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**EXPERIENCES ON QUALITY ASSURANCE, TECHNICAL ASSISTANCE,  
MONITORING, AND EVALUATION (QATAME) BY SCHOOL  
PERSONNEL: BASIS FOR POLICY  
RECOMMENDATION**

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**ABSTRACT**

The qualitative research study using phenomenological research design aimed to formulate a policy recommendation on experiences on Quality Assurance, Technical Assistance, Monitoring, and Evaluation (QATAME) by school personnel. A researcher-made interview guide was used for the eight participants in the selected public schools district supervisors, school heads, and teachers who were chosen as QATAME. The data-gathering instruments were subjected to face-to-face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data analysis. The experiences of the public schools teachers association, school heads, and teachers were given consolidated sources of information, improved monitoring skills and techniques, and motivation to do the task beyond the job description. The hindering factors were lack of time and resources, management of time, and lack of training. The facilitating factors were openness and willingness to learn, developing skills in monitoring and evaluation, and facilitating the submission of accurate data.

**Keywords:** *Experiences, QATAME, School Personnel, Policy Recommendation*

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## INTRODUCTION

The Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) subsystem monitors and evaluates the effectiveness of Learning and Development (L&D) programs as well as ensures compliance with quality standards. The subsystem covers processes for maintaining the efficiency, effectiveness, and sustainability of the L&D system. It provides timely and supportive interventions toward continuous improvement in the implementation of the system (Unaenah, 2018).

Division Memorandum No. 275 s. 2017 recognized the importance of QATAME by every school personnel in ensuring quality in the delivery of DepEd training programs, understanding the relevance of competencies in programs, and demonstrating QATAME competencies for data gathering and analysis, providing feedback and results, and report preparation using QATAME processes and tools.

QATAME is a system that guarantees that the intended output of a particular deliverable will be of the desired quality and pays attention to each step of the assessment of the learning requirements to learning evaluation of the QATAME process and all of its subsystems. (L&D Manual, NEAP).

Under the monitoring, evaluating, and assessing regional learning outcomes as stipulated in Section 7, Item B.4 of the Governance of Basic Education Act of 2001 (Republic Act 9155), monitoring and evaluation of program delivery of regional learning development interventions is crucial for giving information about the advantages and disadvantages of the

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learning and development system in order to promote improvement and sustainability. This guarantees L&D operations' efficacy and efficiency.

According to DepEd Order No. 107, s. 2022, all School Division Offices are advised to complete the tool and thoroughly review the accompanying guidelines. Assigned school personnel as QATAME were advised to give general remarks, and observations will form an integral part of the feedback. This also serves as a support mechanism for regional school division offices and schools in serving all types of learners in primary education, geared towards continual improvement.

As a teacher, the researcher selected this research problem because there is a need to determine the experiences of school personnel assigned as Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) at all levels of training. The results further served as the basis for policy recommendations in the Schools District of Banate during the school year 2022-2023.

## MATERIALS AND METHODS

### Research Methodology

This chapter will cover the research methodology, research design, study participants, research tools, data gathering procedure, and data analysis.

The study's goal was to find out the experiences on QATAME by school personnel as a basis for policy recommendation in the Schools District of Banate during the school year 2022-2023.

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## Research Method

The study used a descriptive research design that involved in-depth interviews to gather data. Descriptive research is a methodological strategy that attempts to characterize the attributes of an event or subject under study. This method provides a thorough and detailed explanation that makes it easier to understand, categorize, and analyze the information. According to Boyce (2006), a qualitative research method called "in-depth interviewing" entails conducting lengthy, one-on-one interviews with a small number of respondents.

## Research Design

Phenomenology was used in the study as part of a qualitative research strategy. In order to comprehend the lived experiences and the similarity of a lived experience within a given group, phenomenology studies analyze human experiences through in-depth descriptions of the people being examined, according to Creswell (2015).

To arrive at a description of the nature of some certain phenomena is the approach's main objective. The study employed a phenomenological approach to gain a deeper comprehension of school staff members' QATAME experiences.

Further, data were analyzed using qualitative content or thematic Analysis as per individual responses to the interview. Thematic Analysis is called comparative Analysis and helps identify themes (Wahyuni, 2012). No qualitative research methodology software was used during the study; however, responses were carefully analyzed, coded, checked, and validated.

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Thus, the result of the study was supported by the existing literature found in Chapter 2.

### Participants of the Study

Purposive sampling was the method used to select study participants. Two(2) public school district supervisors, two(2) barangay school heads, two(2) master teachers from elementary and high school, and two(2) teachers from various schools with the designations of Teachers II and III assigned as QATAME in the Schools District of Banate during the school year 2022–2023 were the participants in the study.

### Research Instrument

The descriptive type of research was used in the study. In this method, the study focused on the current condition, which aims to find new truth (Calmorin, 2016).

Descriptive studies play an essential role in the development of instruments for the measurement of many things. The data-gathering instrument includes tests, questionnaires, interviews, observation schedules, checklists, scorecards, and rating scales.

In the study, the researcher-made interview served as the research instrument guide with relevant information about the experiences on QATAME by school personnel in the Schools District of Banate.

The interview guide has three inquiries that center on the goal of the research.

Voice and video recorders were used for documentation and data gathering, with participants' consent. Authorized validators validated the interview schedule.

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## Validity of the Research Instrument

Three professionals in the field of research validated the questionnaire. There were inquiries regarding the study's objectives in the questionnaire. To make sure that the questions were appropriately and methodically worded in accordance with ethical norms, a test for question validity was conducted.

Three experts in the area do validation in accordance with predetermined standards, such as questions' clarity and relevance to the study's aims. The degree to which measurement accurately captures the intended domain of the material served as the basis for content validity (Carmines & Zeller, 2001).

## Data Gathering Procedures

The instrument was found valid and reliable. The permit to carry out the investigation was secured first from the office of the Public Schools District Supervisor. After getting the endorsement from the Public Schools District Supervisor, the letter permit signed by the Public Schools District Supervisor was presented to the school heads of the Schools District of Banate. Permit from the participant was acquired to enable the researcher to carry out the study. The interview was conducted by the researcher in person, who visited the participant's home, place of employment, and school. Thus, the copy of the approved permit was given to the study participants.

The researcher then prepared a schedule for each participant. First, the researcher conducted an orientation on the identified participants. The researcher also guided them on how to answer the interview questions. Further, the researcher personally conducted the

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interview using the interview guide. The interview was conducted with one teacher at a time or at their most convenient time.

## Data Analyses

A thematic approach was employed in the analysis of the data collected for the study.

Thematic approach is one way to evaluate qualitative data. Typically, it pertains to written materials like an interview transcript. The researcher to find recurring patterns or topics (Caufield, 2019) will repeatedly examine the data.

Fraenkel and Wallen (2010) added that from each participant's explanation of the phenomenon, the researcher took out items that, in his or her opinion, were pertinent and grouped them into themes. After that, he or she incorporates these ideas into a story that describes the phenomenon.

## RESULTS AND DISCUSSIONS

This descriptive qualitative research study using the phenomenological research design aimed to formulate a policy recommendation for public school district supervisors, school heads, and teachers assigned as Quality Assurance, Technical Assistance, Monitoring and Evaluation members in the Schools District of Banate during the school year 2022-2023.

The aim was to get the participants' central or the necessary views at a specific point in a social context through the participants' responses to the questions.

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The participants of the study were two (2) public school district supervisors, two (2) school heads, two (2) master teachers, and two (2) teachers with the designation of Teacher II and III.

An interview guide created by the researcher was the research tool used in the study. Voice and video recorders were utilized for data collection and documentation with participants' consent.

A panel of specialists validated the content of the data collection instruments in person. Descriptive data analysis was done using thematic analysis.

The researcher was able to carry out the study with permission from the subjects. To conduct the interview, the researcher personally visited the community, school, and other locations that were convenient for the participants.

The narrative outcome of the in-depth interview was interpreted and examined using thematic analysis.

The study's conclusions are as follows:

Using the data acquired from the in-depth interview, the experiences of public school district supervisors, school heads, and teachers as QATAME members were given consolidated sources of information, improved monitoring skills and techniques, and motivated to do the task beyond the job description.

From the information gathered during the in-depth interview, the hindering factors encountered by the public school district supervisors, school heads, and teachers assigned as QATAME members were lack of time and resources, overlapping activities, and lack of training.

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Based on the data collected during the thorough interview, the facilitating factors employed by the QATAME members were openness and willingness to learn, develop skills in monitoring and evaluation, and facilitate the submission of accurate data.

Based on the results of the study, the following insights were drawn:

QATAME should always be an integral component of school policy. Thus, a school management team can enhance training and development by using experience-based learning more effectively. As long as school personnel displayed their willingness to work voluntarily despite limited knowledge of QATAME, they could still perform well on the assigned task.

School personnel as QATAME members should understand managing the operation of training to build a just, fair, and responsible focus on improving the performance of the program they are working on.

In carrying out learning and development, quality assurance, provisions of technical assistance, and consistent monitoring and evaluation contribute to the attainment of the DepEd thrusts of promoting good governance and transparency in the delivery of learning interventions.

The school community takes part, reinforces, and sustains its commitment to expediting its participation in QATAME.

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## CONCLUSION

The study's findings strongly support the following recommendations:

DepEd should ensure that the assigned QATAME members have undergone training and are appropriately oriented about their duties and responsibilities to meet the expectations of its program and activities.

For the purpose of preserving and enhancing educational procedures, programs, and practices, the Department of Education may carry out a thorough evaluation. To guarantee the delivery of high-quality services, capacity building for public school district administrators, school heads, and instructors was strongly advised.

School managers can plan, adopt a project management technique, and use resource planning and collaboration tools that may guide and coach their teachers, especially during seminars and training and even on daily encounters to enhance friendly relationships with the team.

Further, QATAME personnel should build a durable, solid, and resilient commitment among the public school district supervisors, principals, and teachers who continuously support its program.

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