

Satisfaction and Perceptions of Programs, Projects, and Activities Proponents on the Digitized Monitoring and Evaluation Process for Learning and Professional Development Programs

Shaina Sophia R. Mendoza^a

^a shainasophia.mendoza@deped.gov.ph

^aCity Schools Division of Tanauan, Poblacion 1, Tanauan City, Batangas, 4232, Philippines

Abstract

This study aimed to determine the level of satisfaction, perceived service quality, and likelihood of recommendation of the digitized Monitoring and Evaluation (M&E) process for Learning and Professional Development (PD) programs, as implemented by the School Management, Monitoring and Evaluation (SMME) section. The study employed a descriptive quantitative research design using a structured feedback form distributed to twenty (25) Programs, Projects, and Activities (PPAs) proponent. Descriptive statistics such as frequency, percentage, and thematic analysis of qualitative feedback were used to analyze the responses. Findings revealed that 96% of the respondents were very satisfied with the use of the digitized M&E process, while 4% were satisfied. Similarly, 96% rated the service quality of the SMME section as very satisfactory, and 4% as satisfactory. Regarding the likelihood of recommending the process for school-based implementation, 72% gave a perfect score of 10, while 28% rated it 9. Qualitative feedback highlighted themes of efficiency reduced manual workload, user-friendliness, and the supportive nature of the SMME team. The digitized M&E process is perceived as highly effective, efficient, and user-friendly by the Programs, Projects, and Activities Proponents. The results affirm the strong acceptability and potential of the system for wider school-based implementation. It is therefore recommended that the process be sustained, enhanced, and institutionalized across the division, with continuous feedback collection and user training to ensure its long-term success.

Keywords: Programs, Projects, and Activities (PPAs) Proponent Satisfaction; Programs, Projects, and Activities (PPAs) Proponent Perception; Digitized M&E Process; Learning and Professional Development Programs.

1. Introduction

Satisfaction is conceived as a primary marker of service quality, program effectiveness, and ultimately program sustainability for educational institutions. When stakeholders, school leadership, program focal individuals, and education personnel are satisfied with the systems and services provided, it helps build better engagement, trust and support for institution processes. Cruz and Del Rosario (2023) observed that satisfaction can contribute to more effective and improved implementation of a program, along with more system utilization and recommendation rates. It is essential for programs, projects, and activities proponents to provide ongoing input within the educational context to ascertain if organizational innovations are meeting their needs.

According to UNESCO (2023) that the digital change in education needs to focus on user-friendly, responsiveness, and inclusivity in programs, projects, and activities proponents' engagement. The possible benefits of digitized M&E tools based in accessibility, usage, accuracy, and sharing of real-time data, though, the degree of usefulness, accessibility, and reliability perceived by the users will affect the success of the

digital M&E systems. The works of Mkude, B., et al. (2023), Heim, P., Al-Kfairy, M., et al. (2021) showed that the implementation of digital platforms in education systems, such as schools, can be undermined if the user feel that the systems are overly technical, not easily accessible, or misaligned with their workflow competency.

In the Philippines, the Department of Education (DepEd) made the use of Results Based Monitoring and Evaluation (RBME) official under DepEd Order No. 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF). The policy outlines a structured and participatory approach to the assessment of education programs that focuses explicitly on the use of timely, evidence-based results in education. It outlined effort to change beyond purely satisfaction-based assessments of education programs by highlighting timely, evidence-based findings. Furthermore, DepEd Order No. 007, s. 2024, Revised School-Based Management (SBM) System, espoused the use of digital directions to facilitate school-based M&E process and CPD professional development activities. The policy further outlined efforts to drive the M&E process into institutional commitments to support and implement all Learning and Professional Development (PD) programs, which are currently undergoing additional developments to meet the evolving demands of a contemporary education system.

1.1 Background of the Study

Relative to the DepEd mandates, the City Schools Division of Tanauan in the School Governance and Operations Division (SGOD) - Schools Management Monitoring and Evaluation (SMME) Section initiated a digitized M&E process for Learning and PD programs. The platform's goals pursued were to make a standardized process to flow feedback to programs, projects, and activities proponents, release Quality Assurance, Monitoring and Evaluation (QAME) results in a simplified process and to create a more efficient means to document and report. While the platform achieved its technical objectives, there was little evidencing on how programs, projects, and activities proponents perceived the new application or how satisfied they were with the support services received during the M&E processes and engagements.

From the researcher's direct participation in the SMME section and experience through monitoring and evaluation (M&E) implementation, it was clear that although feedback forms were consistently collected nothing that related to those forms had been synthesized to assess users' experiences. Ascertainment also remained whether programs, projects, and activities proponents would recommend the system to be implemented at school level - an indicator of what might be interpreted as system success. For these reasons, this study was conducted to assess their satisfaction, perceptions of the M&E digitized process and ascertain likelihood of a recommendation. These elements are necessary understandings to improve digital processes and furthermore, to ensure programs, projects, and activities proponents-centered enhancements in the delivery of M&E for Learning and PD programs.

1.2. Objectives

This study aimed to determine the level of programs, projects, and activities proponents' satisfaction and perceived service quality of the digitized Monitoring and Evaluation (M&E) process for Learning and Professional Development (PD) programs, as implemented by the School Management, Monitoring and Evaluation (SMME) section. It also sought to determine the likelihood of programs, projects, and activities proponents recommending the digitized M&E process for school-based implementation, and to gather their qualitative feedback regarding their experience with the process.

Specifically, the study sought to answer the following questions:

1. What is the level of satisfaction of programs, projects, and activities proponents regarding the use of the digitized M&E process for Learning and PD programs?

2. How do programs, projects, and activities proponents perceive the quality of service provided by the SMME section in the implementation of the digitized M&E process?
3. How likely are the programs, projects, and activities proponents to recommend the adoption of the digitized M&E process for school-based implementation?
4. What are the programs, projects, and activities proponents' comments, feedback, or suggestions regarding the digitized M&E process for Learning and PD programs?

2. Methodology

This section presents the research design, population and sampling, instrument, data collection, data analysis and ethical considerations used to provide answers to the statement of the problem.

2.1. Research Design

The study used descriptive quantitative research design. The purpose of the research was to describe and analyze the satisfaction level, perceived service quality, and recommend probabilities of the programs, projects, and activities proponents who participated in the digitized Monitoring and Evaluation (M&E) process for Learning and Professional Development (PD) programs. The study design was appropriate, as it provided a way to collect perceptions and feedback from respondents and to do so without manipulating any variables or testing hypotheses.

2.2. Population and Sampling

The research employed a descriptive quantitative research design. The research aimed to describe and explore the satisfaction level, perceived service quality, and likelihood of recommendation of the programs, projects, and activities proponents that used the digitized Monitoring and Evaluation (M&E) process for Learning and Professional Development (PD) programs. The study design was appropriate because it allowed to collect perceptions and feedback from respondents, and the design was descriptive in that the study did not manipulate variables nor test hypotheses.

2.3. Instrument

Data was collected via a predefined feedback form compiling three primary aspects: (1) programs, projects, and activities proponents' satisfaction with the digitized M&E process, (2) perceived quality of service of the SMME section, and (3) willingness to recommend the system for implementation in schools. The form used 4-point Likert scales for satisfaction and quality of service, and 10-point scales for recommendation. It also provided an open-ended section for respondents to provide qualitative comments, suggestions, and feedback.

2.4. Data Collection

The Feedback Form was administered to all identified recipients following the conclusion of the M&E process for each Learning and PD program. The respondents were asked to complete a Feedback Form before releasing the QAME Form 2 or the final M&E results.

2.5. Data Analysis

Quantitative data were analyzed through descriptive statistical techniques, specifically frequency distributions and percentage distributions. These distributions were used to determine levels of satisfaction, perceived service quality, and the recommendation likelihood. For open-ended responses, a thematic analysis method was used to identify common themes and perspectives shared among the programs, projects, and activities proponents. The qualitative response tools added richness to the quantitative data interpretations as they highlighted specific experiences and feelings.

2.6. Ethical Considerations

The researcher made sure to minimize risk to participants in the study. The researcher solicited feedback and used it to improve the program and presented the findings objectively and with regard to the perspective of everyone involved. Ethical approval and guidance were consistent with basic research guidelines.

3. Results and Discussion

This section provides the overview of the analyzed data gathered through the feedback forms answered by twenty-five (25) programs, projects, and activities proponents from the three functional divisions of the City Schools Division of Tanauan—Office of the Schools Division Superintendent (OSDS), Curriculum and Instruction Division (CID), and School Governance and Operations Division (SGOD).

Table 1. Level of Programs, Projects, and Activities Proponents Satisfaction on the Digitized M&E Process

Respondents were asked:

“How satisfied are you with using the digitized M&E process for Learning and Professional Development programs?”

Rating	Frequency	Percentage
Very Satisfied	24	96%
Satisfied	1	4%
Dissatisfied	0	0%
Very Dissatisfied	0	0%
Total	25	100%

The data show that a very high level of satisfaction was observed among the respondents, with 96% indicating they were “Very Satisfied” and only 4% “Satisfied.” None of the respondents expressed dissatisfaction. This suggests that the digitized M&E process was highly effective and well-received by the respondents involved in Learning and PD programs.

Table 2. Perceived Service Quality of the SMME Section

Respondents were asked:

“How would you rate the quality of service provided by the SMME section?”

Rating	Frequency	Percentage
Very Satisfied	24	96%
Satisfied	1	4%
Dissatisfied	0	0%
Very Dissatisfied	0	0%
Total	25	100%

Similar to satisfaction, 96% of respondents rated the service quality of the SMME section as “Very Satisfied” while 4% were “Satisfied.” No negative ratings were recorded. This indicates that the SMME section demonstrated excellent performance in implementing the digitized M&E process, marked by efficiency, responsiveness, and programs, projects, and activities proponents’ engagement.

Table 3. Likelihood of Recommendation for School-Based Implementation

Respondents were asked:

“From 1 (lowest) to 10 (highest), how likely are you to recommend adopting the M&E process for Learning and PD programs for school-based implementation?”

Rating	Frequency	Percentage
10	18	72%
9	7	28%
8 and below	0	0%
Total	25	100%

The data reflect a very strong likelihood of recommendation from the respondents, with 72% of the respondents giving the highest score of 10 and 28% giving a score of 9. Notably, no respondent rated it below 9, indicating that the digitized M&E process is widely perceived as highly effective, efficient, and adaptable for school-based implementation. This high level of recommendation suggests strong respondents' confidence in the system's usability and impact.

Table 4. Thematic Analysis of Feedback, Comments, and Suggestions

A total of 23 comments were provided in the open-ended section. Using thematic analysis, the following themes emerged

Theme	Statements
Efficiency and Speed	"Reports were generated faster..." "Reduced the manual burden..."
Support and Responsiveness	"Thank you, M&E, for very comprehensive presentation..." "The team is highly supportive..."
Accessibility and User-Friendliness	"The app is user-friendly, easy to navigate..."
Professionalism and Systematic Process	"The M&E Process has been very systematic."
Positive Emotional Tone/Gratitude	"Thank you so much, SMME!" "Kudos!" "Highly recommendable..."

Respondents consistently highlighted the timeliness, efficiency, and accessibility of the digital platform. The expressions of gratitude and positive feedback indicate a strong perception of quality and appreciation for the M&E team's service and support. The absence of negative suggestions further underscores high satisfaction.

4. Conclusions and Recommendations

The study has shown that the digital Monitoring and Evaluation (M&E) process for Learning and Professional Development (PD) programs executed by the SMME section was highly effective and well-received by users. In terms of satisfaction, the survey confirmed a very strong satisfaction rating, with 96% indicating that they were very satisfied and 4% satisfied. This clearly shows that the digital system performed satisfactorily compared to users' expectations for the speed, efficiency, ease of use, and responsiveness of the digital M&E process for Learning and PD programs.

In addition to this, the perception of service quality from the SMME section was also commendable. Again, 96% of respondents described services as very satisfactory and the remaining 4% were satisfied. The trust these individuals placed in the SMME personnel reflects the professionalism, dedication, and expertise in the provision of appropriate and timely technical assistance, ongoing open communication, and accurate feedback using the digitized platform.

Furthermore, the probability of suggesting for school-based consideration the digitized M&E process was similarly high. Indeed, 72% of respondents gave them the highest rating possible (10) while 28% rated a 9. No respondent rated below 8, indicative of strong confidence in the process and clear identification of its relevance and transferability across a variety of school-based contexts. A high probability for the system's wider acceptance and institutionalization within the division appears likely.

The qualitative feedback further suggested the same themes. Themes were that the tool reduced manual work, was timely in generating reports, and delivered accessible, data-driven outputs. The platform was characterized as uncomplicated, systematic, and recognizing the needs of the proponents. Gratitude for the SMME section was prevalent, with numerous comments thanking the contributors and nothing negative or suggestive of improvement. This supports the positive feedback of the respondents and confirms their endorsement of the digital M&E system as a component to track and evaluate learning and professional development programs. It was evident that the proponents and participants had positive experiences using the e-learning tool that were facilitated through Barry and his team's SMME contribution.

Considering there is very high programs, projects, and activities proponents' satisfaction, positive service quality perceptions and strong likelihood to recommend the use of digitized Monitoring and Evaluation (M&E) process, the SMME section is advised to continue using and maintaining digitized M&E for Learning and Continuous PD programs. Additionally, there is potential to formalize and implement the M&E system to schools, regardless of either the Local Level, Province, or National Level where locally facilitated Performance Priority Action (PPA) may occur. Per the previous recommendation aside from instituting the digitized M&E Process as an implemented cycle as opposed to an isolated once-off for external audits, it would also be prudent to provide a capacity to the school (or cluster) level where respite personnel may not have been exposed to the system. Overall, there is the potential to capture and develop user training for school personnel to ensure a consistent and seamless process from external audit to the school level space.

Furthermore, the SMME sector is advised to keep getting structured feedback from users to make future improvements to the system. The current results show a high level of satisfaction, but user improvements and to modify the recommendations to improve the system to meet changing needs will ensure the system remains relevant and sustainable in the long term. Finally, recording best practices and examples of successes when using the digitized M&E processes is encouraged, as these can assist in guiding other units in the Schools Division Office or even other divisions when thinking about moving towards some digitized monitoring or quality assurance.

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