ROLE OF EXISTING MONITORING SYSTEM AT ELEMENTARY LEVEL IN DISTRICT PESHAWAR, PAKISTAN

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ABSTRACT

The study was descriptive in nature. The study was an attempt to find out the about the role of existing monitoring system at Elementary level in District Peshawar Pakistan. The objectives of the study were: To know about the term mentoring in education system. To know about monitoring role in education. To know about its strengths and weaknesses. To provide practical suggestions for the improvement of the study. The research questions were: What are the existing practices of mentoring in District Peshawar? What is the scope of mentoring in education system? What implementable suggestions does the study propose for effective monitoring system at Elementary level? The study identified that there was dire need to introduce mentoring mechanism in main stream of education at Elementary level in District Peshawar Khyber Pakhtunkhwa. Many shortcomings were found which included lack of proper mentoring system, need of professional support to the prospective and several teachers, poor performance of supervisors in the field and lack of opportunity to explore career. There was no formal system of mentoring in vogue in Elementary system of education at Government level. Similarly in response to the second question the importance of mentoring in education system was brought home to the stakeholders on the basis of review of literature in local and global perspective.

Keywords: *Monitoring system, Elementary school, Education*

INTRODUCTION

Monitoring is systematic and time bound periodical phenomenon of checking, assessing and inspecting the programme before or in the phase of it execution stage on regular basis that whether it work according to the need and plans or not, and it will enable and identified the problems and its solution on time or during the implementation process. framing questions on which to focus monitoring.

REVIEW OF LITERATURE

Anon (2008) classified management into three levels.

1. The top level managers are connected with planning and conceptual problem for the future rather than the present, they set only goals and objectives to be achieved.

2. The middle level management is responsible for monitoring daily and routine matters and keeping track on the input and output of goods and services. They are responsible for motivating supervises training co-ordination with subordinates.

3. The lower level management particularly supervises the activities of lower staff decisions, coordination, close link, communication and bridging or important ingredients for efficient supervision.

According to Lugaz (2006) impact is mainly due to three factors. The greatest of number of schools to be and much teachers who the working of the struggle spaces who are allocated to forr supervision and daily matters be increased the number of new schools and the number of supervisors remain will be the same. In more than ten teachers who were supervised by a simple and single supervisor by five and south African systems where the status was observed as that in the west world.

Barroux (2000) stated that more than two hundreds teachers were supervised by a single person in France. In other many countries in the world including Ireland, the supervision is very weak and not standardized.

 Wanzare, (2003) stated that supervision was started to upgrade the potentials of the teachers but due to lack of staff interest and few numbers of the supervisor it became not good and unsatisfactory. No feedback was provided of the supervisors during and after their inspections and making their role very less credible in the front of school's staff and teachers.

  De Grauwe (2005) stated that (Organization for Economic Cooperation and Development) internal evaluation was a good strategy adopted by most of the developing countries, but it was short in the process to a sample demanded for the ministries of by from in school to prepare a plan for any guidance or assistance to get mixed success. Hendricks et al, (2001) stated that schools are legally bound for a yearly plan of project for the prospects highlighting the objectives as wel as goals in Netherlands since 1998, and involving the parents and the public complaints. Some gaps exit in the politics and implementation programs due to many factors.

Baeza and Fuentes (2003) and Avalos (2004) stated that a specific course of administrative controllers must be developed to see and monitor the total system in the shape of a whole system and placement, after the administration will save time for the supervisor to spend on academic checking and evaluation in chili after the Pinochet regime the purist form of this model was developed when the democratic government assumed power despit the improvement performance of the education system under the Pinochet regime to the overall scenario, the system were marred of increase in disparities.

OBJECTIVES OF THE STUDY

The major objectives of the study were:

1. To know about the term mentoring in education system.

2. To know about monitoring role in education.

3. To know about its strengths and weaknesses.

4. To provide practical suggestions for the improvement of the study.

RESEARCH QUESTIONS

1. What are the existing practices of mentoring in District Peshawar?

2. What is the scope of mentoring in education system?

3. What implementable suggestions does the study propose for effective monitoring system at Elementary level?

METHODOLOGY OF THE STUDY

The study had the population of three strata i-e DEOs and ADOs with the addition of heads of the Elementary schools as internal monitors. The study was descriptive.

Tools of the Research

The data collection tools were questionnaires for head teachers of elementary schools and for the ADOs of district Peshawar.

Population of the Study

There population of the study included all the ADOs working in education department in District Peshawar at Elementary level and all the Headmasters of elementary schools of District Peshawar.

Sample of the study: Total 300 Head Teachers was selected randomly as sample. Total 09 DEOs was selected.

DATA ANALYSIS

Sr No	Statement	SA	A	UD	DA	SDA	Total	Mean Score
1	Head teacher manages the teaching learning process in the School.	154	101	20	5	20	300	4.2
2	Head Teacher is responsible for keeping the record of School in proper way.	230	66	4	0	0	300	4.7
3	Head teacher knows well how to manage the PTC Account for better financial management	170	108	14	7	1	300	4.4
4	Head teacher facilitates the School improvement plan for provision of feasible teacher learning environment in the School	130	125	23	9	13	300	4.1
5	The monthly reports are shared timely with the District Education office to provide a pin picture of improvement	100	90	69	24	17	300	3.7
6	The existing monitoring system supports the Head Teacher	45	90	43	36	86	300	2.9
7	Monitoring System supports the teaching learning process	52	66	39	55	88	300	2.7
8	The existing monitoring system agrees with the education policy	60	85	42	40	73	300	3.0
9	The PTC member cooperates with the H/T to improve	60	130	40	49	21	300	3.53

	teaching learning process.							
10	The staff members interfere in the responsibilities of the H/T which creates hurdles in the quality of Education	88	75	40	46	51	300	3.3
11	The monitoring system promotes better relation among School, Department and public	41	67	50	62	80	300	2.7
12	The existing monitoring system at Elementrylevel proves to be effective in favor of the students	45	84	50	52	69	300	2.9
13	The lesson plans are practically adopted at the School level for achievement of Education objectives	70	137	40	30	23	300	3.6
14	The Head Teacher discusses Elementry Schools problems in staff meeting to find out ways and means for their solution	182	85	15	15	3	300	4.4
15	The existing monitoring system go a long way to help the Head teacher to set an example for working himself	36	100	60	64	40	300	3.2
16	The Head Teacher creates activities to check the student's leadership qualities as an important part of education objectives	140	115	28	11	6	300	4.2
17	The Head teacher coordinates with the ASDEO in case of any important problem	176	84	17	14	9	300	4.3
18	Monitoring have no role for coordination among the Head Teachers and other concerned teachers of the School	112	89	46	31	22	300	3.7
19	Existing Monitoring system promotes relations between the School and community	49	67	55	34	95	300	2.8
20	Existing Monitoring provides beneficial feedback to Education department	38	74	76	47	65	300	2.9
21	Existing Monitoring system motivates the newly appointed teachers	39	96	56	49	60	300	3.01

22	The monitors check / ensure the proper utilization of available resource	36	147	29	42	46	300	3.2
23	Weakness of the Schools at Elementrylevel indicates the deficiencies in the existing monitoring system	72	93	74	27	34	300	3.4
24	Existing monitoring system helps to regulate the teacher's attendance in the Schools.	76	97	38	56	33	300	3.4
25	The members of PTC monitor the developmental works of the School	123	96	44	29	8	300	3.9
26	The student's home works are checked for better results	873	83	18	12	14	300	4.2
27	The member of PTC monitor the Developmental works of the School	93	126	45	26	10	300	3.8
28	Monitoring helps in decision making regarding policies.	4	73	78	82	63	300	2.5

DISCUSSIONS

Majority of the respondent agreed with the statement that Head teacher manages the teaching learning process in the School hence mean score is 4.2.Mean score shows that majority is supporting the statement. Majority of the respondent agreed with the statement that Head Teacher is responsible for keeping the record of School in proper way hence mean score is 4.7. Majority of the respondent agreed with the statement that Head teacher knows well how to manage the PTC Account for better financial management hence mean score is 4.4. Majority of the respondent agreed with the statement that Head teacher facilitates the School improvement plan for provision of feasible teacher learning environment in the School hence mean score is 4.1. Majority of the respondent agreed with the statement that The monthly reports are shared timely with the District Education office to provide a pin picture of improvement hence mean score is 3.7. Majority of the respondent did not agreed with the statement that. The existing monitoring system supports the Head Teacher hence mean score is 2.9. Majority of the respondent did not agreed with the statement that Monitoring System supports the teaching learning process hence mean score is 2.7. Majority of the respondent agreed with the statement that. The existing monitoring system did not agree but neutral with the education policy hence mean score is 3.0. Majority of the respondent agreed with the statement that The PTC member cooperates with the H/T to improve teaching learning process hence mean score is 3.5. Majority of the respondent agreed with the statement that .The staff members interfere in the responsibilities of the H/T which creates hurdles in the quality of Education hence mean score 3.3. Majority of the respondent did not agreed with the statement that The monitoring system promotes better relation among School, Department and public hence mean score is 2.7. Majority of the respondent did not agreed with the statement that .The existing monitoring system at Elementary level proves to be effective in favor of the students hence mean score is 2.9. Majority of the respondent agreed with the statement that. The lesson plans are practically adopted at the School level for achievement of

Education objectives hence mean score is 3.67. Majority of the respondent agreed with the statement that The Head Teacher discusses Elementary Schools problems in staff meeting to find out ways and means for their solution hence mean score is 4.4.

Majority of the respondent agreed with the statement that. The existing monitoring system go a long way to help the Head teacher to set an example for working himself hence mean score is 3.2. Majority of the respondent agreed with the statement that The Head Teacher creates activities to check the student's leadership qualities as an important part of education objectives hence mean score is 4.2. Majority of the respondent agreed with the statement that The Head teacher coordinates with the ASDEO in case of any important problem hence mean score is 4.3. Majority of the respondent agreed with the statement that Monitoring have no role for coordination among the Head Teachers and other concerned teachers of the School. Hence mean score is 3.7. Majority of the respondent did not agree with the statement that Existing Monitoring system promotes relations between the School and community hence mean score is 2.8. This means that the current system is not supporting the relationship between school and community. Majority of the respondent agreed with the statement that Existing Monitoring provides beneficial feedback to Education department hence mean score is 2.9. Majority of the respondent agreed with the statement that Existing Monitoring system motivates the newly appointed teachers mean score is 3.01. Majority of the respondent agreed with the statement that the monitors check / ensure the proper utilization of available resource. Hence mean score is 3.2. Majority of the respondent agreed with the statement that Weakness of the Schools at Elementary level indicates the deficiencies in the existing monitoring system hence mean score is 3.4. Majority of the respondent agreed with the statement that Existing monitoring system helps to regulate the teacher's attendance in the Schools hence mean score is 3.4.Therefore, it is concluded that the Existing monitoring system helps to regulate the teacher's attendance in the Schools. Majority of the respondent agreed with the statement that. The members of PTC monitor the developmental works of the School hence mean score is 3.9. Majority of the respondent agreed with the statement that .The student's home works are checked for better results hence mean score is 4.2 Majority of the respondent agreed with the statement that .The member of PTC monitor the Developmental works of the School hence mean score is 3.8. Majority of the respondent did not agreed with the statement that Monitoring helps in decision making regarding policies hence mean score is 2.5

FINDINGS AND CONCLUSION

Most of the respondents supported the idea of incorporating new technology in the monitoring system. Teachers, Head Teachers and District Managers were of the view that community must be involved in the monitoring process.

Most of the replies were found to be satisfied with the system and frequency of visit and admitted the positive changes were possible through existing monitoring system.

Most of the answers were of the view of separating the management and teaching cadre providing the supervisors/Monitors the requisite clerical staff, office facilities and necessary transport. The present monitoring system provide positive feedback, help in attendance and regularity of teachers and problems evaluation. Majority of the respondents agreed with the provision of in-service training for the monitors and also agreed that the Monitors visits enhanced performance of teachers and Head Teachers.

  Nearly half of the respondents were of the view that the existing monitoring system is effective because it involved in reward and punishment. Most of the respondents were of the

view that the present staff was qualified and trained and they also were in the favor of centralized monitoring system.

RECOMMENDATIONS

The study recommends the following recommendations:

1. There should be the addition of modern technology like clip cards, close circuit cameras and interactive boards should be introduced and link with Auditor general's and District Manager's offices.

2. Community should be motivated, mobilized and encourage to participate in the process of monitoring and play a role of watch dog and necessary equipments..

3. There must be a High level training should be arranged for monitoring staff for capacity building to make the process further good and effective.

4. The numbers of the schools should be less than 40 under the jurisdiction an Assistant Sub Divisional Education Officer and the numbers of supervisors should be increased to nearly double.

5. District Peshawar should be divided into four separate zones and each zone should have a set of district level.

6. The teaching and management cadres should be bifurcated and separated.

7. There should be complete computerized record of each teacher and school performance and appraisal of the staff.

8. There should be neutral and a proper mechanism for the assessment of input and output in Elementary schools and its progress.

9. Facilities like transport, allowances to officers and other needed materials and staff should be provided to the monitors and they should be secured.

10. Monitoring staff should be empowered to execute their job description and taking decisions on the spot and will have the power.

11. Reward and punishment mechanism should be introduced and implemented.

12. Government should develop national performance indicators for teachers and schools and staff as wel as students.

13. Donors should be invited for finance cost effective tasks to make the process easy.

14. A comprehensive check list may be designed for monitor that can cover aspects of the visit of a school, teachers, students and classrooms and other facilities.

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