

MONITORING AND EVALUATION OF ADMINISTRATIVE PERFORMANCE

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MONITORING AND EVALUATION OF ADMINISTRATIVE PERFORMANCE OF FEDERAL GOVERNMENT SECONDARY SCHOOL PRINCIPALS AND COMPARISON WITH THEIR ACADEMIC ACHIEVEMENTS

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Abstract

The study was conducted to assess the effectiveness of administrative performance of Federal Government secondary school principals by applying Monitoring & Evaluation System. The effectiveness under study was assessed in 188 Federal Government Secondary schools under Federal Government Educational Institutions Rawalpindi spread over all Pakistan. Performance of 133 secondary school Principals was observed through 42 Conveners of Quality Audit Teams of Monitoring and Evaluation (M&E) system. The said administrative performance was analyzed in the aspects of administrative and state of infrastructure of secondary schools. Quality Audit Teams observed through M&E reports about administrative aspects of principals. The academic performance of principals was seen through analysis of secondary school results to find the relationship between administrative and academic performance. The study was an ex post facto by design. Data was collected through stratified sampling technique. Diversified data was collected from four provinces, eleven regions and Azad Jammu and Kashmir of Pakistan. Data were comprised of male, female secondary schools, mixed method was used to triangulate the results. Administrative aspect of principals was analyzed through thematic analysis of interviews and document analysis. It was found that administrative performance standards of secondary school Principals improved but less as compared to their academic results.

Keywords: effectiveness Monitoring and Evaluation, administrative performance, infrastructure

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Introduction

No doubt, principal of a school plays major role in schools improvement. In a school, he or she has to play many roles like guidance and counseling of teachers, models for teachers, collaboration with parents, planning of curricular and co-curricular activities, school management and monitoring. All these roles are collectively called the administrative role of principal. Scholars Elmore (2008) and Mulford (2003) reflected a compulsory role of school leadership is to foster "organizational learning. Organizational learning is reflected through building the capacity of a school for achieving high performance and adopting continuous improvement through the development of its building, staff, making the climate and conditions for collective learning and thoughtful use of data sources to improve curriculum and instruction. According to OECD (2007) the function of school leadership across OECD countries is now mainly measured by a analyzing set of roles which are comprised of financial and human resource management and leadership for learning. Enose (2010) concluded that educational set ups like secondary school systems exist in a synergetic relationship with their environment in the context of using major man, money and

material resources. It is role of school administrator i.e Principal to take care of building and human growth in the institution.

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According to Golding, Porter, Murphy, Elliott, and Cravens (2007, pp. 7-8) Principals shape and organize schools buildings by providing basics needs like safe and conducive atmosphere in schools. They ensure a good learning system in schools in which students feel engaged and responded to teachers. In those schools the atmosphere is directed to provide student centered teaching learning culture through professionally well-groomed professional teachers aligned to schools actual targets .

Administrative and management role of a principal is important for smooth functioning of a school. Belo (2016) opined that primary role of principals might to plan a strategy, how to maintain smooth running of schools by keeping stress on managing activities even in the time of extreme pressure. It is then seen that a principal would be regarded as effective if he/she achieves school goals despite of all sorts of difficulties . The major hindrance and challenge for Principals are insufficient physical facilities in the way of their managerial effectiveness. As strength of secondary schools students is growing per academic year which is causing overcrowded classrooms.

Possible reason of lack of resources and facilities may be weak funding positions of the schools. Lemos (2014) pointed out that students' academic achievements directly relate with types of school management practices, besides other factors like teaching quality, sense of competition and existing level of class size. Besides, key role of maintaining academic quality, a principal has vital administration and financial management functions in a school . Iremeka (2017) explained the some key tasks of a principal which are integral and necessary elements like planning and policy formulation, ensuring and maintenance of funds and facilities. Moreover principal should keep an eye on instructional plan, management of student record and good community collaboration. In this study, school facilities are monitored and evaluated along academic results of secondary schools, like classroom resources, school libraries, school laboratories, washrooms and cafeteria. Jagero (2013) opines that the quality and quantity of school input, existing status and process are the major indicators of the quality of output.

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Different results are found in studies to assess the relationship between educational resources of schools and academic achievements of the students in schools. Some studies show that resources of schools have no effect on academic results of students (Hanushek, 1997; Hanushek & Luque, 2003; Hakkinen et al., 2003). Wheeas, some other studies conclude opposite findings that school resources have an impact on student's results. (Card & Krueger, 1996; Greenwald, Hedges & Laine, 1996. Administrative role of principal is a vital aspect which reflects overall school performance mainly in academics and maintenance of school building. In this study, monitoring and evaluation of administrative indicators of secondary school principals was done along analysis of their academic results . The study showed significant academic results showing principals did not show notable output in administrative and management aspects of the schools.

To find the effectiveness of administrative performance of principals following objectives were framed:

11 **Objective of the Study**

- a. To find out the effectiveness of administrative performance of secondary school Principals in monitoring and evaluation of school.
- b. To analyze the academic and administrative performance of secondary school Principals

Research Hypothesis

Following hypothesis were made for study:-

- H₁** There is no significant administrative performance of principals observed through Monitoring and Evaluation system executed in Federal Government secondary schools.
- H₂** There is no relationship between performance of secondary school principals in their academic and administrative performance.

Methodology of the Study

¹² The research design of this study is ex-post facto causal-comparative. The study was conducted to find effectiveness of Monitoring and Evaluation (M &E) system by assessing administrative performance of secondary school principals'. Monitoring and Evaluation system was implemented in Federal Government Schools in 2016 to evaluate the administrative performance of secondary school principals. Monitoring and Evaluation (M& E) system being a cause as an independent variable and its effect is found on dependent variables i.e performance level of administrative aspect of Principals . Monitoring and evaluation system analyzed the administrative standards of secondary school principals.

¹⁰ Population of the Study

The population of this study was comprised of 188 secondary school principals and 42 conveners of quality audit teams .

Sample and Sampling

Stratified sample of 133 secondary schools male and female Principals, and 35 male and female conveners were taken. Stratified sampling technique was used to collect the data through sample randomly selected from 12 regions, 27 Resource centers, and four provinces of the Pakistan.

Research Instruments

To find the effectiveness of administrative performance standards of secondary school Principals , semi-structured interview for conveners was designed with the help of literature review and related researches . Document analysis as a qualitative data in context of quality audit reports about administrative aspect of principals were also taken . Academic results of Federal Board of secondary schools were taken .Both administrative and academic performance were compared.

Validity and Reliability of the Research Instruments

Research instruments were validated through analysis reports of 13 educational experts. Following their comments and input instruments were improved. Instruments were pilot tested, the reliability Cronbach alpha value 0.969 was calculated. Moreover, skewness and kurtosis values before and after conduct of research instruments were also found which remained between 0 and 1.

Data Collection

Researcher sought permission from Federal Government Educational Directorate Rawalpindi to interview the conveners of quality audit teams. Interview statements of conveners of quality audit teams (QAT) were recorded personally who already inspected 4th times (2016-2019) the performance of secondary school principals. Quality audit reports of four years (2016-2019) were collected from conveners. Academic results of Federal Board of Intermediate and secondary education was taken from result gazette notifications from years 2013-2016 to find the change in academic results before and after implementation of M&E system.

Data Analysis

Qualitative and quantitative data was triangulated by following the mixed method. Thematic analysis of conveners interviews was made. Main themes and sub themes were sought out. On the repetition frequency of responses, the results were converted into percentages. Quality audit reports were analyzed and stated relating to administrative standards of principals. Comparative analysis was made about academic results year 2013-19. Triangulation basically was undertaken as a mean to improve the validity of research results. According to Flick (2002) "triangulation is a strategy to validate the results".

Table 1:

H₁ There is no significant administrative performance of principals observed through Monitoring and Evaluation system in Federal Government secondary schools.

Standards of administrative performance

Thematic Analysis of Interviews of Conveners of Quality Audit Teams

Main theme- Monitoring & Evaluation standards	Key performance indicators of M & E Standard- sub themes of interviews	Agree Neutral Disagree		
	Maintenance standards of office record	60%	25%	15%

Administrative Aspects of Principals of School	State of Audit objections in financial matters	24%	22%	54%
	Development Plan of school /use of funds	42%	30%	28%
	Standard of official dealing of non-teaching staff	51%	22%	27%

The above table reflects that maintenance standards of office record was found good with 60% agreement while 25 % neutral and 15 % disagree indicated need of improvement. Moreover, the financial matters observations in the form of audit objections were found weak i.e 54 % were disagreed as per Conveners while 22 % are neutral whereas, only 24% were fulfilling the financial matters without any objections. School Development Plan(SDP) are showing poor degree of performance as 58% opinions of conveners are disagree by including neutral and only 42% school principals are utilizing school funds for school development . However, standards of official dealing of ministerial staff with parents and faculty is also on weaker end 48% (20% neutral % 35% disagree) while only 51% is on agreed side .

Table: 2

Thematic analysis responses of Conveners about Maintenance of Infrastructure of Schools

Main theme- Monitoring & Evaluation standards	Key performance indicators of M & E Standard- sub themes of interviews	Agree	Neutral	Disagree
State of Infrastructure of the schools	Security measures of the school	70%	16%	14%
	Level of School library(Books & functionality)	34%	11%	55%
	Physical facilities of school science labs & functionality	35%	33%	32%
	Provision of ICT facilities in classrooms	44%	35%	21%
	Provision of physical facilities (drinking water , washrooms , grounds , canteen etc)	46%	24%	30%
	Maintenance of Administration block	42%	35%	23%
	Cleanliness status	68%	16%	16%
	Hygienic conditions	71%	20%	09%

The above table shows the administrative aspects of secondary principals found better in security measures with 70% opinions . Provision and functionality level of school library are found in poor conditions with 11% neutral ,55% disagree and only 34% level of agreement . Facilities in science laboratory and its functionality found in very weak condition with 32% disagree and 33% in neutral and only 35% agree . Provision of ICT facilities in classrooms found in bad condition with 21% disagree and 35 % neutral opinions and 45% are found agreed . Basic physical facilities like were found slightly better form with 46% agree whereas 24% neutral and 30% disagree . Maintenance of administration block gained 42% agree , 35%neutral and 23%disagree opinions

not positive as a whole and cleanliness and hygienic conditions found in better format with 71% .

Analysis of Quality Audit Reports

Conveners and Auditors visited sampled secondary schools from 2016-19 to evaluate the administrative aspects of principals. Quality Audit Teams noted the issues existing in administration of office management, provision of basic facilities. 45 % Ministerial staff ability on routine official work was found elusive. 43 % lack of official communicative decorum in dealing was missing . 26 % building condition with broken doors, hanging windows, shabby charts, web ridden walls and School buildings were damaged due to seepage etc. Footpath pavement was found unpaved. 16% washrooms were out of order, even flush tanks assemblies were missing. There was no water available for washrooms.

Academic Results Analysis

H₂ There is no difference in performance levels of secondary school principals in academics and administrative aspects

The academic results of secondary school principals during 2013-2019 as under

Year	2013	2014	2015	2016	2017	2018	2019
Results in GPA	3.14	3.73	3.13	3.99	4.20	4.38	4.55

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Result Gazette -Federal Board of Intermediate and secondary education Islamabad (2019)

As per analysis of academic results of same sampled principals found better and improved from 2016-19 that shows their positive academic performance after implementation of M&E system in Federal Government secondary schools.

Conclusions

Following conclusions were drawn from the study:

- Administrative performance of secondary school principals including infrastructure maintenance, financial management, school development plan and provision of basic facilities proved weak.
- Academic performance of secondary school principals showed significant improvement.
- The findings showed that better academic performance level of same sampled principals reflect contrary to the aspects of administration (including infrastructure maintenance , school development plan

Recommendations

Following were the recommendations of the study:

- There is need to address the administrative aspects of secondary school principals besides academic management as the level of maintenance of infrastructure, provision of basic facilities have healthy relationship with school academic activities.

- b. There is need to training secondary school principals in administrative aspects pertaining to devising school development plan, maintenance of building, ensuring basic facilities, financial rules etc may be taken as important as academic management skills .
- c. There is need to frame the training modules on enhancing the administrative skills of secondary school principals in provincial and federal level training institutes.
- d. Administrative skills (maintenance of building strategies, development plan aspects , financial management competency , provision of basic facilities in laborites (computer/science , Libraries), evaluation of secondary school principals may be part of Personal Evaluation Report (PER).

Administrative skill of principals is an important factor along their academic role in schools. Showing only academic achievements is not enough to reflect the administrative competence. Smooth working culture, facilities and resources in schools are source to improve further the academic quality of the schools. Researchers (Hirsch & Emerick, 2007; Carlson, 2004; Perie & Baker, 1997; Johnson, 2006) pointed out the core elements which make the working conditions, these elements are expressed as conditions and status of facilities and resources; teacher capacity building opportunities; leadership and professional development in schools. Better facilities deem important pertaining to learning in schools. Schneider (2003) said that the conditions of a school affect teaching and learning. Principal may manage to get help from community to uplift basic facilities of school. The principal can improve partnerships with local community agencies that provide school support services (Spillane, Hallett, & Diamond, 2003).

According to Hirsch (2004) a state survey showed that principals considered facilities and resources didn't play important any significant role in the formal working conditions of schools. According to Stricherz (2000) it is said that students results will get improvement in a school environment in which classrooms and basic facilities might be up to standards . Stricherz (2000) also opined that student achievements will decline where there is no need based school building and if school lacks immediate learning allied facilities like computer laboratories , science laboratories and there is no system of ventilation .

According to Morris (2003) direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students comprising poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers as well .

Schools with and without physical facilities are not equal in their academic performance. Stevenson (2006) states comparatively presented that provision of basic opportunities need to be ensured if one school's physical environment is conducive as compared to the other school's physical environment, as well as other factors that increase student achievement are not upto the standard then their performance level will not be equal . It is to be ensured all children have an opportunity to learn to their fullest, poor school facilities need to be brought up to standard. It is further reflected from Schneider (2003) the conditions of a school affect teaching and learning. According to Johnson (2006) adequate resources are needed to support quality teaching in schools . Moreover, Edengbere in Owate and Okpra (2013) asserted that school libraries in preprimary, primary and secondary schools are important educational source and knowledge for students in a school .

As this study concluded principals are showing good academic results but wavering in administrative performance, According to Tang et al. (2014) by providing more systematic training

for principals, their leadership can be strengthened so that the overall quality of school education can be improved in both features i.e administrative and academics.

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