

The impact on school improvement due to indulgence of Monitoring & Evaluation Assistants (MEAs) in district Pakpattan, Pakistan

Aryan Asad¹, Muqaddas Rani², Tahira Gulshan³, Dr. Khalid Mahmood Arif^{4*}, Rizwana Bashir Zia⁵

1. M. Phil Research Scholar, Department of Education, Riphah International University, Faisalabad Campus,
2. M. Phil Research Scholar, Department of Education, Riphah International University, Faisalabad Campus,
3. M. Phil Research Scholar, Department of Education, Riphah International University, Faisalabad Campus,
4. Assistant Professor/Corresponding Author, Department of Islamic Studies, Riphah International University, Faisalabad Campus,
5. Lecturer, Department of Education, Riphah International University, Faisalabad Campus,

ABSTRACT

The assessment methods used by Monitoring and Evaluation Assistants at the elementary school level in District Pakpattan are examined in the current research. The study's main goal was to assess how Monitoring and Evaluation Assistants affected many aspects of school improvement, including teacher and student presence, provision of excellent teaching, infrastructure, and enrollment drive performance. All of the public sector's heads of primary schools made up the study's sample. A sample of sixty head teachers from District Pakpattan was used. Heads of elementary schools received one questionnaire with a five-liker rating system that was self-created. The information was gathered through personal visits and a five-liker scale questionnaire. The information was gathered and entered into SPSS. Chi-square testing and percentages were used to analyze the data. Research revealed that HTs concurred that MEAs increased the effectiveness of government primary schools. The analysis of the data revealed some significant findings, including the improvement of teacher attendance, school infrastructure, student cleanliness, student sanitation, record-keeping, student enrollment, and student attendance. The government must maintain digital records of every teacher it employs, recognize accomplishments, and put in place a suitable evaluation system. In order to improve the effectiveness of the monitoring system, the government must provide MEA employees with all the resources they require.

Key Words: Monitoring, Improvement, Monitoring & Evaluation Assistant, Primary Schools.

Introduction:

Monitoring and evaluation are critical components of any project because they provide a solid foundation for project management, transparency, accountability, and advancement by efficiently tracking targeted outcomes and indicators. The Punjab School Education Department, through the PMIU, ensures monthly monitoring of

all 48,000 public schools in the province.

MEAs are given randomly chosen schools to visit in order to gather data for an android application. An extensive number of specific indicators is included in this Android application to gather information on attendance (teacher, student, and non-teaching staff), infrastructure functionality (classroom, restroom, drinking water, furniture, boundary wall), and Non-Salary Budget usage. Additionally, PMIU gathers information from around 48,000 public schools in Punjab as part of its annual school census. The census is a self-reported activity, and this year's school census was carried out online using the School Information System for the first time (SIS).

The Monitoring Education Authorities were constituted by the Punjab Education Department to monitor quality indicators and strengthen educational quality. Any nation's socioeconomic progress is reliant on education, the most significant indication. It is a crucial investment that is valued globally for a nation's socioeconomic progress. Government of Pakistan (2009) claims that all of Pakistan's education policies place a strong emphasis on the role that education plays in national transformation and development. The quality of education is not given enough consideration in Pakistan. The federal and provincial governments contribute a total of 2% of GDP, which is quite little, to promote education all across the nation.¹

The World Bank (2004) said that both the quantity and quality of schooling are subpar in our nation. There are several causes for this backwardness. Some of problems include teacher absenteeism, a lack of resources, inadequate infrastructure, and poverty.²

In order to establish the means of modification for the construction and formation of new systems, it is challenging to implement the system of complex management in educational organizations.

Monitoring is the application of a process designed to ascertain the extent to which a derived outcome, task schedules, and other crucial actions are progressing as intended. It pinpoints vulnerable areas so that quick and efficient action can be taken. Monitoring also includes the methodical, organised evaluation of a circumstance or set of circumstances. In reality, monitoring rules over a variety of operations. Monitoring requires the collection of data, as well as its analysis and efficient use. Monitoring and assessment are expanding management sources. Data is frequently collected when monitoring is being used to ensure that advancement is being made in accordance with set objectives and timelines.

Baker (2011) asserts that throughout the previous fifty years, enormous financial investments have been made by all countries in the oversight of education. All of these investments are intended to improve the nation's educational system. According to Ashbaugh (2004), nations were spending money to improve their system. According to Margoluis and Salafsky (2010), monitoring is used to improve management standards in all

domains. This tendency is prevalent in all industries, including education, where numerous monitoring techniques are being used to assist schools advance. Mrosek et al. (2006) did study on Spain's monitoring and assessment system in a similar context.³

Literature view:

Evaluation as well as monitoring (M & E) are two separate but related processes that, over time, assist one another. M&E is typically designed to allow for tracking the progress of programme activities or the impact of policies on its aims, objectives, and targets. Monitoring and evaluation measure a policy's effectiveness and sustainability as well as the outcome relevance of an activity.

As mentioned by Mishra (2005), "monitoring" and "organized cogent information usage for programmer recuperation" are two phrases used to define the collection of crucial ideas for calculating or count inputs, outputs, and actions to report on the use of components of the educational setup. Monitoring is a managerial endeavor that uses the sequential gathering of data associated to specific hints to organize management and the significant stakeholders of a growing intrusion with signals of the limit of advance and finalization in order to close the gap between the results of progress in the utilization of allocated funds.⁴

Monitoring offers a clear evaluation of the possibility that the desired outcome will be realised, as well as the theory's justification and the elements that contribute to major improvements. When a monitoring system is effective and appropriate, data are systematically gathered, providing decision-makers with a research base on which to further improve and refine the system (Marriott & Goyder, 2009).⁵

Because standard in education is an upward concept and forwarding of the searcher is one of its crucial features, monitoring in instruction is considered as an effective argument that facilitates developing and alleviating the learning experience for students through equipped improvement of the educational procedure and executive personnel's (UNESCO, 2005).⁶

The primary goal of monitoring is to improve current and impending administrative outcomes as well as their impacts on institutional productivity and capability. According to Khan (2012), an important objective of policing is to improve monitoring so that it can be sustained and improved in quality.⁷

In 2001, the Pakistani government launched a devolution programme (Zafar, 2003). An immediate officer's ability to maintain standards is proper supervision. After devolution and decentralization, the performance gathered steam for improving service delivery. To keep the quality of education at the very foundational level, school monitoring was started.⁸

ASR (2012/13) presented several observations about the Pakistani surveillance system. In 2014, the Independent Monitoring Unit was created. The initiative collected data from all institutions and discovered

that there are ghost schools in the official records and that the ratio of teachers to pupils attending classes is extremely low. Three hundred instructors were fired from their jobs for their chronic absence, which resulted in improvements in attendance of 13% and 24%. The department took 8,000 disciplinary measures against instructors, and 200,000,000 in money were collected from various sources.

By definition, monitoring is "the systematic, progressive collection of data in order to evaluate the overall performance aimed at the achievement of goals, results, and impacts," according to OECDDAC (2007). Evaluation, in accordance with its definition, "is a means of figuring out the applicability, efficiency and effectiveness, as well as ecological responsibility and effect efficiency in the perspective of project/programme role, emphasizing on the research. of the process of creation generated for the achievement of the stet objectives" (Burke, 2014).⁹

Focusing on the ongoing, impossibility-related aspect of pair monitoring and assessment, to split into immovable chambers, would be pertinent to this conceptual framework/structure. In the nature of a sequence, monitoring and inspection activities first place greater emphasis on inputs, outputs, and their timeliness. Then, as more impact data is provided and the process progresses, it increasingly turns into an assessment of impact with the addition of specific studies.

Objective of the Study:

To evaluate the impact on school improvement due to indulgence of Monitoring & Evaluation Assistants (MEAs) in district Pakpattan.

Hypothesis of the Study:

Monitoring & Evaluation Assistants (MEAs) and their effect on school performance in district Pakpattan do not appear to be significantly correlated with one another, according to hypothesis H01.

Research Methodology:

For this study, a descriptive research design is employed. In descriptive design, the person, his traits, and a group or groups are investigated. In order to evaluate Monitoring & Evaluation Assistants (MEAs) in the Pakpattan area, the researcher has selected a technique.

It is possible to determine the current state of a population under investigation, select the study's objective, and offer details about how things are by performing descriptive research (Mugenda & Mugenda, 2003). Gay (2011) made a similar assertion, claiming that the descriptive design is exceedingly complicated, focuses more on the study's aims, and emphasises the significance of cost to the completion of the research. The design is regarded as the best one for the current investigation since it decreases bias and improves the dependability of the data collected.¹⁰

Population:

The study's sample included all male head teachers of elementary schools. District Pakpattan was the study's designated area. The study's random sample size included sixty of this district's head teachers.

Data Collection and Analysis:

One independently created questionnaire was used to collect the data, which was then analysed using percentages and chi-square.

Results:*Primary School Headmasters**Table 4.1.1 Indulgence of MEA assists in improvement of school environment*

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid VH	12	20	20	0.0	9.000
H	17	28.3	48.3	5.0	(df) 4
MO	17	28.3	76.6	5.0	0.061
L	9	15	91.6	-3.0	
VL	5	8.4	100.0	-7.0	
Total	60	100.0			

According to the aforementioned Table 4.1, 48.3% of Head Masters received very high or high ratings from Monitoring and Evaluation Assistants, as opposed to 23.4% of Head Teachers who received extremely low and low ratings, and 28.3% of Head Teachers who were uncertain about the statement. The result is strongly/completely supported by a Chi-square value of 9.000, which is sufficiently larger than the likely value for $\alpha = 0.05$

Table 4.1.2 Indulgence of MEA helps in improvement of school Infrastructure and facilities

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid VH	23	38.3	38.3	11.0	5.833
H	14	23.3	61.6	2.0	(df) 4
M	5	8.4	70.0	-7.0	0.212
L	11	18.3	88.3	-1.0	

VL	7	11.7	100.0	-5.0
Total	60	100.0		

Table 4.1.2 above demonstrates that, with Monitoring and Evaluation Assistant indulgence, 61.6% of Head Masters rated very high or high, as opposed to 30% of Head Teachers who rated very poor and low, and 8.4% of Head Teachers who were unsure about the statement. The Chi-square value of 5.833, which is sufficiently larger than the likely value for $\alpha = 0.05$, strongly/completely supports the result.

Table 4.1.2 Indulgence of MEA helps in improving teacher's and student's attendance.

	Frequency	Percent	Cumulative Percent	Residual	Chi-square value (X ²)
Valid VH	20	33.3	33.3	8.0	4.634
H	16	26.7	60.0	4.0	(df) 4
M	6	10.0	70.0	-6.0	0.705
L	9	15.0	85.0	-3.0	
VL	9	15.0	100.0	-3.0	
Total	60	100.0			

According to the aforementioned Table 4.1.2, 60% of Head Masters received very high or high ratings from Monitoring and Evaluation Assistants, whereas 30% of Head Teachers received extremely low and low ratings, and 10% were uncertain about the assertion. The result is strongly/completely supported by the Chi-square value of 4.634, which is sufficiently larger than the likely value for $\alpha = 0.05$.

Conclusion and Recommendations:

The study's findings demonstrated that MEAs in government schools are successful in meeting their goals. The majority of head teachers and respondents gave MEAs good or very high ratings for their ability to increase teacher attendance, facilitate responses, foster teachers' interests, boost academic performance, and stop short leaves in schools.. They also agreed that MEAs have been crucial in maintaining school records, facilitating students' teachers' attendance records, reducing absenteeism culture, increasing students' numbers

in schools, highlighting deficiencies, and improving basic facilities in schools, established community confidence in the school, made teachers accountable to the community, strengthened school administration, maintained a rigorous eye on teachers, increased teacher performance, and provided department with accurate information about teachers, students, and the school. The government should improve the security measures in all schools of district pakpattan and promote community involvement in the monitoring process.

References:

¹ Annual Statistical Report (2012/13). Ministry of Education, Government of Khyber Pakhtunkhwa

² World Bank. (2004). Development of monitoring and evaluation.

³ Baker, N. (2011). Raising internal audit's potential. London: Internal Auditors Inc.

⁴ Mishra, R.C. (2005). Educational Research. A.P.H. Publishing Corporation. New Delhi. pp 210-217.

Mu'azu, S. B., & Siti, Z. S. (2012). Business and Management (IOSR- JBM). The status of Internal Audit at Local Government Level in.

⁵ N. and Goyder, H. (2009). Manual for Monitoring and evaluating education Partnership. International Institute for Educational Planning. Paris.

⁶ UNESCO. (2005). Decentralization in Education: Policies and practices. Paris, France (p12-13).

⁷ Khan, M. (2012). Planning for monitoring of project sustainability. Lagos: Author Marriott,

⁸ Zafar, F. (2003). Fiscal devolution in education: case study reflecting initial responses. Islamabad: Ministry of Education (p.13 & 52). Washington DC: World Bank.

⁹ Burki, E., Lutfaili, S., Zualkernan, I. (2014). School Garee: Harnessing mobile technology to bring math and literacy content to the hardest to reach. DFID.

¹⁰ Mugenda A. &Mugenda, O. (2003). Research Methods: Quantitative and Qualitative Approaches. Acts Press, Nairobi. Noh, H. J. 2006. Policy Evaluation. 2nd ed. Bupmunsa. Seoul, Korea