



TRACKING SUCCESS: ENHANCING THE PPAS MONITORING AND EVALUATION SYSTEM AT LANATAN-MUNTINGTUBIG ELEMENTARY SCHOOL

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Researcher

ABSTRACT

This study investigated the implementation of Program Projects and Activities (PPAs) at Lanatan-Muntingtubig Elementary School through a comprehensive monitoring and evaluation framework. The principal's concern was to establish an effective system to ensure the successful execution of PPAs aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) mandated by the Department of Education. Respondents included school administrators, teachers, and stakeholders involved in the planning and execution of PPAs.

Methodologically, a mixed-methods approach was employed, combining qualitative interviews and quantitative surveys to assess the historical status of PPAs, their level of implementation as perceived by teachers, factors influencing implementation, and the effectiveness of the proposed monitoring and evaluation tool. Results indicated that while 60% of projects had been completed successfully, challenges such as resource constraints and inconsistent implementation hindered overall effectiveness.

The study recommended enhancing project management practices, improving stakeholder engagement, and optimizing resource allocation to address these challenges. The proposed monitoring and evaluation tool aimed to provide a structured approach to monitor

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progress, ensure alignment with strategic objectives, and foster continuous improvement in PPAs implementation at LMES, thereby enhancing educational outcomes and community involvement. Future research could explore longitudinal impacts and scalability of these interventions across educational settings.

CONTEXT AND RATIONALE

In educational settings, the importance of M&E cannot be overstated. It serves as a compass that guides schools in achieving their objectives by systematically tracking milestones, identifying strengths and areas needing improvement, and ultimately fostering a culture of accountability and transparency. By systematically answering key questions about implementation levels, factors affecting implementation, and proposing suitable monitoring tools, schools can refine their strategies and ensure that resources are utilized efficiently to enhance student outcomes.

Monitoring and evaluation (M&E) of projects, programs, and activities within educational institutions like Lanatan-Muntingtubig Elementary School plays a pivotal role in ensuring accountability, effectiveness, and continuous improvement. It serves as a critical mechanism for assessing the progress and impact of initiatives outlined in the School Improvement Plan (SIP) or Annual Implementation Plan (AIP), aligning with the Department of Education's Basic Education Monitoring and Evaluation Framework. Effective M&E provides insights into the status of PPAs (Projects, Programs, and Activities) implementation, enabling educators and stakeholders to make informed decisions based on empirical data rather than assumptions.

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Educator John D. Bransford emphasized the importance of ongoing evaluation in educational settings in his study titled "How People Learn: Brain, Mind, Experience, and School," published in 2000. He underscored that evaluating educational programs helps educators understand what works best for students and how to continually improve teaching practices. Bransford's insights highlight the enduring relevance of M&E in education, reinforcing the necessity for institutions like Lanatan-Muntingtubig Elementary School to implement systematic evaluation frameworks to optimize their educational endeavors.

At LMES, the Principal-Researcher recognizes the significance of establishing a robust M&E system for PPAs. It is not merely about completing projects but about comprehensively understanding their impact and making adjustments where necessary. This proactive approach not only enhances internal coherence but also enhances communication among staff and stakeholders, fostering a shared commitment to achieving educational excellence. By focusing on M&E, LMES aims to elevate its educational standards and ensure that every initiative contributes effectively to the holistic development of its students.

INNOVATION, INTERVENTION AND STRATEGIES

The principal of LMES conducted this study with a focused aim of developing a robust and practical monitoring and evaluation tool for effectively tracking the implementation of Projects, Programs, and Activities (PPAs) outlined in the School Improvement Plan (SIP) or Annual Implementation Plan (AIP). This tool aimed to provide detailed insights into the progress, impact, and alignment of PPAs with educational goals and standards. By conducting

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this research, the principal sought to establish a systematic framework that enhanced transparency, accountability, and evidence-based decision-making among educators and stakeholders at LMES, ensuring that resources were optimally allocated and educational outcomes were maximized.

In terms of innovation, the principal proposed the creation of a comprehensive M&E tool that integrated both quantitative and qualitative indicators relevant to LMES educational context. This tool encompassed structured data collection methods, such as surveys, observations, and performance assessments, tailored to capture the nuances of PPAs across different departments and grade levels. By focusing on concrete metrics and meaningful criteria, the principal aimed to facilitate a thorough assessment of PPAs' effectiveness and impact, enabling educators to identify strengths, address challenges, and refine strategies for continuous improvement.

For intervention, the principal implemented training programs and workshops designed to familiarize staff with the new M&E tool. These interventions emphasized not only the technical aspects of data collection and analysis but also the strategic use of M&E findings to inform instructional practices and resource allocation. Additionally, protocols and guidelines were established for consistent and systematic data management, ensuring the reliability and validity of information gathered through the M&E process. By equipping staff with the necessary skills and resources, these interventions aimed to strengthen school's capacity to monitor, evaluate, and adapt PPAs in alignment with educational objectives.

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The overarching strategy involved a phased roll out of the enhanced M&E tool, beginning with pilot testing in select departments or programs to refine its functionalities and address initial feedback. This approach allowed for iterative improvements and customization of the tool to suit the specific needs and dynamics of LMES. Furthermore, the principal emphasized collaborative engagement with stakeholders throughout the implementation process, seeking input and fostering a collective commitment to leveraging M&E as a strategic tool for enhancing educational outcomes. By strategically implementing and refining this comprehensive M&E framework, the principal aimed to establish a culture of continuous improvement and accountability at Lanatan-Muntingtubig Elementary School, ultimately driving positive educational impacts for students and stakeholders alike.

ACTION RESEARCH QUESTIONS

This study was conducted to enhance the PPAs Monitoring and Evaluation System of Lanatan-Muntingtubig Elementary School.

Specifically, it sought to answer the following questions:

1. What is the status of PPAs implementation at Lanatan-muntingtubig Elementary School?
2. What is the level of implementation of school's PPAs as assessed by the teachers?
3. What factors affect the implementation of school's PPAs?
4. What monitoring and evaluation tool maybe proposed to ensure all school PPAs are implemented?

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ACTION RESEARCH METHODS

A. Participants and/or Other Sources of Data and Information

a. Participants and/or other source of data and information

The study involved key stakeholders within Lanatan-Muntingtubig Elementary School, including administrators, teachers, and support staff directly involved in the planning, implementation, and monitoring of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). Additionally, inputs were sought from students, parents, and community members who interacted with and benefited from the school's programs. These respondents provided valuable insights into the effectiveness and alignment of the monitoring and evaluation system with SIP/AIP objectives. Other sources of information included official school records, financial reports, and relevant DepEd guidelines, ensuring comprehensive data collection.

b. Data Gathering Method

Data collection employed a mixed-methods approach, combining qualitative and quantitative techniques. Qualitative data was gathered through interviews with key stakeholders and focus group discussions to explore perceptions, experiences, and suggestions regarding the monitoring and evaluation system. Quantitative data was obtained through structured surveys administered to a representative sample of respondents, aiming to quantify levels of satisfaction, effectiveness, and alignment with SIP/AIP goals. Additionally, document analysis of school records, financial reports, and DepEd guidelines provided supplementary data to triangulate findings and ensured the reliability and validity of the study.

STATISTICAL TOOL

Statistical analysis was conducted using descriptive statistics to summarize survey responses and qualitative data. Frequency distributions, percentages, and measures of central tendency were computed to present a comprehensive overview of respondents' perceptions

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and experiences regarding the monitoring and evaluation system. Furthermore, inferential statistics such as correlations were employed to examine relationships between variables, offering deeper insights into factors influencing the effectiveness and alignment of the system with SIP/AIP objectives. Statistical tools like SPSS (Statistical Package for the Social Sciences) facilitated data analysis, ensuring robust findings and informed recommendations for enhancing the monitoring and evaluation framework at LMES.

DISCUSSION OF RESULTS AND REFLECTION

The gathered data were carefully analyzed to determine if the intervention used was effective or not.

Table 1

Status of PPAs implementation at ACHMNHS

Indicator	Accomplished Projects (3)	Unaccomplished Projects (2)	Summary Status
Project Management	Several projects on track with effective management.	Some projects delayed or facing resource issues.	Mixed progress; highlights effective management in accomplished projects.
Attainment of Objectives	Projects showing high achievement and alignment with outcomes.	Projects with partial achievement or alignment issues.	Varied success; emphasizes alignment and achievement in completed projects.
Activities	Effective planning and consistent implementation in completed projects.	Projects needing improvement in planning or execution consistency.	Range from effective to needing improvement; highlights strengths in completed activities.
Materials	Projects with adequate and suitable materials.	Projects facing shortages or unsuitable resources.	Varies; emphasizes resource adequacy in accomplished projects.

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Financial Management	Adequate budget allocation supporting project outcomes.	Projects constrained by insufficient funding.	Mixed financial management; underscores funding impact on project success.
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Out of the five projects under PPAs implementation at LMES, three projects have been successfully finished, demonstrating effective project management, high goal attainment, and efficient resource utilization with adequate materials and budget allocation. These accomplishments highlight strengths in project planning and execution.

However, two projects are not yet completed and face challenges such as delays, resource shortages, alignment issues, and insufficient funding. These projects require ongoing attention and strategic adjustments to overcome obstacles and align with the school's educational goals. Regular monitoring and proactive management are essential to ensure all PPAs contribute effectively to improving educational outcomes at LMES

Table 2

Level of implementation of school PPAs

Indicator	Level of Implementation	Explanation
Project Management	Moderate	Projects at Lanatan-Muntingtubig Elementary School are generally on schedule, but occasional delays occur in some phases due to resource constraints, particularly evident in the unaccomplished projects.
Attainment of Objectives	High	Goals set in PPAs are consistently achieved with outcomes aligned to expectations across completed projects. Unaccomplished projects indicate challenges in fully meeting objectives.
Activities	Moderate	While activities are generally well-planned, inconsistencies in implementation affect overall effectiveness, more pronounced in unaccomplished projects needing improvement.
Materials	Adequate	There is sufficient availability of materials for project execution, ensuring smooth progress in

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		completed projects. Unaccomplished projects face challenges with material shortages impacting progress.
Financial Management	Moderate	Budget allocation supports ongoing projects adequately, but optimizing financial resources could enhance impact, especially crucial for addressing constraints in unaccomplished projects.

The assessment of PPAs implementation at LMES shows varied results. While some projects are managed well and meet their goals, others face delays and resource issues. Completed projects often achieve their objectives, but uncompleted ones do not. Activities are generally well-planned but inconsistently executed.

Materials are usually sufficient, but shortages affect some projects. Financial management supports most projects, but some face funding issues. Overall, many projects succeed, but improvements in planning, resource management, and funding are needed for all projects to meet their goals.

Table 3

Factors Affecting the Implementation of School PPAs at Lanatan-Muntingtubig Elementary School

Statements	Weighted Mean	Rank
1. Adequate funding allocation	4.5	1
2. Availability of materials and resources	4.3	2
3. Effective project management skills	4.1	3
4. Thorough monitoring and evaluation	4.0	4
5. Teacher participation and engagement	3.9	5
6. Clear communication of project goals	3.8	6
7. Stakeholder support and involvement	3.7	7
8. Professional development for staff	3.6	8
9. Alignment with school improvement plans	3.5	9
10. Administrative support and leadership	3.4	10

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The analysis of the factors affecting the implementation of school PPAs at LMES reveals critical areas for improvement. Adequate funding allocation (Weighted Mean: 4.5) and availability of materials and resources (Weighted Mean: 4.3) are top factors, highlighting the need for sufficient financial and material support. Effective project management skills (Weighted Mean: 4.1) are also essential, emphasizing the importance of timely schedules and efficient resource use, which was a noted challenge in the project management assessment.

Thorough monitoring and evaluation (Weighted Mean: 4.0) rank high, underscoring their necessity in keeping projects on track and addressing issues promptly. This aligns with the need for enhanced oversight to ensure consistency in execution, as identified in the implementation levels. Teacher participation and engagement (Weighted Mean: 3.9) and clear communication of project goals (Weighted Mean: 3.8) are crucial for successful project implementation, ensuring active involvement and clear direction. The moderate implementation of activities indicates that while planning is generally effective, there are inconsistencies in execution that need to be addressed, especially in unaccomplished projects.

Stakeholder support and involvement (Weighted Mean: 3.7) are also important, reflecting the need for a collaborative approach to project support and resource management. Professional development for staff (Weighted Mean: 3.6) is vital for improving execution consistency, while alignment with school improvement plans (Weighted Mean: 3.5) ensures that projects are relevant and goal-oriented. Lastly, administrative support and leadership (Weighted Mean: 3.4) are crucial for providing necessary guidance and oversight. These factors, aligned with the implementation status and levels of PPAs, highlight the areas where LMES can focus its efforts to enhance the effectiveness and success of its programs, projects, and activities.

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Table 4: Proposed Monitoring and evaluation tool to ensure all school PPAs are implemented

Indicators	Very High Extent (5)	High Extent (4)	Moderately High Extent (3)	Low Extent (2)	Very Low Extent (1)	Means of Verification	Suggestions/Remarks
Project Management							
Timelines of project phases completion	All phases completed ahead of schedule	Most phases completed on time	Some phases completed on time	Few phases completed on time	No phases completed on time	Project timelines, Gantt charts	
Efficiency in resource utilization	Resources optimally used, no wastage	Resources used effectively, minimal wastage	Some wastage of resources	Significant wastage of resources	Resources largely unused or wasted	Resource allocation reports	
Stakeholder involvement	Full participation from all stakeholders	High participation from most stakeholders	Moderate participation from some stakeholders	Low participation from few stakeholders	No participation from stakeholders	Meeting minutes, attendance logs	
Risk management effectiveness	All risks identified and mitigated effectively	Most risks identified and mitigated	Some risks identified and mitigated	Few risks identified and mitigated	No risks identified or mitigated	Risk assessment reports	
Coordination among team members	Excellent coordination, seamless teamwork	Good coordination, minor issues	Moderate coordination, some issues	Poor coordination, significant issues	No coordination, major issues	Team meeting records	
Adherence to project plan	Strict adherence to project plan	Minor deviations from project plan	Moderate deviations from project plan	Significant deviations from project plan	Project plan not followed	Progress reports	

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				project plan			
Attainment of Objectives							
Achievement of specific goals	All goals achieved beyond expectations	Most goals achieved as expected	Some goals achieved	Few goals achieved	No goals achieved	Objective accomplishment reports	
Alignment with SIP/AIP	Fully aligned with SIP/AIP	Mostly aligned with SIP/AIP	Partially aligned with SIP/AIP	Poorly aligned with SIP/AIP	Not aligned with SIP/AIP	Alignment analysis	
Impact on student performance	Significant positive impact on student performance	Noticeable positive impact on student performance	Moderate impact on student performance	Minor impact on student performance	No impact on student performance	Student performance data	
Teacher satisfaction with outcomes	Teachers highly satisfied	Teachers satisfied	Teachers moderately satisfied	Teachers slightly satisfied	Teachers not satisfied	Teacher feedback surveys	
Improvement in school facilities	Major improvements	Noticeable improvements	Some improvements	Minor improvements	No improvements	Facilities improvement records	
Community engagement	Strong community engagement	High community engagement	Moderate community engagement	Low community engagement	No community engagement	Community feedback forms	
Activities							
Planning effectiveness Activities	Activities meticulously planned	Activities well-planned with minor issues	Activities moderately planned	Activities poorly planned	No planning for activities	Activity plans, schedules	

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Execution consistency	Activities executed flawlessly	Activities executed with minor issues	Activities executed with some issues	Activities executed with major issues	Activities not executed	Activity logs	
Participant satisfaction	Participants extremely satisfied	Participants satisfied	Participants moderately satisfied	Participants slightly satisfied	Participants not satisfied	Participant feedback forms	
Relevance to objectives	Activities highly relevant	Activities relevant	Activities somewhat relevant	Activities slightly relevant	Activities not relevant	Relevance analysis	
Innovation in activities	Activities highly innovative	Activities innovative with minor improvements	Activities moderately innovative	Activities slightly innovative	Activities not innovative	Activity reports	
Number of participants	High number of participants	Moderate number of participants	Low number of participants	Very low number of participants	No participants	Attendance records	
Materials							
Timeliness of material availability	Materials always available on time	Materials mostly available on time	Materials sometimes available on time	Materials rarely available on time	Materials never available on time	Delivery logs	
Quality of materials	High quality materials	Good quality materials	Moderate quality materials	Poor quality materials	Very poor quality materials	Quality assessments	
Suitability to project needs	Materials perfectly suitable	Materials suitable with minor adjustments	Materials moderately suitable	Materials slightly suitable	Materials not suitable	Suitability analysis	
Cost-effectiveness	Highly cost-effective materials	Cost-effective materials	Moderately cost-effective materials	Slightly cost-effective materials	Not cost-effective materials	Cost reports	

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Storage and maintenance	Excellent storage and maintenance	Good storage and maintenance	Moderate storage and maintenance	Poor storage and maintenance	No storage and maintenance	Storage logs	
Financial Management							
Adequacy of budget	Budget fully meets project needs	Budget mostly meets project needs	Budget somewhat meets project needs	Budget barely meets project needs	Budget does not meet project needs	Budget reports	
Timeliness of fund release	Funds always released on time	Funds mostly released on time	Funds sometimes released on time	Funds rarely released on time	Funds never released on time	Fund release logs	
Cost management	Costs managed excellently	Costs managed well with minor issues	Costs managed moderately well	Costs managed poorly	Costs not managed	Cost management reports	
Transparency in financial reporting	Financial reporting is fully transparent	Financial reporting mostly transparent	Financial reporting moderately transparent	Financial reporting slightly transparent	Financial reporting not transparent	Financial reports	
Allocation efficiency	Funds allocated very efficiently	Funds allocated efficiently	Funds allocated moderately efficiently	Funds allocated inefficiently	Funds not allocated efficiently	Allocation reports	
Financial support from stakeholders	Strong financial support	Good financial support	Moderate financial support	Low financial support	No financial support	Stakeholder financial reports	

The proposed monitoring and evaluation tool aims to comprehensively assess the implementation of school PPAs across various critical indicators: project management,

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attainment of objectives, activities, materials, and financial management. Each indicator is evaluated on a scale ranging from very high extent to very low extent, accompanied by a means of verification and suggestions for improvement.

Effective project management is crucial for ensuring that projects are executed on time and within budget. This includes assessing the timeliness of project phases, efficiency in resource utilization, stakeholder involvement, risk management, and adherence to project plans. By closely monitoring these aspects, schools can identify areas of improvement such as enhancing scheduling strategies, optimizing resource allocation, and increasing stakeholder engagement to bolster project management practices.

Attainment of objectives focuses on achieving specific goals aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) of DepEd. It assesses the degree to which goals are achieved beyond expectations, alignment with SIP/AIP, impact on student performance, teacher satisfaction, improvement in school facilities, and community engagement. These evaluations are critical in ensuring that school projects are not only aligned with strategic objectives but also have a meaningful impact on student learning outcomes and school community engagement.

Activities and materials are evaluated based on their planning effectiveness, execution consistency, participant satisfaction, relevance to objectives, innovation, and adequacy, timeliness, quality, suitability, cost-effectiveness, and storage of materials. These evaluations help schools improve planning processes, ensure consistent execution of activities, and maintain adequate resources to support project implementation.

Financial management evaluates the adequacy of budgets, timeliness of fund release, cost management, transparency in financial reporting, allocation efficiency, and financial support from stakeholders. These aspects ensure that financial resources are effectively managed to support project goals and that stakeholders are engaged in supporting the school's initiatives financially.

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In summary, this monitoring and evaluation tool provides a structured approach to assess and enhance the implementation of school PPAs, fostering continuous improvement and alignment with educational goals and community needs.

CONCLUSION

The following were the drawn conclusions from the conducted study:

1. The implementation status of PPAs at Lanatan-muntingtubig elementary School shows that 60% of projects have been successfully completed, indicating substantial progress.
2. Teachers assess the implementation of school PPAs at a moderate level, highlighting areas for improvement in planning and execution consistency.
3. Factors influencing PPAs implementation include resource constraints, inadequate planning, and varying levels of stakeholder engagement.
4. A comprehensive monitoring and evaluation tool should include aspects such as project management, alignment with strategic objectives, resource management, and stakeholder engagement.

RECOMMENDATION

The researcher recommended the following:

1. Strengthen project management practices to address delays and resource constraints for the remaining projects.
2. Enhance teacher involvement in planning and provide support for consistent execution of activities to improve implementation effectiveness.
3. Address resource shortages, improve planning processes, and enhance stakeholder collaboration to mitigate implementation challenges.

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4. Implement a structured tool that integrates regular progress assessments, stakeholder feedback mechanisms, and adaptive planning to ensure effective and sustainable PPA implementation.

ACTION PAN

Phase	Activities	Timeline
Month 1: Preparation and Planning	Formulate project team and define study objectives	Week 1-2
	Conduct baseline assessment of current PPA implementation	Week 3-4
Month 2-3: Development of Monitoring and Evaluation Tool	Design comprehensive monitoring and evaluation tool	Week 5-6
	Pilot test and refine monitoring tool	Week 7-8
Month 4-5: Implementation and Monitoring	Roll out monitoring tool across all PPAs	Week 9-10
	Conduct training sessions for staff	Week 9-10
	Initiate regular monitoring and feedback	Week 11-12
Month 6: Evaluation and Reporting	Analyze data collected from monitoring tool	Week 13-14
	Prepare and present comprehensive report	Week 15-16

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