



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

June 20, 2024

REGION MEMORANDUM
PPRD-2023-049

**DISSEMINATION OF RESULTS OF POLICY RESEARCH STUDY ON PMIS
INSTITUTIONALIZATION FOR IMPLEMENTING UNIT SCHOOLS OF
DEPED SOCCSKSARGEN**

To: Schools Division Superintendents

1. This has reference to Region Memorandum PPRD No. 2024-008 re *“Conduct of Online Survey Questionnaire for the IU’s Planning Team in Preparation for the Institutionalization of PMIS at the School Level”* issued last January 12, 2024 in line with the policy research agenda titled, ***“An Innovative Strategic Intervention Framework on PMIS Institutionalization for Implementing Unit Schools of SOCCSKSARGEN Region.”***
2. This is to reiterate that this research undertaking is in line with the Policy, Planning & Research Division (PPRD) Operational Manual (OM) 2024, particularly on Policy Development Process with focus on the sub-processes on: “Policy Implementation and Review,” which is anchored on “One DepEd, One QMS” strategic direction of DepEd CO. The focus of this initiative is to formulate a localized research-based intervention policy anchored on DepEd Order No. 11, s. 2021 on “Guidelines on the Operationalization of the Program Management information System,” DepEd Memorandum No. 088, s. 2022 on “Reiteration of the Strict Compliance and Institutionalization of DepEd Order No. 011, s. 2021, and DepEd CO Unnumbered Memorandum OUA-OUT dated March 14, 2024 entitled, *“Guidelines for the Conduct of Program Management Information System (PMIS) School-Level Pilot Testing and Scale-up Implementation”* and DepEd Order 11 series of 2021 entitled, *“Guidelines on the Operationalization of Program Management Information System”*.
3. Generally, this study aimed to formulate a data-driven strategic intervention for the full institutionalization of PMIS among Implementing Unit (IU) schools of DepEd SOCCSKSARGEN.
4. Specifically, it has deemed to realize the following indicative research objectives:
 - a. Determine the level of implementation of PMIS both at the division and regional level in terms of the following aspects: Work Financial Plan (WFP) Crafting, WFP Encoding/Uploading, Activity Request Generation, Generation of Authority to Conduct (ATC), Encoding of Accomplishments, Verification of Accomplishment Encoded in the PMIS with the QAD/SMME, and Generation of Quarterly Accomplishment Report from the PMIS.
 - b. Find out the potential internal and external factors that would affect in the full institutionalization of PMIS among IU schools.
 - c. Formulate a Needs-Based Training Program on PMIS Institutionalization for Implementing Units (IUs) of SOCCSKSRAGEN Region, based on the results of the study.



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5. After conducting thorough analysis and interpretation of the quantitative and qualitative data gathered, this research undertaking has firmed-up the results of the study. See attached Enclosure 1 for your reference.
6. For inquiries and clarifications, you may reach Dr. Glenn A. Bisnar, CES through glenn.bisnar@deped.gov.ph or the research proponent, Lovely Z. Ramos through lovely.ramos@dpeed.gov.ph.
7. For dissemination, information, and compliance of all concerned.


CARLITO D. ROCAFORT
Director IV

Enclosure: As stated

References: RM PPRD No. 2024-008; DepEd Order No. 11, s. 2021; DepEd Memorandum No. 088, s. 2022; Unnumbered Memo OUA-OUT dated March 14, 2024

Allotment: None

To be indicated in the Perpetual Index under the following subject:

PROGRAM RESEARCH

GAB/PPRD/RM – DISSEMINATION OF RESULTS OF POLICY RESEARCH STUDY ON PMIS INSTITUTIONALIZATION OF FOR IMPLEMENTING UNIT SCHOOLS OF DEPED SOCCSKSARGEN
046/ June 20, 2024



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Enclosure 1 to Region Memorandum PPRD-2024-049

**AN INNOVATIVE STRATEGIC INTERVENTION FRAMEWORK ON PMIS
INSTITUTIONALIZATION FOR IMPLEMENTING UNIT SCHOOLS
OF SOCCSKSARGEN REGION**

I. Rationale and Brief Background of the Study

This study has reference to Region Memorandum PPRD No. 2024-008 regarding “PPRD 2023 Research Agenda as mechanism in the development of research-enabled innovations.”

Basically, this research undertaking is in line with the Policy, Planning & Research Division (PPRD) Operations Manual (OM) 2022, particularly on **Policy Development Process** with focus on the sub-processes on: “**Policy Implementation and Review**,” on DepEd Order No. 11, s. 2021 on “Guidelines on the Operationalization of the Program Management information System” and DepEd Memorandum No. 088, s. 2022 on “Reiteration of the Strict Compliance and Institutionalization of DepEd Order No. 011, s. 2021 and DepEd CO Unnumbered Memorandum OUA-OUT dated March 14, 2024 entitled, “*Guidelines for the Conduct of Program Management Information System (PMIS) School-Level Pilot Testing and Scale-up Implementation*” and DepEd Order 11 series of 2021 entitled, “*Guidelines on the Operationalization of Program Management Information System*”.

This is as well aligned to PPRD’s strategy on “**Implementation of Management & Governance Revitalization Program through PROJECT FIRST** particularly on the component on “*Strengthening conduct of Strategic, Medium-term and Operational Planning cum PMIS at all governance levels.*” Also, it is aligned under **Resiliency and Well-being Relevant Program (RWRP)** through **PROJECT RESIST** particularly on component on “*Strengthening PMIS to strategically implement PPAs that support learners’ well-being in GIDA areas and last miles schools.*”

Under **BEDP Framework**, this research-based intervention is anchored on Pillar 4: Resiliency and Well-being particularly on Strategy No. 5: Provide learners with basic health and nutrition services (School-Based Feeding Program); and also on Enabling Mechanism on Governance on **EM No. 4** – “*Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education service.*”

Apparently, in the **MATATAG AGENDA**, this research undertaking is subsumed under: “*Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment*” through the key initiatives on: “*We will launch our National Education Portal or NEP, which will provide a dynamic “one-stop-shop” platform available to all basic education stakeholders, such as teachers, learners, and parents. The NEP will substantially cut down the manual process, reduce transaction costs and eliminate errors due to human intervention.*”

Through this study, “**An Innovative Strategic Intervention Framework on PMIS Institutionalization for Implementing Unit Schools of SOCCSKSARGEN**”



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Region shall be enforced through: (1) Capability Building Program on PMIS for IU Schools; (2) Strengthening Provision of Online Technical Assistance; and (3) Conduct of Monitoring & Evaluation as Basis for Continuous Improvement Mechanism Interventions; and (4) Development of PMIS User's Manual of Operations for IU Schools.

II. Research Goal and Objectives

Generally, this policy research review deemed to formulate a data-driven strategic directions for the full institutionalization of PMIS at the school level.

Specifically, it has sought answers to the following objectives:

1. Determine the level of implementation of PMIS both at the division and regional level in terms of the following aspects:
 - 1.1 Work Financial Plan (WFP) Crafting;
 - 1.2 WFP Encoding/Uploading;
 - 1.3 Activity Request Generation;
 - 1.4 Generation of Authority to Conduct (ATC);
 - 1.5 Encoding of Accomplishments;
 - 1.6 Verification of Accomplishment Encoded in the PMIS with the QAD/SMME; and
 - 1.7 Generation of Quarterly Accomplishment Report from the PMIS.
2. Find out the potential internal and external factors that would affect in the full institutionalization of PMIS among IU schools.
3. Formulate a Needs-Based Training Program on PMIS Institutionalization for Implementing Units (IUs) of SOCCSKSRAGEN Region, based on the results of the study.

This research study is anchored on the following Conceptual Framework using Input-Process-Output Model. See Figure 1 on the next page.



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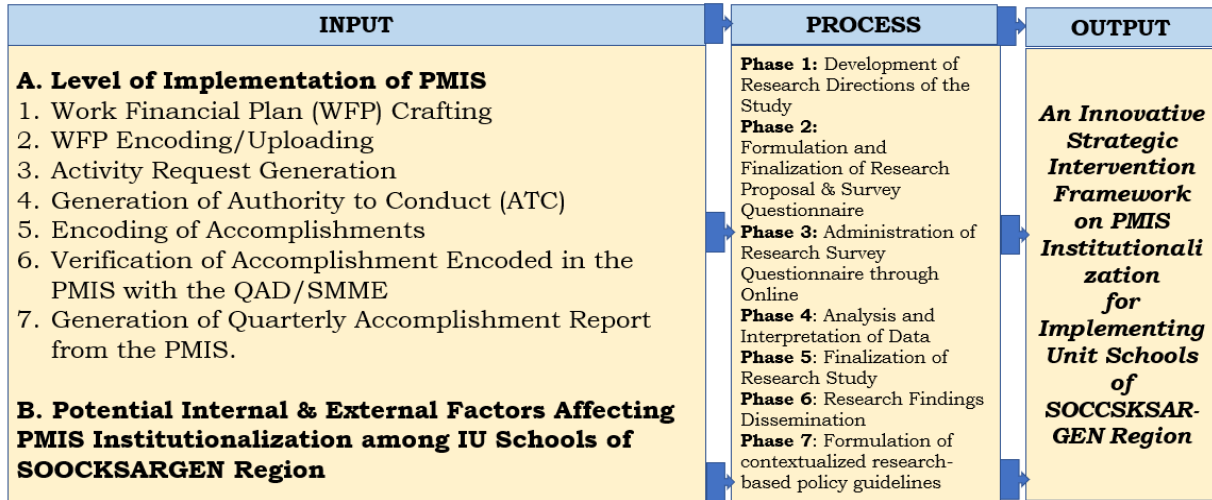


Figure 1: Conceptual Framework of the Study

III. Research Methodology

This policy research review used Descriptive Evaluative Research Design by utilizing Mixed Method. The following Figure 2: **Research Methodology Framework of the Study** provides the summary in terms of sampling technique, data gathering tools, data gathering technique, and data analysis technique:

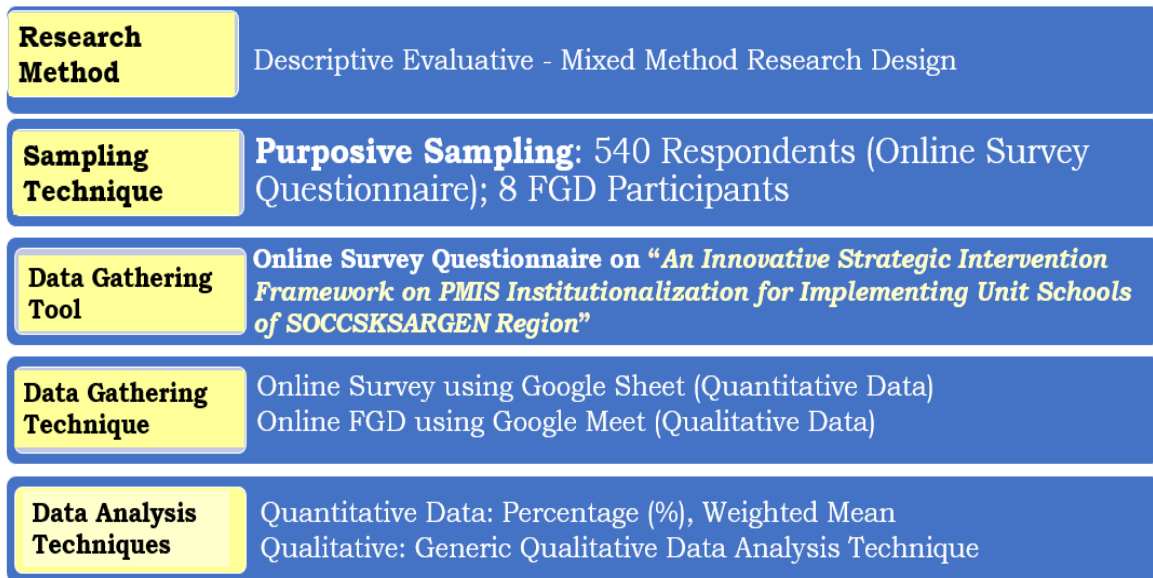


Figure 2: Research Methodology Framework of the Study

IV. Presentation, Analysis and Interpretation of Data



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Based on the thorough analysis and interpretation of both quantitative and qualitative data, the following are the summary of results:

Table 1: Summary of Level of Understanding of Implementing Unit School Planning Team on PMIS Operationalization in terms of Crafting Work Financial Plan (WFP)

PMIS Components	SD	Overall Mean		Rank
		WM n=540	Description	
A. Crafting of WFP	0.069	2.19	Moderate	1
B. WFP encoding and uploading	0.040	1.90	Moderate	3
C. AR generation	0.033	1.91	Moderate	2
D. ATC generation	0.034	1.84	Moderate	5.5
E. Encoding of accomplishment	0.035	1.84	Moderate	5.5
F. Verification of accomplishment encoded with SMME	0.030	1.81	Moderate	7
G. Generation of quarterly accomplishment report from PMIS	0.028	1.87	Moderate	4
Average Mean	0.038	1.91	Moderate	

Generally, the overall mean is described as **Moderate (M=1.91, SD=0.038)**, the top three PMIS components with means described as Moderate are: (1) Crafting of WFP; (2) AR generation; and (3) WFP encoding and uploading; while the bottom four PMIS components with means described as Moderate also are: (4) Generation of quarterly accomplishment report from PMIS; (5) ATC generation; (6) Encoding of accomplishment; (7) Verification of accomplishment encoded with SMME.

Apparently, Pastor, C.K. (2020) with her study on “The Role of Management Information System (MIS): Review on the Importance of Data and Implementation in Organizational Process” is aligned to this research undertaking as regards the importance of MIS. She inferred from her study that Management Information System is important in the organization’s success. The result of the study shows that schools in Pangasinan are implementing the process and practice of Management Information System. Her literature review shows the big importance of industries and organizations to maximize the utilization of the unit. She recommended that all institutions should revisit and include the Management Information System unit as a priority unit for organizational effectiveness and innovation.

Likewise, Mishra, L. et. al. (2015) conducted a study on “Review on Management Information Systems (MIS) and its Role in Decision Making,” that focuses on understanding the concept of MIS, the need for MIS, the advantages of MIS in an organization, the MIS model, decisions, and the decision-making system and majorly the role of MIS in decision-making. They concluded that Management Information Systems provides accurate, timely, relevant and complete information necessary to facilitate decision making in an organization. It helps in planning, control, and operational functions to be carried out effectively and efficiently. It provides a wide



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range of decision alternatives for the decision makers, enabling them to make their choice depending on the system and the situation.

Table 2: Thematic Analysis on the Potential Internal Facilitating Factors Considered by the IU School Heads in the Full Operationalization of PMIS

Texts of the Potential Internal & External Facilitating Considered by IUs School Heads in the Full Operationalization of PMIS	Cluster Themes on the Internal Facilitating Factors
Technical skills of school's TWG Computer literacy of school heads Competence of TWG to familiarize the operationalization of the system by the TWG	ICT technical skills & competence of the school's TWG
Adequate manpower to handle the system Time availability of TWG Funding availability to upgrade school's ICT facilities	Adequate resources as support mechanism
School head's commitment to implement the program School's TWG full support to operationalize the PMIS Cooperation among members of the school's TWG	Organizational commitment towards full operationalization of the system

Based on the focus group discussion (FGD) conducted, the following themes are formulated:

- ICT technical skills & competence of the school's TWG
- Adequate resources as support mechanism
- Organizational commitment towards full operationalization of the system

In line with this, the study of Karim, A. J. (2011) on "The Significance of Management Information Systems for Enhancing Strategic and Tactical Planning" pointed out that Management Information Systems (MIS) is the key factor to facilitate and attain efficient decision making in an organization. The results of the research showed that MIS was primarily used to enhance strategic planning in both financial institutions. The regression analysis revealed that Tactical planning is found to have no effect on Decision Making, while Strategic planning has a clear effect on the Decision-Making Effectiveness in both organizations.



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Table 3: Thematic Analysis on the Potential External Facilitating Factors Considered by the IU School Heads in the Full Operationalization of PMIS

Texts of the Potential External Facilitating Considered by IUs School Heads in the Full Operationalization of PMIS	Cluster Themes on the Internal & External Facilitating Factors
Internet connectivity of the school	Infrastructures such as internet, power supply & clear PMIS process flow
Adequate power supply	
Clarity of process flow of the system	
Support of PTA	External stakeholders' support for the operationalization of the system
Support of SGC	
Support of partners	
TA provided by the SDO	Technical assistance of SDO & RO TWG & stakeholders
Technical support of the RO	
Support of the LGU for purchase of ICT equipment	

Based on the responses of the participants in the focus group discussion (FGD) and Key Informant Interview (KII) conducted, the following themes are formulated:

- Infrastructures such as internet, power supply & clear PMIS process flow
- External stakeholders' support for the operationalization of the system
- Technical assistance of SDO & RO TWG & stakeholders

Along this line, Nowduri, S. (2019) in his study “Management Information Systems and Business Decision-making: Review, Analysis, and Recommendations” concluded that despite the positive associated with the role of MIS in decision making process, there are few challenges that are believed to limit the efficacy of MIS. Some of these include:

- The dynamic nature of MIS makes it difficult for some organizations to keep up with the principles, strategies, propositions or even ideas.
- Different situations call for different decisions to be made. This poses challenges to MIS theorists since MIS tend to not be adaptable. The institutionalization, programming, monitoring and evaluating MIS requires a lot of expertise – something which numerous organizations lack.
- The running of MIS programs tends to be relatively costly for some organization – especially small ones who are not well-endowed financially.
- MIS is more of a science-oriented field while business is art-oriented. Consequently, finding a middle ground where the two can be linked is quite challenging to some people.
- Most organizations do not have well-defined decision-making system. So even with the right MIS tools, very little can be achieved in terms of improving decision-making.



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Table 4: Innovative Strategic Interventions in the Institutionalization of PMIS based on the Results of the Study

Innovative Strategic Interventions	Titles	Goals
Innovative Strategic Intervention 1	Needs-Based Capability Building Program on PMIS for Implementing Unit Schools	Capacitate school's PMIS TWG on the full operationalization of PMIS.
Innovative Strategic Intervention 2	Strengthening Provision of Online Technical Assistance	Provide an accessible technical assistance to address issues and concerns of school's PMIS TWG.
Innovative Strategic Intervention 3	Conduct of Impact Research Evaluation of PMIS Institutionalization among Select Implementing Unit Schools of SOCCSKSARGEN Region	Evaluate the impact of the intervention as basis for system enhancement.
Innovative Strategic Intervention 4	Development of PMIS User's Manual of Operations for IU Schools	Develop PMIS User's Manual of Operations for Implementing Unit schools

There are three innovative strategic interventions, which are the major outputs of this study: (1) Continuous Capability Building Program on PMIS for Program Holders and PMIS In-charge; (2) Strengthening Provision of Online Technical Assistance; and (3) Development of Video Self-Instructional Materials; and (4) Development of PMIS User's Manual of Operations for IU Schools

These interventions are supported by the findings of the study of Alawamle, H. A. et.al. (2021) as regards "The Challenges, Barriers, and Advantages of Management Information System Development: Comprehensive Review." The study clarified the position, goal, function, meaning, philosophy, dimensions, advantages, and classification of MIS, as well as the organizations' challenges and barriers. The study inferred that managers today must exercise caution because they will become inundated with statistics that are only slightly important rather than faced with concrete and valuable evidence. This condition can be prevented by establishing a robust and usable MIS unit. Finally, in delivering a large range of streamlined alternatives, MIS plays a vital role for policymakers to select their preferred choices. This is important because it means that whatever decisions decision-makers produce, the result is often optimistic. Hence, the proposed innovative strategic interventions uphold such management principle.

To summarize the findings of this research the following Operational Framework serves as the blueprint in carrying out the four major research-enabled innovations which are the major outputs of this study as mechanisms to optimize the identified potential facilitating internal and external factors that would significantly contribute in the full institutionalization of PMIS among Implementing Unit (IU) schools of the region.



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Figure 3: PMIS Strategic Intervention Framework for IU Schools of DepEd SOCCSKSARGEN

V. Summary of Findings, Conclusion and Recommendation of the Study

A. Summary of Findings

Based on the data presented, the following are the summary of findings:

- Generally, the overall mean is described as Moderate (M=1.90, SD=0.040); the top two indicators which are Moderate: “filling-in data in every row and column in the white colored fields (M=2.02, SD=0.045), and “log-in in the PMIS webpage” (M=1.95, SD=0.040); while the lowest mean of 2.13 (Moderate) is “having full understanding of the WFP template.”
- As regards Work Financial Plan (WFP) Encoding and Uploading in the PMIS, the overall mean is described as Moderate (M=1.91, SD=0.033); the indicator with highest mean of 1.97 (Moderate) is on “filling-in the boxes or filled”; while the lowest mean of 1.87 (Moderate) is “identify the functionality of all buttons in the PMIS.”
- For the component on Activity Request (AR) Generation from the PMIS, the overall mean is 1.84, described as Moderate, the indicator with highest mean of 1.87 (Moderate) is on “encoding additional new PPAs not included in the original WFP;” while the lowest mean of 1.81 (Moderate) is “bumping-off amount for funding of new activity in the PMIS.”
- Meanwhile, in the Generation of Authority to Conduct (ATC), the overall mean is 1.84, described as Moderate, the indicator with highest mean of 1.87 (Moderate) is on “encoding additional new PPAs not included in the original WFP;” while the lowest



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mean of 1.81 (Moderate) is “bumping-off amount for funding of new activity in the PMIS.”

5. In terms of Encoding of Accomplishments in the PMIS, the overall mean is 1.81, described as Moderate, the indicator with highest mean of 1.84 (Moderate) is on “encoding accomplishment in the PMIS at the end of every quarter;” while the lowest mean of 1.81 (Moderate) is “being familiar with the processes in submitting encoded accomplishments for verification in the PMIS.”

6. As regards Verification of Accomplishment Encoded in the PMIS with the SMME, the overall mean is 1.81, described as Moderate, the indicator with highest mean of 1.84 (Moderate) is on “encoding accomplishment in the PMIS at the end of every quarter;” while the lowest mean of 1.81 (Moderate) is “being familiar with the processes in submitting encoded accomplishments for verification in the PMIS.”

7. Regarding Generation of Quarterly Accomplishment Report from the PMIS, the overall mean is 1.87, described as Moderate, the indicator with highest mean of 1.84 (Moderate) is on “having competence in generating the following Quarterly Accomplishment Report from the PMIS: (Annual Procurement Plan);” while the lowest mean of 1.85 (Moderate) are: “having competence in generating the following Quarterly Accomplishment Report from the PMIS: (Implementation Status Summary), and having competence in generating the following Quarterly Accomplishment Report from the PMIS: CSE Master List (Supply Officer).”

8. In summary, the overall mean is 1.91, described as Moderate, the top three PMIS components with means described as Moderate are: (1) Crafting of WFP; (2) AR generation; and (3) WFP encoding and uploading; while the bottom four PMIS components with means described as Moderate also are: (4) Generation of quarterly accomplishment report from PMIS; (5) ATC generation; (6) Encoding of accomplishment; (7) Verification of accomplishment encoded with SMME.

9. As regards potential internal facilitating factors considered by the IU School Heads in the full operationalization of PMIS, the following themes were formulated: ICT technical skills & competence of the school’s TWG, adequate resources as support mechanism, and organizational commitment towards full operationalization of the system.

10. As regards potential external facilitating factors considered by the IU School Heads in the full operationalization of PMIS, the following themes were formulated: infrastructures such as internet, power supply & clear PMIS process flow; external stakeholders’ support for the operationalization of the system; and technical assistance of SDO & RO TWG & stakeholders.

11. Apparently, the following are the innovative strategic interventions based on the results of the study: Needs-Based Capability Building Program on PMIS for Implementing Unit Schools; Strengthening Provision of Online Technical Assistance; Conduct of Impact Research Evaluation of PMIS Institutionalization among Select



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Implementing Unit Schools of SOCCSKSARGEN Region; and Development of PMIS User's Manual of Operations for IU Schools.

12. The PMIS Strategic Intervention Framework for Implementing Unit schools of DepEd SOCCSKSARGEN as a major output of this study serves as the blueprint in the continuous improvement towards full institutionalization of PMIS as monitoring and evaluation mechanisms of all the funded programs embedded in the Annual Improvement Plan (AIP) to improve access, equity, quality, resiliency and well-being, and enhance the enabling mechanisms on governance.

B. Conclusion

Based on the data presented, it can be drawn that there are four innovative strategic interventions as output of the study that need to be enforced for the full institutionalization of PMIS in DepEd SOCCSKSARGEN both at the school level: (1) Needs-Based Capability Building Program on PMIS for Implementing Unit Schools; (2) Strengthening Provision of Online Technical Assistance; (3) Conduct of Impact Research Evaluation of PMIS Institutionalization among Select Implementing Unit Schools of SOCCSKSARGEN Region; and (4) Development of PMIS User's Manual of Operations for IU Schools.

C. Recommendations

Based on the summary of findings and conclusion, the following are hereby recommended:

1. For the Regional Office to enforce the four innovative strategic interventions, as major output of the study incorporating the proposed Terms of Reference (ToR) of the following RFDs:

- * Policy, Planning & Research Division (PPRD): Leads in the formulation of the details of the four proposed innovative strategic interventions.
- * Curriculum Learning Management Division (CLMD): Finds alignment for the maximization of the research-based intervention with its Project LINGAP.
- * Human Resource Development Division (HRDD): Provides technical assistance in the development of training modules as major output based on the research-based strategic intervention.
- * Quality Assurance Division (QAD): Conducts M&E on the varied phases of the proposed research-based four innovative strategic interventions.
- * Field Technical Assistance (FTAD): Takes charge in providing technical assistance mechanisms to fully implement the four innovative strategic interventions.
- * Administrative Division (AD) & Finance Division (FD): Takes charge in the administrative aspects of this research-based interventions.
- * Education Support Services Division (ESSD): Provides educational support services in the effective implementation of the project.



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2. Formulate a brief policy recommendation, based on the results of the study vis-à-vis QMS deliverables on Policy Formulation particularly on sub-processes on “Policy Implementation and Review.”
3. To develop implementation mechanisms of the following research-enabled interventions as major outputs of the study:
 - * Needs-Based Capability Building Program on PMIS for Implementing Unit Schools
 - * Strengthening Provision of Online Technical Assistance
 - * Conduct of Impact Research Evaluation of PMIS Institutionalization among Select Implementing Unit Schools of SOCCSKSARGEN Region
 - * Development of PMIS User’s Manual of Operations for IU Schools
4. For PPRD to further explore the following research agendum as offshoot of this research undertaking: **Impact Evaluation of PMIS Institutionalization among Select Implementing Unit Schools of DepEd SOCCSKSARGEN**

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