechanisms are recognized as strengths. Schools needing a structured monitoring system face challenges in identifying improvement areas and making data-driven decisions.

Indeed, all the participants agreed to the importance of monitoring and evaluation as stipulated in the DepEd Order 29 series 2022, also known as the Adoption of the Basic Education Monitoring and Evaluation Framework. This framework provides a structured way to measure whether the plan's objectives are being met, identifies areas for improvement, and informs evidence-based decision-making. This framework ensures transparency, accountability, and continuous improvement throughout the implementation process.

Participant 5 explains that, "Monitoring and Evaluation Framework is essentially a systematic approach to tracking and assessing the progress, effectiveness, and impact of educational initiatives, such as BEDP 2030."

In addition, the participant was asked how the Monitoring and Evaluation Framework plays a role in your school's day-to-day operations and long-term planning. Participant 3 states, "...It allows us to regularly assess our progress toward the goals of BEDP 2030 and make data-driven adjustments as needed."

Participant 7 shared the same idea as, "Daily, it helps us track students' performance, measure the effectiveness of our teaching methods, and identify any challenges that might arise. Long-term planning is greatly influenced by the insights gained from this framework, as we can set realistic targets, allocate resources wisely, and continuously enhance the quality of education we provide."

A comprehensive Monitoring and Evaluation Framework typically includes clear and measurable indicators aligned with the objectives of BEDP 2030. These indicators may cover various aspects, such as student learning outcomes, teacher training, technology integration, and equitable resource allocation. Regular data collection and analysis are crucial, allowing us to identify trends, assess the impact of interventions, and spot any areas requiring attention. Additionally, stakeholder engagement and feedback mechanisms contribute to a holistic understanding of the plan's implementation and effectiveness.

## CONCLUSIONS AND RECOMMENDATION

In the light of the findings established, the researcher found that The Integrative Assessment of public elementary schools' readiness for the Basic Education Development Plan (BEDP) 2030 in the Western Part of Region III reveals critical insights into educational preparedness and its impact on quality education.

The study highlights several key aspects: persistent challenges like geographic barriers and inadequate infrastructure hinder equitable access to education, socioeconomic disparities affect students' access to resources, and the readiness of administrators and teachers varies

significantly. Schools with effective governance structures showed better adaptability and resource utilization. A positive relationship between schools' readiness and the quality of education was confirmed, emphasizing the importance of preparedness efforts.

The study identified challenges such as limited funding, teacher training gaps, and the need for stronger community engagement, suggesting that collaborative efforts from stakeholders are essential. BEDP 2030 has positively influenced teaching practices, student engagement, and learning outcomes. To enhance education quality, the study proposes strategies like intensified teacher training, community involvement, targeted infrastructure development, and leveraging technology for personalized learning.

Based on the findings of the Integrative Assessment of public elementary schools' readiness for the Basic Education Development Plan (BEDP) 2030 in the Western Part of Region III, several recommendations are proposed to address challenges and enhance educational quality.

To tackle ongoing issues with fair access to education, specific solutions such as infrastructure upgrades, transportation options, and outreach programs should be developed. Comprehensive initiatives addressing socioeconomic disparities should include financial aid, community involvement, and support for underprivileged students. Personalized assistance and capacity-building efforts for administrators and teachers, including professional development, can improve teaching practices and curriculum alignment. Prioritizing emotional and mental well-being through counseling and well-being programs is essential for a positive learning environment.

Enhancing governance frameworks and investing in leadership development can improve school preparedness and resource utilization. Collaborative efforts among stakeholders, policymakers, and communities are needed to overcome challenges like limited funding and teacher training gaps. Leveraging the successful aspects of BEDP 2030, such as curriculum enhancement and technology integration, can improve teaching practices and student engagement. Implementing these recommendations, including expanded teacher training, community participation, infrastructure development, and personalized learning experiences, while fostering regional partnerships, is crucial for the effective implementation of BEDP 2030.

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Level of readiness of public elementary schools in basic education development plan (BEDP) 2030:  
basis for school improvement plan

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