ROLE OF SCHOOL MONITORING SYSTEM FOR EFFECTIVE SCHOOL MANAGEMENT

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DEDICATIONS

We dedicate our thesis to our most decent teacher **Dr. Muhammad Nasir Khan,** who always encouraged us whenever we went for suggestion regarding our thesis. His vast knowledge & mild attitude gave us a reason to work hard & to recognize our self in best way. He is sources of inspiration for us & we also got inspiration from his knowledge as well as his decent & good nature & impressive personality.

FORWARDING SHEET

The thesis entitled **"ROLE OF SCHOOL MONITORING SYSTEM FOR EFFECTIVE SCHOOL MANAGEMENT"** submitted by Ali Hyder, Reg.No. 434-FSS/MSEDU/F21 in partial fulfillment of the requirement, for the degree of Master Studies in Education, under my guidance and supervision, is forwarded to the further necessary action.

Dated_____   Supervisor_____
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                                                    Co-Supervisor_____
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STATEMENT OF UNDERSTANDING

I, Ali Hyder , Registration NO. 434-FSS/MSEDU/F21 as a student of MS in Education at International Islamic University Islamabad do hereby declare that the thesis entitled **"ROLE OF SCHOOL MONITORING SYSTEM FOR EFFECTIVE SCHOOL MANAGEMENT",** submitted for the partial fulfillment of MS in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier, be submitted by researchers for obtaining any degree from this or any other university or institution.

Signature_____

Ali Hyder

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ABSTRACT

The study examines the efficiency of a school monitoring program implemented in Sindh Province, Pakistan. The school education system has improved since the monitoring system was created. However, despite the monitoring system's efforts, school administration, particularly secondary schools, need quick attention to address concerns relating to various reform mandates. The goal of monitoring, evaluation, and learning is to utilize evidence-based knowledge to enhance development outcomes while also ensuring responsibility for the resources used to accomplish them. Monitoring and Evaluation assists in ensuring that programs are on track and meeting their objectives. It gives valuable input to program managers and stakeholders, enabling course correction and continued development. Monitoring and Evaluation helps to identify places where programmatic interventions may be required. The investigation did discover, however, that the relevant authorities did not implement the monitoring reports and recommendations to effectively improve the quality of the schools. Additionally, it was discovered that school monitors had, to a certain extent, been successful in building rapport with instructors. It was also discovered that the working conditions for school monitors were subpar. For instance, students lacked access to basic necessities like clean water, restrooms, and furnishings; also, our field allowances were insufficient to support their school visits. Based on the aforementioned results, the report suggests that the government allocate funds to an agency responsible for monitoring schools in order to effectively oversee the quality of education being delivered. The school monitors' primary focus should be on classroom observations because of their influence on the quality of the school. Furthermore, in order to attain changes in schools, the District Education Officer (DEO) ought to utilize the recommendations and findings of the monitoring. The study will help the school reform unit in its efforts to raise the standard of instruction

in the province of Sindh. The researcher will employ the qualitative research methodology. District Dadu will employ a convergent parallel study design to investigate the efficacy of the school monitoring system. Male students attending public secondary schools and the External Monitoring and Implementation Unit (MPIU) in District Dadu will make up the study's population. The study's sample will consist of 49 representatives from the school monitoring department and 7 school principals. We'll employ the universal sampling technique. A questionnaire and an interview will be employed as study instruments. Through in-person visits, the researcher will gather data from study participants. A questionnaire and interview will be employed as study instruments.

Keywords: Dadu, Education, Effectiveness, School, Monitoring.

Table of Contents

4

5

List of Abbreviations

M & E……………………………………Monitoring and Evaluation

NGOs……………………………………. Non-Government Organization

SSMS ……………………………….Sindh School Monitoring System

DROC ……………………………... District Reform Oversight committee

APO ……………………….…..Area Project Officer

PUC………………………..……Provincial Unity Committee

CEO………………………………. Chief Executive Officer

GER …………………………………Gross Enrollment Rate

AAO …………………………… Assistant Accounts Officer

I-SAPS ………………………….Institute of Social and Policy Sciences

MPIU …………………………Monitoring Program Implementation Unit

NAESP………………Natural Association of Elementary School Principal

List of Tables

List of Figures

List of Charts

CHAPTER NO.1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Educational monitoring is defined as "assumption of responsibility for achieving specified outcomes in the field of education." This type of mechanism is commonly known as the monitoring mechanism. Monitoring in the educational system refers to oversight and inspection time" by the International Dictionary of Education. "Monitoring means to observe or record the activity or performance; to monitor or monitoring means to be aware of the state of a system," according to the Collins Dictionary. Monitoring is specifically described as "the ongoing evaluation of project beneficiaries' use of inputs, infrastructure, and services in relation to established schedules" (Mertens, 2005).

The process of collecting information and putting together important indicators on a regular basis to count or measure inputs, outputs, and processes in order to report on how various components of the educational system are operating is known as monitoring (Mishra, 2005). "A sort of evaluation called monitoring gathers specific data that is used for reformation." (Noh (2006) Information is gathered and provided continuously during the monitoring process.

The effectiveness of the school monitoring system determines how well the school management performs. The quality of education is also determined by how well the school administration monitoring system works (Delgado, etal, 2022). Monitoring entails comparing outcomes to goals. The information acquired from observation is used in the assessment. Evaluation is the process of objectively and methodically assessing a completed project or program (or a completed segment of an ongoing project or program).

The term "monitoring and evaluation" (M&E) refers to the systems that businesses, governments, international organizations, and non-governmental organizations (NGOs) have established in order to better control their outputs, outcomes, and effect. The ability to track performance outcomes and offer performance data to support decision-making are the main factors that define how effective a monitoring and

assessment system is. Monitoring makes it possible to record the results, actions, and encounters and utilize them as the foundation for learning exercises and decision-making. Monitoring involves comparing results to goals. The effectiveness of the school management is determined by how well the monitoring policies are implemented. This entails evaluating the degree of recovery in relation to initial objectives and, if required, modifying treatment plans to increase efficacy. (Herawaty, Putra, & Aisyah, 2022). Monitoring performance and efficiency can help school administration keep the high level of efficiency in its operations and facilities. The monitoring of learning systems by schools produces viewpoints that are applied in decision-making processes that support the holistic development of pupils. M&E systems assist in producing evidence from outcomes and short-term effect assessments, as well as beneficiary level, through the methodical gathering of data (Acosta, et al, 2022).

1.2. ACADEMIC ACHIEVEMENT

Monitoring is a three-stage process that includes information gathering, analysis, and action to address identified problems or weaknesses. There are four major sources of information on school functioning and performance: supervision and support visits to schools, school results in board exams and student achievement assessments, school self-evaluation reports, and a school indicator system.

In this context, school monitoring system has to play a vital role in monitoring the performance of secondary schools. Therefore, a study will be conducted on effectiveness of school monitoring system on secondary school management.

1.3. SIGNIFICANCE OF THE STUDY

The study is beneficial for the school monitoring system in Sindh province. The study is important for the head teachers in understanding the existing gaps in the monitoring system. The study is significant for the school teachers to upgrade the school discipline. The study is important; to give school monitors useful information about how to best assist their teachers, particularly with quality teaching and learning, to educate school planners and policy makers on the need of external evaluations in education, to add to the body of knowledge previously available to researchers about school monitoring, its impact on the general standard of education, and its references, to impart enough knowledge about school monitoring so that, presumably, the

government may fund the monitoring departments' efforts to keep an eye on the general standard of instruction. giving the verified proof of the impact of school monitoring on the standard of education in Dadu, to improve secondary school education in a way that is advantageous.

1.4. DELIMITATION OF THE STUDY

The study was delimited the to the followings:

1. Government Boys Primary School's in District Dadu.

2. Internal Monitoring School System.

3. External Monitoring School System.

4. Head teachers of Primary Schools

The present shortcomings in the department of school monitoring will be considered in the study's results. These findings will help the department in charge of overseeing secondary school administration, filling in any oversight holes that exist now. The study's findings will be essential in assisting the administration of the school in understanding the existing problems with upholding classroom discipline and instructional quality. The study's findings will significantly influence the improvement of classroom instruction and school administration.

The study will be limited the above mention population due to time and resource constraints:

The limitations of the study are the extent of the research questions and aims. Stated differently, delimitations represent the deliberate choices you make as a researcher regarding the objectives you will and won't pursue.

However, the majority of departments were seeing some measure of success in narrowing this disparity and improving the standard of their offerings. It is suggested that training sessions be designed and organized to give conceptual clarity on quality-related concerns in order to overcome faculty resistance.

The study's conceptual framework involves inquiry-based learning, the lecture format, and the students' academic accomplishments.

1.5. RATIONALE OF THE STUDY

Teachers are the backbone of the educational system, hence they need yearly, intensive training. Improving education greatly depends on the training of educators. In Sindh province all newly appointed primary school teachers (PSTs) at district level needs training for monitoring and evaluation for the effectiveness of teaching and learning process at school level. Its need of the day to train the teachers. Specific training programs are required for the head teachers and officials of monitoring system keeping in view the existing situation of school monitoring. The existing situation is given below in District Dadu:

• Educators are 20-25% more female than the general labor force and work less hours per week.
• Educators make more money, even when years of schooling are taken into consideration.
When based on hourly wages, this increases. These disparities will eventually balance out.
• The professional training of educators is no more.
• Over time, there have been significant changes to educator training. In-experienced teachers have returned to educational institutions for more training, new models have been developed, education colleges have closed, and many educators have lost their jobs.

Considering the concerns brought out by teachers. These include putting in place 24 rules and regulations, investing in future capacity, using conditional financial grants, and removing individuals who are impeding execution from positions of authority. Enforcement of regulations can be achieved through official reports, investigations, and humiliation of individuals obstructing its application. However, resourcing the context and providing skill to educators and administrators usually works better to ensure that policies are fulfilled adequately. (1996) suggests that teachers might be encouraged to participate by providing wage increases, supporting their involvement in the creation and execution of policies, and connecting their involvement to career advancement opportunities that may enhance their teaching style or environment. Policy texts have different levels of authority. Regulations, policy documents, and laws issued by parliament are all available. The Republic's ultimate law is the

constitution; any action or inaction that conflicts with it is void, and any obligations it imposes must be carried out. Acts, Acts pertaining to education, such as the South African School Act (SASA) and others, second in seniority. These Acts are issued by parliament, enforceable, and need to be followed exactly. Guidelines on operational matters are provided by other policy documents and circulars.

When communicating policies, it is more important to convey the goal and essence of the policy than its specific content. This makes it possible to understand the policy's purpose and function as well as its place within the system of education.

Maintaining the support of all stakeholders requires a formal and rather comprehensive approach. This problem is succinctly summarized by Darling-Hammond (2000) as follows: When formulating new regulations to bring about changes in education, legislators must Recognize that at every stage of the system, policy is constantly being reinvented rather than strictly implemented. In the end, knowledge, beliefs, resources, leadership, and motives that function in a particular context—rather than the intentions of policy makers—determine what transpires in classrooms and schools (Darling-Hammond 2000). Therefore, simply writing the policy will not be enough to guarantee that its objectives are met. The decision-makers in charge of policymaking must take into account the modifications that must be made to the educational system and the supporting roles that each level.

Everybody, from provincial offices to teachers in the classroom, has a part to play in making the policy's successful implementation possible. Changes in the educational system's organizational structures, additional training and instruction for teachers, and carrying out the more challenging policy responsibilities are all necessary components of this support (Manganyi 2001). Policy makers who want educators to succeed at novel forms of instruction, in the words of Darling-Hammond (2000), must recognize that this process takes time and opportunity for educators to reconstruct their Practices through in-depth research and experimentation. Several authors have specifically criticized the development process and the policies by using political analysis. De Clercq (2002) criticizes the excessive political bias she believes occurs in the nomination of officials, particularly given that many lack the skills and bureaucratic expertise required for their position. This restricts systemic communication as well as

the creation of policies. According to Steele (2004), one of the issues with the new policy's implementation for educator training is that a large number of those who provide educator education are not included in the process of transformation. His concerns center on the apparent inconsistencies between policies that were implemented at different times and the uncertainty that exists between paradigms that are currently in use, especially with regard to the professional development of educators.

One issue is that a lot of policy makers believe that most educators are political activists who are dedicated to changing society. the framework for creating fresh, improved   methods.
Although this may be true for many educators, it is challenging to accept this as a universal truth (Fullan, 1985). There were not many changes made to educational structures and pedagogical practices, even in the highly politicized context of the apartheid struggle (Jansen, 2004a).(1997) goes on to say that the connection between practice and policy, or Much of the literature has focused on policy formation and execution. A policy is frequently described as a process consisting of four main phases: formulation, implementation, evaluation, and start. These phases all make sense in order. More precisely, it is believed that the formulation and execution of policies are two unique, independent processes that require independent study. Policy implementation is described as the logical, technical, and administrative activities of a politically neutral bureaucracy aimed at achieving policy objectives or directives. Politicians and their representative institutions are thought to be in charge of creating policies.

The officials. De Clercq (1997) states that this perspective's underlying premise is that putting policy into practice is a straightforward process that needs strict oversight to guarantee that the bureaucracy properly carries out the directives from their political leaders.

1.6 . OBJECTIVES OF THE RESEARCH

The following would be the study's objectives:
1. to determine the internal school monitoring system's efficacy.
2. to investigate the efficacy of an outside school surveillance system.
3. to ascertain the impact of the school monitoring system on discipline in the

classroom.

4. to evaluate how well the school monitoring system affects the standard of instruction.

1.7. RESEARCH QUESTIONS OF THE STUDY

Following are the research questions of the study:

1. What differing perspectives do stakeholders have on the functioning of Dadu, Sindh's internal monitoring system?
2. What are the weaknesses in the school's administration that are impacting the process of teaching and learning?
3. How is the quality of instruction being impacted by the school system monitoring system?
4. How can the current problems with the school surveillance system be fixed?
5. What impact does the school monitoring system have on discipline?

6. The goal of learning, assessment, and monitoring is to use the understanding gleaned from data and analysis to enhance development results and guarantee accountability for What qualities does the target population possess?

1.8. VITAL ROLE OF MONITORING AND EVALUATION IN EDUCATION DEPARTMENT IN SINDH AND ITS TYPES

Monitoring is a continuous process that employs the methodical gathering of information linked to predetermined indicators to give management and the primary players in a development intervention a sense of the degree of advancement and accomplishment with respect to anticipated outcomes and advancement in the utilization of allotted resources. A structure for organizing monitoring and reporting is called a monitoring strategy. Your integration strategy should outline the various forms of monitoring you carry out and assess how relevant they are to the monitoring carried out by other organizations. Monitoring provides information about what works and what doesn't for the program, allowing it to make adjustments as needed. This makes it possible for the program to compare what is actually occurring with the original design. Unfortunately, Pakistan is one of the nations that has to deal with the

severe issue of teacher absenteeism. It is the cause of the poor educational quality, low retention rate, high dropout rate, and low student motivation. The World Bank reports that in certain parts of Sindh, teacher absenteeism reaches 59% (World Bank, 2022).

The role of educators in providing opportunities for all children to achieve higher levels of achievement. To ensure that there is a check and balance in education, an external monitoring system was started in Sindh Province. A number of reform initiatives have been proposed for developing countries that can maximize the quality of learning of enrolled children, lower the dropout ratio, and attract out-of-school children. Few research have attempted to examine the efficacy of various strategies aimed at schools or teacher supervision with reference to the availability of teachers in schools in developing nations. Pakistan's educational history includes the Internal Monitoring System. Another name for it is the Departmental Monitoring System. This arrangement places the headmaster in charge of the school and gives him or her the authority to oversee the curriculum. In addition, management planning, monitoring, and devolution are the responsibilities of Executive District Officers (EDOs), District Education Officers (DEOs), and Deputy District Education Officers (Dy. DEOs). In 2001, the External Monitoring System was implemented in accordance with the Devolution of Power Act. For external monitoring, the Program Monitoring and Implementation Unit (MPIU) was created as a department. The monitoring cell, a sub department, was set up to keep an eye on the educational program. At the district level, both the Internal and External Monitoring Systems departments report to the same person, the District Coordinating Officer (DCO). Both monitoring systems perform similar functions. A high student dropout rate, low enrollment, and low attendance are some of the main issues facing our educational system. Comparatively speaking to other nations, there are relatively few students enrolled in primary, secondary, and postsecondary education levels. Due to low enrollment and a high dropout rate, Pakistan's educational goals continue to be elusive. Determining the impact of the school monitoring system on school administration is therefore essential. The use of a triangulation research strategy reduces the likelihood of research biases in your work and strengthens the validity and reliability of your findings. The triangulation mixed-method design is employed by researchers in order to gather and examine information from several sources and viewpoints, perhaps

resulting in a more thorough comprehension of the research subject, social sciences, methodological principles are those standards that researchers agree upon and depend upon to provide us appropriate research procedures, ensuring that we are able to justify   our   findings.
By giving researchers the required tools, methodological principles also help them to acquire knowledge. The writers benefit from this. Their personal observations as an education expert, an outcome of particular and targeted groups, and primary and secondary data of some individuals and organizations have been utilized to strengthen the hypothesis. They have worked in the education and literacy area for the previous three decades. In the interest of the public and systemically order, the qualitative/descriptive statistics approach has been used to identify the problems with the Sindh School system. It also offers recommendations for future advancements towards the larger goal of high-quality education for everybody.

1.9. RESEARCH PARADIGM / RESEARCH DESIGN

Since the triangulation mixed-method design is an effective research strategy that can aid researchers in developing a deeper comprehension of complex research phenomena and in producing more thorough and trustworthy research findings, it was used in the analysis of the data gathered. Triangulation research design has been used in many school monitoring studies (Grobler, 2018). As a result, the investigator made the decision to analyze the data gathered using the triangulation study methodology.

Triangulation Mixed Methods Designs

QUAN (Data and Results) + QUAL (Data and Results)

Interpretation
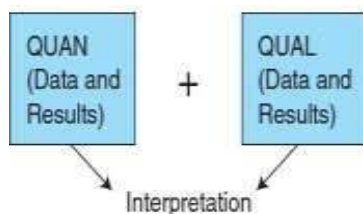
Legend:
Box = data collection and results
Uppercase letters/lowercase letters = major emphasis, minor emphasis
Arrow = sequence + = concurrent or simultaneous

Reference: Creswell, John W. (2012). Educational Research: Organizing, Performing, and Assessing Quantitative and Qualitative Research, Fourth Edition.

In a single study, this methodology incorporates both quantitative and qualitative data (Classen et al., 2007). In order to provide a better understanding of research problems than either strategy alone, it focuses on gathering, evaluating, and combining both data (Bian, 2018).

This is because there may be several data sources, a secondary method may be required to improve a primary method, and preliminary findings may require additional explanation.

1.10. STEPS FOR MONITORING

Hoover (2009) mentions the followings steps for monitor while some form of monitoring and evaluation has been practiced for centuries, it wasn't until the logical framework approach was introduced in the 1960s and 1970s that it became a formalized aspect of project management. This allowed for the structured planning, monitoring, and evaluation of projects, and it also made performance information available for management decision-making. The main factors determining the effectiveness of a monitoring and evaluation system are its capacity to track performance outcomes and its capacity to provide performance information for management decision-making. Monitoring is comparing actual results to planned outcomes. The monitoring policies' implementation determines how well school management is performing. Recovery progress is evaluated in relation to baseline goals, and treatment plans are revised as needed to improve effectiveness. Performance and efficiency monitoring can help school management maintain the high level of efficiency of its facilities and operations. Decisions that support students' overall development are made through the perspectives that are generated by schools' monitoring of learning systems.

Evidence for medium-term impact assessment and accomplishments, as well as impact analysis at the European level, is also provided via monitoring and evaluation systems. Early in the 1970s, coordinated atmospheric composition monitoring was started, and low admission rates were observed in Dadu, Sindh's elementary and

secondary school districts. Given the current circumstances, secondary school administration has a negative impact on the teaching and learning process. As a result, it appears that the secondary school administration cannot be effectively monitored by the school monitoring system. Therefore, in order to close the current gaps in school management, it is imperative that the efficiency of the school monitoring system be investigated with regard to secondary school administration in District Dadu. Top ten challenges of monitoring and evaluation (and how to address them) Working in Monitoring and Evaluation (M&E) can be incredibly difficult at first, as you navigate through deep theory and intricate implementation. This article discusses some basic issues you may face, as well as how to best address them.

1.11. ANALYZATION OF SCHOOL QUALITY AND GOALS FOR IMPROVEMENT

Inspections give schools an assessment of their strengths and weaknesses as well as an overview of the standards for teaching and/or school quality through their frameworks and instruments. In order to encourage a reflection on the caliber of the school's procedures and results, school inspectors should highlight possible areas for improvement in their feedback during an inspection visit and in the inspection report. A phenomenon known as a "conceptual effect" is typically observed when principals and teachers are questioned about whether school inspections have led to new insights and whether they plan to implement changes as a result of the inspection visit and/or report .It is anticipated that inspections and inspection frameworks will affect the way that decision-makers (and practitioners) think, and as such, may have an impact on their actions (Anderson, 2015). According to the studies, schools should pay special attention to their quality when they are about to have an inspection visit declared and are getting ready for it. According to Matthews and Smith (1995) and Playwright (2007), inspections operate as a catalyst to expedite policy revision and staff development and provide a crucial push to focus thought on parts of the school which did not achieve the requirements in the inspection framework. The inspection visit itself, and in particular the feedback received both during and after the visit, lead to a contemplation on improvement priorities. In contrast, around half of the schools in their study met in meetings of their (subject) departments, and two thirds of the

schools held (or had planned) study days to talk about the inspection report. School conferences were attended by staff, students, and parents.

Results from Hong Kong, Scotland, the Netherlands, and Ireland point to even more promising outcomes. Principals in these nations describe how inspectors helped identify improvement priorities, a clear agenda for change, and a greater sense of urgency about the need for change. Inspection visits appear to focus mostly on development goals in schools designated as "in special measures" or "having serious weaknesses" in England. The classification of "special measures" or having "serious weaknesses," "go back to normal" following the inspection visit, following a time of intense debate about areas that needed improvement. Matthews and Smith (1995) explain the lack of actual impact by pointing out that inspection reports are not clear in identifying specific areas and activities for improvement. Plowright (2007) also makes the argument that teachers are not given enough time to thoroughly reflect on their work and improve it, either in advance of an inspection or in the aftermath of an inspection.

CHAPTER 2
LITERARTUE REVIEW

The literature review in this chapter covers both domestic and foreign studies on the issue being studied, with an emphasis on the efficacy of education policy implementation and monitoring in schools. In addition to examining the advantages and disadvantages of this approach, the reviews focus on the roles that district officials, teachers, school principals, and education departments play locally and globally in improving the efficient implementation and monitoring of policies in schools.

The results are then discussed. Education is the cornerstone of societal improvement. It is essential to raising society's standard of living. The Department of Education has occasionally implemented a number of initiatives to enhance the educational system. In order to provide a check and balance in education, monitoring and evaluation were started. impact on raising educational standards in Sindh's public schools. Examining the effectiveness of the monitoring system and its contribution to lower absenteeism and higher educational standards was the main goal of the current study. All of Sindh's head teachers and public secondary teachers made up the study's population. The district DADU head teachers and public secondary teachers make up the sample for this research study. For this study, a quantitative research methodology was used. In this study, the researcher selected section I items for evaluation, calculating the percentage and mean of the items to determine the efficacy of the monitoring and evaluation system. Purposive random sample was chosen for data collection. Research questions were analyzed in section II in connection to the items. Furthermore, chi-square was used in Section III to test the hypothesis in relation to the study issue. With the consent of the respondent teachers and head teachers, the effectiveness of the monitoring and assessment system was evaluated, as well as its operation.

The study went into further detail and made the case that continual monitoring might raise teacher regularity and timeliness, which would benefit both the teaching and

learning process, as well as the quality of education provided in the schools. The reactions of people, authorities, and many stakeholders vividly illustrate the influence of this system. This new trend has controlled the institution's advancement along with the staff's consistency and punctuality, had a beneficial effect on the teaching and learning process, and is widely regarded as a fundamental step toward raising standards.

2.1. FOCUSING ON ACADEMIC ACHIEVEMENT

New principals are not the only ones who could gain from more district-level assistance. Even while seasoned principals are skilled at managing multiple obligations, they probably still find it challenging to find time for them all during the school day. In order to overcome this problem, certain districts are actively reorienting the principal ship toward what is most important. Establishing routines for the operation of the school that staff members and teachers are aware of and adhere to, as well as giving and enforcing clear structures, rules, and procedures for both students and educators, are practices related to this obligation. The principal should continue to be in charge of this management duty because of its connection to student progress. "Focus," for instance, is one of the leadership positions in McREL's Balanced Leadership Framework. Its definition is " the degree to which the principal sets specific objectives and maintains them at the center of the school's focus." the extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention." Practices connected to this role include establishing clear and high standards for students, curricula, instruction, assessment, and the overall functioning of the school.

Another is ensuring that everyone is focused on these objectives. Our principals lack the requisite skills to carry out this activity, hence it is lacking in them. They require the district's proper support in order to properly handle this obligation. In this case, the district's responsibility is to set up the necessary infrastructure so that principals may access the information they require to efficiently monitor and assess curriculum, instruction, and assessment. Currently, districts may find it difficult to take such an initiative because they mostly rely on orders from the provincial department. This could be the case for our district. However, if district offices in the province were

given this opportunity, it would significantly impact the pursuit of high-quality education for all students by assisting their principals in a number of ways, including matching drawing clear and logical lines between the principal's duties and training related to work responsibilities, providing support and freeing up principals to attend to essential leadership practices and the district's responsibilities, and making sure principals have the resources they need to complete their work.

2.2. EFFECTIVENESS, EFFICIENCY AND JOB SATISFACTION

The conversation that follows examines what must take place for educators to work as effectively as possible. Policies may exist, but for them to be applied successfully, subordinates must be inspired and motivated by the best management practices. At most, productivity that isn't goal-oriented can be called inefficient. Successful management is not about forcing subordinates to execute tasks; rather, it is about establishing and organizing a work environment (a school) where team members are motivated to perform tasks correctly. Effectiveness can be achieved by taking what is known as the long-short method. Being effective means wanting to do the right things, in addition to doing them correctly. The long-short path suggests giving your team members the motivation and tools they need to complete tasks on time and correctly. The peak performance route is characterized by an emphasis on common values, quality and service, as well as longer-term objectives. Not what is urgent, but what is significant is the main focus.

• Adapt to expectations and needs both inside and externally, and limits;

 • Motivate activities and produce results that satisfy stakeholders, including clients, shareholders, owners, and employees;
• Come to pass the vision, and

• The following elements are necessary to survive the expectations and demands from both the inside and the outside mentioned above:

2.3. INTERNAL VARIABLES (ASPECTS FOUND WITHIN)

• The leadership quality of managers;

• Employee commitment, knowledge, and abilities; • Company culture and atmosphere; • Procedures, structures, and technology.

2.4. EXTERNAL VARIABLES (OUTSIDERS)

• The technological, social, and political landscape;

• Competition; • Stakeholders and shareholders

• Clientele It is evident from the discussion of the distinctions between effectiveness and efficiency that one of the main tasks of management and supervisory work is motivation, or leading others to want to do the right things and keep doing them. Motivation is also a necessary condition for becoming a successful manager-leader. This can be accomplished by implementing motivational concepts to establish and preserve an environment that inspires. It is necessary to comprehend policies and the circumstances that District Dadu has encountered during the past ten years in order to gain a deeper comprehension of the current setting. With several new references and a large number of practitioners, the field of policy review is becoming more and more important. Policies are created for various causes and serve various functions. The policies are clearly related to one another. Some are more intricate strategic plans meant to carry out policy initiatives at a higher level. The "policies" will be categorized according to their function, standing, and degree of connection to other policies in order to establish structure and aid in comprehension.

2.5. TYPES OF MONITORING SYSTEM

Williums (2003) describes three types of monitoring system which are as below:

i. **COMPLIANCE MONITORING**

It emphasizes the importance of school resources, especially teachers and money. It makes an effort to guarantee that a set of requirements for education delivery is being satisfied. It could have to do with the average class size, the student-teacher ratio, the amount spent on educational resources, the size of the library, the qualifications of the teachers, the quantity of support personnel, or the percentage of students in special education. Schools that don't fulfill the required criteria usually face some sort of punishment.

For instance, a school might have to present a plan for improvement or, in the worst situation, might have to close. The premise behind the use of compliance is that schools would inevitably perform at appropriate levels provided they achieve predetermined requirements on a variety of input measures.

2.6. DIAGNOSTIC MONITORING

In particular, academic outcomes are highlighted on the output side of the input-output model. Their objectives are to ascertain whether the majority of students are mastering particular curriculum components. In the same ways that educators utilize assessments in the classroom to pinpoint areas in which certain students require additional guidance and remediation exercises, diagnostic monitoring systems look for specific abilities and ideas that should be given more attention in certain educational settings.

2.7. PERFORMANCE MONITORING

It contains measurements of the inputs and outputs of education. Standards achievement exams, which cover a wider range of skills but are less curriculum-specific, are typically used as outcome measurements. In terms of results, PM aims to compare schools and school districts. These methods subtly aim to use market forces to hold schools responsible to the public. It is thought that comparing schools or districts will create competition and inspire teachers to deliver better instruction. Another category that emerges from the research is progress monitoring, a research-based technique that makes it easier to evaluate students' academic and/or social-emotional development on a frequent and consistent basis. Progress monitoring primarily aims to ascertain the degree of learning that students are acquiring from the lessons they are being taught, as well as the efficacy of the instructions. To be more precise, it measures the rate of improvement and achievement levels in order to provide students with a more effective education. It can be used to evaluate the progress of individual students as well as the entire class of learners (Hoover, 2009).

2.8. STRUCTURES FOR MONITORING AND EVALUATION

Precise and comprehensive evaluation is crucial throughout policy implementation because of the intricacies involved and the constant need for information. Continuous

evaluation must start prior to the policy's actual implementation. This makes it possible to get ongoing input and to compare the policy's initial goals with the actual events taking place. Fast feedback can also make it possible to identify difficulties before they become serious, such as information gaps, resource shortages, policy misunderstandings, or overt attempts to prevent policy rollout. The education sector in District Dadu has not yet conducted a thorough policy evaluation. • Preventive, or the regular use of monitoring; for instance, tracking repetition and dropout rates to get a broad sense of how well the school is able to hold onto its students and help them advance.

• Diagnostic use to provide light on trends or issues that have been noticed. For example, examining test responses from students can reveal topic areas in which teachers' content expertise and/or pedagogical approaches need to be extended.

• Corrective use to follow up on certain issues: carrying out a thorough audit of a school's financial management as a foundation for disciplinary action, for instance. The implementation of several approaches is necessary for the monitoring and evaluation strategy. These would primarily consist of indicators, which are quantitative measurements that are taken on a regular basis; qualitative data, which are primarily descriptive data and include interviews; documentation analysis, especially of reports and minutes; small-scale cross-sectional surveys; and focused assessments of particular programs, resources, or events.

2.9. DIFFERENT TYPES OF POLICIES IN THIS CLASSIFICATION

Acts create the framework of policies for the District of Education and are intended to direct and assist in the management of the educational system. These can be further subdivided into practical aims for the future, more visionary and idealistic approaches, and more practical approaches that employ procedures to achieve these ends. Short-term goals to uphold and maintain the system will be included in these policies, as well as longer-term goals spanning the District Dadu Qualification Authority Act 58 of 1995 Regulations specify the appropriate ways to carry out specific activities, outline the minimal requirements for school safety and education, and direct the school's urgent maintenance.

2.10. TERMS AND CONDITIONS FOR EDUCATORS EMPLOYMENT;

Regulations for safety measures; personnel administrative measures in schools. The policy that outlines the expectations for educators in their roles gives clear direction regarding the norms and standards that they must adhere to. The guidelines and expectations for teachers.

2.11. DESCRIPTION OF POLICIES RELATED TO EDUCATION

This chapter highlights the value of democracy and how its principles should always be kept in mind when creating and executing policies, procedures, and organizational frameworks in schools. Individual rights are especially significant because they also pertain to students. Additionally, it is critical that the school administration comprehends fundamental constitutional principles including democracy, equality, accountability, openness, justice, integrity, and respect for the rule of law. The National Education Policy Act gives the National Minister of Education the authority to enact laws governing aspects of education, including development plans, funding, and facilities. It also specifies the minimum number of hours per day and minimum number of days per year that schools must offer instruction. Along with the Norms and Standards of School Funding, the act addresses school management and governance. The Dadu Schools Act encourages democratic governance, excellence, and accessibility in the educational system. It requires students to attend school from the age of seven to fifteen, or until they complete the ninth grade, whichever comes first. Additionally, it offers both public and independent education options. A uniform framework of qualifications and a common mechanism for ensuring quality in all educational and training programs in District Dadu are managed and promoted by the Dadu Qualifications Authority Act. The Skills Development Act promotes active employer participation in skills development, the use of the workplace as a dynamic learning environment, the provision of opportunities for employees to learn new skills, and the provision of opportunities for recent graduates to gain work experience. With the exception of schools, public institutions' financial management is governed by the Public Finance Management Act, which places a particular focus on the accounting authority's accountability. It establishes the roles and responsibilities for assets and liabilities, reports and reporting, and budgets and budgetary control.

2.12. EFFECTS OF SCHOOL INSPECTION

The examined literature provides evidence that, while it is not always the case, inspections may have an effect on school improvement, self-evaluation improvement, school capability, and student achievement improvement. Annual reports and evaluations by inspectorates, or on their behalf, indicate that overall school improvement is occurring in schools where inspections have been conducted for a considerable amount of time. These systems' interventions appear to guarantee that underperforming schools will either close down or improve with the substantial support offered. Additionally, they note that this review discovered little additional English-language information and that there hasn't been much empirical research done on the impact of inspection, particularly outside of England. An outline of the effects that have been recorded is shown below, showing how research has looked at how inspections encourage schools to think about the caliber of their operations and have asked staff members about their overarching objectives for improving following inspections. Only a small number of studies have explicitly looked at how school self-evaluations are changed and/or implemented in relation to school inspections and how this improves the school's ability to improve. Numerous studies have also assessed certain adjustments that schools (claim to) make in response to inspections.

The improvement of student achievement has been the subject of very few research conducted in the Netherlands and England. The extremely contextual nature of the impact of school inspections is suggested by the possibility that some of the same studies reporting effects may also state that inspections have no effect on schools.

2.13. SCHOOL IMPROVEMENT

A significant body of research on inspections focuses on what are known as "instrumental effects," examining whether or not schools respond to inspection findings and whether or not they use the frameworks and standards for both inspections and feedback to start and carry out reform initiatives. Here, "school improvement" is defined as changing instructors' (and administrators') behaviors to create more productive learning environments. These practices pertain to school organization and management at the school level and include educational leadership, a positive school climate and culture, and achievement-oriented school policies. The activities a teacher does to establish efficient learning environments and enhance learning are included in the teaching/instruction conditions. These activities include

providing opportunities for learning and learning time, achievement orientation, clear and structured instruction, a challenging teaching methodology, and an organized learning environment. It is anticipated that these circumstances will support and enable efficient education and teaching, which will raise student accomplishment. Studies show how inspections of schools have a significant impact on the behaviors of schools. The examined literature provides evidence that, while it is not always the case, inspections may have an effect on school improvement, self-evaluation improvement, school capability, and student achievement improvement. Annual reports and evaluations by inspectorates, or on their behalf, indicate that overall school improvement is occurring in schools where inspections have been conducted for a considerable amount of time. These systems' interventions appear to guarantee that underperforming schools will either close down or improve with the substantial support offered. Nonetheless, some schools in these jurisdictions continue to be "stuck" or "coasting," despite the fact that they do not fall into the category where they are thought to be failing to deliver an appropriate quality of education. There is evidence to suggest that these schools typically serve underprivileged communities. Numerous variables, including the place of inspection within an accountability system that may include national testing and school self-evaluation, confound research on the characteristics that link inspection to impact. Research indicates that inspection, when included in a high-stakes external accountability system, may have unanticipated negative effects in addition to favorable ones. These will be outlined in chapter 5. Evidence from international studies that look at student success, behavior modification, school self-evaluation, and school improvement is included in this overview of the literature. Only a small number of studies have explicitly looked at how school self-evaluations are changed and/or implemented in relation to school inspections and how this improves the school's ability to improve. Numerous studies have also assessed certain adjustments that schools (claim to) make in response to inspections.

The improvement of student achievement has been the subject of very few research conducted in the Netherlands and England. The extremely contextual nature of the impact of school inspections is suggested by the possibility that some of the same studies reporting effects may also state that inspections have no effect on schools. While a small number of studies also discuss the effects of school inspections in

Germany, the Netherlands, Wales, Scotland, Flanders, Sweden, New Zealand, and Hong Kong on school improvement, the majority of the studies were conducted in England. Research from England suggests that schools make adjustments to the way they are planned and run. These changes include reorganizing management, changing governors, altering the curriculum, increasing monitoring and lesson observations, implementing disciplinary measures, and providing heads with support for their teachers.

2.14. IMPROVED STUDENT ACHIEVEMENT

The majority of empirical research conducted in the past ten years that links inspection to student achievement while controlling for other variables has produced contradictory findings. In District Dadu, there have been reports of low secondary school entrance rates and high dropout rates. In light of this, secondary school administration is negatively impacting the process of teaching and learning. As a result, it appears that the secondary school administration cannot be effectively monitored by the school monitoring system. Therefore, in order to close the current gaps in school management, it is imperative that the efficiency of the school monitoring system be investigated with regard to secondary school administration in District Dadu. Both monitoring methods were examined in this study project in order to determine how effective they were. Additionally, an analysis was conducted to determine the relative effectiveness of the internal and external monitoring systems in District Dadu.

The research is based entirely on national standardized student achievement tests in cognitive subjects, like math and literacy, and in nations like the Netherlands, England, and Germany where national Inspectorates of Education use the test results to evaluate schools. Studies that are currently available in these nations indicate that better student achievement may result from school inspections.

2.15. THE ROLE OF THE DISTRICT OFFICIALS

It is discovered that there is a dearth of current research on " the execution and supervision of educational policies in classrooms" in District Dadu. In The Inspector of Education's ideal performance in his capacity as an educational leader, with

particular attention to curriculum development," Age (1990) argues in his dissertation.

that the Superintendent of Education (the Inspector) is the most qualified individual to hold a leadership position in special education because of the relative authority that he or she assumes or should assume in the hierarchy of teaching. The aforementioned leadership leads to a reevaluation of clinical supervision, staff development, and the upkeep of higher and more successful levels of educational professionalism. Even though the study significantly altered the role and responsibilities of inspectors in the search for effective leadership, it lacked the foundation for more recent empirical research and was primarily based on the experiences of the education department of the former House of Representatives, which was fortunate enough to enjoy greater privileges during the apartheid era. The present Dadu discourse on education districts veers erratically between seeing districts as the administrative and management wings of the provincial departments of education and seeing districts as centers of support for schools. Therefore, the major goal of districts is still up for debate: were they created primarily to provide administrative and policy control, or were they primarily created to serve as a foundation for professional services to schools? The worldwide literature suggests that districts could play a variety of roles, including active bases of support for the schools or forceful agents of school supervision.

Most of the principals contacted for the report stated that they acquired the majority of their necessary abilities "on the job." The fact that a flurry of new state and federal accountability laws has radically altered the work has made matters more complicated. Principals are no longer only in charge of overseeing the daily operations of the school. They must now be specialists in school reform, capable of inspiring personnel to implement any required adjustments. Districts needs to be examine the literature on effective leadership as part of this process to ascertain whether their principals have the power and backing required to put the proven leadership strategies into reality. The discussion above makes it abundantly evident how important the district office's role is to the effective execution of educational policies in schools. The district offices serve as a middleman between the educations agencies of the province and the schools. In order to improve the quality of teaching and learning, it is crucial that the district offices get substantial support from the

provincial ministries and non-governmental organizations (NGOs) with a stake in school education.

2.16. THE ROLE OF THE PRINCIPALS

This means that districts must decide what resources and assistance their principals require to be successful and figure out how to give them those resources. Several state education departments as well as professional associations, such as administrator associations, have started to fund principal mentoring programs, wherein newly appointed principals are paired with more experienced ones for advice and support. Research indicates that peer coaching and mentoring programs can decrease professional isolation, foster collegiality, and promote reflective thinking. By matching up new principals with seasoned administrators, districts can potentially lessen the stress that new principal's experience, which may ultimately help lower turnover. Districts may also choose to utilize resources from professional associations. For example, on its website, www.naesp.org, the National Association of Elementary School Principals (NAESP) has launched a "help line" for its member principals. Members of the association can ask questions regarding a range of principal ship-related subjects, and a team of seasoned principals who have received training to staff the help line will respond. Principals who submit inquiries are quickly responded to, usually in less than a day. As an alternative, districts could create their own local, collegial network by using resources like this one as a model. These professional associations may offer extra assistance and much-needed camaraderie, especially in situations where official mentorship programs may not be feasible, such as in smaller districts or districts with great geographic separation between schools. The state of affairs in our educational system is completely dissimilar from that in the United States, especially when it comes to the district where the study on the efficiency of enforcing and monitoring education regulations in schools was carried out. The district administration does not provide principals with the increased support they need to properly manage their schools and improve the caliber of instruction and learning that takes place there. It is difficult for principals to give appropriate guidance and direction in their schools because most of them are not familiar with the department of education's strategic purpose. The existing format of the district office's

major training sessions and other programs doesn't seem to be sufficiently addressing the

2.17. THE ROLE OF EDUCATORS

We also need to think about the role that educators play in putting policies into practice and keeping an eye on them. There has been substantial misunderstanding as a result of the significant changes to their function as educators within the new educational system. It is also expected of educators to contribute to policy, which requires precise definition and must go beyond vision and catchphrases. For instance, if there is no structure in place for educators to participate in, statements like "Teachers ought to be involved in decision-making at all levels." are demeaning and counterproductive. Policymakers also need to be aware of the motivations and views of the educators they employ, as well as the environment in which they operate. This covers the type of training they get and how well-informed they are about the department of educations overarching policy goals. When evaluating the introduction of new policies, it is important to examine the identity of educators.

Compared to other members of the labor force, educators employ 20–25% more women. They also put in fewer hours each week.

• Even after accounting for years of education, teachers make more money. When based on hourly rates, this goes up. These discrepancies eventually level out.

• Teachers possess greater education.
• The rate of educator unionization is increasing.
• Teachers are becoming older on average.
• While the percentage of white instructors in the labor market is down overall, it is rising among educators. The way educators are trained has evolved over time.

In addition to the development of new models and the closure of education colleges, numerous instructors have experienced layoffs and have been returned to educational institutions for additional training. This takes a lot of energy away from putting other policies into action (Parker, 2004).Four strategies were outlined by McDonnell and Elmore (1987) as a way to guide policy implementation while keeping educators' concerns in mind and the role of educators in the context of education. These include

the creation of guidelines and policies, the application of conditional funding awards, the allocation of resources toward future capacity, and the removal of individuals obstructing execution from positions of power. Investigations, official reports, and public humiliation of individuals obstructing execution are all effective means of enforcing regulations. However, resourcing the context and providing skill to educators and administrators usually works better to ensure that policies are fulfilled adequately. Stout suggests that incentivizing teachers to take part can take the form of pay raises, opportunities for policy formation and implementation, and connections between involvement and career advancement that can improve their teaching style or context. Policy texts have different levels of authority. The parliament enacts laws and also issues regulations and policy documents. The Republic's ultimate law is the Constitution; any action or behavior that conflicts with it is unlawful, and any obligations it imposes must be carried out. Acts (such the Dadu School Act), SASA, and other education-related Acts are second in seniority. These Acts are issued by parliament, enforceable, and need to be followed exactly. Guidelines on operational matters are provided by other policy documents and circulars. Policy makers must realize that policies are more often re-invented at every level of the system than they are really implemented when creating new ones for educational reform. In the end, knowledge, beliefs, resources, leadership, and motives that function in a particular context—rather than the intentions of policy makers—determine what transpires in classrooms and schools when a gap arises between the planned and implemented policies, the state bureaucrats' institutional and resource deficiencies or the inadequacies of their oversight mechanisms are blamed.

2.18. COMPONENTS OF THE EDUCATION SECTOR

Subject to a national policy framework, the Constitution grants the province legislatures and governments significant authority to manage educational issues. The national department of education is in charge of developing policies, establishing guidelines and expectations, and keeping an eye on and assessing education at all levels. The province departments of education for school education, Abet, Early Childhood Development (ECD), and FET colleges have a concurrent function with the national department. The Dadu Schools further decentralizes authority to the school level by giving democratically elected school-governing bodies (SGBs), which

are made up of parents, teachers, non-teacher personnel, and secondary school students, control over public schools. National policy governs relations with provincial departments of education; within it, the departments are required to establish their own priorities and programs for implementation. (Edom) were established as intergovernmental bodies to work together in the development of the education system by the National Education Policy Act, 1996, which also formalized the relationship between national and provincial authorities. The national department's job is to create a national education policy and legislative framework by interpreting the government's training and education policies as well as the provisions of the Constitution.

The department must ensure that

Policies and laws are followed by all system levels, and there are measures in place to keep an eye on and improve system quality. The system keeps up with global advancements. The department's primary tasks are to:

The responsibilities of the organization include conducting research, reviewing policies, developing plans and policies, supporting provinces and higher education institutions in putting national policies, norms, and standards into practice, keeping an eye on how these are being implemented to determine how they are affecting the quality of education, and identifying any policy gaps.

2.19. QUALITY PROMOTION AND DEVELOPMENT

To guarantee ongoing improvements in the caliber of education, the Quality Promotion and Development Branch offers strategic guidance for the creation of policies and educational initiatives.

2.20. GENERAL EDUCATION AND TRAINING

Through the administration and assessment of programs for early childhood development, school education, students with special needs, education management and governance programs, district development, and education human resources, the GET Branch demonstrates leadership. Expanding programs, giving all students access to Grade R, advancing the creation of a truly inclusive educational system—which includes combining special schools to ensure that no teacher is under qualified—

coordinating the implementation and providing education to students up to the age of four, and effectively implementing the Revised National Curriculum Statement (RNCS) are among the branch's top priorities. Through its district development program, the department must also help district managers become more capable of ensuring and supporting high-quality instruction in schools. The department also hopes to eliminate any obstacles to education through this branch, enabling all children with special needs—even the most vulnerable ones—to engage completely in the educational process.

2.21. FURTHER EDUCATION AND TRAINING

Policies for Grades 10 through 12 in public and private FET institutions and schools, as well as independent schools, are developed by the FET Branch. It provides an academic curriculum together with a variety of vocational disciplines and regulates the integrity of assessment in schools and institutions. FET colleges serve adults and youth who are not enrolled in school. Additionally, the branch is in charge of coordinating and keeping an eye on how the system reacts to increased student engagement and performance in mathematics, science, and technology (MST). Through the national educational portal touting, it facilitates curriculum implementation and develops strategies for the use of information and communication technology (ICT).

2.22. HIGHER EDUCATION

He is essential to the advancement of modern societies' social, cultural, and economic spheres. The establishment of a single coordinate system is supported institutionally and strategically by the HE Branch. The Department of Education is making an effort to unify all levels so that the department is viewed as a unified entity. There are differences, though. The national level develops the fundamental policies, and the province and district offices interpret and carry them out (http://www.info.gov.za/aboutsa/education.htm).

2.23. THE INVESTIGATION ON THE EFFICACY OF IMPLEMENTING AND OVERSEEING EDUCATION POLICIES

The literature study on the efficacy of implementing and overseeing educational policies in schools is presented in this chapter. The literature from both domestic and

foreign sources on the issue under research was examined. The review concentrated on how district officials, teachers, principals, and education agencies both locally and globally promote the efficient implementation and oversight of policies in schools. The advantages as well as the difficulties encountered are also discussed. After then, the findings are discussed.

2.24. ISSUES FOR IMPLEMENTATION

A policy and framework must be ready for implementation, and several conditions must be met.

- Purpose: a strong justification for the intended change.
- Vision: a clear, motivating picture of the idealized form of the intended transformation.
- Ownership — a strong sense of ownership among people impacted by the intended change.
- Capacity: the ability to execute the intended change with a wide range of abilities.
- Support - concrete assistance in bringing about the intended change.

2.25. EIGHT CONTEXTUAL ELEMENTS BELOW MUST BE AWARDED

Leadership, political stability, expected levels of cooperation, knowledge of the reform, comprehension of links and processes, ability and willingness to support the change, overall administrative capability, and budgetary capacity are the first eight factors (Joyner 2000).

Execution also requires local capacity and motivation. This need inspiration and national leadership. Several policy analysts have attributed the inadequate execution of policies and provision of services in schools to a lack of departmental capacity and resources, which significantly restricts the ability to make modifications at all levels of the department and schools. Numerous problems have been noted by education administrators, such as significant inherited backlogs, inadequate provincial funding, administrative capacity, unfulfilled objectives, a lack of prioritizing of policies, and an abundance of policies. First, questions of context are not sufficiently addressed during the development stage of policy due to discrepancies between policy ideals and classroom reality. This raises special issues when ideas for policies are brought in

from outside contexts. Furthermore, policies are not examined at every stage due to the presumption of a direct relationship between policy goals, practice, and outcomes, and the unanticipated circumstance might not fit the requirements for institutional transformation. Lastly, the authors speculate that top DoE bureaucrats who are knowledgeable about policy discussions but less so about systems management may be the source of some of the issues. An alternative viewpoint is that being prepared for change necessitates having both capacities. Strategic planning is required, and preparatory work is needed before introducing policy. Setting deadlines and short-term goals must be a part of the pre-implementation strategy. This shows that the implementation process is moving forward in a clear manner. A significant level of inertia must be overcome in order to modify the policy environment because of the size and complexity of the education sector, particularly in District Dadu where substantial changes are being explored. The people putting the policies into practice have the final say over the policy makers. The impact of those working in district and provincial offices—and eventually in the classrooms and communities—that are tasked with bringing policies to life is a fundamental problem in policy implementation. When policies are implemented—or not—these people and organizations will be looking out for themselves and defending their own interests. According to him, implementation is a process of negotiating and negotiation between the numerous local and national actors rather than automatic transmission. He asserts that the bureaucrats in charge of implementing policies will consistently give the intended policies their own interpretations and meanings, and that in the process, they will use their authority or discretion to subvert or change the original intentions of the Aware of the influence that implementers have, a new breed of policy implementation analysts contends that good policymaking must consider and anticipate implementation issues in order to plan appropriately and control or limit the agents involved in the process   This approach involves reasoning backward from the individual and choices that are at the center of the problem that the policy is intended to address, to the rules, procedures, and structures that are closest to those choices, to the policy instruments available to affect those things, and ultimately to feasible policy objectives .To create a policy and set a target for that level of implementation, backward mapping begins at the lowest level of the process. The two questions that will guide it as it makes its way back up through the implementing agencies' hierarchy

are: can this unit influence the behavior that the policy is trying to change? What materials is the unit going to need to change this behavior? To put it another way, this strategy promotes maximizing discretion and power at the lowest possible stage of the implementation process since it holds that the more one is able to affect a problem, the closer one is to its origin.

2.26. NO EFFECT

Numerous research have also demonstrated how inspections are ineffective, even in spite of the previously reported encouraging results. These studies, which come from the same nations as those that describe impacts and no effects, frequently even come from the same study, indicating that the efficacy of school inspections varies depending on the subjects, students, and types of schools. For instance, Allen and Burgess (2012) found little improvement for students who were specifically lower ability in England, despite evidence of improved performance for average and above average performers. Similarly, Ehen and Shackle ton's (2014) study in the Netherlands suggests that inspections have an impact on students' achievement in Dutch literacy in secondary schools, but not on other subjects. Additionally, they discovered that there was no correlation between school inspections and a number of other variables, including parental satisfaction, the ratio of students to full-time management employees, the ratio of students to full-time teachers, the percentage of students living in poverty, and the percentage of school staff members who take sick days. use the example of a head teacher in one of their case study schools who believed the school had been misjudged, while other staff members thought it was beneficial but that they would need to wait for "the dust to settle" before addressing the problems, to explain why there was no impact. Research from Germany, Flanders, and Ireland also show that little has changed in terms of classroom practices and schools since inspections are too general and do not recommend modifications unique to teachers or classrooms they had made to their school's governance in response to modifications to inspection frameworks. School boards indicate significant improvements in how they oversee the use of data and ensure school quality, but they report less change in how they oversee instructional time, curriculum, and teaching in schools. Furthermore, the information revealed a deterioration in curriculum and

instruction governance in schools that had met with school inspectors to talk about the state of their establishments.

2.27. THEORETICAL FRAMEWORK

The merger of Henri Fayol's Administration model, Max Weber's Bureaucratic model, and Lex Donaldson's Contingency theory model informs the study's theoretical framework and measures how well education policies are implemented and monitored in schools. I'll give a quick explanation of these theories and how they apply to the study in the paragraphs that follow. Weber argues that the most reasonable and logical organizational structure for huge companies, like the Department of Education, is bureaucracy. This is predicated on the idea that bureaucracies are established on rational or legal authority, which is derived from laws pertaining to education, policies, and departmental regulations, among other sources. Legal authority is the foundation for a superior's positional authority over a subordinate. Clear job definitions, the application of legal power, a hierarchical structure, written rules and procedures, technically skilled bureaucrats, the recruitment of personnel based on their technical experience, promotions determined by their competence, and well-defined career routes are all factors that contribute to bureaucracy' efficiency. Moreover, Fayol's theories of administration, as previously mentioned, mesh well with Weber's description of the bureaucratic superstructure. Fayola takes a far more detailed approach than Weber did when discussing the managerial personal responsibilities. Weber outlined the ideal bureaucratic structure, whereas Fayola focused more on the managerial layer in his work. According to Fayola, management has five main responsibilities: command, coordination, forecasting and planning, and control. Planning and forecasting is the process of projecting future events and making appropriate plans for them. Does our education department employ people who are proactive and capable of handling the difficulties our educational system faces in an effective and efficient manner? The growth of an institution's personnel and material resources is known as organization. Maintaining the institution's operations and procedures is known as commanding. The synchronization and alignment of the organizations' efforts was known as coordination. Finally, control refers to the execution of the aforementioned tasks in compliance with the relevant policies and guidelines.

Donaldson (2001) claims that the reason contingency theory has focused on effectiveness is because it has always attempted to explain why organizations succeed or fail. However, the term "effectiveness" can be used to describe a broad range of ideas, including productivity, profitability, employee satisfaction, and the rate of innovation. According to Donaldson (2001), the Contingency Theory of Organizations is a significant theoretical framework for comprehending organizations. The contingency theory paradigm's central claim is that an organization becomes efficient when its structural elements are appropriately adapted to contingencies that accurately reflect its conditions. The environment, size, and strategy make up these contingencies. To help you better understand these ideas, the following discussion will cover the three contingencies:

CHAPTER 3

RESEARCH METHODOLOGY

The study's methodology and research design were covered in the previous chapter. The technique for analyzing the information gathered from the questionnaires and interviews will be covered in this chapter. An overview of the study's participants will also be provided by an account of each person. The results will then be talked about. The methodology used by the researcher to direct the study was a qualitative research style of inquiry. The methods of collecting data that were selected included semi-structured interviews, questionnaires, document and artifact collections, and more. Researchers using this qualitative methodological technique look for the ways in

which the subjects of their study make sense of their experiences because of the inductive character of the approach and its focus on participant views. Qualitative researchers make the assumption that people make decisions based on how they interpret their experiences. Because of this, they are curious about the subjects' experiences and how they understand them (McMillan & Schumacher, 2001).Semi-structured interviews and questionnaires were used, respectively, to gather data. For each of the three groups that were sampled, three different questionnaires were created. The unique job tasks of the groups about the phenomenon under investigation served as a guide for the formulation of the questionnaires. Data from all the groups was gathered using a semi-structured common interview guide that was created. The Dadu Area Project Office in the Hyderabad Region of Sindh Province handled the entire process of choosing the study's location, obtaining consent from the participants and the Provincial Education Department, and collecting data over the course of three months. At this point, I must clarify that the study also aimed to gather and analyze all policy documents that the district officials who participated in the group utilized to carry out their various duties. Sadly, when the questionnaires with the portion asking for these kinds of papers to be attached were gathered, they did They did not have any of the requested copies as attachments. It was not possible to analyze such documents in light of this

District Dadu has 19,070 square kilometers and is classified as a rural district. The district has a population of 1,688,810 as of the 1998 Census, with 79% of people living in rural areas and 21% in urban areas. In 2010–11, the district's literacy rate was 65 percent.

3.1. ABSCONDING TEACHERS

When a Area Education Officer (AEO) visits a school and discovers that no one is inside (not even pupils or staff), the school will be considered an absconder teacher. The instructor who posted a criticism of that school would be seen as a runaway. If a teacher is gone from the classroom for more than one month without permission from the appropriate authorities, as reported by the school's headmaster, and the MA discovers this, the teacher will be deemed to have absconded. If an employee's name is absent from the school's muster roll or attendance register and HM also disputes knowing the employee's whereabouts or information, the employee would be deemed

absconding.

The Monitoring and Evaluation team has nominated hundreds of teachers who have absconded.

3.2. ABSENT TEACHER

A teacher will be deemed absent if they are not present at the school and there is no documentation or proof that they were ever given leave.

instructor on official business or receiving training

If a teacher or member of staff is absent from the school and, according to the H.M. or person in charge of the school, went to carry out an official task or undergo official training and the school has a proper record of the order from the relevant authority, the teacher will be deemed to be performing an official duty. The paychecks of thousands of instructors and staff members have been suspended and their absences reported.

3.3. TEACHER TRANSFER

A teacher will be regarded as transferred if their order of transfer is visible on the school's record.

A teacher is not permitted to leave the classroom until the biometric system has updated his posting order.

A notification has already been sent out requesting a minimum of 7–14 day delay before joining the new posting location.

3.4. TEACHERS ON MEDICAL LEAVE

Teachers who have a record of their medical leave application will be regarded as teachers on medical leave. During his subsequent visit to the same school, MA should confirm the availability of the medical certificate to ensure that no misreporting has occurred.

3.5. THE ROLE OF THE DISTRICT OFFICIALS

The conversation around education districts in Dadu now veers erratically between viewing districts as administrative and managerial wing of the province departments of education and districts as centers of assistance for schools. Therefore, the major goal of districts is still up for debate: are they primarily there to provide professional

services to schools, or were they created to provide administrative and policy control? The worldwide literature suggests that the Districts may play a variety of roles, including that of aggressive school monitoring agents or active bases of support for the schools. According to the literature, districts might also act as passive middlemen between provincial head offices and schools or as facilitators of service delivery and school support. Of course, Districts are able to take on any or all of the aforementioned responsibilities, to varied degrees. Nonetheless, these positions are unique and vulnerable to the whims of conflicting interests and Demands.

3.6. THE ROLE OF EDUCATORS

It is also necessary to take into account the function that educators play in putting policies into practice and keeping an eye on them. Their function as teachers has undergone significant alteration.

There is some misunderstanding within the new educational system. Teachers are also supposed to contribute to policy, which requires clarification and needs to go beyond vision and catchphrases. For instance, if there is no structure in place for educators to participate in, comments like "Teachers ought to be involved in decision-making at all levels." are demeaning and counterproductive.

Policymakers also need to be aware of the motivations and views of the educators they employ, as well as the environment in which they operate. This covers the type of training they get and how well-informed they are about the department of ducation's overarching policy goals.

It's important to comprehend instructors' reactions after policies are put into place. There's a chance that some of the original training that educators received may contradict with new policies. This distinction is most noticeable in what are thought to be the primary responsibilities and sources of inspiration that teachers bring to the classroom.

Joyner (2000) points out that if teachers are not supported during implementation, it can be challenging to expect a lot of them. Both the unions and the Doe must offer this assistance, particularly during times of substantial transition. It is necessary to comprehend what policy changes are for this. Genuinely mean for the local educator,

particularly in situations where multiple changes are being implemented at once.

DADU

DEMOGRAPHY

2,372,725
District Population

1,257,544
Number of Male

1,115,181
Number of Female

1,874,453
Urban Population

498,272
Rural Population

Talukas
04

Area
7866 km²

52 Union Councils

355 Revenue Villages

237,936
Total Estimated Households

HISTORY

Dadu has been along the route of caravans travelling along the Indus. Khudabad village of district Dadu had remained the capital of Kalhora dynasty till as late as 1768 A.D. The popular trade system was "Hundi" in the district.After Independence of Pakistan, the people belonging to Hindu community migrated to India and their properties were given to Muslims who had come from India.[i]

ADMINISTRATIVE STRUCTURE

District Dadu was established in 1933 by the British Indian administration by merging Kotri and Kohistan tehsils of Karachi district and Mehar, Khairpur Nathan Shah, Dadu, Joshi and Sehwan tehsils of Larkana distrcit. The talukas are Johi, Mehar, Khairpur Nathan Shah and Dadu.

EDUCATION

District Summary: All Schools and Teachers

30.5%
48.31%
18.31%

21.07%
78.92%
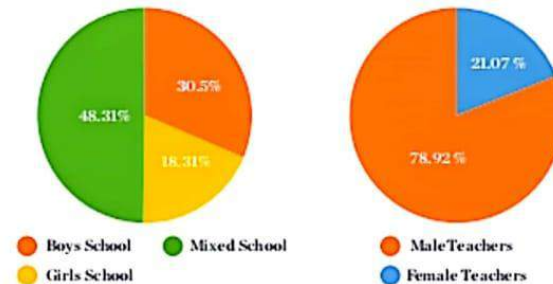
Source: Government of Sindh (2014-145)*

● Boys School ● Mixed School   ● Male Teachers
● Girls School   ● Female Teachers

TABLE 14 - LITERATE POPULATION (10 YEARS AND ABOVE) BY LEVEL OF EDUCATIONAL ATTAINMENT, SEX, AGE GROUP AND RURAL/ URBAN

SEX/ AGE GROUP (IN YEARS)	TOTAL	BELOW PRIMARY	PRIMARY	MIDDLE	MATRIC	INTERMEDIATE	GRADUATE	MASTERS & ABOVE	DIPLOMA/ CERTIFICATE	OTHERS
1	2	3	4	5	6	7	8	9	10	11
DADU DISTRICT										
OVERALL										
ALL SEXES										
10 AND ABOVE	480,535	70,956	183,429	63,191	73,495	50,199	28,113	8,946	804	1,332
10-14	110,557	31,358	63,138	15,769	.	.	.	.	.	252
15-19	87,133	7,751	25,643	18,822	23,532	10,429	642	.	.	234
20-24	59,502	5,013	16,941	6,909	10,860	12,398	6,234	883	78	186
25-29	52,655	4,938	16,375	6,211	9,524	8,109	5,433	1,732	190	142
30-34	43,581	4,177	13,098	5,224	9,304	6,015	3,970	1,473	145	125
35-39	35,385	3,921	10,735	3,763	7,805	4,996	2,857	1,015	131	92
40-44	26,280	2,974	8,416	2,108	5,107	3,653	2,834	993	110	85
45-49	20,236	2,779	7,598	1,403	2,821	2,054	2,510	942	73	56
50-54	14,848	2,058	6,181	907	1,819	1,197	1,718	810	39	49
55-59	10,452	1,751	4,819	705	1,039	622	934	530	23	39
60-64	7,763	1,565	4,153	519	625	307	384	243	12	15
65-69	5,397	1,085	2,885	327	441	188	275	167	9	20
70-74	3,170	743	1,671	191	246	83	127	82	12	15
75 AND ABOVE	3,576	823	1,725	283	322	148	155	76	12	22
MALE										
10 AND ABOVE	306,396	41,270	105,894	40,905	51,899	36,529	21,357	6,880	717	915
10-14	64,646	18,572	36,244	9,606	.	.	.	.	.	194
15-19	52,075	4,232	13,058	11,899	15,196	7,079	454	.	.	157
20-24	36,095	2,783	8,619	4,190	6,905	8,489	4,298	695	60	116
25-29	32,943	2,699	8,683	4,035	6,524	5,736	3,810	1,219	160	87
30-34	28,334	2,229	7,106	3,699	6,804	4,298	2,873	1,070	129	86
35-39	24,131	2,256	6,126	2,643	6,135	3,844	2,163	752	121	51
40-44	18,367	1,662	4,896	1,430	4,110	3,036	2,312	759	97	65
45-49	14,883	1,669	5,006	1,025	2,291	1,785	2,206	777	63	41
50-54	11,290	1,331	4,322	713	1,557	1,056	1,545	698	26	42
55-59	8,124	1,125	3,592	582	892	565	848	472	17	31
60-64	5,961	942	3,189	418	540	285	346	222	10	9
65-69	4,347	726	2,339	280	402	176	251	155	6	12
70-74	2,459	468	1,340	153	274	72	117	78	8	9
75 AND ABOVE	2,741	536	1,354	232	269	118	134	73	0	15
FEMALE										
10 AND ABOVE	174,094	29,719	77,515	22,252	21,594	13,664	6,752	2,064	117	417
10-14	45,911	12,826	26,894	6,133	.	.	.	.	.	58
15-19	35,054	3,557	12,584	6,922	8,336	3,350	228	.	.	77
20-24	23,398	2,229	8,320	2,718	3,924	3,905	1,935	278	18	70
25-29	19,701	2,237	7,688	2,176	3,000	2,381	1,622	512	30	55
30-34	15,242	1,938	5,990	1,545	2,499	1,716	1,097	402	16	39
35-39	11,248	1,674	4,646	1,119	1,700	1,152	693	263	0	41
40-44	7,908	1,312	3,517	677	997	617	521	234	13	20
45-49	5,351	1,110	2,570	378	530	269	304	165	0	15
50-54	3,557	777	1,858	224	262	141	173	112	3	7
55-59	2,327	626	1,226	123	137	57	86	58	6	8
60-64	1,802	563	964	101	85	22	38	21	2	6
65-69	1,050	359	546	47	39	12	24	12	3	8
70-74	710	274	331	38	32	11	10	4	4	6
75 AND ABOVE	835	287	381	51	53	30	21	3	2	7
TRANSGENDER										
10 AND ABOVE	45	7	20	4	2	6	4	2	.	.
10-14	.	.	.	.	.	.	.	.	.	.
15-19	4	2	1	1	.	.	.	.	.	.
20-24	9	1	2	1	1	3	1	.	.	.
25-29	11	2	5	.	.	2	1	1	.	.
30-34	5	.	2	.	1	1	.	1	.	.
35-39	6	1	3	1	.	.	1	.	.	.
40-44	5	.	3	1	.	.	1	.	.	.
45-49	2	.	2	.	.	.	.	.	.	.
50-54	1	.	1	.	.	.	.	.	.	.
55-59	1	.	1	.	.	.	.	.	.	.
60-64	.	.	.	.	.	.	.	.	.	.
65-69	.	.	.	.	.	.	.	.	.	.
70-74	1	1	.	.	.	.	.	.	.	.
75 AND ABOVE	.	.	.	.	.	.	.	.	.	.

SEX/AGE GROUP (IN YEARS)	TOTAL	NEVER ATTENDED	LITERATE POPULATION BY EDUCATIONAL ATTAINMENT								
			BELOW PRIMARY	PRIMARY	MIDDLE	MATRIC	INTERMEDIATE	GRADUATE	MASTERS & ABOVE	DIPLOMA/ CERTIFICATE	OTHERS
1	2	3	4	5	6	7	8	9	10	11	12
DADU DISTRICT											
OVERALL											
ALL SEXES											
5 AND ABOVE	1,317,496	699,645	208,645	183,429	63,151	73,495	13,199	28,113	8,946	834	1,599
05-09	263,281	125,365	137,649	-	-	-	-	-	-	-	267
10-14	186,760	152,233	31,356	63,138	13,769	-	-	-	-	-	252
15-19	164,356	77,222	7,791	25,643	13,822	23,532	10,429	682	-	-	234
20-24	122,212	62,710	5,013	16,941	6,909	10,860	2,398	6,254	853	78	186
25-29	114,116	61,451	4,038	16,376	6,211	9,631	8,100	6,413	1,732	190	142
30-34	95,758	52,177	4,177	13,098	5,244	9,334	6,015	3,970	1,473	145	125
35-39	83,577	48,192	3,921	10,775	3,763	7,835	4,996	2,867	1,015	131	92
40 AND ABOVE	277,437	165,715	13,758	37,458	6,473	12,410	8,252	8,997	3,843	290	301
MALE											
5 AND ABOVE	679,208	296,476	117,454	105,894	40,935	51,899	9,529	21,367	6,880	717	1,067
05-09	137,807	61,471	76,184	-	-	-	-	-	-	-	152
10-14	105,538	43,892	18,572	36,244	9,636	-	-	-	-	-	194
15-19	87,512	35,437	4,232	13,058	11,889	15,196	7,079	464	-	-	157
20-24	61,792	25,697	2,783	8,619	4,190	6,935	8,489	4,298	605	60	116
25-29	50,777	25,634	2,009	8,063	4,035	6,524	5,720	3,610	1,219	100	67
30-34	47,257	18,923	2,239	7,106	3,699	6,834	4,298	2,873	1,070	129	86
35-39	42,911	18,780	2,296	6,126	2,643	6,135	3,844	2,163	752	121	51
40 AND ABOVE	105,614	71,447	8,448	26,068	4,873	11,775	7,063	7,798	3,734	247	771
FEMALE											
5 AND ABOVE	638,078	402,404	91,184	77,515	22,212	21,594	3,664	6,732	2,064	117	532
05-09	125,474	63,894	61,465	-	-	-	-	-	-	-	115
10-14	91,222	45,311	12,826	26,894	6,133	-	-	-	-	-	58
15-19	76,817	41,763	3,557	12,584	6,922	8,336	3,350	228	-	-	77
20-24	60,390	36,992	2,229	8,320	2,718	3,924	3,906	1,955	278	18	70
25-29	37,314	37,813	2,237	7,868	2,176	3,110	2,381	1,862	512	90	56
30-34	48,474	33,232	1,938	5,990	1,545	2,499	1,718	1,097	402	16	39
35-39	40,643	29,395	1,624	4,646	1,119	1,700	1,152	683	263	10	41
40 AND ABOVE	157,711	114,301	5,308	11,303	1,630	2,135	1,160	1,177	600	43	77
TRANSGENDER											
5 AND ABOVE	210	165	7	20	4	2	6	4	2	-	-
05-09	-	-	-	-	-	-	-	-	-	-	-
10-14	-	-	-	-	-	-	-	-	-	-	-
15-19	26	22	2	1	1	-	-	-	-	-	-
20-24	30	21	1	2	1	1	3	1	-	-	-
25-29	25	14	2	5	-	-	2	1	1	-	-
30-34	27	22	-	2	-	1	1	-	1	-	-
35-39	23	17	1	3	1	-	-	1	-	-	-
40 AND ABOVE	79	69	1	7	1	-	-	1	-	-	-
RURAL											
ALL SEXES											
5 AND ABOVE	987,073	590,675	147,328	126,489	37,918	42,663	25,064	11,479	3,100	405	952
05-09	203,683	109,133	94,164	-	-	-	-	-	-	-	186
10-14	149,919	75,397	23,481	41,558	8,745	-	-	-	-	-	138
15-19	120,338	65,600	6,183	18,786	11,309	12,815	5,244	267	-	-	134
20-24	88,455	52,677	3,797	12,161	4,346	6,408	6,361	2,417	334	37	117
25-29	83,671	51,366	3,799	11,716	3,881	5,791	4,312	2,112	600	96	88
30-34	70,638	43,651	3,207	9,331	3,359	5,674	3,187	1,579	501	84	65
35-39	62,366	43,619	3,012	7,661	2,456	4,848	2,645	1,184	344	66	51
40 AND ABOVE	207,381	151,732	9,689	25,276	3,820	7,027	4,315	1,910	1,321	122	173
MALE											
5 AND ABOVE	509,666	254,196	85,297	75,830	26,728	30,961	21,929	9,540	2,582	346	627
05-09	106,690	51,648	52,943	-	-	-	-	-	-	-	99
10-14	80,645	38,897	14,106	24,511	5,832	-	-	-	-	-	97
15-19	64,453	30,397	3,446	9,647	7,543	9,119	4,009	283	-	-	89
20-24	44,971	21,634	2,226	6,434	2,786	4,559	4,880	1,886	254	28	82
25-29	41,893	20,409	2,209	6,544	2,681	4,356	3,379	1,716	463	81	55
30-34	34,684	16,161	1,851	5,336	2,500	4,544	2,521	1,247	403	75	46
35-39	32,516	16,306	1,923	4,671	1,862	4,196	2,232	972	272	62	30
40 AND ABOVE	103,814	60,444	6,589	18,687	3,034	6,187	3,908	1,536	1,190	110	129
FEMALE											
5 AND ABOVE	477,248	336,347	62,026	50,645	11,067	9,701	5,131	1,919	518	49	325
05-09	96,993	55,685	41,221	-	-	-	-	-	-	-	87
10-14	69,274	38,900	9,373	17,047	2,913	-	-	-	-	-	41
15-19	55,867	35,188	2,736	9,138	3,765	3,696	1,235	64	-	-	45
20-24	43,460	30,625	1,568	5,727	1,559	1,848	1,478	511	80	9	35
25-29	41,759	30,946	1,588	5,167	1,200	1,435	932	405	137	15	33
30-34	35,935	27,472	1,356	3,994	859	1,130	666	332	98	9	19
35-39	30,452	24,397	1,068	2,988	605	752	413	212	72	4	21
40 AND ABOVE	103,508	91,234	3,096	6,584	786	840	407	374	131	12	44
TRANSGENDER											
5 AND ABOVE	159	132	5	14	3	1	4	-	-	-	-
05-09	-	-	-	-	-	-	-	-	-	-	-
10-14	-	-	-	-	-	-	-	-	-	-	-
15-19	18	15	1	1	1	-	-	-	-	-	-
20-24	24	18	1	-	1	1	3	-	-	-	-
25-29	19	11	2	5	-	-	1	-	-	-	-
30-34	19	18	-	1	-	-	-	-	-	-	-
35-39	20	16	1	2	1	-	-	-	-	-	-
40 AND ABOVE	59	54	-	5	-	-	-	-	-	-	-
URBAN											
ALL SEXES											
5 AND ABOVE	330,423	108,970	61,317	56,940	25,273	30,832	24,135	16,634	5,846	429	647
05-09	59,598	16,632	43,485	-	-	-	-	-	-	-	81
10-14	36,841	21,376	7,917	21,580	7,054	-	-	-	-	-	114
15-19	44,017	11,622	1,608	6,857	7,513	10,717	5,185	415	-	-	100
20-24	33,757	10,233	1,216	4,780	2,563	4,452	6,037	3,817	549	41	69
25-29	30,445	10,195	1,139	4,660	2,330	3,733	3,797	3,311	1,132	94	54
30-34	25,120	8,526	970	3,767	1,885	3,660	2,828	2,391	972	61	60
35-39	20,589	7,573	909	3,114	1,305	2,887	2,351	1,673	671	65	41
40 AND ABOVE	70,056	31,563	4,073	12,182	2,653	5,363	3,937	5,027	2,522	168	128
MALE											
5 AND ABOVE	169,542	42,180	32,157	30,064	14,707	18,938	5,600	11,797	4,298	361	440
05-09	31,117	7,823	23,241	-	-	-	-	-	-	-	53
10-14	24,893	4,796	4,464	11,733	3,801	-	-	-	-	-	97
15-19	23,059	5,040	786	3,411	4,336	6,077	3,070	251	-	-	68
20-24	16,821	3,863	555	2,185	1,464	2,376	3,609	2,412	351	32	34
25-29	14,884	3,425	490	2,139	1,354	2,168	2,347	2,064	756	79	32
30-34	12,573	2,762	388	1,770	1,199	2,290	1,777	1,626	667	54	40
35-39	10,395	2,474	373	1,455	781	1,939	1,612	1,191	480	59	21
40 AND ABOVE	35,800	10,998	1,860	7,371	1,789	4,088	3,185	4,223	2,044	137	95
FEMALE											
5 AND ABOVE	160,830	67,157	29,158	26,870	10,565	11,893	8,533	4,813	1,546	68	207
05-09	28,481	8,209	20,244	-	-	-	-	-	-	-	28
10-14	21,948	5,411	3,453	9,847	3,220	-	-	-	-	-	17
15-19	20,950	6,575	821	3,446	3,157	4,640	2,115	164	-	-	32
20-24	16,930	6,367	661	2,593	1,159	2,076	2,428	1,464	198	9	35
25-29	15,555	6,767	648	2,521	976	1,565	1,449	1,246	375	15	22
30-34	12,539	5,760	582	1,996	686	1,369	1,050	765	304	7	20
35-39	10,191	5,098	536	1,658	514	948	739	481	191	6	20
40 AND ABOVE	34,236	22,970	2,212	4,809	823	1,295	752	803	478	31	33
TRANSGENDER											
5 AND ABOVE	51	33	2	6	1	1	2	4	2	-	-
05-09	-	-	-	-	-	-	-	-	-	-	-

3.7. ADMINISTRATIVE/ MANAGEMENT STRUCTURE OF SCHOOL EDUCATION

The following describes Sindh's district and provincial educational hierarchies:

3.7.1. SCHOOL EDUCATION SECRETRIATE

A secretary is in charge of the provincial school education secretariat. Additional secretaries, deputy secretaries, section officers, Chief Education Planning, and secretarial personnel support the secretary. Planning, administration, finances, and operations are supported by other directors and deputy directors in the directorates of school education (elementary and secondary).

Figur 1: Administrative/Management Structure of School Education

Minister for Education

Secretary (School) Education

EDO (Education)

DO (Headquarter)	DO (Literacy)	DO (SEMIS & Planning)	DO (Sports)	DO (Academic & Training)	DO (Elementary)	DO (Secondary & Higher Secondary)

Under DO (Headquarter):
- Admin. Officer
- AO
- AAO
- Superintendent

Under DO (Sports):
- DDO

Under DO (Elementary):
- DDO
- ADO
- Supervisor

Under DO (Secondary & Higher Secondary):
- DDO

EDO: Executive District Officer
DO: District Officer
DDO: Deputy District Officer
ADO: Assistant District Officer
AO: Admin Officer
AAO: Assistant Account Officer

3.7.2. RESULTS OF THE STUDY:

The study collected data on 1824 children in the 3–16 age range from 28 villages in Khairpur. 53.2% of the children in our sample are male and 46.8% are female.

INFORMATION ABOUT EFFECTIVENESS OF MONITORING

After data on 581 moms was gathered, 31.5% of them were literate and 68.5% were not.

The school profile of children in the 3-16 years age group is as follows: 67% of all children (1824) are enrolled in the 3-16 years age group, with over 2% of children attending preschool, falling into the 3-6 year age group. For children in the 5–16 age range, the enrollment rate is 69% (1248).

3.7.3. CHILDREN ENROLLMENT IN SCHOOL

624 out of the 1888 children polled, or more than 33%, are not in school and belong to the 3–16 age group.

• Twenty-four percent of all youngsters never attend any kind of school.

• Of all the children (1888), dropout rates are close to 9%.

• Of children not in school, 624 are female, or 56%.

• Of the 458 children who have never attended school, 69% are female.

3.7.4. GO TO SCHOOL-AGE CHILDREN (5–16 YEARS OLD)

• There are 1264 school-age youngsters in the 5–16 age group overall.

• Of the 1264 school-age children (5–16 years old), almost 98% attend government schools, with the remaining 2% attending private institutions.

• Of all children in the age range of 5 to 16 years, 42% cannot read a paragraph (Level-I) and 48% cannot perform two-digit subtraction (Level-I).

• Of all children aged 5 to 16 years, 52% cannot read Story text (level II), compared to roughly 57% of all children in 5-16 years cannot solve division problems (level-II).

3.7.5. LEARNING CAPACITY OF THE 5–9 YEAR OLD AGE GROUP

• 69% of kids are unable to solve subtraction problems (arithmetic level I), and 59% of kids are unable to read para or level I texts.

• Of the youngsters in this age range, 74% are unable to read story texts at level II, and 81% are unable to do division problems (level II).

3.7.6. LEARNING CAPACITY OF THE 10- TO 12-YEAR AGE GROUP

• Approximately 22% of kids cannot read at paraphrase level (level -1), and 24% of kids struggle to answer two-digit subtraction problems (arithmetic level I).

• Of the youngsters in this age group, 26% are unable to read story texts at level II,

and roughly 29% are unable to perform division problems (level II).

3.7.7. LEARNING CAPABILITIES OF THE 13–14 YEAR OLD AGE GROUP

• Nearly 29% of kids are unable to read para or level I texts, and 32% of kids struggle to answer subtraction problems.

• Of the kids in this age group, 35% are illiterate in story texts at level II, and 37% are unable to answer division problems at level II.

3.7.8. LEARNING CAPACITY OF THE 15–16 YEAR OLD AGE GROUP

• Roughly 31% of kids struggle to read para or level-I texts, and 32% struggle to answer subtraction problems (level-I arithmetic).

• Of the kids in this age range, 36% are unable to read story texts at level II, and 39% are unable to complete division problems (level II).

3.7.9. THE FOLLOWING TABLES SHOWS EFFECTIVENESS OF MONITORING

Class	Beginning %	Letter %	Word %	Level 1-%	Level II %	Total %
1	31.7	30.7	32.2	4.4	1.0	100
2	1.4	7.3	32.6	39.9	18.8	100
3	0.5	0.5	3.4	21.8	73.8	100
4	0.6	0.0	0.6	1.2	97.6	100
5	0.0	0.0	1.1	0.5	98.4	100
6	0.0	0.0	1.4	0.0	98.6	100
7	0.0	0.0	0.0	1.4	98.6	100
8	0.0	0.0	0.0	0.0	100	100

Class	Beginning	Numbers	Numbers	Subtraction	Division	Total

	%	**1-9 %**	**11-99 %**	**%**	**%**	**%**
1	51.2	27.3	20.5	0.5	1.0	100
2	2.3	15.1	55.5	19.7	7.8	100
3	1.0	00	12.1	31.8	53.8	100
4	0.6	0.0	0.6	4.2	94.6	100
5	0.0	0.0	2.1	2.5	95.4	100
6	0.0	0.0	1.4	4.0	94.6	100
7	0.0	0.0	1.4	1.4	97.6	100
8	0.0	0.0	0.0	2.0	98.0	100

3.8. HOW SCHOOLS OPERATE

3.8.1. CHILDREN AND TEACHERS:

Thirty schools in all were visited. Of these, five schools were closed, and there remain 23 primary schools that serve students in grades K–5.

• There are two primary schools, Katchi through Eighth.

Thirty schools total; eighteen are for boys and seven are for females.

3.8.2 ATTENDANCE OF TEACHERS

• On the day of the visit, it was discovered that 91% of all teachers were present in the sampled schools.

94% of primary school teachers and 88% of elementary school teachers were present on the day of the visit, according to data on teacher attendance.

	School with	
	Class 1-5	Class 1-8
PTR	51	50
Children Attendance	78%	69%
Teachers Attendance	94%	88%

3.8.3. ATTENDANCE OF STUDENTS

• In all, 73% of all the kids were discovered to be present in the sampled schools on the day of the visit. According to the attendance patterns of the children, on the day of the inspection, 78% and 69% of the registered students were present in primary schools and elementary schools, respectively.

3.8.4. SCHOOL FACILITIES: PROVISION AND USE:

Of the 25 schools inspected, only 60% had operational water facilities (hand pumps or water taps); the other 40% either lacked the facility or it was not in good operating order.

• Of the schools we visited, about 37% had restrooms; however, 63% of the schools either had no restrooms or the restrooms were broken.

3.8.4. ABSENT FACILITIES

• While 22% of primary schools either lacked a water facility or had one that was broken, 78% of primary schools had a functioning water facility.

• Of primary schools, 48% had functional restrooms, whereas 52% either lacked toilets or had malfunctioning ones.

• Fifty percent of elementary schools had a functioning water facility, whereas the remaining fifty percent either lacked a water facility or had one that was broken. • All elementary schools had a functioning water facility.

Key School Statistics for District Dadu		
	School with	
	Class 1-5	Class 1-8
Number of School visited	23	2
Rooms available for classes	4	4
Rooms used for Classes	4	4
Children per classroom	57	50%
Water facility	78%	100%
Washroom facility	48%	50%

3.9. STATE OF EDUCATION IN DADU

Condition of Education for Dadu's Ever-Attended Population This chapter provides an explanation of the school system in the Dadu district, covering educational indicators such as literacy, educational institutions, children who are not enrolled in school, enrollment, the number of schools and teachers, facilities that are lacking, etc. Educational data from the District Education Profile (Dadu) in the SEMIS 2022–23 and PSLM Survey 2022–23 have been compiled for this purpose.

3.10. EDUCATION STATISTICS OF DADU / LITERACY RATE

Below is a detailed examination of the Dadu district's education statistics:

Dadu had a 47.26% literacy rate, with 36.02% of women and 57.92% of men. There were 948 females for every 1000 males. Of them, 383,406 (24.72%) were city dwellers. Of these, 496,175 (32.0%) were children under ten. There were 340,665 houses and 1,742,320 people living in the district in 2023.

Dadu district has a 65 percent literacy rate (10+ population) in 2010–11, placing it third out of 23 districts in Sindh. The figure was 49 percent for females and 79 percent for males. Overall, this indicates a 3 percentage point gain in the literacy rate (10+ population) compared to the 2008–09 average, or 62 percent. In contrast, 52% of

the people in the Dadu district finished their elementary or higher education in 2008–09. In Sindh, at the same time period, this ratio was 51%. In terms of those who have completed primary or higher education, the percentage of people in Sindh province and Dadu district who have done so has significantly increased in the year 2010-11. In the Dadu district in 2008–09, 17% of the population could not complete their primary or higher education, according to the disparity between the population that has ever attended school and the population that has completed their education. In 2021, this ratio rose to 26 percent.

3.11. Enrolment

In 2010–11, the Dadu district had 251,534 students enrolled, 60% of whom were male and 40% of them were female. According to level-wise enrollment data, primary level enrollment was greatest at 208,910), with secondary level enrollment coming in second at 26,308, higher secondary enrollment at 11,175, and intermediate level enrollment at 4,471. The primary school had the lowest enrollment (679).

Gender disaggregated research shows that, with the exception of the elementary and middle school levels in the Dadu area, there is a significant gender gap in education at every educational level. The fact that more than 60% of students are male in primary, intermediate, and upper secondary education, compared to fewer than 40% of female students, supports this. At the medium level, however, the enrollment share of men and women is equal, or 50%. Female enrollment at the elementary school level is significantly higher than male enrollment, at 15% and 85%, respectively.

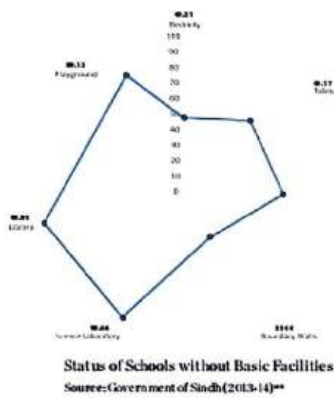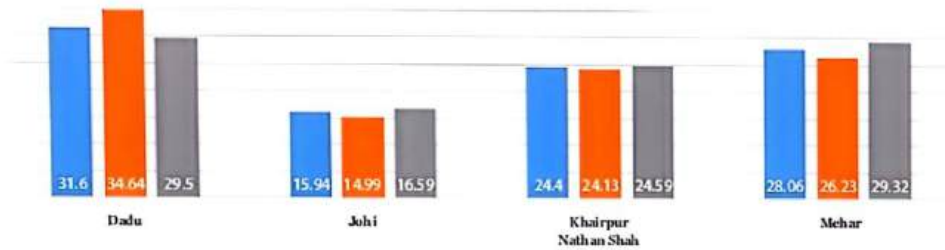## 3.12. ENROLMENT (%) IN GOVT . AND PRIVATE SCHOOLS BY GENDER

Boys and Girls in Government and Private Schools (%)			
Government	Boys	Girls	(%)
	58%	42%	100%
Private			
	50%	50%	100%

Status of Schools Enrolment Taluka wise

Note: Total Enrolment in all schools = 252141
Source: Sindh Education Management
Information System (2013-14) [xii]

■ Total ■ Boys ■ Girls

| Dadu | Johi | Khairpur Nathan Shah | Mehar |
| 31.6 34.64 29.5 | 15.94 14.99 16.59 | 24.4 24.13 24.59 | 28.06 26.23 29.32 |

Status of Schools without Basic Facilities
Source: Government of Sindh (2013-14) **

Literacy Status

Source: Economic Survey of Pakistan (2013-14)*, Social
and Living Standards Measurement Survey (2010-11)*

■ Pakistan ■ Sindh ■ Dadu
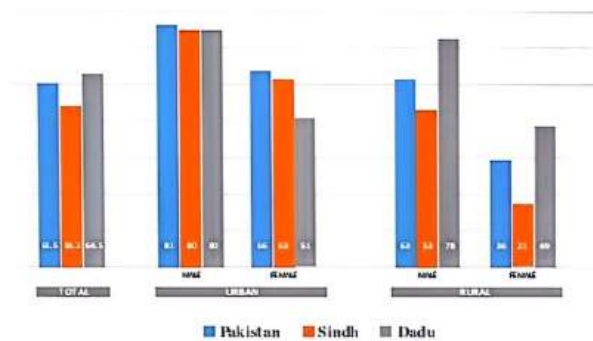
3.12. GROSS ENROLMENT RATE (GER)

The Gross Enrollment Rate (GER)4 for elementary school students in the Dadu district is lower for females than for males. This difference is more noticeable for middle, intermediate, and upper secondary schooling. At the elementary stage, GER is 80 percent for girls and 89 percent for boys; at the middle stage, it is 33 percent for females and 47 percent for boys; and at the secondary stage, it is 50 percent for girls and 77 percent for boys.

Admission Rate of Enrollment Gross (GER) Primary Schools: Male and Female Intermediate Schools 4,471 50% Enrollment at School Level (2010–11) portion of enrollment.

3.13. TEACHERS

As of 2010–11, the Dadu district employed 7,207 teachers, of whom 27% worked in schools for boys, 20% in schools for girls, and 53% in mixed-gender schools. In terms of educational attainment, elementary school teachers accounted for 78% of all instructors. 14 percent of secondary school instructors, 11 percent of middle and elementary school teachers, and 4 percent of higher secondary school teachers come next. A gender-disaggregated analysis reveals that most teachers are men at all educational levels.

3.14. LACK OF BASIC FACILITIES IN SCHOOLS

Out of the entire number of elementary schools in the Dadu district (2010), a sizable portion (87 percent) lack power, and sixty percent lack a water supply. In addition, boundary walls are absent from 57% of primary schools, and restrooms are lacking in 46% of primary schools. According to a gender-disaggregated investigation, the district's elementary schools equally deny boys and girls access to basic amenities. A total of 66 schools at the middle and elementary levels lack 79 percent of electricity, 45 percent of water supply, 32 percent of boundary walls, and 30 percent of restrooms. The amount of girls' schools without basic education at this level

As a result, the district's lower enrollment, greater dropout, and higher class repetition rates are all influenced by inadequate infrastructure and the absence of basic amenities in schools.

3.15. THE ORGANISATIONAL SIZE

According to Pugh (1976), as reported in Pugh and Hickson (1976), the bureaucratic structure of the contingency is impacted by its magnitude. This suggests that an organization's size—that is, the number of people working there—influences how bureaucratic its structure is. huge organizations tend to engage in repetitive operations and administration, which makes decision-making by rules more likely to be both costly and effective. For this reason, bureaucratic structures work well for huge organizations. A simple or bureaucratic structure that is not governed by rules and works well for tiny organizations is ideal because top management can effectively and

personally make practically all of the decisions. When a huge organization tries to adopt a simple, ill-fitting structure, top management will become so overloaded with choices that it loses its effectiveness. Because of its size, the Education Department cannot afford to use the latter organizational size argument.

3.16. STRATEGY OF THE ORGANISATIONAL

The divisional structure is impacted by this circumstance. Donaldson (2001) cites Chandler (1962) and Hocks (1973) as arguing that the functional structure fits an undiversified approach since all of its activities are concentrated on a single good or service, increasing efficiency through the function. Nonetheless, because it offers a variety of services to cater to different product-markets, the divisional structure is appropriate for a diversified approach; keeping each good or service within its own division increases efficiency. Additionally, a varied approach that aims to employ miss fitting will cause top management to become inefficient due to lack of response to markets and overwhelm with choices (Chandler 1962; Galbraith 1973).

Because the education system involves a variety of tasks that must be completed by various personnel in order to maximize effectiveness, the divisional structure contingency is more pertinent to the field of education. This is because educational authorities are responsible for coordinating activities that are pertinent to teaching and learning.

3.17. THE ENVIRONMENTAL STABILITY

A mechanistic structure is affected by this condition. According to Burns and Stalker (1961), referenced by Donaldson (2001), an organization's structure—whether mechanical [hierarchical] or organic [participatory]—affects how quickly technology and the market change in its surroundings. Because a hierarchical structure is effective for everyday processes, the mechanistic structure is appropriate in a stable environment. Because processes are normal, managers at the top of the hierarchy have enough information and experience to make judgments, and this concentrated control promotes efficiency. On the other hand, because innovation demands a collaborative approach, the organic structure works well in an unstable setting. Lower hierarchical levels share the knowledge and data needed for innovation, which decentralizes decision-making and encourages creativity. According to Donaldson (2001), there is a

need to differentiate the Contingency theory from universal theories of organizations. The former maintains that there is a single optimal approach, i.e., the highest level of structural variables yields the highest performance. One previous theory, known as Specialization Classical Management, is universalistic in nature and contends that optimal performance follows from maximal formalization. The brief explanation of the contingency theory of organizations in the previous section highlights various concerns regarding our educational system. i.e., regarding its structure and whether or not it gives us the desired or necessary results. Is the coordination good? Do learners who are the main clientele receive high-quality support that will enable them to reach their full potential?

3.18. RESEARCH APPROACH

The study is predicated on a qualitative method of inquiry. The fundamental distinction between qualitative and quantitative research designs is that the former typically do not give the researcher a pre-planned approach or formula to adhere to. While the researcher's choices and actions determine the design of quantitative research, the researcher's decisions and actions determine the design of qualitative research.

A qualitative research methodology is described by McMillan and Schumacher (2001) as a search strategy that delivers data as verbal narrative. They go on to say that qualitative research fosters opportunity for making well-informed decisions for social action or offers explanations to deepen our understanding of occurrences. Qualitative research advances theory, practice in education, the formulation of public policy, and social consciousness. The quantitative, qualitative, and participatory action paradigms are three significant methodological paradigms in the social sciences that are discussed by Babbie and Mouton (2001). As mentioned above, it was determined that the study would benefit most from a qualitative paradigm. The goal of qualitative research is to comprehend human behavior as opposed to attempting to explain it. Similar to this, Merriam (2002) states that the goal of qualitative research is to carry out a fundamental interpretative investigation to comprehend how individuals interpret their experiences and lives. Thus, this suggests that the primary goal of a qualitative study is to comprehend the social issue or phenomena being investigated, and that the study is carried out in a natural (as

opposed to experimental) setting. Elman and Kruger (2001) contend that phenomenologists hold that what a researcher sees is an interpreted reality rather than reality per se. We are unable to separate ourselves from the underlying assumptions of our cultural heritage, particularly with regard to the philosophical dualism that distinguishes between the tangible body and the immaterial mind and our exaltation of technological advancements. As a result, the roles of researchers are interpreted differently by positivists and anti-positivists. Human behavioral scientists are actually members of the population under study, in contrast to natural scientists who have no connection to the objects of their study (plants, gasses, minerals, etc.). By putting the researcher in the subject's shoes, this facilitates direct understanding, which suggests that the researcher can comprehend the conditions of the object of study. This is not achievable with natural scientific research. In order to prevent bias, positivist researchers try to minimize their involvement in the research setting, but anti-positivist researchers fully immerse themselves in it. The anti-positivist method is best demonstrated by participant observation, in which the researcher attempts to integrate into the group by engaging in its activities. The goal of the natural-scientific method (logical positivism) is to create universally applicable rules that describe the reasons behind behavior that can be measured and observed with objectivity. The anti-positivists contend that rigorous natural-scientific procedures should not be followed while gathering and analyzing data. They maintain that the natural-scientific method is inapplicable to the phenomena being examined in the human behavior and sciences because it is intended for the study of molecules, creatures, and other things. The definitions of the fields of study and the goals of quantitative versus qualitative research by positivists and anti-positivists reflect the divergent perspectives of these two groups of people. While some anti-positivists believe that research should focus on the experiencing of human behavior, positivists define their approach as the study of observable human behavior. The following is how Walle, King, and Ailling (1989), referenced by Helman and Kruger (2001), describe the harmony that exists between people and their environment: In its purest form, the individual is seen as existing independently of the world and the world as existing independently of people. It is claimed that every person and the world around them co-constitute each other. A person's life-world provides the ultimate meaning for them, and they give their world value just by being. The term "life-world" refers to the world that an individual lives

in, not to any other entity that exists independently of or apart from them. The individual's existence depends on their environment, and vice versa. According to Strauss and Corbin (1990), qualitative approaches can be used to understand phenomena about which little is known, obtain in-depth information that may be challenging to communicate numerically, and obtain a fresh perspective on things that are previously known. Given the discussion above, it would seem that a qualitative research approach would be the most suitable for examining the phenomenon being studied. By doing this, the researcher will be able to comprehend the difficulties that teachers, principals, and district officials face when putting education policies into practice and keeping an eye on them in their original form—that is, as expressed, understood, or described by the study participants who make up the sample. We'll talk about the issues or difficulties they run into and how they believe the situation could be resolved. Their positive and negative experiences, as well as the solutions they have found, will aid in my understanding of the difficulties the Dadu (APO) department of education faces, as well as those of the teachers, principals, and district officials. It will also help me come up with better ideas for how to improve the efficiency and effectiveness of implementing and overseeing education policies in schools. According to McMillan and Schumacher (2001), qualitative research is crucial for the creation of theories, the formulation of policies, the enhancement of instructional practices, the identification of societal challenges, and the incitement of action.

3.19. SAMPLING

Purposive sampling technique was used. When choosing a qualitative sample, one of the most important considerations should be determining the intended aim of the research. A researcher can choose from a wide range of sampling options based on theory, methodology, or even more basic considerations like budget and time constraints. As a result, a sample is carefully selected, and several sampling techniques may be applied.

3.20. THE RESEARCH SAMPLE

The procedure used to choose a subset of the population for the study is referred to as sampling. It is the responsibility of the researcher to provide a description of the

sample that includes information on gender, ethnicity, age, socioeconomic status, and any other pertinent factors so that research consumers can comprehend the selection process and reasons behind it. Sampling procedures are seen as dynamic and ad hoc by qualitative researchers as opposed to static or predetermined by population data. There are standards for intended sample size alone; there are no statistical constraints for probability sample size (McMillan & Schumacher, 2001). Given the foregoing, a purposive sample technique was used for this study to choose 13 instructors (PL1), 6 principals, and 7 district officials from the Dadu District. The researcher was able to choose participants with known traits associated with the study topic through the use of purposeful sampling. Because they dealt with or were impacted by the issue under investigation, the participants supplied pertinent information.

3.21. PURPOSE OF CHOOSING THE SAMPLE

In this investigation, purposive sampling and non-probability sampling are typically used instead of random or probability sample procedures because the study is predicated on a qualitative mode of inquiry. Participants were chosen via purposeful sampling, as opposed to probabilistic selection, on the basis of some of their distinguishing traits that make them the owners of the study's data (Maree, 2007). Because they are in charge of instructing students and running schools in compliance with the policies set forth by the education system, educators, principals, and district officials in the Dadu APO, the study site, make up the sample that was selected.

As a result, the study looks into the phenomena of their having to oversee and carry out the district's and their individual schools' education policies. They are also pertinent because they have the expertise and deal with difficulties on a daily basis to successfully execute and oversee educational policies in their classes, district offices, and schools, in accordance with the department's judgment. Stated differently, this sample possesses knowledge and awareness of the phenomenon that the researcher is studying. The individuals involved have worked for the education department for over a decade. Even though the study does not compare the approaches to education taken by the two regimes, they also have possess prior work experience under both the new democratic system and the apartheid regime. Since they are in charge of making sure that policies are implemented and monitored effectively in the district's schools, they are pertinent to discuss their struggles and experiences.

3.22. SAMPLING METHOD

While selecting a random or statistically representative sample for a larger population is the foundation of probability sampling, purposive sampling relies on the idea that a small number of examples examined in-depth can provide valuable insights into the subject. When the objective of the findings is not to be determined, probability sampling techniques like It might not be appropriate to use stratified sampling or just random sampling.(McMillan & Schumacher, 2001). For this investigation, a case-type sampling strategy was used. According to McMillan and Schumacher (2001), the term "case" denotes a comprehensive examination of a phenomenon rather than the total population studied. Extreme, intense, usual, unique, reputational, crucial, and concept/theory-based sampling are a few instances of sampling by case type. The example that was specifically used in this study is the latter one. Selection by information-rich individuals or circumstances that are known to experience the idea or to be trying to put the idea/theory into practice are how it is defined. Increasing our understanding of phenomena is the primary objective of qualitative research, as opposed to using data that has been extrapolated from the sample for the entire community. Richly summarizing the results is the responsibility of qualitative researchers in order to enable generalization to different contexts.

3.23. INSTRUMENT

I used three techniques as a instruments during my whole thesis. They are followings.

1. **Interview:** (interview or the interaction) where I posed verbal questions to elicit verbal responses from an interviewee.

2. **Observation:** (in this method I watched what people were doing) is a correlation (Non-Experimental) where I observed their behavior.

3. Survey research: includes all measurement techniques in which participants are questioned. This approach varies depending on how long the study is conducted. They may consist of longitudinal surveys or cross-sectional surveys.

4. Free Answer: Also called open-ended questions, these comprise essay-style, unguided.

5. Guided Response type: Questions that ask the respondent to recollect a list of

categories are recall-type questions. Questions with several choices or responses.

Three techniques for gathering data for qualitative research were described by Paget (1990): document or archival material study, interviewing, and observation (of oneself, the environment, and the respondents). The words and deeds of individuals constitute the qualitative inquiry's data. Six sources of evidence were recognized by Stake (1995) and Fin (1994) for use in case studies. These sources include documents, archival records, interviews, direct observation, participant observation, and physical artifact facts. Semi-structured interviews and questionnaires were utilized in this study to gather participant data.

3.24. QUESTIONNAIRES

One Questionnaire are a low-cost method of gathering information from a large number of responders. They are frequently the only practical means of contacting enough reviewers to enable statistical analysis of the findings. When employed correctly, a well-designed questionnaire can collect data about the test system's overall performance as well as the specific elements that make up the system. The selected respondents were physically given 13 questionnaires (PL1) for educators, 6 for principals, and 7 for district officials at the Dadu Area Project Office's APO offices.

There were three questionnaires created. These questionnaires were created with the intended respondents in mind for the study. Three categories of participants were intended for the study: district office officials in the Dadu APO, principals, and educators (PL1). After that, questionnaires were created appropriately. Each of the surveys will then be further discussed in the next conversation.

3.25. QUESTIONNAIRE FOR DISTRICT OFFICIALS

There are two sections to this questionnaire (Section A and B). Collecting biographical information for the research study's use in addressing questions was the aim of section (A). The researcher will be able to analyze the responses in this part and make recommendations based on the conclusions and analysis made with the aid

of these data. Section B, the second section, is used to evaluate district officials' comprehension of the monitoring and execution of education policies. Questions like " Please indicate how involved you are in the implementation and monitoring of policies based on the sub questions that have been specifically created." are included in this section.

(i) How frequently do you visit schools to ensure that policies are being followed?

(ii) How much encouragement and support do you provide to schools?

Participants were asked to include copies of meeting schedules and policy papers, and other supporting documentation to each of these questions, as well as to offer at least two real-world examples in the designated sections of the questionnaire. The information gathered will also be useful for formulating wise judgments and suggestions.

3.26. QUESTIONNAIRE FOR SCHOOL PRINCIPALS

There are three sections on the questionnaire for principals of schools. For the district authorities, section A's goal is to collect biographical information that will be utilized to address research study questions. The researcher will be able to analyze the responses in this area, draw inferences, and make recommendations based on the data collected. The questionnaire's Section B focuses on comprehending and implementing policies. This section's goal is to find out how well-versed principals are in educational regulations and how they affect efficient instruction. Principals were asked to use a specific scale that was included in the questionnaire to answer the sub-questions in this section. The foundation of Section C is support and supervision. The goal is to find out how much oversight and assistance the district offices provide to the schools. The goal of the study was to ascertain how district and provincial offices carried out policy implementation in schools. Respondents are required to use a given scale to answer certain sub-questions. The information gathered will also be useful for formulating wise judgments and suggestions.

3.27. QUESTIONNAIRE FOR EDUCATORS

There are two sections on the educator questionnaire (Section A and B).For the district officials and school principals, the goal of section A is to collect participant

biographical information that will be utilized to provide answers to research study questions and to provide the researcher with a more comprehensive picture of the participants' backgrounds. These details will support the researcher in their analysis of the answers, inferences, and suggestions based on the answers in this area. The questionnaire's Section B focuses on comprehending and implementing policies. This section looks into how knowledgeable educators are about education policy and how they affect good teaching and learning. Teachers were asked to use a specific scale that was provided in the questionnaire to answer the sub-questions in this section. The information gathered will also be useful for formulating wise judgments and suggestions.

3.28. QUESTIONNAIRE

There were three questionnaires created. These questionnaires were created with the intended respondents in mind for the study. Three categories of participants were intended for the study: district office of education officials in the Dadu APO, school principals, and educators (PL1). It is believed that the three categories mentioned have a basic relationship to the phenomenon of the efficient execution and observation of educational policies in schools. Since these individuals have varying roles and responsibilities, questionnaires had to be created that aligned with the duties and expectations associated with their employment (posts). Mainly, this was done to keep the responders from being confused.

3.29. RATE OF RETURN FROM RESPONDENTS

The rate of respondents was approximately 85% during taking interview for my thesis and total of twenty-six questionnaires were created and personally delivered to a subset of participants at their homes and places of employment over the course of five days. To elaborate further: Selected respondents were hand-delivered 13 questionnaires (PL1) for educators, 6 for principals, and 7 for district officials at the Dadu Area Project Office's APO offices. The researcher talked about and decided on appropriate deadlines for completing and returning the questionnaires throughout the distribution. The majority of respondents asked for a week because They desired to provide the surveys with their whole attention and because they had other personal and professional obligations. This request was approved, and they also agreed to

provide me with their phone numbers so I could follow up with them, remind them, or arrange a time and location for a collection. 73 percent was the rate of return of questionnaire and 78 percent was the rate of return of interview from the respondents.

3.30. PROBLEMS EXPERIENCED

After receiving favorable responses from each participant, the researcher proceeded to pick up the surveys. But this was not a simple exercise. Some of them required us to extend the agreed-upon time-framesdue to their inability to complete the task by the predetermined time; some had requested a fresh copy after misplacing their original one; and some had unexpected events that needed their quick attention.

3.31. SEMI-STRUCTURED INTERVIEWS

Three categories of qualitative interviewing are described by Patton (1990): (1) conversational, casual interviews; Open-ended, semi-structured, and (3) semi-structured interviews. The researcher employed semi-structured interviews to gather information for this study. One sort of strategy for gathering qualitative data is semi-structured interviews. used to learn about people's beliefs, perspectives, ideas, and life experiences. When using this method, the researcher was allowed to look into responses, pursue ideas, and ask for clarification or more explanation. The interview guide was developed in cooperation between the researcher and the study supervisor. The interview schedule, also known as the guide, is a set of questions or general topics that the interviewer wants to cover throughout the interview. A guide for the interview ensures that the time provided is used effectively and promotes focused discussions. In keeping with the flexible nature of qualitative research, interview guides were modified to omit questions the researcher judged to be useless for accomplishing the study's objectives and to focus emphasis on areas of particular importance. Interviewing individuals is a more organic way to engage with them than having them complete a survey. According to Mischler (1986), an interview is a collaborative effort between the interviewee and the interviewer. The researcher was able to comprehend the participants' thoughts and feelings by getting to know them pretty well through the use of semi-structured interviews. In Arksey and Knight (1999), Patton (1990) makes the case that using probes is one of the strategies in a strong interview wing. A qualitative interviewer can employ three different kinds of

probes to ensure a successful interview: clarification, elaboration, and detail-oriented inquiries. These questions were employed by the researcher to ensure that the participant's information was accurate and credible. I, the researcher, asked follow-up questions with meticulous probes to get more information on whatever it was I was attempting to figure out, including what steps could be taken to raise the bar for policy implementation and monitoring. Elaboration probes asked interviewees to elaborate on their responses by telling additional details about their circumstances. In order to fully comprehend what the subjects had said or mentioned, the researcher additionally employed clarification inquiries. The researcher was able to comprehend the participants' circumstances with the use of probing. Researchers that use semi-structured interviews are encouraged to elicit and prompt responses from participants, according to Arksey and Knight (1990). The researcher conducted a pilot study prior to interviewing the chosen people in the study. The researcher was able to determine whether the topics and questions were pertinent to the study with the aid of the pilot study. The pilot study revealed that several questions were vague or unspecific to the participants, which made it challenging for them to provide pertinent responses. After then, the researcher altered or rephrased some of the questions to make them easier for the participants to grasp. More insightful answers were obtained by the researcher through the use of a pilot study. I explained the purpose of the study to the respondents and asked them to sign a consent form in order to get their consent. The interviewer provided the candidates a chance to warm up by asking them open-ended questions at the start of each session to help them feel at ease. Building a connection with the interview subjects was crucial, and it needed to happen before the interviews even started. Making a basic decision on interview data recording at the beginning of the procedure is important. The choice of data recording method is left to the researchers. The researcher used audio recording to collect data for this investigation. The most often used technique for documenting qualitative interviews is most likely audio recording. A tape recorder, according to Patton (1990), is "indispensable," but Lincol and Guba (1985) advise against recording unless there are special circumstances. The advantage of recordings is that they record data more accurately than hastily made notes could, and they also facilitate the researcher's ability to concentrate on the interview. The tape recorder offers a precise, verbatim transcription of the interview, capturing participant language, tone, and hesitations in

significantly greater detail than could be achieved with note-taking. It facilitates the researcher's ability to record the entire participant interview. The interviewer can focus entirely on the interviewees and ask detailed questions by employing a tape recorder. (1) Using a tape recorder shows participants that their answers are being taken seriously. (2) Interviewees are reassured by tape recording that the researcher is considering their opinions.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter examines the study's methodology, sampling strategy, and the epistemological positions of the researcher. Within the social sciences, methodological principles refer to the established norms and guidelines that researchers utilize to establish suitable study protocols. They guarantee that we can defend our conclusions. By giving them the appropriate methods or resources, methodological principles also help researchers to gain information.

In Pakistan, focus to education has increased within the past ten years. On the other hand, the data that is currently available indicates that the nation trails behind many other nations in terms of important indicators including the gender gap in educational attainment, the enrollment and dropout rates, and the literacy rate. Numerous issues, including the failure to implement education programs, the improper budgetary allocations for the education sector, the inability to absorb the available financial resources, and bad data management, can be blamed for the current state of affairs. Above all, Pakistan's federal, provincial, and district levels of education spending lack a strong evidence base. as of right now, civil society organizations and citizen groups are unable to effectively monitor budgetary allocations, fiscal transfers, and spending because no effective processes are in place. When combined, these issues threaten citizens' ability to receive a top-notch education, which is a basic human right.

In light of the circumstances, the Institute of Social and Policy Sciences (I-SAPS) and Oxfam (GB) carried out a budget analysis exercise to create an empirical framework for district-level financing of education. The purpose of the evidence base generation

is to foster positive interactions with the policy community, civil society, and public representatives in order to influence the district-level education budget and spending debate.

4.1. ASKED QUESTIONS DURING THE RESEARCH WORK

How well are school policies implemented and enforced? is the study question. To direct the research, the following sub-questions were created based on the main study question:

• Do teachers possess the necessary knowledge to implement the rules that guide their daily duties?

• Are principals knowledgeable enough to run schools in compliance with the demands of the present policies?

• Can district managers keep an eye on how well schools are performing in accordance with the rules as they stand?

4.2 IDEALIZATION

There hasn't been much research done on the topic, according to an Internet search for " the efficiency with which educational policies are implemented and overseen in schools." This gap has therefore inspired me to study this issue further. Nonetheless, there is published material that is somewhat more relevant to this subject. Due to his relative position of authority in the teaching hierarchy, Age (1990) argues in his dissertation, " The Inspector of Education's ideal performance in his capacity as an educational leader, with particular attention to curriculum development," that the Inspector, or The most obvious candidate to hold a unique leadership role in education and be able to perform a crucial liaison, consoling, and facilitating role is the superintendent of education. Strydom (1993) argues in his thesis, " A fresh perspective on staff development, clinical supervision, and the upkeep of higher and

more successful educator professionalism results from the aforementioned leadership. "The study largely relied on the experiences of the education department of the former House of Representatives, which was more fortunate than the Black community during the apartheid era, even though it significantly altered the role and responsibilities of the Inspectors in the search for effective leadership. In addition, the study was done a long time ago and doesn't have the support of more recent empirical research.

The article " The Role of Subject Advisors and Education Inspectors as Educational Guides in Advancing Effectiveness in Schools" argues that subject advisers and inspectors of education must prioritize the development of teachers' skills and teaching methods through effective program administration and coordination. This thesis highlights the significance of comprehending the wide field of instructional leadership and its component parts, which include methods for developing curricula, developing people, focusing on student achievement evaluation, evaluating responsibilities, goal and objective orientation, and developing teaching abilities. Because it was done so long ago, this study also lacks the foundation for more recent empirical research, which is what inspired me even more to undertake it in order to evaluate the most recent developments about the issue I'm studying. According to Chapman and Dunstan (1990), management is simply the process of deciding how the business will be run. When circumstances and conditions change, or when it is determined that they are going to change, new decisions must be made. It is challenging to determine whether decisions made at the center are acceptable for everyone who will be impacted by them, though, given the size of the Department of Education and the scope of its operations. Exist any district-wide systems in place for efficiently communicating these kinds of changes? How such changes are overseen, from the province to the schools, is also important. Chapman and Dunstan (1990) further claim that these modifications created doubts regarding intent and motivation. One of the most important considerations about these changes is if moving decision-making to the local level is meant to promote more democratic ways. Or is it to limit spending, distribute resources more wisely, and assign lessons learned? To what degree is local decision-making an authentic effort to recognize the professionalism of educators in order to make more important choices regarding students' educational needs and to match school programs with the preferences and circumstances of school

communities, or does it need to be viewed by the federal government and central administration as a betrayal of duty?

4.3. ACADEMICAL OFFICIALS

Teachers who hold managerial roles at the circuit, district, regional, provincial, and national levels of the education department are considered educational authority. Support services educators are also included in this category.

4.4. THE ORGANISATIONAL SIZE

The bureaucratic structure of an organization is influenced by its size. This implies that an organization's size, or the number of its workers, affects how bureaucratic its structure is. The bureaucratic structure works well for large organizations because scale produces repeated tasks and administration, which allows rules to influence decision-making and make it inexpensive and efficient (Child, 1975; Weber, 1968). Given the scale of the Dadu district—there are 135 schools in total—a bureaucratic management system will function best there due to its well defined, impersonal laws as well as the responsibilities, practices, and behavior of its administrators, office holders, and teachers. The job and responsibilities of those holding positions within the system are that appointments to these positions are decided based on qualifications rather than predetermined standards. The purpose of each of these perfect qualities is to facilitate the effective achievement of the goals.

4.5. THE ORGANISATIONAL STRATEGY

The divisional structure is impacted by this circumstance. Chandler (1962) contends that because the functional structure's whole concentration is on a single good or service, it is appropriate for an undiversified strategy. The goal of this study is to improve teaching and learning quality by ensuring that policies are implemented correctly and keeping an eye on the performance of individuals tasked with carrying them out. This will allow personnel with specialized roles to work more efficiently.

4.6. MODE OF INQUIRY

This research will take a qualitative approach. Qualitative research designs differ from quantitative research designs in that the former rarely offer the researcher with a

predetermined plan or formula to follow, whereas the latter govern the researcher's decisions and actions. Qualitative research methodologies use language to provide facts in a narrative format; they also provide explanations to increase our understanding of events or chances for informed social action decision-making (McMillan and Schumacher,2001). To assess the efficiency of educational policy implementation and monitoring in schools, a case study research design will be used.

Compared to the quantitative research approach, which is typically based on social facts with a single objective reality separated from the feelings and beliefs of individuals, the qualitative approach will be more appropriate for conducting research on the phenomenon being studied because reality will be constructed by the individuals involved in the research situation (McMillan & Schumacher, 2001). claims that using a variety of sources and data collection methods is one of the case study method's main advantages.

To address the research question, the researcher pre-selects the evidence to collect and the data analysis methods to employ. A case study, according to Yin (1994), is an empirical investigation that looks at a current phenomenon in the setting of real life, particularly when it's difficult to distinguish the borders between the phenomenon and the context and when there are several sources of information. Research using case studies makes it possible to give voice and power to those who lack it. Because it helps them comprehend the dynamics of the situation they are studying better, this is crucial for researchers.

4.7. RESEARCH SITE DATA DADU SCHOOLS

The study was carried out in the northeastern Bojanala Region of Sindh province in the Dadu District of Education, also known as the Dadu Area Project Office (APO). The majority of the district is composed of rural areas. The respondents came from the district office, the district's high schools, and its primary schools. The district has a total of 135 schools: 23 high schools (grades 10–12), 71 primary schools (grades 1–6), and 31 middle schools (grades 7–9). Five circuits, or clusters, with a maximum of five high schools, seven middle schools, and sixteen primary schools each, comprise the remaining portion of the district.

4.8. CONTRIBUTION OF THIS RESEARCH PROJECT

The following could benefit from the research's findings:
• Policymakers at the federal, state, and local levels when creating departmental quality assurance management programs that will improve professional skills, develop the administration of education, and implement policies.
• Regional education managers focus on administrative facets that hinder efficiency and the delivery of excellent instruction in classrooms..
• Conducting self-evaluations by all department personnel will eventually result in better policy implementation and oversight.

4.9. DISTRICT DADU DATA OF LITERACY RATE

The population of the study is comprised of all the Principals of public sector secondary schools and all the Executive Officers of External Monitoring and Implementation Unit (MPIU) of District Dadu. There are seventy (70) school's Principal and thirty nine (39) official (Executive officers and MEA) of External Monitoring and Implementation Unit (MPIU) in district Dadu.

The closing of elementary schools in isolated locations has had a negative impact on rural education. A total of ten thousand underprivileged girls and boys have been denied an education due to the lack of elementary schools in their communities. Only the boys who lead the Mehar villages,
Mehar, Johi, and KN Shah villages' chief boys are the only ones who send their boys to adjacent towns for schooling. While the children of impoverished communities cannot afford additional costs like as transportation and education. Although several NGOs and social organizations have set up camps in the district's towns, they haven't really visited the areas. In the meantime, the government and donor agencies have been giving these groups enormous sums of money under the pretense of providing education and other necessities.

In the district's Thana Bula Khan taluka, Kotri, Sehwan Sharif, Johi, Dadu, Khairpur Nathan Shah, and Mehar talukas, there are about 2,345 elementary schools for boys and girls.

Currently, a few authorities have positions as head masters of the district's primary and middle schools in rural areas, but they are not carrying out their responsibilities effectively.

While the district's teacher strength was estimated at 8,000 in 1993, about 6,500 instructors have been appointed in the Dadu area. The details of primary schools which have been closed in the remote areas of the district is:

JOHI: Ghazi Khan Jamali primary girls school.

MEHAR: Primary schools Haji Wali Muhammad, Bahawal, Shah Ji Miani, Hussain Depar, Dubbi, Mirza Shah, Sohni Masjid, Ali Muhammad Janwari, Mothar, Rahimdad, and 180 others. The survey also found that 50 primary schools for boys and girls in different parts of the district have been operating without buildings for a number of years. Based on instructions from the secretary of education of Sindh, the education works department started building 23 new buildings for primary girls and boys schools in the district within the current budget. The state of education in Dadu district is covered in this chapter, which includes education indicators like literacy, educational institutions, out-of-school children, enrolment, number of schools and teachers, missing facilities, etc.

District Education Profile (Dadu) data from SEMIS 2010–11 and the PSLM Survey 2010–11 have been compiled for this purpose. Below is a detailed examination of the Dadu district's education statistics:

Out of 23 districts in Sindh, Dadu district came in third place in 2010–11 with a 65 percent literacy rate (10+ population), which was 49 percent for females and 79 percent for males. Overall, this is a 3 percentage point gain in the literacy rate (10+ Population) compared to the 2008–09 figure, or 62 percent. Sixty-one percent of the inhabitants in the Dadu district have attended school at some point between 2008 and 2009. Compared to provincial figures, this is marginally better because in Sindh, barely 60% of the population attended school in 2008–09. Both in Sindh Province and Dadu District, the overall percentage of people who had ever attended school rose from 2010 to 2011. For Dadu district and Sindh, this ratio was 67 and 60 percent, respectively.

he numerous sample options available to a researcher can come from theory, methodology, or straightforward practical considerations, such as both money and time. As a result, a sample is carefully picked, and a variety of sampling techniques are available.

4.10. SAMPLE SIZE OF SCHOOLS

Name of District	Number of Public Sector Secondary Schools(Urban)	Number of Public Sector Secondary Schools (Rural)	Total No. of Public Sector Secondary Schools.
Dadu	36	34	70

Source: Office of the CEO (Education) District Dadu. (www.sindhschooleducation.gov.pk).

TableNo1.2: Sample Size of External Monitoring and Implementation Unit (MPIU)

Name of District	Number of Executive Officers of Monitoring and Implementation Unit(MPIU)	Number of MEA of Executive Officers of Monitoring and Implementation Unit tal No. of Public Sector Secondary Schools

4.11. SAMPLING STRATEGY

Universal sampling technique was used.

4.12. RESEARCH INSTRUMENT

The research was employed a mixed-methods approach. A questionnaire and interview will be employed as study instruments. External monitoring officers will be interviewed in a structured manner, and a questionnaire for school administrators will be created. Surveys will be created, and Cronbach Alpha and expert opinion will be used to assess the validity and reliability of the question items.

4.13. DATA COLLECTION

The researcher will visit the external monitoring offices to conduct in-person interviews with participants and school principals in order to gather data. They will receive assurances of confidentiality, and study participants will receive an explanation of the study's goal. Like art scales with five points—strongly agree, agree, uncertain, disagree, and disagree—will be used in the questionnaire.

4.14. DATA ANALYSIS

The questionnaire will utilize a chi-square test and a percentage. Following the panel of experts' opinions, the content validity ratio will be calculated using the following formula to build the questionnaire:

CVR is the content validity ratio, or (ne-N/2)/(N/2).

N is the total number of SME panelists; ne is the number of SME panelists who indicate   something. Using Cronbach's Alpha, the reliability of the questionnaire items will be assessed. The internal consistency of the items—which indicated that every item has a substantial correlation with every other item—will be calculated using Cronbach's Alpha. The information gathered from the interviews was examined using theme analysis. The detection, examination, and reporting of patterns (themes) in the data constitute the process of thematic analysis, as defined by Brown and Clark (2006). Clearly describe the data in the simplest possible order. However, he typically goes

above and beyond to explore different facets of the research question. A topic is a level of template response or value in the data set that signifies anything significant found in the data in relation to a survey question.

4.15. PARTICIPANTS

Participants were chosen for this study using a purposive sampling technique, and samples were taken from three participant groups. For the sake of greater clarity and comprehension for the replies, I will thus give a thorough description of each participant in the paragraphs that follow. The data was taken from the biographical data on the distributed research questionnaires. Teachers at post levels 1 and 2, who spend the most of their time in the real teaching and learning situations at their respective schools, made up the first group of participants. Leaders comprised the second cohort.; these individuals are mostly involved in managing and administrative matters inside their individual schools. Educators who work out of district offices and are called district officials make up the third category. To put it mildly, these individuals are in charge of offering assistance and direction on matters pertaining to management, administration, and teaching and learning at the schools within the district. In the educators category, there are two thirds department heads (post level 2) and seventy-seven percent educators on post level (1). Of the group of principals, 33% are acting principals with official appointment status as assistant principals, and 67% are principals who have been officially appointed. Chief education specialists make up 14% of district officials, while senior education specialists make up 86%. The length of time each person has been employed varies. Within the instructor group, 8% have worked as educators for 10 to 15 years, 46% for 15 to 20 years, 31% for 20 to 25 years, and 15% for 25 to 30 years (post level 1). The experience levels among the principals group also differ; 17% have between 15 and 20 years, 50% have between 20 and 25 years, and 33% have between 30 and 35 years. Of the group of district officials, 71% have held their current positions for less than ten years, and 29% have held them for ten to fifteen years. The age range of the participants is thirty to sixty. To provide a more comprehensive understanding of the participant group, a sample of people from both gender groups was selected for the study. The individuals' educational backgrounds are diverse. Of the educators (post-levels 1 and 2) in the sample, 8% had PTC/STC as their highest degree, followed by diplomas (54%), B.A.

degrees (15%), and honors degrees (23%). Of the group of principals, 17% have the highest degree, a B.A., and 83% have honors. Among the district officials, 43% hold a bachelor's degree, 29% hold an honors degree, and another 29% hold a master's degree.

4.16. DATA ANALYSIS METHOD

4.16.1. INTERVIEWS

The inductive analysis method, which is primarily employed in qualitative research, was utilized to examine the data gathered for the investigation. Semi-structured interviews were carried out with the three groups that were sampled, utilizing a standard interview guide that was created specifically for the project. I utilized an audio digital tape recorder to record the interviews and took notes as I went along. Interviews were conducted with twelve responders. Respondents were asked to complete a table that was issued following the interviews in order to provide their response to question 3 as part of the interview guide and data collection approach. I recorded the interviews on audio tape and entered the transcriptions into my computer after doing the interviews. I also typed and listened to all of the interviews in order to record them in word format on my computer. Subsequently, I combined all of the interview questions into a single copy, utilizing the interview guide's questions as my initial classifications to aid in the division and classification of my data. One question that was included in the interview guide is, "What is your understanding of the concept policy?" After that, this question was assigned the category (1) designation, and all of the interviewees' answers to it were collected under this question to create a category. Then, the identical procedure was used to each and every guiding question. Following that, I produced 12 copies of each individual interview in order to compare the wording used by the interviewees in their original interviews, which may have been lost in the consolidated copy, and one combined copy of every interview, done in accordance with the above-described process. The combined copy—which I referred to as the "summary of interviews" copy—was my working copy. Stated differently, I highlighted key terms, expressions, and sentences to identify patterns that appeared to explain how the respondents understood and perceived the phenomenon. Phrases, sentences, and words

that had a common idea were annotated using a certain color pen. Eleven categories were produced after the aforementioned procedure. After that, I attentively studied the combined transcript, noting important words, phrases, and sentences as the respondents spoke them in order to ascertain their connections. To gain a deeper understanding, I also carefully listened to and replayed the interviews on my computer. Important connections were found, and by contrasting and comparing each topic and category to find the unique features, it also assisted in my initial categorization reduction from 11 to 6.

For instance, parallels might be found in the answers provided to question

(1), which asked, "What is your understanding of the concept policy?"

The second query asked, "What is the purpose of policy?" In the lines that follow, I'll go over the families that were created using the procedure mentioned above:

1. The goal of the policy

2. Policy status within the educational system

3. Decision-making and communication

4. The ability of the department and its support system to guarantee efficient adherence to policies

5. Difficulties in Enforcing and Monitoring Policies

6. Suggestions for improvement

4.16.2. RATE OF RESPONSES

It was discovered via the questionnaires that district officials visit schools at different rates to observe how policies are being implemented. For example, 29% of district official's visit schools every two weeks, 43% once a week, and 29% once a term. A number of factors could be responsible for this visitation rate, including the large number of schools that need to be visited and the lack of transportation to get officials about. Nonetheless, Every week, the district officials who deal with schools near the district office are able to visit two or three of the, according to the responses. It was discovered that the following information relates to motivating and supporting schools: 76% collaborate with schools as a team, whilst 34% just offer school support when asked to provide it. District officials use a wide range of papers to carry out

their daily tasks: 66% of them refer to Acts, 53% to official publications, 86% to regulations, 24% to books, 66% to departmental circulars, and 34% to other sources. There are some differences in how frequently people in their district visit the library or document center. It was requested of participants from the district offices to indicate how often they visited the document center and/or library by checking the corresponding box on the questionnaire. 53% of respondents checked "last week" in the response box, indicating that nearly half of participants often use the library to locate the information required to do their jobs. 39% of participants checked the box next to "last month," which could be taken to indicate that participants do not think of information centers as important sources of support or knowledge to help them in helping schools receive the right kind of assistance. Conversely, 18% of participants visit the library infrequently or never at all because they don't think it's a good place to get the information they need to complete their jobs".

The aforementioned claim confirms the fact that the library lacks sufficient reference material on policy, and that most of the data in these libraries is outdated. Respondents' opinions varied widely: 59% thought the library was reasonably equipped, 52% thought it was not very well equipped, and 19% thought it had no equipment at all. District representatives were furthermore questioned about how frequently they spoke with the schools in their jurisdiction. Of the respondents, 14% agree that communication between the district office and the schools is good, and 4% think it is very good. 29% of respondents said there is a bad communication system with schools, while 43% said it is fair. In terms of policy understanding, 29% of district office respondents said 71% just said they are good, not willing to commit themselves, but they are extremely good. The provincial department's intervention methods were commended for empowering officials in the implementation and monitoring of policies, and for being both valuable (43%) and helpful (57%).

4.16.3. COMMUNICATION RATE WITH SCHOOLS

00	V Good	Good	Fair	Poor
01	V Good	Good	Fair	Poor
02	V Good	Good	Fair	Poor
03	V Good	Good	Fair	Poor

04	V Good	Good	Fair	Poor
05	V Good	Good	Fair	Poor
06	V Good	Good	Fair	Poor
07	V Good	Good	Fair	Poor
08	V Good	Good	Fair	Poor
09	V Good	Good	Fair	Poor
10	V Good	Good	Fair	Poor

PERCENTAG E (S) Table 4: District authorities' communication rate with schools
By asking respondents to complete the offered scale, the study also examined the various participants' comprehension of policies and their ability to put them into practice. The following conclusions were reached: Comments from the educators who responded: According to the findings, 56% of instructors are positive that they are aware of the existing policies, 15% are doubtful, and 8% are not. Teachers were also asked to indicate whether they could explain various policy kinds. It was discovered that 56% of the chosen respondents could describe various policy types. Just 24% said they were unsure about their ability to accomplish it. Merely 8 percent said they would find it challenging. 18% of respondents said they never understood the process of formulating policies, when asked about their comprehension of it. While 46% of respondents said that educators occasionally comprehend the process, 31% said that they do so infrequently. Eight percent of teachers said they were never aware of how policies affected what they taught. Of the educators, 46% always recognize the importance of policies in their instruction, while 5% only seldom do so. Regarding the department's assistance in educating them about educational policies, 15% of respondents claim it never does, while 54% claim it occasionally does so. Only 23% of respondents said they are always consulted during the policy creation process, indicating that they believe the department does not contact them often enough. 38% claim they are never consulted by the department. (Look at the following table)

Table 5: Education professionals' level of policy comprehension **N R S A =**

Educators' familiarity with current policies in education	08%	15%	30%	46%
	Never	Rarely	Sometimes	Always
Educators' ability to describe different types of education policies.	18%	23%	30%	45%
	Never	Rarely	Sometimes	Always
Educators'understanding of the policy development process	15%	25%	31%	46%
	Never	Rarely	Sometimes	Always
Educators have an awareness of how policies affect their work as teachers.	08%	15%	31%	49%
	Never	Rarely	Sometimes	Always
The DoE's support to through providing them with policy training in education.	8%	16%	54%	46%
	Never	Rarely	Sometimes	Always
Consultation of educators by the DoE during policy development processes.	20%	23%	30%	38%
	Never	Rarely	Sometimes	Always

CHAPTER 5

SUMMARY FINDINGS, DISCUSSION, CONCLUSIONs

AND RECOMMENDATIONS

5.1. SUMMARY

The study's major objective was to evaluate how well monitoring system is affecting the outcomes of school education in District Dadu. For this, data was collected from the internal and external monitoring and interviews were conducted from the head teachers of the selected schools as well. Mixed method research design was used for the analysis of collected data. Interviews and questionnaire were used as tool in the collection of data from sample of the study. The study concluded that there is lack of interest of higher authorities for the effectiveness of school management in District Dadu. Because of lack of coordination between internal and external monitoring system, dropout rate of students is rising. Political interference for the recruitment of officials of school management and monitoring system is major barrier for the upgradation and effectiveness of school management to enhance the quality of teaching and school discipline. Professional trainings for the school management and school monitoring are not existing. There is lack of interest in the officials of school management and school monitoring system for enhancing quality of teaching and school discipline. There is no proper utilization of funds to upgrade the infrastructure of schools. Schools are running without boundaries, electricity, furniture and instructional material. Majority of the schools have lack of drinking water for school children.

5.2. FINDINGS

On the basis of data analysis, following findings were concluded:

1. Majority of the respondents (74 %) agreed that school management has no training of administrative aspects of schools.

2. Majority of the respondents (72 %) agreed that promotions of the head teachers is not on merit.

3. Majority of the respondents (84 %) agreed that head teachers are not responsible for the school management and occasionally visit the schools.

4. Majority of the respondents (79 %) agreed that head teachers have no more instructions for the school educators to act on the school rules an regulations for the effective teaching and school discipline.

5. Majority of the respondents (72 %) agreed that officials of internal monitoring system have no effective role for the upgradation of schools including:

    i.   disciplinary actions against the absent school head teachers and educators.

    ii.   disciplinary actions against the in effective school discipline.

    iii.   provision of funds for the infrastructure of schools.

    iv.   provision of furniture for school staff and students.

    v.   Provision of electricity to schools.

    vi.   Safety measure for schools.

6. Majority of the respondents (73 %) agreed that funds are formally allocated to external monitoring system for the upgradation of schools infrastructure, but practically is nothing for the upgradation of school infrastructure.

7. Majority of the respondents (83 %) agreed that political interference is major cause of in-

    effectiveness of school management regarding:

i.Recruitment of officials in the internal and external monitoring system.

ii.In-effective monitoring for the performance of school head teachers .

8. Majority of the respondents (77%) agreed that harsh behavior of inspection team of external school monitoring system is one of the major causes of in-effectiveness of school management.

9. Majority of the respondents (71 %) agreed that no more official meetings are conducted by internal and external monitoring systems for the effectiveness of school management.

10. Majority of the respondents (68 %) agreed that lack of coordination between

internal and external monitoring system exist that is badly affecting school discipline and quality of teaching.

11. Majority of the respondents (75 %) agreed that officials of internal and external monitoring system of school education department are also working only in papers but physical working abroad or in other departments.

12. Majority of the respondents (71 %) agreed that higher authorities of monitoring system have lack of interest for the effectiveness of school management.

5.3. DISCUSSION

I have found that most of the time, extracurricular or core curriculum activities / programs that are not well-organized for instructors by different education directorates during teaching and learning time, as well as local educators', administrators', and district officials' ambiguous or inconsistent interpretation and comprehension of policies, impede teaching and learning at schools. Workshops during teaching and learning hours have become standard practice for education officials, to the extent that some of these programs include dates, times, locations, and, in certain situations, duplicate workshops. Meetings between department representatives and educators' unions are arranged during class time.

The impacts of school inspections in high-income nations were the main topic of the preceding sections. In an effort to raise educational standards and promote overall wellbeing, school inspection systems have become more prevalent in many low- and middle-income nations during the past ten years. These systems frequently borrow vocabulary, practices, and tools from Western systems and adapt them to fit local circumstances. These local situations are much different from those in wealthy nations, as Eddy Spicer et al. (2014) clarify. Therefore, conclusions regarding Western It is difficult to transfer research on the efficacy of school inspections to low- and middle-income nations. Ehen (in Eddy Spicer et al., 2015) conducted a systematic review that looked at the impact of school inspections in developing nations.

Out of the 26 publications they examined, only two show that inspections have an impact. In order to enforce transparency in the collection and disbursement of school grants, Macpherson (2011) explains how school inspections in Timor Leste have the

capacity to control the level of corruption in the misuse of school grants while avoiding involvement in the collection and disbursement of funds.

It is not possible to conclude that school inspections reduce corruption because the study mainly examined how inspectors look into claims of misuse and how schools are investigated. In order to demonstrate how giving school inspectors more authority to report on the caliber of education, make recommendations for improvements, and offer assistance both inside and outside of schools to enhance school development planning, Brock (2009) makes use of several Gansu case studies. These case studies demonstrate how educational institutions set specific development objectives in close coordination with the neighborhood, considering the needs of the most underprivileged children and developing curricula to address those requirements. Then, inspectors may gauge these goals for school development. Ehen (in: Eddy Spicer et al, 2015) argues that inadequate funding, poor management, and an antiquated organizational structure account for the overall lack of effectiveness of school inspections in low- and middle-income nations. It can also be linked to the education system's and schools' restricted capacity to handle required adjustments and put inspection results into practice. Research that are currently accessible (De James, 2001; Dembélé and Oviawe, 2007; De James and Lugaz, 2007), in particular, show how high school/supervisor and teacher/supervisor ratios are common in developing countries, which leads to a heavy burden for inspectorates of education. Several inspectorates also commonly struggle with a lack of funding and material resources (such as computers and transportation to schools in remote areas), and their very demanding job descriptions include a plethora of tasks related to overseeing and supporting schools and teachers in addition to additional administrative and liaison work, which makes managing this workload even more difficult duties. According to De James (2007), management problems specifically relate to difficulties in recruitment, training, and career development, as well as in supporting and evaluating school inspectors. School inspectors are frequently hired from within the school personnel in developing nations, and they may not always have managerial expertise. When school inspectors work in the same grade as principals, principals frequently do not view school inspectors as their superiors and may disregard their advice, which reduces the effectiveness of school inspections. This kind of situation can also arise when school inspectors are not equipped with the necessary knowledge and abilities

to give schools insightful and useful input on the areas that most require improvement (including how they sound when they give it). Due to the dearth of professional growth options available to them, many school inspectors may also lack motivation to innovate and enhance their operational procedures. De James (2007) and De James and Lugaz (2007) state that organizational issues frequently involve an inspection's lack of structure and clarity. a lack of autonomy for school inspectors to follow up on recommendations they make to schools, as well as a lack of collaboration between inspection agencies and other groups that promote school development and improvement (like teacher training centers). Dembélé and Oviawe (2007) point out that these problems need to be acknowledged in order to determine the models and structures for school inspection that are most suitable and likely to succeed in the unique context of developing countries.

5.4. CONCLUSION

The study concludes that there is lack of interest of higher authorities for the effectiveness of school management in District Dadu. Because of lack of coordination between internal and external monitoring system, drop out rate of students is rising. Political interference for the recruitment of officials of school management and monitoring system is major barrier for the upgradation and effectiveness of school management to enhance the quality of teaching and school discipline. Professional trainings for the school management and school monitoring are not existing. There is lack of interest in the officials of school management and school monitoring system for enhancing quality of teaching and school discipline. There is no proper utilization of funds to upgrade the infrastructure of schools. Schools are running without boundaries, electricity, furniture and instructional material. Majority of the schools have lack of drinking water for school children.

The study's suggestions are the main subject of the paragraphs that follow:

5.5. RECOMMENDATIONS

1. The department need to be provide a workbook with all instructors with

condensed copies of the educational policies. It has been demonstrated that the majority of rules in their existing forms are excessively intellectual, making it challenging for instructors to study and comprehend.

2. Up to the district level, the department ought to set up fully functional units for research and development., with a primary emphasis on monitoring and analysis of policy execution. Additionally, these organizations ought to counsel and suggest to district administrators, schools, and the provincial department what is and isn't functioning. continuously using scientific methods.

3. In order to develop educators who are currently employed, the provincial education department is required to set up in-service training centers in each district.

4. To increase the scope of educator development, the department needs to seek collaboration agreements with higher education institutions.

5. For the benefit of the students, stakeholders must stop criticizing the system because they are the system themselves and begin embracing accountability, responsibility, discipline, and solution-driven approaches.

6. Every policy workshop needs to be well-planned, with specific goals and objectives. It need to be also come with a follow-up management plan, and everyone should be aware of the criteria or instrument that will be used for monitoring well in advance. Officials shouldn't use the "surprise-surprise" tactic since it doesn't improve the educational system and will just make people more antagonistic.

7. Coordination between internal and external monitoring system may be strengthen.

8. Recruitment of officials in internal and external monitoring system may be ensure on merit keeping in view their professional capabilities and academic background.

9. Prior to their departure for the corporate sector, there need to be a greater effort made to bring in youthful, energetic teachers with recent degrees.

10. Infrastructure of the schools may be improved to enhance quality of teaching and school discipline.

11. For the goal of monitoring, the province department has to focus on improving the district offices and schools' communication system. District Dadu must now address pressing national issues, restore historical injustices, and update the educational system in order to promote a new social order.

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Annexure-1

ROLE OF SCHOOL MONITORING SYSTEM FOR EFFECTIVE SCHOOL MANAGEMENT

Questionnaire for Teacher's Interviews

1. **Demographic questions about the participant**
   - Are you teaching in urban/rural school? _____
   - What is the name of your current institution? _____
   - What is your designation? _____
   - How would you describe your main tasks/duties in your job? _____
   - How many years of experience do you have? _____

Questions on School Monitoring

2. To what extent you are familiar with the school monitoring system?

3. To what extent you are satisfied with the existing school monitoring system?

4. What kinds of further reforms are required in the existing school monitoring system?

5. What type of challenges and problems are existing in the school monitoring system?

6. To what extent school monitoring system is effective on quality of school teaching?

7. To what extent school monitoring system is effective on school discipline?

8. Whether school heads have sufficient school monitoring training?

9. What types of reforms you recommend for internal and external monitoring system at primary school level?

10. Do you think that school monitoring system is working effectively?

11. Dou you think that internal and external monitoring systems have successful coordination at primary school level?

12. Do you agree with the effectiveness of visits of officials of internal and external school monitoring system?

13. Are you agree with the qualification and experience of officials of internal and external school monitoring system?

14. Do you think that internal and external monitoring systems are meeting the objectives successfully?

15. What are the gaps in school leadership in achieving the objectives of school monitoring system?

(The questionnaire is approved for data collection)

ROLE OF SCHOOL MONITORING SYSTEM FOR EFFECTIVE SCHOOL MANAGEMENT

Questionnaire for Monitoring Officials' Interviews

1. Demographic questions about the participant

- What is the name of your current institution? _____
- What is your designation? _____
- How would you describe your main tasks/duties in your job? _____
- How many years of experience do you have? _____

Questions on School Monitoring

2. To what extent you succeeded in achieving the objectives of school monitoring system?

3. To what extent you are satisfied with the existing school monitoring system?

4. What kinds of further reforms are required in the existing school monitoring system?

5. What type of challenges and problems are existing in the school monitoring system?

6. To what extent school monitoring system is effective on quality of school teaching?

7. To what extent school monitoring system is effective on school discipline?

8. Whether school heads have sufficient school monitoring training?

9. What types of reforms you recommend for internal and external monitoring system at primary school level?

10. Do you think that school monitoring system is working effectively?

11. Dou you think that internal and external monitoring systems have successful coordination at primary school level?

12. Do you agree with the effectiveness of visits of officials of internal and external school monitoring system?

13. Are you agree with the qualification and experience of officials of internal and external school monitoring system?

14. Do you think that internal and external monitoring systems are meeting the objectives successfully?

15. What are the gaps in school leadership in achieving the objectives of school monitoring system?

(The questionnaire is approved for data collection)