

THE IMPACT OF MONITORING AND EVALUATION SYSTEM ON TEACHERS' ABSENTEEISM

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Abstract

The study was conducted to assess the impact of Monitoring and Evaluation on Teachers' Absenteeism in Schools of Pakistan. Among about 156 districts 14 districts were selected at convenience. All heads of Secondary/Higher Secondary Schools and District Education Officers (DEO) of these districts were taken as sample. Data were collected by questionnaire managed by researcher by personal visit to the respondents. 17 Education Managers from the selected districts / regions of Pakistan who were participants of 13th one month National Training Workshop on Educational Leadership and Institutional Management under ELIM project phase-IV held on April 16 to May 11, 2018 in AEPAM, Islamabad. Monitoring and Evaluation is found effective in controlling the Teacher Absenteeism. The respondents proposed to restructure the monitoring and evaluation mechanism with new post and qualified staff.

Keywords: Teachers, Absenteeism, Monitoring, Evaluation, Schools

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1. INTRODUCTION

Teachers are the main contributors in development of education. They pass on knowledge, skills and values in new generations. The teachers play affective and crucial roles in building and development of the new generations. In fact they considered in a way our nation builder. Teachers are the one of the main pillars of sound and progressive society. In education system teacher is hub for development in quality education. Our educational system is facing magnitude of problems due to which school efficiency and effectiveness are badly affected and resultantly threats to quality education.

Declining school quality and efficiency are two of the most serious problems in Pakistan within the boarder frame work; one issue is seen as particular threat to the quality of education is the teachers' absenteeism. High rate of teacher absenteeism cut to the heart of student learning by denying pupil direct instructional time.

Until few years ago the role of teacher absenteeism and accountability has gone largely explored. Absenteeism is viewed as a lack of professionalism and reflects, in addition an inefficient use of resources in National Education Budget.

In education, teachers' absenteeism is a serious problem in schools. Teacher's absenteeism is very harmful for the future development of the nation. The finding of the research conducted by Mary (2009) indicates that higher teacher's absenteeism lead low performance of the students. Teachers' absenteeism also affects the other teachers as they feel that attendance is not important matter. Due to teacher's absenteeism student lose the desire to learn.

Teacher absenteeism a matter of severe distress internationally and nationally that rightfully warrants much attention (UNESCO, 2005.) is becoming as increasing concern in developing countries (ECD, 2004). In Pakistan a key argument, however is that causes and conditions that affect these practices vary from area to area.

Absenteeism is more prevalent in poor regions in rural setting where infrastructure and the school facilities are insufficient. Unfortunately Pakistan is also included in the list of those

countries that are facing the various problems of teacher absenteeism. It leads the low quality education, negative motivation to students, higher dropout rate and low retention rate. In survey conducted by government of Pakistan, the teachers' absenteeism was up-to 35% in northern Pakistan and 22% in province of Punjab (1997). These statistics shows the alarming situation of education in Pakistan. It can be compared with 5% of teacher absenteeism in United States (World Bank, 2004).

It is evident from researches that teachers' absenteeism affects the learning of the students and performance of the student in the examinations. The studies of (Wood and Montgno, 1997) showed that large number of absence of teacher effect the student's achievements in negative way. Pakistan is a developing country and ranks at 113th position among 120 countries of the world and literacy rate only 58% (AEPAM Pakistan Education Statistics 2017-18). Low literacy is due to many reasons. In Pakistan the literacy rate is abysmally low and teachers remain absent from schools frequently very less number of researchers have been especially focused on it as educational issues. That's why present study was conducted to address this very important issue and to monitor it.

Teacher absenteeism is a major challenge across the jurisdiction. Its implications are wide ranging, from inhabiting student and attendance to draining school resources and increasing time spent on replacing class room instruction and managing attendants, addressing the impact of teacher absenteeism requires information about underlining cause and condition that keep teacher away from the class rooms.

The developmental, social and economic costs of the teacher absenteeism can be felt among student, school and by extension, the wider community. The absenteeism of teachers can be stopped through proper monitoring and evaluation system.

Different governments had opted for substantial reforms for monitoring and evaluation of teachers. Another promising policy is to increase the monitoring and evaluation of the teacher's attendance by involvement of communities.

Armed with all this new evident on teacher attendance, performance and incentives are the best methods for combating absence and encouraging better performance in any given school system depends on the context including the profiles of teachers, the general quality of governance in the country or region. The support and monitoring by the education departments and the community involvement in school management can be beneficial to discourage the teacher absenteeism. Thus the present research is focused on how attendance of teachers can be improved and teachers effectiveness more generally by monitoring internally and externally. Monitoring is a tool of management which provides basic information about the implementation of progress or project.

Regulatory bodies of states also monitor the concerned departments through some monitoring system. Education is key area in this respect because it is an agent of change and future of nation depends on education. Historically education was monitored through inspectors, senior officers of the department who arranged sudden visits of the schools which were known as school inspections. Monitoring is a refined form of inspection in which the functions of inspection and supervision are included. The absenteeism of teachers can be stopped through proper monitoring.

1.1 Statement of the Problem.

Teacher absenteeism is a huge concern both internationally and nationally. If it is not well managed the resulting consequences can be disastrous for schools and most important, the student. So this research is designed to investigate proper monitoring and evaluation and its impact on teachers' absenteeism.

1.2 Objective of the Study.

The objectives of the study include:-

- To investigate the causes of teachers' absenteeism.
- To analyze monitoring and evaluation system for controlling teachers' absenteeism.
- To analyze impact of teachers' absenteeism on students learning.

1.3 Significance of the Study.

The study was undertaken to investigate the impact of monitoring and evaluation on teachers' absenteeism. This would have immense importance for education policy makers, education

managers for effective addressing of teacher' absenteeism as the high rate that has been described as a symptom of its poor strategic management.

1.4 Delimitation of the Study.

This study was delimited to only fourteen sample district of Pakistan.

- Punjab (Gujranwala), Sindh (Shaheed Benazirabad (Nawabshah) Hyderabad) Balochistan (Loralie, Jhalmagsi, Chaman, Zhoob), Khyber Pakhtoonkhaw (Dera Ismail Khan, Dir), AJK(Mirpur), FATA (Bajor Agency), Gilgit-Baltistan (Astore, Skardu) and ICT (Islamabad).
- The respondents of the study were district education managers, Head of the Secondary Schools of the Sample District.

2. LITERATURE REVIEW

2.1 Management of Education System

The Country is a Federation of four provinces, each with a parliamentary system, Punjab, Sindh, KPK& Balochistan and four areas including Federally Tribal Administered Area FATA (now going to be merged in KPK), Northern Areas GB, Azad Jammu & Kashmir AJK and Islamabad Capital Territory ICT. The division of responsibilities of the federation and provinces has been defined by the Constitution of Islamic Republic of Pakistan 1973. After 18th constitutional amendment now education is a provincial subject. The provincial education departments are headed by the education ministers of the respective province and the executive authority is vested with the respective education secretary. Each province / area is divided into divisions and districts for administrative purposes. District governments have been established across the country under the Devolution Ordinance 2001. The department of education in each district is headed by Executive District Officer (EDO), Chief Executive Officer (CEO), District Education Officer (DEO) etc. The district management of education department is responsible for educational planning, management and implementation in the respective areas in line with the school education policies. Furthermore provincial governments determine the priorities which need to be accomplished by district management. The district governments have acquired lead responsibilities in deciding where to establish new schools and how to finance for their construction. They are also responsible for inspecting and monitoring of the schools to ensure the

compliance with standards and in carrying out the annual evaluation of teachers and head teachers.

2.2 Importance of Teacher.

The founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah said in his message to first educational conference held in Karachi that the future of Pakistan depends upon education, which we will provide to our younger generation (Government of Pakistan,1947). Teacher is the most important person in teaching learning process. An effective learning cannot take place without affective and efficient teacher. Teacher is also considered the most important indicator of quality of education. Basically teacher is implementer of educational policies (Government of Pakistan 1998). If teacher is un-competent and un-committed then any policy cannot be fruitful. Competency of teacher depends on his qualification, teaching skills, positive attitude and effective motivational and communication skills (Government of Pakistan, 2010). These things can be improved with help of increase in-service training; commitment by the teachers is difficult to improve. To improve commitment in teachers, incentives in the shape of reward, performance certificates, advance increments and promotion may be helpful tools.

2.3 Teacher absenteeism.

Teacher absenteeism is a world-wide problem. It was found that 16% in Bangladesh, 14% in Ecuador, 25% in India, 19% in Indonesia, 11% in Pert, 15% in Papua new Guinea, 27% in Uganda and 17% in Zambia (World Bank 2004, p 143). Like other parts of the world teacher's absenteeism is a crucial problem in Pakistan. It is found in many shapes, as complete absent, on leave, late arrival and early departure and present in school but absent from classrooms. There are number of reasons for teachers' absenteeism. Bad health, insecurity of female teachers, long distance of duty station from residence, lack of commitment, low salary, lack of availability of transport, lack of motivation by seniors and political involvement are some of the reasons of teachers' absenteeism (Haroon and Sabir 2010). The study of World Bank shows that teachers' absenteeism was found greater in number in the rural areas than the urban areas, schools away from the roads have more problem of teachers' absenteeism than schools near to the roads, high poverty area than low poverty area and schools having poor infrastructure than good infrastructure.

2.4 Causes of Teacher Absenteeism.

The main causes of teachers' absenteeism are as under:-

1. According to World Bank (2004) poor monitoring and supervision and lack of accountability is the major reason of teachers' absenteeism.
2. Political involvement in education sector is the second major reason of teacher absenteeism, like transfer, posting etc (World Bank, 2004).
3. Civil servants act is another reason of teachers' absenteeism in Pakistan as it protects the employee whenever the employee is struck off from service. It encourages the employee that higher authority cannot do anything against them except transfer.
4. Pakistan is facing number of diseases like T.B, Cholera, Typhoid, Cancer and many seasonal diseases. The ill and chronic (patients) teachers are unable to attend the school (on medical grounds) and hence they remain absent from the schools.
5. Domestic chores also become the reason of teachers' absenteeism.
6. Due to meager salary most teacher are forced to do part time job to meet the economic needs, so they left the school before the close timings of the school
7. Distance from home to duty station is also a major reason of teachers' absenteeism.
8. Absence of motivation by higher authorities is also a cause of teachers' absenteeism. Unfortunately teachers are behaved equally either their performance is 100% or zero percent. Practically there is no concept of punishment and reward.
9. One of reasons of teachers' absenteeism is poor in-service training of teachers. The Pre-service training of teachers in Pakistan is only one year. In which the teachers are taught some pedagogical skills. They are not motivated well to perform their duties.
10. Education is neglected sector in Pakistan. Only 2% of Gross Domestic Product (GDP) is consumed on education.

2.5 Monitoring and Evaluation of the Teachers.

Monitoring is an activity that involves continuous and systematic, checking and observing of a program or a project. Evaluation on the other hand is judging, appraising or determining the worth, the value and quality of a program. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved (Handbook for inspection for educational institutions, 2000).

Monitoring and Evaluation is done in the education sector to monitor program like quality of education. In education two activities take place, these are teaching done by the teachers and learning by the students. The principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on (William, 2000). Monitoring is the means by which information is gathered while evaluation is the judgment on the effectiveness of action taken based on the impact on the quality of children's learning. There are various activities that are monitored and evaluated in the day to day teaching and learning process. These include teacher's preparation documents, the physical attendance of classes by the teachers and students, student and teachers reporting time.

In the early 2000s, choice introduced a nationwide performance evaluation system of individual teachers which introduces pay promotion criteria linked to performance. Every three year, each teacher's performance is evaluated based on portfolio, self assessment, peer assessment, supervision assessment and video recording of a class. Salary increases and promotions are directly linked to the outcomes of the evaluation. It is promising in that it contains our effort to define teacher quality based on characteristic and performance effort that can be monitored and evaluated, to make these explicit, and to hold teachers accountable and reward for them according to performance.

Another promising policy is to increase the monitoring of teachers' attendance by involving communities. Several countries in Latin America including EL Salvador, Honduras, Mexico have experimented with policies that devalue authority school management to communities. The school based management reforms tend to strengthen the accountability relationship between teachers, school and communities.

3. METHODOLOGY

This chapter addressed the research methodology and procedure used for conducting this study. The study was descriptive in nature and designed to investigate the impact of monitoring and evaluation on the teachers' absenteeism.

3.1 Population of the Study

Population of the study consists of all district education managers, head teachers principals/ head masters of higher secondary and secondary school of provinces and regions who participated in the 13th four week National Training Workshop on Educational Leadership and Institutional Management under ELIM Project phase-iv.

3.2 Sample of the Study

Convenience sampling (also known as grab sampling, accidental sampling, or opportunity sampling) is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. For this study convenient sampling technique was employed. Participants of 13thELIM workshop were the respondents.

3.3 Research Instrument

A questionnaire was developed as research tool. It consists of 16 items. The items of the questionnaire covered all aspects of teachers' absenteeism.

4 DATA COLLECTION AND ANALYSIS

In this chapter, the researcher focuses on the analysis and presentation of relevant data collected from the study. The data was analyzed by using percentage.

Table 4.1 Distribution of Respondent

Gender	Number	%age
Male	9	53%
Female	8	47%
Total	17	100%

Table 4.1 shows that 53% of the respondents are male and 47% respondents are the female in the selected sample.

4.2 Does school keeps on a systematic base records concerned with:

- a. student absenteeism
b. Teacher absenteeism,

Scale	Frequency	Percentage
Strongly Agreed	7	41%
Agreed	7	41%
Disagreed	3	18%
Strongly Disagreed	-	-

Table 4.2 Shows that 41 percent strongly agreed, 41 percent agreed and 18 percent disagreed with the statement.

4.3 Installation of Biometric System reduces teacher's absenteeism.

Scale	Frequency	Percentage
Strongly Agreed	8	47%
Agreed	5	29%
Disagreed	3	18%
Strongly Disagreed	1	6%

Table 4.3 shows that 47 percent strongly agreed, 29 percent agreed, 18 percent disagreed and 6 percent strongly disagreed with the statement.

4.4 In schools where daily classroom checking is carried out teacher's absenteeism is reduced.

Scale	Frequency	Percentage
Strongly Agreed	10	59%
Agreed	6	35.0%
Disagreed	1	6%
Strongly Disagree	-	-

Table 4.4 shows that 59 percent strongly agreed, 35 percent agreed and 6 percent disagreed with the statement.

4.5 To reduce teachers' absenteeism in schools surprise visits of DEO, ADO are effective.

Scale	Frequency	Percentage
Strongly Agreed	6	35%
Agreed	10	59%
Disagreed	1	6%
Strongly disagreed	-	-

Table 4.5 shows that 35 percent strongly agreed, 59 percent agreed and 6 percent disagreed with the statement.

4.6 Do you think, teacher attendance rate increases when teachers are offered bonus?

Scale	Frequency	Percentage
Strongly Agreed	2	12%
Agreed	13	76%
Disagreed	2	12%
Strongly disagreed	-	-

Table 4.6 shows that 12 percent strongly agreed, 76 percent agreed and 12 percent disagreed with the statement.

4.7 Principal keeps check over attendance of students as well as teachers.

Scale	Frequency	Percentage
Strongly Agreed	7	41%
Agreed	8	47%
Disagreed	2	12%
Strongly disagree	-	-

Table 4.7 shows that 41 percent strongly agreed, 47 percent agreed and 12 percent disagreed with the statement.

4.8 Teachers in schools with high pupil teacher ratio will often be more absent because of the high work load leading to overworking of the teachers.

Scale	Frequency	Percentage
Strongly Agreed	4	24%
Agreed	9	53%
Disagreed	4	24%
Strongly disagreed	-	-

Table 4.8 shows that 24 percent strongly agreed, 53 percent agreed and 23 percent disagreed with the statement.

4.9 In a school where teacher's attendance register is well kept and maintained, teachers' absenteeism rate is low.

Scale	Frequency	Percentage
Strongly Agreed	5	29%
Agreed	8	47%
Disagreed	4	24%
Strongly disagreed	-	-

Table 4.9 shows that 29 percent strongly agreed, 47 percent agreed and 24 percent disagreed with the statement.

4.10. According to your opinion, can a good leadership style by the principal be reduced teachers' absenteeism.

Scale	Frequency	Percentage
Strongly Agreed	10	59%
Agreed	7	41%
Disagreed	-	-
Strongly disagreed	-	-

Table 4.10 shows that 59 percent strongly agreed, 41 percent agreed with the statement.

4.11 Do you think teachers from communities, which are poor, have high rate of absenteeism because the community lacks with the supervision and monitoring ability of the teachers?

Scale	Frequency	Percentage
Strongly Agreed	2	12%
Agreed	9	53%
Disagreed	5	29%
Strongly disagreed	1	6%

Table 4.11 shows that 12 percent strongly agreed, 53 percent agreed, 29 percent disagreed and 6 percent strongly disagreed with the statement.

4.12 Do you think lack of education of the parents, is responsible for high teachers' absenteeism rate in rural areas?

Scale	Frequency	Percentage
Strongly Agreed	4	24%
Agreed	9	52%
Disagreed	4	24%
Strongly disagreed	-	-

Table 4.12 shows that 24 percent strongly agreed, 52 percent agreed and 24 percent disagreed with the statement.

4.13 Teachers who lack with professional competencies have higher absenteeism rate than the others.

Scale	Frequency	Percentage
Strongly Agreed	4	24%
Agreed	11	64%
Disagreed	1	6%
Strongly disagreed	1	6%

Table 4.13 shows that 24 percent strongly agreed, 64 percent agreed, 6 percent disagreed and 6 percent strongly disagreed with the statement.

4.14 Teacher absenteeism is a serious obstacle to the delivery of quality education.

Scale	Frequency	Percentage
Strongly Agreed	10	59%
Agreed	5	29%
Disagreed	2	12%
Strongly disagreed	-	-

Table 4.14 shows that 59 percent strongly agreed, 29 percent agreed and 12 percent disagreed with the statement.

4.15 Result of students strongly affected by the Teacher's Absenteeism.

Scale	Frequency	Percentage
Strongly Agreed	7	41%
Agreed	9	53%
Disagreed	-	-
Strongly disagreed	1	6%

Table 4.15 shows that 41 percent strongly agreed, 53 percent agreed and 6 percent strongly disagreed with the statement.

5. FINDINGS AND CONCLUSION

It is concluded that teachers of government schools remain absent due to the followings reasons. A number of teachers remain out of school due to health problems. In this regard the number of female teachers is high. There were certain number of teachers have transport problems. Female faces more problems in this regard. The community from are nearby villages are criminal. Female teacher have threat of harassment. Some teachers remained absent due to their posting in far flung areas. So they have to spend a lot of money out of their salaries as well as time to go their schools. So they often remain absent from their duties. Some teachers prefer to get work of official duties near to their home and remain their home. Some teachers' have very good relations with officers, so they stay in offices instead of schools for many reasons. The heads of some schools have poor grip on their school and they have low vigilance, in that case the teachers get the credit and they do their personal tasks in school hours. Another cause of low performance is school union. In mostly cases union interfere in schools' matters. They support the teacher and promote prop agenda. The community of the area should play a vital role.

Wherever, the community is supportive the results are good and teacher absenteeism is controlled. As we know wherever teacher absenteeism is low the results are positive and favorable.

Monitoring and Evaluation has very positive impact on various aspects of schools. Because through monitoring, teachers' absenteeism is controlled. Moreover monitoring and evaluation improved academic performance of the students as well as of the teachers. Furthermore, monitoring and evaluation motivated and activated the school staff. In this way, the overall performance of schools in almost all the districts is not effective. Consequently teachers' absenteeism rate is high in the country. Similarly the performance of public schools is deteriorating day by day.

6. RECOMMENDATIONS

1. The research has shown that the most effective way to reduce teacher absenteeism is to implement a policy requiring that teacher speak directly to the principal when they are calling for personal problems.
2. The principal need to explain attendance expectation to the faculty and staff at the beginning of each school year and then follow up to monitor attendance.
3. District management of schools should also collect attendance data regularly and monitor the leave record of their employees through adopting RTSM.
4. District education management should look at implementing incentive programs to encourage and reward for good attendance, such as monetary bonus, Accelerated promotion and appreciation shields etc.
5. Teacher from far flung area schools should be encouraged by special pay and allowances
6. Residential facilities will augment the teachers' punctuality.
7. For female teachers transportation facility should be provided on priority basis.
8. Teachers should be posted at his/her own Union Council/Village/area
9. Modern techniques for mitigation of absenteeism where applicable shall be adopted on the recommendation of District Education Authorities.

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QUESTIONNAIRE**IMPACT OF MONITORING AND EVALUATION ON TEACHERS ABSENTEEISM**

NAME _____

DESIGNATION _____

1. This questionnaire refers to statements concerned with incidents that may be observed in school. Choose a number

Note: Number 1 stands for “Strongly Agreed” 2 “Agreed” 3 “Disagreed 4 “ Strongly disagreed

S. No.	STATEMENTS	SA	A	DA	SD
1.	Does school keeps on a systematic base records concerned with: c. A student absenteeism d. Teacher absenteeism,				
2.	Installation of Biometric system reduces teacher’s absenteeism.				
3.	In schools where daily classroom checking is carried out teacher’s absenteeism is reduced.				
4.	To reduce Teacher’s Absenteeism in schools Surprise visits of DEO, ADO are effective.				
5.	Do you think, teacher attendance rate increases when teachers are offered bonus?				
6.	Principal keeps check over attendance of students as well as teachers.				
7.	Teachers in schools with high pupil teacher ratio will often be more absent because of the high work load leading to overworking of the teachers.				
8.	In a school where teacher’s attendance register is well kept and maintained, teachers absenteeism rate is low.				
9.	According to your opinion, can a good leadership style by the principal reduce teachers absenteeism.				

10.	Do you think teachers from communities, which are poor, have high rate of absenteeism because the community lacks supervision and monitoring ability of the teachers?				
11.	Do you think lack of education of the parents, is responsible for high teacher absenteeism rate in rural areas?				
12.	Teachers who lack professional competence have higher absenteeism rate than the others.				
13.	Teacher absenteeism is a serious obstacle to the delivery of quality education.				
14.	Result of students strongly affected by the Teacher's Absenteeism.				

Thank you very much for your cooperation for your cooperation.

Signature _____

Name _____