PRODUCTIVNESS OF MONITORING UNIT IN PROMOTING PHYSICAL RESOURCES AT PRIMARY LEVEL IN SOUTHERN DISTRICTS OF KP PAKISTAN

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ABSTARCT

This study design was survey in nature. This was conducted to know the exiting monitoring system effectiveness in improving the quality of physical facilities at primary level. Sample of teachers, which were 396 both male and female as well as data collection assistants which 48 were taken from district Bannu and Lakki Marwat through Stratified Random sampling technique. Data was collected through closed form questionnaire consisted of five point scale and data was analyzed through percentage, Mean, standard deviation and decision was taken on higher mean score. It was concluded that monitoring system takes productive actions to overview school building, walls for protection, pure and safe water for drinking, electricity and wash rooms' availability for teachers as well as for students. It's also make sure supporting staff regularity of the school. According to results it is suggested that present monitoring program may focus on providing enough physical resource and make sure quality enhancement. It is also suggested that IMU check the availability of A.V aids in classrooms and sitting facilities for students.

KEY WORDS: Monitoring Unit, Physical resources, Productiveness.

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INTRODUCTION

Management and monitoring play its role in the development and promotion of any department or program. Educational resources play vital role for the enhancement of curricular and co-curricular activities especially at primary school level. Such facilities can play effective role in improving the quality of education as well as the institution. Therefore improving the physical facilities of the school it is necessary to continuously monitor the provision of physical resources as well as the quality of such facilities. Monitoring is explained as, "The assessment of plan and its effective implementation for the achievement of target objectives "(Mertens, 2005). "Monitoring is a type of evaluation that collects concrete information utilized for program reformation." (Noh,2006). Monitoring is a continuous supervision that uses the systematic collection of information related to specified indicators and provide to management and other stakeholders for development effective implementation of plan. In Khyber pakhtunkhawa Existing monitoring unit was developed to monitor physical resources of schools on monthly basis and communicate their report to high authorities existing monitoring system collect information about student enrollment, physical resource, student dropout, and teacher's performance and monitoring of school funds. For the purpose of monitoring all schools of KPK, 303 male and 172 female data collection assistants was recruited having smart phone with GPRS for transformation of collected information to district monitoring officer.

Educational resources as, all kinds of facilities that facilitate curricular and co-curricular activities. (Ethiopian Ministry of Education, 2002). Physical facilities of the school play vital role in the educational institution in term of achieving the educational objectives and purpose. Such facilities has effective role in improving the quality and quantity of education. There is large number of

physical facilities in educational institutions according to its level, some major physical facilities which is most important in every educational level like school building, cafeteria, classroom, library, laboratory, common room, electricity, drinking water, A.V aids, transportation, dispensary, furniture, exam hall, playground staffroom, principal room and clerical office (Khan & Iqbal, 2012**).** About monitoring There is lot of research work has done In different countries of the world and it proved that monitoring is important aspect of management activities. The present study is innovative study about independent monitoring unit in Khyber pakhtunkhawa because present monitoring system is first time implemented in education and health sector for the improvement of quality. This current study explored the situation and quality of physical resource of school as well as through light on missing facilities in primary schools and effectiveness of monitoring unit.

Statement of the Problem

The statement of the problem is entitled as "productiveness of monitoring unit in promoting physical resources at primary level in southern districts of kpk, Pakistan.

Significance of the Study

Every country of the world has basic objective in education sector to provide quality education to society and become more developed and civilized nation of the world. In this context monitoring unit take significant role for the provision of quality education. Thus

1 The study will helpful to identify the effectiveness of monitoring unit on monitoring of physical facilities.

2 The study will be helpful to identify different aspect of physical facilities which still undefined for monitoring.

3 The study will also helpful for the provision of physical facilities and its effective usage which help in future for the provision of quality education in Khyber pakhtunkhawa.

4 The study will helpful for other researcher to conduct research in this regard.

Objectives of the Study

1. To know the effectiveness of Monitoring Process on monitoring physical Facilities at primary school level.
2. To make recommendation for monitoring unit to improve the quality of educational resource at primary level.

Research Questions

What is the effect of Monitoring unit on monitoring educational resources at Primary Level in southern districts of KPK?

Delimitations of the Study

The study was delimited to Bannu and Lakki Marwat district of KP.

REVIEW OF RELATED LITERATURE

Halstead (1974) says that Researches identify a deep relationship between student learning and its physical atmosphere. Student sitting arrangements in a warm place, listening difficulty and electricity problem during lecture, would not thought as much as he would seek in average environment and proper sitting facilities. Our educational institutions buildings build very attractively from outside but they failed inward to provide learning conditions for students. Cotton (1997) and Stevenson (1996) also argue that "school structure has effective role on student learning and academic achievement." They further say that Different Researches has identified the relationship between student achievement and school structure. Moore & Lackney, (1994) explain that

"Students in such institutions which situated in noisy polluted areas has significant high level in blood pressure. It is also identifying that high noise pollution levels from industry and traffic, etc. caused of disturbance in Concentration, more errors on tasks completions."

Achilles (1996) explains that as" other physical facilities class size also impact on school performance," Moore & Lackney, (1994) highlight that "Geographical location of school has effect on physical well-being of students." Burgess & Fordyce (1989) identify "that classroom design and layout has impact on student behavior." In favor of the statement Renchler (2000) also argue that it is also have a relationship with grade configuration and learning outcomes. Buckley, et al (2004) explain "that School facilities, are those which consists of all types of resources that use for academic and nonacademic purpose, which play major role in teaching, learning process. School facilities help teacher to achieve his/her target as well and help the learner to achieve effectively. Therefore, the school facilities need a proper attention as they have a great role in the help of teachers and students motivation." Bakari1,J et al (2014) says that "it is revealed that educational institutions with enough physical facilities had performance over those with less physical resource. Administrators of schools identify that the educational resources are a more beneficial for students' educational development. The findings showed that the conditions of the physical facilities whether new or old had a effective motive on student grade achievement. The design of classroom, sitting space, the sitting positions of the pupils in the context to lighting, windows and chalkboard would have impact on the schools performance. This is strongly indicated that there was great motive of physical facilities on teaching-learning environment. However it is also reality that no uses of the available Physical Facilities the most schools led to low performance. Because of their management and untrained teachers. It is fact that

deficiencies in school buildings have major impact on teacher performance." Suleman & Hussain (2013) identify that "there is significant effect of classroom physical environment on the academic scores; Well equipped classroom with physical facilities has a significant and positive impact on the academic achievement scores. It is further argued that when the students feel comfort within classroom, then they will have much focus on the lesson taught to them and that is why they will get more learning opportunity from the teachers and thus they will obtain high grades."

METHODOLOGY

Design of the Study

Nature of the study was descriptive.

Population of the Study

Population is a group of people, event or items have same characteristics. Therefore Total population of male teacher are 8268 and 5164 are female teacher from Primary Schools as well as The population of data collection assistants are 84 male and 65 female data from southern districts of Khyber pakhtunkhawa.

Sample of the Study

Sample is a subset of the population that individual takes for the making generalizations over population. Therefore Sample of teachers was taken from district Bannu and Lakki Marwat through Stratified Random sampling technique. In which 248 and 148 male and female teachers were selected respectively furthermore data collection assistants of both districts were equally selected which consisted of 24 Male and 24 female. Sample was drawn according to John Curry (1984) formula as shown below.

Sample distribution in from of table

Respondents	No	Gender	Bannu	Lakki
Teachers	396	Male	124	124
		Female	74	74
Monitors	48	Male	12	12
		Female	12	12

Sample Size Rule of Thumb

If the respondents are;

10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

Source: Curry, J. (1984). Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb; Populations and Sampling, 7-4.

Data Collection Instrument

The nature of the research was descriptive thus researcher used self developed single questionnaire for both data collection assistants and teachers. For this purpose, five-point Likert scales was used.

Data Analysis Methods

Percentage, Arithmetic mean and standard deviation were use for Data analysis. Participant's central point of view was measure on higher Mean score. For that purpose, the following formula was used.

SA	1.0 ---------- 1.80
A	1.81---------- 2.60
UD	2.61 ---------- 3.40
DA	3.41 ---------- 4.20
SDA	4.21 ---------- 5.00

RESULTS AND DISCUSSIONS

Table 1: Teachers response regarding monitoring of Physical Facilities

S.N	Parameter	SA	A	UD	DA	SDA	Mean	St.Div
1	School building	44	55%	1%	0%	0%	1.57	.52
2	Boundary walls	51%	47%	0%	2%	0%	1.54	.68
3	Toilet facilities	54%	36%	0%	9%	1%	1.68	.95
4	Electricity	27%	72%	0%	1%	0%	1.75	.50
5	Drinking water	37%	55%	1%	3%	4%	1.79	.86
6	Teaching facilities	4%	8%	4%	41%	43%	4.09	1.07
7	Enough class rooms	5%	8%	9%	47%	31%	3.95	1.04
8	Educational A.V Aids	6%	12%	8%	35%	39%	3.87	1.20
9	Academic calendar	4%	4%	3%	37%	52%	4.30	.98
10	Non-teaching staff	16%	55%	4%	12%	13%	2.48	1.24

Table 1 show that out of total teacher's respondents 44% teachers strongly agree, 55% agree, 1% undecided, 0% disagrees, 0% strongly disagrees while mean score of respondent is 1.57 and standard deviation is .52. Which show that teachers strongly agree that monitoring system monitor condition of school building. Out of total respondents 51% teachers strongly agree, 47% agree, 2%undecided, %0 disagree, 07strongly disagree, while mean score of respondent is 1.54 and standard deviation is .68. This indicates that teachers strongly agree about monitoring system in monitoring boundary walls. Out of total respondents 54% teachers strongly agree, 36% agree, 0% undecided, 9% disagree, 1% strongly disagrees while mean score of respondent is 1.68 and standard deviation is .95. Which highlight that teachers strongly agree about monitoring toilet facilities. Out of total respondents 27% teachers strongly agree, 72% agree, 0% undecided, 1% disagree, 0% strongly disagree while mean score of respondent is 1.75 and standard deviation is .50. Which explain

that teachers strongly agree that monitoring system collect information about availability of electricity in school. Out of total respondents 37% teachers strongly agree, 55% agree, 1% undecided, 3% disagree, 4% strongly disagree while mean score of respondent is 1.79 and standard deviation is .86. Which show that teachers strongly agree that existing monitoring system monitor drinking water. Out of total respondents 4% teachers strongly agree, 8% agree, 4% undecided, 41% disagree, 43% strongly disagree while mean score of respondent is 4.09 and standard deviation is 1.07. This indicates that teachers disagree about the statement that monitoring system monitor teaching facilities. Out of total respondents 5% teachers strongly agree, 8% agree, 9% undecided, 47% disagree, 31% strongly disagree while mean score of respondent is 3.95 and standard deviation is 1.04. Which show that teachers disagree with statement that monitoring unit monitor availability of classrooms. Out of total respondents 6% teachers strongly agree, 12% agree, 8% undecided, 35% disagree, 39% strongly disagree while mean score of respondent is 3.87 and standard deviation is 1.20. This show that teachers disagree that monitoring system monitor A.V aids. Out of total respondents 4% teachers strongly agree, 4% agree, 3% undecided, 37% disagree, 52% strongly disagree while mean score of respondent is 4.30 and standard deviation is .98. Which show that teachers strongly disagree with the statement that monitoring system monitor academic calendar. Out of total respondents 16% teachers strongly agree, 55% agree, 4% undecided, 12% disagree, 13% strongly disagree while mean score of respondent is 2.48 and standard deviation is 1.24. Which identify that teachers agree with the statement that monitoring system monitor regularity of Non teaching staff.

Table 2: Data collection & Monitoring assistants' response regarding monitoring of Physical Facilities.

S.No	*Parameter*	*SA*	*A*	*UD*	*DA*	*SDA*	*Mean*	*St.Div*
1	School building	35%	56%	0%	2%	7%	1.87	1.00
2	Boundary walls	42%	56%	0%	2%	0%	1.62	.60
3	Toilet facilities	42%	56%	0%	2%	0%	1.62	.60
4	Electricity	50%	50%	0%	0%	0%	1.50	.50
5	Drinking water	95%	4%	0%	1%	0%	2.08	.40
6	Teaching facilities	0%	3%	0%	17%	80%	4.70	.68
7	Enough class rooms	0%	0%	2%	48%	50%	4.47	.54
8	Educational A.V Aids	0%	3%	10%	30%	57%	4.39	.81
9	Academic calendar	0%	3%	4%	63%	30%	4.20	.58
10	Non-teaching staff	100%	0%	0%	0%	0%	1.00	.00

Table 2 shows that out of total respondents 35% data collection assistants strongly agree, 56% agree, 0% undecided, 2% disagree, 7% strongly disagree while mean score of respondent is 1.87 and standard deviation is 1.00. Which show that data collection assistants agree that monitoring system monitor condition of school building Out of total respondents 42% data collection assistants strongly agree, 56% agree, 0% undecided, 2% disagree, 0% strongly disagree, while mean score of respondent is 1.62 and standard deviation is .60. This indicates that data collection assistants strongly agree about monitoring system in monitoring boundary walls. Out of total respondents 42% data collection assistants strongly agree, 56% agree, 0% undecided, 2% disagree, 0% strongly disagree while mean score of respondent is 1.62 and standard deviation is .60. Which highlight that data collection assistants strongly agree about monitoring toilet facilities. Out of total respondents 50% data collection assistants strongly agree, 50% agree, 0% undecided, 0% disagree, 0% strongly

disagree while mean score of respondent is 1.50 and standard deviation is .50. Which explain that data collection assistants strongly agree that monitoring system collect information about availability of electricity in schools. Out of total respondents 95% data collection assistants strongly agree, 4% agree, 0% undecided, 1% disagree, 0% strongly disagree while mean score of respondents is 2.08 and standard deviation is .40. Which show that data collection assistants agree that existing monitoring system monitor drinking water. Out of total respondents 0% data collection assistants strongly agree, 3% agree, 0% undecided, 17% disagree, 80% strongly disagree while mean score of respondent is 4.70 and standard deviation is .68. This indicates that data collection assistants strongly disagree about the statement that monitoring system monitor teaching facilities. Out of total respondents 0% strongly agree, 0% agree, 2% undecided, 48% disagree, 50% strongly disagree while mean score of respondent is 4.47 and standard deviation is .54. Which show that monitors strongly agree with statement that monitoring unit monitor availability of enough class rooms. Out of total respondents 0% data collection assistants strongly agree, 3% agree, 10% undecided, 30 % disagree, 57% strongly disagree while mean score of respondent is 4.20 and standard deviation is.58. This show that data collection assistants disagree that monitoring system monitor A.V aids. Out of total respondents 0% data collection assistants strongly agree, 3% agree, 4% undecided, 63% disagree, 30% strongly disagree while mean score of respondent is 4.20 and standard deviation is .58. Which show that data collection assistants disagree about monitoring of academic calendar. Out of total respondents 100% data collection assistants strongly agree, 0% agree, 0% undecided, 0% disagree, 0% strongly disagree while mean score of respondent is 1 and standard deviation is .0, Which show that data

collection assistants strongly agree about monitoring of Non teaching staff regularity in schools.

CONCULSIONS

After proper collection and analysis of the data it is conclude that most of the participants view that monitoring unit monitor school condition and its major and minor constructions. And make sure the availability of boundary walls for school protection. It is also make sure the proper availability of water, electricity, toilet facilities for teachers and students as well, it is also identify that existing monitoring system greatly focus on the regularity of non-teaching staff. But in some aspects Most of the participants views that existing monitoring did not sure the proper provision of A.V aids and other teaching facilities like library, books, sitting arrangement, academic calendars etc in the school. Majority of the respondent argue that overcrowded class room is most serious issue at primary school level in this regard existing monitoring unit did not stress for the provision of enough class rooms at primary school level.

RECOMMENDATIONS

On the bases of results it is conclude that existing monitoring has effective impact on monitor overall school construction as well as monitor major and minor repair so it is suggested that monitoring unit may encourage. It is also mentioned in the results that independent monitoring unit monitor proper availability of electricity, pure water for drinking, toilet facilitation for teachers and students and observing the regularity of staff, so it is suggested that data collection assistants may motivate for monitoring and make sure the availability of up to date physical facilities for teachers and students. It is suggested on the ground of conclusion that independent monitoring unit has established proper mechanism for monitoring A.V aids, sitting arrangements, teaching facilities, enough and overcrowded classrooms, provision of text book for improving

overall Quality of education in Khyber pakhtunkhawa. The present study was conducted in Bannu and Lakki Marwat districts so it is suggested that similar studies may also conducted in different districts to know effectiveness of independent monitoring unit in promoting quality education in KPK.

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