Perception of Head Teachers about current practices of Monitoring and Evaluation at the Public Secondary School Level in District Nawabshah

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Abstract

The objective of the study was to know the perceptions of head teachers about the current practices of monitoring and evaluation at the Public Secondary school level in District Nawabshah. This was a quantitative study. The nature of the study was descriptive type and survey method. This population consists of Head teachers, DEOs, and Regional Director of the Public Secondary School Level of 91 Public Secondary Schools in District Nawabshah. There are a total of 27 girls'. 27 boys' and 38 mixed Public secondary schools in Nawabshah. Pilot testing was conducted in 10 out of 91 Public Secondary schools. A research instrument was the questionnaire. The study's most crucial component is the tool creation process. To build the instrument, professionals were contacted throughout the process, and pertinent literature and earlier studies were examined. The questionnaire is employed as a data gathering instrument. A five-point rating scale such as strongly agree, disagree, not sure, agree and strongly disagree was used for data collection. It was refined through consultation with field experts and pilot testing by head teachers at secondary schools. The reliability of these tools was calculated using SPSS. After finalization and pilot testing, the questionnaire was distributed to the respondents for data collection. Questionnaires were presented to the respondents by TCS, online, and face-to-face meeting by the researcher. The questionnaire was investigated for errors and omissions, ambiguity, and relevance. Reliability was calculated by SPSS (version, 24) using Cronbach's alpha. Data gained using questionnaires and observations were interpreted and analyzed by applying chi-square, percentage, and mean.

Keywords: Monitoring, Evaluation, Perception, current Practices and Secondary School

Introduction

With the backing of the legislature, Pakistan launched the Transfer of Power program in 2000. The devolution program gives the community and district administration more local authority over the planning, management, resource mobilization, utilization, implementation, monitoring, and assessment of the educational system. One significant innovation and reform in Pakistan's political and educational systems is the decentralization

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of education administration. This not only reduces the distance between citizen parents and the policy maker but also the distance between the policy maker and the school. Let us discuss some of the key decentralization practices of head teachers that often accompany educational improvement such as accountability frameworks, community/parent involvement, budgeting/tendering, etc. Monitoring and evaluation (M&E) have recently received more attention as a way to ensure this. and improve the quality of higher education. During the performance of faculty duties, intensive care is the incessant and systematic assortment of data, while evaluation is the periodic and systematic collection of data to draw conclusions about faculty (Barrett, et al, 2017). M&E are interrelated, and (Barrett, et al, 2019). state that using monitoring data to conduct an evaluation is effective. Both focus on monitoring the status of activities and evaluating performance.

Numerous scholars have studied the impact of monitoring and evaluation on employees (Hossain & Hickey, 2019). 2019; Khan & Fatima; Tozoglu, 2016). The connection to worker motivation, though, has not received much attention. According to Brauckmann and Pashiardis (2019), any effort to establish an internal assessment procedure functions as a means of evaluating external accountability. For a continual quality improvement process, organisations also need to be able to critically assess the performance of both their employees and themselves. A good quality management system implementation in higher education involves a dynamic process of monitoring, continual improvement, and change, according to O'Mahony and Garavan (2012). It trails that Monitoring & Evaluation at the school level requires proper organization of faculty, scholars, and other participants for continuous improvement. Pakistan's education system faces several challenges such as how to interpret national goals through local authority and how to ensure quality of learners by meeting local needs (Asad, 2018).

Literature Reviews

A literature review should be conducted to provide an overview of existing research on monitoring and evaluation in education, particularly in the context of Pakistan. This section should summarize and synthesize the findings of previous studies, highlighting gapes in current knowledge and understanding. A literature review should be organized thematically, and source should be cited in the text. "Monitoring and evaluation are essential components of education leadership, and their effective implementation and improve student outcomes and teacher performance (Borman et al., 2003; Shad, 2009)in schools with under-resourced, inadequate training and poor infrastructure (Ahmad, 2018; Shami, 2009) in addition, the transition of education in Pakistan has led to a decentralized system, where monitoring and evaluation are important to ensure accountability and quality education (ABD, World Bank, 2004)" To address these challenges, Norway has moved towards some appropriate decentralization measures such as the creation of a monitoring and evaluation team in consultation with school head teachers. The team was assigned certain responsibilities such as following the school plan and investigating how to implement it. Subsequently, a Quality Assurance Cell was formed to provide guidance and support for national evaluation, monitoring, and curriculum development and resources. These initiatives improved student achievement levels and made head teachers feel better about their schools and their learning environments (Winkler, 2015).

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In order to improve school administration and oversight, it also seeks to fortify and broaden the Center/Cluster School Scheme. Learning Coordinators (L. Cs), Assistant District Education Officers (A.D.E.Os), Deputy District Education Officers (D.D.E.Os), District Education Officers (D.E.Os), and the School Management Committee (SMC) will all receive management training. The teacher will receive more technical help to guarantee that his performance is appropriately and precisely tracked. Increasing the capacity of federal and provincial departments has been emphasized by the policy. Planning, directing, observing, and assessing in order to meet policy objectives. Additionally, it emphasizes the efficient coordination of initiatives by regional organizations and communities, as well as the decentralization of certain administrative responsibilities in basic education to the district, school, and community (Government of Pakistan, 2015). The educational administration was periodically examined in order to accomplish this crucial goal of providing high-quality education as well as to establish a connection between education and the environment. The primary goal of the devolution plan is to enhance service delivery at the local level by empowering the community at large in the areas of planning, management, resource mobilization and utilization, implementation, monitoring, and evaluation of the educational system. Teacher absenteeism, high secondary dropout rates, high rates of recurrence, poor completion rates, disparities by location, gender, and social groupings, literacy rates, and inadequate school performance are the key internal issues facing the educational system. Under D.O.P., these issues have been resolved by empowering local communities (Shah, 2003).

Discussion
The discussion section should interpret the finding of the study in the light of the literature review, highlighting the implementation of the findings and their significance, this section should also address the limitations of the study and provide recommendations for future research,
The finding of this study indicate that head teachers view monitoring and evaluation as essential to improving teacher performance and student outcomes. However, the findings also highlight challenges in implementing monitoring and evaluation system. Including lack of the resources and inadequate training. These finding are consistent with previous studies (Ahmad, 2018; Shami, 2009), and emphases the need for effective monitoring and evaluation system in Pakistani schools. Reliance on self-reported dat and future studies should explore the impact of monitoring and evaluation on student outcomes and teacher performance in the different context.

OBJECTIVE OF THE STUDY
The objective of this study was to know the "**PERCEPTIONS OF HEAD TEACHERS ABOUT THE CURRENT PRACTICES OF MONITORING AND EVALUATION AT THE PUBLIC SECONDARY SCHOOL LEVEL IN DISTRICT NAWABSHAH**".
 Research Methodology The nature of the study was descriptive and survey-types. This population consists of Head teachers, DEOs, and regional (Ahmad, 2018; Shami, 2009), Director of Public Secondary School levels of 91 Public Secondary Schools in District Nawabshah. There are a total of 27 girls' and 26 boys' and 38 mixed Public secondary schools

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in N.shah. Pilot testing was conducted in 10 out of 91 Public Secondary Schools. The questionnaire was used as a research tool.

The study's most crucial component is the tool creation process. To build the instrument, professionals were contacted throughout the process, and pertinent literature and earlier studies were examined. The questionnaire is employed as a data gathering instrument. A five-point rating scale such as strongly agree, disagree, not sure, agree and strongly disagree was used for data collection. It was refined through consultation with field experts and pilot testing by head teachers at secondary schools. The reliability of these tools was calculated using SPSS (version, 24). After finalization and pilot testing, the questionnaire was distributed to the respondents for data collection. Questionnaires were presented to the respondents by post, email, and face-to-face meeting by the researcher. The questionnaire was investigated for errors and omissions, ambiguity, and relevance. Reliability was calculated by SPSS (version, 24) using Cronbach's alpha. Data gained through questionnaires and observations were construed and examined through chi-square, percentage, and mean.

Results
Table 1 Appropriate Checking of teaching and learning processes.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	5	2	25	54	68	1.51	150.676
Percentage	7.4	2.9	2.9	65.1	79.4	100	

At P-value 0.05=0.00 df = 4, significant X2 Table 1 reveals that, regarding this assertion, 79.4% of instructors strongly agreed, 7.4% agreed, 2.9% uncertain, 2.9% disagreed, and 7.4% disagreed. strongly disagreed with the method of instruction and learning that led to its accurate evaluation. At the significant level (0.05), the X2 value (150.676) was bigger than the table value (0.00) and the mean score value (1.51). Consequently, it can be said that an accurate evaluation of the teaching and learning process is necessary.

Table 2 Strong monitoring and evaluation have led you to higher efficiency in resource utilization.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	10	3	5	8	42	68	76.265
Percentage	14.7	4.4	7.4	11.8	61.8	100	

At P-value 0.05=0.00 df = 4, significant X2 Table 2 reveals that of the teachers who responded to this statement, 61.8% strongly agreed, 11.8% agreed, 7.4% unsure, 4.4% disagreed, and 14.7% disagreed. vehemently disagree that there should be more oversight and monitoring. increases your level of resource utilization efficiency. At the significant level (0.05), the X2 value (76.265) was bigger than the table value (0.00) and the mean score value (1.99). Thus, it can be said that effective monitoring and assessment have resulted in more efficient use of resources.

Table 3 Do you think the effective exercise of administrative and financial powers depends on a strong monitoring and evaluation system.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	0	4	13	10	41	68	47.647
Percentage	0.0	5.9	19.1	14.7	60.3	100	

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Significant at df = 3 and P-value of 0.05=0.00 X2 with regard to this statement, Table 3 reveals that 60.3% of instructors strongly agreed, 14.7% agreed, 19.1% were undecided, 5.9% disagreed, and 0.00% disagreed. strongly disagree that a robust monitoring and evaluation system is a prerequisite for efficient management and financial authority. At the significant level (0.05), the X2 value (47.647) was bigger than the table value (0.00) and the mean score value (1.71). Consequently, it follows that, in your opinion, a robust monitoring and evaluation system is essential for the efficient use of administrative and financial authority.

Table 4 Do you think that monitoring and evaluation have enhanced the performance of both the teacher and the students.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	2	6	6	11	43	86	82.441
Percentage	2.9	8.8	8.8	16.2	63.2	100	

At P-value 0.05=0.00 df = 4, significant X2 Table 4 indicates that the statement was agreed with by 63.2% of teachers, disagreed upon by 16.2%, unsure by 8.8%, and disputed by 2.9% of teachers. vehemently disagree that you believe that evaluation and monitoring have improved student and teacher performance. At the significant level (0.05), the X2 value (82.441) was bigger than the table value (0.00) and the mean score value (1.72). It follows that you think that student and teacher performance has improved as a result of monitoring and evaluation.

Table 5 Do you feel that monitoring and evaluation is a progressive approach and is only viable if the head teacher is professionally skilled.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	2	8	2	4	52	68	137.294
Percentage	2.9	11.8	2.9	5.9	76.5	100	

At P-value 0.05=0.00 df = 4, significant X2 Table 5 indicates that, regarding this statement, 76.5% of instructors strongly agreed, 5.9% agreed, 2.9% were undecided, 11.8% disagreed, and 2.9% disagreed. I vehemently disagree that evaluation and supervision are progressive approaches that can only be implemented with a competent head teacher. At the significant level (0.05), the X2 value (137.294) was bigger than the table value (0.00), and the mean score value was 1.59. Thus, it can be inferred that you think of monitoring and assessment as a progressive approach that can only work provided the head teacher has formal training.

Table 6 In your view, robust monitoring and evaluation can best be achieved through record-keeping and appropriate reporting systems.

Explanation	S.D	D.A	U.D	A	S.A	Total	M.Score
Frequency	2	4	4	7	51	68	129.500
percentage	2.9	5.9	5.9	10.3	75.0	100	

At P-value 0.05=0.00 df = 4, significant X2 Table 6 indicates that, regarding this statement, 75.0% of instructors strongly agreed, 10.3% agreed, 5.9% were undecided, 5.9% agreed, and 2.9% disagreed. I vehemently disagree that record-keeping and suitable reporting systems are the best ways to do robust monitoring and evaluation. At the significant level (0.05), the

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X2 value (129.500) was bigger than the table value (0.00) and the mean score value (1.51). Consequently, it is determined that the best way to accomplish thorough monitoring and assessment is by using suitable record-keeping and reporting systems.

Conclusion

The majority of respondents corresponded that performance may be enhanced and outcomes can be attained through the Monitoring and Evaluation (M&E) process. Its goal is to enhance output, outcome, and impact management both now and in the future. An important factor in the objectivity and trustworthiness of monitoring and evaluation reports is the evaluators' independence. The monitoring system helps in evaluating the academic achievement of the students as well as the performance of the teachers. Improvement in academic performance, method of supervision, and teacher effectiveness all showed a favorable relationship. The current monitoring procedures do not fully explore teachers. The main reasons for teachers' dissatisfaction with DROC were their academic credentials and their irrelevant experience. Moreover, the teachers guaranteed their attendance on the scheduled days of the DROC visit, but their attendance decreased after the visit. According to the results of the study, the method of supervision in educational institutions focuses on the teaching-learning process and helps to increase the performance of teachers. Additionally, it enhances the quality of instruction, which benefits students' academic performance. To get better results from the monitoring process, the monitoring team should consist of academic experts.

Recommendations

1. Monitoring and Evaluation Assistants (MEAs) should be university graduates and have professional training to effectively monitor schools. Two different members of the DROC team should visit the school once a month on different dates to monitor teacher absenteeism in the schools.
2. A Performance Evaluation Form (PEF) can be developed and used to evaluate and improve the performance of DDOEs, DROC, and LC. Sector School.
3. The results of the study can be compared to find meaningful differences between them.
4. Policymakers should focus on enhancing the professional skills of the monitoring team.
5. DORC should be brought under the District Education Officer instead of the Deputy Commissioner.
6. There should be strong coordination between RTMS and Learning Coordinators for better monitoring.
 7. Guidance data/reports should be linked to the policy planning process.

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