



THE SCHOOL HEADS' MONITORING AND EVALUATION STRATEGIES IN TEACHING AND LEARNING OF PUPILS

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ABSTRACT

This study determined the level of usage of the monitoring and evaluation strategies of school heads on the teaching and learning of pupils in Malilipot District. Specifically, it answered the following sub-problems: 1. What are the strategies employed by the school heads in monitoring and evaluation on the teaching and learning of pupils; What is the level of usage of the strategies along learning infrastructure; teacher quality; learning resources; school environment; and managing change; What are the effects of the strategies to the teaching and learning of the pupils; What are the problems encountered on the use of the strategies; and What monitoring and evaluation plan may be proposed to address the problems?

The researcher employed the survey type of research. The level of usage of the strategies employed by the school heads in monitoring the teaching and learning of pupils was determined. Likewise, the effects of the strategies and the problems encountered were identified. A monitoring and evaluation plan was offered to address the problems. The study has a total of 226 respondents. Among them, 14 are school heads and 212 are teachers. The data on strategies employed by the school heads in monitoring and evaluation of the teaching

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and learning of pupils was treated using frequency count and percentage. However, to determine the level of usage and the effects of the strategies, frequency count and weighted mean were used. Frequency count and ranking were utilized to identify the problems encountered by the respondents.

Findings

The findings of the study were as follows:

1. Among the strategies, teacher quality had the highest frequency at 210, or 92.92 percent, highlighting its importance in educational success. Learning resources followed with 208 or 92.04 percent, and learning infrastructure ranked third at 206 or 91.15 percent. The school environment was next with 205 or 90.71 percent, and managing change had 201 or 88.94 percent. These results emphasize the central role of teacher quality while also recognizing the significance of resources, infrastructure, and a supportive school environment.

2. a. The level of usage of the strategies along learning infrastructure. In this area, accessibility to educational tools and equipment for evaluation had the highest rating at 4.78, followed by availability of updated learning materials for assessment at 4.77, and suitability of infrastructure for diverse needs of monitoring at 4.72. The adequacy of physical classroom space for monitoring activities scored 4.60. These ratings are described adjectivally as always. However, the integration of technology to monitor academic performance received the lowest rating of 3.97 with a description of often. Despite this, the

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overall average is 4.57, reflecting a strong performance, though greater emphasis on technology integration could further improve outcomes.

b. The level of usage of the strategies along teacher quality. The indicators in this area received the following ratings: encouragement of student engagement and critical thinking during evaluation scored 4.69, continuous professional development of teachers in monitoring techniques received 4.67, differentiated instruction to accommodate diverse learners in assessment was rated 4.60, implementation of effective teaching strategies for academic monitoring scored 4.58, and use of innovative assessment methods for academic evaluation received 4.57. The overall average is 4.62, with all indicators described as "always," reflecting consistent and strong practices. However, there is potential for improvement, particularly in further integrating innovative assessment methods and enhancing differentiated instruction to better serve diverse learners.

c. The level of usage of the strategies along learning resources. All indicators in this area are rated as "often." The adequacy of library and research facilities for evaluation received 4.18, the integration of real-world applications in assessments scored 4.07, and access to digital resources and online tools for monitoring was rated 4.05. The diversity of educational resources for assessing pupils scored 4.02, while the availability of various learning materials for evaluation received 3.98. The overall average rating is 4.06, indicating a solid foundation for evaluation, though there is potential for improvement in enhancing the variety and availability of learning materials.

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d. The level of usage of the strategies along school environment. The highest-rated indicator in this area is accessible and well-maintained school facilities for monitoring, with a score of 4.80. Positive teacher-student relationships for effective evaluation, at 4.71, and adequate safety measures and security during assessments, got 4.60, A supportive and inclusive school culture for academic monitoring scored 4.52, while opportunities for extracurricular activities linked to academic performance received 4.39. The overall average rating is 4.60, with all indicators described as "always" reflecting a strong and effective school environment for monitoring and evaluation, though there is room for enhancing extracurricular opportunities.

e. The level of usage of the strategies along managing change. The three indicators in this area were rated as "always": the clear communication of changes to all stakeholders in academic monitoring got (4.78), the training programs for teachers on new monitoring methodologies gained (4.71), and the involvement of teachers in decision-making processes related to monitoring (4.32). On the other hand, adaptability of teachers and students to changes in monitoring strategies got (4.17) and the continuous evaluation and feedback on implemented changes in monitoring scored (4.16) labeled as "often." The overall average rating is 4.43, also described as "always," reflecting a generally effective approach to academic monitoring with opportunities to improve adaptability and feedback mechanisms.

f. Summary on the level of usage of the strategies. Teacher quality achieved the highest average weighted mean of 4.62, followed closely by the school environment at 4.60 and learning infrastructure at 4.57, all described as "always." The managing change received

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a rating of 4.43, which was also classified as "always." In contrast, learning resources scored lower at 4.06, described as "often." The overall average rating is 4.46, categorized as "always," indicating a strong overall performance, though there is a need to improve the availability and quality of learning resources.

3. Among the identified effects of the strategies on teaching and learning, continuous professional development received the highest rating of 4.90, followed by fostering creativity at 4.84 and promoting independent research at 4.81. Other notable ratings include access to current information (4.74), active participation (4.72), and both catering to diverse needs and diverse learning resources (4.71). The ratings for addressing learning styles (4.69) and effective teaching strategies (4.68) also highlight tailored instruction.

Fostering hands-on learning scored 4.64, and connecting theory to practice received 4.62. An optimal learning environment garnered 4.60, while enhanced engagement and well-rounded education both scored 4.51. Finally, preparation for the future received 4.34. The overall average rating is 4.67, with all indicators described as "strongly agree," reflecting a significant positive impact of the strategies on student learning outcomes

4. Based on the identified problems encountered, the top-ranked issue is multiple responsibilities, which received a frequency of 180. Limited training opportunities rank second with a frequency of 110. Insufficient communication, with a frequency of 90, is the third-ranked problem. The lack of standardized criteria, with a frequency of 81, is in fourth place. Limited resources are the fifth-ranked issue, with a frequency of 65.

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Additionally, inadequate time ranked sixth, with a frequency of 50. Lack of data, reported with a frequency of 8, is the seventh-ranked problem. Resistance to evaluation ranked eighth, with a frequency of 7. The ninth-ranked issue is inconsistency in grading, noted with a frequency of 5, while diverse assessment methods ranked last with a frequency of 4. This ranking highlights the critical challenges faced, emphasizing the need for targeted interventions to address these issues.

5. A monitoring and evaluation plan was presented to address the problems encountered in the use of the strategies.

Definition of Terms

The following terms were conceptually and operationally defined for clearer understanding and commonality of perspective.

School Head. School heads play a pivotal role in shaping the educational environment, exerting significant influence through their initiatives and interactions within the school community. According to Aquino et al., (2021)³ people view these leaders as change agents who use strategies like sharing information, fostering supportive social networks, participating in mentoring programs, and advancing progress. This thesis defines a school head as the person responsible for supervising the planning, coordination, administration, and management of all activities and programs in a designated school. This encompasses duties related to curriculum development, instructional practices, and assessment procedures.

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Monitoring. Monitoring is an ongoing process essential for assessing progress and achievement within interventions. According to Home (2016)⁴, it entails systematically collecting data on specific indicators to inform management and actions and methods aimed at addressing challenges, maximizing opportunities, and achieving desired outcomes within a given context. According to Collins Dictionary (2024)⁷, strategies encompass broad plans or sets of actions devised to achieve particular objectives, typically spanning extended durations. In this study, these are the monitoring and evaluation strategies implemented by school heads within their respective schools, with a particular focus on enhancing the teaching and learning process.

Teaching and Learning. The insights from IGI Global (2023)⁸, regarding the interrelated nature of teaching and learning highlights the significance of monitoring and evaluation in assessing the transfer of knowledge, skills, values, and behaviors from teachers to students. In this study, the dynamics of teaching and learning are central to understanding the effectiveness of monitoring and evaluation strategies employed by school heads. By examining how monitoring and evaluation strategies impact teaching practices and student outcomes, this study aims to contribute to the enhancement of educational processes within schools.

Learning Infrastructure. Nugroho & Wibowo (2020)⁹, emphasize the critical role of school infrastructure in influencing student learning outcomes. Learning infrastructure encompasses both physical and organizational elements within educational institutions that directly impact the learning processes. This includes the availability and accessibility of

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classrooms, libraries, laboratories, technology, and other resources necessary for effective instruction. Moreover, learning infrastructure refers to the policies, procedures, and systems in place to stakeholders about resource utilization and progress towards objectives. In this paper, monitoring encompasses activities such as observing teachers and students during teaching and learning sessions, assessing classroom dynamics, tracking student progress with assignments, and providing individualized support when necessary.

Evaluation. It involves a thorough examination of evidence against established value standards, taking into account specific circumstances and the desired objectives of individuals or groups. As highlighted by Tomas & Caluyua Yambi (2020)⁵, evaluation encompasses a broader concept of measurement beyond traditional tests and examinations, focusing on achieving significant personality changes and key educational program objectives. In practice, evaluation entails acquiring and analyzing data to assess the evolution of each student’s behavior throughout their academic journey. It is a continuous process, primarily concerned with students’ progress in teaching and learning.

Monitoring and Evaluation (M&E). Monitoring and evaluation play crucial roles in program management, providing systematic methods for collecting and analyzing information to enhance effectiveness and efficiency. According to Investment Learning Platform (2014)⁶, monitoring is a continuous process focused on tracking a program’s progress against its objectives, while evaluation involves assessing the program’s progress outcomes to gauge achievement and impact. Operationally, monitoring and evaluation encompass the duties and responsibilities of school heads, ensuring quality in the teaching and learning process.

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Strategies. Strategies are comprehensive plans or frameworks formulated to accomplish defined objectives over a period of time. They involve deliberate manage and maintain these resources to ensure they contribute optimally to teaching and learning efforts. By understanding the significance of learning infrastructure in this study, educators and policymakers can better address the needs of students and create environments conducive to academic success. This understanding serves as a foundation for exploring how monitoring and evaluation strategies implemented by school heads interact with and are influenced by the quality pf learning infrastructure, ultimately shaping the teaching and learning experiences of pupils in Malilipot District.

Teacher Quality. According to IGI Global (2020)¹⁰, it is the ability to produce teachers who meet the standards of teaching expected by the Ministry of Education at the school level. Within the study, it refers to the attributes, competencies, and qualifications of educators that influence their effectiveness in facilitating student learning and academic achievement. Factors such as pedagogical knowledge, content expertise, instructional skills, classroom management abilities, and ongoing professional development practices are included.

Learning Resources. Bordia (2022)¹¹, underscores the significance of learning resources in facilitating effective teaching and learning experiences. In this study, learning resources are instrumental in helping educators meet the learning expectations outlined in the curriculum. These resources encompass a wide range of materials, tools, and instructional aids utilized by teachers to enrich their instruction and engage learners effectively. By incorporating diverse learning resources, educators can enhance the learning experience,

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stimulate student interests, and cater to varied learning styles and preferences. This understanding of the learning resources is integral to investigating how monitoring and evaluation strategies implemented by school heads intersect with the utilization and effectiveness of these resources in Malilipot District schools, ultimately influencing the teaching and learning outcomes of students.

School Environment. Tapia-Fonllem et al. (2020)¹² emphasize the pivotal role of the school environment in shaping student well-being. In this study, the term “school environment” encompasses the physical, social, emotional, and cultural atmosphere within educational settings. This holistic perspective recognizes that the quality of interactions, relationships, and structures within the school community profoundly influence student well-being, engagement, and learning outcomes. By exploring how monitoring and evaluation strategies implemented by school heads intersect with the school environment in Malilipot District, the study aimed to understand how these factors contribute to student well-being and academic success.

Managing Change. Porter (2023)¹³ underscores the significance of managing change as a systematic process within organizations. In this study, managing change entails strategically planning, implementing, and evaluating organizational transitions and improvements within educational settings.

Monitoring and Evaluation Plan. According to the Oxford Learner’s dictionaries (2023)¹⁴, a monitoring and evaluation plan serves as a detailed roadmap for achieving goals or objectives, outlining the necessary actions, steps, and activities required for success. The

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monitoring and evaluation plan in this study encompasses an organized program of measures designed to facilitate learning goals within educational institutions. By developing and implementing effective monitoring and evaluation plans, school heads can systematically track progress, identify areas for improvement, and ensure the success of teaching and learning initiatives in Malilipot District.

INTRODUCTION

In the pursuit of positive change in today's dynamic world, a logical pathway toward better outcomes is essential. This journey involves tracking progress, reflecting on goals, and implementing strategic measures to achieve desired results. Various organizations and initiatives, such as UNESCO's Global Education Monitoring Report and USAID's education assessment activities, play crucial roles in evaluating and enhancing education outcomes in alignment with global goals like the United Nations Sustainable Development Goals (SDGs).

Republic Act No. 9155¹, also known as the "Governance of Basic Education Act of 2001," serves as the foundation for educational governance in the Philippines. This act, along with R.A. No. 10533, the "Enhanced Basic Education Act of 2013," empowers the Department of Education (DepEd) to implement programs and projects aimed at improving the quality of basic education. These legislative frameworks, coupled with the DepEd's Basic Education Development Plan (BEDP) 2030, align efforts with national and global education commitments, ensuring equitable access to quality education for all Filipinos.

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DepEd Order No. 24, s. 2020², emphasizes the adoption and implementation of the Philippine Professional Standards for School Heads (PPSSH). This directive mandates school leaders to set institutional goals, review policies, and assess practices to foster accountability and continuous improvement. Aligned with RA 10533, it underscores the importance of comprehensive education that responds to societal needs.

In line with DepEd Order No. 24, s. 2020, school heads are poised to play pivotal roles in supporting teachers and maximizing their impact within the broader school context. Domain 1, Strand 1.7 of the PPSSH, which focuses on teaching and learning practices, outlines monitoring and evaluation processes that facilitate the integration of teacher leadership into school-wide efforts. DepEd Order No. 29 s. 2022, titled The Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), further enhances these efforts by providing a comprehensive framework for assessing performance and progress. Aligned with global and national commitments, BEMEF guides DepEd units in monitoring and evaluating education initiatives, enhancing accountability and informed decision-making processes.

Monitoring and evaluation are indispensable tools for assessing project, program, and policy performance, providing essential insights for organizational development and sustainability. Neglecting M&E can impede progress significantly, emphasizing the necessity of thoughtful implementation and continuous improvement. Motivated by the significant role that monitoring and evaluation play in enhancing educational practices and outcomes, the researcher explores M&E strategies for teaching and learning among school heads in Malilipot

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District. Recognizing the pivotal impact of M&E in driving positive change, this research seeks to contribute to the continuous improvement of the education system.

Understanding the current practices and challenges school heads face in implementing M&E strategies can provide valuable insights to inform policy, enhance professional development initiatives, and ultimately improve the quality of education for students. This endeavor is driven by a desire to foster educational excellence and ensure every learner has the opportunity to thrive and reach their full potential in today's dynamic world.

MATERIALS AND METHODS

The study employed a survey research design to determine the level of usage of monitoring and evaluation strategies by school heads in the Malilipot District. The data was collected from a total of 226 respondents, including 14 school heads and 212 teachers. The strategies were assessed using frequency counts and percentages to identify their usage levels, while weighted means were used to evaluate the effects of these strategies. Additionally, frequency counts and rankings were utilized to identify the problems encountered by the respondents.

Conclusions

The following conclusions were drawn:

1. The strategies employed by the school heads in monitoring and evaluating the teaching and learning of pupils were teacher quality; learning resources; learning infrastructure; school environment; and managing change.

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2. The level of strategy usage, teacher quality, school environment, learning infrastructure, and managing change were always considered. However, learning resources were described as often.

3. The strategies had the following effects: continuous professional development; fostering creativity; promoting independent research; access to current information; promotion of active participation; catering to diverse needs; diverse learning resources; addressing learning styles; effective teaching strategies; fostered hands-on learning; connecting theory to practice; optimal learning environment; enhanced engagement; well-rounded education; and preparation for the future.

4. The problems encountered were as follows: balancing multiple responsibilities; limited training opportunities; insufficient communication; lack of standardized criteria; limited resources; inadequate time; lack of data; resistance to evaluation; inconsistency in grading; and diverse assessment methods.

5. The researcher presented a monitoring and evaluation plan that can address the problems encountered in using the strategies.

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