(RESEARCH ARTICLE)

The School Heads' Monitoring and Evaluation Strategies in Teaching and Learning of Pupils

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Abstract

This study explored the extent of school heads' monitoring and evaluation strategies on pupils' teaching and learning in Malilipot District. It investigated five focus areas learning infrastructure, teacher quality, learning resources, school environment, and managing change using a survey of 226 respondents, including 14 school heads and 212 teachers. Data analysis employed frequency counts, weighted means, and rankings to determine strategy usage, effects, and challenges.

Results showed that teacher quality received the highest usage rating, followed by school environment and learning infrastructure, all described as "always" applied. However, learning resources trailed behind with the lowest rating. Across strategies, integration of technology and differentiation in instruction were identified as areas needing improvement. The strategies had strong effects on learning, particularly in fostering creativity, encouraging research, and professional development.

Major challenges included multiple responsibilities, limited training, and insufficient communication. A monitoring and evaluation plan was proposed to mitigate these issues and enhance implementation.

The study concluded that school heads employed various monitoring and evaluation strategies most consistently in teacher quality, school environment, infrastructure, and managing change though learning resources were used less frequently. These strategies positively influenced teaching and learning, promoting creativity, professional growth, independent research, and inclusive, active learning. However, challenges such as multiple responsibilities, limited training, and inadequate communication hindered effective implementation. To address these, a monitoring and evaluation plan was proposed. The study recommends sustaining strong practices, addressing identified issues, and pursuing further research on strategy effectiveness, implementation mechanisms, and their impact on learner performance.

Keywords: Professional Development; Training; Communication; Effective Implementation

1. Introduction

Achieving positive change in today's complex educational landscape requires purposeful tracking, reflection, and strategic action. Global initiatives like UNESCO's Global Education Monitoring Report and USAID's education assessments support countries in aligning with Sustainable Development Goals (SDGs). In the Philippines, legislative milestones such as Republic Act No. 9155 and RA No. 10533 empower the Department of Education (DepEd) to ensure equitable, quality basic education. Complemented by DepEd's Basic Education Development Plan (BEDP) 2030, these frameworks align national priorities with global standards for inclusive learning opportunities.

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Central to these efforts are the Philippine Professional Standards for School Heads (PPSSH) and the Basic Education Monitoring and Evaluation Framework (BEMEF). DepEd Orders No. 24, s. 2020 and No. 29, s. 2022 promote school leaders' accountability and instructional leadership. Through monitoring and evaluation (M and E), school heads assess teaching practices, set institutional goals, and support teacher development. These standards emphasize continuous improvement and evidence-informed decision-making to enhance student achievement and school-wide effectiveness.

Recognizing the transformative role of M and E in educational improvement, this study investigates the strategies employed by school heads in Malilpot District. Monitoring progress and evaluating outcomes enable more responsive policies, targeted training, and stronger instructional delivery. By identifying current practices and challenges in M and E implementation, the research contributes to refining leadership practices, informing systemic interventions, and ultimately elevating student learning experiences. It reflects a commitment to sustainable, learner-centered change grounded in professionalism, inclusivity, and strategic foresight.

2. Material and method

The researcher used a descriptive research method. This kind of research method according to Atmowardoyo, provides a true and specific account of existing phenomena. It differs from experimental research in that it bases itself on understanding changes that take place in phenomena due to certain treatments or interventions. Descriptive research has nothing to do with trying to understand what presently exists through manipulating the environment; it simply attempts to understand what exists rather than what will take place. Tools involved in accomplishing this kind of data gathering include tests, surveys, interviews, and observations. The main objective of descriptive research is to methodically and accurately describe the phenomena under study.

Similarly, Calderon, emphasized that descriptive research entails the systematic collection and presentation of data to provide a clear picture of the research subject, respondents, or population. This study investigated the school head's monitoring and evaluation strategies for teaching and learning pupils. The study also evaluated the implementation of these strategies in crucial areas such as learning infrastructure, teacher quality, learning resources, school environment, and managing change. Furthermore, the problems encountered on the use of the strategies was determined

3. Results and Discussion

The results and findings of the study were as follows:

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.

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

- *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.

- *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, *the 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.

- *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 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.

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

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.

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

4. Conclusion

Achieving educational reform demands strategic monitoring, reflection, and alignment with global initiatives such as the SDGs, guided by frameworks like UNESCO's GEM Report and national legislation including RA 9155 and RA 10533. In the Philippines, DepEd's BEDP 2030, alongside standards like PPSSH and BEMEF, empowers school leaders to foster accountability, enhance teacher support, and promote data-driven decision-making. This study examines how school heads in Malilipot District implement monitoring and evaluation (M and E) to improve teaching and learning. By assessing current strategies and challenges, the research aims to strengthen educational leadership and ensure inclusive, high-quality learning outcomes.

Compliance with ethical standards

Disclosure of conflicts of interest

No conflict of interest should be disclosed

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