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Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health

¹Sumaira Munawar, ²Khadija Sittar, ³Misbah Malik

¹Assistant professor, Lahore Leads University, Lahore, Pakistan, sumairamunawar16@gmail.com

²Institute of Education and Research, University of the Punjab, Lahore, Pakistan,

khadijasittar@gmail.com

³Lecturer, Institute of Education and Research, University of the Punjab, Lahore, Pakistan,

misbah.ier@pu.edu.pk

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ABSTRACT

Teachers' mental health not only increases their efficiency, professional growth and development but also their effects their personality. Punjab education department established Monitoring education authorities to improve quality of education by monitoring quality indicators. Monitoring practices of Education Assistants may affect the mental health of teachers on their workplaces which culminate in low performance. The objective of this study was to determine effect of monitoring education authorities' practices on school teachers' mental health. 300 elementary school teachers were selected for data collection through cluster sampling technique in District Sheikhupura. Data collection was done through survey questionnaire with 17 statements. Findings revealed that a significant correlation between teachers' performance and motivational techniques used by their heads. A pilot study was conducted to validate cronbach's alpha 0.86 which statistically significant. Furthermore, following practices of Monitoring education authorities are effecting mental health index. On the bases of these findings that it is recommended that the government might give training to MEAs for improving their behaviours during their visits in schools.

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Corresponding author's email address: sumairamunawar16@gmail.com

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1. Introduction

The socio-economic development of any country is based on the most important indicator called education. For a nations' socio-economic development it is a vital investment and given importance in all over the world. According to Government of Pakistan (2009) the role of education as a reform and development of a country is emphasized in all the education policies of Pakistan. In Pakistan there is no

proper attention on quality of education. Total 2 percent of GDP is investing by the federal and provincial government which is very less to promote education in the country. World Bank (2004) described that in our country both quality and quantity of education is poor. This backwardness has many reasons. Some of them are poverty, lack of infrastructure, lack of funds and teachers' absenteeism. It is difficult in organizations of education to introduce the system of complex management in order to develop the means of modification for creation and formation of modern system (Sergeevich & Sevastjanovna, 2020).

According to Muriuning (2015) "monitoring is a continuous process of collecting information, providing check and balance and presenting factual position of assigned work." The relevant information is gathered through monitoring process. "It is a type of evaluation that collects concrete information utilized for program reformation (Noh, 2006)". Mental health, in layman terms, is a "level of psychological well-being, or an absence of a mental disorder". According to various personnel and professional demands the level of mental health being effected in teachers. The social, physical and mental health of teachers not only develop teachers' personality but it also adds to the teaches' efficiency. (Lucas & Kate, 2019).

According to McCutcheon (2007) we have to remove these reasons in order to achieve national education goals. It is reviewed in the education policy of Pakistan recently that there are two main reasons (lack of commitment and implementation) because of them previous educational policies did not achieve the targets. Through motivation commitment gap might be filled and through better monitoring system implementation gap may be filled. Government of Pakistan (2009) recommended that in education sector monitoring system should be strengthen. The successful key to implementation of any educational program adequate, inclusive, rigorous, supervision and continuous monitoring are the most important elements. In order to assess implementation progress readily, there is need to some kind of mechanism for newly program introduced in any educational settings. This type of mechanism is called monitoring mechanism (Donkoh & Dwamena, 2014).

Khawaja (2001) stated that activities of monitoring and supervision by monitoring education assistant within an educational system. "Monitoring is a type of evaluation that collects concrete information utilized for program reformation" (Noh, 2006). According to Shah (2009) "monitoring is a continuous process of collecting information, providing check and balance and presenting factual position of assigned work." The relevant information is gathered through monitoring. According to Shami (2009) monitoring involves results of communication at appropriate management level and for future evaluation of storage of information. For effective implementation of any program, monitoring is an effective part of management.

According to Tatnack (2000) "monitoring is an aspect of both accountability and development." There are two types of monitoring functions i.e. passive and active. Without proper monitoring any organization cannot be achieved their desired goals. Therefore, in all developed countries there is an effective and organized system of monitoring in the world. Shah (2004) defined that in order to ensure quality education effective monitoring is an important part of management system. The following steps involved in monitoring; objectives formulation, instrumentation, and aims of education. Through these steps it is ensured whether these objectives are achieved vigilantly or not. Many countries have their own monitoring system in all over the world. The monitoring education in Pakistan lies with the education department itself. The responsibility of monitoring school programs are the responsibility of heads who are the immediate boss of the institution. On the other hand EDOs, DEOs, DDEOs, and AEOs are responsible for planning, organizing, staffing, directing, leading, controlling, monitoring and evaluating the institutions.

Under the Punjab Education Sector Reforms Program (PESRP) in 2000, Government of the Punjab (2001) has reforms in education sectors. PESRP has three pillars responsible for quality education. In 2001 under the act of devolution power, provincial government introduced an external monitoring

system called Program Monitoring and Implementation which was initiated to enhance quality of education, access to education, allocation of resources to support devolution and improve governance in Punjab at provincial and district level. The programs and projects of government of the Punjab are monitoring by the Monitoring and Implementation Unit (PMIU). In all thirty five districts there are appointed thirty five District Monitoring Officers (DMOs) for this purpose. "These DMOs had been appointed directly by the Chief Minister Secretariat after recommendation of services and general administration department of the provincial government and they were appointed from District Management Group." A sub department of monitoring cell PMIU called monitoring cell was established to monitoring educational programs.

In order to collect data from schools retired Junior Commissioned Officers of army (JCOs) were appointed. The designation given to these newly appointed field workers are called Monitoring and Evaluation Assistants (MEAs). The monthly reports are sent to District Monitoring Officers made by them. Then further copies of these reports forwarded to the DCO and Chief Minister of Punjab. According to the report given by DMOs it is the duty of DCO to give instructions to concerned education officer to take action on these reports. At district level under the DCO both departments are working. The data is gathered by monitoring system through public education system and third party validated the data. With the help of these stake holders (EDOEs, DEOs, DMOs and heads) through PESRP has to improve the Punjab province education system. Under the PESRP at primary and secondary level enrollment rate has been increased (GOP, 2007).

Many factors like devolution of power, external and internal motivation, commitment and efforts of government and media campaigns are responsible for this gain. In order to take corrective actions, monitoring system provide facts and figures provided by these factors. There is need to find effectiveness of both systems working parallel to the both monitoring system. Mental health of teachers are affected by this strict monitoring system. Therefore, researcher intended to investigate the effect of monitoring evaluation on mental health of teachers.

2. Research Questions

Following research questions were formed in this study.

1. Is there any significant difference between male and female teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health"?
2. Is there any significant difference between rural and urban teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health"?
3. Is there any significant difference between B. Ed. And M. Ed. teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health"?
4. Is there any significant difference between PST and EST teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health"?
5. Is there any significant difference between teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of their qualification?"
6. Is there any significant difference between teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of their age?"

3. Research Methodology

Present study was quantitative in nature. The survey method was used to collect data. Population of the study was all the Government Elementary School teachers working in schools of District Sheikhpura. Sample of the study was 300 elementary school teachers.

4. Instrumentation

Questioner was used for data collection. The researcher used a self-compiled questionnaire for data collection. The questionnaire consisted of five point Likert scales. Responses of the items rated on five point likert type scale from 'strongly agree 5' to 'strongly Disagree 1'.

5. Data Analysis

Data were analysed by using inferential statistics (independent samples t-test).

Table 1

Comparison of Male and Female Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health

Variable	Gender	N	M	SD	t-value	df	Sig.
MEAS	Male	121	57.09	11.34	4.872	298	0.094
	Female	179	50.21	12.42			
Mental Health	Male	121	49.39	7.90	0.859	296.885	0.003
	Female	179	50.40	12.47			

The mean scores regarding the perceptions of male and female teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health" was shown in table 1. No significant mean difference between male and female teachers' was found at $p \leq 0.05$ level of significance. Whereas, male and female teachers have mean difference regarding mental health at $p \leq 0.05$ significance level.

Table 2

Comparison of Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of Local

Variable	Area	N	M	SD	t-value	df	Sig.
MEAS	Rural	172	54.21	12.67	1.980	298	0.775
	Urban	128	51.35	11.99			
Mental Health	Rural	172	49.05	7.99	1.625	190.048	0.001
	Urban	128	51.26	13.73			

The mean scores regarding the perceptions of rural and urban teachers about "Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health" was shown in table 2. A significant mean difference between male and female teachers' was found at $p \leq 0.05$

level of significance. Whereas, rural and urban teachers have mean difference regarding mental health at $p \leq 0.05$ level of significance.

Table 3

Comparison of Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of Professional Qualification

Variable	PQ	N	M	SD	t-value	df	Sig.
MEAS	B. Ed.	171	52.67	13.67	0.820	294.887	0.001
	M. Ed.	126	53.81	10.26			
Mental Health	B. Ed.	171	48.46	9.32	2.964	295	0.525
	M. Ed.	126	52.20	12.41			

The mean scores regarding the perceptions of B.Ed and M.Ed. teachers about “Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers’ Mental Health” was shown in table 3. A significant mean difference between B.Ed and M.Ed. teachers’ was found at $p \leq 0.05$ level of significance. Whereas, B. Ed. and M.Ed. teachers have no mean difference regarding mental health at $p \leq 0.05$ significance level.

Table 4

Comparison of Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of Designation

Variable	Designation	N	M	SD	t-value	df	Sig.
MEAS	EST	151	53.60	12.40	0.763	297	0.889
	PST	148	52.51	12.42			
Mental Health	EST	151	50.58	9.49	0.828	297	0.665
	PST	148	49.54	12.01			

The mean scores regarding the perceptions of PST and EST teachers about “Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers’ Mental Health” was shown in table 4. No significant mean difference between PST and EST teachers’ was found at $p \leq 0.05$ level of significance. Whereas, PST and EST teachers have no mean difference regarding mental health at $p \leq 0.05$ level of significance.

Table 5

Comparison of Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of Age

Variable	Sum of Square	Mean Square	<i>F</i>	<i>df</i>	<i>Sig.</i>
MEAS	168.753	84.377	0.543	2	0.582
	46175.234	155.472		297	
	46343.987			299	
Mental Health	152.168	76.084	0.644	2	0.526
	35097.832	118.175		297	
	35250.000			299	

Age wise mean scores regarding the perceptions of male and female teachers about “Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers’ Mental Health” was shown in table 5. “No significant mean difference between male and female teachers’ was found at $p \leq 0.05$ level of significance”. Whereas, male and female teachers have no mean difference regarding mental health at $p \leq 0.05$ level of significance.

Table 6

Comparison of Teachers' Perceptions regarding Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers' Mental Health in terms of Qualification

Variable	Sum of Square	Mean Square	<i>F</i>	<i>df</i>	<i>Sig.</i>
Qualification	141.759	70.880	0.456	2	0.634
	46202.227	155.563		297	
	46343.987			299	
Qualification	105.410	52.705	0.445	2	0.641
	35144.590	118.332		297	
	35250.000			299	

Qualification wise mean scores regarding the perceptions of male and female teachers about “Effect of Practices Executed by Monitoring Education Assistants on Elementary School Teachers’ Mental Health” was shown in table 6. “No significant mean difference between male and female teachers’ was found at $p \leq 0.05$ level of significance”. Whereas, male and female teachers have no mean difference regarding mental health at $p \leq 0.05$ level of significance.

6. 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. The necessary equipment would be tested by MEAs like, cleanliness of building, parks, and school playgrounds and classroom environment.
4. This monitoring system for the improvement of primary education system is valuable.
5. Daily three to four hour MEAs should visit by MEAs regularly in schools.
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. Head-teachers provide co-operation to MEAs during their visit to school.
9. 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.
10. MEAs examined the students ' level of cleanliness and a number of free sets of textbooks.

7. 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. Before visiting to any school MEAs should informed by District Education Officer / Deputy District Education Officer, therefore, the visit schedule should be provided to the District Education Officer/ Deputy District Education Officer by MEAs.

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