



## Analytical study for the assessment by Independent Monitoring Unit (IMU) for monitoring teaching effectiveness and physical facilities in Secondary Schools of Khyber Pakhtunkhwa

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### ABSTRACT:

The Independent Monitoring Unit (IMU) covers critical areas of interventions and necessitates independent monitoring on a monthly basis to assess progress was used in this study to measure quality assurance in school monitoring. The objectives of the study were to find out the quality assurance of school monitoring by this Independent Monitoring Program. To assess the teaching effectiveness and effective use of ICT; assess the physical facilities of schools; assess the Support establishment of performance monitoring mechanisms, and assess the increase retention and reduction of dropout with improved teaching, learning and with less teacher absenteeism. Three stakeholders, namely head masters, teachers, and students, were chosen for this research study, which was a perception-based project. All Khyber Pakhtunkhwa Government High School Boys and Girls made up the study's population. Total six girls and boys schools were selected, out of these, sample of 50 (40 from Students, 08 from teachers & 02 from Head Masters) taken from each school. Thus, total numbers of sample was 300. The study concludes that IMU is a systematic and planned monitoring program. Focus was given to teacher's absenteeism. This program may also extend to measure other dimensions like school physical facilities, teacher's competencies, students drop out and their retention etc.

**Key words:** Monitoring, evaluation, Quality, education, Academic achievement.

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## Introduction

According to the UNESCO (2003), education is a standard process through which a nation strives to induce frailty by enhancing the self-consciousness of the single person who composes it. It is not a public building; rather, social institutions provide the people of the country with mental, physical, social, ideological, and moral training. In order to enable them to be fully aware of their goal. Teaching and learning are basic foundational characteristics of human beings. It is the need to learn and teach since ancestors of all human beings. In fact, the endurance of humanity confide upon this ancient and imperial undertaking (Davidson & Wehipeihana, 2010). Monitoring in education is a systematized acquisition and analysis of information as a project outcome. It is anticipated at elaborating the adequacy and effectiveness of education. It is based on targets set out and activities prepared during the planning phases of work. It helps to keep the work on track, and can let authorities know when things are going inaccurate. If done properly, it is an invaluable tool for good administration and it provides an advantageous base for evaluation. It enables us to determine whether the given resources are agreeable and are being well used, whether the capacity we have is sufficient, applicable and whether we are doing what we planned to do. The field of monitoring has advanced greatly in terms of theory and methodology over the past three decades. Despite its expansion, the field of monitoring faces some fundamental obstacles. Since the discipline of monitoring was not created over thousands of years by working experts, we are not at the point where we have massive encyclopedias that will guide us through any monitoring. Annual Development Program (ADP: 2014-2015) focus upon the recent problem, the government of Khyber Pakhtunkhwa has launched the Independent Monitoring Unit (IMU) Program, which was administered and executed by the E&SED Khyber Pakhtunkhwa. The main idea for launching this program was to gain data about diversified appearance of schools, teachers, students, their attendances and future needs. Furthermore, this new system of monitoring has new idea to incumbent with the ICT. The data collector visited specified schools as per schedule and kept new data with android mobile set. Taken photo of the site and sent it to the IMU head office, which was accessed same time by the authorities of Management Unit. Intuitively, it mitigated the gap between school administration and higher ups. The IMU system was also launched by the government of Punjab few years ago that attained fruitful results were obtained. This study attempted to give a succinct overview of the study, with a particular emphasis on classroom emotional intelligence in relation to the students' self-esteem in the Dera Ismail Khan secondary school area. The background of the study, which focused on the history of emotional intelligence in the classroom, came after this chapter. The research gap further clarified that a great deal more research is still needed, particularly with regard to classroom-related emotional intelligence. Statement of the problems indicated that the concept of classroom intelligence is a crucial aspect related to students learning, the researcher felt that it is quite imperative to have a glance into the relationship of classroom emotional intelligence on self-esteem and academic achievement of students at the secondary school level in district

### *Statement of the Problem*

Keeping in view the defective monitoring and evaluation system of schools, there was a burning need of improvement in monitoring by the use of ICT in education. The Independent monitoring Unit (IMU) has started to establish a systematic system of monitoring of the Higher Secondary Schools in Khyber Pakhtunkhwa. The development of children and the simplification of the educational system are the two main functions of monitoring in healthy education. Ensuring that all children receive a proper education is crucial to their development into enthusiastic and valuable members of society. Unfortunately, the actual situation appears very different when one considers Pakistan's literacy rates. Among major reasons of low literacy, many crucial reasons are; ghost schools, teachers' absenteeism and discontinuation of education by the children even at very early stages of education. In the above perspective, this research focused on the analytical study for the assessment by Independent Monitoring Unit (IMU) for monitoring teaching effectiveness and physical facilities in Secondary Schools of Khyber Pakhtunkhwa.

### *Objectives*

1. To ascertain the drawbacks/bottlenecks in existing monitoring system by IMU in Secondary Schools.
2. To identify the role of IMU in teaching effectiveness of secondary schools' teachers.
3. To suggest steps for the effective use of ICT in monitoring program..
4. To find out the positive aspects and achievements by IMU in improving quality education.

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### *Hypotheses of the Study*

Following were the hypotheses of this particular research study.

- H<sub>0</sub>-1: No significant difference of perception exists among respondents regarding ascertaining the drawback/bottlenecks in existing monitoring system.
- H<sub>0</sub>-2: No significant difference of perception exists among respondents regarding IMU effect the teaching effectiveness of secondary schools teachers.
- H<sub>0</sub>-3: No significant difference of perception exists among respondents regarding effective use of ICT in monitoring program.
- H<sub>0</sub>-4: No significant difference of perception exists among respondents regarding achievement of positive aspects in education by IMU.

### *Significance of the Study*

This study significantly surrounds, as the findings may be useful in the following ways:

- This research may provide guidelines to teachers, parents and monitoring concerns.
- This study may also be helpful in the implementation of ICT technologies.
- It may be helpful in achieving of the monitoring and evaluation targets settled by the Education Department, Khyber Pakhtunkhwa.

### **Literature Review**

Daood Shah (2009) states that an effective monitoring is an exigent part of the percept of the local officers for assure quality education in the post devolution resume. Monitoring has an important role in project devising and exertion. It empowers us to know our target and a right footmark. We can clear up as we go along and make sure that we are on the definite footstep. While Zafar Malik, Nasir Amin Muhammad, Irfan Yasir (2010) argue that monitoring has complementary function which often serve the institution for the purposes to get excellent result and prevail transparency. Effective monitoring process enables us to determine botheration and changes in circumstances arousing affect the project or program exertion. It bestows fundamental data along with vision for decision-making; accommodate relative assurances that resources were used for agreed purposes; bring into being valid data and information on the validity of present development plans, issues, strategies, as well as programs and projects, towards the achievement of mentioned development results/outcomes. By using correct, reputable and up to date data/information were the attainment of a monitoring system. Uniformly importance was given to the capacity of the monitoring officials to hatch effective use of raw data, information and indicators as well. Anton De Grauwe:2008, "Reference preceding discussions have probably shown that there is no ideal monitoring model and the search for one is difficult to catch, precisely because of the assortment of contexts. Neither is monitoring model/compact system that will have only positive impacts.

The government of Khyber Pakhtunkhwa has developed and approved education sector plan policy reforms and roadmap to achieve the objectives of quality education in the Province. Such reforms were broadly classified by E&SED-KP (2013-2019), as 1) upgrade teachers' pre-service professional qualification; upgrade teachers' in-service professional qualifications; restructure institutions and make quality improvements in teacher education institutions and the apex institute; plan for enhancing existing capacity to meet teacher demand; ensure the induction of graduates meeting the minimum standards on the new teacher qualifications, and establish a quality assurance coordination system and mechanism. The roadmap covers critical areas of interventions and requires independent monitoring on monthly basis to rack progress on each of the key performance indicators and communicate findings to the department enabling it to drive its implementation throughout the sector.

Training Manual- IMU, Government of Khyber Pakhtunkhwa: 2012, Education Management Information System (EMIS) E&SED established at provincial level has its presence in each district with scanty staff and was responsible to carryout annual school census. The existing EMIS system does not allow structured and periodic reporting from service delivery level. There was a gap in timely availability of data for informed decision-making. In view of the importance of the roadmap, the ESP the Government of Khyber Pakhtunkhwa had decided to establish Independent Monitoring Bunch within the department to acquire the aims of transparency and objectivity, both in collection of

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school level data and its analysis for course correction leading to remove regional and gender disparities in the Province.

This new system of monitoring has new idea to incumbent with the ICT. The data collectors make visits schools daily/weekly basis and keep their data electronically having Android Mobile phone, which access same time by the authorities of Management Unit. Intuitively, it mitigates the gap between school administration and higher ups. The same system of monitoring was also launched by the government of Punjab few years ago and ultimately favorable results obtained. Initially in Khyber Pakhtunkhwa, the IMU would be operative as a pilot project for two years; it could be elongate based on the affirmative results. The Finance Department Khyber Pakhtunkhwa has already sanctioned the plan that would cost Rs.650 million. The United Kingdom's Department for International Development would replenish the funds for establishing the monitoring system. Under this new system, over 28,000 primary, middle, high and higher secondary schools would be inspecting each month by monitoring and data collection officers. They would also report about physical conditions of the school buildings, besides recommending maintenance or construction of new facilities, if required. Furthermore, the IMU program comprises of 485-trained personnel object to enhance the functioning of the schools with candid data, so invariably and explicit collected data will be advantageous for hard-boiled planning in future. The government seems to have finally realized that enhancing enrolment in schools, especially at secondary levels, was a key national issue. UNESCO:2006, The pursuit of the Government of Khyber Pakhtunkhwa Education for All (EFA) Action Plans has not been profitable due to lack of political commitment. The Government of Khyber Pakhtunkhwa did not officially endorsed EFA Program. Seminars and Workshops have been arranged and wide stakeholder consultations held in preliminary stage but EFA Plan was reflecting as drafts document. The budget-estimated cost Rs.99 in the year 2003 had been unrealistically high granted to the government's financial capacity. One by one monitoring and data collection officers will visit three schools in a day and put on all schools falling in his jurisdiction in a month," During visits to the schools, the monitoring officers checkup the attendance of teachers and students. They also sit in classrooms with students at the same time during the lecture of their teachers. The monitoring officers also keep check on the funds being utilized by the parents-teachers councils (PTC) on repairs of schools.

The monitoring and data collecting officers capitulate monthly reports to the secretariat of education department. They were in contact with Elementary and secondary Education department informed about the factual dropout rate, enrollment of students, curtailment of teachers, lacking facilities and other issues in government schools. Education Sector Reform Unit's director in the secretariat of education department was the head of the IMU on provincial level, the officers in grade-17 or 18 from the provincial management services group or district management group look after the IMU program on district level. He has to perform in close liaison with the District Steering Committee (DSC) headed by Deputy Commissioner of the respective district.

## Method

The study employed a survey research methodology with a descriptive focus to investigate the opinions of teachers, pupils, and head masters/principals regarding the establishment and functioning of the Independent Monitoring Unit (IMU) in Khyber Pakhtunkhwa. Additionally, this new monitoring system includes innovative concepts for ICT incumbents. The data collector went to the designated schools and recorded their information electronically, which the Management Unit authorities could access at the same time. The government of Pakistan in other provinces few years ago also launched the same system of independent monitoring unit and ultimately favorable results were obtained.

## Population

A population may refer to all of any specified groups of human being or of non-human entities such as objects, geographical areas, time units, methods, test or schools. For the current research all Headmasters/Principals, teachers and students of all high and higher Secondary Schools of Khyber Pakhtunkhwa were taken as population for research study. Nine lac forty three thousand nine hundred and one students, forty three thousand three hundred and thirty six teachers and two thousand six hundred and five Headmaster/principals of government high and higher secondary schools were chosen as population of this study (Annual Statistical Report Government Schools '2014-2015' Government of Khyber Pakhtunkhwa, Peshawar).

*Sample and Sampling Technique*

The government high and higher schools used an effective Random Sampling approach to choose responses. Six schools in total were chosen from Dera Ismail Khan's rural and urban districts. Twelve headmasters/principals, forty-eight teachers and two hundred and forty students were taken as sample of the study.

*Research Instruments*

Following a quick review of all relevant official documents, records, and PC-I of the IMU Project, the research studies were launched in accordance with the E&SE Department's charter. The study employed descriptive perceptions, and a questionnaire was created specifically for headmasters, teachers, and students. The provided research tools were rationally chosen and put to use in gathering data. The tools include questions about different aspects of the teacher, pupils, and staff that are being observed. It provided information about the qualifications, interests, and absenteeism of instructors as well as their training, curriculum, proficiency, demeanor, style of instruction, and pedagogical supplies and furnishings.

*Pilot Testing*

Pilot studies, known as expediency studies, was premeditated to be an exigent constituent of an exceptional research design (Edwin et al, 2001). Prior to the celebration of large research findings, the researchers used these smaller versions of excellent research work as a preparatory tool (Politetal, 2001). The effectiveness of the data-gathering tool in this study was confirmed by a pilot study. Determining the viability and practical suitability of the scale for measuring respondents' perceptions of the analytical evaluation conducted by the Independent Monitoring Unit (IMU) to monitor the quality of instruction and the physical infrastructure in Khyber Pakhtunkhwa's secondary schools. Scale of perception depending on gathered data, presumptions, and investments. A preliminary version of the questionnaire was administered to forty participants, evenly distributed across different demographic strata. The words, wordings, or concepts of the questions were changed, and the responders were eager to applaud these modifications. The final version of the questionnaire was improved based on valuable input from the participants in the preparatory stage.

**Table 1**

*Opinions of respondents about teachers' attendance by IMU.*

Item No.	Statement	Responses	Agreement Level					Mean Score
			%SA	%A	%UD	%DA	%SDA	
1	Due weightage given by IMU to teacher attendance.	Head Master /Principals	50	42	0	8	0	4.33
		Teachers	35	30	20	10	5	4.42
		Students	53	37	9	1	0	4.41
		Total	155	118	22	5	0	4.39

**Table 2**

*ANOVA*

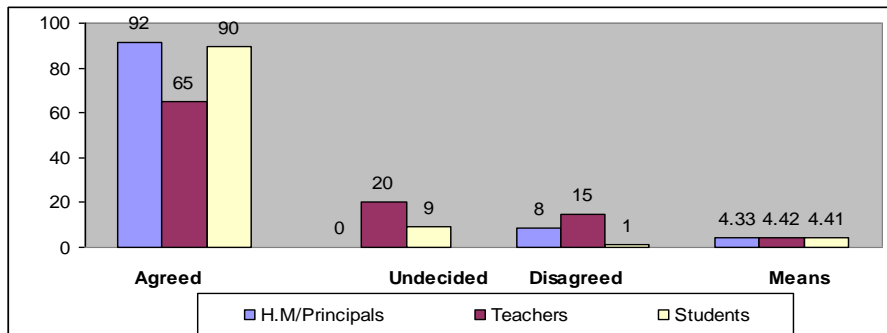
	Sum of Squares	Degree of Freedom	Mean Square	F	$\alpha$	P
Between Groups	1.865	3	0.622	2.405	0.05	0.068
Within Groups	76.275	295	0.259			
Total	78.14	298				

Table 1 shows that 92% Head Masters/ Principals agreed to the statement, 8% were disagreed with mean value 4.43. For Teachers, 65% agreed, 15% disagreed and 20% were undecided about the statement with their mean score as 4.42. Similarly 90% Students agreed, 1% disagreed and 9% were undecided about the statement with mean value 4.41. This means that majority of respondents supported the statement. The level of agreement was met by the mean value of 4.39.

The respondents' judgments of the statement that IMU assigns due weight to teacher attendance were found to be insignificantly different, as indicated by the  $p$  (0.068) value being bigger than the significance level of 0.05.

**Figure 1**

*Opinions of respondents about teachers' attendance by IMU*



Source: Primary Data

## Results and Findings

There was no eloquent difference settled up among the perceptions of Head Masters, Teachers and Students about attendance of the teachers. It means that IMU has influenced all stakeholders in this aspect as the range of aggregate mean scores of Head Masters/Principals, teachers and students were 4.33, 4.42 and 4.41 respectively (Figure 1). There was an eloquent difference erect among the perceptions of Head Masters/Principals, teachers and students concerning completion of course by teachers in specified given time by IMU. It means that IMU has influenced all stakeholders in this aspect as the range of aggregate mean scores of Head Masters/Principals, teachers and students were 3.83, 3.48 and 4.13 respectively (Table 1). There was a significant difference found among the perceptions of head masters/principals, teachers and students regarding teachers spent their maximum time in delivering knowledge. It means that IMU has influenced all the stakeholders in this aspect, as the range of aggregate mean scores of head masters/principals; teachers and students were 3.50, 3.92 and 4.30 respectively. There was no significant variation found among the perceptions of head masters/principals, teachers and students regarding proper reporting to senior management by Monitoring Officer to make an important change. It seems that IMU has influenced all stakeholders in this aspect, as the range of mean scores was 3.42, 3.58 and 3.33. No particular difference occurred among the perceptions of Head Masters/Principals, teachers and students with regard to monitoring procedures by IMU to ensure that all school assets were in proper utilization and were good in use. It seems that IMU has influenced all the stakeholders in this aspect, as the range of mean scores was 3.12, 3.18 and 3.08.

## Discussion

Constitution of Pakistan-Article 25-A. Sindh Education Foundation (2012) states that. "scrupulous to education-the State shall dispense compulsory and free education to all children of the age of 5 to 16 years in such a manner as may be sustain by law" With reference to 18<sup>th</sup> constitutional amendment of Pakistan. "It was aimed to the devolution of powers to provinces". The research aimed to present broader results about the independent monitoring system of schools launched by the Government of Khyber Pakhtunkhwa in the year 2012 named "Independent Monitoring Unit (IMU). In Pakistan, Independent-monitoring system has its unique nature. The whole monitoring system was divided into internal and external monitoring mechanism. In internal system; Urban Sector Planning and Management Service Unit (USPMSU) working to monitor internal monitoring operations. The major emphasis was given to teacher absenteeism, students' dropout and available physical facilities in the schools. The teachers at different levels were required various sort of trainings. Because excellent teachers need, not only ample knowledge of the subject matter to be discovered to students but also associated techniques and methods should be learned both in practice and theory. Fixate to international and national goals, various education foundations were established at Provincial level. In Punjab, Punjab Education Foundation (PEF) was established to the achievement of goals i.e. Universal Primary Education (UPE), Adult Literacy etc. In Sindh, Sindh Education Foundation (SEF) was setup to show excellence in

UPE, partnership for education and Integrated Education Learning Program (IELP). In Baluchistan, Baluchistan Education Foundation (BEF) was constituted focusing Article 25-A of the constitution that from 5-16 years age group has fundamental right. In Khyber Pakhtunkhwa, The Elementary Education Foundation (EEF) was established to achieve such goals with the specialty to the Dissemination. The study also reveals that the impact of independent monitoring was not significant to the performance of teachers but also with the success of students as well. The findings of the study were also in line with the findings of Punjab P&D Department project of Monitoring and Evaluation. (2002), this independent monitoring system also in line with previous researches initiated in India. The present study will give different dimensions to improve the independent monitoring and evaluation phenomena and enhance the key reforms for Sindh and Baluchistan provinces.

## Conclusion

This study regulates to check out the perceptions of stakeholders relating to assessment by Independent Monitoring Unit (IMU) for monitoring teaching effectiveness and physical facilities in Secondary Schools of Khyber Pakhtunkhwa. The stakeholders were comprised Head Masters/Principals, teachers and students. IMU has greater influence the school education. Focusing to research study, IMU improving the school, teachers' education and students' satisfaction. The stakeholders showed strongly effective role of IMU in many areas. They were agreed that IMU has given due weightage to teachers' attendance, teachers absenteeism, delivery of knowledge from teachers in classroom, in time course completion, improvement of classroom teaching by IMU. Majority of teachers appreciated IMU program and teachers wanted to maintain close liaison with monitoring staff. Head Masters/Principals and students mean scores showed that great improvement reflect in teaching with the introduction of IMU. Both Head Masters and students were in favor of IMU to take action against teachers showing poor performance. Also reporting system of IMU to senior management was excellent and quickest. Further more IMU stakeholders urge that IMU also minutely observed the physical facilities of school and school assets. It has been concluded from teachers responses that IMU is a complex and time consuming monitoring program. They stated that IMU has no such effect on teachers' performance. Furthermore, IMU has no directions and planning for teachers. Mostly Data Collectors waste the time of students and teachers. Same items checking by various monitoring concern is boring and hectic job. Teachers and Head Masters/Principals percept that teachers do not award any perceived benefits for continuous monitoring, extra work load and hardworking. No bifurcation exists between regular, punctual and dull teachers. They also highlighted that there was no motivational plan for teachers. Head Masters opinioned that teachers and no corner did not appreciate IMU was reserved for parents to poke their interest, remarks and opinion. According to UNESCO (1998), an adequate procedure must be followed in order to select the most motivated candidates to be teachers in the future. Raise the bar for their training and select the most deserving candidate to take on the most negative roles. Eloquent enrichment in quality will occur where it is most needed. Therefore, improving the caliber and motivation of educators has to be the top priority in any nation.

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**Declaration of Interest:** The authors declare that there is no clash of interests.

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