

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

**Tahir Ullah**, *Department of Education, Abasyn University, Peshawar, Pakistan*

**Jawad Ali Shah**, *University of Engineering and Technology, Peshawar, Pakistan*

Keywords	ABSTRACT
Education Monitoring Authority, Monitoring, Teacher, Non-Teaching Staff.	<i>This study aims to ascertain how the Education Monitoring Authority (EMA) is performing 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 are the headteachers of government primary schools for boys in Charsadda. A sample of 224 out of 483 headteachers from government sector primary schools was chosen for data collection through simple random sampling technique. Respondents received Likert scale questionnaires online through a link to a Google form. The data was analyzed using both inferential statistics (linear regression) and descriptive statistics (percentages and frequencies). The results indicated that the EMA has significantly contributed to enhancing the regularity of school personnel, decreasing the absenteeism, and reporting the proxy personnel in government primary schools in the district Charsadda. Based on the findings, it is recommended to sustain and expand the Education Monitoring Authority's oversight to further reduce absenteeism and ensure staff regularity in primary schools.</i>

## INTRODUCTION

To facilitate data-driven school surveillance, the Independent Monitoring Unit (IMU) was established in March 2013. In the past, screening officers visited schools, and compiled reports for concerned authority for necessary action. However, it had the possibility of human errors in the data and causes needless delays. Contrary to that, now field data is instantly transferred to a central repository with the use of active tablets for cellular data collection (Samad et al., 2020).

Teachers serve as mentors, guides, and knowledge facilitators in addition to being instructors. Nemours researchers claimed that teachers' absences adversely affect students' performance while daily inspections can reduce the unpunctuality of teachers in schools (Ullah et al., 2021). One of the main cornerstones of the educational system is the teachers; however, in Pakistan, the quality of the teachers remains a serious concern (Hussain et al., 2023). United Nations Education, Science and Cultural Organization (UNESCO) assessment further highlights instructional deficiencies and shortage of teachers in schools (Ahmad et al., 2014). Teachers' regular attendance is essential for effective learning. Students flourish when teachers are present and delivering to the best of their capabilities, whereas absenteeism or substitute with untrained teachers leads to poor academic results – an undeniable fact (Zhang et al., 2014).

The primary education is the foundation of the entire educational structure. Sociologists see it as a helpful instrument for social reform, while educationists regard it as the backbone of the entire educational system. One of the biggest issues facing the education sector 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 industrialized ones. Pakistan is ranked 113<sup>th</sup> out of 120 countries due to its absenteeism issue, and the literacy rate in developing nations is low (Fiyaz et al., 2025).

The absenteeism of teaching and non-teaching staff from schools disturbs the students' daily performances (Niamatullah et al. 2020). A similar trend has been observed in schools where the local authority failed to stop the very trend which has ultimately been affecting the performance, achievements and reading culture of the students (Ullah et al. (2021). It has become a challenging task for the EMA to deal with the issue and stop teacher absenteeism in the said district. Thus, the study has been carried out to focus on the role the education monitoring authority plays in enhancing the regularity of teaching and non-teaching staff in primary schools of district Charsadda.

### **Objectives of the Study**

1. To assess the effectiveness of EMA in ensuring the regularity of teaching staff in the government primary schools.
2. To evaluate the effectiveness of EMA in ensuring the regularity of non-teaching staff in the 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).

Accurate and effective implementation of learning, monitoring, and assessment processes requires a completely independent and trustworthy evaluation system built on a quality foundation. The absence of such a system in Khyber Pakhtunkhwa hindered to pinpoint regions where need educational development. Consequently, instructors and other stakeholders in the education system were not held fairly and equally accountable, and Pakhtunkhwa students were not able to take part in an objective evaluation process (Gouleta, 2015; Samad & Ali, 2020). To facilitate data-driven school surveillance, the Independent Monitoring Unit (IMU) was established (Ullah et al., 2024).

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 numerous 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 authorization. If the principal, who is the competent authority, signs the application, it can be considered authorized (Samad et al., 2020). Samad et al. (2020) explained that a teacher's intention to

engage students in their lives and their field of study is referred to as "teacher presence". Bouvier (2018) stated that when teachers are in the classroom, they are actively interacting with 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 complete 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. To handle these issues, the IMU was established, which significantly reduces the issue of teacher absenteeism (Zia et al., 2022).

Teacher absences have a huge impact on academic excellence. When teachers are there, students learn. Absence of teachers lowers student achievement (Miller et al. 2008). 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%. 9% of educators 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, 11% of teachers who gave reliable responses routinely spent less time in the classroom than was allocated (Nugroho & Karamperidou, 2021).

Around the world, monitoring and inspection systems are used to raise the standard of education. The education monitoring authority decreased the absenteeism of teaching and non-teaching staff and improves the quality of education (Samad et al. 2023). KPEMA was improving the punctuality of principals and teachers at Peshawar's girls' higher secondary school (Kanwal & Ahmad, 2023). The principals' and students' responses indicated that 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). IMU significantly affects the regularity and absenteeism of non-teaching personnel (Ali et al., 2019; Samad & Ali, 2020). The 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 studies.

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 is enhanced via monitoring and evaluation. Additionally, the school staff is 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 (Hunter & Kho 2025). Greater education standards in higher school categories reduce teacher absenteeism rates (Samwel & Ogal, 2020). The teacher absenteeism was decreased by the education monitoring authority significantly. The findings also suggested that 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, and the teaching and non-teaching staff was made regular based on the responses of the respondents (Samad et al., 2023).

## Research Hypotheses

**Ha1:** The Education Monitoring Authority has a significant effect on the regularity of teaching staff of government primary schools.

**Ha2:** The Education Monitoring Authority has a significant effect on the regularity of non-teaching staff of government primary schools.

## RESEARCH METHOD

The study used quantitative research design. Population in the study comprised all male headteachers of primary schools in the Charsadda district. There were 483 headteachers in district Charsadda (Elementary & SED, 2023). Out of 483 head teachers, a sample of 224 headteachers was selected using the Yamane Sampling Formula through a simple random sampling process.

Data about the study variable were collected using a survey questionnaire with a five-point Likert scale. The questionnaire was distributed electronically using Google Forms, and the responses were tabulated and presented in numerical count and frequencies distribution. To study the effectiveness of EMA improving attendances regularity of teaching and non-teaching staff in government primary schools for boys in the Charsadda district was analyzed using linear regression.

## RESULTS

The results were divided into two main categories. The first, a descriptive analysis of all variables is presented to provide a clear overview of the data. Second, the research hypotheses are tested using linear regression to determine the effect of the Education Monitoring Authority (EMA) on improving the regularity of teaching and non-teaching staff in boys' government primary schools in Charsadda district. The significance level was set at  $\alpha = 0.05$ . All data are presented in tabular form.

### 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	The regularity of the teaching staff has improved as a result of monitoring	Count	3	17	19	133	52
		N %	1.34	7.59	8.48	59.38	23.21
2	As a result of monitoring the 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 has been taken against absent teachers due to	Count	1	16	37	111	59
		N %	0.45	7.14	16.52	49.55	26.34

	monitoring						
4	Proxy teachers are 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 as a result of monitoring	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. 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	The regularity of non-teaching personnel has increased as a result of Monitoring	Count	7	21	33	125	38
		N %	3.13	9.38	14.73	55.80	16.96
7	Monitoring has reduced non-teaching staff absenteeism	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 due to monitoring	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 as a result of monitoring	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 Showing Regression Analysis Results**

Hypothesis	R	R Square	F (1,222)	B (Constt+KPEMA)	Std. Error (Constt+KPEMA)	Sig
Ha1	0.683	0.466	194.038	6.612	0.999	0
Ha2	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 "KPEMA" and non-teaching staff regularity. The idea that these variables have no association is the null hypothesis ( $H_0$ ) that is being tested. The outcomes are as follows:

KPEMA has a significant correlation with the result, as seen by the high R value (0.681). With R-Square value of 0.464, KPEMA explains 46.4% of the variation in the result. And as the  $p$ -value=0, the null hypothesis is rejected.

### Findings

The findings demonstrate that monitoring significantly enhances staff regularity and reduces absenteeism. Results have also confirmed that KPEMA has reported teacher's absenteeism cases, and disciplinary 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.

### DISCUSSION AND CONCLUSION

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 significant role in improving the regularity and decreasing absenteeism of teaching and non-teaching personnel in primary schools.

These results in line with previous research study, including study by Samad et al. (2023), Kanwal & Ahmad (2023), Zia et al. (2022), Samad & Ali (2020), Samwel & Ogal (2020), Ali et al. (2019), and Taj (2019), which similarly concluded that the Education Monitoring Authority have significantly improved the attendance regularity of the teaching and non-teaching staff and has reduced absenteeism in public-sector schools.

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 the regularity of teaching and non-teaching staff in government elementary schools for boys in the Charsadda district was significantly impacted by EMA.

Overall findings demonstrate that EMA has significantly improved the regularity and reduced the absenteeism of both teaching and non-teaching staff, as well as facilitated reporting of proxy teachers and other staff members' violation.

### **Implication and Recommendations**

This study is helpful for headteachers and other administrators in government primary schools. How headteachers 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 can be useful for stakeholder to further strengthen the existing monitoring system. It is recommended that the EMA be properly implemented. The monitoring staff should provide proper training to improve their effectiveness and professionalism. In addition to checking teacher absenteeism monitoring staff should also examine the teaching learning processes within classrooms.

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