



## Significance of Monitoring and Evaluation to Improve Teaching Learning Processes in Secondary Schools of Karachi

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### Abstract

The aim of this study is purposive and focuses on the teachers, students, administration and parents' perception regarding significance of monitoring and evaluation to improve teaching learning processes in secondary private schools of Saddar Town, Karachi. Monitoring and evaluation are really pivotal procedures to enhance the standard and quality of learning experiences of the learners in the schools. The objective of this study was to examine and analyze the perception of the teachers, students, administration and parents associated with private secondary schools regarding the importance of monitoring and evaluation and its impact on teaching learning processes. Total 32 participants including, 10 teachers, 10 students, 6 administrative personnel and 6 parents were interviewed from different private secondary schools in Saddar Town, Karachi. The data of this qualitative research study was collected through interview from the respondents and then analyzed through thematic analysis. The results revealed that all stakeholders are agreed to implement these practices. These practices keep teachers accountable and responsible to update their skills and content knowledge and make them able to use modern pedagogies and updated skills to enhance learning experiences of the learners. It was recommended on the basis of the results that the government and policy makers and all respective stakeholders must need to be on same page regarding transparency of these processes without any favoritism and biasness. To avoid this, monitoring and evaluation must be done by professionally trained professionals with all ethical considerations. The human and financial resources must be provided by the school administration to conduct these practices.

**Keywords:** Monitoring and Evaluation, Teaching-Learning Processes, Private Secondary Schools

### Introduction

Education is the most crucial and critical sector of any country because this builds and flourishes the upcoming generation and develops the future of any country. This does not only impact the present but reshapes the future of the society as well. To make this sector most developed and updated with current trends of the era, continuous surveillance and checking are the most important benchmarks. The monitoring and evaluation are really significant for meeting the standards of this crucial profession (Javed., et al, (2021). Monitoring and evaluation are the processes being required to check out any errors, malpractices and deviations from the standard practices to require the maximum achievements of desired objectives. The extensive and rigorous implication of these evaluation and continuous surveillance processes really helpful to keep the teaching-learning processes impactful and well aligned with the current practices of the standard educational institutions and recent trends (kayani, et al., 2011)

Teaching learning processes are really pivotal to improve the quality of classroom practices. These improved and closely monitored processes are crucial to design and refine the instructional strategies and diversified learning styles of the students. In order to improve these dimensions of these practices, proper and effective monitoring and evaluation practices must be implemented (Sumardi, et al., 2020).

The Sindh province has multiple challenges and issues in getting excess to quality education because of lack of proper monitoring and evaluation system in this revolutionized sector. According to the constitution of Pakistan, the Article 25-A clearly stated that Education is the basic right of every child. Then in 2013, the Sindh government also passed this bill in order to improve the provision of free and quality education. This bill put pressure on the Sindh education literacy department to revive the monitoring and surveillance processes in order to highlight the weak performance indicators of this sector. But unfortunately these benchmarks are still being in phase of turbulence and have never been implemented effectively (Rind & Shah, 2022). The basic aim of the secondary schools is to provide skilled product for labor market and to produce productive and efficient literate individuals. But the students without skills and knowledge would not be effective and productive part of our market. These probable risks ratio could be reduced if these secondary schools will be monitored and evaluated through proper systems for provision of quality teachers and improved teaching learning processes (Sajjad & shah, 2013).

According to the National Digital Census 2023, the Karachi is the metropolitan city with 20.3 million population (Ayub, 2023) and in south the literacy rate was 77.79% , reported back in 2017 census (Pakistan Bureau of Statistics, 2017). But to produce effective and skilled productive market, does the educational system have any monitoring and evaluation system to meet the demands? Do the people of this fraternity and all stakeholders think that they need to have an effective monitoring and evaluation system, specifically for secondary schools? The aim of this study is to focus on examining the views and perceptions of the stakeholders, such as, the teachers, administrative members, parents and students about the effectiveness of evaluative and monitoring processes on outcomes and improvements of the private secondary schools in Saddar town of Karachi city. This study is limited to the perceptions of the all above mentioned stakeholders related to secondary schools in Saddar town of Karachi and will be focused on their insights. The participants of study must importantly have interaction at secondary level.

### **General objective of the study**

This study is conducted to understand the perceptions of the teachers, administrative members, parents and student regarding effectiveness of monitoring and evaluation to improve the teaching-learning processes in secondary schools of Saddar town in Karachi.

### **Specific objectives**

This study aims specifically to;

- Analyze the views of the principals, teachers, administrative members, parents and students about need of implementation of monitoring and evaluation practices.
- Examine the significance of effectiveness of Monitoring and Evaluation system in Schools.
- Analyze the impact of the monitoring and evaluation processes on teaching learning processes.

### **Research Questions**

- What do all stakeholders perceive about the significance of monitoring and evaluation processes in secondary schools?
- How do they observe the impact of the monitoring and evaluation processes on teaching learning processes?

## **Literature Review**

Abramovskikh, et al. (2021) defined the process of monitoring as the continuous practices of collecting data regarding performance of the faculty and instructional methods used by them, whereas, they explained evaluation as the intermittent periodic process of methodological and systematic data collection and interpretation for making decisions and judgments. These both are the most pivotal processes to bring improvement in teaching learning processes. Teaching learning processes are the practices being carried out by the teachers to improve instructional strategies and teaching pedagogies. These practices ultimately affect learners' outcomes. For improving these practices, the teachers undergo for training sessions, such as different conferences and short and long duration diploma courses. But the effectiveness and proper application of these courses can be analyzed through proper assessment and evaluation processes (Mehmood et.al, 2021). The monitoring and evaluation practices could be internal and external both. The proper system makes it more clear to check the standard of teaching learning practices that whether these are according to standards or not? Not only this, these processes also improve the transparency and accountability among practitioners. The proper implications of these surveillance processes help to improve the quality and keep teachers alert and active to go for more improved and updated teaching pedagogies and skills (Mehmood et al, 2021). Not only this, Abrahams, (2012) clearly considered M & E as the most critical practices to implement for management of proper human resources and financial resources as well. Because these processes help an institution to make informed decisions according to statistical results.

Although in Pakistan, after 18<sup>th</sup> amendment the educational sector has become decentralized and decreased the distance between policymakers and administration of schools. This decentralization will help the administrative units to implement the M & E easily. But, still on ground the realities are still challenging to implement these processes (Murtaza & Hui, 2021). Hussain, Bashir & Memon (2022) conducted a study and talked about the proper implementation of M & E. They also explained the challenges on ground. Such as, lack of properly trained and skilled professionals to conduct these practices and lack of having financial assistance in our setup. This research also stated about the political instability and interference and its impact on changing the administrative setups of educational sector. Which ultimately influence the policies at government level and also cause severe instability and inconsistency among the policymakers. These factors are also disturbing the objectivity and quality of M & E practices in education system. Lack of financial resources and professional manpower are making the implementation more challenging and turbulent. Although despite these all factors 79.4% teachers showed their interest that the checking and monitoring process will help them out to keep themselves more accountable and motivate for further professional development. 61.8% teachers made statement regarding professional efficiency and efficacy after went through these surveillance processes. While regarding administrative and financial effectiveness and efficacy 60% respondents of the study declared that the effective implementation of M & E is necessary. Not only this, the 63% of the respondents had experienced, who went through these processes more improvement in their pedagogies, skills and teaching practices and overall improvement in teaching learning processes at both ends. The same study concluded that the M & E are the mandatory processes to bring improvement in teaching learning processes as these practices help teachers to gauge their strength and weaknesses in instructional strategies, knowledge and skills. After interpretation of collected data, the administration can find out the areas for improvements and can look for implementation of corrective mechanisms wherever needed for achieving the maximum outcomes of the teachers and at the end of the day the students' academic outcomes as well (Hussain et al, 2022).

## **Research Methodology**

The qualitative research design was used. The purpose of the study was to find out the perception regarding significance of monitoring and evaluation to improve the teaching learning processes in secondary private schools of Saddar Town, Karachi. The population for this study was the

teachers, students, administrative personnel and parents associated with private secondary schools of Saddar Town, Karachi, Pakistan. The purposive design sampling was used to draw the samples. For this study and the 10 teachers, 10 students, 6 administrative personnel and 10 parents were interviewed from different private secondary schools in Saddar Town, Karachi. The four different questionnaires had six broad questions were designed for the interview. The interview was semi-structured as the per-designed questionnaire was provided to the respondents. The responses were recorded. The data was analyzed by thematic analysis.

## Data Analysis

**Table 1 Respondents: Teachers**

S. No	Themes	Category	Codes with Frequency (f)
1	Implementation	Agreement	Yes (10) No (0)
2	Outcomes	Experiences	Accountability (5) Track progress (4) Conscious efforts (1)
3	Performance	Training	Attend training sessions (5) Update skills (3) Update Knowledge (2)
4	Students' Outcomes	Academics improvement	Individual attention (6) Implement new strategies (2) Build relationship (2)
5	Motivation	Professional development	Motivate (6) Stressful (4)
6	Accountability	Consciousness	Yes (8) No (2)
7	Impact	Classroom practices	More updated skills( 6) Improved Content Knowledge (4)
8	Professional Growth	Professionalism	Yes (9) No (1)

**Table 2: From Students**

S No.	Themes	Category	Codes with Frequency
1	Outsider's visit	Observation	Once in a week (3) Once in a month (5) Twice in a month (2)
2	Choice	Comfortable	Like (5) Dislike (5)
3	Teachers' attitude	Change	Becomes Conscious (8) Delivers more better lecture (10)
4	Observers' attitude	Taken into loop	Yes (1) No (9)
5	Visits	Intimation	Informed (5) Uninformed (5)
6	Classroom Ambiance	During visit	Engaging (10) Not effective (0)

**Table 3: From Administrative Personals**

S No.	Themes	Category	Codes with Frequency
1	Implementation	Practice	Yes (6) No (0)
2	Resources	Expenditure	Yes (6) No (0)
3	Impact	Decision Making	Helpful (6) Not helpful (0)
4	Academic achievement	Improvements	Improved (6) No improvements (0)
5	Feedback	Teachers Parents Students	Satisfied (6) Accountability (6) Academic improvements (6) Professional staff (6)

**Table 4: From Parents**

S No.	Themes	Category	Codes with frequency
1	Feedback	Complaints Handling	Yes (6) No (0)
2	Duration	Response	Within a week (1) On the spot (5) Depends on type of complaint (6)
3	Parental involvement	Suggestions	Taken on board (6) Never (0)
4	Satisfaction	Teachers' performance	Yes (5) No (1)
5	Professionalism	Teaching-learning processes	Qualified (5) Not qualified (1)
6	Monitoring and Evaluation	Implemented	Yes (6) No (0)
7	Financial support	Service charges	Willing to pay for implementing M & E services (0) Not willing (6)

**TABLE 5: Details of Respondents**

S No.		Gender	Experience	No. of Respondents
1	Teachers	Female	6-8 yrs	6
		Male	10-15 yrs	4
2	Students	Girls	Secondary classes	5
		Boys		5
				(10)
3	Administrative personnel	Female	12-15 yrs	3
		Male	10-20 yrs	3
				(6)
4	Parents	Female	Secondary classes	3
		Male		3
				(6)
		<b>Total</b>		<b>32</b>

## Results

Monitoring and evaluation are the two pillars which are supporting the overall improvements and survival of the educational institutes in this modern era of diversity and new inventions. These practices are really important to sustain any educational institute in this comparative environment. From the above responses it has been so clear that all stakeholders are agreed to implement these practices for the sustainability and progress of this sector.

**Teachers** agreed to implement these practices in order to bring accountability and transparency in this setup but really stressed to implement these processes systematically and efficiently. Most of the teachers responded that these practices are being implemented in their setup and they observed that these brought more accountability and transparency in their setup. They personally became more responsive, accountable and responsible to perform best as they knew that they were being monitored by section head and other relevant officials. They were being told that how did they need to make improvements in their practices and how did they need to improve the students' outcomes.

Although these practices motivated them to put their best efforts but sometimes they felt demotivated when some incompetent people evaluated them and they faced destructive criticism. They stressed to hire professionally trained personnel to conduct and implement these practices. Teachers were agreed that the implementation of monitoring and evaluation practices made them more accountable and responsive and got more insight of their weaknesses as well. So these had really intended them to get themselves more motivated and enthusiastic to improve and update their skills and knowledge. Most of the teachers said that the monitoring and evaluation assist them to be more conscious and alert to make improvements in Teaching-learning practices and to build positive relationships with the students, as they knew they are also stakeholders of these processes.

**The students** responded that they observed different people visited their classes on and off. Although few of them stated that they do not like this practice as they observed that their teachers became more conscious and alert during these visits. Sometimes they were informed and some visits were uninformed. They were never been taken into loop by the visitors. But they didn't like the conscious efforts of the teachers. Most of the students observed that during visits the class became more engaging and active but teachers seemed to be more stressed and vigilant to avoid any discipline issue or mishap.

**The administration** personnel including the Principals and Vice Principals, really appreciated the implementation of these monitoring and evaluation practices but they showed their side of stress as they did need to bear extra expenses to conduct these processes. They needed to have professionally trained individuals to conduct these processes in order to avoid any misguided or error full data. They believed that these processes are really helpful to take an informed decision on the basis of facts and collected data. Not only this, the monitoring and evaluation processes are really helpful to track the progress of the students and to highlight any deviations from the stated objectives. These processes are really helpful to set short and long-term educational goals of the institute.

Although they felt few teachers were really reluctant to implement these practices as they thought the observers were not trained to conduct these practices. They requested to make these more systematic and transparent. Parents always appreciated but reluctant to support the institute financially to conduct these. The students never registered any feedback.

**The parents** are also in favor of implementation of these processes. Most of the respondents said that their complaints are usually being dealt on priority by the school management and them usually being taken on board to address any situation. They said the proper check and balance help any institute to track any malpractices and help to improve the skills of the teachers which

ultimately brings improvements in teaching-learning practices and academic performance of the students. Most of the parents were not in favor of supporting the institute financially to conduct these practices as they think these practices are the internal administrative matter and the School must bear expenses themselves as ultimately these are going to be benefited by these processes because our moral support and satisfaction are enough to promote the existence and survival of this institute in that area.

### **Discussion and Conclusion**

From above data analysis, it has been clear now that all the stakeholders are anonymously agreed to implement the monitoring and evaluation practices systematically and transparently to improve the teaching learning processes in the schools. None of them denied the significance of these practices. Datahan, (2020) also stated that these monitoring & evaluation practices are really crucial to enhance the teaching practices and impact on academic improvements of the students as well. Although the transparent implementation in systematic way is really pivotal to build trust of all stakeholders. These are really crucial to drive the sense of accountability, responsibility and ownership among the teachers, because through these processes the teachers come to know about their strengths and weaknesses and then they start working to bring improvements in their skills and also trying to update their pedagogies and subject knowledge. These all efforts ultimately enhance teaching-learning practices within the classroom.

Not only monitoring and evaluation practices impact on the performance of the teachers and students but, these also help the administration to check and track the progress of their short and long term goals. Alongside they also can get informed decisions based on collected data and results. They can easily monitor any deviation from preset objectives and can implement corrective measures wherever necessary. But these processes need proper resources to conduct in context of finance and human resources. Again these become challenging for the administration to provide. For provision of these resources when they want to have support from the parents then they do not have this from the parents. But malpractice and poor monitoring can result in fabrication of trust of teachers and this will result in reluctance from the teachers. Therefore, it is really important to conduct these practices by professionally trained practitioners and with provision of all financial resources (Ndungu, et al., 2015).

Not only this, the proper conduction of these practices are really significant to get trust, support and favor from the parents as well. Because these are really pivotal stakeholders to have survival and sustainability of any institute in that particular locality. Monitoring and evaluation are significant to improve the teaching learning practices and these ultimately impact in the academic and extra-curricular achievements of the learners, which are really pivotal to get the parents aligned with the objectives of that particular Educational Institute.

Although the implementation of these practices need to be more systematic in order to make students and teachers comfortable and habitual to these. The Ethical considerations are really crucial to practice as the visits can really turbulent the normal classroom practices. Otherwise these can interrupt the normal classroom routines and practices, and ultimately can loss efficacy due to resistance among these stakeholders. Cacciattolo (2015) also suggested to take great care of these ethical considerations while conducting a study.

Although this phenomenological study has been conducted in the schools where the stakeholders experienced these practices and again the perceptions are purely based on their experiences. This study has been conducted in private secondary schools of the Saddar town, Karachi and only perceptions of teachers, parents, students and administration have been analyzed to state the significance of Monitoring and Evaluation to improve the teaching learning practices in private schools, and these perceptions could vary from person to person and area to area as well. But not expected to change drastically. As the significance of any process could somehow more or less but

can't be obsolete in any locality. May be in some setups where these practices have not been initiated yet or may be just implemented or may be malpractice would let the stakeholders to state different aspects differently. Again the experience is really important to share perception by the individuals. People who have experienced these can share their perceptions clearly as compare to those who haven't experienced yet.

From the above findings, now it has been so clear that the systematic and transparently implemented monitoring and evaluation practices by the professionally trained practitioners are really significant to improve the teaching-learning processes in Private secondary schools. These practices bring accountability among the teachers to implement most updated pedagogies and instructional skills within the classroom and ultimately enhance classroom practices to improve students' engagement and academic achievements.

Not only this, this has also been clear that these practices help the School administration to take informed decisions in order to improve the achievements of the Institutional goals and to gain the trust of the teachers, students and the parents.

### **Recommendations**

After the findings of this research study and analysis of the results, it is recommended that;

- Monitoring and evaluation practices must need to be implemented systematically in order to enhance the learning experiences of the students. But, this needs to be done by properly trained professionals.
- Proper campaign must be drive to align all private schools to implement monitoring and evaluation practices with all ethical considerations.
- Teachers must be taken on board to design policies regarding implementation.
- Government must support these practices at private and public sectors both.
- Educationists must need to conduct conferences and workshops to introduce training courses for practitioners.
- Government must need to provide financial support to schools for practicing these procedures.
- All stakeholders must need to be taken on board to build consensus about implementation of monitoring and evaluation practices.
- Although these practices enhance the teaching-learning processes but, the other factors must need to be taken into account.
- Administration must be well aware about the positives and negatives of these practices.
- Monitoring and evaluation practices must need to be practiced with all ethical considerations in transparent and unbiased environment.

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