



(RESEARCH ARTICLE)



Utilization of Monitoring and Evaluation (M and E) Tools on the Implementing Programs, Projects, and Activities (PPA'S) of Tabaco City Division

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Abstract

This study examined the utilization of Monitoring and Evaluation (M&E) tools in implementing Programs, Projects, and Activities (PPAs) along literacy and numeracy in Tabaco City elementary schools during school year 2022–2023. Using a descriptive survey method, data were gathered from 200 program coordinators across 40 schools. Findings revealed that M&E tools were consistently applied across pre-implementation, implementation, and post-implementation phases, though varying in intensity. Their utilization contributed to improved literacy and numeracy outcomes by ensuring accountability, systematic feedback, and evidence-based adjustments. Challenges included limited comprehensiveness of tools, resource constraints, and inconsistencies in application. The study proposed an implementation plan to strengthen monitoring practices, enhance technical assistance, and align interventions with learner needs. Results underscore the importance of M&E tools in sustaining educational reforms and improving student competencies.

Keywords: Monitoring and Evaluation; Literacy; Numeracy; Program Implementation

1. Introduction

In today's globally competitive environment, literacy and numeracy are foundational skills essential for lifelong learning and success. International assessments such as PISA highlight the urgent need for education systems to strengthen these competencies. The Philippines' performance in PISA 2023, ranking among the lowest globally, underscores persistent challenges in reading comprehension, mathematics, and science. Despite numerous Programs, Projects, and Activities (PPAs) initiated by the Department of Education, results reveal gaps in effectiveness and sustainability.

Monitoring and Evaluation (M&E) tools have emerged as critical mechanisms to ensure accountability, track progress, and validate outcomes. Globally recognized by organizations such as the OECD, M&E provides systematic data collection and objective assessments that guide decision-making. In the Philippine context, reforms such as Republic Act No. 10533 and DepEd's Basic Education Development Plan 2030 institutionalized M&E practices, further reinforced by regional and division-level memoranda.

This study focuses on Tabaco City Division, where localized policies established School Management Monitoring and Evaluation units to strengthen program implementation. By examining the level of utilization of M&E tools, their effects, and challenges, this research aims to propose an implementation plan that enhances literacy and numeracy initiatives, ensuring they are responsive to learner needs and aligned with national education goals.

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2. Materials

The study utilized both primary and secondary sources of data. Primary data were collected through a researcher-made questionnaire distributed to 200 program coordinators across 40 elementary schools in Tabaco City Division. Each school provided five respondents, representing coordinators of Project FLUENCY, Project BASE, Brigada Pagasa, Brigada Mathematica, and the School Improvement Plan (SIP). Secondary sources included books, published and unpublished theses, dissertations, and online references, as well as official issuances from the Department of Education. The questionnaire was structured into four parts: identification of M&E tools, assessment of their utilization across pre-implementation, implementation, and post-implementation stages, determination of effects on literacy and numeracy, and identification of challenges encountered. Validation of the instrument was conducted in two phases—first by the Thesis Committee during proposal defense, and second by external validators who provided content-related suggestions. These materials ensured the reliability and comprehensiveness of the data collected.

3. Methods

The study employed the descriptive survey method, which aimed to describe existing conditions and explore causes of observed phenomena. A researcher-made questionnaire served as the primary instrument, designed to capture data on the utilization of Monitoring and Evaluation (M&E) tools in elementary schools. Respondents rated indicators of utilization using a five-point Likert scale, while effects on literacy and numeracy were measured through a yes/no checklist. Validation of the instrument was conducted in two phases: proposal review by the Thesis Committee and content validation by external experts. Data collection involved both physical distribution of questionnaires and online surveys via Google Forms, particularly for island and upland schools. Statistical treatments included frequency counts, percentages, weighted means, and ranking to analyze utilization levels, effects, and challenges. This methodological approach ensured systematic data collection, objective analysis, and credible findings that informed the proposed implementation plan.

4. Results

Results revealed that Monitoring and Evaluation (M&E) tools were consistently utilized across the three phases of program implementation. During pre-implementation, tools facilitated planning, goal alignment, and feasibility assessment. In the implementation phase, they enabled progress tracking, identification of deviations, and timely adjustments. Post-implementation use focused on evaluating effectiveness, sustainability, and impact. Respondents confirmed that M&E tools contributed significantly to improving literacy and numeracy outcomes by ensuring accountability and systematic feedback. However, challenges emerged, including limited comprehensiveness of tools, resource constraints, and inconsistencies in application across schools. Statistical analysis showed high utilization ratings, with weighted means falling within the “often” to “always” range, indicating strong adherence to monitoring practices. The yes/no checklist confirmed positive effects on literacy and numeracy, while ranking of challenges highlighted the need for tool refinement and technical assistance. These findings provided the basis for proposing an improved implementation plan.

5. Discussion

The discussion underscores the critical role of Monitoring and Evaluation (M&E) tools in enhancing program effectiveness. Their consistent utilization across pre-, during-, and post-implementation phases demonstrates their value in guiding planning, execution, and evaluation. The positive effects on literacy and numeracy outcomes affirm that systematic monitoring fosters accountability, evidence-based decision-making, and continuous improvement. However, challenges such as incomplete tool coverage, resource limitations, and inconsistent application highlight areas requiring intervention. These findings align with global best practices that emphasize the need for comprehensive, standardized, and context-sensitive M&E frameworks. In the Tabaco City Division, strengthening technical assistance, refining tools, and ensuring uniform application across schools are essential steps. The study’s results suggest that institutionalizing improved monitoring practices will not only address current challenges but also sustain educational reforms. Ultimately, effective M&E utilization ensures that literacy and numeracy initiatives achieve their intended impact and contribute to long-term learner success.

6. Conclusion

The study highlights that Monitoring and Evaluation (M&E) tools are indispensable in ensuring the success of literacy and numeracy programs in Tabaco City elementary schools. Their utilization across pre-implementation, implementation, and post-implementation phases provides systematic feedback, strengthens accountability, and enhances decision-making. While M&E tools have positively influenced program outcomes, challenges such as limited comprehensiveness, resource constraints, and inconsistent application remain. Addressing these issues requires continuous refinement of tools, provision of technical assistance, and stronger alignment with learner needs. Ultimately, the findings emphasize that effective monitoring and evaluation are not merely administrative tasks but essential processes that sustain educational reforms, improve program quality, and contribute to raising student competencies. By proposing an implementation plan, the study offers actionable strategies to ensure that literacy and numeracy initiatives achieve their intended impact and foster continuous improvement in the Schools Division of Tabaco City.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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