

The Impact of Independent Monitoring Unit (IMU) on Teachers Performances in Public Sector Secondary Schools in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The core purpose of this study was “the Impact of an Independent Monitoring Unit (IMU) on teachers’ performance in public sector secondary schools in Khyber Pakhtunkhwa (KP) Pakistan. This study was delimited to the male public secondary schools district Peshawar. There are 85 male secondary schools in district Peshawar. By simple random sampling seven (7) male secondary schools were selected for the study. One hundred and twelve (112) respondents, of whom seven (7) principal, thirty five (35) teachers, and seventy (70) students were selected. From each school five (5) teachers, ten students, and one (1) principal has been selected. The nature of the study was quantitative, So tool for the study was closed type questionnaire. The data regarding each, item collected through questionnaire included 5 point likert scale, and analyzed the data by percentages (%) of chi-square test and using statistical package for social sciences (SPSS). At last finding of the study revealed that 86% respondents were of the views that teachers’ absenteeism was a problem in a school. It is found that 61.5% of the respondents argue that teachers become regular after the commencement of IMU. 80% of the respondents strongly agreed that due to monitoring unit teachers absenteeism has been reduced to a great extent. 52% of the opinion that non-teaching staff become regular due to monitoring unit. Round 57% respondents of the opinions that they were satisfied with the monitoring system. Majority of the finding were statistically significant.

KEYWORD: Khyber Pakhtunkhwa, District Peshawar, Independent monitoring unit, Teachers performance secondary schools

1.1- INTRODUCTION

Monitoring is a continuing function that uses systematic collection of data on a specific indicator to provide the management and the main stakeholders of an ongoing intervention with indication of the extent of achievement of objectives and progress in the use of allocated funds [1]. According to Oxford English dictionary monitoring is the continuity of regular surveillance over a specific situation [2]. Monitoring is a system of action with three different condemnatory portions. It needs the consistent collection of information and requires evaluation of that information, applied the evaluation result in the institutions [3]. Monitoring involves the collection of data and in accordance with provisions of a multilateral environmental agreement can be used to assess compliance with agreement identity compliance and indicate solved [4]. Monitoring could provide a measure of success or failure and generate information on why things went or wrong [5]. Independent monitoring is a system promotes the functions and performance of the institutions for gaining successful results. The basic aims of IMU are to develop the current status and plan for the future. It evaluates the function of the educational institution and program proposed by the governmental organization. It connects the present with the past and future [6]. Monitoring is a process of watching periodically the progress of the project or program in order to identify shortfalls if any for the purpose of taking timely corrective measures with a view to missing the effectiveness and efficiency of a project or program [7]. This monitoring system has been adopted by developing countries and international organizations such as united, the American state organization and the World Bank. The developed as well as the developing countries using this procedure of monitoring to evaluate their national organization of resource management, co-operation agencies and development projects of the country [8].

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In developed and advance countries, monitoring & evaluation system is usable from a century. In history first of all UK government introduced independent monitoring Board (IMB) in 1952. It is a statutory body structure through the prison act 1952 is to assess the welfare in the united kingdom to confirm that they take care of the prisoner and those who are in the custody in the Immigration centers, that until, April 2003 volunteers were appointed for monitoring of the prisoners to evaluate the justice situation and other serious matters regarding the facilities, food, health and other matters. Education performance monitoring is synonymous with outcome accountability[9]. Developing performance monitoring systems required the selection of outcome measures of indicators that represent program objectives and the setting of performance standards for school[10]. After that on the basis of IBM it's given the global polio eradication (GPE) initial steps in the reflection and management of polio transformation throughout the world. According to IBM the year 2012 was an excellent year in the previous history of polio eradication. The ratio of polio was limited to only five countries. Developing of appropriate performance monitoring is a difficult job. For the stimulation and promotions of secondary school, individual and district performance of the school most of the countries have developed performance monitoring systems. South Carolina monitors school performance indicator as teacher attendance and student dropout, student achievement in reading, writing and mathematics (Dickinson, 1988). To monitors teaching, learning or any other particular aspect of a course we need to gather evidence or data[11].

In Pakistan, 2013 election Pakistan Tehrik -Insaf (PTI) established a coalition government with Jamat Islami (JI) and Qawmi Watan Party (QWP) in Khyber Pakhtunkhwa (KP). After 18th constitutional amendment and devolution of power to the province this is the responsibility of the provinces that they take necessary steps for the development of education, health and several other sectors. P.T.I and its coalition government now taking several steps to enhance different sectors, especially their emphasis quality education. First time in the history of KP the PTI Government wants to introduce a new monitoring system in KP that was independent monitoring unit (P.P.I, 2013). Independent monitoring units to start from 1st March 2014 by Pakistan Tehreek- Insaf (PTI) government to monitor the teachers more than fourteen indicate, such as teacher absenteeism, enrollment, attendance gap, non-teaching staff absenteeism and PTC detail etc. for this purpose PTI government recruited 550 monitors (PPI, 2017). All the monitoring staff specifically the monitors are equipped with transportations facilities and data processing equipment in orders to transfer all the information converting to the school to the IMU center within the stipulated time. Teachers ratio missing facilities, enrolment, dropout rate of the student, physical environment of school building, distribution of free text books, stipends, to girls student, utilization of fund for minor repairs etc. Each monitor to visit 2-3 school every day, monitors will not have any fixed school to avoid "good" contact with teacher minister and additional secretary E& SE Department told that the project of IMU was basically developed by the united kingdom agency which is called the department for the international development (DFID) education. The IMU will minimize the absenteeism of the teachers in the institution to a great extent. He further added that the GPRS system would enable the IMU to detect whether the concerned schools or inspected and assessed by the concerned monitors in the stated time or not. He was of the view that through the GPRS system the IMU would be able to detect whether the monitors had inspected the respective schools or not. Secretary E&SE, further said, the monitor put the data in the smart phone while in the school premises, so the main center of IMU will detect the information. Additional secretary was of the view that throughout the province the heads of the monitoring system will be recruited from the provincial management officer, and those officers and those officer may be called district monitoring officers (DMO) The government will provide transport facilities i.e motorcycle plus Rs 10000/ as fuel allowance per month for male and female monitors. That the educational institution had been divided in various groups and each groups consist of maximum 60 schools. For each group one month monitors will be responsible to visit and evaluate each school in month, [13].

The official of IMU also claimed that the duties of monitors would be exchange in each month in order to prevent the relationship of the teachers with monitors who may diversely effect the performance of the monitors. The exchange of monitor within the groups will be ensure the collection of the correct information. Both the Minister and Director of Education said in a meeting after three year of the project commencement a third party will be appointed for the assessment of the project, and if the project performance was fruitful then the concerned authority will step forward for the legal and constituted implementation of the system. They were further of the view if the project proved successful the department will take it over for its continuation in future[14].

1.2-Statement of the problem

Although government of kpk is focused in improving the qualities of education in the provinces much still need to be done. Impact of Independent Monitoring Unit (I.M.U) on teachers Performance in the Public Sector Secondary Schools of Khyber Pakhtunkhwa Pakistan was a new study in our area, because it has been observed that till date, Teaching and non-teaching staff absenteeism and regularity is a major problems in schools.

1.3-Objective of the Study

To identify the Impact of Independent Monitoring Unit (IMU) on teaching and non-teaching staff absenteeism and regularity.

1.4-Hypothesis of the Study

There is no significant Impact of IMU on teaching and non-teaching staff absenteeism and regularity.

1.5-Delimitation of the study

This study was delimited to the male public secondary school in district Peshawar.

1.6-Research Methodology

The research was quantitative in nature. The researcher constructed a self-explanatory questionnaire were developed to collect the data for the study. A questionnaire was distributed to the participant personally. The form of the questionnaire was closed type.

1.6-Population

According to elementary Management Information system (EMIS, 2015-2016) there are eighty five (85) male secondary schools in Peshawar district of Khyber Pakhtunkhwa province, of Pakistan. All the male secondary schools in district Peshawar were the population of the study.

1.7- Sample

For the data collection purpose simple random sampling technique was used. Seven (7) male secondary schools were the sample of the study. One hundred and twelve (112) respondents were selected as sample, of which seven (7) principal, thirty five (35) teachers and seventy (70) students were selected. From each secondary school one (1) principal, Five (5) teachers and ten (10) students were selected.

1.8- Research Tool

According to Creswell (2011) questionnaires are writing tools planned to assemble data from respondents about their understanding [15]. A questionnaire was used as a tool to get responses of the respondents. The questions were in close ended form. It consist of five points scale, i.e. agree, strongly agree, disagree, strongly Disagree and undecided, so Likert scales were used.

1.8- Analysis of Data

The data regarding each item or statement collected through questionnaires and analyzed by means of chi square and statistical package for social sciences (SPSS).

RESULTS AND DISCUSSIONS

Table 1: Showing Teaching and Non-teaching Staff Absenteeism and Regularity

Item No	Statements	SDA (N,%)	DA (N,%)	UN (N,%)	AG (N,%)	SA (N,%)	Chi-square	P-Value
1	Teacher was Regular	9 (9.4%)	21 (21.9%)	11 (11.5%)	30 (31.3%)	25 (26.0%)	16.917	0.02
2	Teacher became regular	4 (4.2%)	23 (24.0%)	10 (10.4%)	30 (31.3%)	29 (30.2%)	28.271	.000
3	Teacher absenteeism is reduced	4 (4.2%)	6 (6.3%)	9 (9.4%)	45 (46.9%)	32 (33.3%)	69.729	.000
4	Teacher absenteeism's are Still problem	15 (15.6%)	35 (36.5%)	11 (11.5%)	25 (26.0%)	10 (10.4%)	23.583	.000
5	Principal become regular	2 (2.1%)	18 (18.8%)	12 (12.5%)	35 (36.5%)	29 (30.2%)	36.188	.000
6	None teaching staff were regular	13 (13.5%)	22 (22.9%)	11 (11.5%)	36 (37.5%)	14 (14.6%)	22.021	.000

The above table item 1 indicates that 31.4% of the respondents were disagreed upon the statement that the teachers were regular before independent monitoring unit and 57.3% of the respondents were agreed upon the statement whereas 11.5% of the respondents were undecided. The chi-square value is 16.917 with df-4 and P-value is

.002, which is on the application of the chi-square test, the findings were statistically significant. Item 2 identifies that 28.2% of the respondents were disagreed upon the statement that the teacher became regular after the commencement of independent monitoring unit and 61.5% of the respondents were agreed upon the statement whereas 10.4% of the respondents were undecided. The chi-square value is 28.271 with df-4 and P-value is .000. On the application of the chi-square test, the findings were statistically significant. Item 3 demonstrates that 10.5% of the respondents were disagreed upon the statement that due to monitoring system teachers absenteeism's are reduced and 80.2% of the respondents were agreed upon the statement whereas 9.4% of the respondents were undecided. The chi-square value 69.729 is with df-4 and P-value is .000. On the application of the chi-square test, the findings were statistically significant. Item 4 indicates that 52.1% of the respondents were disagreed upon the statement that the teacher absenteeism is still problem in school and 36.4% of the respondents were agreed upon the statement whereas 11.5% of the respondents were undecided. The chi-square value is 23.583 with df-4 and P-value is .000. On the application of the chi-square test, the findings were statistically significant. Item 5 shows that 20.9% of the respondents were disagreed that due to monitoring system head of the institution become regular and 66.7% of the respondents were agreed upon the statement whereas 12.5% of the respondents were undecided. The chi-square value is 36.188 with df-4 and P-value is .000. On the application of the chi-square test, the findings were statistically significant. Item 6 indicates that 36.4% of the respondents were disagreed that the none teaching staff was regular before the monitoring system and 52.1% of the respondents were agreed upon the statement whereas 11.5% of the respondents were undecided. The chi-square value is 8.167 with df-4 and P-value is .086. On the application of the chi-square test, the findings were statistically significant.

1.9 - FINDINGS

- It was revealed that 52% of the respondents were strongly disagreed that teacher absenteeism is still a problem in a school.
- It was found that 86% of the respondents were of the opinion that teacher absenteeism was a problem in a school.
- It was revealed that 57% are of the opinions that teaching and non-teaching staff were regular before IMU
- It was found that 80% respondents were of the opinions that teachers become regulars after commencement of IMU. .
- It was found that 80% of the respondents strongly agree that due to monitor system teacher absenteeism's are reduced.

1.10- CONCLUSIONS

The following conclusions were made in the light of statistical analysis and the findings of the study.

- The majority of the respondents agreed that teacher absenteeism's are problems in schools, when teachers do absentee, students study consequently suffered. It was found that the respondents were of the opinions teachers absenteeism was a problem in school. After commencement of independent monitoring units teachers become regular. According to the head of the institution they cooperate with the monitoring staff during data collection. It was concluded from the principals and the students' responses that due to monitoring unit teacher absenteeism has been reduced to a great extent and the majority of the respondents says that they are satisfied with the monitoring system and should continuous the project in future. The hypothesis of the study was, that there is no significant impact of IMU on the teaching and non-teaching staff absenteeism and regularity. But according to the conclusions of the study shows that there is significant impact of IMU on teaching and non-teaching staff absenteeism and regularity. Hence on the basis of hypothesis and conclusion researcher rejected the hypothesis.

1.11-Recommendation

In the light of findings & conclusion the following recommendations had been drawn.

- Staff of IMU must be high qualified and a scale of minimum B.P.S 19 be awarded to the data collection and monitoring assistant. Because without any hesitation they (Monitor) checked the highly qualified and well experiences principal of B.P.S 18 or 19 and evaluate the overall management and teaching learning process of schools properly for the betterment of the institutions. It is strongly recommended that the project should continue in future.

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