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MONITORING SYSTEM AND TEACHERS' PERFORMANCE: A CORRELATIONAL PERSPECTIVE AT PUBLIC PRIMARY SCHOOL LEVEL IN PUNJAB

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ABSTRACT

The main stream of the study was to investigate the correlation of monitoring system and teachers' performance. The teachers' performance concerned much to promote the primary education. The government has launched the monitoring system to enhance the performance of teachers. The population of the study was primary school teacher of the Punjab. The sample of the study was 384 primary school teachers of district Bhakhar and Dera Ghazi Khan. The sampling technique was two stage random sample. The analysis showed significant difference between the performance of male and female primary public-school teachers was found. So, it is concluded that female teachers have more good performance mean scores than male teachers. A Pearson product-moment correlation was computed to assess the relationship between the teachers monitoring and (independent variable) and teachers' performance (dependent variable). There was a weak positive correlation between the two variables, ($r=.197$, $n=384$, $p=.001$). Recommendations have been drawn to replicate study with more diverse sample.

INTRODUCTION

There is a profound need for more effective schools. Today's most recent concern in schools is teachers' performance at the primary level in Pakistan because the primary level is the most important. After all, it is the basic level of education. Teachers as the most crucial component of schools regarding student learning to make school more effective. Teachers' effectiveness effects through monitoring. Effective schooling research identifies the practice of good monitoring components for high-quality education. Good monitoring creates a high learning and satisfying environment in school in which all the teachers, head teachers, and monitoring officers collectively and coordinately make the school more effective if monitoring creates a horror and stressful environment in schools then schools do not move forward towards effectiveness (Schwartz, Cappella, & Aber, 2019).

The monitoring as a process is based on several aspects, including the main aspect of the inspection that directs as well as using all the given opportunities to improve them (KIPA, 2011).

The monitoring system in schools is one of the factors that is for the successful execution of any educational reforms. Whenever any educational reforms come into execution then the need arises for some kind of system in which the progress of implementation can be willingly assessed. Such a system is generally referred to as the monitoring system (Khawaja, 2001). A good monitoring system of the educational system is a key component in developing policies to enhance the development of human capital around the world (Greaney & Kellaghn, 2008). A good monitoring system is democratic in that the partnership combines information at all levels to give the management team, and ultimately the governing body, a picture of performance and helps facilitate decision-making and learning by the partners (Marriott & Goyder, 2009).

There is a dearth of literature on how teachers' experiences influence their ability to attend school, remain in the teaching profession, and provide high-quality teaching within the classroom (Kate Schwartz, Elise Cappella & Lawrence Aber, 2019). According to survey data, teaching is one of the most stressful jobs (Kyriacou, 2001), they feel excessive stress several days a week, teaching in resource-deprived settings with low salaries and the traditional role of monitoring systems is likely much more stressful than teaching in more comfortable settings ((Kyriacou, 2001; MetLife, 2013)

Kayan (2011) discuss the views of head teachers that, the present monitoring system is not so beneficial because teachers did not satisfy with the MEAs role as a monitor. The traditional role of monitor hinders teachers' performance, and affect their professionalism. professionalism is, as defined as the high-performing teachers, powerful professional associations and lively learning communities (Hargreaves & Shirley, 2011). So, the study aims to explore the relationship between monitoring system and teachers' performance at the primary public-school level in Pakistan.

Objectives of the Study

1. To explore the gender wise public sector primary school teachers' performance.
2. To investigate the relationship of monitoring and teacher' performance

Significance of the Study

It is expected that the present study may be contribute the knowledge regarding relationship between monitoring and teachers' performance. It may be helpful in the improvement of the performance of the teachers and monitoring system at the primary level. The findings of the study may be helpful for various stakeholders:

Policymakers: To provide sufficient opportunities for teachers to make decisions on their own. In educational policy, few aims should be addressed for democratic practices in monitoring programs, in this way present study may help understand and develop democracy in monitoring system in the education system of Pakistan.

Teachers: They would be familiar with their role as democratic citizens. They also identify the strategies to develop a democratic environment in the school. This study also enables teachers to adopt meaningful ways to promote teachers' willingness in the decision-making process in schools and familiarize them with major factors that nullify their efficient role. Teachers' self-respect and dignity will be maintained.

Teacher Trainer: present study may helpful for the teacher trainers to train school monitors as according to modern democratic humanistic theories. Theories, Democratic teachers will make learning an enjoyable activity.

Curriculum developers: To develop the different activities and programs and methods in teaching and assessment, regarding developing a democratic environment in schools and monitoring system. It is hoped that the study may offer useful insights here.

REVIEW OF LITERATURE

The study was conducted to "Exploring the Relationship between Monitoring System and Teachers' Performance at the Primary Public-School level in Pakistan: A Survey of the Punjab Provence".

A review of related literature was done to explore not only the concepts of monitoring systems but also the factors which influence teacher efficiency.

In the Punjab Education Sector Reform Program, (PESRP) Department of school education, govt. of Punjab Pakistan website, it is stated that Monitoring and evaluation provide a consolidated source of information on project progress that contributes to transparency, accountability, retention, and finally to the development of an institution. It also helps in evidence-based policy-making and ensures that desired outcomes are achieved. Owing to the critical

importance of the process, the Government of Punjab (GoP) has instituted a comprehensive school monitoring mechanism. Its key components are Annual School Census and Monthly Monitoring System. At the top of the monitoring and evaluation (M&E), system is the Program Monitoring and Implementation Unit (PMIU), which works in conjunction with the Department of School Education, acting as the monitoring and implementation wing of the Department. PMIU's key task concerning monitoring is to regulate an effective data collection system at the district level.

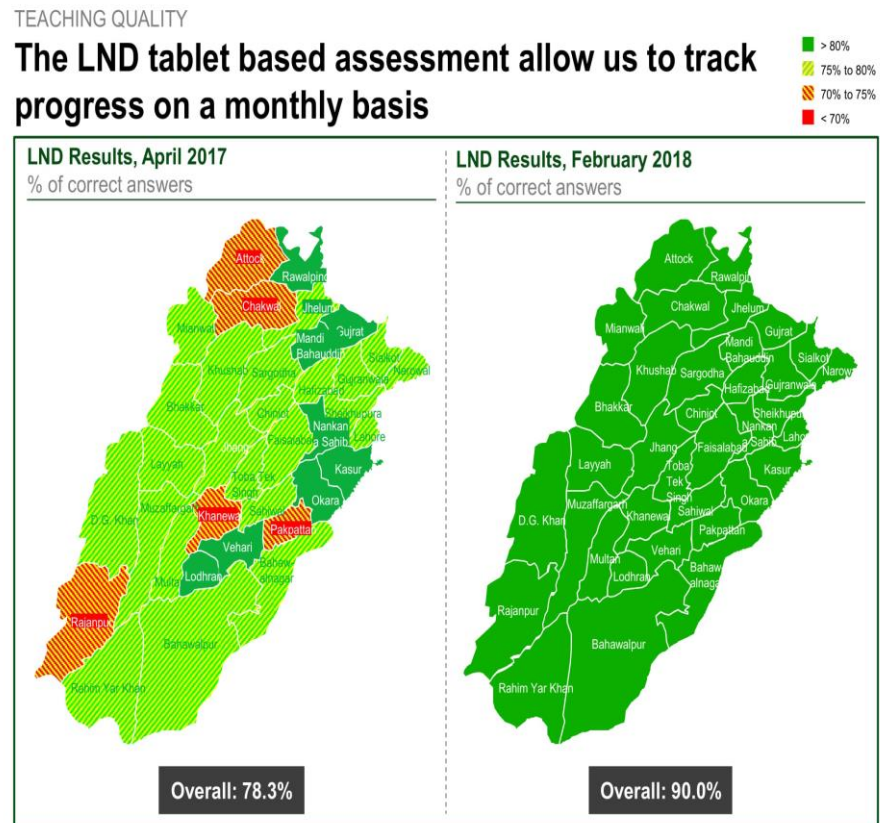
The hub of the Govt. of Punjab's school monitoring system is the office of the District Monitoring Officer (DMO), based in the district and reporting to the Program Monitoring and Implementation Unit. There are 36 DMOs in all and they are monitoring about 53,000 schools across the province. The DMOs supervise a field staff of Monitoring and Evaluation Assistants (MEAs), who are responsible for undertaking regular field visits and collecting data on specified monitoring indicators. There are 929 sanctioned posts of MEAs across the province. Each district has some MEAs proportionate to its number of schools. The MEAs are recruited and funded by the Chief Minister's Monitoring Force (CMMF) which functions directly under the control of the Secretary of School Education. The MEAs are mostly retired army personnel, hired by the department on a contract basis. Their performance is evaluated at the end of the contract period by the concerned DMO.

MEAs are assigned "school clusters" in such a way that they can visit at least 4 schools per day. At least 90% of schools in the district have to be covered by MEAs each month. MEAs' circles are rotated every month, which prevents MEAs from forming personal relationships with the school staff of a particular area. MEAs have been provided with Tablet PCs containing online monitoring applications. MEAs fill their report on the monitoring proforma, which checks for the status of basic facilities, enrolment, and teacher attendance among other things.

The monthly monitoring data collected by the MEAs are used for monthly, quarterly, and annual ranking of the Districts and Divisions. The key use of the monitoring data is the development of a composite index, which assigns weightage to different indicators in the monthly monitoring forms, and is then used to rank district performance. The composite index of district performance is prepared every month at the district level and is presented by the DMO in the monthly meeting of the District Review Committee, chaired by the DCO while the DMO acts as the secretary of the District Review Committee. The Committee reviews the month's progress and takes decisions on issues highlighted through the composite index. The index also enables comparison across districts and helps the PMIU to provide feedback to district governments on areas where administrative measures have to be taken.

Governments of the Punjab monthly monitor the student learning outcomes and school performance. For this purpose, the monitors who visit schools every month recently started administering an iPad-based, four-question test to third-graders on Urdu, English, and math ability. Punjab's 36 districts are color-coded based on their average score. Officials in charge of the highest-

and lowest-performing districts must answer directly to the chief minister (<http://schools.punjab.gov.pk/?=schools>). As below picture shows the result of the literacy numeracy drive test in 36 districts of Punjab province:



SOURCE: MEA collected LND results data for April 1st to April 30th 2017 and for February 1st to February 28th 2018

Luginbuhl, Webbink & Wolf (2009) indicated that school improvement has proven to be a continual challenge. Effective monitoring is an essential element of learning and ultimately sustainable educational initiatives (Marriott & Goyder, 2009). Although monitoring reaches far and deep into the workings of a school and the function of its staff, particularly of its teachers and managers, they do not in most cases serve to dictate how you should teach individual classes. Nor in most cases do they seek to control how the national curriculum is delivered. Monitoring is an assessment of how well a school is doing, covering strengths and weaknesses and what may be done to make improvements. In this respect, monitoring is important but should not be considered an exceptional experience (Holems, 2003). Monitoring and evaluation are tools to be used to promote a democratic environment, modern management theories and practices, innovation and reforms, and better accountability. When used properly, this system can produce information that is trustworthy, transparent, and relevant. Monitoring systems can help policymakers to track and improve the outcomes and organizations make more well-informed decisions and policies by providing continuous feedback on results. Amongst local authorities and at the school level, the need for evaluation may not even be fully accepted. Evaluation can be seen as a threat

to, rather than as support for, local development. Democracy depends on the active engagement of citizens, not just in voting, but in developing and participating in sustainable and cohesive communities. The schools are also required to show, through monitoring in a democratic way, how they are preparing learners for citizenship (Oslera & Starkey, 2005). MEAs visited the school regularly and spent 3 to 4 hours in school. MEAs did not get training for monitoring the school (Kayani M. (2011).

The quality of educational provision is still under progress at primary public-school level due to non-professional practices that effect teachers' efficiency in their profession (Naviwala, 2016; Bokeno, 2003; Nazir, 2010). Willms (2003) discuss the three types of monitoring system which are: Compliance Monitoring, which stresses that school inputs, particularly teacher and financial resources. Diagnostic Monitoring, emphasizes the output side of the input-output model, particularly academic outcomes. Performance monitoring includes measures of both schooling inputs and outputs. Specifically, progress monitoring determines both levels of achievement as well as the rate of improvement or progress to implement more effective education for students. Progress monitoring may be used to assess the progress of both individual students as well as the whole classroom of learners (Hoover, 2009).

Holems (2003) identified the basic qualification for a person who monitors the school; first is Monitors are appropriately qualified and trained to monitor the school. Before the monitoring starts the leader monitor talks to the staff, explains the monitoring process, and answers questions. The monitor establishes positive relationships with staff, pupils, and governors. They observe lessons, look at pupils, and previous work and talk to pupils; they discuss aspects of the work of the school with members of the staff and listen to their views. Monitors provide clear developmental feedback on all judgments they have made. But when without professionalism MEAs are elected on educators then the monitor's role can be seen as a threat to, rather than as support for development (Oslera & Starkey, 2005). MEAs assess only class three teacher's performance (LND test) including head teachers have the threat to be responsible for all shortcomings in school and learning and they are answerable and have a threat for inquiry and PEEDA ACT while other teachers have class one, and two, four and 5th no concerns for monitoring LND test. Headteachers do not agree with this unequal monitoring style (Kayani, 2011). The traditional role of monitor hinders professionalism, professionalism is, as defined by Hargreaves and Shirley (2011), on the 'high-quality teachers, positive and powerful professional associations and lively learning communities' Therefore, the present study aims to explore the role of the monitoring system at primary level in Pakistan. The primary level is selected because this level is the basic root level in which further education levels proceed and primary education is a compulsory component in international efforts to achieve universal access to primary education (Glewwe, Hanushek, Humpage, & Ravina, 2011; Yoshikawa & Kabay, 2015).

METHODOLOGY

Descriptive quantitative survey study was used to investigate relationship between monitoring system and teachers' performance at the primary level in

Pakistan. The study questionnaire was considered the best tool to get maximum information from teachers, for the present monitoring system at the primary level in Pakistan. It was administrated for getting the responses from teachers about the present monitoring system which was introduced by the Chief Minister of Punjab in 2006. Contact to the teachers working in primary schools from districts Bhakkar and Dera Ghazi Khan was selected as samples and requested to fill the questionnaires.

A sample of 384 teachers, from the district of Dera Ghazi Khan, and Bhakkar teachers were selected. The sampling technique was two stage random sample. The teachers were contacted in their free period and were requested to participate in the study. A self-develop tool was administered to explore the perception about monitoring system. Reliability of the scale was .936 which is considered excellent according to the rule stated by Namdeo and Rout (2016). Factor analysis was done to check the construct validity of the scale.

Delimitation of the study

Due to limited time and resources this study is delimited to only primary school level, within two districts in Punjab province, one is the district Bhakkar and the other is district Dera Ghazi Khan.

Data analysis

Table 1: Gender-wise Teacher performance
Comparison of teachers' Mean professionalism score between male and female teachers

Gender	N	Mean	Std.Deviatio n	t	Df	Sig.(2- tailed)
Male	161	127.13	11.155	1.582	382	.01
Female	223	128.93	10.865			

Table 1 shows the comparison of mean teachers' performance scores between male and female. It is depicted that male teachers (N=161) have performance mean scores = 127.13 and female teachers N= (223) have a performance mean score of 128.93. The value of the t-test for the independent sample (t=1.582, df = 382 & p=.01) shows that there is a significant difference between the performance of male and female primary public-school teachers.

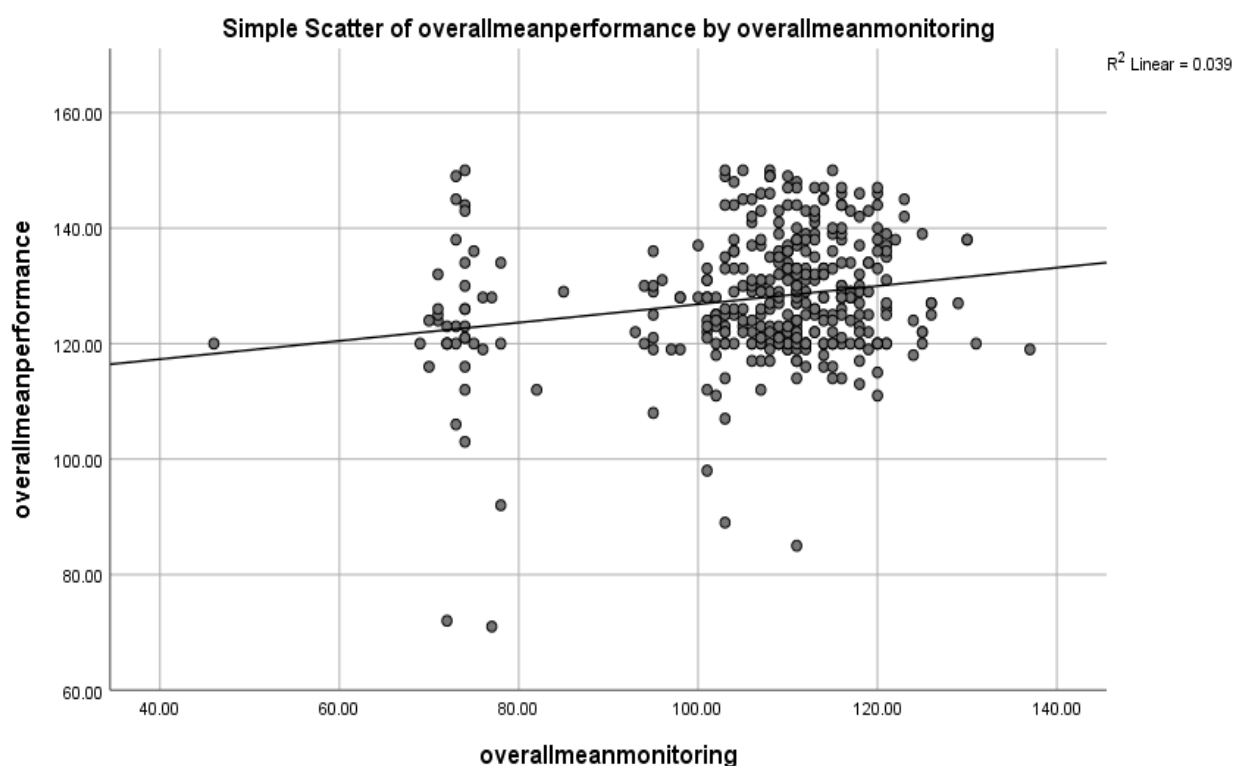
So, it is concluded that female teachers have more good performance mean scores than male teachers.

Table 2: Correlation

		School Monitoring
Teachers' Performance	Pearson Correlation	.197**
	Sig. (2-tailed)	.001
	N	384
*. Correlation is significant at the 0.05 level (2-tailed).		

A Pearson product-moment correlation coefficient was computed to assess the relationship between teachers' performance (the independent variable) and monitoring in the school (the dependent variable). There was a weak positive correlation between the two variables, ($r = .197$, $n = 384$, $p = .000$). There is a weak positive correlation between teachers' performance and school monitoring.

Fig 1: Scatter plot



DISCUSSION

When teachers feel good in their work, they show more performance in their field.

Munawar, Sittar., & Kalsoom, (2019), Stengård, Mellner, Toivanen, & Nyberg, (2022); Hascher, & Waber, (2021) study showed that good and healthy environment and stressful, and disturbed environment in the school affect the teachers 'performance. Stengard, Mellner., Toivanen, & Nyberg,

(2022) explored that the higher levels of stress, worries, and depressive symptoms was observed in the female teachers as compared to men. The present study's results show that female teachers have good performance. Present study has similarity with the Dinham, Scott and Bishay (2000) found that female teachers were more satisfied with their job and show good performance than male teachers. Ding (2021) further discussed that numerous studies have found that there were obvious differences between men and women in research performance, but there is little analysis found on teaching. Munawar, Sittar, & Kalsoom, (2019) has investigated that the Monitoring education authorities' practices affect the teacher's performance and also their mental health in workplaces and they do not to do work effectively to produce the best results for education in the most skilled way. Present study result revealed the weak positive relationship between teachers' performance and school monitoring. Therefore, it is concluded that teachers monitoring little affect the teacher's performance.

RECOMMENDATIONS

Following are the major recommendations regarding the present study.

1. It is recommended that the present study should be replicated with a more diverse sample.
2. Monitor should eliminate stress related factors in the monitoring to enhance the teachers' performance.
3. Traditional monitoring style should replace with modern monitoring style.

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