

## Relationship of Independent Monitoring Unit and Students' Enrolment at Primary Schools in Khyber Pakhtunkhwa, Pakistan

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**Abstract-** The present study focused to assess the effectiveness of independent monitoring unit with respect to Enrollment attendance gap of students at primary schools. The objective of the study was to assess the effectiveness of independent monitoring in increasing the enrollment of students. All government male primary schools head teachers were the population of the study. The study was delimited to three districts, Buner, Swat and Swabi. Three hundred HPSTs were taken from the three districts. The sample size was taken through L.R.Gay table and Raosoft online calculator. One self-developed questionnaire was distributed among the primary school head teachers. The data were entered into SPSS version 16 and analyzed through percentage and chi-square. After analysis the results showed that HPSTs agreed that IMU brought improvement in the enrolment of students at primary schools. The study recommends that by involving civil society and provides incentives to the poor children could increase the enrolment more at primary schools.

**Keywords:** Monitoring, Independent Monitoring Unit, Enrolment, Students, Primary School head teachers

### I. INTRODUCTION

Monitoring is an enforcement of an activity which tries to make the extent to which outcome derives, task schedules and other necessary actions are going according to plan. It points out weaknesses for timely an appropriate action. Monitoring also deals with the systematic and organized assessment of a condition or set of conditions. Practically, monitoring overcomes on huge areas of activities. Monitoring needs data collection, and also requires analysis and proper use of the data. Monitoring and evaluation both are expanding management sources. In the case of monitoring, information for checking progress according to agreed plans and schedules are routinely collected. Contradictions between the exact and planned enforcement are identified and required actions are taken. When findings are utilized to assess the outcomes (impacts, effects). It is often referred to as an ongoing evaluation. Supervision is less episodic than assessment.

Demilly et al. (1998) said that the great French leader Napoleon Bonaparte tried his best to unite the French as one nation. In education he introduced the concept of inspector of school for proper monitoring of schools and performance of teachers. This was first person for inspection of school in France and in the world also.

Baker (2011) stated all the countries were investing lot money in monitoring of education in last five decades. The purpose behind all these investments is to bring improvement in the education system of their countries. Similarly, Ashbaugh (2004) said that nations were investing money to upgrade their system. Margoluis and Salafsky (2010) observed that monitoring is used to improve the conditions of management in every sector. Education is no exception to this trend and different kinds of monitoring programs are introduced in education sector to bring improvement in their schools. In similar context, Mrosek et al. (2006) did a study in Spain on monitoring and evaluation system of the country. The study found out that monitoring brought improvement in every field.

Angus and Muhammad (2014) observed that in the context of China, the country made separate department to evaluate different sectors of the countries. Roger and Tim (2008) stated that in France used its own of monitoring system. The monitoring and assessment is done in different stages and step by step process. The developed countries in Europe and other parts of the world had a lot of experience of monitoring and evaluating effectively. These countries are sharing their expertise with the developing countries of the world (World Bank, 2004). Mu'azu and Siti (2012) stated that monitoring system gets due importance in the recent years because it helped the managers to manage their institutes effectively. The process of monitoring also increased the working capacity of worker because it controls the lazy workers who are not willing to work efficiently.

## II. LITERATURE REVIEW

Monitoring and evaluation (M & E) are two different but inter – connected processes that collectively boost each other. Generally, M&E is assembled in a way which can monitor the policy impact or program activities progresses for its goals, objectives and targets. Apart from the effectiveness of a policy efficiency and sustainability, monitoring and evaluation evaluates the result relevance of an activity.

Mishra (2005) observed that collection of necessary hints to calculate or count inputs, output and operations to record on the use of elements of the education setup is called monitoring and arranged cogent information use for program rehabilitation” (Noh, 2006). Monitoring is an operating function that utilizes sequential gathering of data concerned with particular hints to arrange administration and the important stakeholders of a progressive interference with indications of the limit of advance and completion in order to closest outcome of progress in the utilization of allotted funds.

Monitoring gives sharp evaluation of probability that the expected result will be gathered and provide justification of theory and reasons become important amendments. The proper and effective monitoring system collect the information systemically and provide a research base to policy makers to reform and refine the system more (Marriott & Goyder, 2009).

Standard in education is an uphill concept, it’s vital features is forwarding of the searcher therefore monitoring in education is considered as vocal point that facilitate to improve and ameliorate pupil learning through standard enhancement of academic process and executive personal’s (UNESCO, 2005).

Up to the mark aim of monitoring is to enhance recent and upcoming future administrative results and their effects on institutional capabilities and their productiveness. Important goal of policing is to what gets examined is what gets revamped (Khan, 2012) as monitoring to be ameliorated for the sustenance and revamping of the quality.

Devolution scheme was initiated by the Government of Pakistan 2001 (Zafar, 2003). Proper supervision is a crucial power of immediate officers to maintaining standard. The performance got momentum for the enhancement of service delivery after devolution and decentralization. The monitoring of schools was kicked off to sustain the standard of education at gross roots level.

ASR (2012/13) made some observation related to monitoring system in Pakistan. The Independent Monitoring Unit was established in 2014. The project assembled data of all institutes and found out that the teachers and students’ attendance ratio is very low, ghost schools are present in government records. The attendance was improved by 13% and 24% and three hundred teachers was dismissed form service due to their continued absenteeism. Eight thousands disciplinary actions were taken by department against teachers and two hundred million of funds were recovered from different resources.

The Khyber Pakhtunkhwa government has commenced independent monitoring unit (IMU) to improve attendance and role of mentors and education organized in the province. The IMU has set up under a three years plan allotted by UK’s department for international development. Rs 500 million have been allocated for the ongoing current year and more funds will be kept for this purpose in coming budget(s). The scheme will be extended if become productive after a third –party satisfaction. Rs100 million have also been allocated for making a third- party monitoring operation.

OECD DAC (2007) describes monitoring as “The progressive, systemized collection of information to weigh the total progress directed towards the triumph of objectives, results and impacts”. Evaluation as defined “Assessment is a way that determines systematically and objectively the relevance, effectiveness and efficiency, sustainability and effect performances in the view of project / program role, concentrating on the analysis of the development made for the achievement of the stet objectives (Burke, 2014).

It would be pertinent to this analytical framework/ structure to divert on the ongoing aspect of duo monitoring and evaluation, which is impossible; to split into unshakeable rooms. Supervision and assessment is in the nature of a sequence, where activities in the earliest facet focus more on inputs and outputs, and their timeliness, and then the process progressively turn in more of impact data and becomes more of an evaluation of impact with special studies added.

## III. OBJECTIVE OF THE STUDY

To assess the effectiveness of independent monitoring unit (IMU) with respect to Enrollment attendance gap of students at primary schools.

## IV. HYPOTHESIS OF THE STUDY

H01. There is no significant connection between Independent Monitoring Unit and students’ enrolment at primary school in Khyber Pakhtunkhwa.

## V. RESEARCH METHODOLOGY

The present study is descriptive research design. Descriptive design study the individual and his characteristics and a group or groups are described. The researcher has selected the design for evaluating the role of Independent Monitoring unit in Khyber Pakhtunkhwa. The current status of a population under study is established, determines the purpose of the research and also reports the way things are by descriptive research (Mugenda & Mugenda, 2003). Similarly, Gay (2011) stated that the descriptive design is very complex, focus the objectives of the study more and highlights the economical concern for completion of the research. The design is considered best for the present study because it minimize bias and maximizes the reliability of the collected evidence.

### Population

All the male primary school head teachers were the population of the study. The study was delimited to three district of Bunir, Swabi and Swat. The sampled size of the study were three hundred head teachers of these districts.

### Data Collection and Analysis

The data was gathered through one self developed questionnaire and analyzed through percentage and chi-square.

## VI. RESULTS

### 1) IMU eliminates the culture of short leaves in school.

|       |       | Frequency | Percent | Cumulative Percent | Residual | Chi-square value (X <sup>2</sup> ) |
|-------|-------|-----------|---------|--------------------|----------|------------------------------------|
| Valid | SA    | 51        | 17.0    | 17.0               | -9.0     | 53.067                             |
|       | A     | 97        | 32.3    | 49.3               | 37.0     | (df) 4                             |
|       | UD    | 35        | 11.7    | 61.0               | -25.0    | .000                               |
|       | SDA   | 35        | 11.7    | 72.7               | -25.0    |                                    |
|       | DA    | 82        | 27.3    | 100.0              | 22.0     |                                    |
|       | Total | 300       | 100.0   |                    |          |                                    |

The above table 4.2.6 shows that 49.3 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 39.0 % Head teachers who strongly disagreed or disagreed while 11.7 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 53.067 which is enough sizeable than probable value at  $\alpha = 0.05$ . Hence, the rejected hypothesis was null.

### 2) It reduce students drop out ratio in schools.

|       |       | Frequency | Percent | Cumulative Percent | Residual | Chi-square value (X <sup>2</sup> ) |
|-------|-------|-----------|---------|--------------------|----------|------------------------------------|
| Valid | SA    | 37        | 12.3    | 12.3               | -23.0    | 55.433                             |
|       | A     | 76        | 25.3    | 37.7               | 16.0     | (df) 4                             |
|       | UD    | 26        | 8.7     | 46.3               | -34.0    | .000                               |
|       | SDA   | 64        | 21.3    | 67.7               | 4.0      |                                    |
|       | DA    | 97        | 32.3    | 100.0              | 37.0     |                                    |
|       | Total | 300       | 100.0   |                    |          |                                    |

The above table 4.2.7 shows that 53.3 % Head master strongly disagreed or disagreed with independent monitoring unit, comparatively, 37.7 % Head teachers who strongly agreed or agreed while 8.7 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 55.433 which is enough sizeable than probable value at  $\alpha = 0.05$ . Hence, the rejected hypothesis was null.

### 3) IMU works better in improving students' ratio.

|       | Frequency | Percent | Cumulative Percent | Residual | Chi-square value (X2) |
|-------|-----------|---------|--------------------|----------|-----------------------|
| SA    | 36        | 12.0    | 12.0               | -24.0    | 73.733                |
| A     | 64        | 21.3    | 33.3               | 4.0      | (df) 4                |
| UD    | 30        | 10.0    | 43.3               | -30.0    | .000                  |
| SDA   | 56        | 18.7    | 62.0               | 4.0      |                       |
| DA    | 114       | 38.0    | 100.0              | 54.0     |                       |
| Total | 300       | 100.0   |                    |          |                       |

The above table 4.2.8 shows that 56.7 % Head master strongly disagreed or disagreed with independent monitoring unit, comparatively, 33.3 % Head teachers who strongly agreed or agreed while 10.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 73.733 which is enough sizeable than probable value at  $\alpha = 0.05$ . Hence, the rejected hypothesis was null.

### 4) IMU plays pivotal role in maintaining the school record.

|          | Frequency | Percent | Cumulative Percent | Residual | Chi-square value (X2) |
|----------|-----------|---------|--------------------|----------|-----------------------|
| Valid SA | 99        | 33.0    | 33.0               | 39.0     | 196.833               |
| A        | 136       | 45.3    | 78.3               | 76.0     | (df) 4                |
| UD       | 18        | 6.0     | 84.3               | -42.0    | .000                  |
| SDA      | 17        | 5.7     | 90.0               | -43.0    |                       |
| DA       | 30        | 10.0    | 100.0              | -30.0    |                       |
| Total    | 300       | 100.0   |                    |          |                       |

The above table 4.2.9 shows that 78.3 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 15.7 % Head teachers who strongly disagreed or disagreed while 6.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 196.833 which is enough sizeable than probable value at  $\alpha = 0.05$ . Hence, the rejected hypothesis was null.

### 5) It provides facilities about students' teacher attendance record.

|          | Frequency | Percent | Cumulative Percent | Residual | Chi-square value (X2) |
|----------|-----------|---------|--------------------|----------|-----------------------|
| Valid SA | 49        | 16.3    | 16.3               | -11.0    | 43.700                |
| A        | 94        | 31.3    | 47.7               | 34.0     | (df) 4                |
| UD       | 30        | 10.0    | 57.7               | -30.0    | .000                  |
| SDA      | 49        | 16.3    | 74.0               | -11.0    |                       |
| DA       | 78        | 26.0    | 100.0              | 18.0     |                       |
| Total    | 300       | 100.0   |                    |          |                       |

The above table 4.2.10 shows that 47.0 % Head master strongly agreed or agreed with independent monitoring unit, comparatively, 42.3 % Head teachers who strongly disagreed or disagreed while 10.0 % remained undecided with statement. The outcome powerfully/fully backed by Chi-square value 43.700 which is enough sizeable than probable value at  $\alpha = 0.05$ . Hence, the rejected hypothesis was null.

## VII. CONCLUSION AND RECOMMENDATIONS

Results of the study indicate that mostly the HPSTs agreed or strongly agreed with independent monitoring unit at primary school that IMU improved the attendance of teachers, students, students enrollment, helped in improving students interest in school, served better for provide physical facilities, helped in improved security measure, enabled the society to took part in the school affairs, enhanced the participation of society in school and IMU made the teachers responsible to parents.

The study recommends that better facilities should be provided to IMU persons to bring more positive changes in the primary schools of Khyber Pakhtunkhwa. The study also recommends that by involving civil society and provides incentives to the poor children government should increase the enrolment more at primary schools.

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