THE IMPACT OF MONITORING (IMU) ON GOVERNMENT SCHOOLS TEACHER'S PUNCTUALITY IN MALAKAND-PAKISTAN

[1]Asad Zia, [2]Muhammad Nisar*, [3]Raham Zaid, [4]Iqra Almas [5]Saima Munir [6]Syed Muzaffar Hussain

ABSTRACT

The present study was conducted with the aim to know about the impact of Monitoring on teachers' punctuality in district Malakand of Khyber Pakhtunkhwa. A sample size of 565 teachers was selected from three tehsils of the district through multi-stage sampling method which was proportionally allocated to all tehsils. Interview schedule was used as tool of data collection. The link between the Independent Monitroing Unit (IMU) and teacher's punctuality was examined through chi-square test and Pearson Co-relation which demonstrates how independent and dependent variables are associated. The value of chi-square test (0.000) shows that a highly significant association was found between IMU and punctuality. The substantial association between the two variables is depicted by the value of Gamma (0.556) and its value of significance (0.000). The score of monitoring and punctuality moves from low to high, R=0.0 to R= 12.1 and finally to R= 22.4, which shows that when monitoring increases from low to high, the punctuality of teachers increases by almost three times. This confirms the study hypothesis i.e. monitoring influences teacher's punctuality. Pearson Correlation between demographic variables, punctuality and teacher's performance shows a negative and significant relationship between the variables; area of residence and monitoring (r= -0.089 and Sig. 0.035), a highly positive and significant relationship between professional qualification and monitoring (r= 0.100 and sig. 0.018), and a positive & significant relationships were found between the level of education and punctuality (r=0.108 & sig. 0.010) & number of trainings and punctuality (r= -0.132 & sig. 0.002), while relationship with all other variables were found non-significant. The study recommended that by appreciating teachers for their regular attendance and giving rewards in the form of allowances, increments, awards, certificates etc. & by taking strict action against those teachers who remain absent from duties without genuine reasons, the punctuality of teachers can be improved as well as the quality of education.

Key words: Monitoring, Impact, Schools, Teachers, Punctuality.

Introduction

Monitoring is a Continuous evaluation of project implementation with regard to agreed-upon timelines, as well as project beneficiaries' utilization of inputs, infrastructure, and services. It is a continuous function that uses the systematic collection of data related to specified indicators to provide management and key stakeholders with indications of the extent of progress and achievement in terms of expected results and progress in the use of allocated funds for a development intervention (Beaulien, 2014).

[1] M.S Scholar, Department of Sociology, International Islamic University Islamabad, Pakistan.
[2] Assistant Professor, Department of Sociology & Political Science, Bacha Khan University, Charsadda. muhdnisar@bkuc.edu.pk
[3] Assistant Professor, Department of Sociology, Abdul Wali Khan University Mardan.
[4] Associate Lecturer, Department of Sociology, The Islamia University of Bahawalpur.
[5] Lecturer, Department of Sociology, The Women University Multan
[6] Visiting Lecturer, Department of Sociology, The Women University Multan

The performance of teachers and the quantity of excellent marks acquired by students in the subject examined at the end of a terminal class are the quality and evaluation mechanisms of any level of educational system (Adewale, 2014). Many stakeholders witness to the reality that educational standards are deteriorating. This decline in academic standards may be caused by a variety of issues, including a lack of parental control, ineffective supervision, ineffective teaching and learning, students' attitudes toward learning, etc. (Butakor, Ampadu, & Cole, 2017). Because teaching, learning, and inspection/supervision are all components of the educational business, the employment of internal supervisors in second-cycle school settings is not out of the question (Adewale et al., 2014). Educational supervision is not only a delicate issue, but it is also a very vast one (Ankoma-Sey & Maina, 2016). Monitoring, as an administrative process component, is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing, and coordinating the workers and their efforts, as well as cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal (Archibong, 2017).

According to Baker (2011), during the previous five decades, all nations have invested heavily in educational monitoring. The goal of all of these investments is to better their nations' educational systems and to update their education systems (Ashbaugh, 2004). Monitoring, according to Margoluis and Salafsky (2010), is utilised to enhance management conditions across all sectors. Education is no exception to this trend, and many types of monitoring programmes are being used in the education sector to bring about improvements in their institutions (Mrosek et al., 2006).

The Independent Monitoring Unit was established in KP during the FY 2012-13 with its first data collection process completed in April 2014. It was formally inaugurated on 16th April, 2014 by Honorable Chief Minister of Khyber Pakhtunkhwa. The project was closed on 30th June 2018 (Rehman, 2016). The government of Khyber Pakhtunkhwa (KPK) selected 550 Monitors (which includes 318 males and 232 females) who had been recruited through National Testing Service (NTS) on proper merit through panel interviews, for monitoring the government boys' and girls' schools of KP on a monthly basis. The number of Monitors for each district depends upon the number of schools in a given district. KP has more than 28,000 government schools. Each district's schools were separated into groups of up to 60 schools for each Monitor. Every Monitor payvisit to surprise three to four schools a day, during school hours (Usman, 2014).

Teachers' absenteeism was a concern in schools before IMU was established in Khyber Pakhtunkhwa Pakistan. Teachers have been more regular with the implementation of IMU, and their absence has decreased significantly. Non-teaching personnel also becomes more regular as a result of the monitoring unit. As a result, the majority of responders were pleased with the monitoring system (Ali et al., 2019).

Statement of the problem

The monitoring mechanisms of education are examined in this study. Khyber Pakhtunkhwa (KP) has been investigated recently; two education monitoring systems have been operating in parallel. The first is the Internal Monitoring System, often known as departmental monitoring, which involves top officers like as Education District Officer (EDO), District Education Officer (DEO) and Deputy District Education Officer (DDEO) of the education department who monitor the educational programmes of the institutions. The external monitoring system, often known as Third-party Monitoring, is the second option. A second entity, the Independent Monitoring Unit (IMU), oversees the implementation of government projects and programmes in this monitoring system. The government schools are the subject of this investigation. Primary, middle, and high schools make up the government education system.The goal of this study is to look into teachers' opinions of high school principals' use of data to monitor teachers' progress and accomplishment. The findings of this study inform the practises of several

stakeholders, including school administrators, district leaders, and state and federal policymakers. Principals may be able to utilise this study as a resource to help them develop their own capacity for using data to track teachers' growth. District officials would use the findings of this study to build district rules and standards for practise. Finally, state and federal policymakers can use this research to develop and execute policies that aid building leaders in their quest to become stronger instructional leaders by enhancing their ability to assess teacher's improvement using data. While enhancing public education is a complicated and varied process, this research focuses on increasing capacity in one area that has shown promise in boosting academic outcomes: the building principal's use of data to assess teacher improvement.

Research Methodology

Research design

Quantitative research designs are distinct, well-structured, and can be explicitly described and recognized and can be used for validity and reliability. The quantitative study design has been utilized in this study (Babie, 1989).

Universe of the Study

The universe of the current study was three tehsils of district Malakand (Thana Babozai, Batkhela and Sama Ranizai).

Sampling techniques

Multi-stage random sampling technique was utilized in this study for the purpose of sample selection. At first stage, district Malakand was selected as study universe. At stage second, three tehsils were selected. At stage three, 30 different UCs were selected in these tehsils. At stage four, the schools in various Union Councils (UCs) were grouped up in the form of Primary, Middle, and High Schools and at stage five, sampling was carried out from these shools.

Sample size

The sample size was calculated using Yamani (1967) formula from these government schools of District Malakand which was 565 out of 5847.

$$n = \frac{N}{1+N}(e)2$$

The calculated sample size of 565 was proportionately distributed among the selected schools by the formula proposed by (Bowly, 1926).

$$ni = \frac{Ni}{N} \times n$$

Ni= Number of teachers in school

N = Total of selected strata

n = Calculated sample

Tools of data collection

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A five-point Likert scale was used as tool of data collection in the light of conceptual framework of the study given in table 1. The instrument was pre-tested before final data collection to remove the inconsistencies and ambiguities.

Table 1.   Conceptual framework of the study

Background/intervening variables	Independent variable	Dependent variable
Area of residence	School monitoring	Teachers punctuality
Educational level		
Professional qualification		
Total duration of service in education		
No. Of trainings attended		

Data analysis

Statistical Package for Social Sciences (SPSS) was used to analyze the collected data into univariate and bivariate results. At univariate analysis the data were analyzed into frequency and percentage distribution as suggested by Chaudhery & Kamal (1996) while bi-vairate analysis, the association between independent and dependent variable was tested as suggested by Tai (1978). Furthermore, correlation coefficient at bi-variate level was used to know how strongly or weakly the independent and dependent variables are associated. As shown, the formula for calculating correlation.

Correlation Coefficient Formula

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\,n\Sigma x^2 - (\Sigma x)^2\,][\,n\Sigma y^2 - (\Sigma y)^2\,]}}$$

Results and discussion

Punctuality of teachers

Table 2 shows data on 'Monitoring team improves teachers' punctuality'. In this respect, more than half of the respondents (52.2 percent) strongly agreed that Monitoring team appreciates teachers on regular attendance while, 30.3 percent of the respondents agreed, with statement. Moreover, 9.2 percent of the respondents strongly disagreed while, 5.5 percent of the respondents disagreed, and 2.8 percent of the respondents were undecided that the Monitoring team appreciates teachers on regular attendance.

Table further demonstrates data on the statement 'Monitoring system recommends necessary actions if staff/teachers are continuously absent from duty.' In this aspect, less than half of the respondents (43.9 percent) agreed that monitoring system recommends necessary actions if staff/teachers are continuously absent from duty, while 40.7 percent of the respondents strongly agreed. Moreover, 5.5 percent of the respondents were undecided. While 5.0 percent of the respondents disagreed, and 5.0 percent of the respondents strongly disagreed with statement that monitoring system recommends necessary actions if staff/members are continuously absent from duty.

Table also elucidates data on the statement that 'Monitoring Team is effective to promote the punctuality of teaching staff.' More than half (56.8 percent) of the respondents were agreed, while 35.6 percent strongly agreed that the Monitoring team is effective to promote the punctuality of teaching staff. Moreover, 4.8 percent of the respondents were undecided with the statement. While 2.7 percent of the respondents were disagreed, and 0.2 percent of the respondents strongly disagreed with the statement that Monitoring team is effective to promote the punctuality of teaching staff.

Data further demonstrated that 'Teachers absentees/absenteeism is controlled by the proposed disciplinary actions of monitoring system'. In this regard, one third of the respondents (32.7 percent) were undecided about the statement, while 27.6 percent of the respondents disagreed, and 5.3 percent strongly disagreed that Teachers absentees/absenteeism is controlled by the proposed disciplinary actions of monitoring system. Moreover, 21.1 percent of the respondents agreed, and 13.3 percent strongly agreed that Teachers absentees/absenteeism is controlled by the proposed disciplinary actions of monitoring system.

Table also illuminates data on the statement that 'They come in the morning to observe the late comer's staff and encourage teachers for their 100 % attendance'. In this aspect, less than half of the respondents (43.7 percent) disagreed with the statement, while 31.2 percent strongly disagreed that they come in the morning to observe the late comer's staff and encourage the teachers for their 100 % attendance. Moreover, 11.2 percent of the respondents were undecided. Only 9.0 percent of the respondents agreed with the statement that they come in the morning to observe the late comer's staff and encourage the teachers for their 100 % attendance. However, 5.0 percent of the respondents strongly agreed with the statement.

S.No	Statements	SA	A	UN	DA	SDA
1	Monitoring team appreciates teachers on regular attendance	295(52.2)	171(30.3)	16(2.8)	31(5.5)	52(9.2)
2	Monitoring system recommends necessary actions if staff/teachers are continuously absent from duty	230(40.7)	248(43.9)	31(5.5)	28(5)	28(5)
3	Monitoring team is effective to promote the punctuality of teaching staff	201(35.6)	321(56.8)	27(4.8)	15(2.7)	1(2)
4	Teachers' absentees/absenteeism is controlled by the proposed disciplinary actions of monitoring system	7.5(13.3)	119(21.1)	185(32.7)	156(27.6)	30(5.3)

Table 2.   Monitoring improves the punctuality of teachers

| 5 | Monitoring team visits in the morning to observe the late comer's staff and encourage the teachers for their 100 % attendance | 28(5) | 51(9) | 63(11.2) | 247(43.7) | 176(31.2) |

Percentages are given in the parentheses

Association between monitoring & teachers punctuality

Table 3 shows cross tabulation of the two variables i.e, Regular base monitoring of teachers is likely to improve the punctuality of teachers. The first variable is an independent variable, and the second is a dependent variable. A Likert scale questionnaire was used to obtain data on the variables. Monitoring, the independent variable, was made up of ten components. Whereas variable representing punctuality of teachers comprised16 items. Before cross-tabulation, an index variable was computed and constructed for both independent and dependent variables.

The Chi-square value of 126.04 and its significance level of 0.000 support the existence of a highly significant association between the two variables namely; monitoring and punctuality. The substantial association between the two variables is depicted by the value of Gamma 0.556 and its value (0.000). The score of monitoring and punctuality moves from low to high, R=0.0 to R= 12.1 and finally to R= 22.4, which shows that when monitoring increases from low to high, the punctuality of teachers increases by almost three times. This confirms the study hypothesis i.e. monitoring influences teacher's punctuality.

Table 3.   Association between monitoring & punctuality

Monitoring	Punctuality of Teachers			
	1. Low	2. Medium	3. High	Total
i. Low	51.7 (15)	48.3 (14)	0.0 (0)	100.0 (29)
ii. Medium	7.0 (11)	80.9 (127)	12.1 (19)	100.0 (157)
iii. High	2.1 (8)	75.5 (286)	22.4 (85)	100.0 (379)
Total	6.0 (34)	75.6 (427)	18.4 (104)	100.0 (565)
Chi-square: 126.04 **Df:** 4 **Sig. Level:**0.000				
Gamma:0.556 **t-value:** **Sig. level:**0.000				

Application of Pearson Co-relation

The Pearson coefficient connection has a high statistical significance. It investigates the relationship between the two variables. Its goal is to create a line between the data of two variables to emphasize the link between them. The Pearson correlation coefficient calculator is used to figure out how the variables are related. This linear relationship might be either positive or negative.

Consider the following scenarios:

Positive linear relationship: In most circumstances, a person's income rises as his or her age rises.

Negative linear relationship: As the vehicle's speed increases, so does the amount of time it takes to travel, and vice versa. The Pearson correlation coefficient, r, attempts to determine two things from the supplied sample sizes: the strength and direction of the relationship.

Table 4.   **Pearson Correlation table between Demographic, Independent and Dependent variables**

Variables		Monitoring	Punctuality
Area of residence	P. Correlation	-0.089*	0.059
	Sig	0.035	0.160
	Std. Error	0.044	0.052
Educational level	P. Correlation	0.020	0.108*
	Sig	0.643	0.010
	Std. Error	0.046	0.042
Professional Qualification	P. Correlation	0.100*	0.044
	Sig	0.018	0.297
	Std. Error	0.041	0.040
Total duration of service in Education	P. Correlation	-0.004	0.036
	Sig	0.917	0.396
	Std. Error	0.040	0.040
No. of trainings attended	P. Correlation	-0.006	0.132*
	Sig	0.884	0.002
	Std. Error	0.045	0.041

**Correlation is highly significant at the 0.01 level
*Correlation is significant at the 0.05 level

The results obtained in table 4 shows the analysis of Pearson's correlation between demographic variables (Area of residence, Educational level of the respondents, professional Qualification, length of service in education, number of trainings attended). Independent variable is monitoring, and dependent variable is punctuality of teachers.

The table shows a positive significant relationship between the variables; area of residence and monitoring (r= -0.089* and Sig. 0.035), while the relationship between area of residence and punctuality was found non-significant but positive (r=0.059 & Sig. 0.160).

Furthermore, the table shows negative and non-significant relationship between the educational level and monitoring (r= 0.020 and sig. 0.643), while the relationship between level of education and punctuality was found positive and significant (r=0.108 & sig. 0.010).

Additionally highlights a significant relationship between professional qualification & monitoring (r=-0.100 & sig. 0.018) while non-significant association was found between professional qualification and punctuality (r= 0.044 & sig. 0.297).

Moreover, a negative and non-significant association (r= -0.004 & sig. 0.917) was found between total duration of service in education and monitoring of teachers, while a positive but non-significant association (r= 0.036 & sig. 0.396) was found between duration of service in education and punctuality.

Likewise, a negative and non-significant) association was found between number of trainings attended by the teachers & monitoring while monitoring no. of trainings and punctuality was positive and significant (r= -0.132 & sig. 0.002).

Conclusions & recommendations

From the above discourse, it has been found that monitoring system is good for teachers' performance. From the above arguments it has found that Internal Monitoring Unit (IMU) is very helpful in improving the education system. Teachers' absenteeism, non-punctuality and not taking the classes on time were observed as the major problems of failure of the education system. Mostly teachers and staff remained absent or come late to schools especially in remote areas which had adverse affect on students' educational careers. Keeping in view these problems, the IMU was introduces where the problem of

teachers' absenteeism is resolved to greater extent. Monitoring team is effective to promote the punctuality of teaching staff, appreciates teachers on regular attendance and takes necessary actions if they are continuously absent from their duties. Based on these findings it is recommended that to improve teachers' punctuality, the teachers should be appreciated for their regular attendance and punctuality by giving rewards in the form of allowances, increments, awards, certificates etc. while those teachers who remain absent from duties without genuine reasons, should be reported and stern action should be taken against them to ensure their punctuality and improve quality of education as well. However, this does not mean that monitoring teams mentally torture the teachers and they feel insecure and deprived of their basic rights. That's why there is dire need of harmony between teacher community and monitoring team.

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