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THE ROLE OF MONITORING AND EVALUATION IN IMPROVING THE EFFECTIVENESS OF ELEMENTARY EDUCATION IN DISTRICT BELA, BALUCHISTAN, PAKISTAN

Abstract

The purpose of the research was to study the role of monitoring and evaluation in improving the effectiveness of elementary education in district Bela, Baluchistan Pakistan. The scope of the study was limited to elementary schools of district Bela. Strategy of research was survey. Stratified random sampling design was adopted. Data were analyzed and it was found that the process of monitoring and evaluation is not well organized. Personnel involved in lack proper knowledge and skill related to the process. In light of the findings concrete recommendations were made.

Keywords: Monitoring and Evaluation, Effectiveness of Elementary Education

Introduction

Monitoring and evaluation is at the core of school improvement. A useful feedback helps to set the goals for school improvement. A school must monitor and evaluate its actions. Generally the education sector and specifically the elementary education is severely neglected area in the province. It is badly influencing the development growth of students. The present study has provided a chance to streamline the situation.

There is large number of elementary schools throughout Baluchistan. Mostly the scenario is same and it needs timely intervention by the authorities concerned to improve the situation.

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The purpose of the research was to study the role of monitoring and evaluation in improving the effectiveness of elementary education in district Bela, Baluchistan Pakistan. The specific purpose of the study was to:

- find out the attitude of the principals and teachers towards the process of monitoring and evaluation.
- To monitor and evaluate role of the principals and teachers regarding the effectiveness of teaching process.

The scope of the study was limited to elementary schools of district Bela. Monitoring is the process of checking what is happening and the extent to which things have gone according to plan. It is the continuous process conducted to maintain effectiveness of institution. Evaluation involves the collection, analysis, discussion and reporting of evidence to judge whether the process is going to achieve the set tasks. Through evaluation the worth and quality and worth can be examined and help to make decisions. Richard (1985) defined evaluation as the systematic gathering of information for purpose of making decisions. Tyler (1951) stated that it is an examination of to determine whether the desired educational objectives have been achieved or not. Cronbach(1963) viewed evaluation as the collection and use of information to make decisions about an educational program.

Monitoring and evaluation plays significant role in accountability and for development. By making people and resources accountable means that to prove whether the resources are being properly maintained and utilized. Development leads to improve the overall situation in light of the feedback(Gay, 1985).

There are various grey areas in the elementary education. The monitoring and evaluation of the curriculum, quality of teaching - learning and administrative setup are weak in most of the schools.

Poor ways of monitoring and evaluation leads to adverse results in the institutions. Effective procedures of monitoring and evaluation are useful in school effectiveness and improvement (Govt. of Pakistan, 1998). It further helps to quality teaching and learning and effective administrative management in the schools. It is expected that the results of this study will reveal important insights for the authorities concerned, principals and teachers. It can become an influencing factor in the subsequent development of new strategies and to modify teachers training facilities for elementary teachers.

Literature Review

Systematic process of monitoring and evaluation is significant for effective school management. A school must monitor and evaluate its activities related to teaching –learning process (Sammons et al., 1995 and Harris et al., 1995). The data collected through this effort can help the school to set realistic targets for improvement. When schools are carefully monitored and evaluated continuously, the teachers are made more effective and professionally competent.

This process supports and encourages the administration and the teaching staff. A workable strategy for monitoring and evaluation is important for improvement of schooling. Monitoring is to maintain regular surveillance over the activities. Stuffle beam(1971) defined evaluation as a process of delineating, obtaining and providing useful information for judging decisions alternatives. Lack of monitoring and evaluation leads to wastage of precious resources.

Classroom teaching and learning practices would be strengthened by well-organized and systematic procedures of monitoring and evaluation (OFSTED, 1999c). Overall responsibility of monitoring and evaluation is on the principal. They must be very careful while doing this practice. Ill-planned activities damage the teacher-teacher relationship. The staff deputed for the purpose have competence and relevant skills. The teachers would be taken into confidence before implementing this procedure.

Monitoring and evaluation help to inculcate the following traits in schools:

1. Professional Management and Leadership
2. Vision and goals are clear and shared with each other
3. Development of a learning environment
4. Focus on quality teaching-learning process
5. Facilitation and positive reinforcement
6. Progress is continuously monitored and evaluated

The ultimate goal of monitoring and evaluation is to provide useful feedback to the authorities concerned to make decisions. Decision-making will be well directed and to achieve the task. It is a careful and continuous examination of an educational program. The primary focus is on understanding and improving the proceedings and judging the outcomes (Walberg and Haertel, 1990; Thrope, 1998). Anderson and Ball (1978) described specific s of the program:

1. Help to make decisions about program development and implementation.
2. Assist to make decisions about program continuation.
3. Contribute to get support from the concerned quarters.
4. Facilitate the administrators, teachers and community members about the usefulness of the process.

Since decades there has been an increasing attempt in research on monitoring and evaluation and participation by the principals and teachers to improve the quality of education (Ali, 1999).

Researchers are convinced that the systematic and well organized attempts make this process more result oriented. It provides an opportunity to communicate with each other, to share "suggestions, insights, feedback about successes, and failures. Ellis (1994) was of the view that individuals are more motivated when they are communicated clearly.

Research Methodology

The strategy of research was survey. Population was heterogeneous therefore stratified random sampling technique was adopted. The principle of classification was related to the gender. 60 principals and teachers were selected for the study.

The sample was selected from all the principals and teachers in elementary schools of district Bela, Baluchistan. A tailor-made questionnaire comprised of thirty items was designed to collect data. The data were analyzed statistically.

Null Hypothesis

There will be no significant difference in the views of male and female principals and teachers regarding the effectiveness of monitoring and evaluation at elementary level.

Application of t test

Computed $t = 0.776$,

Tabulated value of $t = 1.96$ with $df = 58$ at $\alpha = 0.05$

Conclusion

Referring to the table t it was found that the tabulated value of $t = 1.96$ with $df = 58$ at $\alpha = 0.05$ is greater than the computed value of $t = 0.776$.

Therefore the null hypothesis is upheld and it is concluded that there is no significant difference between the views of male and female principals teachers regarding the effectiveness of

monitoring and evaluation at elementary level in district Bela, Baluchistan.

Majority of the principals and teachers were not trained lack state of the art knowledge in the field of monitoring and evaluation.

System is not focusing on teaching and learning. Teachers are totally ignored about the need and development required for the process. It was concluded that monitoring and evaluation is best used when it is combined with other strategies.

There is a need to recognize the importance of rapid communication. The outcomes of study clearly indicated teacher training in this regard enhance the quality of work.

Recommendations

- The academically expert and professionally competent principals and teachers may be appointed.
- In-service teachers training must be arranged according to the future needs.
- Experienced and competent principals and teachers may be involved in the monitoring and evaluation process.
- Sufficient resources may be provided in order to enhance the effectiveness of the process.
- The selection may be based upon the interest and need.
- Monitoring and evaluation is based upon scientific principles.
- Monitoring and evaluation of the teaching process must be introduced.

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