

## RELATIONSHIP BETWEEN MONITORING SYSTEM AND TEACHERS' PERFORMANCE AT PRIMARY LEVEL IN DISTRICT MURREE

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DOI: <https://doi.org/10.5281/zenodo.15062623>

Received	Revised	Accepted	Published
27 January, 2025	27 February, 2025	14 March, 2025	21 March, 2025

### ABSTRACT

This study was to investigate the relationship between monitoring system and teachers' performance at primary level in district Murree. Teachers' performance received strong attention because it served as a key driver for primary education development. The government developed the monitoring system to boost teacher performance levels. The population of the study was primary school teacher of the District Murree. The sample of the study was 300 primary school teachers of tehsil Murree and Kotli Sattian. The random sampling technique was used. The analysis showed significant difference between the performance of male and female primary school teachers was found. So, it is concluded that female teachers have more good performance than male teachers. A Pearson correlation was computed to assess the relationship between the monitoring system (independent variable) and teachers' performance (dependent variable). There was a weak positive correlation between the two variables, ( $r=.197$ ,  $n=300$ ,  $p=.001$ ). Recommendations have been drawn to replicate study with more divers' sample.

### INTRODUCTION

The education system requires more effective educational institutions. Students at primary school levels in Pakistan are facing the most recent challenge because the primary level remains the most critical. The primary level stands as the most foundational educational level. The educational efficiency of schools depends heavily upon teachers as their primary element since teacher effectiveness is directly linked to monitoring activities. Research on effective schooling determined how monitoring components should operate to achieve quality education outcomes. School effectiveness depends on monitoring because quality work together as a team between all teaching staff and school leaders and inspection officers but ineffective monitoring ends in a frightening and stressful school environment (Schwartz, Cappella, & Aber, 2019). The monitoring as

a process is based on several aspects, including the main aspect of the inspection that directs as well as using all the given opportunities to improve them (KIPA, 2011). The educational monitoring system within schools functions as one essential element for carrying out any educational reform successfully. Every educational reform that starts implementation requires a method to assess progress willingly. The monitoring system operates under this name according to Khawaja (2001).

An effective monitoring system of the educational system functions as a fundamental element for developing human capital enhancement policies worldwide (Greaney & Kellaghn 2008). A successful monitoring system works as a democratic process because the partnership unites information across different levels while

creating a performance overview for both management teams and governing bodies to support their partnership learning through decisions (Marriott & Goyder, 2009).

There is a dearth of literature on how teachers' experiences influence their ability to attend school, remain in the teaching profession, and provide high-quality teaching within the classroom (Kate Schwartz & Lawrence Aber, 2019).

Teaching ranks as one of the most demanding professions according to research conducted by Kyriacou (2001) because teachers experience high levels of stress multiple times in weekly periods while working under financially constrained conditions along with insufficient compensation (Kyriacou, 2001).

Kayan (2011) discuss the views of head teachers that, the present monitoring system is not so beneficial because teachers did not satisfy with the MEAs role as a monitor. The traditional role of monitor hinders teachers' performance, and affects their professionalism. Professionalism is, as defined as the high performing teachers, powerful professional associations and lively learning communities (Hargreaves & Shirley, 2011). So, the study aims to explore the relationship between monitoring system and teachers' performance at the primary level in district Murree.

### Objectives of the Study

1. To explore the gender wise primary school teachers' performance.
2. To investigate the relationship between monitoring system and teacher' performance at primary level.

### Significance of the Study

The current study aims to add knowledge about how monitoring influences educational staff performance through research findings. The tool can produce benefits for teacher and monitoring system performance enhancement at the primary school level. Such research findings should be beneficial for multiple groups including stakeholders.

**Policymakers:** Teachers need enough chances to determine their own course of

action. The educational policy should include several specific objectives to enable democratic practices during program monitoring which this study may help establish and advance monitoring democracy in Pakistan's education system.

**Teachers:** Every school member would be aware of their duties as democratic citizens. They establish approaches for building an environment based on democratic values at their educational institution. The study provides teachers with effective approaches for promoting their willingness to participate in school decision-making together with knowledge about elements inhibiting their efficient performance. Self-respect along with respect for dignity remains intact for teachers.

**Curriculum developers:** To develop the different activities and programs and methods in teaching and assessment, regarding developing a democratic environment in schools and monitoring system. It is hoped that the study may offer useful insights here.

### REVIEW OF LITERATURE

The study was conducted to "Relationship between Monitoring System and Teachers' Performance at Primary Level in District Murree". Researchers reviewed existing documents to examine both monitoring systems and elements which affect teacher efficiency rates. The Punjab Education Sector Reform Program through their Department of School Education portal explains that monitoring and evaluation systems create integrated information reports about project implementation which supports institutional development and transparency and accountability and retention. The system allows evidence-based policy decisions by demonstrating that desired results are reached. The Government of Punjab (GOP) developed a full-scale school monitoring system because the process holds essential importance to education standard. The system consists of Annual School Census and Monthly Monitoring System as its main elements.

The tallest level of monitoring and evaluation functions is occupied by the Program

Monitoring and Implementation Unit (PMIU) that operates with the Department of School Education as its monitoring and implementation division. PMIU functions to establish an efficient district-level data collection system as a main component of its monitoring activities.

The District Monitoring Officer based at the district level maintains the primary operational capacity for the Govt. of Punjab's school monitoring system through their communication with the Program Monitoring and Implementation Unit. There are 36 District Monitoring Officers operating across Punjab to oversee 53,000 educational institutions in the province. The DMOs manage Monitoring and Evaluation Assistants (MEAs) as their field staff to conduct regular school visits and record designated monitoring indicators. The educational department has 929 officially approved positions for Monitoring Evaluation Assistants throughout the province. A district receives an allocation of Monitoring Evaluation Assistants based on its number of schools.

MEAs are recruited through funding from the Chief Minister's Monitoring Force (CMMF) that has direct authority from the Secretary of School Education. The department employs MEAs as contractual staff who typically come from retired army ranks. At the termination of their contract period the concerned DMO conducts evaluations of their performance. Each month every Monitoring and Evaluating Assistant receives assigned school clusters to inspect at least four to six schools per day. The district requirement states that MEAs need to inspect at least 90 percent of all schools per month. The monthly rotation system for MEAs' circles stops them from developing personal bonds with the education staff working in selected areas. The online monitoring applications function on Tablet PCs provided to MEAs for their work. The report of MEAs uses the monitoring proforma to check the condition of basic facilities together with enrolment counts and teacher attendance representations.

The monthly monitoring data collected by the MEAs are used for monthly, quarterly,

and annual ranking of the Districts and Divisions. The key use of the monitoring data is the development of a composite index, which assigns weightage to different indicators in the monthly monitoring forms, and is then used to rank district performance. The composite index of district performance is prepared every month at the district level and is presented by the DMO in the monthly meeting of the District Review Committee, chaired by the DCO while the DMO acts as the secretary of the District Review Committee. The Committee reviews the month's progress and takes decisions on issues highlighted through the composite index. The index also enables comparison across districts and helps the PMIU to provide feedback to district governments on areas where administrative measures have to be taken.

Governments of the Punjab monthly monitor the student learning outcomes and school performance. For this purpose, the monitors who visit schools every month recently started administering an iPad-based, four-question test to third-graders on Urdu, English, and math ability. Punjab's 36 districts are color-coded based on their average score.

Luginbuhl & Wolf (2009) indicated that school improvement has proven to be a continual challenge. Effective monitoring is an essential element of learning and ultimately sustainable educational initiatives (Marriott & Goyder, 2009). Although monitoring reaches far and deep into the workings of a school and the function of its staff, particularly of its teachers and managers, they do not in most cases serve to dictate how you should teach individual classes. Nor in most cases do they seek to control how the national curriculum is delivered. Monitoring is an assessment of how well a school is doing, covering strengths and weaknesses and what may be done to make improvements. In this respect, monitoring is important but should not be considered an exceptional experience (Holems, 2003). Monitoring and evaluation are tools to be used to promote a democratic environment, modern management theories and practices, innovation and reforms, and better accountability. When used properly,

this system can produce information that is trustworthy, transparent, and relevant. Monitoring systems can help policymakers to track and improve the outcomes and organizations make more well-informed decisions and policies by providing continuous feedback on results.

Amongst local authorities and at the school level, the need for evaluation may not even be fully accepted. Democracy depends on the active engagement of citizens, not just in voting, but in developing and participating in sustainable and cohesive communities. The schools are also required to show, through monitoring in a democratic way, how they are preparing learners for citizenship (Oslera & Starkey, 2005). MEAs visited the school regularly and spent 3 to 4 hours in school. MEAs did not get training for monitoring the school (Kayani M, 2011). The quality of educational provision is still under progress at primary public school level due to non-professional practices that effect teachers' efficiency in their profession (Naviwala, 2016).

Willms (2003) discuss the three types of monitoring system which are: **Compliance Monitoring**, which stresses that school inputs, particularly teacher and financial resources. **Diagnostic Monitoring** emphasizes the output side of the input-output model, particularly academic outcomes. **Performance Monitoring** includes measures of both schooling inputs and outputs. Specifically, progress monitoring determines both levels of achievement as well as the rate of improvement or progress to implement more effective education for students. Progress monitoring may be used to assess the progress of both individual students as well as the whole classroom of learners (Hoover, 2009).

Holms (2003) identified the basic qualification for a person who monitors the school; first is Monitors are appropriately qualified and trained to monitor the school. Before the monitoring starts the leader monitor talks to the staff, explains the monitoring process, and answers questions. The monitor establishes positive relationships with staff, pupils, and governors. They observe lessons, look at pupils, and previous

work and talk to pupils; they discuss aspects of the work of the school with members of the staff and listen to their views. Monitors provide clear developmental feedback on all judgments they have made.

But when without professionalism MEAs are elected on educators then the monitor's role can be seen as a threat to, rather than as support for development (Oslera & Starkey, 2005). MEAs assess only class three teacher's performance (LND test) including head teachers have the threat to be responsible for all short comings in school and learning and they are answerable and have a threat for inquiry and PEEDA ACT while other teachers have class one, two, four and 5<sup>th</sup> no concerns for monitoring LND test. Head teachers do not agree with this unequal monitoring style (Kayani, 2011).

The traditional role of monitor hinders professionalism, professionalism is, as defined by Hargreaves and Shirley (2011), on the 'high- quality teachers, positive and powerful professional associations and lively learning communities 'Therefore, the present study aims to explore the role of the monitoring system at primary level in Pakistan. The primary level is selected because this level is the basic root level in which further education levels proceed and primary education is a compulsory component in international efforts to achieve universal access to primary education (Yoshikawa & Kabay, 2015).

## METHODOLOGY

Descriptive quantitative survey study was used to investigate relationship between monitoring system and teachers' performance at primary level in district Murree. For the present monitoring system at the primary level in Pakistan researchers employed questionnaires as the most effective data collection method for teachers. The research instrument collected information from teachers regarding the existing monitoring system that Chief Minister of Punjab introduced in 2006. The researchers selected teachers from primary schools in Tehsil Murree and Kotli Sattian as questionnaire participants to gather information. Samples of 300 teachers, from the district Murree were

selected. The random sampling technique was used. The teachers were contacted in their free period and were requested to participate in the study. A self-develop tool was administered to explore the perception about monitoring system. Reliability of the scale was .835 which is considered excellent according to the rule stated by Namdeo and Rout (2016). Factor analysis was done to

#### Data Analysis

**Table1:** Gender-wise Teacher performance

Comparison of teachers' Mean professionalism score between male and female teachers

Gender	N	Mean	Std. Deviation	t	Df	Sig.(2- tailed)
Male	137	107.170	9.340	1.134	298	.01
Female	163	128.930	8.865			

Table 1 shows the comparison of mean teachers' performance scores between male and female. It is depicted that male teachers (N=37) have performance mean scores = 107.170 and female teachers N= (163) have a performance mean score of 128.930. The value of the t-test for the independent sample

check the construct validity of the scale.

#### Delimitation of the study

Due to limited time and resources this study is delimited to only primary school level, within two tehsils of District Murree, one is the tehsil Murree and other is tehsil Kotli Sattian

( $t=1.134, df=298$  &  $p \text{ value}=0.01$ ) shows that there is a significant difference between the performance of male and female primary school teachers.

So, it is concluded that female teachers have more good performance mean scores than male teachers.

**Table 2: Correlation**

Teachers' Performance (Dependent Variable)	School Monitoring (Independent Variable)	
	Pearson Correlation	0.737**
	Sig.(2-tailed)	.001
	N	300

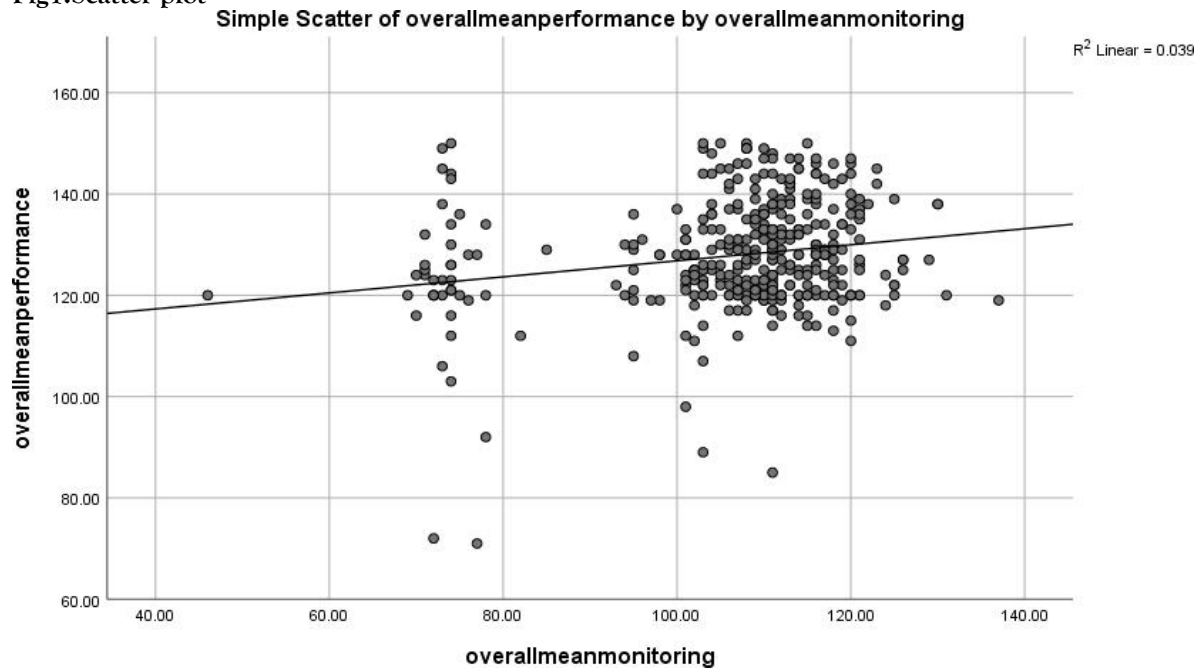
\*.Correlation is significant at the 0.05 level (2-tailed).

Table 2 show that the relationship between teachers' performance and monitoring system in primary school. There was a strong positive correlation between the two variables,

( $r = .737, n = 300, p = .000$ ). There is a strong positive correlation between teachers' performance and school monitoring.



Fig1:Scatter plot



## DISCUSSION

Hascher & Waber, (2021) study showed that good and healthy environment and stressful and disturbed environment in the school affect the teachers' performance. Stengard & Nyberg, (2022) explored that the higher levels of stress, worries, and depressive symptoms were observed in the female teachers as compared to male teaches. The present study's results show that female teachers have good performance. Present study has similarity with the Dinham, Scott and Bishay (2016) found that female teachers were more satisfied with their job and show good performance than male teachers. Ding (2021) further discussed that numerous studies have found that there were observable differences between men and women in research performance, but there is little analysis found on teaching. Munawar, Sittar, & Kalsoom,(2019) has investigated that the Monitoring education authorities' practices affect the teacher's performance and also their mental health in workplaces and they do not to do work effectively to produce the best results for education in the most skilled way. Present study result revealed the weak positive relationship between teachers' performance and school monitoring. Therefore, it is concluded that teachers monitoring little affect the teacher's performance.

## RECOMMENDATIONS

Following are the major recommendations regarding the present study.

- i. It is recommended that the present study should be replicated with a more diverse sample.
- ii. Monitor should eliminate stress related factors in the monitoring to enhance the teachers' performance.
- ii. Traditional monitoring style should replace with modern and digital monitoring style.

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