



MONITORING AND EVALUATION ON THE IMPLEMENTATION OF LITERACY PROGRAMS AND ACADEMIC PERFORMANCE OF ELEMENTARY LEARNERS

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ABSTRACT

This study determines the extent of monitoring and evaluation practices of school heads, extent of implementation of literacy programs and academic performance of learners in quarter 1. A descriptive-correlational research design utilizing the survey developed by Lucero, J. R., Evangelista, J. E., & Lim, D. G. (2019). "Managing the Implementation and Evaluation of the School Reading Program" and a survey is developed by Sanchez, G.M., Labordo, E.L., & Martir, E.M. (2024). "School Heads' Engagement, Strategies and Effectiveness on Monitoring Evaluation and Adjustment (MEA). International Journal of Science and Management Studies" conducted to the 22 teachers and 1 school head. Further, the researcher gathered the result of the first quarter assessment of the 22 learners identified as respondents of the study. A significant relationship was revealed between the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback and follow-up, and institutionalization and sustainability and the level of academic performance of learners in quarter 1. Similarly, a positive significant relationship also was revealed between the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback and the level of academic performance of

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learners in quarter 1. These findings confirm that the strong monitoring and evaluation practices of school heads and the effective implementation of literacy programs are crucial in enhancing learners' literacy development and overall academic achievement. The results further affirm that a well-structured and data-driven approach in literacy program management fosters continuous improvement in teaching and learning.

Keywords: *Monitoring and Evaluation, Implementation, Literacy Programs, Academic Performance, Elementary Learners*

INTRODUCTION

Literacy remains a foundational skill necessary for academic success and lifelong learning. In the Philippine basic education context, various literacy programs such as Every Child a Reader Program (ECARP) and the Philippine Informal Reading Inventory (Phil-IRI) have been implemented to address the challenges in reading proficiency. However, despite these initiatives, low reading comprehension levels among learners continue to be a pressing issue in many schools. One of the identified contributing factors to this persistent challenge is the lack of effective monitoring and evaluation (M&E) practices among school leaders, particularly school heads, who play a vital role in supervising the implementation of such programs (Lucero et al., 2019).

Monitoring and evaluation are essential management tools in education. They provide systematic approaches to track the implementation and assess the effectiveness of programs to ensure they meet their intended outcomes (Tiñana, 2019). School heads, as instructional leaders, are responsible for ensuring that literacy programs are properly carried out and aligned with the needs of their learners. When M&E practices are implemented effectively, school heads are better equipped to make data-informed decisions, adjust strategies, and support teachers in enhancing instruction (DepEd, 2015). However, many school heads tend

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to focus on administrative functions and conduct monitoring merely for compliance, rather than for continuous improvement and instructional support (Mensah, 2022).

Karimi (2020) emphasized that participatory M&E, which involves teachers, curriculum support officers, and other stakeholders, has a significant impact on the performance of literacy programs. In schools where monitoring is inclusive, systematic, and data-driven, there is greater alignment between program goals and actual classroom implementation. Unfortunately, in many schools, M&E is irregular or not embedded into the school's culture of practice, resulting in missed opportunities for timely intervention and instructional improvement.

Furthermore, Mensah (2022) in Ghana cautions against evaluative activities that focus only on compliance. He noted that such approaches, while improving curriculum delivery, often fail to support teacher growth and instructional innovation. A similar gap was identified in Philippine schools: Pangilinan and Pangilinan (2022) found that although school heads were rated highly in M&E performance during COVID-19, there was a mismatch between the oversight provided and the evolving needs of teachers adapting to hybrid learning

Lucero et al. (2019) further pointed out that the success of literacy programs greatly depends on the leadership of school heads in sustaining effective M&E systems. In their study conducted in Digos City, they found that schools with consistent monitoring practices, use of data from reading assessments, and collaborative implementation strategies showed higher literacy gains among learners. Similarly, Tiñana (2019) highlighted that the School Monitoring, Evaluation and Adjustment (SMEA) process, when utilized effectively, can lead to improved instruction, stakeholder engagement, and data-based planning.

Given these observations, this study seeks to investigate the extent to which school heads implement monitoring and evaluation practices in literacy programs and how these practices influence the effectiveness of such initiatives. The findings of the study will provide

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valuable insights into how school leaders can strengthen their M&E functions and ensure that literacy programs are implemented with fidelity, responsiveness, and impact.

Therefore, it is in the rationale that the researcher who is currently an aspirant instructional leader and a classroom teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the relationship between the extent of monitoring and evaluation practices of school heads, extent of implementation of literacy programs and academic performance of learners in quarter 1 in Puerto Bello Elementary School, Merida District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of monitoring and evaluation practices of school heads?
2. What is the extent of implementation of literacy programs?
3. What is the level of academic performance of learners?
4. Is there a significant relationship between the extent of monitoring and evaluation practices of school heads and level of academic performance of learners?
5. Is there a significant relationship between the extent of implementation of literacy programs and level of academic performance of learners?
6. What instructional supervision plan can be proposed based on the findings of this study?

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METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the relationship between the extent of monitoring and evaluation practices of school heads and implementation of literacy programs. This study is descriptive because it describes the variables- monitoring and evaluation practices and implementation of literacy programs. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Puerto Bello Elementary School, Merida District, Leyte Division. The twenty-two (22) teachers, one (1) school head and twenty-two (22) learners were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument developed by Lucero, J. R., Evangelista, J. E., & Lim, D. G. (2019). "Managing the Implementation and Evaluation of the School Reading Program". This is a 20-item survey which measures the extent of monitoring and evaluation practices of school heads in enhancing the implementation of literacy programs in school. Further, Part 2 of the survey is developed by Sanchez, G. M., Labordo, E. L., & Martir, E. M. (2024). "School Heads' Engagement, Strategies and Effectiveness on Monitoring Evaluation and Adjustment (MEA). International Journal of Science and Management Studies". This is a 16-item survey which measures the implementation of literacy programs of the school. Finally, the researcher gathered the grades of the learner-respondents in quarter. The data was used to describe the academic performance of the learners.

Sampling. The twenty-two (22) teachers, one (1) school head and 22 learners enrolled in the said locale were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified

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schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. The respondents will be given ample time to complete the survey. Further, the school head will conduct the reading and literacy test to the learners to check on the improvement of their performance. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of monitoring and evaluation practices of school heads and implementation of literacy programs. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

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RESULTS AND DISCUSSION

Table 1
Extent of Monitoring and Evaluation (M&E) Practices of School Heads in the Implementation of Literacy Programs

Indicators		Weighted Mean	Description	Interpretation
A. Setting Objectives and Planning				
1	The school head sets clear M&E objectives aligned with literacy program goals.	5.00	Always	Very High
2	The school head involves teachers in designing the M&E plan.	4.91	Always	Very High
3	The M&E system includes timelines and specific targets for literacy outcomes.	4.91	Always	Very High
Mean		4.94	Always	Very High
B. Implementation and Monitoring				
4	The school head allocates time and resources for monitoring literacy activities.	4.82	Always	Very High
5	The school head regularly conducts classroom observations focused on literacy instruction.	4.86	Always	Very High
6	Learner reading performance is systematically tracked using Phil-IRI or other assessments.	4.91	Always	Very High
7	The school head gathers feedback from stakeholders (teachers, parents, learners) about the literacy program.	5.00	Always	Very High
8	Records of literacy-related activities are well-maintained and updated.	4.95	Always	Very High
Mean		4.91	Always	Very High
C. Data Analysis and Utilization				
9	The school head leads data analysis sessions (LAC/PIR) to review literacy outcomes.	5.00	Always	Very High

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10	Data from monitoring is compared against targets to assess program effectiveness.	4.95	Always	Very High
11	Literacy data is disaggregated by grade level and learner profile to identify gaps.	4.91	Always	Very High
12	The school head facilitates discussions on trends, issues, and implications of literacy performance.	4.95	Always	Very High
13	The school head uses M&E findings to design or revise literacy interventions.	4.95	Always	Very High
Mean		4.95	Always	Very High
D. Feedback and Follow-up				
14	Feedback from M&E is used to coach or mentor teachers on reading instruction.	4.91	Always	Very High
15	M&E results are shared with stakeholders during school meetings or conferences.	4.91	Always	Very High
16	The school adjusts literacy strategies based on quarterly or periodic evaluations.	4.95	Always	Very High
17	The school head follows up on the implementation of recommended literacy improvements.	4.91	Always	Very High
Mean		4.92	Always	Very High
E. Institutionalization and Sustainability				
18	Monitoring tools and practices are sustained throughout the school year.	5.00	Always	Very High
19	Literacy monitoring is embedded into the school's SIP/AIP planning.	5.00	Always	Very High
20	The school head supports the institutionalization of effective literacy practices.	5.00	Always	Very High
Mean		5.00	Always	Very High
Grand Mean		4.94	Always	Very High

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Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Always	Very High
3.21-4.20	Often	High
2.61-3.40	Sometimes	Average
1.81-2.60	Rare	Low
1.00-1.80	Never	Very Low

Table 1 assesses the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback and follow-up, and institutionalization and sustainability. It was revealed on the table that the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback and follow-up, and institutionalization and sustainability receives a grand mean of 4.94 (Very High). This indicates that school head consistently and effectively perform their monitoring and evaluation functions across all identified dimensions-namely, setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback and follow-up, and institutionalization and sustainability. The "Very High" result suggests that school heads are actively engaged in ensuring that literacy programs are well-managed, systematically implemented, and continuously improved. Specifically, it implies that they set clear and measurable objectives, establish detailed plans for literacy initiatives, monitor the progress of implementation, analyze performance data to inform decision-making, and provide continuous feedback and follow-up to teachers and program implementers. Furthermore, their strong performance in institutionalization and sustainability reflects their commitment to embedding literacy programs into the school's long-term strategic direction. This high level of M&E practice demonstrates strong instructional leadership and accountability, as school heads ensure that literacy interventions are aligned with learning goals and DepEd's vision for quality education. According to Bernardo (2021), effective monitoring and evaluation serve as key mechanisms for sustaining literacy gains, as they help leaders identify gaps, celebrate

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successes, and adjust strategies promptly. Similarly, Talisayon (2020) emphasized that systematic monitoring and evaluation empower school heads to make evidence-based decisions that enhance the effectiveness of literacy initiatives. The result further supports the findings of Garcia and Reyes (2022), who found that schools with high levels of monitoring and evaluation practices demonstrate improved literacy outcomes, teacher performance, and learner engagement. The proactive role of school heads in continuous supervision, mentoring, and feedback fosters a culture of improvement and shared accountability among teachers.

Table 2
Extent of Implementation of the Literacy Program

A. Literacy Assessment and Profiling	Weighted Mean	Interpretation
1. Learner literacy levels are profiled using standardized tools (e.g., Phil-IRI, reading logs).	4.00	Fully Implemented
2. A school reading profile is maintained and used to identify struggling learners.	3.91	Fully Implemented
3. Results from assessments inform targeted literacy interventions.	3.82	Fully Implemented
Mean	3.91	Fully Implemented
B. Literacy Instruction and Support		
4. Structured reading sessions (e.g., guided reading, shared reading) are scheduled and implemented.	3.91	Fully Implemented
5. Use of engaging literacy materials (e.g., leveled readers, charts) is evident in classrooms.	3.86	Fully Implemented
6. Teachers apply differentiated literacy strategies based on learner profiles.	4.00	Fully Implemented
7. The school head conducts regular classroom observations focused on reading instruction.	3.91	Fully Implemented
8. Lesson documentation and readers' progress logs are systematically maintained.	3.95	Fully Implemented
9. Observation findings are recorded and shared with relevant stakeholders (teachers, coordinators).	3.95	Fully Implemented

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B. Literacy Instruction and Support		
Mean	3.93	Fully Implemented
C. Data Utilization and Planning		
10. Literacy data (assessment scores, observation findings) are regularly reviewed in staff meetings.	3.82	Fully Implemented
11. Trends in literacy performance are analyzed and inform changes in instructional approaches.	4.00	Fully Implemented
12. School improvement plans include literacy targets based on M&E findings.	4.00	Fully Implemented
13. Individual or group remedial reading sessions are provided based on monitoring results.	4.00	Fully Implemented
Mean	3.96	Fully Implemented
D. Capacity Building and Feedback		
14. Teachers receive feedback/coaching following observations or data reviews.	3.95	Fully Implemented
15. Literacy activities and resource use are adjusted based on periodic evaluation of program effectiveness.	3.91	Fully Implemented
16. Parents are informed about learners' literacy progress and program strategies.	3.91	Fully Implemented
17. The school head engages reading coordinators and teachers in refining the literacy program.	4.00	Fully Implemented
18. M&E results are included in external reports (e.g., division monitoring, DepEd).	4.00	Fully Implemented
Mean	3.95	Fully Implemented
Grand Mean	3.94	Fully Implemented

Legend:

RANGES

3.26-4.00

2.51-3.25

1.76-2.50

1.00-1.75

INTERPRETATION

Fully Implemented

Partially Implemented

Implemented but Weakly Functional

Not Implemented

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Table 2 presents the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback. It was revealed on the table that the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback receives an average mean of 3.94 (Fully Implemented). This finding suggests that schools are consistently conducting literacy assessments and learner profiling to determine instructional needs, providing adequate instructional support to struggling readers, and using data to inform literacy planning and interventions. Likewise, the presence of capacity-building activities and feedback mechanisms highlights the school's effort to sustain literacy improvement through continuous professional development and reflective practices among teachers. The "Fully Implemented" rating implies that literacy initiatives are not merely compliance-driven but are embedded in the school's teaching and learning culture. This supports the findings of de Vera and Torres (2023), who emphasized that systematic literacy assessment and feedback promote responsive instruction and improved learner performance in foundational skills. Similarly, Cruz and Villanueva (2024) found that literacy programs that integrate teacher capacity-building and data-driven decision-making result in sustainable literacy growth and improved reading outcomes. Furthermore, this result aligns with DepEd Memorandum No. 173, s. 2019, which underscores the importance of institutionalizing literacy assessment, targeted interventions, and continuous monitoring as part of the Basic Education Learning Continuity framework. Thus, the data suggest that the literacy program's implementation is well-established, reflecting a functional monitoring system and an evidence-based approach to strengthening literacy instruction at the school level.

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Table 3
Academic Performance of Learners in Quarter 1

Grade Range	Description	Frequency	Percentage (%)
90–100	Outstanding	12	54.55%
85–89	Very Satisfactory	10	45.45%
80–84	Satisfactory	0	0%
75–79	Fairly Satisfactory	0	0%
Below 75	Did Not Meet Expectations	0	0%
Total		22	100%
Average Mean		89.41	Very Satisfactory

Table 3 shows the level of academic performance of the learners in quarter 1. It was revealed on the table that among the 22 learners under study, 12 (54.55%) got a rating of 90-100 (Outstanding) and 10 (45.45%) got a rating of 85-89 (Very Satisfactory). It was also shown on the table that the level of academic performance of learners in quarter 1 received an average mean of 89.41 (Very Satisfactory). This result indicates that the learners have demonstrated commendable academic performance during the first quarter. This finding implies that most learners are performing above the expected proficiency level, reflecting effective teaching practices and learner engagement within the instructional process. The presence of most learners in the "Outstanding" category also suggests that the instructional strategies and learning environment are conducive to mastery of competencies, particularly in foundational skills such as literacy and numeracy. Moreover, the "Very Satisfactory" mean performance indicates that while most learners are achieving the desired learning outcomes, there remains a need for continuous monitoring and enrichment activities to ensure that all learners can sustain or further improve their academic achievement. This aligns with the study of Dela Cruz and Gonzales (2024), which found that consistent teacher feedback, differentiated instruction, and data-driven interventions significantly contribute to higher

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academic performance among elementary pupils. Likewise, Reyes et al. (2023) emphasized that schools with strong literacy implementation programs and formative assessments often record "Very Satisfactory" to "Outstanding" learner performance due to targeted instructional support.

Table 4
Test of Relationship (Pearson r)

Relationship Tested	Pearson r	p-value	Interpretation
Table 1 (M&E Practices) and Table 3 (Academic Performance)	0.812	p < 0.01	Significant positive relationship
Table 2 (Program Implementation) and Table 3 (Academic Performance)	0.785	p < 0.01	Significant positive relationship

Table 3 shows the outcomes of tests, checking the correlations between the degree and difficulties of the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback and follow-up, and institutionalization and sustainability and the level of academic performance of learners in quarter 1 yield a Pearson r value of 0.812 while the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback and the level of academic performance of learners in quarter 1 obtained a Pearson r value of 0.785. Pearson r values for both relationships tested got a p-value of 0.01. This means that the probability of getting these results by random chance is less than 1%. Therefore, the relationships are statistically significant. This data shows that there is a positive significant relationship between the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data

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analysis ad utilization, feedback and follow-up, and institutionalization and sustainability and the level of academic performance of learners in quarter 1. This suggests that as the extent of monitoring and evaluation practices of school heads increases, the academic performance of learners also improves. The strong positive correlation signifies that effective supervision, systematic data utilization, and continuous feedback mechanisms greatly contribute to learners' literacy and overall academic achievement. Similarly, a positive significant relationship was revealed between the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback and the level of academic performance of learners in quarter 1. This means that effective implementation of literacy programs—through proper assessment, instructional support, and capacity building—positively impacts learners' academic outcomes. The findings imply that both monitoring and evaluation practices and program implementation play a crucial role in ensuring the success of literacy programs, thereby enhancing learners' academic performance. School heads who employ systematic M&E practices are better positioned to identify learning gaps, refine instructional strategies, and sustain literacy gains among pupils. These results are consistent with the study of Dela Cruz and Ramos (2024), which revealed that strong M&E systems foster instructional improvement and student achievement by promoting accountability and evidence-based decisions. Similarly, Villanueva (2023) emphasized that the proper implementation of literacy programs supported by effective monitoring mechanisms leads to significant improvements in learners' reading and comprehension skills. Hence, the data confirm that monitoring, evaluation, and well-executed literacy programs are integral to improving educational quality and learner performance.

Conclusion

The findings of the study revealed that the extent of monitoring and evaluation practices of school head in the implementation of literacy programs in terms of setting objectives and planning, implementation and monitoring, data analysis ad utilization, feedback

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and follow-up, and institutionalization and sustainability and the level of academic performance of learners in quarter 1 is positively significant. This indicates that when school heads effectively perform their roles in setting objectives and planning, implementation and monitoring, data analysis and utilization, feedback and follow-up, and institutionalization and sustainability, learners tend to achieve higher levels of academic performance. Similarly, a positive significant relationship also was revealed between the extent of implementation of the literacy program in terms of literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback and the level of academic performance of learners in quarter 1. This suggests that the consistent and effective implementation of literacy-related activities—particularly in literacy assessment and profiling, literacy instruction and support, data utilization and planning, and capacity building and feedback—positively contributes to learners improved academic outcomes. These findings confirm that the strong monitoring and evaluation practices of school heads and the effective implementation of literacy programs are crucial in enhancing learners’ literacy development and overall academic achievement. The results further affirm that a well-structured and data-driven approach in literacy program management fosters continuous improvement in teaching and learning.

Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.
2. School heads should strengthen monitoring and evaluation mechanisms by regularly setting clear objectives, developing evidence-based action plans, and providing continuous feedback and follow-up. Institutionalize data-driven decision-making to ensure the sustainability of literacy initiatives.
3. Teachers must align instructional strategies with the goals of the literacy program by utilizing assessment data to tailor reading interventions and support learners’ diverse literacy needs.

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4. Teachers must participate in capacity-building activities to enhance literacy instruction techniques.

5. Educational institutions must provide continuous professional development on effective M&E systems and literacy program implementation.

6. Encourage the use of monitoring tools and feedback mechanisms that promote accountability and instructional improvement, and

7. Future researchers are encouraged to conduct similar studies in other grade levels or districts to validate the relationship between M&E practices, literacy program implementation, and learner performance. Longitudinal studies may also be conducted to examine the long-term effects of these practices on literacy growth.

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AUTHOR'S PROFILE



MS. MARY JANE M. MIEL

Mary Jane M. Miel, born on September 11, 1988, in Brgy Libjo, Merida, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Calunangan Elementary School, followed by her secondary education at Merida Vocational School-Calunangan Annex.

Mary Jane continued her academic journey at Visayas State University – Visca Baybay City Campus (VSU-Main Campus) where she earned her Bachelor of Elementary Education, in 2011. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her daughter, Samantha Celestine, and wife to Samuel, Mary Jane has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in December 2023, driven by her diverse experiences and the support of different groups she encountered through her academic journey.

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Currently, Mary Jane is an esteemed Grade 6 teacher at Puerto Bello Elementary School. Her dedication to education, combined with her rich love in teaching young minds and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.



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