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Role of the Education Monitoring Authority in Enhancing the Regularity of Teaching and Non-Teaching Staff in Primary Schools of District Charsadda

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Keywords	Abstract
Education Monitoring Authority, Monitoring, Teacher, Non-Teaching Staff.	*This study aims to ascertain how well the Education Monitoring Authority (EMA) is doing in ensuring the regularity of teaching and non-teaching staff of government primary schools in district Charsadda. The study was quantitative in nature, and data was gathered using a survey research technique. The study's participants were the head teachers of government primary schools for boys in Charsadda. A sample of 224 out of 483 head teachers from government sector primary schools was chosen for data collection through simple random sampling technique. Respondents received five Likert scale questionnaires online through a link to a Google form. The data were analyzed using both inferential statistics (linear regression) and descriptive statistics (percentages and frequencies). The results of the current study indicated that the Education Monitoring Authority (EMA) has greatly contributed to enhancing the regularity of school personnel, decreasing the absenteeism, and reporting the proxy personnel in government primary schools in district Charsadda.*

INTRODUCTION

To facilitate data-driven school surveillance, the Independent Monitoring Unit (IMU) was established in March 2013. In the past, screening officers' control visit information was documented on paper and sent to the relevant department. This raised the possibility of human mistake in the data and caused needless delays. Field data is instantly transferred to a central repository with the use of active tablets for cellular data gathering (Samad et al., 2020).

The Educational Production Function (EPF) report states that teacher absenteeism has little bearing on student performance. However, several other researchers discovered that teachers' absences affect students' performance. Additionally, daily inspections can reduce the unpredictability of teachers in schools (Ullah et al., 2021). One of the main advantages of the educational system is the instructor. In Pakistani schools, the quality of the teachers is terrible. According to a United Nations Education, Science and Cultural Organisation (UNESCO) assessment, schools are not providing enough instruction, and there is a teacher shortage (Ahmad et al., 2021). Teachers' attendance is essential to a child's education. When professors are there, students frequently perform at their best and learn the most. When instructors are absent or replaced by less experienced teachers, students usually struggle and learn little to nothing. People have recognised this simple fact for many years (Zhang et al., 2014).

The foundation of the entire educational system is primary education. Sociologists view this point as a helpful tool for social reform, while educationists see it as the backbone or cornerstone of the entire educational system. One of the biggest issues facing the education industry is teacher absenteeism (Rukhsana et al., 2020). The issue of teacher absenteeism is a significant concern that transcends national borders and poses a greater burden to developing nations than to industrialised ones. Teachers who frequently miss work have an adverse effect on the everyday performance of their students. Pakistan is ranked 113th out of 120 countries due to its absenteeism issue, and the literacy rate in developing nations is low.

There has been little to no research on the views of head teachers of government elementary schools regarding the efficacy of the EMA, according to a review of the literature on the various EMA components. This strategy disregards the complaints of the head teachers and denies the authorities valuable feedback from these organisations. In light of these findings, a study is required to determine the opinions of primary school head teachers in the Charsadda district about EMA's supervision of the construction of fundamental physical facilities in boys' primary schools.

The purpose of the study is to investigate the role that the Education Monitoring Authority (EMA) plays in maintaining the regularity of the teaching and non-teaching personnel in government elementary schools.

Objectives of the Study

- To determine the effectiveness of EMA in ensuring the regularity of teaching staff of government primary schools**.**
- To determine the effectiveness of EMA in ensuring the regularity of non-teaching staff of government primary schools**.**

Research Hypotheses

Ho1: The Education Monitoring Authority has no significant effect on ensuring the regularity of teaching staff of government primary schools.

Ho2: The Education Monitoring Authority has no significant effect on ensuring the regularity of non-teaching staff of government primary schools.

LITERATURE REVIEW

Pre-primary education has gained popularity all around the world as a way to keep kids in formal education. It is commonly acknowledged that pre-primary education and early childhood development (ECD) significantly impact children's performance in basic education classes. According to Haque et al. (2013), pre-primary education would ease students' transition to primary school and set the stage for lifelong learning. Increasing the availability and quality of children's compulsory education is one of the most promising approaches to ending poverty in the medium to long term (Ferrão, 2022; Hussain, 2020; Lancehgs, 2022).

Accurate and effective implementation of learning, monitoring, and assessment processes requires a completely independent and trustworthy evaluation system built on a quality foundation. This may deny Khyber Pakhtunkhwa's educational system a genuine opportunity to pinpoint regions in need of development. Consequently, instructors and other stakeholders in the education system will not be held fairly and equally accountable, and Pakhtunkhwa students will not be able to take part in an objective evaluation process (Gouleta & Reubens,

2015; Samad & Ali, 2020). To facilitate data-driven school surveillance, the Independent Monitoring Unit (IMU) was established in March 2013 (Ullah et al., 2024). In the past, screening officers' control visit information was documented on paper and sent to the relevant department. This raised the possibility of human mistake in the data and caused needless delays.

For many years, studies on student achievement in schools have shown that teachers are the most important factor. Since teacher turnover remains a significant concern for many schools, particularly those in districts with poor socioeconomic status, the amount of research on teacher attrition is growing (Nguyen & Springer, 2019). A teacher should be considered absent if they are absent from class during school hours without authorisation. If the principal, who is the proper authority, signs the application, it can be considered authorized (Samad et al., 2020).

According to Samad et al. (2020), a teacher's intention to engage pupils in their lives and their field of study is referred to as "teacher presence". Being there at a certain time is only one aspect of being present. According to Bouvier (2018), when a teacher is in the classroom, they are actively interacting with their students and extending their lessons into the lunchroom, playground, and halls. The main causes of the school system's failure were found to be teachers' tardiness, absences, and failure to attend courses on time. The majority of staff members and teachers missed class or arrived late, particularly in rural locations, which negatively impacted students' academic careers. In light of these issues, the IMU was established, which significantly reduces the issue of teacher absenteeism (Zia et al., 2022).

Teacher absences have a big impact on a school's achievement. When teachers are there, students learn. Absence of teachers lowers student achievement. Unfortunately, reliable information about teacher absenteeism is difficult to get (Denateh et al., 2011). For a youngster to receive an education, teachers' attendance is essential. This simple fact has been known for many years (Zhang et al., 2014). Teachers in urban regions reported being absent from school frequently at a rate of 4%, whereas teachers in rural areas reported being absent from school frequently at a rate of 29%. According to 9% of educators, they frequently skipped class even when they were already at school. Again, teachers in rural areas were more likely than those in urban areas to miss class frequently (16%) compared to 6%. Finally, according to 11% of teachers who gave reliable responses, they routinely spent less time in the classroom than was allocated. This figure should be presented with caution due to the high percentage of missing values (Nugroho & Karamperidou, 2021).

Around the world, monitoring and inspection systems are used to raise the standard of education. According to the study's findings, teacher absenteeism was decreased by the education monitoring authority. The results showed that the education monitoring authority, such as the regularity and absenteeism of teaching and non-teaching staff, increased the quality of education (Samad & Mahmood, 2023). According to the study's findings, KPEMA was improving the regularity of principals and teachers at Peshawar's girls' higher secondary school (Kanwal & Ahmad, 2023). According to the principals' and students' responses, teacher absenteeism has significantly decreased as a result of the monitoring unit, and most respondents expressed satisfaction with the monitoring system and a desire to see the project continue in the future (Ali et al., 2019). According to the study, IMU significantly affects the regularity and absenteeism of non-teaching personnel (Ali et al., 2019; Samad & Ali, 2020).

A monitoring system has been shown to improve teachers' performance. The Independent Monitoring Unit (IMU) is very beneficial in enhancing the educational system, according to

the aforementioned considerations. There are several components of schools that benefit greatly from monitoring and evaluation, because teacher absence is managed by monitoring. Additionally, both teachers' and students' academic performance was enhanced via monitoring and evaluation. Additionally, the school staff was inspired and engaged by monitoring and evaluation (Taj, 2019).

Monitoring programs improve teacher retention in schools and reduce teacher absence. The study comes to the conclusion that pupils' performance suffers when teachers are not closely watched and monitored. According to the study, greater education standards in higher school categories reduce teacher absenteeism rates (Samwel & Ogal., 2020). According to the study's findings, teacher absenteeism was decreased by the education monitoring authority. According to the findings, the education monitoring authority enhanced the quality of education by addressing concerns such as regularity and absenteeism among teaching and non-teaching staff. The monitoring authority also identified numerous difficulties and issues that negatively impact school performance (Samad et al., 2023). The majority of instructors are satisfied with the education authority, according to research (Samad et al., 2023). The teaching and non-teaching staff were made regular based on the responses of the respondents (Samad et al., 2023).

There has been little to no research on the views of head teachers of government elementary schools regarding the efficacy of the EMA, according to a review of the literature on the various EMA components. This strategy disregards the complaints of the head teachers and denies the authorities valuable feedback from these organisations. In light of these findings, a study is required to determine the opinions of primary school head teachers in the Charsadda district about EMA's supervision of the construction of fundamental physical facilities in boys' primary schools.

RESEARCH METHOD

The research was quantitative. Participants in the study comprised all male head teachers in the Charsadda region's government primary schools. There are 483 head teachers in district Charsadda (Elementary & SED, 2023). 224 head teachers were chosen as a sample using the Yamane Sampling Formula out of 483 head teachers. It was obtained from the population by a simple random sampling process. Information about the research variable was gathered using a survey questionnaire with a five-point Likert scale. After participants received the survey in hard copy and via Google Forms, along with the consent form, responses were collected. A tabular representation of the responses' numbers and frequencies was shown. The effectiveness of EMA in increasing the regularity of teaching and non-teaching staff in government elementary schools for boys in the Charsadda district was investigated using linear regression.

RESULTS

The results were divided into two main categories. The first section consisted of a descriptive analysis of each variable included in this study. The purpose of this presentation was to give a comprehensive grasp of the nature of data. The second part consisted of testing hypotheses. The research hypothesis was tested using the null hypothesis. The hypothesis was statistically analyzed using linear regression to investigate the effect of EMA on enhancing the basic physical conditions in government elementary schools for boys in the Charsadda district. The alpha threshold for hypotheses was set at .05. The data were shown in different tables.

Descriptive Statistics

The table below shows the numbers and frequencies of the variables of the study.

Table 1: Showing Results Regarding the Regularity of Teaching Staff

Item No	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Regularity of teaching staff has improved	Count	3	17	19	133	52
		N %	1.34	7.59	8.48	59.38	23.21
2	Absenteeism of teaching staff has decreased	Count	2	17	27	117	61
		N %	0.89	7.59	12.05	52.23	27.23
3	Action taken against absent teachers	Count	1	16	37	111	59
		N %	0.45	7.14	16.52	49.55	26.34
4	Proxy teachers reported by monitors	Count	3	13	56	102	50
		N %	1.34	5.80	25.00	45.54	22.32
5	Action is taken against proxy teachers	Count	2	29	47	108	38
		N %	0.89	12.95	20.98	48.21	16.96

SD: Strongly Disagree, DA: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

The majority of the respondents (83%) agreed with the notion that teaching staff have become regular due to EMA. Similarly, most of the respondents (80%) agreed that EMA has decreased the absenteeism of teaching staff. It was confirmed by the majority (76%) and (68%) that action has been taken against absent teachers due to EMA and reported by the EMA. And it was also confirmed by the majority that action has been taken against proxy teachers.

Table 2: Showing Results Regarding the Regularity of Non-Teaching Staff

Item No	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	Regularity of non-teaching personnel has increased	Count	7	21	33	125	38
		N %	3.13	9.38	14.73	55.80	16.96
7	Non-teaching staff absenteeism is reduced	Count	4	23	34	126	37
		N %	1.79	10.27	15.18	56.25	16.52
8	Action is taken against the absentee of non-teaching staff	Count	5	31	39	108	41
		N %	2.23	13.84	17.41	48.21	18.30
9	Action is taken against proxy non-teaching staff	Count	6	27	54	93	44
		N %	2.68	12.05	24.11	41.52	19.64

SD: Strongly Disagree, DA: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Findings show that the majority (76%) agreed that non-teaching staff have become regular after EMA. Similarly, the absenteeism has been reduced, as reported by most (73%) of the

respondents. It was also reported (66%) that action has been taken against absent and proxy non-teaching staff.

Inferential Statistics

Regression analysis is a statistical technique for building a model and analyzing the connection between the independent and dependent variables (IV). Finding the degree of relationship between two or more variables is its aim. This is aided by hypothesis testing (Saunders et al., 2009).

Table 3: Regression Analysis Results

Hypothesis	R	R Square	F (1,222)	B (Constt+KPEMA)	Std. Error (Constt+KPEMA)	Sig
Ho1	0.683	0.466	194.038	6.612	0.999	0
Ho2	0.681	0.464	192.474	1.121	1.014	0

The regression model that examined the connection between a KPEMA and teaching staff regularity is shown in this table. R (Correlation Coefficient) = 0.683 shows that the predictor and outcome variables have a high positive connection (~68%). Sig (*p*-value) = 0, Statistical significance is confirmed by rejecting the null hypothesis, which states that there is no association.

Additionally, the table displayed the findings of a simple linear regression study that looked at the connection between "K PEMA" and non-teaching staff regularity. The idea that these variables have no association is the null hypothesis (Ho) that is being tested. The outcomes are as follows:

KPEMA has a significant correlation with the outcome variables, as seen by the high R value (0.681). With an R-square value of 0.464, KPEMA explains 46.4% of the variation in the outcome variable. And as the *p*-value=0, the null hypothesis is rejected.

Findings

Enhancing staff regularity and lowering absenteeism are two major benefits of monitoring. Results have also confirmed that KPEMA has reported the teachers, and action was taken against those teachers. Similarly, monitoring is quite effective at increasing regularity and lowering non-teaching staff absence. Action against non-teaching staff members who are absent or serve as proxies is also strongly supported.

DISCUSSIONS

The efficacy of the Education Monitoring Authority in improving the regularity of teaching and non-teaching staff in primary schools was the objective of the current study. The results confirmed that the Education Monitoring Authority played a great role in improving the regularity and decreasing the absenteeism of teaching and non-teaching personnel in primary schools.

The results of the current study are consistent with the findings of the earlier researchers like Samad et al., 2023; Samad & Mahmood, 2023; Kanwal & Ahmad, 2023; Zia et al., 2022; Samad & Ali, 2020; Samwel & Ogal, 2020; Ali et al., 2019; Ali et al., 2019; and Taj, 2019.

A statistically significant result was indicated by the *p*-value being less than 0.05, which led to the rejection of the null hypothesis. It is shown that the improvement in regularity of teaching and non-teaching staff in government elementary schools for boys in the Charsadda district was significantly impacted by EMA.

CONCLUSIONS

The findings demonstrate how EMA has significantly improved the regularity and reduced the absenteeism of both teaching and non-teaching staff, as well as reporting proxy teachers and other staff members.

Implications and Recommendations

In the current study, the EMA currently used for monitoring government schools was carefully examined. The report is useful for keeping an eye on head teachers and other administrators in government-run elementary schools. How head teachers perceive emerging concerns with supervision and monitoring is clarified by the study's findings. Stakeholders can improve the existing educational monitoring system with the help of the trustworthy information this study offers. The results of the study could be useful for future research on how the government evaluates power in primary schools for girls.

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