



CURRICULUM, INSTRUCTION AND ASSESSMENT TRIAD AND THE LEADERSHIP AND GOVERNANCE PRACTICES IN PROMOTING INTERNAL EFFICIENCY AMONG PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

The study aimed to document the curriculum, instruction, and assessment triad and the leadership and governance practices in promoting internal efficiency among public elementary schools. Furthermore, this attempted to determine if there is a significant relationship between the perceived extent of curriculum, instruction, and assessment triad and the leadership and governance practices with the school's internal efficiency. Using a descriptive research design, it involved 61 elementary school heads/principals of the Division of San Pablo City. The researcher utilized a survey questionnaire as the primary source of gathering data from the respondents to determine and interpret the curriculum, instruction, and assessment triad and the leadership and governance practices in promoting internal efficiency among public elementary schools which undergone internal and external validation through the help of the panel of examiners and group of teachers. There is no significant correlation with the majority of the perceived extent such as curriculum, instruction, and assessment triad practices as to creation of teacher-made learning materials, capacity building for teachers on content, pedagogy, classroom management, differentiated instruction, and inclusive education with a significant correlation in some areas such as localizing materials and teaching guides, contextualizing assessment, and creation of teacher-made learning materials to failure rate while capacity building for teachers is significantly related to completion rates. The perceived extent of leadership and governance practices has no significant correlation with most school's internal efficiency with a significant correlation in some areas such solid waste management and information communication technology to dropout rate.

Keywords: curriculum, instruction and assessment triad, leadership and governance, promotion rate, completion rate, dropout rate, graduation rate, failure rate