

POLICY DIRECTIONS IN THE COMPLIANCE OF THE DEPARTMENT
OF EDUCATION ORDERS ON ONLINE SYSTEMS

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ABSTRACT

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Data encoded in the online systems are very essential in providing access to complete quality basic education.

This study aimed to evaluate the compliance to the Department of Education Orders on online systems in the Division of Roxas City for policy directions.

Specifically, it sought to answer the following: what is the level in terms of general and specific guidelines for Learners Information System and Enhanced Basic Education Information System; what are the system-related and school-related issues and concerns in relation to the implementation of the online systems in terms of timeliness, accuracy and completeness of data; and what are the related policies which can be formulated in different levels.

This phenomenological research study employed a mixed-method design. The total sixty-three (63) respondents of the study were the population of public elementary and secondary school heads, school ICT coordinators and planning officers chosen by purposive sampling technique in the division during the School Year 2015-2016.

The Division of Roxas City's level of compliance to DepEd Order on online systems of all public elementary and secondary schools was interpreted as "Fully Complied" which consisted of sets of guidelines on: both LIS and EBEIS, LIS only and EBEIS only.

Some problems encountered were in terms of timeliness, accuracy and completeness of data. The system-related problems include: difficulty in running the system, incomplete facility and inaccessibility. School-related problems were: no internet connection and low/poor signal; class advisers' lack of ICT skills and facilities and not all of them did the online enrolment; not updated with the latest guideline; and lack of data source and parents' cooperation.

The policies implemented in schools and division levels like: (1) 'Text or Call Brigade'; (2) 'No live birth, no enrol' policy; (3) Local government officials' participation; and (4) Designation of grade level ICT coordinator as well as effective management styles employed addressed the problems.

The researcher also proposes policies like: (1) Adoption of the identified practices in the whole division; (2) Serious involvement of all school personnel concerned in the validation process; (3) Policy for late submission online; (4) Proper endorsement of new school ICT coordinator; and (5) Conduct of Year-end orientation-training.