

## **Impact of Independent Monitoring Unit (IMU) on the Performance of Teachers in Secondary Schools of Khyber Pakhtunkhwa**

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### **ABSTRACT**

The present article focused on evaluating the impacts of the IMU (Independent Monitoring Unit) on the performance of Secondary School's Teachers deputed on duty in Khyber Pakhtunkhwa. Mixed methodology was applied in the current research study. Questionnaires and interviews were used for the collection of data. Proportionate random sampling technique was utilized while bringing under-examination a sample of 351 randomly selected teaching faculty members. The collected quantitative data from the respondents were analyzed on SPSS version 20; whereas, qualitative data were evaluated separately. Multiple descriptive and statistical techniques were used to compute the quantitative data to find out mean and percentage. In addition to this chi-square tests were applied; however, at the other end, qualitative data were categorized thematically. Furthermore, the findings of the qualitative data were entrenched into the quantitative data. The evaluation of the data indicated that IMU (Independent Monitoring Unit) had improved the teachers' and students' attendance level effectively; however, overall performance at both ends had not been found effectively improved. Independent Monitoring Unit had to face visits' overload, communication gap, and school staff etc. Hence, keeping in view the above circumstances, it can be concluded that vigilant Monitoring should be introduced, well-trained teachers should be appointed, and they must be professionally trained for further improving the education system.

**Key Words:** Monitoring, independent Monitoring Unit (IMU), performance, secondary school teachers, District Monitoring Officer (DMO), Data Collecting and Monitoring Assistant (DCMA), District Education Officer (DEO), Deputy District Education Officer (DDEO), Sub-Divisional Education Officer (SDEO), Assistant Sub-Divisional Education Officer (ASDEO).

### **INTRODUCTION**

Monitoring is the systematic phenomenon of searching and arranging information to make it comprehensive (shah, 2009). In other words, it's a collection of associated information (Kaye,

1981). Similarly, it is the investigation and observation of miscellaneous activities of intra-organization regarding the performance of persons and organizations about their performance, contributions, procedures, and outcomes. In nutshell, the collection of information and passes on it to the appropriate level is called monitoring for future improvement (Shami, 2009). Shah is of the view that it is a process of check and balance of the performance by the administrative authority which an indispensable process for the improvement of any institute and organization (Shah, 2004). Similarly, Tatnack (2000) has found that monitoring a part of duty and improvement having a passive and active role in the improvement of an organization. Without monitoring achievement of desired goals can't be achieved properly. That is why; monitoring systems are established and managed in organizations all across the world. An efficient monitoring system is an essential part of educational institutes to ensure the quality of education (Shah, 2004).

The Government of Khyber Pakhtunkhwa has established an independent Monitoring Unit (IMU) to ensure the attendance and efficacy of the students, teachers and administrators associated with educational institutions at the provincial level (Tahir, 2014). This newly introduced Monitoring unit consists of 303 DCMAS's (Data collecting and Monitoring Assistants), for monitoring boys and Girls schools. Each monitoring area of KP comprises 60 schools and every monitor is accountable for the schools assigned to him. That's why; each monitor has to visit a school once a month and has to report the performance of school and teachers. In this system, the function of monitors is to collect data and to share it with the competent authority. The responsibilities of monitors encompass physical data collection, timely and detailed regarding teachers performance, needs of the teachers, and absentees report including late coming and early leaving. In addition to this, the monitoring team includes District Monitoring Officer (DMO's), which are directly delegated from the provisional management group (Tahir, 201). Hence, keeping in view, the researcher tended to examine and evaluate the impacts of the monitoring system (IMU) on the performance of teachers deputed on duty in secondary level schools in Khyber Pakhtunkhwa. In addition to this, the researcher has examined that this area lacks appropriate research which could present a compact review of the improvement in the educational system as well as to examine the role of IMU regarding the educational system. Therefore, this research study was undertaken to fill up the gap and to open thresholds for future analysis and researches.

## **LITERATURE REVIEW**

The perception of monitoring and evaluation stand in line with the perception of supervision (Clerk, 2007); it is, therefore, one must ensure clarity of perception about these elements if need to understand the perception of supervision. However, Hardie (1998) had demonstrated that monitoring and evaluation are two diverse terms which are used alternatively or substitutes for each other. The term monitoring stands for collection of data, supervision, and analysis of the collected data, which in turn provides the progress of the project. Bush, (2013) has demonstrated that main aim and purpose of the education is to improve teaching and learning. Apart from other activities, teaching-learning process must be in supervision so that feedback could be provided and impacts could be evaluated timely and perpetually. In other words the efficacy of the teaching-learning process could be enhanced through effective monitoring. All across the world schools are monitored and inspected externally by the government. This process is called monitoring and inspection of educational system and schools. Similar method has been introduced in Khyber Pakhtunkhwa in recent decade. Many a scholars such as Galabawa, (2005),

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Sergiovanni and Starratt, (2007) have argued that individuals who are equipped with skills and energy can improve the global economy in the international market. Keeping in view these arguments it is proposed that Khyber Pakhtunkhwa Government should equip students and make them ready for international and global challenges so that they could compete in practical life against any kind of challenge. This is possible through effective monitoring system.

### **OBJECTIVE OF THE STUDY**

To evaluate the impacts of the Independent Monitoring Unit on the performance of the teachers who are teaching at secondary schools level in Khyber Pakhtunkhwa.

### **RESEARCH METHODOLOGY**

The at-hand study was put on simultaneous/coexisting integrated mixed approach because the adopted method for this study has an amalgamation of qualitative and quantitative approach and generously illustrative for both methodologies. The at-hand study primarily focused on questionnaire adopted primary research method and secondary focused on interview guide method adopted secondary research methodology; finally, qualitative research method (individual interviews) was merged in quantitative research method i.e. questionnaire. The key objective to adopt mixed-method research methodology for the at-hand research study was to examine the impacts of independent Monitoring Unit on the performance of those teachers who are teaching in secondary level schools, and to examine the major challenges that occurred to IMU during their utmost efforts. Hence, adopting this aforesaid (mixed and integrated) methodology the researcher has got a compact and comprehensive picture of the scenario regarding the monitoring of Secondary level schools, and its impacts on the teachers' overall performance in Khyber Pakhtunkhwa.

### **RESEARCH POPULATION**

This research study was those teachers who are teaching in secondary level schools in Khyber Pakhtunkhwa. Currently 3980 teachers are teaching in secondary level schools in Khyber Pakhtunkhwa who were brought under-evaluation in the at-hand research study as sample as it was imperative to get necessary feedback from these people.

### **DATA COLLECTION AND ANALYSIS**

The data was collected by adopting simultaneous/coexisting integrated mixed approach. Both questionnaires and interviews were used for the collection of data including open-ended interviews and closed ended questionnaires. Three different questionnaires were arranged for the collection of data for HM/Principals, teachers, and IMU officials. Whereas, two categories of respondents i.e DMO's (District monitoring officers) and DEO's (District education officers) were brought under-evaluation by using interviews. Five likert closed ended questionnaires were used to assess the agreement and disagreement of the teachers who are working under the supervision of KP government to find out the performance of IMU whether it has improved the educational system or not, and whether it has any impacts on the improvement of teachers' performance or not. The Questionnaire was marked with five grades i.e. 1,2, 3, 4, and 5 indicating strongly disagree, agree, undecided, agree and strongly agree with respectively. Henceforth, mean standard deviation (SD) was generated and computed for each statement and response of the targeted population. Furthermore,  $X=2.5$  was identified as standard mean reference on 5-likert scale to examine the extent of agreement and disagreement for every

response of the targeted respondents. Resultantly, the findings of the study revealed that all the means which were lesser than 2.5 indicating the disagreement of the respondent in favor of statement as shown in the table that follow;

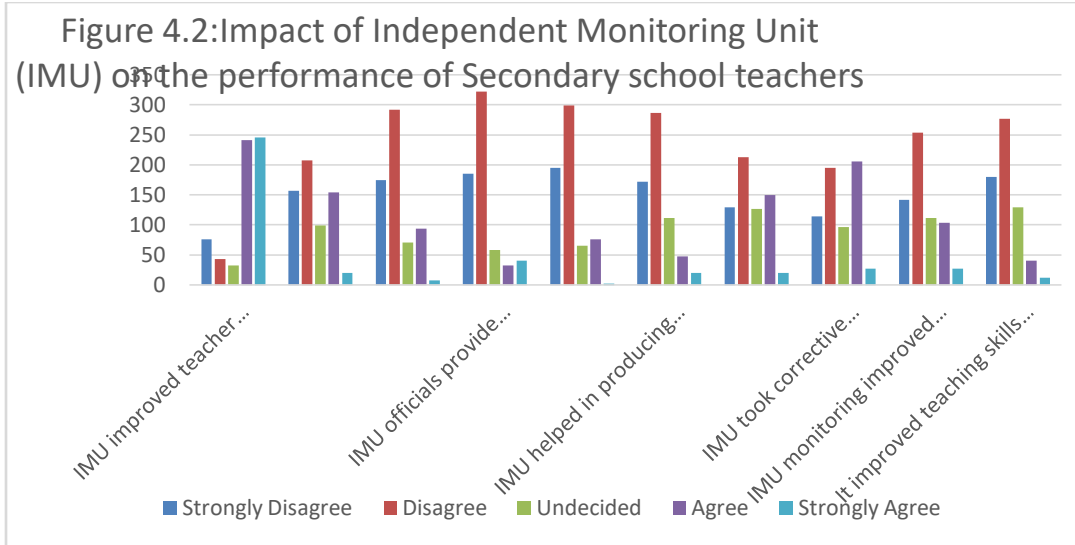
**Table 4.2: Impacts Of IMU On The Performance Of Secondary Schools Teachers. (Descriptive Statistics)**

S#	Statements	Mean	SD	Frequenc y	%age	NO' s
1.	Independent Monitoring Unit has improved the teachers' attendance.	3.84	1.323852003	488	76.13%	641
2.	Independent Monitoring Unit has improved the Students' attendance.	2.60	1.190206065	385	60.01%	641
3.	Independent Monitoring Unit frequently observed learning activities.	2.16	1.025490978	468	73.01%	641
4.	Independent Monitoring Unit (IMU) Officials frequently provided teaching feedback on classroom teachings.	2.09	1.072234723	508	79.25%	641
5.	Independent Monitoring Unit has improved Students' academic achievements	2.05	0.958315047	495	77.22%	641
6.	Independent Monitoring Unit has cooperated to provide safe and secure environment to Students and teachers.	2.15	1.004493871	460	71.76%	641
7.	Independent Monitoring Unit has reduced the Students' drop out ratio	2.48	1.144569649	329	5.132%	641
8.	Independent Monitoring Unit has taken appropriate measurements to Improve overall performance of the Schools	2.41	1.204744589	233	36.34%	641
9.	Independent Monitoring Unit has provided with fundamental facilities to schools that in turn enhanced the teaching learning process.	2.40	1.128491056	396	61.77%	641

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10.	Independent Monitoring Unit has improved the teachings' skills of the Secondary Schools' teachers.	2.10	0.951440011	457	71.29 %	641
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The key role of the at-hand research study was to identify the impacts of Independent Monitoring Unit on the efficacy/performance of the secondary school teachers; Hence, 631 individuals, altogether, were brought under-evaluation to examine their performance included 217 Head-Masters, 351 Secondary schools teachers and 63 DCMA's. Standard Deviation (SD) and Mean was computed for each individual statement. The computation of the at-hand study in its table 4.2 revealed that 76% respondents identified positive reaction to the question that Independent Monitoring Unit has improved the overall performance of the teachers with regard to their attendance and the mean score for this question, thus, remained 3.8; similarly, Mean Score remained 2.6 with a percentage score of 60% i.e. that indicated positive effect of the Independent Monitoring Unit with respect the student attendance. However, the respondents did not agree with to the statement that Data Collecting and Monitoring Assistants had provided any support in teaching-learning accomplishments and activities at schools; neither had they provided any feed back to the schools mentors'; hence, Mean Score for this question remained 2.1 and 2.09 respectively. Similarly, 77% of the sampled reactants affirmed that Independent Monitoring Unit has played no active role in the improvement of students' academic activities. In line with this, 71% respondents with Mean Score of 2.1 avowed that no safe and secure environment had been provided to teachers and students, and strongly disagreed with the statement that IMU has provided secure environment to the teachers and students in the schools. Not only this, but when asked the question regarding the improvement of basic facilities and dropout rate of the students in secondary schools, the respondents negated the effective role of Independent Monitoring Unit in this connection asserting that neither basic facilities nor dropout ratio of the students had been improved. Thus, Mean Score remained 2.3 and 2.4 for both the question insignificant and negative, respectively. In addition to this, 71% reactants with Mean score of 2.1 did not agree to the statement that Data Collecting and Monitoring Assistants had ever supported teachers to improve their mentoring skills. Hence, it can be concluded that Independent Monitoring Unit has played sufficient role to improve Teachers-Students' attendance ratio extensively in Secondary Schools all across the province; However, Independent Monitoring Monitors did fail to improve the overall performance of education system as they did not monitor the teaching-learning activities properly and frequently. Similarly, they failed to provide affective feedback to the teachers regarding the class-room teaching. In nutshell, the current research study has indicated that Independent Monitoring Unit, altogether, has failed in refining the students' academic attainments, minimization in of dropout ratio, provision of safe and secure environment to teachers and students. The last but not the least the Independent Monitoring Unit neither has improved the teachers' mentoring skills nor has provided them professional trainings.



## CONCLUSIONS AND RECOMMENDATIONS

This research study was accomplished to evaluate the major bearings of IMU on the performance of the high school teachers who are teaching in various schools across the province of Khyber Pakhtunkhwa. The findings of the at-hand research study had plainly revealed that the Independent Monitoring Unit has improved the teachers-students attendance ratio in District level high and higher secondary schools; however, IMU has not improved the over-all educational system and teachers' performance. It has been evaluated that Data collecting and monitoring authority has failed to evaluate teaching-learning activities properly. It was further revealed that IMU monitor had not shared any information or they did not provide any feedback to the schools' staff; and neither had they properly assessed the classrooms activities. In nutshell, it can be concluded that they had badly failed to improve students' academic attainments, and to minimize the dropout ratio of the students. Likewise, they did not succeed to provide essential amenities to school in order to improve teaching-learning methods. Similarly, they failed to deliver safe and secure atmosphere to teachers and students feasible for greater academic achievements. The last but not the least they failed to arrange professional training programs to equip teachers with better teaching skills and uplift the standard of education.

## RECOMMENDATIONS

Keeping in view the comprehensive evaluation of IMU and its impacts on the teachers-students' performance including the overall achievements of the IMU, the following key measures and recommendations are suggested for future implementation to the IMU legislators in Khyber Pakhtunkhwa.

1. To overcome the overloading problem in field visits, government should enhance the number of IMU monitors so that fruitful consequences can be ensured in future with higher efficiency.
2. In addition to this, the number of field visits should be cut down so that comprehensive and accurate data collection and processing could be ensured.
3. The government should introduce re skilling workshops, seminars and trainings for data collecting and monitoring team workers regarding appropriate data collection, and class-room evaluation.

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4. Data collecting monitors should be authorized to assess properly teaching-learning activities.
5. Data Collecting and Monitoring individuals should frequently hold meetings with schools staff to get awareness of their problems, issues and complications.
6. Independent Monitoring Unit should frequently share reports with the schools staff.

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