



PERFORMANCE MANAGEMENT SYSTEM AND BEST PRACTICES OF SELECTED PERFORMING PUBLIC ELEMENTARY CENTRAL SCHOOLS IN THE PROVINCE OF LAGUNA: ITS RELATION TO QUALITY EDUCATION

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ABSTRACT

The primary aim of the study is to determine the relationship between the performance management system and best practices of elementary high-performing schools in the Division of Laguna to quality education. The researcher used the descriptive survey research method. This method refers to the collection of data from members of the population in which direct contact is made utilizing survey questionnaires and checklist both in hard copy and in the google form. The sample of this study comprised of two hundred forty-three (243) randomly selected teachers from selected performing public elementary central schools in the Province of Laguna to gather needed information to answer the research problem. Weighted Mean and Standard Deviation were utilized as the statistical treatment to find out the level of the performance-based management system and the best practices. To determine the relationship between the performance-based management system and best practices to quality education, Pearson R was used. With the gathered data, the null hypothesis stating that "There is no significant relationship between the performance management system and best practices on the quality of education provided by selected performing public elementary central schools in the Province of Laguna", is partially rejected.

INDEX TERMS— *Best Practices, Performance Management System, Quality Education, Public Elementary Schools*

1. INTRODUCTION

Education, a process of strengthening individuals, organizations, and communities lead to empowerment. As such, quality in educational institutions should be delivered to learners to be considered successful.

With this, performance management system which is a process for setting up a shared understanding of what is to be achieved at an organizational level should be applied and implemented. In addition, to achieve quality education, involvement and alignment of organizational objectives with the teachers' skills, competency requirements, development plans, and the delivery of results must be considered. As such, it can be agreed that the focus of performance management system in any educational institution is to improve performance through learning and development to achieve the overall educational strategy of the organization. Hence, the performance management system ensures and maintains the proper flow of every section and unit of any educational institution.

Thus, it is a strategic and integrated approach to deliver sustained success to schools by improving the performance of the employees by developing the capabilities and increasing their contributions (Armstrong and Baron, 2015).

In addition to performance management system, to achieve quality education, best practices are considered vital for positive changes in students' attitudes or academic behavior. Schools' best practices support the students' needs, help them become effective and empowered learners. These are various

programs that offer all students a rich educational experience to support academic and social/emotional learning. (Charchar, 2020).

In line with the above discussion, it can be implied that in order to promote and provide quality education to learners, performance management system is needed to address all the factors concerning the development, monitoring and evaluation of work efficiency of instructional leaders and other members of the educational institutions. On the other hand, the best practices including various programs and policies which ensure that learners, educational leaders, teachers and parents share and commit to articulate and understand common goals to achieve positive results must be practiced and implemented (Arendale, 2017).

With this, the researcher believes that quality education can be achieved with the implementation of a performance management system and the best practices in any educational institution, especially in the Department of Education. Thus, the researcher sought to find out the relationship between the extent of implementation of the performance management system and best practices of selected performing elementary central schools in the province of Laguna to wad the achievement of quality education.



2 OBJECTIVES

The primary aim of the study is to determine the relationship between the performance management system and best practices of selected performing public elementary central schools in the Province of Laguna to quality education. Specifically, it sought answers to:

1. The mean level of the performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Planning, Monitoring, Development, Performance Rating and Rewards.
2. The mean level of best practices of selected performing public elementary central schools in the Province of Laguna as to community involvement and linkages, adopt-a-school-program, production of self-directed learners, effective classroom management, research, school-based feeding program, reading program, and health inspection program.
3. The mean level of quality education of selected performing public elementary central schools in the Province of Laguna with regards to learner characteristics, teaching-learning process, educational content, learning environment, school management, and funding and organization.
4. Significant effect of performance management system and best practices to quality education of selected performing public elementary central schools in the Province of Laguna.

3. METHODOLOGY

The researcher utilized the descriptive survey method to determine the level of awareness, acceptance, dissemination and congruency of the study. The respondents of the study comprised of two hundred forty-three (243) randomly selected teachers from selected performing public elementary central schools in the province of Laguna to gather the needed information and to answer the research problem.

The researcher sought permission from the superintendent of the respective division in the Province of Laguna, respective public schools district supervisors (PSDS), and selected public elementary central school heads respectively were included in the study.

Upon approval, a meeting was set to meet the respondents before the actual administration of the questionnaire to orient them relative to the purpose of the study. With regards to statistical treatment used, mean, standard deviation and Pearson-R correlation were used.

4. LITERATURE REVIEW

Rashid believes that education leads to empowerment, a process of strengthening individuals, organizations, and communities so they get more control over their situations and environments [1]. Quality education is a crucial factor in combating poverty and inequality in society. Good quality education will provide all learners with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Education is the means of acquiring knowledge through various learning, teaching, and studying processes. The quality of

education is the right impact in which the knowledge one has acquired is put to use accurately. It is also of great importance for a student to be taught effectively and efficiently for them to retain what they have studied [2].

Getting access to quality education will help the students to have more knowledge and understanding of their course of study in school. It will help to boost their morale to learn and study; this will improve their performance in class. Teachers must ensure they train, guide, and impact positively right education which will improve their skills, ability, and capability to learn. It is of great importance to providing quality education that will help to boost the morale of students to learn. All educators must also ensure they provide a conducive environment for students to learn [3]

Learner characteristics are used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn. They are important for instructional designers as they allow them to design and create tailored instructions for a target group. It is expected that by taking account of the characteristics of learners, more efficient, effective, and/or motivating instructional materials can be designed and developed.

The huge changes concerning the workplace demand new perspectives for education, continuous education, and lifelong learning. New methods demand new organization alternatives that, in turn, require new educational policies and put pressure on current assumptions of education itself.

A set of seven dimensions for a distance learning environment were identified, which positively impacts the setting of learning experiences: (1) access tools; (2) technology experience; (3) habits and study skills; (4) human factors and lifestyle; (5) goals and guidelines; (6) learning preferences; (7) personal characteristics [4].

Doyle, defends that the learners, when asked about their characteristics, taking into account different issues of their familiar, personal and professional life, available technology resources, technology skills, as well as motivation and learning preferences, provide an information set that, if turn available to facilitators, allow to both players (learners and facilitators) the mechanisms that ease the adoption of learning strategies, that enhance the possibility of a well succeed learning experience [5].

Learner characteristics can be personal, academic, social/emotional, and/or cognitive [6]. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social-economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning.

Schools are the second place after home where students' behavior and future educational success are shaped. At schools, many elements or factors can influence the teaching and learning process that may take place. Rasyid stated that four perennial truths make the teaching and learning process possible to take place in the classroom. If one of these is not available, there will be no teaching and learning process, though the learning process



itself may still take place, they are (1) Teacher, (2) Students, (3) Material, and (4) Context of time and place [7].

All of the readings cited are related to one another. But, among all the above factors, the teacher has the most important role for efficient and quality learning.

5. DISCUSSION

Table 1 shows the level of awareness in the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship among the five groups of respondents.

Table 1. Level of Performance Management System of Selected Performing Public Elementary Schools in the Province of Laguna in terms of Planning.

Statement	Mean	SD	VI
The school management conducts planning and frequent performance discussions for management plans.	4.40	0.83	Very Great Extent
The school management conducts collaborative planning involving regular conversations and continuous feedback from the members of the organization.	4.63	0.61	Very Great Extent
The school management regularly plans and re-address the objectives and barriers to effective school performance.	4.57	0.66	Very Great Extent
The school management system plans and focuses on employee development	4.42	0.77	Very Great Extent
The school management conducts planning and frequent performance discussions for management plans.	4.46	0.74	Very Great Extent
Overall Mean = 4.50 Standard Deviation = 0.732 Verbal Interpretation = Very Great Extent			

Table 1 revealed the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Planning. Based on the teachers' perception the selected performing elementary central schools in terms of planning is at a very great extent.

The school management conducts planning and frequent performance discussions for management plans with the rating of (M=4.40, SD=0.83). The school management conducts collaborative planning involving regular conversations and continuous feedback from the members of the organization with (M=4.63, SD=0.61) and re-address the objectives and barriers to effective school performance to (M=4.57, SD=0.66).

The school management system plans and focuses on the employee development with the rating of (M=4.42, SD=0.77).

The school management conducts planning and frequent performance discussions for management plans to improve performance with the rating of (M=4.46, SD=0.74). All item indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.50 and supported with a standard deviation of 0.732.

This means that the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Planning is a very great extent. This is done in the process of planning the activities required to achieve the desired goal and results of the school.

Table 2. Level Of Performance Management System Of Selected Performing Public Elementary Central Schools In The Province Of Laguna In Terms Of Monitoring.

Statement	Mean	SD	Remarks
School management monitors the status and achievement of common vision and goals for the school and employees.	4.41	0.65	Very Great Extent
People in the organization communicate and collaborate on ideas and processes to conduct monitoring of school performance.	4.31	0.71	Very Great Extent
The school principal monitors the unity between the school's success to drive a positive atmosphere in the organization.	4.21	0.86	Very Great Extent
The school management makes sure that each member of the school is on the same page in regard to short-term and long-term initiatives, workflow, and expectations.	4.23	0.76	Very Great Extent
Then school management sees to it that each individual in the organization knows his/her role, what is expected of them, and how they will use their skills responsibly.	4.00	0.85	Great Extent
Overall Mean = 4.23 Standard Deviation = 0.781 Verbal Interpretation = Very Great Extent			

Table 2 presents the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Monitoring.

The teachers observed that the selected performing elementary central schools conduct monitoring to a very great extent. School heads monitor the status and achievement of common vision and goal for the school and employees with (M=4.41, SD=0.65) and People in the organization communicate and collaborate on ideas and processes to conduct monitoring on school performance with the rating of (M=4.31, SD=0.71). The

school principal monitors the unity between the school's success to drive a positive atmosphere in the organization with the rating of ($M=4.21$, $SD=0.86$). The school management makes sure that each member of the school is on the same page in regard to short-term and long-term initiatives, workflow, and expectations with the rating of ($M=4.23$, $SD=0.76$). With these, the school management sees to it that each individual in the organization knows his/her role, what is expected of them, and how they will use their skills responsibly with the rating of ($M=4.00$, $SD=0.85$). All item indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.23 and supported with standard deviation of 0.781.

This means that the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Monitoring is a very great extent. This is done by observing and checking the school on the progress or quality over a period of time and keeping them under systematic review. In the monitoring phase, the goals set in the planning phase are actively tracked.

Table 3. Level Of Performance Management System Of Selected Performing Public Elementary Central Schools In The Province Of Laguna In Terms Of Development.

Statement	Mean	SD	Remarks
The school management conducts job analyses, plans personnel needs, and recruits the right people for the job.	4.66	0.56	Very Great Extent
Provides orientation and training for teachers for professional development.	4.50	0.72	Very Great Extent
Sets priorities, focuses energy and resources to strengthen operations of the organization.	4.44	0.72	Very Great Extent
Ensures that employees and other stakeholders are working toward common goals.	4.28	0.77	Very Great Extent
Adjusts the organization's direction in response to a changing environment.	4.47	0.62	Very Great Extent
Overall Mean = 4.47 Standard Deviation = 0.691 Verbal Interpretation = Very Great Extent			

Table 3 presents the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Development.

The teachers showed that the selected performing public elementary central schools in the Province of Laguna conduct development to a very great extent. The school management conducts job analyses, plans personnel needs, and recruits the right people for the job with the rating of ($M=4.66$, $SD=0.56$), and provides orientation and trainings for teachers for professional development with ($M=4.50$, $SD=0.72$). Sets

priorities, focus energy, and resources to strengthen operations of the organization with ($M=4.44$, $SD=0.72$). The school management ensures that employees and other stakeholders are working toward common goals with ($M=4.28$, $SD=0.77$) and adjusts the organization's direction in response to a changing environment with ($M=4.47$, $SD=0.62$). All item indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.47 and supported with a standard deviation of 0.691.

This means that level of performance management system of public elementary selected performing central schools in the Province of Laguna in terms of Development is of a very great extent. This is done with the growth of teachers in all aspects and by which the leaders acquire skills and competency in their present position with the purpose of imparting advanced knowledge and competencies among the teachers.

Table 4. Level Of Performance Management System Of Selected Performing Public Elementary Central Schools In The Province Of Laguna In Terms Of Performance Rating.

Statement	Mean	SD	Remarks
Gives employees important information as to what areas of the job he/she is performing well and those that need improvement.	4.42	0.67	Very Great Extent
Examines and evaluates an employee's work behavior and performance by comparing it with preset standards.	4.24	0.78	Very Great Extent
Establishes agreement around intended outcomes/results, and assesses employee performance.	4.15	0.82	Very Great Extent
Updates employees of the current status of performance rating to give room for development until the rating period comes.	4.21	0.89	Very Great Extent
Communicates with the organization the organizations goals, the actions needed to achieve those goals, and all of the other critical elements needed in the performance rating.	4.38	0.74	Very Great Extent
Overall Mean = 4.28 Standard Deviation = 0.791 Verbal Interpretation = Very Great Extent			

Table 4 presents the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Performance Rating.

Based on the teachers' perceptions, the selected performing public elementary central school in terms of performance rating arrived at a very great extent result.



The statement of which states that the schools give employees important information as to what areas of the job he/she is performing well and those that need improvement (M=4.42, SD=0.67) and examines and evaluates an employee's work behavior and performance by comparing it with preset standards with (M=4.24, SD=0.78).

They communicate with the organization the organization's goals, the actions needed to achieve those goals, and all of the other critical elements needed in the performance rating (M=4.38, SD=0.74). This also includes the school's action in terms of establishing agreement around intended outcomes/ results, and assess employee performance (M=4.15, SD=0.82), and updates employees of the current status of performance rating with (M=4.21, SD=0.89). Majority of the indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.28 and supported with a standard deviation of 0.791.

This means that level of performance management system of public elementary selected performing central schools in the Province of Laguna in terms of Performance Rating is a very great extent. This is done by measuring the achievement of the school across various categories. Teachers and officials typically measure achievement using classroom performance, graduation rates and results from a standardized test.

Table 5. Level Of Performance Management System Of Selected Performing Public Elementary Central Schools In The Province Of Laguna In Terms Of Rewards.

Statement	Mean	SD	Remarks
Acknowledges employees' hard work through awards and compensation.	4.03	0.81	Great Extent
Shows willingness to support each member of the organization by giving rewards and incentives to earn trust and foster remarkable loyalty and tenacity to employees.	4.23	0.76	Very Great Extent
Allocates compensation and benefits to employees that follow the standards, rules, and procedures established by the organization.	4.19	0.77	Great Extent
Rewards employees with financial remuneration to garner loyalty, consistency, quality, and value in their work.	4.10	0.83	Great Extent
Provides outstanding training and development opportunities for the faculty for professional growth.	3.97	0.78	Great Extent
Overall Mean = 4.11 Standard Deviation = 0.795 Verbal Interpretation = Great Extent			

Table 5 presents the level of performance management system of selected performing public elementary central schools in the Province of Laguna in terms of Rewards.

The teachers' observed that the selected performing public elementary central schools give a reward to a very great

extent. Acknowledges employees hard work through awards and compensation with (M=4.03, SD=0.81). Shows willingness to support each member of the organization by giving rewards and incentives to earn trust and foster remarkable loyalty and tenacity to employees with (M=4.23, SD=0.76) and allocates compensation and benefits to employees that follow the standards, rules, and procedures established by the organization with (M=4.19, SD=0.77).

Rewards employees with financial remuneration to garner loyalty, consistency, quality, and value in their work with the rating of (M=4.10, SD=0.83). It provides outstanding training and development opportunities for the faculty for professional growth with (M=3.97, SD=0.78). Majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.11 and supported with a standard deviation of 0.795. This means that level of performance management system of public elementary selected performing central schools in the Province of Laguna in terms of Rewards is manifested. This is done where people are acknowledged for their performance in intrinsic or extrinsic ways and the management gives appropriate acknowledgment and appreciation of teachers' efforts in a fair and timely manner.

Table 6. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Community Involvement And Linkages.

Statement	Mean	SD	Remarks
Teachers and program beneficiaries show a willingness to participate in extension activities.	4.27	0.74	Very Great Extent
Programs for community services are planned and implemented regularly by the school.	4.26	0.79	Very Great Extent
The school acknowledges the influence of community services to promote positive school culture.	4.12	0.77	Great Extent
Teachers plan and do community services to help people in the communities enhance and develop.	4.17	0.84	Great Extent
Teachers provide and perform skills development trainings and life skills to form linkages to nearby communities.	4.24	0.79	Very Great Extent
Overall Mean = 4.21 Standard Deviation = 0.786 Verbal Interpretation = Very Great Extent			

Table 6 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to community involvement and linkages.

The gathered data have shown that the selected performing public elementary central schools conduct community involvement and linkages to a very great extent. Teachers and program beneficiaries show a willingness to participate in



extension activities with the ratings of ($M=4.27$, $SD=0.74$), and programs for community services are planned and implemented regularly by the school with ($M=4.26$, $SD=0.79$). The school acknowledges the influence of community services to promote positive school culture with ($M=4.12$, $SD=0.77$). Teachers plan and do community services to help people in the communities enhance and develop with the rating of ($M=4.17$, $SD=0.84$) and provide and perform skills development trainings and life skills to form linkages to nearby communities with ($M=4.24$, $SD=0.79$). The majority of the indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.21 and supported with a standard deviation of 0.786. This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to community involvement and linkages is a very great extent. This is done by bringing positive measurable change to the community in which they operate the school and they have non-profit partnerships that benefit the entire institution.

Table 7. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Adopt A School Program

Statement	Mean	SD	Remarks
Interested schools have matched several matched partnerships based on shared interests and goals	4.08	0.74	Great Extent
The school organization receives assistance from private entities to assist a public school in a particular aspect of its educational program	4.10	0.95	Great Extent
The school has a collaborative relationship with various community organizations and works together to determine how to best connect partner resources and interests with the school's unique needs.	4.05	0.84	Great Extent
The participating school encourages partners to start with their strengths and organizational philanthropic priorities, and then work collaboratively with the school to develop a shared vision grounded in serving students and the school community.	4.03	0.86	Great Extent
Participating schools receive supports from matched partners throughout the school year which keeps the relationship on track.	3.99	0.80	Great Extent
Overall Mean = 4.05 Standard Deviation = 0.840 Verbal Interpretation = Great Extent			

Table 7 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna to adopt a school program. Based on the teachers' perceptions, the

selected performing public elementary central schools conduct adopt a school program to a great extent.

The school organization receives assistance from private entities to assist a public school in a particular aspect of its educational program with the rating of ($M=4.10$, $SD=0.95$) and interested schools have matched several matched partnerships based on shared interests and goals with ($M=4.08$, $SD=0.74$). The school has a collaborative relationship with various community organizations and work together to determine how to best connect partner resources and interests with the school's unique needs with the rating of ($M=4.05$, $SD=0.84$) and the participating school encourage partners to start with their strengths and organizational philanthropic priorities and then work collaboratively with the school to develop a shared vision grounded in serving students and the school community with ($M=4.03$, $SD=0.86$). Also, participating schools receive supports from matched partners throughout the school year which keeps the relationship on track with ($M=3.99$, $SD=0.80$). All item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.05 and supported with a standard deviation of 0.840.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to adopt a school program is a very great extent. This is done by having them a program where a private entity agrees to assist them in a particular aspect of its educational program within an agreed period.

Table 8. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Production And Self-Directed Learners.

Statement	Mean	SD	Remarks
The school produces self-directed learners who can facilitate their purposes and competent enough to be productive in the community.	4.36	0.76	Very Great Extent
The school develops learners who take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, and identifying material resources that best fit their needs.	4.29	0.82	Very Great Extent
The school develops learners with their techniques, methods, and approaches to the learning process.	4.01	0.90	Great Extent
The school develops learners who are aware of their learning desires and interests and confident of their learning abilities	4.13	0.88	Great Extent
The school develops learners who have the motivation to learn and practice self-control or psychological well-being	3.98	0.86	Great Extent
Overall Mean = 4.15 Standard Deviation = 0.857 Verbal Interpretation = Great Extent			



Table 8 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to production and self-directed learners.

The teachers observed that the selected performing public elementary central schools conduct a production and self-directed learners to a great extent. The school produces self-directed learners who can facilitate their purposes and competent enough to be productive in the community with the rating of ($M=4.36$, $SD=0.76$) and the school develops learners who take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals and identifying material resources that best fit to their needs with ($M=4.29$, $SD=0.82$). The school develops learners with their techniques, methods, and approaches to the learning process with the rating of ($M=4.01$, $SD=0.90$) and the school develops learners who are aware of their learning desires and interests and confident of their learning abilities with ($M=4.13$, 0.88). The school develops learners who have the motivation to learn and practice self-control or psychological well-being with ($M=3.98$, $SD=0.86$). The majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.15 and supported with a standard deviation of 0.857.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to production and self-directed learners is to great extent. This is done by conceptualization; design conduct and evaluation of the learning project and their key point is that the learners choose to be temporarily isolated and immersed within the peer's networks in their decisions.

Table 9. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Effective Classroom Management.

Statement	Mean	SD	Remarks
Teachers apply strategies that can help create an organized classroom environment that's conducive to teaching.	4.02	0.82	Great Extent
Teachers use a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class	4.05	0.84	Great Extent
Teachers allow the student to grow as a person inside the classroom teaching them to apply those learnings in the real world guided with positive feedback.	4.12	0.87	Great Extent
Teachers minimize the behaviors that impede learning for both individual students and groups of students while maximizing the behaviors that facilitate or enhance learning.	3.86	0.90	Great Extent
Teachers focus largely on	3.85	1.02	Great

"compliance"—rules and strategies that teachers may use to improve learning.			Extent
Overall Mean = 3.98			
Standard Deviation = 0.898			
Verbal Interpretation = Great Extent			

Table 9 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to effective classroom management.

The teachers showed that the selected performing elementary central schools have effective classroom management to a great extent. Teachers apply strategies that can help create an organized classroom environment that's conducive to teaching with the ratings of ($M=4.02$, $SD=0.82$).

Teachers allow the student to grow as a person inside the classroom teaching them to apply those learnings in the real world guided with positive feedback with ($M=4.12$, $SD=0.87$) and teachers use a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class with the ratings of ($M=4.05$, $SD=0.84$). Teachers minimize the behaviors that impede learning for both individual students and groups of students while maximizing the behaviors that facilitate or enhance learning with the ratings of ($M=3.86$, $SD=0.90$). Teachers focus largely on "compliance"—rules and strategies that teachers may use to improve learning with ($M=3.85$, $SD=1.02$). All item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 3.98 and supported with a standard deviation of 0.898.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to effective classroom management is a great extent. This is done by collecting gentle and powerful strategies designed to create an environment that is most conducive to learning and enjoying school and their desires and fulfillment of both the students and teachers are met.

Table 10. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Research.

Statement	Mean	SD	Remarks
External training and seminars/workshops for research are provided.	4.49	0.70	Very Great Extent
Research outputs are translated into productive and sound resource materials for instructions and technology for community development.	4.35	0.80	Very Great Extent
Research projects are aligned with the research thrusts and priorities of the Department of Education.	4.38	0.73	Very Great Extent



Teachers are aware and conduct research diligently as required.	4.12	0.83	Great Extent
Research outputs are aligned to the needs of the institution.	4.23	0.83	Very Great Extent
Overall Mean = 4.32 Standard Deviation = 0.789 Verbal Interpretation = Very Great Extent			

Table 10 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to research.

Based on the teachers' perceptions, the selected performing public elementary central schools conduct research to a very great extent. External training and seminars/workshops for research are provided with the ratings of (M=4.49, SD=0.70), and research projects are aligned with the research thrusts and priorities of the Department of Education with (M=4.38, SD=0.73). Research outputs are translated into productive and sound resource materials for instructions and technology for community development with the ratings of (M=4.35, SD=0.80). Teachers are aware and conduct research diligently as required with the ratings of (M=4.12, SD=0.83) and research outputs are aligned to the needs of the institution with (M=4.23, SD=0.83). The majority of the indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.32 and supported with a standard deviation of 0.789.

Table 11. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To School-Based Feeding Program.

Statement	Mean	SD	Remarks
Orientation with the parents of recipients of SBFP is conducted by the School Head, the Canteen Teacher, and the BAC.	4.37	0.55	Very Great Extent
Availability of Health certificates of volunteer parents or food handlers are available and posted on strategic areas.	4.28	0.60	Very Great Extent
Gulayan sa Paaralan is maintained to sustain SBFP.	4.25	0.63	Very Great Extent
The school feeding area has available safe drinking water in water jugs and containers.	4.12	0.69	Great Extent
The school feeding area has fresh and good quality ingredients used in the daily feeding of the School-Based Feeding program.	4.17	0.65	Great Extent
Overall Mean = 4.24 Standard Deviation = 0.632 Verbal Interpretation = Very Great Extent			

Table 11 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to school-based feeding program. The teachers observed that the selected performing public elementary central schools conduct school-based feeding programs to a very great extent

Orientation with the parents of recipients of SBFP is conducted by the School Head, the Canteen Teacher and the BAC with the ratings of (M=4.37, SD=0.55) and availability of Health certificates of volunteer parents or food handlers are available and posted on strategic areas with (M=4.28, SD=0.60). The Gulayan sa Paaralan is maintained to sustain SBFP with the ratings of (M=4.25, SD=0.63). The school feeding area has available safe drinking water in water jugs and containers (M=4.12, SD=0.69) and the school feeding area has fresh and good quality ingredients used in the daily feeding of the School-Based Feeding program with (M=4.17, SD=0.65). The majority of the indicators got a verbal interpretation of a very great extent, as disclosed by the overall mean of 4.24 and supported with a standard deviation of 0.632.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to school-based feeding program is a very great extent. This is done by providing both educational and health benefits to the most vulnerable children and increasing enrollment rates, reducing absenteeism, and improving food security at the household level.

Table 12. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Reading Program.

Statement	Mean	SD	Remarks
The school reading program improves learners reading speed and comprehension.	4.09	0.68	Great Extent
The school reading program develops learners reading competencies appropriate for their grade level.	4.26	0.66	Very Great Extent
The school reading program develops the literacy skills of the learners	4.16	0.67	Great Extent
The school reading program develops the learners' love for reading.	4.15	0.67	Great Extent
The school reading program establishes a sustainable school-based reading professional development for teachers.	4.02	0.76	Great Extent
Overall Mean = 4.13 Standard Deviation = 0.693 Verbal Interpretation = Great Extent			

The teachers showed that the selected performing public elementary central schools conduct reading programs to a great



extent. The school reading program improves learners reading speed and comprehension with the rating of (M=4.09, SD=0.68). The school reading program develops learners reading competencies appropriate for their grade level with the ratings of (M=4.26, SD=0.66) and the school reading program develops literacy skills of the learners with (M=4.16, SD=0.67). The school reading program develops the learners' love for reading with the rating of (M=4.15, SD=0.67). The school reading program establishes a sustainable school-based reading professional development for teachers with (M=4.02, SD=0.76). The majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.13 and supported with a standard deviation of 0.693.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to reading program is a great extent.

Table 13. Level Of Best Practices Of Selected Performing Public Elementary Central Schools In The Province Of Laguna As To Health Inspection Program.

Statement	Mean	SD	Remarks
It is ensured that environmental health, waste management is practiced preventing the possible accumulation of any illness.	4.07	0.73	Great Extent
Education and training are provided informing principals, teachers, students, and parents about possible hazards and controls inside the school so they can work more safely and be more productive.	4.19	0.68	Great Extent
Deworming is done every July and January of the following year	4.18	0.69	Great Extent
Information about a child's health programs, objectives, and purpose are clear, comprehensible, and transparent.	4.21	0.65	Very Great Extent
Deworming, weighing, and measuring the height and weight of the pupils in all levels are done.	4.15	0.67	Great Extent
Overall Mean = 4.16 Standard Deviation = 0.685 Verbal Interpretation = Great Extent			

Table 13 presents the level of best practices of selected performing public elementary central schools in the Province of Laguna as to health inspection program.

Based on the teachers' perceptions, the selected performing public elementary central schools conduct health inspection programs to a great extent. Information of child's health programs, objectives, and purpose are clear, comprehensible, and transparent with the rating of (M=4.21, SD=0.65) and education and training are provided informing

principals, teachers, students, and parents about possible hazards and controls inside the school so they can work more safely and be more productive with (M=4.19, SD=0.68). It is ensured that environmental health, waste management is practiced preventing the possible accumulation of any illness with (M=4.07, SD=0.73). Deworming is done every July and January of the following year with the rating of (M=4.18, SD=0.69) and deworming, weighing, and measuring of the height and weight of the pupils in all levels are done with (M=4.15, SD=0.67). The majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.16 and supported with a standard deviation of 0.685.

This means that level of best practices of public elementary selected performing central schools in the Province of Laguna as to health inspection program is a great extent. This is done by labor inspection enforcing legal provisions relating to conditions of work and the protection of teachers while engaged in the system.

Table 14. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To Learner Characteristics.

Statement	Mean	SD	Remarks
The school develop self-reliant learners	4.10	0.71	Great Extent
The school develop learners that cultivate good habits	4.21	0.62	Very Great Extent
The school develops learners that have inner motivation and self-discipline.	4.15	0.70	Great Extent
The school develops learners that driven by their interests.	4.15	0.69	Great Extent
The school develops learners that engage with the world around them.	4.18	0.61	Great Extent
Overall Mean = 4.16 Standard Deviation = 0.668 Verbal Interpretation = Great Extent			

The teachers observed that the selected performing public elementary central schools have a learner characteristic to a great extent. The school develops learners that cultivate good habits with the ratings of (M=4.21, SD=0.62) and the school develops learners that engage with the world around them with (M=4.18, SD=0.61). The school develops learners that are self-reliant with (M=4.10, SD=0.71). The school develops learners that have inner motivation and self-discipline with (M=4.15, SD=0.70). The school develops learners that engage with the world around them with the ratings of (M=4.15, SD=0.69). The majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.16 and supported with standard deviation of 0.668.



This means that level of quality education of public elementary selected performing central schools in the Province of Laguna with regards to learner characteristics is a great extent. This is done by designating a target group of learners and define the aspects of their personal, academic, social, or cognitive self that may influence how and what they learn.

Table 15. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To The Teaching Learning Process.

Statement	Mean	SD	Remarks
The educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements a plan of work, and evaluates the outcomes of the instruction	4.13	0.65	Great Extent
All efforts made by the teachers are directed towards the learners	4.11	0.66	Great Extent
The educators interact with the earners to work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.	4.11	0.69	Great Extent
Teaching materials or learning resources are designed mainly to support teaching and learning in different contexts	4.10	0.66	Great Extent
Evaluating the students' performance whether the purpose of teaching & learning has been achieved, is evident	4.12	0.69	Great Extent
Overall Mean = 4.12 Standard Deviation = 0.669 Verbal Interpretation = Great Extent			

Table 15 presents the level of quality education of selected performing public elementary central schools in the Province of Laguna with regard to the teaching learning process.

The teachers showed that the selected performing public elementary central schools conduct the teaching-learning process to a great extent.

The educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements a plan of work and evaluates the outcomes of the instruction with the rating of ($M=4.13$, $SD=0.65$) and evaluating the students' performance whether the purpose of teaching & learning has been achieved, is evident with ($M=4.12$, $SD=0.69$). Teaching materials or learning resources are designed mainly to support teaching and learning in different contexts with the ratings of ($M=4.10$, $SD=0.66$) and all the efforts made by the teachers are directed towards the learners with ($M=4.11$, $SD=0.66$).

The educators interact with the earners to work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences with the ratings of ($M=4.11$, $SD=0.69$). All item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.12 and supported with a standard deviation of 0.669.

This means that level of quality education of public elementary selected performing central schools in the Province of Laguna with regards to teaching-learning process is a great extent. This is done by including many variables that interact with them to work toward their goals and incorporate new knowledge behaviors and skills that add to their range of learning experiences

Table 16. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To Educational Contents.

Statement	Mean	SD	Remarks
Educational contents are backed up with facts to prevent compromising the quality of education received by the students	4.17	0.65	Great Extent
Educational contents are suitable and relevant for the target group	4.12	0.68	Great Extent
Contents are aligned to current events and are up-to-date	4.11	0.72	Great Extent
The educational content is aligned with the needs of the community.	4.16	0.66	Great Extent
Educational content presented to students strikes their interests to make them engaged and enjoy the value of studying	4.14	0.66	Great Extent
Overall Mean = 4.14 Standard Deviation = 0.675 Verbal Interpretation = Great Extent			

Table 16 presents the level of quality education of selected performing public elementary central schools in the Province of Laguna with regard to educational content.

Based on the teachers' perceptions, the selected performing public elementary central schools have educational content to a *great extent*. Educational contents are backed up with facts to prevent compromising the quality of education received by the students with the ratings of ($M=4.17$, $SD=0.65$) and the educational content is aligned with the needs of the community with ($M=4.16$, $SD=0.66$). Contents are aligned to current events and are up-to-date with the ratings of ($M=4.11$, $SD=0.72$) and educational contents are suitable and relevant for the target group with ($M=4.12$, $SD=0.68$). Educational content presented to students strikes their interests to make them engaged and enjoy the value of studying with the ratings of ($M=4.14$, $SD=0.66$). All item indicators got a verbal interpretation of *great extent*, as disclosed by the overall mean of 4.14 and supported with a standard deviation of 0.675.



This means that level of quality education of public elementary selected performing central schools in the Province of Laguna with regards to educational contents is a *great extent*. This is done by the teachers teach and that students are expected to learn in a given subject or content area.

Table 17. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To The Learning Environment.

Statement	Mean	SD	Remarks
The school provides a diverse physical environment, contexts, and cultures in which students learn.	4.18	0.79	Great Extent
The school promotes an environment that works together which can further enhance the knowledge already acquired by the learners.	4.10	0.87	Great Extent
The school creates a cooperative learning environment that has both a positive social and educational impact on students.	4.09	0.82	Great Extent
The school encompasses a positive culture of a school or class, including how individuals interact with and treat one another.	4.01	0.84	Great Extent
The school is filled with sunlight and stimulating educational materials that would likely be considered more conducive to learning.	4.02	0.86	Great Extent
Overall Mean = 4.08 Standard Deviation = 0.838 Verbal Interpretation = Great Extent			

Table 17 presents the level of quality education of selected performing public elementary central schools in the Province of Laguna with regard to the learning environment.

The teachers observed that the high performing elementary schools have a learning environment to a *great extent*. The school provides a diverse physical environment, contexts, and cultures in which students learn with the ratings of ($M=4.18$, $SD=0.79$) and the school promotes an environment that works together which can further enhance the knowledge already acquired by the learners with ($M=4.10$, $SD=0.87$).

The school creates a cooperative learning environment that has both a positive social and educational impact on students with the ratings of ($M=4.09$, $SD=0.82$), and the school is filled with sunlight and stimulating educational materials that would likely be considered more conducive to learning with ($M=4.02$, $SD=0.86$). The school encompasses a positive culture of a school or class, including how individuals interact with and treat one another ($M=4.01$, $SD=0.84$). All item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.08 and supported with standard deviation of 0.838.

This means that level of quality education of public elementary selected performing central schools in the Province of Laguna

with regards to the learning environment is a great extent. This is done by the diverse physical locations, contexts, and cultures of the learners. They have an infinite number of possible learning environments which is what makes teaching so interesting.

Table 18. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To School Management.

Statement	Mean	SD	Remarks
The school stays abreast of internal, external, and international rules and regulations pertaining to instruction and other policies that enhance the quality of education and services provided by the organization.	4.01	0.88	Great Extent
The school management plans direct or coordinates quality assurance programs and formulate quality control policies.	4.12	0.83	Great Extent
The school management follows the vision, mission, and goal of the institution.	4.02	0.84	Great Extent
The school management ensures that services meet certain thresholds of acceptability and compliance.	4.03	0.88	Great Extent
The school management ensures that subordinates are aware of quality requirements and provides training in best practices.	4.00	0.93	Great Extent
Overall Mean = 4.03 Standard Deviation = 0.873 Verbal Interpretation = Great Extent			

The school stays abreast of internal, external, and international rules and regulations pertaining to instruction and other policies that enhance the quality of education and services provided by the organization with the ratings of ($M=4.01$, $SD=0.88$). All item indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.03 and supported with standard deviation of 0.873. This means that level of quality education of public elementary selected performing central schools in the Province of Laguna with regards to school management is a great extent. This is done by leading them towards development through not only the optimum use of the human resources, physical sources, principles, and concepts that help in achieving all the objectives of the school, but also the proper coordination and adjustment among all of them.



Table 19. Level Of Quality Education Of Selected Performing Public Elementary Central Schools In The Province Of Laguna With Regard To Funding And Organization.

Statement	Mean	SD	Remarks
The funds given to the school are organized according to the needs and priorities of the school.	4.04	0.88	Great Extent
Financial and other resources are used to bring, develop and facilitate quality education.	4.09	0.85	Great Extent
Transparency with regard to school funds is observed and practiced.	4.08	0.85	Great Extent
School funds and budget are used for school and people development.	4.10	0.83	Great Extent
Financial resources are used for the development and improvement of the teaching-learning process.	4.08	0.83	Great Extent
Overall Mean = 4.08			
Standard Deviation = 0.846			
Verbal Interpretation = Great Extent			

Table 19 presents the level of quality education of selected performing public elementary central schools in the Province of Laguna with regard to funding and organization. Based on the teachers' perception, the selected performing public elementary central schools conduct funding and organization to a great extent.

School funds and budget are used for school and people development with the ratings of (M=4.10, SD=0.83), and financial and other resources are used to bring, develop and facilitate quality education with (M=4.09, SD=0.85). The funds given to the school are organized according to the needs and priorities of the school (M=4.04, SD=0.88). Transparency with regard to school funds is observed and practiced with the ratings of (M=4.08, SD=0.85), and Financial resources are used for the development and improvement of the teaching-learning process with (M=4.08, SD=0.83). The majority of the indicators got a verbal interpretation of great extent, as disclosed by the overall mean of 4.08 and supported with standard deviation of 0.846.

Table 20. Regression Analysis on the Effect of Performance Management System on the Quality of Education.

Quality Education	Beta	t-value	p-value	Analysis
<i>Learner Characteristics</i>	0.149	1.582	0.115	Not Significant
<i>Teaching Learning Process</i>	0.017	-0.189	0.851	Not Significant
<i>Educational Content</i>	0.121	-1.254	0.211	Not Significant
<i>Learning Environment</i>	0.027	0.371	0.711	Not Significant
<i>School Management</i>	0.180	2.659	0.008	Significant
<i>Funding and Organization</i>	0.171	-2.420	0.016	Significant

Results from Table 20 revealed that School Management affected the Quality of Education. The beta coefficient of 0.180 indicates that for every standard deviation unit increase in School Management, there is a corresponding 0.180 unit increase in the performance management system on the quality of education. The t-value of 2.659 is significant having a p-value of 0.008.

Another variable that influenced the Performance Management System on the Quality of Education was Funding and Organization. For every unit increase in their funding and organization, there was a 0.171 unit increase in their performance management system on the quality of education. The t-value of -2.420 is significant at 0.016 level of significance. The adjusted R-square indicates that 2.93% of the variation in the performance management system on the quality of education is explained by school management and funding and organization. The F-value of 2.217 is significant at a 0.042 level of significance.

This means that the performance management system on the quality of education was influenced by school management and funding and organization.

Table 21. Regression Analysis On The Effect Of Best Practices To The Quality Of Education.

Quality Education	Beta	t-value	p-value	Analysis
<i>Learner Characteristics</i>	0.253	3.602	0.000	Significant
<i>Teaching Learning Process</i>	0.061	-0.891	0.374	Not Significant
<i>Educational Content</i>	0.035	-0.480	0.632	Not Significant
<i>Learning Environment</i>	0.012	-0.225	0.823	Not Significant
<i>School Management</i>	0.140	2.756	0.006	Significant
<i>Funding and Organization</i>	0.091	-2.204	0.046	Significant

Results from Table 21 revealed that the Learner Characteristics affected the Quality of Education. The beta coefficient of 0.253 indicates that for every standard deviation unit increase in Learner Characteristics, there is a corresponding 0.253 unit increase in the best practices to the quality of education. The t-value of 3.602 is significant having a p-value of 0.000.

Another variable that influenced the Quality of Education was School Management. For every unit increase in their school management, there was a 0.140 unit increase in their performance management system on the quality of education. The t-value of 2.756 is significant at a 0.006 level of significance.

Likewise, the Quality of Education was influenced by Funding and Organization. The beta coefficient of 0.091 indicates that for every standard deviation unit increase in funding and organization, there is a corresponding 0.091 unit increase in the



best practices to the quality of education. The t-value of 2.756 is significant having a p-value of 0.046.

The adjusted R-square indicates that 6.71% of the variation in the best practices to the quality of education is explained by their learner characteristics, school management and funding, and organization. The F-value of 3.902 is significant having a p-value of 0.000.

This means that the best practices to the quality of education was influenced by learner characteristics, school management, and funding and organization.

6. CONCLUSION

On the basis of the foregoing findings, the following conclusion was drawn.

The performance management system is the systematic approach to measure the performance of an institution and is a process through which the organization aligns their mission, goals, and objectives with available resources systems and set the priorities. This goes along with the best practices needed to be performed to attain quality education.

Based on the gathered data, it is shown that School Management and Learning Environment has a significant effect on the Quality of Education that students should receive. Furthermore, best practices of an institution also have a significant effect in every aspect such as Learner Characteristics, Teaching-Learning Process, Educational Content, Learning Environment, School Management, and Funding and Organization. With these, the null hypothesis stating that "There is no significant relationship between the performance management system and best practices on the quality of education provided by selected performing public elementary central schools in the Province of Laguna", is partially rejected. Analyzed data inferred that best practices significantly affect quality education whereas Performance Management System significantly affects quality education, only in some areas such as Learning environment and School management.

7. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations:

1. It may be recommended that sustaining quality education using the performance management system and best practices can be monitored using a school assessment with the faculty members. This is to develop a shared picture of strengths, challenges, and opportunities for action that will surely show great improvements.
2. Establishing baseline practices for classroom teaching that are non-negotiable but also leaving room for professional judgment, improvisation, and flexibility should also be considered as an aspect to improve quality education. This approach to policy acknowledges that there are some basic hallmarks of classroom teaching that all teachers should be expected to exhibit in their practices.
3. Furthermore, this research could also be used in a larger population that would allow for a better generalization of the data and a wider vision of how quality education was affected by performance management systems and best

practices.

4. Also, feedbacks received should be taken into consideration to determine the progress of the researchers in achieving their objectives.
5. Significant progress is possible when countries may prioritize the concept of 'learning for all. This progress is just the beginning of a global movement, with every student in every country learning about the basic life skills and approaches for sustainable development from well-trained teachers equipped with knowledge and resources and a well-designed curriculum.
6. The teachers may continue to become vigilantes in searching for the ultimate problem of the learners and take the necessary solution for the said problem following the required protocols in action research and appropriate program involved.
7. The parents and community stakeholders may be encouraged to take part in the implementation of the ongoing school projects through services or monetary support for the welfare of the learners.
8. It is also being suggested to include in the Learning Continuity Plan (LCP) the parents' orientation for the massive affirmative acceptance of their accountability without any objection.
9. Furthermore, it is also being suggested among the teachers to enroll in Graduate Studies for personal growth and development.

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