

# Basic Education Monitoring and Evaluation Framework (BEMEF) on School Operations and Performance: Basis for Implementation Mechanism

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**Abstract**—This study aimed to investigate the influence of the implementation level of the Basic Education Monitoring and Evaluation Framework (BEMEF) Components on School Operations and School Performance in selected public elementary schools within the City Schools Division of Dasmariñas. Specifically, it sought to answer the extent of BEMEF implementation in terms of Access, Equity, Quality, Resiliency, and Well-Being; the level of School Operations in Governance and Leadership, Curriculum and Instruction, Resource Management, Learner Services and Support, and Stakeholder Involvement; the performance level of schools in terms of OPCRF; and whether BEMEF components are significantly related to School Operations and has effect on School Performance. Utilizing a quantitative descriptive-correlational design, the study engaged school heads and monitoring and evaluation designates as primary respondents. The investigation focused on how the components of the framework—Access, Equity, Quality, Resiliency, and Well-Being—relate to core school operational domains and official performance outcomes. The findings highlight that BEMEF components and school operations both achieved a "Very High" level of implementation, with schools demonstrating "Outstanding" performance based on OPCRF ratings. While BEMEF pillars—particularly Quality and Well-Being—showed significant positive correlations across all operational domains, regression analysis revealed that the framework components did not have a statistically significant effect on actual school performance outcomes. To address this disconnect, an implementation mechanism titled "The BEMEF-Performance Integration Pathway (B-PIP) was proposed to serve as a strategic roadmap for school leaders to move beyond mere administrative compliance. It provides a structured approach that allows school heads to take high-performing operational data and intentionally align it with the Key Result Areas of school performance, ensuring that monitoring efforts result in tangible institutional growth. The study establishes a clear relationship between the Implementation BEMEF components and school operations, leading to the rejection of the null hypothesis. Regression analysis confirmed that BEMEF implementation levels do not significantly predict official performance outcomes, thus the hypothesis is accepted. These findings indicate that while the framework excels as an administrative and instructional engine, it lacks a direct mechanism for translating operational efficiency into measurable performance gains. Considering the results and findings, it is recommended that school heads and Monitoring and Evaluation designates adopt the proposed Context-Sensitive Implementation Mechanism to strategically align BEMEF components with the Key Result Areas of the OPCRF, ensuring that high operational efficiency directly translates into measurable performance gains. Furthermore, the Department of Education should prioritize the enhancement of the "Equity" component by providing specialized instructional resources and localized support for Indigenous Peoples and learners

with special needs, which were identified as relative areas for improvement. Finally, schools should institutionalize regular, data-driven review sessions that move beyond mere administrative compliance, focusing instead on utilizing BEMEF monitoring data as a diagnostic tool for continuous quality improvement in both instructional supervision and learner support services.

**Keywords**— BEMEF, Access, Equity, Quality, Resiliency, Well-Being, School Operations, School Performance.

## I. INTRODUCTION

Education systems today are increasingly expected to demonstrate not only access to learning but also measurable improvements in quality, efficiency, and accountability. Monitoring and evaluation frameworks have become essential tools for ensuring that schools function effectively and deliver meaningful learning outcomes.

In the Philippines, the Department of Education has institutionalized such efforts through the Basic Education Monitoring and Evaluation Framework (BEMEF), a system designed to systematically track, assess, and inform decision-making across different levels of basic education.

The Basic Education Monitoring and Evaluation Framework (BEMEF) serves as a structured approach that integrates data collection, analysis, and utilization to evaluate the implementation of programs, policies, and school-level initiatives. It provides a results-based framework that aligns educational inputs, processes, outputs, and outcomes with national goals, thereby enabling evidence-based planning and continuous improvement. According to the Department of Education, BEMEF emphasizes results-based management, ensuring that educational interventions are not only implemented but are also effective in achieving intended outcomes (DepEd 2022). Through this framework, schools are guided in identifying performance gaps, monitoring progress, and enhancing accountability mechanisms.

Within this framework, school operations refer to the day-to-day administrative, instructional, and organizational processes that sustain the functioning of a school. These include resource management, curriculum implementation, leadership practices, teacher performance, and student support systems. Effective school operations ensure that policies are translated into practice and that the learning environment remains conducive to student development. (UNESCO, 2017)

On the other hand, school performance encompasses the measurable outcomes that reflect the effectiveness of these operations. This includes student achievement, completion rates, assessment results, and overall school effectiveness indicators. School performance is often used as a benchmark for evaluating the success of educational programs and leadership practices. It provides insight into how well a school translates its operational strategies into tangible learning outcomes.

Given the mentioned context, this study, therefore, seeks to explore the application of the Basic Education Monitoring and Evaluation Framework (BEMEF) in assessing school operations and performance, with the end goal of proposing an implementation mechanism that is both context-sensitive and sustainable.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

This study aims to investigate the influence of the implementation level of the Basic Education Monitoring and Evaluation Framework (BEMEF) Components on School Operations and School Performance in selected public elementary schools within the City Schools Division of Dasmariñas, providing a basis for a revised implementation mechanism.

Specifically, this study seeks to answer the following questions:

1. What is the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of
  - 1.1 Access;
  - 1.2 Equity;
  - 1.3 Quality;
  - 1.4 Resiliency; and
  - 1.5 Well-Being?
2. What is the level of School Operations in terms of
  - 2.1 Governance and Leadership;
  - 2.2 Curriculum and Instruction;
  - 2.3 Resource Management;
  - 2.4 Learner Services and Support; and
  - 2.5 Stakeholder Involvement?
3. What is the level of school performance in terms of OPCR?F?
4. Is there a significant relationship between the Basic Education Monitoring and Evaluation Framework and the School Operations?
5. Is there a significant effect between the Basic Education Monitoring and Evaluation Framework and the School Performance?

II. METHODOLOGY

Utilizing a quantitative descriptive-correlational design, the study engaged school heads and monitoring and evaluation designates as primary respondents. The investigation focused on how the components of the framework—Access, Equity, Quality, Resiliency, and Well-Being—relate to core school operational domains and official performance outcomes.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions determine the influence of the implementation level of the Basic Education Monitoring and Evaluation Framework (BEMEF) Components on School Operations and School Performance in selected public elementary schools.

*Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components*

In this study, the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components.

Table 1. Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components in terms of Access

Statements	Mean	SD	Remarks
Classroom facilities and basic utilities (e.g., chairs, lights, water) are sufficient and safe for the entire elementary student population.	4.38	0.75	Strongly Agree
The school actively monitors and successfully follows up on non-attending elementary pupils to encourage immediate enrollment or re-entry.	4.76	0.43	Strongly Agree
A 1:1 ratio of learning materials (e.g., textbooks, modules, and teaching aids) is maintained for every elementary pupil, ensuring each child receives their own set on time and in good condition.	4.28	0.90	Strongly Agree
Kindergarten and Grade 1 enrollment procedures are easy and non-discriminatory, ensuring universal access to primary education.	4.96	0.20	Strongly Agree
The school grounds and primary facilities are physically accessible and safe for young children and those with minor mobility challenges.	4.78	0.54	Strongly Agree
Weighted Mean	4.63		
SD	0.66		
Verbal Interpretation			Very High

Table 1 shows the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of access. Respondents strongly agree that classroom facilities and basic utilities are sufficient and safe, the school actively monitors and follows up non-attending pupils for enrollment or re-entry, a 1:1 ratio of learning materials is maintained, enrollment procedures are easy and non-discriminatory, and school grounds and facilities are accessible and safe for young children.

The level of access attained a weighted mean of 4.63 with a standard deviation of 0.66, verbally interpreted as Very High. This indicates that access to basic education is highly ensured through adequate facilities, inclusive enrollment processes, and sufficient learning resources. This further implies that the school provides an environment where all learners are given equal opportunity to participate in basic education.

In summary, the findings suggest that access is a highly achieved component of BEMEF.

Through effective monitoring, provision of resources, and inclusive practices, the school is able to ensure that all elementary learners are accommodated, supported, and given equal access to quality education.

Table 2. Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components of in terms of Equity

Statements	Mean	SD	Remarks
Targeted intervention programs (e.g., remedial reading, feeding programs) are consistently provided to all identified academically or socio-economically disadvantaged pupils.	4.94	0.24	Strongly Agree
Teachers regularly use differentiated instruction and materials to cater to the varied learning paces and styles of elementary pupils.	4.72	0.49	Strongly Agree
Pupils with special educational needs (SNED) receive appropriate accommodations and individualized educational support plans.	4.38	0.72	Strongly Agree
Resource allocation (e.g., access to computers, new books) is equitable, prioritizing classes or groups that demonstrate the greatest need.	4.24	0.86	Strongly Agree
The school provides specialized support (e.g., Mother Tongue instruction) to Indigenous Peoples (IP) learners that respects their identity.	4.12	1.32	Agree
Weighted Mean	4.48		
SD	0.87		
Verbal Interpretation	Very High		

Table 2 shows the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of equity.

Respondents strongly agree that targeted intervention programs are consistently provided to disadvantaged pupils, teachers use differentiated instruction to address varied learning needs, pupils with special educational needs receive appropriate support, and resources are allocated equitably based on need. They also agree that the school provides specialized support to Indigenous Peoples learners, although this obtained the lowest mean among the indicators.

The level of equity attained a weighted mean of 4.48 with a standard deviation of 0.87, verbally interpreted as Very High. This indicates that equitable practices are highly observed in addressing the diverse needs of learners. This further implies that the school ensures fairness and inclusivity by providing appropriate support and resources to all pupils, especially those who are disadvantaged.

In summary, the findings suggest that equity is a highly achieved component of BEMEF. Through inclusive programs, differentiated instruction, and fair resource distribution, the school is able to support diverse learners and promote equal learning opportunities.

Table 3 shows the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of quality. Respondents strongly agree that the school uses pupil assessment data to improve instruction, provides effective instructional supervision and mentoring, maintains accessible reading facilities, and gives timely and constructive feedback to learners and parents. They also agree that literacy and numeracy rates meet expected standards, although this obtained the lowest mean among the indicators.

The level of quality attained a weighted mean of 4.59 with a standard deviation of 0.61, verbally interpreted as Very High. This indicates that the school maintains high standards in teaching and learning processes. This further implies that effective instructional practices, supervision, and feedback mechanisms contribute to improved learning outcomes among pupils.

Table 3. Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components of in terms of Quality

Statements	Mean	SD	Remarks
The school effectively uses pupil assessment data (e.g., Quarterly Examinations) to adjust teaching methods and instructional plans.	4.80	0.40	Strongly Agree
The school's literacy and numeracy rates at the end of Grade 3 and Grade 6 consistently meet or exceed division targets.	4.20	0.57	Agree
Instructional supervision and mentoring provided by the school head/master teacher lead to concrete improvements in teaching quality.	4.86	0.35	Strongly Agree
The school provides a functional library/reading corner where elementary pupils can easily access and utilize age-appropriate reading materials.	4.24	0.81	Strongly Agree
Teachers consistently provide constructive and timely feedback to pupils and parents regarding learning progress and areas for improvement.	4.84	0.32	Strongly Agree
Weighted Mean	4.59		
SD	0.61		
Verbal Interpretation	Very High		

In summary, the findings suggest that quality is a highly evident component of BEMEF. Through data-driven instruction, strong supervision, and continuous feedback, the school ensures effective teaching and meaningful learning experiences.

Table 4 shows the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of resiliency. Respondents strongly agree that the school has a well-developed DRRM plan, conducts regular safety drills, maintains learning continuity systems during emergencies, ensures facilities are safe from hazards, and implements efficient communication protocols with parents.

Table 4. Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components in terms of Resiliency

Statements	Mean	SD	Remarks
The school has a well-developed Disaster Risk Reduction and Management (DRRM) plan that specifically considers the needs of young children.	4.82	0.48	Strongly Agree
Safety drills (e.g., earthquake, fire) are conducted regularly, and all elementary pupils understand the evacuation procedures.	4.94	0.24	Strongly Agree
The school maintains a functional system for learning continuity (e.g., delivery of modules, remote classes) during and after emergencies.	4.92	0.27	Strongly Agree
Classrooms and school facilities are checked and secured against common hazards (e.g., electrical faults, unstable structures) to ensure pupil safety.	4.88	0.32	Strongly Agree
Communication protocols with parents are efficient during emergencies, ensuring timely pickup or notification of pupil safety status.	4.86	0.40	Strongly Agree
Weighted Mean	4.88		
SD	0.36		
Verbal Interpretation	Very High		

The level of resiliency attained a weighted mean of 4.88 with a standard deviation of 0.36, verbally interpreted as Very High. This indicates that the school is highly prepared to respond to emergencies and sustain learning continuity. This further implies that safety, preparedness, and effective

communication systems are well-established to protect learners and ensure uninterrupted education.

In summary, the findings suggest that resiliency is a strongly established component of BEMEF. Through proactive planning, safety measures, and continuity systems, the school ensures the protection and continuous learning of pupils even in times of crisis.

Table 5 shows the level of Basic Education Monitoring and Evaluation Framework (BEMEF) components in terms of well-being. Respondents strongly agree that the school enforces child protection policies, implements health and nutrition programs, maintains clean WASH facilities, provides opportunities for physical and extracurricular activities, and promotes a positive and inclusive school climate.

The level of well-being attained a weighted mean of 4.77 with a standard deviation of 0.52, verbally interpreted as Very High.

Table 5. Level of Basic Education Monitoring and Evaluation Framework (BEMEF) Components in terms of Well Being

Statements	Mean	SD	Remarks
The school strictly enforces the Child Protection Policy and ensures the environment is free from all forms of bullying and abuse.	4.88	0.32	Strongly Agree
Health and nutrition programs (e.g., feeding, deworming, WINS) are consistently implemented and reach all targeted elementary pupils.	4.90	0.36	Strongly Agree
The school maintains clean, functional, and separate Water, Sanitation, and Hygiene (WASH) facilities for male and female pupils.	4.54	0.64	Strongly Agree
The school provides adequate time and space for play, physical education, and extracurricular activities essential for child development.	4.58	0.72	Strongly Agree
The school promotes a positive and inclusive school climate where every elementary pupil feels safe, valued, and respected by peers and adults.	4.94	0.24	Strongly Agree
Weighted Mean	4.77		
SD	0.52		
Verbal Interpretation	Very High		

This indicates that the school effectively promotes the physical, emotional, and social well-being of learners. This further implies that a safe, healthy, and supportive environment is consistently provided to ensure holistic development.

In summary, the findings suggest that well-being is a highly prioritized component of BEMEF. Through health programs, safety policies, and inclusive practices, the school fosters a nurturing environment that supports the overall development of elementary pupils.

*Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework*

This section presents the assessment of school operations in relation to the implementation of the Basic Education Monitoring and Evaluation Framework (BEMEF) across selected public elementary schools.

The analysis focuses on five key operational domains: Governance and Leadership, Curriculum and Instruction,

Resource Management, Learner Services and Support, and Stakeholder Involvement.

Using descriptive statistics, the study evaluates how effectively schools translate BEMEF components into daily administrative and instructional practices, ensuring that policies, resources, and programs are efficiently managed to support optimal learning outcomes.

The results offer knowledge about the areas for improvement and strengths in school operations and act as a foundation for recommendations aimed at enhancing service delivery and school performance generally.

Table 6 shows the level of school operations on the implementation of the Basic Education Monitoring and Evaluation Framework in terms of governance and leadership. Respondents strongly agree that enrollment and transfer processes are streamlined and accessible, school facilities are well-maintained, learning resources are adequately distributed, WASH facilities are properly provided and maintained, and student attendance and drop-out rates are actively monitored.

The level of governance and leadership attained a weighted mean of 4.64 with a standard deviation of 0.59, verbally interpreted as Very High. This indicates that school operations are effectively managed through strong leadership and well-organized systems. This further implies that clear procedures, efficient resource distribution, and proactive monitoring contribute to effective school governance.

Table 6. Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework in terms of Governance and Leadership

Statements	Mean	SD	Remarks
Enrollment and transfer processes are streamlined, widely publicized, and easy for all potential learners and parents.	4.86	0.35	Strongly Agree
School facilities (e.g., classrooms, laboratories, play areas) are maintained to accommodate the entire student population without overcrowding.	4.56	0.61	Strongly Agree
Learning resources (e.g., textbooks, digital devices) are adequate and efficiently distributed to ensure all students have access when needed.	4.28	0.78	Strongly Agree
School operations ensure sufficient water, sanitation, and hygiene (WASH) facilities are provided and maintained across the campus.	4.58	0.53	Strongly Agree
The school actively monitors student attendance and drop-out rates, with clear operational procedures to follow up on non-attending learners.	4.90	0.30	Strongly Agree
Weighted Mean	4.64		
SD	0.59		
Verbal Interpretation	Very High		

In summary, the findings suggest that governance and leadership are highly evident in school operations. Through organized processes and strong administrative practices, the school ensures efficient and inclusive implementation of educational programs.

Table 7 shows the level of school operations on the implementation of the Basic Education Monitoring and Evaluation Framework in terms of Curriculum and Instruction.

Table 7. Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework in terms of Curriculum and Instruction

Statements	Mean	SD	Remarks
The school consistently and fairly delivers targeted support programs (e.g., feeding, remediation, specialized tutoring) to disadvantaged students.	4.92	0.27	Strongly Agree
School operations strictly enforce non-discriminatory policies in student discipline, assessment, and access to all school services.	4.94	0.24	Strongly Agree
Communication and parent-teacher meetings are tailored and successful in engaging parents from diverse linguistic and cultural backgrounds.	4.94	0.24	Strongly Agree
Personnel deployment ensures that specialized support staff (e.g., guidance counselors, special education teachers) are available based on student needs.	4.62	0.60	Strongly Agree
The school provides culturally appropriate resources and training to staff to effectively support Indigenous Peoples (IP) learners and minority groups.	4.10	1.25	Agree
Weighted Mean	4.70		
SD	0.73		
Verbal Interpretation		Very High	

Respondents strongly agree that targeted support programs are consistently delivered, non-discriminatory policies are enforced, communication with parents is inclusive and effective, and personnel deployment meets student needs. They also agree that culturally appropriate resources and training are provided to support Indigenous Peoples learners, although this obtained the lowest mean among the indicators.

The level of resource management attained a weighted mean of 4.70 with a standard deviation of 0.73, verbally interpreted as Very High. This indicates that resources are effectively managed and equitably distributed within the school. This further implies that support systems, inclusive policies, and appropriate allocation of personnel contribute to efficient school operations.

In summary, the findings suggest that resource management is a highly achieved component of school operations. Through fair distribution, inclusive practices, and targeted support, the school ensures that all learners receive the necessary resources for learning.

Table 8 shows the level of school operations on the implementation of the Basic Education Monitoring and Evaluation Framework in terms of Resource Management. Respondents strongly agree that school leadership provides effective instructional supervision, the School Improvement Plan guides operations, teacher professional development is strategic, curriculum delivery is well-monitored, and communication with parents supports learner progress.

The level of quality attained a weighted mean of 4.90 with a standard deviation of 0.30, verbally interpreted as Very High. This indicates that high standards in teaching, supervision, and curriculum implementation are consistently observed. This further implies that strong leadership and continuous monitoring contribute to improved teaching effectiveness and learner outcomes.

Table 8. Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework in terms of Resource Management

Statements	Mean	SD	Remarks
School leadership provides effective instructional supervision and uses performance monitoring to support teacher growth and improve classroom instruction.	4.92	0.27	Strongly Agree
The School Improvement Plan (SIP) is a working document that clearly guides operational activities and is periodically reviewed for impact on learning outcomes.	4.92	0.27	Strongly Agree
Teacher professional development is strategic, aligned with curriculum needs, and its effectiveness is regularly assessed in terms of learner progress.	4.88	0.32	Strongly Agree
There are clear operational protocols for curriculum delivery and monitoring to ensure full coverage and mastery of learning competencies.	4.86	0.35	Strongly Agree
Communication with parents on academic performance is regular, constructive, and facilitates their active involvement in supporting their children's learning.	4.92	0.27	Strongly Agree
Weighted Mean	4.90		
SD	0.30		
Verbal Interpretation		Very High	

In summary, the findings suggest that quality is a highly established component of school operations. Through effective supervision, planning, and communication, the school ensures excellence in teaching and learning processes.

Table 9. Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework in terms of Learner Services and Support

Statements	Mean	SD	Remarks
The school has an updated, detailed, and widely disseminated Disaster Risk Reduction and Management (DRRM) plan.	4.74	0.48	Strongly Agree
School safety drills (e.g., earthquake, fire, lockdowns) are conducted frequently, and their results are documented and used for procedural improvement.	4.88	0.32	Strongly Agree
The school has functional contingency plans (e.g., communication, module delivery, digital platforms) to ensure learning continuity during emergencies.	4.96	0.20	Strongly Agree
Infrastructure and school facilities are regularly assessed for hazards, and immediate action is taken to strengthen buildings and mitigate risks.	4.88	0.32	Strongly Agree
The school operations involve the active participation of parents/community in DRRM planning and simulation activities.	4.68	0.55	Strongly Agree
Weighted Mean	4.83		
SD	0.41		
Verbal Interpretation		Very High	

Table 9 shows the level of school operations on the implementation of the Basic Education Monitoring and Evaluation Framework in terms of learner services and support. Respondents strongly agree that the school has an updated DRRM plan, conducts regular safety drills, maintains contingency plans for learning continuity, ensures facilities are safe, and involves parents and the community in DRRM activities.

The level of learner services and support attained a weighted mean of 4.83 with a standard deviation of 0.41,

verbally interpreted as Very High. This indicates that comprehensive support systems for learner safety and continuity of education are highly implemented. This further implies that preparedness, collaboration, and proactive planning contribute to effective learner support services.

In summary, the findings suggest that learner services and support are strongly established in school operations. Through safety measures, continuity plans, and community involvement, the school ensures the protection and well-being of learners.

Table 10 shows the level of school operations on the implementation of the Basic Education Monitoring and Evaluation Framework in terms of stakeholder involvement. Respondents strongly agree that the school implements child protection policies, provides adequate guidance and counseling services, operates health and nutrition programs effectively, promotes an inclusive school culture, and maintains functional clinic services.

Table 10. Level of School Operations on Implementations of the Basic Education Monitoring and Evaluation Framework in terms of Stakeholder Involvement

Statements	Mean	SD	Remarks
The school strictly and consistently implements the Child Protection Policy to ensure a safe, non-violent, and non-bullying environment.	4.90	0.30	Strongly Agree
Guidance and counseling services are adequately staffed, resourced, and allocated sufficient time in the school schedule to address student needs.	4.54	0.57	Strongly Agree
Health and nutrition programs (e.g., feeding, medical/dental services) are consistently operated and effectively target students most in need.	4.88	0.32	Strongly Agree
The school actively promotes a positive and inclusive school culture through operational initiatives and staff modeling.	4.88	0.32	Strongly Agree
Functional clinic facilities and trained health personnel are available throughout the school day to attend to immediate health concerns.	4.54	0.73	Strongly Agree
Weighted Mean	4.75		
SD	0.51		
Verbal Interpretation			Very High

The level of stakeholder involvement attained a weighted mean of 4.75 with a standard deviation of 0.51, verbally interpreted as Very High. This indicates that the school actively engages stakeholders in supporting student welfare and development. This further implies that collaboration among school personnel, parents, and the community strengthens the implementation of programs that promote safety, health, and inclusivity.

In summary, the findings suggest that stakeholder involvement is a highly prioritized component of school operations. Through active participation and collaboration, the school fosters a supportive environment that enhances the overall development and well-being of learners.

*Performance Level of the Schools*

This section presents the overall performance of the selected public elementary schools based on the Office Performance Commitment and Review Form (OPCRF).

The analysis evaluates how well schools meet the prescribed standards in operational efficiency, service delivery, and student outcomes. Using descriptive statistics, the study identifies the performance levels of schools and provides a basis for interpreting their effectiveness in implementing the Basic Education Monitoring and Evaluation Framework (BEMEF) and operational practices.

The results highlight areas of excellence and potential improvement, serving as a guide for enhancing institutional accountability and educational quality.

Table 11 reveals the performance profile of the participating schools based on the Office Performance Commitment and Review Form (OPCRF). The data reveals a remarkable trend toward institutional excellence, with an overwhelming 92% of schools achieving a rating within the 4.50–5.00 range, classified as "Outstanding." The remaining 8% achieved a "Very Satisfactory" rating, notably leaving the categories of Satisfactory, Unsatisfactory, and Poor entirely unrepresented.

Table 11. Performance Level of the Schools in terms of OPCRf

Rating	Frequency	Percentage	Descriptive Value
4.50-5.00	23	92%	Outstanding
3.50-4.49	2	8%	Very Satisfactory
2.50-3.49	0	0	Satisfactory
1.50-2.49	0	0	Unsatisfactory
1.49 below	0	0	Poor
Mean Rating	4.68		
SD	0.13		
Descriptive Value	Outstanding		

With a composite mean of 4.68 and an insignificant standard deviation of 0.13, the results underscore a high degree of uniformity and consistency in meeting—and often exceeding—prescribed performance targets across the division.

The frequency of "Outstanding" ratings carries significant implications for the quality of the local educational landscape. Such high performance suggests that these schools have moved beyond mere compliance and have successfully institutionalized a culture of accountability and results-based management. Having a majority of schools in this top tier indicates that the delivery of educational services is characterized by strategic adherence to planned objectives and a highly effective execution of administrative mandates. This level of achievement serves as a vital benchmark; it implies that the school leaders in the Division of Dasmariñas are not only proficient in routine operations but are also proficient at navigating the complexities of modern educational governance to produce tangible excellence.

The importance of this high performance level is further validated by its role as a key dependent variable in this study. As emphasized by Gatdula (2023), when school leadership is coupled with clear managerial accountability, it naturally fosters more sophisticated campus planning and smarter decision-making processes. The "Outstanding" status achieved by these schools reflects a setting where feedback loops and performance evaluations are utilized as catalysts for continuous improvement. This systemic drive for betterment

ensures that staff development and learner achievements are not static, but are instead part of an upward trajectory of institutional growth. Consequently, this performance data confirms that while the schools are operating at a peak administrative level, the challenge lies in ensuring that these high OPCR scores remain intrinsically linked to the ongoing monitoring and evaluation frameworks.

*Significant Relationship between BEMEF Components and School Operations*

This section examines the significant relationships between the implementation of Basic Education Monitoring and Evaluation Framework (BEMEF) components and the level of school operations in selected public elementary schools.

The analysis utilized the Pearson Product–Moment Correlation Coefficient through Minitab 14 to determine whether the different components of BEMEF—Access, Equity, Quality, Resiliency, and Well-Being—are significantly associated with the operational domains of schools, including Governance and Leadership, Curriculum and Instruction, Resource Management, Learner Services and Support, and Stakeholder Involvement. The results provide insight into how the structured implementation of BEMEF contributes to effective school management practices.

Table 12. Significant Relationship between BEMEF Components and School Operations

BEMEF Components		School Operations				
		Governance and Leadership	Curriculum and Instruction	Resource Management	Learner Services and Support	Stakeholder Involvement
Access	Pearson Correlation	.774*	.320	.284	.398*	.512*
	Sig. (2-tailed)	(2-.000)	.119	.185	.048	.009
	N	50	50	50	50	50
Equity	Pearson Correlation	.432*	.318	.539*	.544*	.462*
	Sig. (2-tailed)	(2-.031)	.122	.005	.004	.020
	N	50	50	50	50	50
Quality	Pearson Correlation	.668*	.513*	.503*	.503*	.657*
	Sig. (2-tailed)	(2-.000)	.009	.010	.010	.000
	N	50	50	50	50	50
Resiliency	Pearson Correlation	.321	.013	.713	.724	.158
	Sig. (2-tailed)	(2-.117)	.952	.000	.000	.451
	N	50	50	50	50	50
Well Being	Pearson Correlation	.597*	.513*	.399*	.474*	.645*
	Sig. (2-tailed)	(2-.002)	.009	.048	.017	.000
	N	50	50	50	50	50

Note \*  $p < .05$

Table 12 shows the test of significant relationships between the components of the Basic Education Monitoring and Evaluation Framework (BEMEF) and school operations across five operational domains: Governance and Leadership, Curriculum and Instruction, Resource Management, Learner

Services and Support, and Stakeholder Involvement. Using Pearson Product–Moment Correlation with 50 respondents, the analysis determined whether the implementation of BEMEF components is significantly associated with effective school operations.

The results reveal that most BEMEF components—Access, Equity, Quality, Resiliency, and Well-Being—show statistically significant positive relationships with various school operations. Specifically, Access has significant correlations with Governance and Leadership, Learner Services and Support, and Stakeholder Involvement, suggesting that strong leadership and active engagement of parents and the community enhance access to education. Equity is significantly associated with Governance and Leadership, Resource Management, Learner Services and Support, and Stakeholder Involvement, highlighting that equitable practices are reinforced through operational support and stakeholder engagement. Quality demonstrates significant positive relationships across all five operational domains, indicating that effective governance, curriculum implementation, resource allocation, learner services, and stakeholder involvement collectively improve instructional quality. Resiliency shows strong associations with Resource Management and Learner Services and Support, emphasizing that preparedness and responsive support systems are key to sustaining school operations during emergencies. Well-Being is significantly linked to all operational areas, reflecting that a holistic approach in school governance and services promotes student safety, health, and overall development.

In summary, the findings demonstrate that the implementation of BEMEF components is strongly and consistently associated with effective school operations across multiple domains. Operational practices that emphasize strong leadership, strategic resource management, responsive learner services, and active stakeholder involvement collectively reinforce the objectives of BEMEF. These results signify that BEMEF components do not function in isolation but operate as an integrated system—where governance, resources, services, and engagement work together to promote access, equity, quality, resiliency, and well-being in elementary education. Strengthening these operational mechanisms, therefore, is essential for achieving the overall goals of the Basic Education Monitoring and Evaluation Framework.

The study by Hossain (2018) on several developing and emerging economies shows how good governance shapes how well schools are watched. Governance changes quietly steer the success of oversight in schools, according to this analysis. When measurement and evaluation ties into rule-based goals, education setups gain clarity. This kind of structure helps leaders act differently - less focused just on top-down control, more aware of what communities expect. Schools then perform better because decisions reflect broader input.

*Regression Analysis on the Effect of BEMEF Components on School Performance*

This section presents the analysis of the significant effect of Basic Education Monitoring and Evaluation Framework

(BEMEF) components on the school performance of selected public elementary schools.

The study employed Regression Analysis using Minitab 14 to determine whether the overall implementation levels of BEMEF components—Access, Equity, Quality, Resiliency, and Well-Being—predict variations in school performance as measured by the Office Performance Commitment and Review Form (OPCRF).

The results offer evidence on how the structured application of BEMEF influences overall school effectiveness and performance outcomes.

Table 13 presents the regression analysis concerning the effect of the Basic Education Monitoring and Evaluation Framework (BEMEF) components on school performance as measured by the OPCRf.

Table 13. Regression Analysis on the Effect of BEMEF Components on School Performance

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.492	5	0.242	1.21	.342
Residual	0.323	44	0.170		
Total	0.825	49			

a. Dependent Variable: School Performance (OPCRF)

b. Predictors: Access\_Overall, Equity\_Overall, Quality\_Overall, Resiliency\_Overall, Well Being\_Overall

Coefficients <sup>a</sup>						
Model	School Performance (OPCRF)	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.623	0.928		4.981	.000
	Access_Overall	0.184	0.110	0.430	1.673	.111
	Equity_Overall				-	
	Quality_Overall	-0.090	0.108	-0.274	0.830	.417
	Resiliency_Overall	-0.162	0.153	-0.366	1.058	.303
	Well B_Overall	0.111	0.194	0.151	0.569	.576
		-0.040	0.144	-0.081	0.277	.785

This analysis examined whether the combined implementation of Access, Equity, Quality, Resiliency, and Well-Being serves as a significant predictor of institutional success. The results reveal that the overall regression model was not statistically significant, suggesting that while these components are implemented at a high level, they do not collectively dictate the variations in official school performance ratings. Individually, none of the pillars emerged as a primary driver of the schools' formal performance scores.

This "disconnect" indicates that BEMEF components, in their current state, function as structural guides rather than performance drivers. While the framework ensures that schools are safe, inclusive, and well-managed, this operational success is not yet integrated with the performance metrics of the OPCRf. This finding highlights a critical gap: schools may be diligent in the process of monitoring, but that process is not intentionally aimed at the results required for performance gains. It implies that BEMEF is currently treated

as an administrative compliance activity rather than a strategic tool used to hit success markers.

To bridge this gap, the study introduces the Context-Sensitive Implementation Mechanism. This mechanism is designed to act as the "connective tissue" that was found missing in the regression analysis. Instead of allowing BEMEF to run parallel to school goals, the mechanism provides a structured way for school heads to align monitoring data directly with the Key Result Areas (KRAs) of the OPCRf. By institutionalizing this link, the high implementation of pillars like Quality and Well-Being can be intentionally channeled to produce outstanding performance outcomes that are evident in formal evaluations.

As supported by Wotela (2017), building monitoring and evaluation directly into school plans makes outcomes more visible and reliable. The proposed implementation mechanism moves beyond mere documentation; it embeds M&E into the heart of strategic planning. This ensures that when teachers and leaders adjust their daily practices based on monitoring data, they are doing so with a clear eye on the school's ultimate performance targets. Ultimately, the results suggest that for BEMEF to truly enhance school performance in the Division of Dasmariñas, it must be utilized through this specialized mechanism to ensure that operational efficiency finally translates into measurable institutional excellence.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn regarding the research hypotheses. First, the rejection of the null hypotheses concerning the relationship between the Basic Education Monitoring and Evaluation Framework (BEMEF) and school operations confirms that a high level of implementation across the pillars of Access, Equity, Quality, Resiliency, and Well-Being is significantly linked to efficient administrative and instructional functions. Specifically, the data established that as schools strengthen their monitoring systems, their internal governance, curriculum delivery, and stakeholder involvement also improve. This underscores the framework's role not just as a compliance tool, but as a vital operational driver that promotes organizational accountability and instructional focus.

Conversely, the study led to the acceptance of the null hypothesis regarding the direct relationship between BEMEF implementation and formal school performance as measured by the OPCRf. The regression analysis revealed that despite "Very High" implementation levels of the BEMEF pillars, these components do not statistically predict variations in official performance ratings. This critical "compliance-to-performance gap" suggests that while the framework is effective for organizing and managing a school's daily functions, these operational strengths are not yet being strategically channeled into the specific measurable targets required by formal evaluation metrics. Thus, while the framework provides a necessary structural foundation, it is not by itself sufficient to ensure outstanding institutional success without the integration of a specialized implementation mechanism.

Based on the drawn conclusions, the following recommendations resulted:

Schools Division Office may provide specialized instructional materials and professional development for teachers handling diverse learner groups to ensure that no child is left behind in the pursuit of "Outstanding" performance.

M&E designates should present BEMEF data not just for administrative compliance, but as a diagnostic map for School Heads to improve Instructional Supervision and Learner Support Services, turning monitoring into a proactive tool for school excellence.

School heads and M&E designates may adopt the proposed Context-Sensitive Implementation Mechanism. This tool will serve as a strategic "bridge" to ensure that the "Very High" operational standards already present in the schools are intentionally directed toward hitting specific performance targets and Key Result Areas (KRAs).

Further Research is recommended to investigate additional factors that may influence school performance outcomes, as

the current study revealed that BEMEF implementation alone does not significantly affect measurable school performance.

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