

Effects Of Regular Monitoring Of Monitoring Evaluation Assistant (Meas) On The Quality Of Schools: A Case Study Of Tehsil Jand District Attock, Punjab

Wajid Mahnaz¹, Dr. Sidra Kiran², Umair Mehmood³, Sameena Arif⁴, Nayab Taqdees⁵

¹PhD Scholar, Department of Education, ALHAMD Islamic University, Islamabad.

²Assistant Professor, Department of Education, ALHAMD Islamic University Islamabad.

³PhD Scholar, Department of Education, ALHAMD Islamic University, Islamabad.

⁴M.Phil Scholar, Department of Education, ALHAMD Islamic University, Islamabad.

⁵M.Phil Scholar, Department of Education, ALHAMD Islamic University, Islamabad.

ABSTRACT

In education, basically two main activities take place. First one is performed by the teacher which is to teach the students and second one is performed by the students, which is to learning. Teachers teaching at elementary schools are usually having diploma or degree in education. Their teaching skills are developed when they go through methodologies of teaching training; therefore they are well versed with excellent teaching learning practice. For monitoring and evaluation at the school level, Principal or headmaster they are usually responsible for these activities. Therefore study was conducted to find out effectiveness of monitoring system and to review the implementation of the monitoring system of MEAs at school level in Pakistan. The objectives of this specific research study were 1) To find the influence of monitoring on the effectiveness of the teaching and learning process, 2) To evaluate the effect of monitoring on school teacher's attendance. A sample of 40 Head-teachers, 30 elementary school teachers (ESTs), 10 assistant education officers (AEOs) and 20 monitoring evaluation assistants (MEAs) were selected randomly. Questionnaire was used for data collection. It was administered after pilot testing to head-teachers, school teachers, MEAs and AEOs. For the analysis of collected data, Percentage was used. Findings of the research study are: most of MEAs had no professional qualification, most of MEAs had Matric/FA as an academic qualification and they have not taken any special training for monitoring the school. MEAs checked Farogh-e-Taleem funds records and also check all the record of school council which was related to teaching staff, non-teaching staff and students. Majority of the teachers shows regularity and punctuality after the implementation of monitoring program. Due to its strict policies, majority of the respondents give their response against it.

Keywords: Monitoring system, Quality of school, Effectiveness

INTRODUCTION

BACKGROUND OF THE STUDY

Everybody likes quality and there is no one against quality, so of course everyone is in favor of promising quality. Willms (1992) gave the idea, that if someone wants quality then one must

monitor it. Monitoring is an activity that involves observing of program or project systematically and continuously. Monitoring and evaluation are used for monitor programs like quality education in the field of education (Handbook for inspection of educational institutions, 2000).

In education, basically two main activities take place. First one is performed by the teacher which is to teach the students and second one is performed by the students, which is to learning. Teachers teaching at elementary schools are usually having diploma or degree in education. Their teaching skills are developed when they go through organizations of teaching training; therefore, they are well versed with excellent teaching learning practice. For monitoring and evaluation at the school level, Principal or headmaster they are usually responsible for these activities. They also ensure that effective teaching learning process is going on in healthy environment (Williams, 2003).

Long time ago, the system of Monitoring was started in Western Australia. Before 1950's teachers professional development was not common at that time. After twenty years almost in 1970's, these fields get development and started escalating. In 1980's, it was a rationalization period. It was recognized by that time and although change in practice was achieving. It was the hallmarks of effective professional development at the classroom level. Efforts to bring transformation of schools from industrial organization to teaching learning, the school improvement has been required through introduction of teacher standards and registration, competency frame work (Fullan, 2001).

In 1987, the Australian common wealth was interested with improvement of quality of schools and a limited research area into teacher professional development by using the in service "Teacher Education" project. In 1990's, further discussion were made and this further discussion lead to the acceptance of Adelaide Declaration on National goals for twenty first century in the schools. From this statement there arose the common wealth Government policy teachers for the twenty first century making the difference. To improve educational outcomes in Australia, four major changes designed were used. A key component of this initiate was the quality teacher

program and starts to implement in Western Australia in 2000 (Quist, 2000).

In 2000 – 2004, Teachers in Australia were engaged in a period of intense educational reform with the curriculum improvement program which was Chief strategy of the department of Education and training to implement the curriculum frame work, which had been mandated by the curriculum council Act and outlined that all students should know, understand, value and be able to do as a result of their education. The Curriculum Improvement Program (CIP) included the curriculum framework and curriculum assessment and reporting policy.

The status of teaching in Australia government schools was expected to enhance update, and improve teaching skills as well as the understanding skill in each of the primary subject with the help of the quality teacher program (QTP). Subjects were included Mathematics, numeracy, information technology, literacy and vocational education. The operating principles of the quality teacher program were founded on the beliefs that teacher profession development is the result of focusing on enhancing the teacher's skills (Williams, 2003).

During the annual provincial meeting in the year of 2008, it was find that some of the factors that lead to poor performance included in lack of proper time management. The full time of the class i.e., 40 minutes are not usually utilized in teaching and learning. Teachers leave the class early and will go to the next class late Due to this; administration came up with clarion call, operating effectives 40 or 35 in primary school. In this forum strategies for effective teaching and proper time management were laid down. Teachers were expected to be effective planners and organizers of the teaching and learning program.

The concerned departments are also monitored by regulatory bodies through some monitoring system. The key area in this respect is

Education. The reason is that it is known as the agent of change and the future of the every nation depends on its education structure. The previous history of the education showed that education was monitored through inspectors who were the seniors' officers of the same department. The process of the visits of the seniors' officers is known as inspection. Monitoring is known as the updated process of inspection, in which both functions of inspection as well as supervision are included.

STATEMENT OF THE PROBLEM

Statement of the problem can be summarized as "what is the effect of regular monitoring on the different parameter of quality of schools, for example, teacher's attendance, student's attendance, teaching-learning process, cleanliness, furniture, discipline, timetable, and other factors".

RESEARCH OBJECTIVES

The study was conducted to investigate the influence of Monitoring system of Monitoring Evaluation Assistant (MEAs) on the quality of schools.

The objectives of this specific research study were:

- i. To find the influence of monitoring on the effectiveness of the teaching and learning process.
- ii. To evaluate the effect of monitoring on school teacher's attendance.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. To what extent regular monitoring affects different quality parameters of schools?
2. Is regular monitoring helpful in decreasing dropout rate?

SIGNIFICANCE OF STUDY

The finding of the specific study may be significant to the government to understand the

effect of internal as well as the external monitoring on the education quality provided in the schools and the attendance of the teachers. The study may help the policy makers for formulating more educational policies to measures the quality of the education in respect of teachers' attendance. The study may also be significant to teachers as it will help them to reflect upon themselves and to establish quality environment in their schools so that they may be able to work for the successful development of their students. This study will also help in obtaining funds from donor agencies because it will provide a clear picture of present condition. The donor parties will be able to make decisions for giving more funds. Furthermore, the study may help the chief minister and education department in providing an actual picture of effect of external monitoring.

REVIEW OF RELATED LITERATURE

TYPES OF MONITORING SYSTEM

Willms (2003) in his research on monitoring types, describe three different types of monitoring system. These three types are given below in detail.

Compliance Monitoring

The most stressful situation in the schools is about the input of school regarding a particular teacher and the financial resources of the school. It is one of the daily routine activities to make sure to meet the given standards of the quality of education. These standards may consist of pupil teacher's ratio, number of average students in a class, size of the school library, qualification those teacher posses in the school, number of the supporting staff working in the school, expenditure on buying of instructional material or the proportion of receiving special education in specific schools. Characteristically, there are some sanctions which are allowed to apply to

schools not meeting to attain the pre-defined standards of the education. For example an educational institution may be asked by the competent authority to acquired a plan for making correction, or in serious case, may be subject to closure of the institute. The assumption behind the use of strict educational policies are to use is that if schools are meeting the already provided standards on various measures given to the schools, then sufficient level of performance will necessary be found in the respective educational institute.

Diagnostic Monitoring

The input – output model is strongly emphasized on the output side of the process, particularly academic achievements. The main goal behind it is to investigate whether specific aspect of the syllabus which is being taught in the schools is being masters by the majority of the pupils or not. In the same manners that teachers are using classroom tests to identify the gray area of the school where certain pupils required more instructions, guidelines and remedial activities for their development.

Performance Monitoring

Performance Monitoring consist of measure of two inputs of the schools which are input and output. Naturally, the output of any educational institute measures are standards achievement tests, which are fewer curriculums specific but it also cover a large domain of pupils skills. The common and well understood purpose of these systems are to make educational institutes publicly answerable to the higher authority of the department through forces applied by the market over the time. It is one of the common beliefs that competition between different schools of the same area or the competition between schools of same district will increase and boost the competition and it will also motivate the owners of the educational institutes for providing a better and quality of education to the pupils.

Progress Monitoring

From the already conducted researches, it is concluded that progress monitoring which is totally based on the research method that facilitates the students' academic assessment and how socially a student development is progressed. This is also used to assess the emotional progress of the students on regular and periodic basis. The main object of the Progress Monitoring is to find the extent up to students learning which is being taught by the teachers in the class and also the effectiveness of the instructions used by the teachers to carried out the learning of the students. In simple words, progress monitoring is used to determines both level of the achievement of the students of educational institutes and the rate at which improvement or the progress for the specific purpose of the implementation of more effective education to the learner of the institute. Progress Monitoring is also used for two different types of assessment. The first one is to assess the progress of the individual students and the second one is to assess the whole classroom of the learners of the educational institutes (Cheng, 2003).

STEPS FOR MONITORING SYSTEM

Chen (2003) conducted researches on the monitoring systems. He gave some steps of monitoring in his study which are given below.

1. First of all, identify the specific skill which is to monitored.
2. Choose the valid assessment measures and develop it to quickly assess the selected skill.
3. Determine and also develop the schedule for the monitoring.
4. Conduct the assessment for the specific skill according to the developed schedule.
5. The result of each assessment is represented by using some relative Graph or chart,

- according to the requirement of the situation.
6. Evaluate the collected data for level of performance and find the rate of the progress of different educational institutes.
 7. Select and update the instructions based on progress monitoring data, in simple words select the instructions according to the situation.
 8. When it is required, continue with ongoing charts, result and monitoring and also instruction according to the requirements.

Monitoring theory tells us that every individual in the educational institutes should take responsibility such that the burden of the administrator minimized and the environment become user friendly. The responsibility of the improvement on students' social and emotional development should be taken by the teachers and the effectiveness of the teachers should be measured by some external monitor of the same department. The process of assessing the others employee or to have an eye on how they are going to work more informal is an important part of the managers role of the middle layer. The basic role of middle managers is to check standards in the department and make a bridge between the employee and the higher level of administration. They are responsible to provide information which may be used to lead to make correction on an ongoing basis.

EVALUATION OF MONITORING SYSTEM

Evaluation or the assessment of the monitoring system of any organization is one of the necessary components of the organization. The reason behind this is that it helps in matching what we have achieved and what were our objects before starting of the process. It is also used to identifying the strengths and weakness of the

monitoring system and gives the gray area for the improvement of the monitoring system.

IMPORTANCE OF MONITORING IN SCHOOLS

Monitoring of educational institutes for performance has established in response to the requirement of the department to give timely feedback to all the individuals having interest in the teaching learning process. There should be two different types of monitoring conducted in educational institutes. The first one is formative which is conducted during the educational session and the second one is summative which should be conducted at the end of the educational session to find out the gray area of the specific educational institute. It should be used as a routine activity for using the monitor as decision support tools to bring improvement in the management and delivering the quality of the education in the educational institutes. It is therefore one of the basic need of the time to take sector wise approach for monitoring rather than for thinking of a set of disparate or unconnected activities. According to the requirement of the time, all monitoring events should be accomplished in all sector wise system (Mishra, 2005).

Strong assessment of the educational institutions system is a basic and key component in developing policies to optimize the development of human capital all around over the world (Akram et al., 2022). A monitor system is not limited together data for the improvement of the system but it also reports the data in developing policies and other stakeholders in such a way that enactment of the students in educational institutes may be monitored and in this way the management may be improved (Greaney & Kellaghn, 2008).

It is one of the basic need of the monitoring system that the data which is gathered by using monitoring should be used otherwise the various stakeholders will have little commitment

and will have questions regarding the reliability of the monitoring system leading to a various circle of low reliability and poor utility. The successful implementation of the monitoring system depends on the basis of the data which was gathered through monitoring system. If the data is not reliable then the monitoring system will not bring as much success as we expected before the monitoring system. Therefore the gathered data should be reliable and all level of educational institutional sectors and all related sectors of educational institutions should use that reliable data generated by monitoring system for improvement of management (Mishra, 2005).

NEED OF MONITORING SYSTEM IN PRIMARY SCHOOLS

Cheng & Tam, (1997) in their combine research showed that one of the basic and continual challenges in educational institutes is school improvement. Effective monitoring process is one of the basic elements of teaching learning and finally sustainable educational initiative.

In majority of the cases, educational institutional administrators seek to overcome the way in which the national curriculum is delivered. Monitoring is basically used to check whether the objectives are achieved or not and it is also used for an assessment of how well and up to which limit the school is doing well, increasing the strengths already achieved, overcoming the weakness already found in the previous process and most importantly what procedures may be used to improvement the quality of the organization. In this respect, monitoring is most crucial element and it should not be considered exceptional experience (Gray, 2003).

Most of the developing countries are lacking the national monitoring and evaluation (M&E) due to the overall financial and performance expenditures of the system. This is why the local authorities and at the primary school level educational institutions, the need for evaluation and monitoring may not even be fully

accepted by the administrations of the educational institutes. Evaluation is commonly known as a threat to, rather than as support for the quality of the institutes in the local development. Quantitative data in the assessment is unpredictable while there is a chance that qualitative data may be misinterpreted. Therefore, assessment of the primary level educational institutes is not taken as a serious case (Koech, 1999).

QUALIFICATION OF MONITORING INDIVIDUAL

Gray (2003) in his research identified some of the basic qualification for those who may be able for monitoring the educational institutes, but these are not limited to the following list.

1. Person who wants to become monitors of the schools should have appropriate qualification and training.
2. Monitors should not have any assembly and relation with the school such that he would undermine the objectivity.
3. Before going to starts the monitoring process, monitors should talks to the staff and explain the monitoring process. If there is some ambiguity or questions from the staff side, these should be discussed with them.
4. Monitors should try to keep positive relationship with the staff so that a friendly environment may favor the monitoring process.
5. During the monitoring process, monitors observe the way a teacher give lecture to the students. Looking at the pupils for their expressions, work with them and talk to the pupils for positive feedback.
6. After the monitoring process comes to end, monitors provide crystal clear instructions for the development on all judgments they have made during the process.

7. Individual teachers are given the feedback according to the observations of their teaching learning process. The evidence used in order to reach judgment is clear and there are some more opportunities for discussion.
8. The monitors should present a written report of the judgments made and reflect what was conveyed to staff via oral or in written form at the end of monitoring.

MONITORING SYSTEM IN PAKISTAN AT PRIMARY LEVEL

In the majority of developed nations, procedures for a proper monitoring system for educational system quality have been devised. For the 1996 Pakistani Education Sector Institutional Reform Project (ESIRP), the Integrated Performance Monitoring System (IPMS) was created to track the performance of educational institutions. It was necessary at the time to allow Pakistan to ask the World Bank for financial assistance if it is having financial difficulties and is unable to execute this system. The primary goal of the IPMS is to monitor educational institutions in order to raise the standard of the teaching and learning process. It was anticipated that several interventions would likely be implemented under the ESIRP initiatives, both at the federal and provincial levels. Therefore, it was well-thought-out necessary that a proper monitoring and evaluation system must be developed within the system. Due to this driving need and serious efforts, a draft was made for a well-structured monitoring system (Kasambira, 1993).

The goals of the monitoring system are mentioned by Fullan (2001) in his research he concluded that one of the key goals of these programmes is to strengthen the monitoring and assessment system for educational performance. In order to improve the quality of education at the primary level, the Chief Minister of Punjab initiated a monitoring and evaluation programme in four districts alone within the province of

Punjab in July 2004. These four districts were Jhelum, Chakwal, Rawalpindi, and Attock.

DUTIES OF MONITORING EVALUATION ASSISTANTS (MEAS)

According to the Government of the Punjab (2007), the basic responsibilities of the monitoring evaluation assistant (MEAs) are given below.

1. To begin with, MEAs contact the head teacher of the educational institute and show identity.
2. Head teacher will help him for collection of the required information.
3. In case of the female educational institute, the MEA will inform the head teacher before entering the educational institute.
4. They are not permitted to go directly to the class rooms with head teacher.
5. The MEA should treat the teachers with respectful manners, especially in girls schools because they observe Parda.
6. They should schedule the visits during the office timing hours suggested by Punjab Government.
7. In case of incomplete process, MEA should make schedule for next day.
8. MEAs should restrict themselves to their assigned task and responsibilities. They should try to remain in their limit and not to interfere other matters of schools beyond their duty.
9. MEAs are not allowed to write something in school record.
10. They are supposed to not share any information shared by the head teacher to any person other than the monitoring district officer or provincial officer of Chief Minister monitoring force.
11. They cannot use the motor cycle provided by Government of Punjab for their personal use.

12. They are not allowed to call or attend the staff meeting held in the school.

HEAD TEACHER DUTIES

Allowing the policies of the Govt of Punjab (2007), the duties of head teachers in monitoring program are given below.

1. The head teachers are supposed to provide correct information to MEAs.
2. Head teachers should have ID card copy of all the staff of school in his office.
3. All the record related to school should be available at school all the time. It consist of attendance register; free books register Farog-e-Taleem fund and register DakhilKharij.
4. In case of the head teacher is on leave, the above record should be in custody of another in charge.
5. Head teacher should help the MEAs to provide information according to their proforma.
6. Head teacher is responsible to read and then sign the proforma of MEAs after the completion of the visit.

RESEARCH METHODOLOGY

RESEARCH DESIGN

The study used a descriptive cross-sectional survey research design. According to Orodho (2008), Brog and Gall (1989), a descriptive survey is meant to give statistical data on educational issues that are of relevance to educators and policy makers.

RESEARCH APPROACHES

The study conducted by researcher was quantitative as well as qualitative in nature. These two methods complement each other.

POPULATION

The study was based in District Attock of Pakistan. The target population was all 248

Government Elementary Schools in District Attock as well as 24 MEAs of the district Attock.

SAMPLE AND SAMPLING TECHNIQUE

Simple random sampling was used to select the targeted schools. For the purpose of research, schools of Tehsil Jand (District Attock) were selected. The targeted population consisted on 40Head-teachers, 30 ESTs, 10 AEOs and 20 MEAs.

RESEARCH INSTRUMENT

Questionnaire was used as research instrument to get maximum information about present monitoring system in Pakistan at school level. The questionnaire was developed by consultation of experts and supervisor. It was administered for the purpose of obtaining point of views of school authorities and monitoring agents about the prevailing monitoring system.

VALIDITY OF INSTRUMENT

The ability of the instrument to measure what it is supposed to measure is referred as Validity. Validity of the instruments was discussed by presenting the instruments to three different experts of the education field, whose judgment was used to improve on accuracy and content of the instruments.

DATA COLLECTION

The primary data for this research was selected from Head-teachers of Elementary schools of Tehsil Jand of District Attock and MEAs of whole District. Questionnaires were distributed to Head-teachers and MEAs by personal visits. Some respondents filled their questionnaire and returned on the spot while some sent back through email. Books, articles, journals, and internet were used for the purpose of collecting secondary data.

DATA ANALYSIS

Mode of research whether quantitative or qualitative specifies the methods used in data analysis plan. In this study, researcher analyzed the data by both means i.e. quantitatively and qualitatively. The researcher categorized the data for identifying the main themes of the research questions. For the analysis of quantitative data, the data was first arranged in tabulated form and after that percentages were calculated. With the help of these calculated values main findings of this research were made.

DATA ANALYSIS AND INTERPRETATION

QUESTIONNAIRE RETURN RATE

The researchers' targeted sample was 40 head-teachers, 30 ESTs, 10 AEOs and 20 MEAs.

Therefore 100 questionnaires were administered. A total of 100 questionnaires (representing 100%) were returned.

INTERPRETATIONS

The researcher wanted to find out whether there is an effect of monthly monitoring on the quality of school or not. For this purpose, researcher has arranged the data obtained through questionnaires in the table form. Each table represents a percentage of positive and negative responses on a statement. It is noted here that each statement is a part of questionnaire which was administrated for the purpose of data collection. Each statement represents one question given in questionnaire.

Table 1

S.No	Statement	Yes	No
1	MEAs ask about No. of School Council meetings and Funds (NSB and FTF)	100 100%	0 0%
2	Deputy DEO visits and monitors Elementary schools regularly	60 60%	40 40%
3	AEO visits and monitors Elementary schools regularly	80 80%	20 20%

Statement 1 shows that MEAs ask about School Council meetings in every month and Funds (NSB and FTF) regularly which means these records are well maintained by head-teachers of schools. It shows a positive effect of monitoring.

Statement 2 shows that Deputy DEOs often visits and monitor the elementary schools. It can be deduced from this information that along with the external monitoring, internal monitoring is also there in education department and that the Deputy DEOs are also aware of schools' condition. Generally, it can be said that present monitoring system has role in activating

all the officers of Education department and that Deputy DEOs and other higher authorities are aware of schools' quality.

Statement 3 shows that AEOs often visits and monitor the elementary schools. They provide guidelines to head teachers and other staff members. It can be deduced from this information that along with the external monitoring, internal monitoring is also there in education department and that the AEOs are also aware of schools' condition. It can be said that present monitoring system has role in activating all the AEOs of education department.

Table 2

S.No	Statement	Yes	No
1	MEAs check visits of AEOs and Deputy DEOs.	100 100%	0 0%
2	Missing facilities are observed by MEAs	90 90%	10 10%
3	Report of missing facilities is forwarded to the higher authorities of Education department	85 85%	15 15%

Statement 1 shows that MEAs monitor the visits of AEOs and Deputy DEOs during their monitoring. It is observed that visits by education officers has been made regular due to monitoring.

Statement 2 represents that MEAs almost routinely check missing facilities and make reports of all the missing facilities. This shows a

positive effect of present monitoring system in this case.

Statement 3 shows that reports of missing facilities are regularly forwarded by MEAs to the higher authorities of Education Department. It shows an active service of monitoring agents. All the reports are honestly forwarded. It shows a positive effect of monitoring system on the quality of schools.

Table 3

S.No	Statement	Yes	No
1	MEAs checks Cleanliness of Building and Lawns/ Playground	95 95%	05 05%
2	MEAs check teachers' attendance	100 100%	0 0%
3	MEAs forward the teachers' attendance report to higher authorities of Education Department.	100 100%	0 0%

Statement 1 shows that MEAs properly check the cleanliness of building, lawn and playground. It can be deduced from the above information that there is a positive effect of monitoring in maintaining the cleanliness of schools.

Statement 2 shows that teachers' attendance is regularly monitored by MEAs during their monthly visits. MEAs also check the

number of staffs i.e. teaching and non-teaching, sectioned leaves as well as unauthorized leaves. This shows a positive effect of present monitoring system in this case.

Statement 3 shows that teachers' attendance report is forwarder to higher authorities of Education Department by MEAs honestly. All the respondents' agreed upon this fact.

Table 4

S.No	Statement	Yes	No
1	MEAs check students' attendance	100	0

		100%	0%
2	Monitoring system has controlled teachers' absenteeism	80	20
		80%	20%
3	Due to monitoring system quality of education is improving	47	53
		47%	56%

Statement 1 shows that students' attendance is monitored by MEAs during their monthly visits. It is also observed that students' attendance has been greatly improved with effect of present monitoring system. Teachers and head-teachers now pay great attention on students' attendance in order to maintain their record of school. This shows a positive effect of present monitoring system in this case.

Statement 2 shows that monitoring system has controlled one of the major problems

prevailing in the Education Department that is teachers' absenteeism. This shows a positive effect of present monitoring system in this case. Statement 3 shows that in views of respondents in this study monitoring system has a little effect on the quality of education that is provided in the school. It is observed that most of the head-teachers, other teachers and AEOs were of the view that present monitoring system has no effect on the learning of students. This shows a neutral effect of present monitoring system in this case.

Table 5

S.No	Statement	Yes	No
1	Head-teacher cooperates with MEAs	100	0
		100%	0%
2	School staff encourages monitoring system	45	55
		45%	55%
3	Present monitoring system facilitates teachers	10	90
		10%	90%
4	MEA are well trained for monitoring	40	60
		40%	60%

Statement 1 shows that head-teachers totally cooperate with the MEAs and provide all the necessary information to him. Head-teachers facilitate the MEA in their work. Monitoring task cannot be done without the cooperation of Head-teacher of the school.

Statement 2 indicates that teachers and head-teacher are not satisfied with the present monitoring system. This shows a negative effect of present monitoring system in this case. Statement 3 shows that respondents (mostly teachers and head-teacher) show view that present monitoring system doesn't facilitates the

teachers. Statement 4 shows that MEAs are not given any training before appointing them as monitoring and evaluation assistants.

FINDINGS, CONCLUSIONS ANDRECOMMENDATIONS

FINDINGS

The researcher has steered this research in order to check the impact of monitoring system on the quality of schools. Quality of school includes the education it is providing, attitudes of its staff, sense of responsibility in head-teacher and

teachers, cleanliness, well maintained school records, teachers' attendance, students' attendance, and availability of basic facilities etc.

Findings of this research revealed that monitoring system present today has a great impact on different quality areas of schools which are mentioned above. Monitoring system is playing important role in checking, recording, and then forwarding it to the higher authorities of Education department. MEAs check teachers' attendance and any sanctioned or unauthorized leave is also reported and forwarded to concerned District Education Officer. This act has controlled teachers' absenteeism up to maximum extent. Attendance of non-teaching staff is also reported as described for the teachers. Along with that students' attendance has also been controlled up to maximum extent.

Monthly visits by AEOs and visits of Deputy DEOs are also checked by MEAs, in this sense monitoring has played important role in making the visits of education officers regular. FTF and School Council are checked by MEAs in elementary schools regularly, so in that case monitoring system has role in making the head-teachers to keep the record of such things. Along with this, number of meetings that are held by School Council are asked by MEAs and recorded as well.

Study has also found that most of the teachers, head-teachers, and AEOs are not satisfied of present monitoring system. They are all of the view that monitoring system present today has no role in imparting quality education to the students, instead it is frustrating teachers. Monitoring system should be made such that it has flexibility to understand the problems confronted by teachers. Findings of the study revealed that despite of the fact that monitoring system is good for controlling many aspects of school, still there are some major drawbacks in this system. So, this system should be revised by the concerned policy makers and government.

DISCUSSION AND CONCLUSION

Following conclusions are abstracted with the help of analysis of data obtained through administrating questionnaires.

1. FTF and School Council are checked by MEAs in elementary schools regularly.
2. Number of meetings that are held by School Council are asked by MEAs and recorded as well.
3. MEAs check visits of Deputy District Education Officers and AEOs.
4. Monitoring system plays important role in the maintaining various school records by head-teachers.
5. This monitoring system has little effect on quality of education provided to students.
6. Three to four hours are spent by MEAs in schools on the monitoring day.
7. MEAs are not properly trained for monitoring the schools.
8. MEAs check sanctioned as well as unauthorized leaves.
9. MEAs are facilitated by head-teachers during their monitoring.
10. MEAs check cleanliness of building of school.
11. MEAs check total number of students in the class as well as number of students present on monitoring day.
12. MEAs do not inform deputy DEO before visiting their schools.
13. Present monitoring system is not facilitating the teachers and head-teachers.
14. Teachers and head-teachers are not satisfied by present monitoring system due to its strict policies.

RECOMMENDATIONS

Here are some recommendations which are made by keeping in view the conclusion of study. These recommendations can help higher authorities of education department, policy makers, and government of Punjab to take steps for a better

monitoring system which can improve the education quality.

1. There should be proper training of MEAs before appointing them as well as orientation course of one month should also be provided to improve their monitoring skills.
2. A proper schedule of visit should be provided by MEAs to the concerned deputy DEO every month.
3. There should be a proper scheme which can monitor the quality of learning in the school at every level along with the basic facilities.
4. MEAs should have good manners and be sensible.
5. There should be female MEAs for monitoring girl's schools.

REFERENCES

- Akram, H., Raza, M., Jan, M. F., Aslam, S., & Nivin-Vargas, L. (2022). Identified leadership practices and teachers' professional development in Karachi, Pakistan: the moderation effect of training. *Education 3-13*, 1-18.
- Allais, S. M. (2009). *Quality assurance in education: Issues in education policy number 5*. Johannesburg: CEPD.
- Borg R. W. & Gall M.D. (1989). *Educational Research: An Introduction* New York. Longman Publishers.
- Cameron, K. S. (1984). The effectiveness of ineffectiveness. *Research in Organizational Behaviour*, 6, 235–285.
- Cheng, Y. C. (1990). Conception of school effectiveness and models of school evaluation: A dynamic perspective. *Educational Journal*, 18(1), 47–62.
- Cheng, Y. C. (1996). School effectiveness and school-based improvement: A mechanism for development. London: Falmer Press.
- Cheng, Y. C. (2003). Quality assurance in education: Internal, interface and the future. *Quality Assurance in Education*, 11(4), 202–213.
- Cheng, Y. C., & Tam, W. M. (1997). Multi-models of quality in education. *Quality Assurance in Education*, 5(1), 22–31.
- Chickering, A.W., & Garrison, Z. F. (1987). *Seven Principles for Good Practice in Undergraduate Education*. The American Association for Higher Education Bulletin.
- Mishra, A. (2005). *A Trilogy on leadership and effective management*, Nairobi: Pauline's publication Kolbe Press.
- Dunne, R. & Wraggg, T. (1999). *Effective Teaching*.
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.
- Government of Pakistan (1947). *Al Pakistan Education Conference*, Karachi: Ministry of Education
- Government of Pakistan. (2001). *Guidelines for Monitoring Committees of local Government*, Islamabad: National Reconstruction Bureau.
- Government of Pakistan. (2006). *Green Papers*, Islamabad: Ministry of Education.
- Government of Pakistan. (2007). *White Paper*, Islamabad: Ministry of Education.
- Government of Punjab. (2007). *Punjab in figures 2007*, Lahore: Planning and Development Department.
- Gray, R. (2003). The industrialization of South Africa: A review article. *Comparative Studies in Society and History*, 29(2), 408–402.

- Handbook for Inspection of Education Institutions, (2000). Ministry of Education Science and Technology.
- Greaney & Kellaghn (2008). Lesson Planning and Class Management. England: Addison Wesley Longman Limited.
- Kistan, C. (1999). Quality assurance in South Africa. *Quality Assurance in Education*, 17(3), 125–134.
- Koech, D. (1999). Totally integrated quality education and training TIQET. Report of the commission of inquiry into the education system of Kenya. Republic of Kenya. Government press.
- Morris, C. (2010). Best Way to Learn.
- Orodho J.A. (2008). Techniques of Writing Research Proposals and Reports in Education and Social Sciences. Maseno: Kanezja Hp Enterprises.
- Piper, F. (2007). A Dozen Teaching Tips for Diverse Classrooms.
- Quinn, R. E., & Rohrbaugh, J. (1983). Spatial models of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29, 363–377.
- Quist, D. (2000). Primary Teaching Methods., Oxford: Macmillan Education
- Russel, T. and Mcpherson, S. (2001) Indicators of Success in Teaching Education.
- Republic of Kenya (2006). A manual for Heads of secondary schools in Kenya. Government printers.
- Scheerens J., & Bosker, R. J. (1997). The foundations of educational effectiveness. Oxford: Elsevier Science/Pergamon.
- Thomas, A. A., & Cross, K. P. (1993). Classroom Assessment Techniques.
- Willian, E. C. (1995). Answering and Asking Questions.
- Willms, D. J. (2003). Monitoring School Performance for Standard Based Reforms.
- Willms, J. D. (1992). Monitoring school performance: A guide for educators. London: Falmer Press.