Managing Effective Monitoring System through Primary School Heads Teachers Involvement in District Peshawar, Pakistan

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Abstract

The study was descriptive in nature. The study was an attempt to find the role of existing monitoring system at primary level in district Peshawar Khyberphtunkhwa. The objectives of the study were: To define the term monitoring in education system. To analyze the involvement of Schools Heads in existing monitoring system. To give suggestions and recommendations for the improvement of the schools monitoring system. The key questions of the study were: What is the current status of monitoring in district Peshawar? What is the importance of monitoring in local as well as in global prospective? What recommendations the study made for effective monitoring system.

The study found out that there was dire need to introduce modern and effective monitoring system mechanism in the main stream of education at primary level in Khyber Pakhtunkhwa. Many gaps were found which included lack of proper monitoring system, need of professional support to the prospective teachers, poor performance of supervisors in the field and lack of opportunity to explore their career. There was no formal system of monitoring in vogue in primary education system at Government level. The studies recommended the following recommendations: 1.There should be the addition of modern technology like clip cards, close circuit cameras and interactive boards should be introduced and link with Auditor general's and District Manager's offices. 2. Community should be motivated, mobilized and encourage to participate in the process of monitoring.3.There must be a High level training should be arranged for monitoring staff for capacity building to make the process further good and effective.4.The

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numbers of the schools should be less than 40 under the jurisdiction of an Assistant Sub Divisional Education Officer.

Key Words: Primary Schools, Heads Teachers, Monitoring, Effectiveness.

Introduction

Education plays the role of leadership, guide and light in the societies. The functions of the educational institutions is to develop peoples physically, mentally, psychologically and socially as well as economical and morally. Monitoring is a periodical phenomenon of checking and assessing the programme during its execution or implementation stage on regular basis that will enable identification of problems and solutions during the implementation process. It also provides feedback to planners about the progress of the programme in the implementation stage and keeping them abreast with the progress of the project or scheme.

An efficient management system offers to the partners, facilities for combining information and a picture of performance body to governing body ultimately, thus facilitating the decision makers and partners, using systematic collection of data. It is continuous process highlighting to the stake holders and management, the input of funds and corresponding output through output through various indicators. Monitoring is a periodical phenomenon of checking and assessing the program during it execution stage on regular basis that will enable identification of problems and it solution during the implementation process. It provides feedback to the planners about the progress of the program in the implementation stage and keeping them abreast with the progress of the project. Carron (1998) describes that Methodical and continued monitoring is a useful organ of effective education system enabling the teachers to conceive the most clause-able strategies for teaching, reading, writing and understanding helping the teachers to take care of student's learning problems before any impediment arises for the student's achievements'.

Methodical planning of monitoring program can be summarized in addressing four questions. Why we are monitoring/supervising/evaluating? What are we monitoring? How are we monitoring? And how will have we monitored? A monitoring program comprises of three

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basic components, collecting information on regular basis, analyzing and evaluating that information and taking action to improve student's performance. These components may be articulated by other activities such as, determining gaps, framing questions on which to focus monitoring. The key monitoring tools used by the government are the school supervision is rather meaningless.

The study was significant and was needed because it would add to the treasure of knowledge concerning the role of existing monitoring system at primary level in district swat. Monitoring is a periodical phenomenon of checking and assessing the programme during its execution or implementation stage on regular basis that will enable identification of problems and solutions during the implementation process.

District administration of Education Department of Khyber Pakhtunkhwa carried out monitoring of primary public schools through surprise as well as annual/planned visits. This was being undertaken with a view and evaluated the regular attendance of the staff, the rate of dropout of the students and overall performance of the institutions.

Types of Monitoring System

a- **Compliance Monitoring System:** This type of monitoring deals with the school inputs, students' achievements and particularly teachers and physical and human resources. It involves with the average class size, students teachers ratio, expenses on instructional materials, standard of the new and the library, teacher qualifications, numbers of supporting staff or the proportion of pupils receiving special education.

b- **Diagnostic Monitoring:** This emphasizes of the outcome of the or outside results of the education system and process. The input-output model, particularly those students result oriented or academic outcomes. Determination of specified aspects of the curriculum where most of learners becomes master, the weak students identify to take measures.

c- **Performance Monitoring:** This included measures of both schools inputs and its and where curriculum tests are given covering less curriculum and broader domain of skills. It motivated competition among the pupils and motivates educators to provide better education

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Objectives of the Study

The major objectives of the study were:

1. To evaluates the extent to which proper monitoring and evaluation system is exercised by monitors.

2. To evaluate the existing monitoring system role in schools. 3. To analyze the involvement of Schools Heads in existing monitoring system. 4. To give recommendations and suggestions for the improvement of the system.

Research Questions of the Study

1-What is the current status of monitoring in district Peshawar?

2. What is the importance of monitoring in local as well as in global prospective?

3. What recommendations the study made for effective monitoring system?

Review of Literature

Anon (2008) classified management into three levels.

1. The top level managers are connected with planning and conceptual problem for the future rather than the present, they set only goals and objectives to be achieved.

2. The middle level management is responsible for monitoring daily and routine matters and keeping track on the input and output of goods and services. They are responsible for motivating supervises training co-ordination with subordinates.

3. The lower level management particularly supervises the activities of lower staff decisions, co ordination, close link, communication and bridging or important ingredients for efficient supervision.

According to Lugaz (2006) impact is mainly due to three factors including the number of schools to be monitored in a single time. The greatest of number of schools to be and much

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teachers who the working of the struggle spaces who are allocated to for supervision and daily matters be increased the number of new schools and the number of supervisors remain will be the same. In more than ten teachers who were supervised by a simple and single supervisor by five and South African systems where the status was observed as that in the west world.

Barroux (2000) stated that more than two hundreds teachers were supervised by a single person in France. In other many countries in the world including Ireland, the supervision is very weak and not standardized.

Wanzare (2003) stated that supervision was started to upgrade the potentials of the teachers but due to lack of staff interest and few numbers of the supervisor it became not good and unsatisfactory. No feedback was provided of the supervisors during and after their inspections and making their role very less credible in the front of school's staff and teachers.

De Grauwe (2005) stated that (Organization for Economic Cooperation and Development) internal evaluation was a good strategy adopted by most of the developing countries, but it was short in the process to a sample demanded for the ministries of by from in school to prepare a plan for any guidance or assistance to get mixed success.

Hendricks et al., (2001) stated that schools are legally bound for a yearly plan of project for the prospects highlighting the objectives as wel as goals in Netherlands since 1998, and involving the parents and the public complaints. Some gaps exit in the politics and implementation programs due to many factors.

Baeza and Fuentes (2003) and Avalos (2004) stated that a specific course of administrative controllers must be developed to see and monitor the total system in the shape of a whole system and placement, after the administration will save time for the supervisor to spend on academic checking and evaluation in chili after the Pinochet regime the purist form of this model was developed when the democratic government assumed power despite the improvement

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performance of the education system under the Pinochet regime to the overall scenario, the system.

Methodology of the Study

The study had the population of three strata i-e District Educational Officer, Deputy Director Educational Officer and Heads of the primary schools as internal monitors. The study was descriptive because the data collection tools were questionnaires. Random sample techniques were used for sample selection. Primary sources of data collection were used as papers, books, researches and online search engines. The data was collected both from primary as well as secondary sources. The study would describe the facts about given population systematically and accurately.

Sample of the study: Sample 1- Total 300 Head Teachers was selected randomly as sample. **Tool of the Research:** Questionnaire for Head teachers.

DATA ANANLYSIS AND INTERPRETATIONS
RESPONSES FROM HEAD TEACHERS

1. Head teacher manages the teaching learning process in the School.

S.NO	ITEMS	SA	A	UD	DA	SDA	M.SCORE
1	Head teacher manages the teaching learning process in the School.	154	101	20	5	20	4.2
2	Head Teacher is responsible for keeping the school record	230	66	4	0	0	4.7
3	Head teacher knows well how to manage the PTC Account for better financial management.	170	108	14	7	1	**4.4**
4	Head teacher facilitates the School improvement plan for the provision of teacher	130	125	23	9	13	**4.1**
5	The monthly reports are shared with the	100	90	69	24	17	**3.7**

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	District Education office						
6	The existing monitoring system supports the Head Teacher	45	90	43	36	86	**2.9**
7	Monitoring System supports the teaching learning process	52	66	39	55	88	**2.7**
8	The existing monitoring system agrees with the education policy	60	85	42	40	73	**3.0**
9	The PTC member cooperates with the Head Teacher	60	130	40	49	21	**3.53**
10	The staff members interfere in the responsibilities of the H/T which creates hurdles in the quality of Education	88	75	40	46	51	**3.3**
11	The monitoring system promotes relation among School, Department and community	41	67	50	62	80	**2.7**
12	The existing monitoring system proves to be effective in favor of the students	45	84	50	52	69	**2.9**
13	The lesson plans are practically adopted at the School level for achievement of Education objectives.	70	137	40	30	23	**3.6**
14	The Head Teacher discusses Schools problems in staff meeting for its solution	182	85	15	15	3	**4.4**
15	The existing monitoring system help the Head teacher to set an example for working	36	100	60	64	40	**3.2**

Discussion

Majority of the respondent agreed with the statement that Head teacher manages the teaching learning process in the School hence mean score is in 1. Mean score shows that majority is supporting the statement. Majority of the respondent agreed with the statement that

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Head Teacher is responsible for keeping the record of School in proper way hence mean score is in 2. Majority of the respondent agreed with the statement that Head teacher knows well how to manage the PTC Account for better financial management hence mean score is in 3. Majority of the respondent agreed with the statement that Head teacher facilitates the School improvement plan for provision of feasible teacher learning environment in the School hence mean score is in 4. 5. Majority of the respondent agreed with the statement that The monthly reports are shared timely with the District Education office to provide a pin picture of improvement hence mean score is 3.7. Majority of the respondent did not agreed with the statement that. The existing monitoring system supports the Head Teacher hence mean score is 2.9. Majority of the respondent did not agreed with the statement that Monitoring System supports the teaching learning process hence mean score is 2.7. Majority of the respondent agreed with the statement that. The existing monitoring system did not agree but neutral with the education policy hence mean score is 3.0. Majority of the respondent agreed with the statement that The PTC member cooperates with the H/T to improve teaching learning process hence mean score is 3.5. Majority of the respondent agreed with the statement that .The staff members interfere in the responsibilities of the H/T which creates hurdles in the quality of Education hence mean score 3.3. Majority of the respondent did not agreed with the statement that The monitoring system promotes better relation among School, Department and public hence mean score is 2.7. Majority of the respondent did not agreed with the statement that .The existing monitoring system at primary level proves to be effective in favor of the students hence mean score is 2.9. Majority of the respondent agreed with the statement that. The lesson plans are practically adopted at the School level for achievement of Education objectives hence mean score is 3.67. Majority of the respondent agreed with the statement that The Head Teacher discusses primary Schools problems in staff meeting to find out ways and means for their solution hence mean score is 4.4. Majority of the respondent agreed with the statement that. The existing monitoring system go a long way to help the Head teacher to set an example for working himself hence mean score is 3.2.

Most of the respondents supported the idea of incorporating new technology in the monitoring system. Teachers, Head Teachers and District Managers were of the view that

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community must be involved in the monitoring process. Most of the replies were found to be satisfied with the system and frequency of visit and admitted the positive changes were possible through existing monitoring system. Most of the answers were of the view of separating the management and teaching cadre providing the supervisors/Monitors the requisite clerical staff, office facilities and necessary transport. The present monitoring system provide positive feedback, help in attendance and regularity of teachers and problems evaluation. Majority of the respondents agreed with the provision of in-service training for the monitors and also agreed that the Monitors visits enhanced performance of teachers and Head Teachers. Nearly half of the respondents were of the view that the existing monitoring system is effective because it involved in reward and punishment. Most of the respondents were of the view that the present staff was qualified and trained and they also were in the favor of centralized monitoring system.

Recommendations

The studies recommended the following recommendations:

1. There should be the addition of modern technology like clip cards, close circuit cameras and interactive boards should be introduced and link with Auditor general's and District Manager's offices.

2. Community should be motivated, mobilized and encourage to participate in the process of monitoring and play a role of watch dog and necessary equipment..

3. There must be a High level training should be arranged for monitoring staff for capacity building to make the process further good and effective.

4. The numbers of the schools should be less than 40 under the jurisdiction of an Assistant Sub Divisional Education Officer and the numbers of supervisors should be increased to nearly double.

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5. District Peshawar should be divided into four separate zones and each zone should have a set of district level.

6. The teaching and management cadres should be bifurcated and separated.

7. There should be complete computerized record of each teacher and school performance and appraisal of the staff.

8. There should be neutral and a proper mechanism for the assessment of input and output in primary schools and its progress.

9. Facilities like transport, allowances to officers and other needed materials and staff should be provided to the monitors and they should be secured.

10. Monitoring staff should be empowered to execute their job description and taking decisions on the spot and will have the power.

11. Reward and punishment mechanism should be introduced and implemented.

12. Government should develop national performance indicators for teachers and schools and staff as wel as students.

13. Donors should be invited for finance cost effective tasks to make the process easy.

14. A comprehensive check list may be designed for monitor that can cover aspects of the visit of a school, teachers, students and classrooms and other facilities.

15. On the base of attendance and performance of teacher reward and punishment system should be introduced and brought to the front.

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16. To enhance the leadership qualities, management skills and administrative abilities of the Head Teachers and monitoring staff through a reasonably comprehensive job oriented training course executing up to one month and subsequently refresher courses up to two weeks at district level.

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