Effect of Monitoring Education Authorities Practices on School Teachers Mental Health

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Abstract

Teachers' mental health increases the efficiency not only of their professional growth and development but also their personality. Monitoring education authorities' practices effect the mental health of public teachers in workplaces not to do work effectively to produce the best results for education in the most competent manner. "The objective of this study was to determine effect of monitoring education authorities' practices on school teachers' mental health."A qualitative research method research was used to conduct the study. Semi-structured Interviews were conducted with two male and two female teachers to know practices of Monitoring education authorities in schools. After thematic analysis of the interviews were drawn: threat, dishonor, mistrust and demotivation. On the basis of these themes a questionnaire was developed for survey. Mental health inventory was used to identify mental health of teachers. Findings of the study revealed that following practices of Monitoring education authorities are affecting mental health index. On the bases of these findings that it is recommended that the government might give training to MEAs for improving their behaviors during their visits in schools.

Key Words: District monitoring, Monitoring practices, Mental health, Elementary teachers

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Introduction

Khawaja (2001) stated that one of the most successful key to implementation of any educational program is rigorous, adequate, inclusive, continuous monitoring and supervision. When need arises there is some kind of mechanisms through which the implementation progress can be assessed readily. This mechanism is called monitoring mechanism."Monitoring is a type of evaluation that collects concrete information utilized for program reformation." (Noh, 2006).

Mertens (2005) defined monitoring as a "the continuous assessment of project implementation in relation to agreed schedules and of use of inputs, infrastructure and services by project beneficiaries." According to Mishra (2005) in order to report on functions of elements in the education system, monitoring is considered a process of gathering data intermittently bringing together the important elements to measure i.e. input, output and process to report on those functions which are the elements of the education system.

Marriott and Goyder (2009) stated that in the use of allocating funds, monitoring is the continuous function used for systematic data collection based on the specific indicators to provide management and for a developmental intervention it provides stakeholders, which provide the extent of development regarding desired results. In order to gain expected results and necessary changes in activities, monitoring provides and arranging opportunities for the validation of any theory or logic for required results. Monitoring system helps to facilitate decision making and learning by the partners by providing management teams and governing bodies at all the levels.

Types of Monitoring System

Three types of monitoring are described by Willms in 2003.

Compliance Monitoring

The compliance monitoring emphasis on monitory resources, inputs and particular teachers. In this system it is assumed that certain standards of education can be met by proper monitoring. The students receiving special education, qualified teachers, expenses on instructional material, number of supporting staff, student-teacher ratio, and average class size and the size of library are the major elements of school monitoring. Some of the standards do not meet the criteria sanctioned by the authorities. For instance, in an extreme case if a plan for correction subject to

closure is required. According to the compliance monitoring system it is assumed that if on various input measures a school meet the specific standards, there is necessary to follow the adequate level of performance.

Diagnostic Monitoring

In an input-output model, it emphasis on output side called academic outcomes. Majority of the students accomplished specific goals determined by curriculum experts. Similarly, in order to find out the deficiencies among students' with regard to different assessment techniques held in the classroom setting a teacher would like to conduct some remedial activities, under the diagnostic monitoring system which helps them to identify the deficiencies among students' concepts and skills which are required in schools.

Performance Monitoring

Measuring school inputs and output is the key part of performance monitoring. In order to cover a broader domain of skills, the standards of achievement tests specified by the curriculum are measured. In performance monitoring the comparison between school and school districts along with their outcomes are made. Hoover (2009) through market forces school becomes publically accountable; this is implicit intensions of the system. It will stimulate and motivate the educators for providing better education and competition between inter school or inter district comparison. Progress monitoring is the other type of monitoring system which facilitates the learners' consistent assessment on the bases of research. It assesses students academically and socially as well. The main purpose of this assessment is to know the extent to which a student seeks effectively or not. Furthermore, in order to make education more effective and progressive, performance monitoring not only determine the level of achievement but it also determine the

rate of progress in education system. It assesses both the whole and individual students'

performance in the class.

Steps for Monitoring

Following steps for identification of skills are identified by Hoover (2009):

1. The ongoing progress monitoring through results, charts and adjusted instructions would
   be continue for students' assessment.

2. Based on the progress/monitoring data instructions should be adjusted

3. The rate of progress and level of performance should be evaluated

4. For each assessment make graphs and charts to get better results

5. Conducting assessment according to the established results

6. Determine the monitoring schedule

7. For quick measurement of skills develop valid assessment measures

This progressive theory guides us not only to improve students' level of achievement and

effectiveness of teachers on the basis of set criteria. Monitoring keep an eye on the things how

things are going more informal. Therefore, for checking quality of standards it may help

managers' role for monitoring and corrective action on ongoing basis.

Evaluation of Monitoring System Evaluation of the monitoring system is important, first of all,

as it helps to align achievement with predetermined monitoring system goals and test their

validity; secondly, it leads to the identification of the monitoring system strengths and

weaknesses, suggests enhancement of the monitoring system.

Need for Monitoring Framework in Education System

Monitoring the quality and the programmes of the education sector has been identified in order

to respond to the need to provide stakeholders with timely input on the success and viability of

educational programmes. Monitoring with formative as well as summative functions should be created. This should be an institutionalized regular operation and used as policy supportive tools to improve school management and provision of education. There is thus a need, rather than thinking of a collection of separate or unrelated operations, to take a sector-wise approach to monitoring. Consequently, all monitoring operations are part of a sector-specific system (Mishra, 2005). A robust assessment of the educational system is a major component of policy development to maximize human capital growth around the globe (Greaney and Kellaghn 2008). A monitoring system does more than gather data. A surveillance system collects more than information. It also provides information to decision-makers and other stakeholders in open formats in order to monitor quality and enhance sector management. It is vital, in the absence of the different stakeholders, that data created by the monitoring system be used to gain an enhanced management, leading to a vicious cycle of low reliability and poor utility. The success of the monitoring system depends on the use of the collected data and information. For improved management, data generated by the monitoring system should be used at any level of education sectors and subsectors (Mishra, 2005).

Need of Monitoring System in Primary School

Luginbuhl, Webbink and Wolf (2009) pointed out that the reform of schools has been an ongoing challenge. Proper monitoring of education is an essential component of an educational program that is eventually sustainable (Marriott & Goyder, 2009). They do not try to check the way the national curriculum is implemented in most instances. 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 exceptional experience (Holems, 2003). Monitoring and evaluation is not an end to itself. It is an instrument

to promote good governance, state-of-the-art leadership, creativity and change, and greater transparency. This program can deliver trustworthy, clear and relevant information when used properly. M&E Systems will help governments to monitor and improve outcomes and organisations, through their continuous input on performance, make more informed decisions and policies. National monitoring and evaluation (M&E) has inadequate financial and quality capacities in most developing countries. The need for evaluation cannot even be fully accepted by local authorities and at school level. The appraisal can be seen as a challenge to local development rather than as aid for it. Quantitative data could be misinterpreted, but qualitative information could be misrepresented. Consequently, information is often not revised and/or completely accurate (Kusek, 2004).

Present Monitoring System at Primary Level in Pakistan

Mechanisms have already been defined by most developed countries for monitoring the quality of education systems. The Education Sector Institutional Reform Project (ESIRS) for Pakistan was established in 1996 with the Integrated quality surveillance system (IPMS). The World Bank was supposed to fund the project if the Pakistani Government demanded it. The IPMS helps to track the training system. The tests The ESIRP project expected to produce many initiatives in the provinces, and some were therefore considered necessary at federal level for the establishment of an effective monitoring mechanism inside the program. This driving necessity led to a serious effort to develop a monitoring system (Khawaja, 2001). Fegan and Field (2009) stated that the main purpose of this project is to improve the monitoring and evaluation of education and to use the result. In July 2004, the Chief Minister of Punjab introduced a surveillance system for the development of primary education in four Punjab districts. The districts of Jhelum, Chakwal, Attock and Rawalpindi were these four. The supervision of schools

in whole districts consisted of only four management evaluation assistants (MEAs). Thus this plan, for improving schools, could not produce reasonable results. In 2006, Punjab's Chief Minister later introduced an educational and guidance free monitoring program. The goal is to track and report directly on the success of schools. The monitoring workers are so connected to educational institutions that they can independently track their everyday results. Evaluation Assistant monitoring (MEAs) is responsible for reporting teachers ' duties but not for doing so. To achieve the objectives of monitoring the following code of conduct has been formulated:

Duties of Monitoring Evaluation Assistants (MEAs)

1. Head teachers should informed first and then show her ID cards. Get data from heads and teachers and delegates. They will register before entering the office at female educational institutions.

2. They should not go to classes directly.

3. Towards teachers monitoring evaluation authority should show delicacy, in girls' school specially regarding Parda.

4. They should confine themselves to their preformed. Certain issues in schools outside their Performa should not intervene. The organizational affairs should not be messed with.

5. During suggested timings by Government of the Punjab, MEAs should visit schools otherwise after visit should be on the other subsequent day after due dates.

6. There should not anything write on school records.

7. Information related to monitoring district officers should not share to anyone except chief monitoring forces by the head teachers.

8. Motorcycles provided by the Govt. is not allowed for personal use.

9. In school teacher meetings are not allowed.

10. Performance related matters of teachers and students should not allowed to check by monitoring forces (Govt. of Punjab, 2007).

Duties of Head-Teachers in Monitoring Program

1. MEAs should delivered precise information by the head teachers.

2. Hard copy of ID of all teaching and non-teaching staff should be available.

3. All record must available at school all the time. It can be include school council fund, attendance register, *Farog-e-Taleem* fund, register *Dakhil Kharij* and free books register. The records should be in the custody in the other in charge of the school in the absence of head.

4. According to MEAs performa, the head teachers are responsible to show all records.

5. Performa given by MEAs should sign by the head teachers.

6.   Head teachers should made monitoring system convenient for monitoring officers. (Govt. of Punjab, 2007).

Objectives of the Study

The objectives of this study were:

1. to determine effect of monitoring education authorities practices on school teachers mental health.

2. to find out significant difference between male and female perceptions regarding monitoring education authorities practices on school teachers mental health.

3. to find out significant difference between male and female perceptions regarding monitoring education authorities practices on school teachers mental health in terms of their age.

4. to find out significant difference between male and female perceptions regarding monitoring education authorities practices on school teachers mental health in terms of their qualification.

5. to find out significant difference between male and female perceptions regarding monitoring education authorities practices on school teachers mental health in terms of their designation.

6. to find out significant difference between male and female perceptions regarding monitoring education authorities practices on school teachers mental health in terms of their area.

Results

Participants 1, 3 and 4answered that they were satisfied that monitoring education assistants affect the discipline of the school.

According, to the 2nd interview MEA's do have an effect on the discipline of the school. They say that MEA's effect the school on the basis of its size. In big institutions the MEA's do not have much out turn on the environment of school. On the other side in smaller organizations MEA's have great effect on the discipline of the school.

Participants 1,2,3, and 4 have the same perception, that the sudden visit of MER's in the class and then asking questions from the students become a cause of stress for the teachers.

Participants 4 answer that MEA's sudden visit effect the teaching strategy of teacher. The teacher come prepared for the lesson they are supposed to tech in the class. When to come to know about MEA's visit, they have to teach different material a part from regular lecture due to this the teachers undergo mental disturbances.

Participants2 and 3 raised the same issue as land 4 but they also highlighted the difficulty faced by the students MEA's test the children on the tabled there are many children who are unaware about the use of tablet. At this time the teachers who are supervising the students have to face strenuous situation.

Participants3 and 4 say that MEA's asks different questions form the students during their visit. So this fact becomes a reason for teachers stress becomes there are some students in the class who joined late. These students are unable to answer when a question in put to them. The dull response from the students make the teacher to lose her confidence.

Participants 2 says that MEA's test the ability of the students on the tallets. Whereas, some students are unaware about its use. The teacher are mentally effect by all this. So it is important to make the tables available to all the students interviewee number says MEA's suddenly enter the class and start asking the questions from the students. They take the memory test of the students which makes them confused. This does not only makes the student confused but the teacher also gets mentally upset by all this.

Participants4 say that when the MEA's visit the school and measure the strength of the students in the class. This action effects the self-respect of the teacher. The students might be absent of the teacher. The students might be absent on the day due to the bad weather or due to some events in the family. The teachers are stressed when MEA's count the number of student the class. The teacher is worried about what would the reaction of the MEA's and what kind of words they would use for her on the weak strength of the class.

Participants 2 says that the sudden visit of the MEA's and then investigating about the 100% strength of the teachers and students becomes the cause of teachers worry.

According to interviewee numbers the country the strength in the class does not only become the cause of teachers depression but it also demotivates her confidence and self-respect. Participants1,2,3, and 4 agree on the name point that unexpected visit the MEA's and then measuring the strength of the teachers, makes, the teacher depressed and affects her dignity. Participants4 commented that MEA's ask questions during complaint resolution which worries the teachers. Such questions are asked from the teachers which make them feel insulted and may are not able to answer properly.

Participants 2 and 3 give their opinions land say that whenever MEA's visits school and investigate compliment resolution. It becomes the causes of teachers insult because if people from outside start to affect the self-respect of the teachers. The teachers feel mentally disturbed. Participants1,2,3 and all agree that whenever MEA's visit the school they count the number of students in the class. On the day there might be weak presence of the students. It attendance might not be as the usual routine, so the teachers humiliated informant of the MEA's. Participants1 and 4 compliment that MEA's who visits different school no not much interested by being entertained with good refreshments on the other ride interviewee 2 and 3 say that MEA's demand for food and drink. If they are highly served with good refreshments they get satisfied and enter the nice feedback about the school.

Q10 Interviewee 1, 2, 3 and 4 say that when MEA's visit the school they take the attendance of the teachers. During this they try to pressurize the teachers. They punctuality of the teachers though the attendance register.

Participants1,2,3 and 4 said that remote that by testing the teachers through LND the teachers suffer from mental disturbance. They get worried about the performance of the students in the test. The teachers are unsure about the performance because it's a surprise test. A part from this

LND test is sometimes very difficult. If the students perform poorly in the test the teachers are demotivated. However, if the students show good results the teachers are highly appreciated and they get motivation from this.

Participants1, 2, 3 and 4 say that MEA's also look into the school hygiene. They give the report of this to the higher authorities but this does not have much effect on the physical and mental health of the teachers. This does not bring much change in the environment of the school.

Participants1 and 2 say that MEA's show extra sympathy with some students during their visit in elementary schools. They their exceptional reports and represent them to the higher authorities. Whereas, they mentally distribute other teachers.

However, participants 3 says that its very rare that MEA's show concern for the teachers. Their job is just to monitor the teachers and then submit their reports to the higher authorizes.

Participants 4 also says that MEA's do not have any soft corner for the teachers. There are some MEA's who get harsh while addressing the teachers. This leaves a bad impact on the teachers mind and effects their dignity.

Participants1,2,3 and 4 say that MEA's have the list of school indicators. They evaluate these indicators during their visits and feed the reports to heighten authorities. Higher authorities don't take action on this report and teacher feel mentally stress.

Participants1,2, 3 and 4 say that MEA's use hard words not only with students but also with teachers. This action of MEA's effect intellectual and developmental characteristics of teachers. Rule and harsh behavior and dealing with students also cause this disturbance for overall environmental of the school.

Participants1, 2, 3 and 4 say that MEA's harsh behavior while addressing with teachers during their visits effect the dinghy and respect of the teachers.

Mental Health

Participants1 and 4 say that we are not leading our lives according to our thinking's we have to face difficulties according to the principles of time. But participants 3 argue that my life of school and home is according to my will and participants 2 said that "*I depend on Allah Almighty for all my decisions of life. I am leading my life according to the will's of Allah Almighty. If I have to face difficulties and then I think it is from Allah Almighty and he will resolve it.*"
Participants1, 2 males said that we have done hard work and struggled throughout our lives. We want to progress sand develop ourselves and by doing r-workhand because every teacher want to improve and develop his life by struggle hard. The female teachers participants 3 and 4 views agreed and said that they want to develop their teaching profession by doing workhand and struggle.
Participants1,2,3,4 all makes and female agree on this view that they have complete control on their emotions, actions and thinking's.
Participants1,2 3, and 4 said that they want to lead live with calm and peace. If there is calm and peace in the environmental of school teachers have not to face hurdles and difficulties during their work.
Participants1 and 3 said if we are regular and do our work with responsibility and regularly than we have not to feel impatience and restlessness. Participants 2 and 4 said that if we do our work with devotion and internal motivation, we feel happy and pleasure during our work and get success.
Participants1, 2 and 3 said that it's a personal right of a man to be moody about things. Every person wants to do work according to his/her mood, but the interview 4 said that she is not

moody about all the uses of things she depends on the will and race of Allah's Almighty. She said that the satisfied the students during the instruction of her lesson.

Participants1 and 2 said they always plan each action of life they try their best to set the plan of life and interview 3 and 4 said they planned before dealing the matters of life.

Participants1,2,3 and 4 said that every person's wants to be happy, we should try to keep other people also deal with us with not care others who makes us disrupt and unhappy.

CONCLUSIONS

On the basis of data analyses, the following conclusions are drawn.

1. MEAs checked the balance/record of School Council (SC), Farogh-e-Taleem funds.

2. "MEAs also reviewed the number of meetings held during the past three months by the school board and the visit by the District Officer and the Deputy District Education Officer."

3. MEAs have tested the necessary equipment, building cleanliness, parks, and school playgrounds and classroom environment.

4. This monitoring system is valuable for the improvement of primary school.

5. MEAs regularly visited the school and spent 3 to 4 hours in a school.

6. School monitoring training did not received by MEAs.

7. Before visit to any school deputy district education officer did not inform by MEAs before the visit to any school.

8. MEAs have reviewed teachers ' involvement in any training program and number of teaching and non-teaching employees entitled to approved leave, official duties and unauthorized absence and approved teaching and non-teaching staff positions.

9. Head-teachers provide co-operation to MEAs during their visit to school.

10. Number of students present and absent in the class should be checked by the MEAs at the time of monitoring and also check Farogh-e-Taleem fund received per student.

11. MEAs examined the students ' level of cleanliness and a number of free sets of textbooks.

RECOMMENDATIONS

Following were the recommendations on the basis of the above findings.

1. Monitoring education authorities receive no school trainings. Therefore, MEAs should provide training before the 15 days of their appointments and an orientation session should be conducted.

2. District Education Officer / Deputy District Education Officer of education may be bound to visit each school within three months by using their authorities. They should maintain the file of schools and measured the performance of MEAs.

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