

The Effects of Independent Monitoring Unit at the Performance of Primary Schools in Khyber Pakhtunkhwa

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Abstract

The present article focused on evaluating independent monitoring unit at primary school level in Khyber Pakhtunkhwa. The objective of the study was to evaluate effectiveness of IMU with respect to teacher's performance at primary school of Khyber Pakhtunkhwa. All government male primary schools head teachers were the population of the study. The study was delimited to three districts, Buner, Swat and Swabi. Three hundred HPSTs were taken from the three districts. The sample size was taken through L.R. Gay table and Rao soft online calculator. One self-developed questionnaire was distributed among the primary school Head teachers. The data was collected through questionnaire and personal visit. The data were gathered and entered into SPSS version 16. The data were analyzed through percentage and chi-square. After analysis the results showed that HPSTs agreed that IMU brought improvement in the performance of government primary schools. Main findings on the basis of data analysis were: that IMU improve student enrolment and attendance, teacher's performance, and physical conditions of schools. The government should keep the records of teachers in computers; appreciate the teachers with good results and a proper mechanism for assessment. The government should provide all the necessary facilities to IMU persons to make the monitoring system more effective.

Key Words: monitoring, independent monitoring unit; performance; primary school teachers

Introduction

Monitoring is an enforcement of an activity which tries to make the extent to which outcome derives, task schedules and other necessary actions are going according to plan. It points out weaknesses for timely an appropriate action. Monitoring also deals with the systematic and organized assessment of a condition or set of conditions. Practically, monitoring overcomes on huge areas of activities. Monitoring needs data collection, and also requires analysis and proper use o the data. Monitoring and evaluation both are expanding management sources. In the case of monitoring, information for checking progress according to agreed plans and schedules are routinely collected. Contradictions between the exact

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and planned enforcement are identified and required actions are taken. When findings are utilized to assess the outcomes (impacts, effects). It is often referred to as an ongoing evaluation. Supervision is less episodic than assessment.

Demailly et al. (1998) said that the great French leader Napoleon Bonaparte tried his best to unite the French as one nation. In education he introduced the concept of inspector of school for proper monitoring of schools and performance of teachers. This was first person for inspection of school in France and in the world also.

Baker (2011) stated all the countries were investing lot money in monitoring of education in last five decades. The purpose behind all these investments is to bring improvement in the education system of their countries. Similarly, Ashbaugh (2004) said that nations were investing money to upgrade their system. Margoluis and Salafsky (2010) observed that monitoring is used to improve the conditions of management in every sector. Education is no exception to this trend and different kinds of monitoring programs are introduced in education sector to bring improvement in their schools. In similar context, Mrosek et al. (2006) did a study in Spain on monitoring and evaluation system of the country. The study found out that monitoring brought improvement in every field.

Angus and Muhammad (2014) observed that in the context of China, the country made separate department to evaluate different sectors of the countries. Roger and Tim (2008) stated that in France used its own of monitoring system. The monitoring and assessment is done in different stages and step by step process. The developed countries in Europe and other parts of the world had a lot of experience of monitoring and evaluating effectively. These countries are sharing their expertise with the developing countries of the world (World Bank, 2004). Mu'azu and Siti (2012) stated that monitoring system gets due importance in the recent years because it helped the managers to manage their institutes effectively. The process of monitoring also increased the working capacity of worker because it controls the lazy workers who are not willing to work efficiently.

Literature Review

Monitoring and evaluation (M & E) are two different but inter – connected processes that collectively boost each other. Generally, M&E is assembled in a way which can monitor the policy impact or program activities progresses for its goals, objectives and targets. Apart from the effectiveness of a policy efficiency and sustainability, monitoring and evaluation evaluates the result relevance of an activity.

Mishra (2005) observed that collection of necessary hints to calculate or count inputs, output and operations to record on the use of elements of the education setup is called monitoring and arranged cogent information use for program rehabilitation” (Noh, 2006). Monitoring is an operating function that utilizes sequential gathering of data concerned with particular hints to arrange administration and the important stakeholders of a progressive interference with indications of the limit of advance and completion in order to closest outcome of progress in the utilization of allotted funds.

Monitoring gives sharp evaluation of probability that the expected result will be gathered and provide justification of theory and reasons become important amendments. The proper and effective monitoring system collect the information systemically and provide a research base to policy makers to reform and refine the system more (Marriott & Goyder, 2009).

Standard in education is an uphill concept, its vital features is forwarding of the searcher therefore monitoring in education is considered as vocal point that facilitate to improve and ameliorate pupil learning through standard enhancement of academic process and executive personal's (UNESCO, 2005).

Up to the mark aim of monitoring is to enhance recent and upcoming future administrative results and their effects on institutional capabilities and their productiveness. Important goal of policing is to what gets examined is what gets revamped (Khan, 2012) as monitoring to be ameliorated for the sustenance and revamping of the quality.

Devolution scheme was initiated by the Government of Pakistan 2001 (Zafar, 2003). Proper supervision is a crucial power of immediate officers to maintaining standard. The performance got momentum for the enhancement of service delivery after devolution and decentralization. The monitoring of schools was kicked off to sustain the standard of education at gross roots level.

ASR (2012/13) made some observation related to monitoring system in Pakistan. The Independent Monitoring Unit was established in 2014. The project assembled data of all institutes and found out that the teachers and students' attendance ratio is very low, ghost schools are present in government records. The attendance was improved by 13% and 24% and three hundred teachers was dismissed form service due to their continued absenteeism. Eight thousand disciplinary actions were taken by department against teachers and two hundred million of funds were recovered from different resources.

The Khyber Pakhtunkhwa government has commenced independent monitoring unit (IMU) to improve attendance and role of mentors and education organized in the province. The IMU has set up under a three years plan allotted by UK's department for international development. Rs 500 million have been allocated for the ongoing current year and more funds will be kept for this purpose in coming budget(s). The scheme will be extended if become productive after a third –party satisfaction. Rs100 million have also been allocated for making a third-party monitoring operation.

OECD DAC (2007) describes monitoring as “The progressive, systemized collection of information to weigh the total progress directed towards the triumph of objectives, results and impacts”. Evaluation as defined “Assessment is a way that determines systematically and objectively the relevance, effectiveness and efficiency, sustainability and effect performances in the view of project / program role, concentrating on the analysis of the development made for the achievement of the set objectives (Burke, 2014).

It would be pertinent to this analytical framework/ structure to divert on the ongoing aspect of duo monitoring and evaluation, which is impossible; to split into unshakeable rooms. Supervision and assessment is in the nature of a sequence, where activities in the earliest facet focus more on inputs and outputs, and their timeliness, and then the process progressively turn in more of impact data and becomes more of an evaluation of impact with special studies added.

Objective of the Study

- To evaluate effectiveness of independent monitoring unit (IMU) with respect to teacher performance at primary schools' level in Khyber Pakhtunkhwa.

Hypothesis of the Study

H₀¹. There is no significant relationship between Independent Monitoring Units and its impact on teacher's performance in primary schools of KP.

Research Methodology

The present study is descriptive research design. Descriptive design study the individual and his characteristics and a group or groups are described. The researcher has selected the design for evaluating the role of Independent Monitoring unit in Khyber Pakhtunkhwa. The current status of a population under study is established, determines the purpose of the

research and also reports the way things are by descriptive research (Mugenda & Mugenda, 2003). Similarly, Gay (2011) stated that the descriptive design is very complex, focus the objectives of the study more and highlights the economical concern for completion of the research. The design is considered best for the present study because it minimize bias and maximizes the reliability of the collected evidence.

Population

All the male primary school head teachers were the population of the study. The study was delimited to three districts of Bunir, Swabi and Swat. The sampled size of the study were three hundred head teachers of these districts.

Data Collection and Analysis

The data was gathered through one self-developed questionnaire and analyzed through percentage and chi-square.

Results

Primary School Head Teachers

Table 4.1. IIMU helps in improving teacher's attendance.

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid SA	130	43.3	43.3	70.0	214.633
A	112	37.3	80.7	52.0	(df) 4
UD	5	1.7	82.3	-55.0	.000
SDA	28	9.3	91.7	-32.0	
DA	25	8.3	100.0	-35.0	
Total	300	100.0			

The above table 4.1 shows that 80.7 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 17.6 % Head teachers who strongly disagreed or disagreed while 1.7 % remained undecided with statement. The outcome powerfully/fully backed by value of Chi-square 214.633 which is enough sizeable than probable value at a = 0.05. Hence, the rejected hypothesis was null.

Table 4.1.2 IMU works better in facilitating Head teacher

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid SA	73	24.3	24.3	13.0	108.533
A	119	39.7	64.0	59.0	(df) 4
UD	18	6.0	70.0	-42.0	.000
SDA	27	9.0	79.0	-33.0	
DA	63	21.0	100.0	3.0	
Total	300	100.0			

The above table 4.2 shows that 64.0 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 30.0 % Head teachers who strongly disagreed or disagreed while 6.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 108.533 which is enough sizeable than probable value at a = 0.05. Hence, the rejected hypothesis was null.

Table 4.1.3 IMU develops teachers' interest in school.

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid SA	35	11.7	11.7	-25.0	66.467
A	103	34.3	46.0	43.0	(df) 4
UD	27	9.0	55.0	-33.0	.000
SDA	55	18.3	73.3	-5.0	
DA	80	26.7	100.0	20.0	
Total	300	100.0			

The above table 4.3 shows that 46.0 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 45.0 % Head teachers who strongly disagreed or disagreed while 9.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 66.467 which is enough sizeable than probable value at a = 0.05. Hence, the rejected hypothesis was null.

Table 4.1.4 Dutiful teacher admit the effectiveness of IMU.

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid SA	37	12.3	12.3	-23.0	79.700
A	121	40.3	52.7	61.0	(df) 4
UD	42	14.0	66.7	-18.0	.000
SDA	52	17.3	84.0	-8.0	
DA	48	16.0	100.0	-12.0	
Total	300	100.0			

The above table 4.1.4 shows that 52.7 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 33.3 % Head teachers who strongly disagreed or disagreed while 14.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 79.700 which is enough sizeable than probable value at a = 0.05. Hence, the rejected hypothesis was null.

Table 4.1.5 IMU plays Vital role in improving school performance

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid SA	36	12.0	12.0	-24.0	128.900
A	124	41.3	53.3	64.0	(df) 4
UD	10	3.3	56.7	-50.0	.000
SDA	49	16.3	73.0	-11.0	
DA	81	27.0	100.0	21.0	
Total	300	100.0			

The above table 4.1.5 shows that 53.3 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 43.3 % Head teachers who strongly disagreed or disagreed while 3.3 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 128.900 which is enough sizeable than probable value at a = 0.05. Hence, the rejected hypothesis was null.

Conclusion and Recommendations

The result of the study showed that independent monitoring unit at primary school successfully achieved its objectives. The Head teachers / respondent agreed or strongly agreed in majority that IMU improved the

attendance of teachers, worked better in facilitated respondent, developed teachers interest, improved school performance and eliminated short leaves in school, played pivotal role in maintain school record, facilitated students teachers attendance record, reduced culture absenteeism, increased students number in school, highlighted deficiencies, improved basic facilities in school, helped and improved learning environment, enhanced the condition of boundary walls, increased parents participation in school, developed public trust on school, made the teachers responsible to community, made effective supervision of school, kept strict check on teachers, brought improvement in teachers performance, improved management of school and provide correct data of teachers, students and school to department The government should improve the security measures in all primary schools of Khyber Pakhtunkhwa and encourage community to take active part in the process of monitoring.

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