DEVELOPING MONITORING AND EVALUATION FRAMEWORK AT SECONDARY SCHOOL LEVEL IN PAKISTAN

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Submitted in partial fulfillment of the requirements for the Doctorate of Philosophy in Department of Educational Leadership and Management, Faculty of Education, International Islamic University, Islamabad

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DEDICATED

TO

My Father (Late), Mother and Family

SUPERVISOR'S CERTIFICATE

This thesis titled, "Developing Monitoring and Evaluation Framework at Secondary School Level in Pakistan" was submitted by Mr. Ali Hussain Registration No. 168-FSS/PHDEDU/F-19 in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Education. This thesis has been completed under my supervision and I am satisfied with the quality of this research work therefore allow him to submit this thesis to the Department of Educational Leadership and Management, Faculty of Education, International Islamic University, Islamabad for further process as per IIUI rules and regulations.

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STATEMENT OF UNDERSTANDING

I, Ali Hussain Registration No. 168-FSS/PHDEDU/F-19, as a student of Ph.D. in Education in the Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad do hereby declare that the thesis entitled "Developing Monitoring and Evaluation (M&E) Framework at Secondary School Level in Pakistan", submitted for the partial fulfilment of PhD in the Department of Educational leadership and management, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining any degree from this or any other university or institution.

Dated: _____ Signature: _____

Ali Hussain

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Abstract

In the current study, researcher aims to analyze the perceptions of all concerned stakeholders, including Regional Directors, Monitoring and Evaluation Assistants (MEAs) and Principals of secondary schools, on the existing M&E practices, challenges, prospects, and subsequently develop Monitoring and Evaluation (M&E) Framework at Secondary School Level in Pakistan. The objectives of the study were to investigate the existing Monitoring and Evaluation practices at secondary school level in Pakistan, identify the problems faced by Monitoring and Evaluation for its smooth functioning and find out the prospects of Monitoring and Evaluation at secondary school level in Pakistan and finally in the light of findings and recommendations a Monitoring and Evaluation framework was proposed for secondary schools of Pakistan. Concurrent triangulation research design of mixed methods was used to take the qualitative and quantitative data for analysis to reach at the conclusions. The population comprised 12 Regional Directors (RDs), 186 MEAs, and 186 secondary school principals from twelve regions of FGEI (C/G). Census sampling technique was used by taking all the 12 Regional Directors (RDs), 186 MEAs, and 186 principals of Federal Government Educational Institutions (Cantonments/ Garrisons) Pakistan. Self-structured questionnaire was used for getting quantitative data while semi-structured interview was used for gathering qualitative data. Validity of the research tools was carried out through experts' opinions while the reliability was checked by using Cronbach Alpha. The data was collected through Google Form and by personal visits. Data was analyzed by using SPSS, (version 2022). Descriptive (M & SD) and inferential statistics (Chi-square) were used for data analysis. While for in-depth understanding, 12 RDs were interviewed to get qualitative data. The data obtained through interviews was analyzed through thematic analysis, which was presented and explained theme-wise. The major findings of the current study were that in majority of the schools M&E practices are carried out in traditional way without using any M&E model, emerging technology and independent body of external evaluators. Due to paucity of resources only internal evaluation is conducted which has low reliability and objectivity. The study recommended that there is a need of developing an M&E framework and maximum use of emerging technologies through independent body and, therefore, basing on the results, a framework has been developed for conceptualization of the M&E framework at grassroot level through trainings followed by application of the external evaluators to ensure objectivity, reliability and transparency in M&E mechanism for overall improvement of the academic, management, infrastructure, curricular and co-curricular activities of the schools.

TABLE OF CONTENTS

List of Table

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

AJK	Azad Jammu and Kashmir
AV Aids	Audio Visual Aids
B. Ed	Batchlor in Education
CCA	Co-curricular Activities
CCTV	Closed Circuit Television
C/G	Cantonments and Garrisons
CIPP	Context, Input, Process and Product
CPD	Continuing Professional Development
CQI	Continuous Quality Improvement
DEAS	District Education Assessment Systems
DEOs	District Education Officers
Df	Degree of Freedom
DMOs	District Monitoring Officers
EEC	Educational Evaluation Council
FATA	Federally Administrated Tribal Areas
FGEI	Federal Government Educational Institutions
Fig	Figure
GDP	Gross Domestic Product
Govt.	Government
HR	Human Resource
ICTs	Information Communication Technologies
IT	Information Technology
KPIs	Key Performance Indicators
LMS	Learning Management System
MEAs	Monitoring and Evaluation Assistants
M&E	Monitoring and Evaluation
M. Ed.	Master of Education
M.Phil.	Master of Philosophy
NEAS	National Education Assessment System
OECD	Organization for Economic Corporation and Development
PEAS	Provincial Education Assessment Systems
Ph.D.	Doctor of Philosophy

RBM	Result Based Management
RD	Regional Director
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
SD	Standard Deviation
BA	Batchlor of Education
SDGs	Sustainable Development Goals
SIP	School Improvement Plan
SPSS	Statistical Package for Social Sciences
ToC	Theory of Change
UFE	Utilization Focused Evaluation
UNDG	United Nation Development Group
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund

CHAPTER 1
INTRODUCTION

Monitoring and evaluation (M&E) is an important management tool to track progress and support decision-making in private and public sector education (World Bank, 2015). It focuses on school improvement through performance levels of teachers, students and principals. According to NABEA (2022), M&E supports the implementation, operations and proper delivery of the program by using evidences based on objectives. It comprises a continuous gathering of data and evidences to judge whether program has achieved the set targets, assessing whether program is on the right track as well as evaluating as to what level of aim and purpose has been achieved with respect to productivities. According to Elkins (2011), M&E helps in decision-making methods through collection of data about the performance, result and outcome. It has significant role in policy making, management and accountability. Monitoring and evaluation mechanism plays an instrumental role in policymaking process to trace and improve the outcomes, thereby enabling organizations to take more well-informed decisions and frame policies. The performance and outcome of a school relates to well-organized internal and external M&E process.

Monitoring is continuous process to ensure daily practices in predetermined way and confirm that inputs are properly operationalized for effective application of tasks (Mertens, 2015). Monitoring also ensures gathering of information pertaining to input, process and output to generate a report about essential functions of educational setup. (Jili, 2016). In addition to the above, it is also a type of evaluation as it gathers concrete data for utilizing it for program improvement. An efficient monitoring system can provide information to its entire stakeholders, and enables the governing body for making informed and good decisions (Marriott & Goyder, 2019). Significance of M&E cannot be underestimated, and a well-organized, systematic, and uninterrupted M&E may ensure

effective execution of program in the field of education. With the initiation and execution of program, a quantifiable instrument is developed and implemented simultaneously to assess the improvement of application. These instruments are commonly known as mechanism to monitor. In various fields, a quality audit and academic inspections are carried out through M&E (Khwaja, 2017, Rehman, 2018). Further, M&E gathers information for assessing inputs, outputs and procedures to get predetermined objectives set by organization (Mwebi et al., 2017).

Monitoring and evaluation is deemed a yardstick of assessing strengths and shortcomings of an organization and the key instrument of management that focuses on tangible information pertaining to programs (Constantine, 2018). Therefore, every organization develops its own M&E mechanism to examine the smooth functioning of program. In some organizations, only internal M&E is carried out while others allow an independent body to get reliable data. There are also some organizations that outsource the experts and offer external officials and field experts to check the input, output, actions and implementation of program (Mwebi et al, 2017).

According to Lazaridou, and Beka (2015), an efficient monitoring plays leading role in achievement and effectiveness of organization because it is the main component of administration and management tool that facilitates and supports decision-making. Hence, it is a prerequisite and essential part of organizations. Almost every setup across the globe has M&E mechanism and most of them carry out evaluation process through third party or independent body like UNICEF or World Bank (World Bank, 2018).

There are numerous techniques for getting data in the context of M&E, but commonly operative methods of it are assessing the available resources, measuring contributions and achievements in light of available resources (UNESCO, 2019). M&E gains its significance more in a country like Pakistan where spending on education per capita is 2.8 % in 2017, though the national budget for education was increased by 27%

since 2010. In 2017, the enrollment at primary level was below 80 % while the completion at secondary levels is recorded as 36 %.

The UNESCO Pakistan Country Strategic Document (2018-2022), assessed that about 25 % of the youth in Pakistan is illiterate and about 8.1 % are unemployed because they are not vocationally and technically skilled and trained. In addition, there is also a concern about the low competency at lower secondary level. Around 48 % of the students studying at lower school secondary could not read a story even in Urdu, and about 52 % could not solve the division of three-digit number. The causes of low quality of education in Pakistan may be characterized as acute deficiency of faculty, unplanned capacity building programs, inadequate physical facilities, conventional way of teaching methods, ineffective school management and subjective assessment, monitoring and evaluation mechanism and poor professional capacity of education offices. The declining trend of science is also one of the problems at secondary level in Pakistan to be addressed through appropriate level of monitoring and evaluation. Furthermore, the current tendency of controlling the dropouts at elementary level may create difficulties for secondary level due to its narrower base to handle the heavy influx (Government of Pakistan, 2016).

Moreover, the secondary level has central role in the education system of Pakistan. It provides middle level workforce as professionals to the industries as well as preparing students for tertiary and higher education. Therefore, the handicaps and shortcomings at this secondary school will carry more dangerous consequences, if not addressed appropriately. Thus, the system is in dire need of effective monitoring and evaluation at this level to make the existing system alert and responsive. The National Education Policy (2009) also stressed to ensure competent teachers, revised curricula, dynamic pedagogies, and achievements to match with market demand for required outcome. Here some questions arise that which strategy should be adopted, how its

accomplishment be made possible to get the required outcome and who will be involved in the whole process.

The most pertinent and adequate answer is to develop monitoring and evaluation mechanism based on logical framework to ensure the best utilization of available resources and achieve the desirable outcome accordingly. Quality education at all level particularly at secondary stage is one of the major concerns in education, and administrators and principals may play very crucial role to make the secondary institutions centers of excellence through effective mechanism of Monitoring and evaluation (Government. of Pakistan, 2009). Keeping the above in view, an appropriate M&E mechanism based on the principles of inclusiveness, credibility and national ownership is required for a successful implementation of country program so that it could ensure contributions toward intended outcomes. According to Nath (2017), M&E is the integral part of education system for assessing the efficacy of the system as a whole and management in particular in terms of their achievements. So, both go parallel and their ultimate purposes are used in series, like one give information regarding various aspects of the school education whereas the other uses that information and gives adequate solutions for the deficient area and ultimately adds value in the current system (Baker, 2015).

1.1 Rationale of the Study

The current educational landscape of Pakistan faces multiple challenges in ensuring quality of education especially at secondary level in Pakistan. On the other hand, there have been always great concerns regarding the existing M&E practices that they did not address the quality issues effectively. Due to the limitations in existing M&E system, there is a gap between the practical implementation and intended outcomes of the existing of M&E system.

In addition to the above, the international organizations also highlighted some major inadequacies including low achievements in Millennium Development Goals (MDGs), no equal access of the students to quality education, high dropout rate at primary level, poor implementation of Expanded Vision of Basic Education, Equitable and Quality Education for All in the education system of Pakistan. They recommended well equipped monitoring and evaluation system to address these challenges and inadequacies appropriately. The OECD, (2017), further emphasized to establish a culture of best global practices including inclusiveness, equity, life-skilled based education which are impossible without a comprehensive monitoring and evaluation system.

At national level too some major concerns raised that how to track the staff attendance, assess teachers' performance, gauge students learning, uplift the infrastructure and ensure transparency in financial matters, and above all, how to capacitate the teachers and prepare the institutions to meet the challenges of the 21st century. To answer all the questions is to develop an effective follow-up mechanism at school level to regulate all activities of the institutions and uplift the academics as a whole. Mwakyusa, (2018) also forced that an effective mechanism of M&E is needed to regulate and improve the performance and may lead the program to success. Keeping the current state of secondary schools of Pakistan and national concerns there is a need of effective monitoring and evaluation system to make the system alert, responsive and sensitized. The present research work has analyzed the perceptions of all concerned stakeholders toward the existing M&E practices, their challenges, and prospects. Based on the findings, conclusions and recommendations, a M&E framework was developed at secondary school level of Pakistan.

1.2 Statement of the Problem

After 18th constitutional amendment in Pakistan, education became provincial subject, and the level of concerns has significantly raised how to assess and improve the

managerial, pedagogical and other institutional activities of the schools through quantifiable rubrics. Constantine (2018) suggested that M&E provides essential information about the system and it is a yardstick to assess shortcomings and strengths of any system. It is also a key instrument of management which provides basic essential information regarding operations of ongoing program. But unfortunately, there was great concerns regarding the existing M&E practices at school level in Pakistan that could not address the quality issues effectively. In addition, multiple issues raised in the educational landscape of Pakistan and the quality of education at school level remain unattended. Which highlighted substantial differences and persistent gaps between practical implementation and intended outcomes of the school program. These research gaps necessitated to develop a comprehensive monitoring and evaluation framework according to the need of schools at secondary level in Pakistan for addressing wide range quality issues, and facilitate decision-making in educational setup. Mohanty (2015) also suggested that every institution should develop its own mechanism of monitoring and evaluation based on the global practices and tangible framework. In addition to these factors, Khalil (2019) suggested using technology for maximizing its effectiveness because M&E in conventional mode gives marginal output and delay in execution while M&E with latest emerging technologies ensure swift adequate solution and decision-making. Moreover, M&E is directly related to the management and its achievement performance of faculty, managers and may lead the program to success. Hence the system is in dire need of adequate, quantifiable and continuous M&E mechanism for successful implementation of educational program which has never been addressed earlier in Pakistan. So, the study was designed to find monitoring and evaluation practices, their issues and subsequently develop monitoring and evaluation framework at secondary school level in Pakistan to make secondary schools more effective.

1.3 Objectives of the Study

The current research work revolved around the following objectives:

1. To investigate the existing monitoring and evaluation practices at secondary school level in Pakistan.
2. To identify the problems faced by monitoring and evaluation for its smooth functioning at secondary school level in Pakistan.
3. To find out the prospects of monitoring and evaluation at secondary school level in Pakistan.
4. To propose a framework of monitoring and evaluation for secondary schools of Pakistan.

1.4 Research Questions

The current study emphasized to analyze the existing practices of monitoring and evaluation (M&E), identify the main problems and suggest a framework for M&E at secondary schools in Pakistan. Following were the research questions of the study.

1. How are the existing monitoring and evaluation practices carried out at secondary school level in Pakistan?
2. What are the problems faced by monitoring and evaluation in smooth functioning at secondary school level in Pakistan?
3. What are the prospects of monitoring and evaluation at secondary school level in Pakistan?
4. What is an appropriate framework and strategy for improving the existing monitoring and evaluation at secondary school level in Pakistan?

1.5. Conceptual Framework

The conceptual framework defines the relationship between independent and dependent variables. In the education sector, a conceptual framework is designed for

identifying factors that impact the performances of students at various levels. A conceptual framework also provides a basis for designing a Theory of Change. It helps the researcher to explain the concepts precisely and define them clearly in logical sequence. As per Grant and Osanloo (2014), a conceptual framework guides the researcher pertaining to the flow of research study. According to Imenda (2014), the theoretical and conceptual framework gives life to research study. While, Ravitch and Carl (2019) stated that a logical framework indicates and represents the conceptual understanding of the researcher. After having studied an extensive review on monitoring and evaluation in Federal Govt. Educational Institutions (Cantonments and Garrisons) setup and various models of M&E, the researcher focused on the monitoring and evaluation in Federal Govt. Educational Institutions (Cantonments and Garrisons) setup.

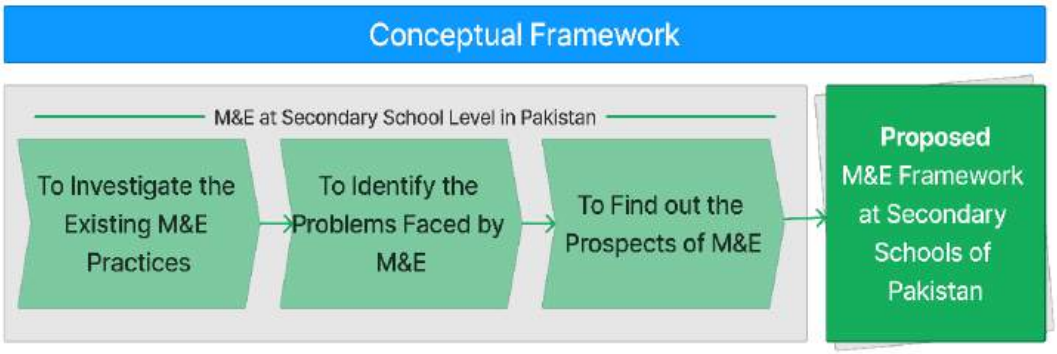

Fig. No.1.1. Conceptual Framework of the Study

1.6. Significance of the Study

Monitoring and evaluation hold vital position at all levels in school system, and without an effective, efficient, valid and reliable monitoring and evaluation, quality of instruction cannot be sustained in schools. Main focus of the current research work was "to find the existing M&E practices, their issues, the prospects, and suggest developing monitoring and evaluation framework at secondary school level in Pakistan to make secondary schools more effective. The study has successfully addressed the following aspects:

a. This study has significantly covered almost all aspects of institution and suggested means to principals for creating conducive environment, clear visible quality values and standards.
b. The study has provided a real picture of M&E at secondary school level and also proposed that how the processes be carried out to make the school management more efficient and effective.
c. Results of this study would be immensely significant for school administrators, educational planners, policy makers, teachers and students.
d. This study may provide feedback to all education departments across the country to improve their M&E program.
e. This study may be helpful for heads in devising strategies, systems, and methods for achieving excellence. The implementation thereof would be helpful in enhancing academic, infrastructure and administrative aspects at secondary school level in Pakistan.

1.7 Research Methodology

Mixed method approach was adopted to carry out the study and collect qualitative and quantitative data, therefore both were taken for analysis to reach the conclusion. According to Creswell (2015), in concurrent mixed method the quantitative and qualitative data were collected simultaneously to address the research questions. The current study investigates the existing monitoring and evaluation processes in schools of Pakistan, to identify the problems, to find out the prospects of M&E to propose a framework of monitoring and evaluation for secondary schools of Pakistan.

1.7.1 Research Design

Mixed methods approach was adopted to carry out the study. Concurrent triangulation research design of mixed methods was used to take the qualitative and

quantitative data for analysis to reach the conclusion. Concurrent triangulation research design is adequate tool to combine the quantitative and qualitative data and comprehend complex issues in conclusion. According to Creswell (2015), in concurrent mixed method the quantitative and qualitative data were collected simultaneously to address the research questions.

1.7.2. Population of the Study

Population comprised of all Regional Directors of FGEI, all MEAs and all Secondary school Principals from twelve regions of FGEI (Cantonment/ Garrisons).

1.7.3. Sample of the Study

Census sampling method was used as it is a statistical enumeration in which all members of the population were included and analyzed. Though the census sampling method is costly and time-consuming process but it is more suitable and useful when the area of study is limited or intensive study is required. Therefore, all the population of 12 Regional Directors, 186 MEAs and 186 principals of Federal Government Educational Institutions (Cantonment/ Garrisons) Pakistan were taken as samples of the study.

1.7.4. Research Tools

After studying related documents and extensive review of related material on the topic, with the guidance of study supervisor, a questionnaire was developed and an open-ended part was added to it to get responses and suggestions to improve the existing monitoring and evaluation practices at secondary school level.

- Self-structured questionnaire for Monitoring and Evaluation Assistants (MEAs) and principals.
- Semi-structured interviews of Regional Directors were included to understand the monitoring and evaluation practice objectively at secondary school level in Pakistan.

1.7.5. Validation of the Tools

The researcher approached five experts in the field of education to check whether the questionnaires are valid for data collection or not. They checked and returned the questionnaires after ten days with their suggestions to improve the items of questionnaire. The researcher incorporated all suggestions accordingly and visited experts again to check the questionnaires. All experts were satisfied with the validity of questionnaire and agreed to use them for data collection.

1.7.6. Reliability of the Tools

The consistency coefficient for checking reliability needs to be calculated by using a Cronbach's Alpha and it must be 0.80 or above (Taber, 2018). Self-developed tool "questionnaire" and their reliability coefficient were checked through Cronbach Alpha and was 0.86 which is acceptable in social sciences.

1.7.7 Validity and Reliability of Interview

Semi-structured interview was developed for qualitative data collection through questionnaires. Interview was devised on the basis of questions of questionnaires and responses of stakeholders. Validity and reliability of Semi-structured interview was carried out with the consultation of study supervisor and help of field experts.

1.7.8. Data Collection

The researcher collected the data through his physical visits to the institutions and regional offices to keep the responses rate hundred percent. The researcher visited MEAs, and the principals of secondary school to administer the questionnaires. In the next visit, twelve Regional Directors were interviewed. The researcher completed data collection in January 2023. Ten months were spent on data collection because of wide spread network of FGEI (C/G), but the response rate was 100 percent.

1.7.9. Data Analysis

Descriptive and inferential statistics were used to analyze the quantitative and qualitative data. In descriptive statistics, percentage, M and SD were used, while in inferential statistics, Chi Square was used to reach the conclusions. In light of the findings, conclusions and recommendations of the current study, a framework was developed for monitoring and evaluation of secondary school in Pakistan.

1.8. Operational Definitions

The operational definitions of the terms used in the current study are as follow.

1.8.1 Monitoring

Monitoring is the systematic collection of data for assessing improvement toward outcome.

1.8.2. Evaluation

It is the objective and systematic assessment of an ongoing or completed programme, with respect to its design, execution and outcomes aimed to ensure relevance, sustainability, efficiency and impact.

1.8.3. Monitoring and Evaluation Framework

M&E framework is a set of standards which provides structure to plan, execute, monitor and evaluate the whole procedure of the program. Commonly, M&E framework encompasses smart objectives, measurable KPIs, modality of data collection, analysis and reporting.

1.8.4 Indicator

An indicator is a variable that shows a change from a baseline level at the start of the intervention to another level after the intervention has had time to make its impact. Indicators provide critical informant on performance, achievement and accountability.

1.8.5 Variable

variable is characteristic or an attribute that a researcher can manipulate or measure or in order assessing their relationships. Variable may be quantitative, qualitative, independent, dependent, and control.

1.8.6 School M&E Mechanism

This process ensures to collect, analyze, interpret and share data about the school program. This mechanism assesses teachers' pedagogy, academics, infrastructural and managerial aspects of the institutions.

1.8.7 Input

Input is the available material or non-material resources related to program. The term input includes human resources, learning material, physical facilities, financial budget and equipment needed at secondary school level for its smooth implementation.

1.8.8 Activities

Activities are structured actions that produce specific outputs. There are planned events of school which are carried out by using all available resources of the institution.

1.8.9 Outputs

Outputs are the accurate measures of what have been achieved through activities and implementation of program. Output includes tangible results of each activity and action.

1.8.10 Outcomes

Outcome is a change and tangible achievements based on preset objectives pertaining to academic activities, pedagogical skills, knowledge, confidence, administrative aspects or educational infrastructure.

1.9. Summary of the Chapter

This chapter introduces objectives, research questions and significance of the study. Further, it describes the procedures of data collection, analysis, and about statistical process and tests used in the current study. In the end, some selected terms were defined to bring clarity for readers. In summary the researcher gave a complete picture of the whole study at a glance.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher reviewed all necessary and relevant material on the problem of investigation. Through this chapter, the researcher has also achieved first objective of study in which he reviewed various related research papers, theses, books and documents on monitoring and evaluation of secondary schools in Pakistan.

2.1 Monitoring and Evaluation: General Overview

Monitoring involves a systematic data collection on specific educational indicators. According to Mulatu, (2018), monitoring provides management and key stakeholders in development interventions with indicators to assess the achievements and outcomes in terms of available resources. Monitoring provides important assessment tasks and therefore becomes part of the whole assessment process. Assessment is the formal or systematic evaluation of the program. Further, monitoring assesses the composition, execution and outcomes of the ongoing program, and its purpose is to conduct timely assessment to make the program effective, efficient and goal-oriented. Furthermore, without evaluation, the cycle of program would be incomplete because in the absence of concrete evaluation neither a manager can make decisions nor execute operational activities confidently. Evaluation can give direction, clarity and course of actions.

Monitoring is an activity that comprises uninterrupted and organized assessment. On the other hand, evaluation is adjudging and considering or defining the value, the worth as well as excellence of a program. It includes associating the current condition with previous state in order to observe the degree of progress in regard with its target and previous state (Quist, 2018). In the field of education, the process of M&E is conducted to observe effectiveness and efficiency in maintaining standard of education in educational program. There are always two main activities happening in education, the

one learning acquired by students, and other teaching imparted by teachers. Teaching conducted in government sector secondary level schools is always carried out by post graduate degree holder teachers. During their pre-service education and induction training, these teachers attain training in different methods/techniques of teaching. Their lesson planning and teaching methodology skills are sharpened during their education and training. It is the responsibility of head or principal to monitor and evaluate the school at secondary level. Aim of this process ensures the effectiveness of teaching learning process (Kasambera, 2017).

2.2. Conceptual Understanding of Monitoring and Evaluation General Overview

Organization of Economic Cooperation and Development (OECD), (2017) defined that monitoring collects the data systematically from the ongoing program for assessing the improvement to achieve the objectives, while defined evaluation as an assessment that is carried out objectively and systematically to assess the completed or ongoing program. Moreover, it also assesses the execution, processes, and outcome of the program. According to Mehmood, (2021), M&E system brought significant improvement in teachers' performance that shows effectiveness of the M&E system.

The processes of monitoring and evaluation go side by side and evaluation is methodical in nature in which scientific methods are used to assess the design, its execution, progress and finally the result of a program. Keeping in view the role and nature of each, the term M&E is a blend of two different terms yet both are complementary in attainment of set objectives. M&E system helps to observe the performance levels of stakeholders' i.e., student, teachers, principals and institution. Finding effects of M&E on performance levels of stakeholders may be prioritized. A valid effect of M&E is found on the performance of an employee. Related to this, significant number of research has finding about monitoring and evaluation, that it has

ultimate effect on the performance of employees (Chukwudi, 2022). Most of the countries prefer to have monitoring and evaluation system in their schools. Both internal and external evaluation of schools are significant, for example, in Finland schools do their own evaluations (Internal evaluation) which is conducted by institution for ensuring desired quality of education as per their preset objectives. But it would be a bit risky to rely solely on internal evaluation. Thus, there should be a parallel mechanism of external evaluation to cross-check the internal assessment and verify the on ground facts through latest technologies by independent body.

However, the strategies of external evaluation for assessing schools, is formulated by Ministry of Education. The Educational Evaluation Council (EEC) in Finland acts an external evaluator to evaluate the general features of the educational system (Kim, 2014). But the M&E mechanism is mostly neither systematic nor objective in nature because the concept thereof has not been understood and conceptualized at grass root level.

2.3. Monitoring and Evaluation in Education

Monitoring and evaluation has come into existence as a result of discussion in different forums at local, national international level. The significance thereof raised more when some international and non-governmental organizations highlighted countless handicaps in the educational system of Pakistan. Low achievements in Millennium Development Goals (MDGs), no equal access of the students to quality education and high dropout rate at primary level are some of the issues that have forced the international agencies and other stakeholders to recommend well equipped monitoring and evaluation system that could address the issues highlighted. Moreover, the implementation of the key concepts, like ‘Expanded Vision of Basic Education’, ‘Equal Access to Equitable and Quality Education for All’, and ‘lifelong learning” were impossible without effective M&E mechanism. Monitoring and Evaluation mechanism has been developed and applied across the globe and some new trends have been started

which have made the monitoring and evaluation performance-based, results-based and outcomes-based to enhance the quality in education at all level. Such new M&E approaches have greatly influenced the quality of education. The ultimate aim of monitoring and evaluation to establish a culture of inclusiveness, equity, life-skilled based education could be ensured but that are only possible without a well sensitized and comprehensive mechanism of M&E (OECD, 2017).

The M&E is centralized in nature and believes in continuous and gradual quality improvement in the institutions. It is also holistic as it focuses to improve the academics, infrastructure, administrative aspects, curricular and co-curricular activities. Further, M&E is considered as protentional management tool that can implement the school improvement plan, policies, and all educational planned programme. This role of monitoring and evaluation has become more important when autonomy was given to individual school and every educational institution is liberated in all operational activities including collaboration and financial matters. With devolved responsibilities, there is an instant need to make school accountable to ensure the quality by utilizing the available resources. School evaluation processes, which can be conducted internally or by agents externally to school (school inspection) can help meet such accountability needs (OECD, 2015). But it is more important to conduct external evaluation through independent body to ensure well-regulated and accountable system in educational institutions.

2.4. Components of Monitoring and Evaluation

The main components of M&E at broader level are:

2.4.1. Context Factor Components. This includes Objectives, principals, policies, rules culture, technology and information.

2.4.2. Inputs Factor Components. This includes tools, human, material and financial resources.

2.4.3. Process Factor Components. These components include planning for M&E process, setting goals and specifying indicators.

2.4.4. Outcome Factor Components. These include brief summary of M&E results, reports, corrective measures for students, teachers, principals and institutions as a whole.

2.4.5. Feedback Factor Components. These components include the strength and weakness of the M&E system. It describes whether the M&E process was comprehensive and effective or it has shortcomings which need improvement. According to Molapo (2019), the other components of M&E are planning, outlining the course of action, data collection, data analysis, reporting and utilization of the findings to improve all aspects of the institution. At minor level, monitoring and evaluation include students' attendance, academic activities, learning, behavior, and achievements, teachers' attitude, teaching pedagogy, strategy, financial resources, physical facilities and school management. In most of the organizations the data are systematically gathered and is consolidated and fed into EMIS which are further analyzed by statistical software.

Now-a-days latest emerging technologies are used for data collection and analysis. It also monitors the resource management system which include teacher management system that design the recruitment and management of HR and financial resources at school level. M&E mechanism focuses on academic, infrastructure and administrative aspects of the institutions. Effective M&E believes in tangible, quantifiable and timely data for informed decisions. But one important purpose of monitoring and evaluation is to monitor the learning outcomes, and academic results of students and overall achievements of the institution (Elkins, 2011).

In the last decade, the schools' and teachers' accountability has significant impact which helped the institutions in implementing educational policies and program. Further, it assessed and improved the achievements at school level (Disha, 2017).

2.5. Objectives of Monitoring and Evaluation in School Education

Monitoring and evaluation has significant role in implementing school improvement program, ensuring quality of pedagogy, co-curricular activities and learning outcomes. It collects the information, analyzes it and generates a consolidate report that enable the principals and other stakeholders to work there where required. It ensures whether the implementation of programme is on track and in accordance with the preset standards. Therefore, it is important that every organization must has an external M&E besides its internal evaluation. But it is more essential to have an independent M&E system or to carry out the M&E process by third party as World Bank or UNICEF (World Bank, 2018). Because one of the main issues is objectivity in the M&E at school level. The School M&E Program provides information about students' progress and achievement along with learners; learning skill and ability for meeting need of the next level.

The monitoring and evaluation program allows principals to inform, report, document and meet the requirement of the department of education. M&E apprise the regional offices and main head office regarding current status of the institutions in order to revise and develop their plan according to recommendations of the current findings (Roussi and Lipseey, 2015). It is further added that the traditional way of assessment is no longer sufficient to prepare learner for rapidly evolving workplaces. Technology integration almost in all professions and latest demanding skills of workplace necessitate to devise a comprehensive M&E mechanism based on international standards and best global practices to evaluate the learners progress and ability holistically.

2.6. Need of Monitoring and Evaluation in School Education

According to Pakistan Economic Survey (2021-22), Pakistan has planned transforming and upgrading its educational system in light of SDG 4 but unfortunately the existing facts and figure do not support it because in 2021, the literacy rate was 62.80

percent while the progress in literacy rate is significantly sluggish. Spending on education during 2021-22, was only 1.77 percent of GDP both in central and provinces. While United Nation Agencies recommended it about 4 percent of GDP. The current literacy rate in Pakistan, during 2022-23 was 62.30 percent. The allocated budget 1.7 percent for education is lowest education budget in the region. Moreover, the expenditures Rs. 8,863 billion allocated for Secondary level and Rs 2 billion for administration and management which is insufficient and unsatisfactory. The M&E of an organization has very vital position in the system and it identifies the shortcomings, strength, given targets and progress of the ongoing projects (Lazaridoou & Beeka, 2015).

The management at school level is challenging and a bit difficult in terms of staff management and development. Principal is solely responsible to meet the competitive needs of the institution and development of teachers, the M&E plays its role efficiently. M&E manage, regulate and identify the weak and strong areas of the school and highlight the areas that need to be addressed.

The principal also continues to make progress in meeting the diverse and changing needs of students, teachers and stakeholders. To address problems of the school, principal need relevant available data for taking informed decision to ensure good governance in the institution. Therefore, M&E mechanism and understanding enable them to evaluate the progress and outcomes of the school. Further, work in facilitating mode and support school's ongoing programme during the implementation of the SIP. Besides external role, M&E also focus on the internal affairs of the school (Ferdaus, 2016).

2.7. Scope of Monitoring and Evaluation in School Education

Monitoring and evaluation mechanism has broader domain and its scope is diverse and comprehensive in school education. It encompasses various facets of school education including assessing progress in student learning outcomes, school operational

activities, school infrastructure, teaching pedagogy and administrative aspects. Commonly school M&E mechanism collect, process, analyze, and interpret the data.

The findings of the collected data enable the principal to plan initiates and take a series of administrative actions to ensure objective-based achievements. Further, in internal M&E too, the principal plans are to collect, analyze and translate the data systematically. Based on the analyzed data corrective measures are prepared, administrative actions are planned for achieving pre-determined objectives. The record of each phase is kept in record (Mehmood, 2021). But it is quite unfortunate due to insufficient resources the M&E process is very subjective in nature and it could not identify and address the core issues because of non-availability of latest IT gadgets and independent team in the evaluation process.

2.8. Functions of Monitoring and Evaluation in School Education

Monitoring and evaluation mechanism ensures to achieve the school targets, track the students' learning outcomes, identify the areas where student needs additional support, students' progress in terms of results, and school's efficiency in implementing SIP. Monitoring and evaluation commonly includes outcome, results and progress of the school against their targets:

2.8.1. Outcome

The monitoring and evaluation mechanism assesses the continuous progress and outcome of the school program. It always assesses students' performance and other following aspects:

a. Improving student's enrollments, attendance and participation.

b. Improving students' learning outcomes and achievement.

c. Increasing students' skills and level-wise competencies.

d. Decreasing dropout and detention of students.

e. Developing 21st century skills in students.

2.8.2 Results

The monitoring and evaluation system of the school conducts formative and summative assessment that ongoing program of the school is on track to get the desired results. Some of the key indicators of improving school support for students include:

a. Academic uplift and achievements
b. Improvement in the daily attendance
c. Maximizing students' enrollments
d. Holistic development of the students
e. Skills developments in the students
f. Learners' participation in curricular and co-curricular activities.
g. Development of desirable behaviors in the students

2.8.3. School Progress

The monitoring and evaluation mechanism assesses the performance through the programs outlined in the SIP, resource management and financial resources management. Specifically, monitoring progress includes:

a. The implementations of various school programs in terms of quality it gained and achievement of objectives.
b. Development of human resources, in particular increase in the skills of teachers.
c. Improvement in pedagogical skills and learning capacity of students by utilizing available resources.
d. Financial management of the school in relation to fulfillment of pre-determined objectives (Mangomezulu, 2015).

2.9. Monitoring and Evaluation in FGEI (C/ G) Pakistan

Federal Government Educational Institutions (FGEIs) are spread over in all four provinces, Azad Jamu and Kashmir (AJK), Ex-FATA and in Islamabad. The researcher has gathered data from all secondary schools of FGEIs located in all four provinces, Azad Jamu and Kashmir (AJK), Ex-FATA and in Islamabad. The data of the current study reflect the whole country thus, it was generalized to draw conclusions. In addition, in the ambit of FGEIs (C/G) Directorate, there are 311 schools and 44 colleges which form a vibrant educational system, imparting quality education to about 0.25 million cantonments residents, "students" across the country. The Federal Government Educational Institutions have been distributed in 12 regions which discharge their obligations by acting upon the mandate by nurturing 21st century skills among the students for making them useful and productive member of the society (Shaker, 2020).

Continuing the effort for quality improvement in educational standards, FGEIs Directorate launched M&E mechanism in 2016 to assess and evaluate all working units through structured tools. In FGEI setup M&E mechanism is carried out in three phases which is followed by re-audit in which the implementation of corrective measures is checked. The three phases are covered in the following internal and external evaluation (Mehmood, 2021).

2.10. Internal Monitoring and Evaluation of Schools in FGEI (C/ G)

According to Mehmood, and Bangash (2021), the role of an institution in internal assessment is central and significant. The principal of an institution assesses the teachers during classroom teaching through structured questionnaires four times in each academic session. Principal also assesses the institution in the light of given indicators as mentioned in tool once in an academic year. The observations and scoring are well quantifiable and objective which fulfill the requirements of quality assessment as per laid down criterion. The filled-in questionnaires are maintained as record which are verified by Regional

Director during M&E visits. The Regional Directors also check the on-ground facts and cross check all the aspects of the school and compare it with reports submitted by principal.

2.11. External Monitoring and Evaluation of Schools in FGEI (C/ G)

The external evaluation is carried out by MEAs during their visit, which is scheduled as per directives of Director General of FGEI (C/G). The MEAs are independent in their judgments & observations. However, their main focus of attention is on academic quality in line with prescribed academic indicators. The MEAs also check and verify the questionnaires that have been filled in by the principal and Regional Director during an academic year. They also ask for additional documentary or any other kind of evidences e.g., results, answer scripts, certificates, positions in exams and details of co-curricular activities for confirmation and authenticity of their assessment reports. They also verify the stated facts in the questionnaires with the facts on ground; any disparities or dichotomies are duly notified in the generated report as a result of the whole process, which, in turn, will affect the overall grading of the institution. However, MEAs do not give any direction or impose any restriction to interfere in the routine work of an institution (Mehmood & Bangash, 2021).

2.12 Report Generation and its Implementation

Consequent upon the internal and external evaluation, a report is generated, the strength and weaknesses are identified, recommendations are made and submitted to Directorate for the preparation of corrective measures. The final corrective measures are prepared by M&D Branch FGEI (C/G) Directorate and disseminated to all concerned institutions. In the final phase, the Directorate MEAs schedule re-audit to check the implementation of the corrective measures (Mehmood & Bangash, 2021).

2.13 Decentralization of M&E of Schools in FGEI (C/ G)

Decentralization of M&E is the shifting of responsibilities from center to provinces and local district level for prompt action and ensuring adequate solution immediately at grass root level. The aim of power delegation from center to provinces is empowering local stakeholders for enhancing the effectiveness of implementation of programme. Therefore, many govts have decentralized their M&E mechanism in order to implement SIP, improve the teaching skills, maximize students' learning outcomes and finally achieve the pre-determined objectives of the planned programme.

At present, the trend of M&E has been changed and shifted toward outcome, performances and result-based evaluation. This trend has developed several components of the environment where high outcome-based activities are carried out to change the concept of M&E and reveal that collection of complete information pertaining to students is not essential. In Latin America, Brazil has a compound monitoring and evaluation mechanism which is conducted at federal, state and municipal level. The monitoring and evaluation of Brazil confirms that all the components are well-coordinated and functional with higher efficiency and desired outcome. These practices have increased the responsibilities of the school to show the performance and achievements at desired level in order to get high place in national ranking. The ranking system issued by M&E mechanism is available in information system which is helpful for parents while selecting school for their children for admission (Alves et al., 2015).

Moreover, the role of M&E has significantly increased because of various donors' involvement in the implementation process. UNESCO has developed its own mechanism of M&E to assess the progress of various ongoing programmes (Simane & Zaitchik, 2014). In light of the above, the FGEI (C/G) also decentralized its M&E mechanism in March 2021 to make the system more responsive and effective.

2.14. Monitoring and Evaluation: Global Overview

Monitoring and evaluation has become increasingly important tool of management in education around the globe. Due to the growing complexity in education the demands of accountability have increased manyfold. The prevailing trends have pressurized the government departments, parliaments, NGOs, and international organizations to be more responsive to the demand of the stakeholders. They demand development, good governance, effectiveness, transparency, accountability and, tangible outcomes. In light of the above, local government has a huge responsibility to ensure better service delivery. The establishment of local governments plays vital role in the accountability in execution of programmes (Masuku, 2015).

In many developed countries, like United States and UK, more attention is placed on school examinations and self-assessment rather than administrative guidance (Brown, 2015). In such countries there has been a trend of school independence and an emphasis on service delivery and leadership (Riggi, 2017). The assessment and evaluation processes in theses developed countries facilitate growth, community building within the school and the larger community as a whole.

2.15. Theory of Change in Context of M&E

Theory of change is a standard measure to plan, participate, manage and evaluate the innovation and change. It is very useful for M&E and is developed in planning stage. When logic model is developed for a program, the theory of change being part of the documentation and tools helps the process. In M&E, a theory of change is designed to guide how the problems or challenges are identified in the conceptual framework, is addressed in order to reach the desired goals. Theory of change describes how and why a hoped-for result will be achieved and includes the assumptions for explaining the process of change. Theory of change establishes the way that how to move from ‘here ‘to there and how the hypotheses be tested and measured. The M&E plays an important

role in collecting sufficient data and information in order for predicting with high level of confidence. The theory of change is commonly represented in diagrams with additional description (Gooding, 2018).

Various diagrams demonstrate the direction of change and most common are drawn from left to right. But the most appropriate is a simple, linear result chain are often in the form of input, activity, output, outcome and impact.

Result Chain

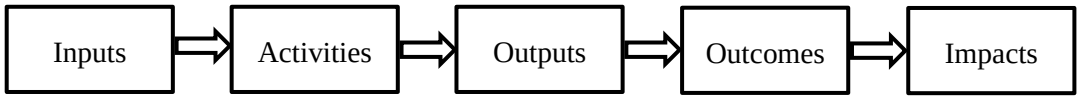

Fig. No.2.1. A Simple, Linear Result Chain of Theory of Change

Theory of change is vital in M&E as it as a tool, used in developing the logic model for program. While the logic model simplifies in a pictorial view that how a program is supposed to work (Barnett, & Gregorowski, 2013).

2.15.1. Relationship of Theory of Change and Logic Model with M&E

The logic model and theory of change are important tools for M&E and both have strong relationship in the process of M&E. A theory of change describes how and why a program is expected to lead to the desired outcome, while a logic model is a practical representation of a theory of change that shows input, activity, output, outcome, and impact of a program. A logic model shows the theory of change in a visual format and explains the logical connection between the various components of a program and describes how the program is expected to lead to the desired outcome and impact.

Theory of change is more comprehensive as compared to logic model in terms of information about the context in which programs operate. It also gives detailed information about assumption and risk related with program. Theory of change and logic model are used for guiding the development of M&E plan and framework. They help in

identifying the key indicators in order to assess the progress of a program. They also help to determine whether program is on track for achieving its desired outcome and impact. The theory of change and logic model help to implement the M&E in identifying the method and data source which is used to collect information regarding various components of the program and then assess their impact. The theory of change and logic model help the M&E to focus on tracking the students' progress through the program.

2.15.2. Why Use Theory of Change and Logic Model for Monitoring and Evaluation Framework

Logic model is a systematic and visual way for presenting the understandings of relationship among the available resource, activity and the desired outcome. Logic model has theory of change for support and guidance. Theory of change makes it clear that how a change will occur and also illustrates the relationships between action and outcome to explain how to work together to bring the desired change. The theory of change is in real putting the logic in a logic model. While on the other hand, logic model provides a snapshot view of how a program will use resources and activities to achieve the desired goals. So, the M&E based on Logic Model will help in finding gaps in program, or what is missing to achieve the desired goals, as logic model works as a foundation of M&E plan by determining what is appropriate to evaluate. Logic model serves as a way for better understanding of an organization in achieving the goals. Therefore, the logic model supported by theory of change was used to develop M&E framework.

2.16. Models of Monitoring and Evaluation

Evaluation has gained great importance during 21st century in education, though, the models thereof were developed in the 20th century which were further redesigned, expanded and applied extensively in education for evaluation. A significant number of M&E models were developed during 40s, to 60s. Omonyo (2015) asserts that evaluation models are points of view or conceptions that various groups of theorists or evaluators

are inclined to or approve of. Understanding evaluation models or paradigms is important to generate knowledge on how programme M&E should be undertaken to affect the needed or intended outcome on projects. Despite the existence of several evaluation models developed by theorists over the years, the selection of a model for evaluation became a problem because of diverse schools of thought or traditions (Gabriel, 2013). The Tyler's Objective Model, Stake's Responsive Model, Scriven's Goal Free Model and Stufflebeam's CIPP Model, Result Based Management (RBM) Model and Logic Model were developed and widely applied for M&E in various programmes. According to Newton et al., (2013), Logic Model is very effective for M&E of educational programs. Detailed descriptions of the Models are discussed below:

2.16.1. Logic Model of Monitoring and Evaluation

Logic Model provides a linear and logical interpretation of the relationship between inputs, activities, outputs, outcomes and impact with respect to objectives and goals. The aim of the Logic Model in the field of education sector programme is to show the relationships between input, activity, output, outcome and impact regarding preset objectives. According to Newton et al., (2013), logic model focuses on program evaluation and identifies the assumptions and connections among actions, outcomes and impact of the program. The typical components of logic model are Inputs (material and non-material resources), activities (actions while implementing resources), Outputs (accomplishments as a results of activities), Outcome (objective based achievements of the program). Logic model is evaluative in nature and helps evaluators to comprehend the components of program and measures the results. Moreover, logic model is used to analyze the effectiveness of program in educational environment (Jaciw, 2016). Logic model may help to translate policy statement and vision that represents concrete and implementable program. The educational program may be classified in the following four components which include inputs, actions, output and outcomes of the program. The

components of Logic model may vary depending upon the programs which are analyzed. Logic model serves many purposes but the main purpose is evaluation. It helps MEAs to comprehend the components of program, diagnose the areas to be improved and measure the results based on preset objectives (Jaciw et al., 2016). The model also helps in identifying why implementation was falling short of expected outcome. The typical components of Logic Model are:

Inputs. These are the available resources of program and described as material or non-material resources available and specified for program. The input includes human resources, learning material, physical facilities, financial budget and equipment provided at secondary school level as inputs for monitoring and evaluation framework.

Activities - Process. It is the aspects of the implementation and structured actions that produce specific outputs. These are planned events of school which are carried out by using material or non-material resources.

Output: It is the results of the completed activities which produce outcomes and the logic model associates output to obtain accurate measures of what has been achieved through activities and implementation of program. Output includes tangible results of each activity and action.

Outcome. This is change or effect that satisfies objectives. Outcomes are tangible achievements of preset objectives which include enhancement in all academic activities, skills, pedagogy, knowledge, confidence, administrative aspects or in educational infrastructure. Frechtling, (2015), described the following indicators about logic model:

Table 2.1. *Logic Model*

Input	Activity	Output	Outcome
Resources of program	Activities undertaken by program	Results of the activities	Change aligned to objectives that result from program

▪ Financial resources ▪ Human resources ▪ Material resources	▪ Developing events using resources	▪ Product as a result of activities	▪ Increase in skills, knowledge and confidence

2.16.2 Results-Based Management Model of M&E

Peter Drucker introduced a concept of "Management by Objectives" (MBO) in 1950 and the focus of MBO was on setting clear objectives which provided feedback for improving results which laid foundation for RBM. Though its origin is traced back to 1950 but it was first used by UN in 1997. Further, it was developed by the World Bank in 2004. It suggests to do the planned work to achieve desired results. The planned works consume less resource to undertake the activities. The RBM shows three levels of results, the output and the operation of the output gives outcome and the outcome leads to ultimately desired impact (Jongmuanwai, 2020).

The UNDG RBM handbook (2011) defined Results-Based Management as "a management strategy through which the stakeholders can contribute to achieve the three levels of results and ensure that the process, product and service have contributed to the desired result (output, outcome and impact). The monitoring and evaluation of RBM is an integral part of ensuring results that provide valuable contributions in decision-making:

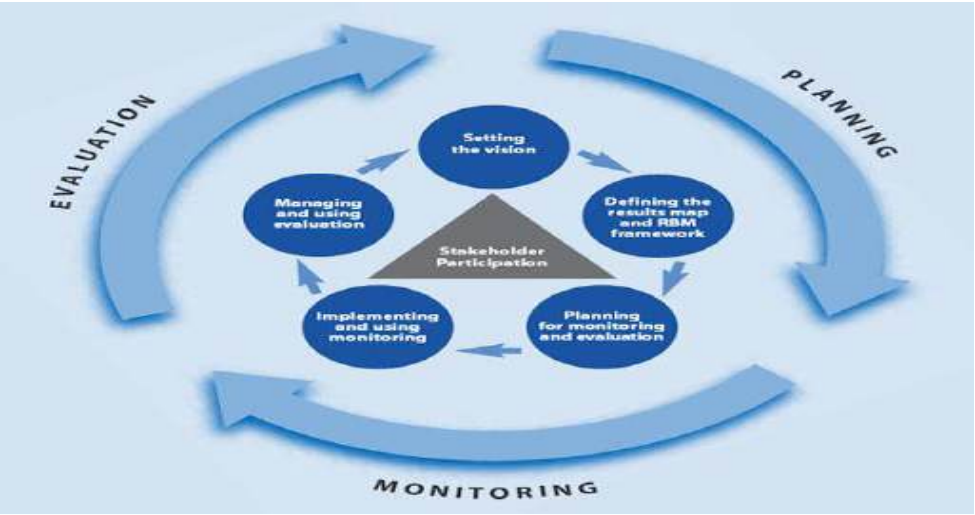

Fig. 2.2. The Result Based Management (RBM) Life-Cycle

The monitoring and evaluation in RBM are not traditional where the processes of available inputs are assessed to get results. The phenomena do not provide stakeholders the connection responsible for the successes or failures of programme. The RBM mainly focuses on evaluation of performances of the programme, and it is helpful in answering all associated queries (Khan, 2020).

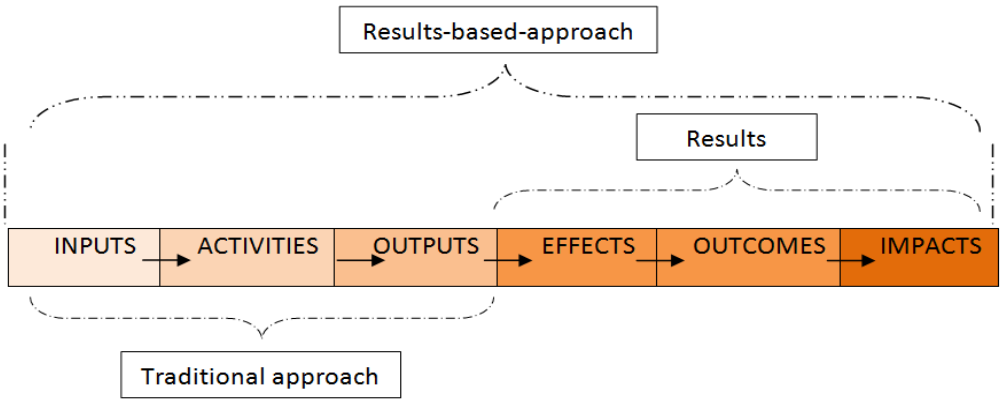

Fig. 2.3. Comparison of Results-based Approach with Traditional Approach (Source: Santos, 2010)

The Govt of Pakistan got the RBM concept from Malaysia in 2007, and its framework was made part of standard PC-I document (Arif, 2015).

2.16.3. Tyler's Objective Model

Ralph W. Tyler was an influential researcher in evaluations and testing in education. During 1930 to 1945, he contributed at significant level and his work during the period he introduced a systematic approach to evaluate the program. His model, that stresses on comparing the intended outcome with actual outcome, is the keystone of evaluation. At its core, Tyler's model viewed the curriculum as a tool to achieve the goals set for programs in education. The model entailed carefully formulating objectives based on three key considerations: the students, the surrounding, and the subject matter. The set of these aspects is arranged in terms of learning psychology and educational philosophy. The objectives are translated into quantifiable indicators of the students' performances.

During the process of this evaluation, the desired outcome is defined, data pertaining to students' performances are collected through adequate tools. The data were then analyzed to assess the achievement level of objectives. This model was applied in education sector and later on used in health, management and other social sectors. Various governments and NGOs also used this model for assessing the implementation, its effectiveness and impact on various funded programs (Stufflebeam et al., 2014).

Although the model was highly appreciated, some critical reviews were also reported in its evaluation in the field of education. According to Vo (2018), Huang and Yang criticized that there is no feedback mechanism for the guidelines of evaluator and further improvement of the model. Further, the evaluation and organization are less connected. Similarly, Stufflebeam pointed that this model is too much objective, specific and objectives may be changed as per changing context of the program. Therefore, Objective model cannot be applied for the evaluation of program. Consequent upon the facts discussed above, even all those programs may not be assessed and evaluated through this model which has no clear objectives.

2.16.4. Evert Vedung's Classification

Vedung's classification was influenced by what evaluation is believed to achieve (Gabriel, 2013). His focus was to ensure that evaluation satisfied the demand for Monitoring and evaluation models in public service and government. He therefore, identified eleven evaluation models and presented his classification as the effectiveness, economic and professional models (Gabriel, 2013). The effectiveness evaluation model concerns evaluation approaches that are instituted by a desire to assess the outcomes of a project, policy or programme. He classifies the following seven evaluation approaches under the effectiveness category: goal-attainment model, side-effect model, goal-free evaluation model, comprehensive evaluation model, client-oriented model and stakeholder model (ibid). The economic models define evaluation approaches that

measure the outcomes of public policy or programme relative to the cost incurred like the productivity and efficiency model (ibid). Finally, the professional models focus on the question of who should perform the evaluation (Vedung, 2017).

2.16.5. Stufflebeam's Context, Input, Process and Product (CIPP) Evaluation Model

The CIPP evaluation model was proposed by Stufflebeam in 1983. Preliminary, this model focuses on the conditions and surroundings where the programme is taking place. The evaluation of CIPP model is commonly conducted in summative and formative modes to give holistic views and ensure that all the elements including context, inputs, processes and outputs have been evaluated from each and every angle. Evaluation is carried out systematically through this model and the distinct feature thereof that it focuses on the context and development of the processes (Aziz, 2018). The Context, Input, Process and Product model was implemented for delivering greater accountability for the US inner-city school which sought to address the limitations of traditional evaluation approaches (Aziz, 2018). The model has been refined over the years and applied in many disciplines, including education. This evaluation model is recognized as management-oriented and its context evaluation scrutinizes the objectives of programme for determining that programme is socially acceptable, culturally relative and technically adequate while inputs evaluation examines the intended contents of the programme. The processes evaluation reveals the about the execution of the programme, which tells the degree to which programme has delivered as planned. Lastly, the product evaluation is the evaluation of the outcomes of programme. The model was intended for the use of services provider, such as director, school district education officers and principals. (Stufflebeam, 2014). According to Sancer et al (2013), the CIPP model deals with product at various levels during the designing and execution of educational programs. Outcome is then mapped with objectives of the programme and shortcomings are noted

and necessary modifications are made to ensure better quality of education. Aziz, (2018) explained the whole process in the following conceptual framework.

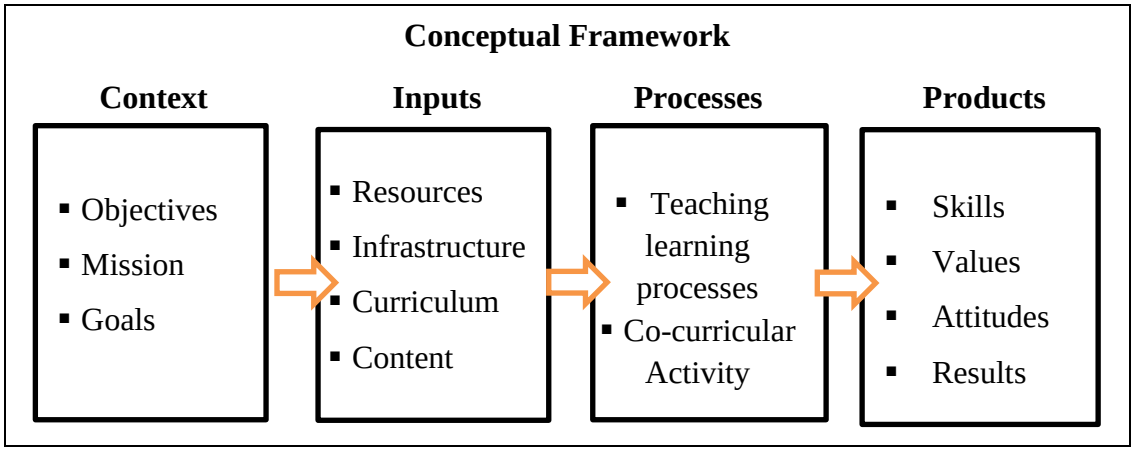

Fig. 3.4. CIPP Evaluation Model

Most important feature of CIPP model that it is easily implemented because of having clear guidance. Despite wide utilization, the CIPP model carry has some disadvantages which need to be considered before its application. First, the processes of context evaluation have some common features of needs analysis therefore extensive care is needed during context evaluation and second, its implementation consumes considerable time when it is applied completely (Stufflebeam, 2014).

2.16.6. Scriven's Goal Free Evaluation Model

This model was developed by Scriven in 1972, who suggested that in investigating the set objectives of a programme, a broader consideration of other programme outcomes should be looked into. Therefore, it is essential to consider widely beyond intended outcome and also look at the unintended outcomes of the programme (Omonyo, 2015). Programme is ultimately considered successful when cost, quality and time are achieved, and other indirect outcomes such as beneficiary satisfaction and environmental and socio-economic impact of the programme should be evaluated as well. These assessments could be conducted while programme implementation is ongoing or at the end or completed while providing meaningful improvement measures. To this end, a logic or programme model is usually developed for the programme and tested for

validity with the data collected from the evaluation process. This model stresses the approach to monitoring and evaluation particularly regarding data collection and the utilization of the data. Youker (2014) suggested the guidelines for evaluator when they conduct a Goal-free evaluation, identifying the relevant effect for examining goals and objectives, identifying what has occurred, and finally, determining the degree to which the effects thereof are positive or negative.

One main benefit of this model is that it enables the evaluator attentive for the wider ranged outcome of the planned program rather than looking just for results of the program. Another benefit of this model is that it may be used to supplement goal-based evaluation (Youker, 2014). Moreover, this model is predominantly abstract in terms of concept and theoretical in nature therefore few practitioners have written on this model. In addition, some have criticized because it is very difficult in use and operation for evaluator (Youker, 2014).

2.16.7. Stake's Responsive Evaluation Model

This model was developed by Robert E. Stake in 1975 to measure the effectiveness of program. This model evaluates the educational program with others by comparing activities, unique aspects, and social diversity of the people. The evaluation of this model is based on what evaluators do naturally, assessing various aspects of programme, like mostly an evaluator observes and reacts. This approach was avoided during planning of document and regulation of institutions because it is not well-suited and is subjective in nature (Kushnier, 2023).

In addition, the responsive evaluation model greatly emphasized the concentration of evaluation on the intended outcomes relating to the programme activities as compared to Scriven's model which sought to place much emphasis on the unintended outcomes of programme. This model argued that the needs of students are paramount to every programme, and hence satisfying them should be the main

preoccupation of M&E. Gathering programme data are the key in the M&E process; this notwithstanding, instead of depending on scientific methodologies of experimental psychology, human observations and judgments are heavily relied upon, drawing on a journalistic approach to the evaluation. Though this model has advantages, yet it carries shortcomings. Firstly, it requires much time when it is applied, similarly, its evaluation processes also consume much time to complete the rotation. Second, it is quite difficult when it is applied for evaluating program specially when the evaluators are inexperienced. Third, the role of evaluators in this model is vague and unclear. The evaluators serve as a resource instead of researcher. Lastly, this model is flexible, therefore, it cannot maintain focused evaluation or answer specific questions (Cameron, & Bobby, 2014).

2.16.8. Patton's Utilization-focused Evaluation Model

The UFE model was developed by Patton in 1978 in response to shortcomings of the outdated evaluation models, which commonly focused to assess the effectiveness of program instead of facilitating program improvement. This model mainly focuses on the needs of intended users and collaboration of stakeholders. Further, it is quite flexible and adaptable. Patton argues that decision makers have often ignored evaluation findings; he suggests that as early as possible, in the programme planning, key stakeholders such as relevant decision makers and the audience of evaluation reports who utilize evaluation findings must be identified. Establishing effective collaboration between the evaluators and consumers of finding is therefore important (Ramirez, 2013).

2.17. Review of Related Research

The M&E mechanism has practical and dynamic role in educational development and school improvement. The educational managers and practitioners give M&E higher value as it can maintain accountability, transparency and can improve the learning

outcomes (Kabonga, 2016). Governance, the most crucial component of the organization, may be improved by well responsive and dynamic M&E system, which mainly assesses to what degree the management is effective, efficient, and sustainable (Metzger & Guenther, 2015).

Thimmappea (2013) researched on the role of school-based M&E and concluded that monitoring is necessary for educational effectiveness and learning. Mangomezulu (2015) researched on strategies and techniques for monitoring of schools and teaching. He concluded that M&E enhances teachers' as well as students' attendance. It also enhances efficiency of teaching and learning process. VanGronigen (2022), focused on monitoring and assessment of institutions. He concluded that schools' standard of education is enhanced by assessment and monitoring. Monitoring enhances the effectiveness of community's participation in school. Begum and Farooqui (2014) highlighted that monitoring and assessment enhance students' attendance and minimize teachers' absenteeism.

McGlynen (2016) focused on school inspection dimensions and effectiveness. He concluded that inspection raises quality of school. Inspection enhances the effective usage of funds and budget in schools. Further he stressed on importance of heads' monitoring and evaluation that heads play an important role in school's effectiveness. Chan and Guirrnam (2012) studied the importance of school evaluation by taking views of teachers. These elements contributed a lot in school governance and development.

M&E system has important role in implementation, achievement and failure of the programmes. It is an integral part and main component of the organization that monitors and evaluates the programme in terms of its effectiveness, efficiency, and overall management (Kiprotich & Njoroge, 2014). Moreover, Mwangu and Iravo, (2015) highlighted that M&E system regulates all the activities of the organization and

specifically of the programme, and it also ensures that the programme is on track. In addition, one important aspect of M&E is to ensure the utilization of available resources adequately and maintain the sustainability of progress in the ongoing programme.

According to Nyagah (2015), there is limited research on the M&E mechanism and its impact on the system. Even majority of the developing countries have little knowledge about the practices, processes and procedures of M&E. M&E is applied without using any model whereas the school management, allocation of budget, and capacity building of the staff are the significant components of organization which are controlled by applying the M&E mechanism.

There is no doubt that the key results area including input, outcome and impact are essential segments of the organization, but Masuku & Ijeoma (2015) highlighted challenges that are faced by various countries like low budget allocation that restrain the institutionalization of M&E mechanism. These challenges are because of poor planning for funds utilization and mostly there is no separate budget for M&E system. In some cases, M&E is run on ad-hoc basis. There should be separate budget and monitoring assistants for objective evaluation.

Masuku and Ijeoma, (2015) also emphasized on availability of adequate budget for M&E because data collection and arrangement of activities need sufficient resources and money. Therefore, specific and adequate budget is required for monitoring and evaluation (Masuku & Ijeoma, 2015). Jili and Mthethwa (2016) identified and analyzed that without using IT gadgets and adequate budget M&E is not possible. They concluded that unavailability of adequate resources can hamper the execution process of M&E.

UNISDR, (2015), emphasized on using emerging technologies in data collection, recordings, and report generation. UNISDR suggested efficient data collection through emerging technologies. Further, they suggested to use IT gadgets for data processing through geographic information system and web-based application. Argyrous and

Rahman, (2016) concluded that there must also be an appropriate mechanism to report, summarize data and disseminate an automated and timely responses in order to streamline data collection.

Khwaja, (2017), and Rehman, (2018) highlighted that effective execution of planned program in educational environment needs a comprehensive and uninterrupted M&E. As soon as a programme turns into operational mode, an efficient M&E is needed to assess the implementation and progress of program. The instrument used is commonly known as mechanism of M&E. In organization or educational institutions, the quality audit and inspections are carried out by M&E.

Ojokuku (2013), viewed monitoring and evaluation as a continuous functional activity. It is used for orderly and organized data collection regarding specific performance indicators to reflect the impact M&E on-going programme. It also indicates to what extent progress and achievement of objectives have been attained, whereas, evaluation is highly organized assessment of a product and very systematic in nature and it must be supported by theoretical framework or a model. The aim of determining relevance and the attainment of preset objectives is finding, and assessing effectiveness, and calculating the level of sustainability of quality.

Myrick (2013), concluded the theoretical aspects of M&E that streamline and modify the programme to relate it with the real world. In a setting where is resources are limited, there will be more need for M&E system for assessing the impact of programme.

Raftree. (2016), concluded in his study that ICTs and digital tools have significant role in M&E, and they help to address the operational and methodological challenges with the changing external environment. Technology integration in M&E can improve the M&E practices and make the system alert and responsive.

Jili (2016) found two main challenges of M&E system in his study. Firstly, inadequate finance is a perennial challenge facing programme management for

successful execution of M&E. All steps of M&E are not carried out due to inadequate funds. Secondly, the knowledge, skills and competence required for M&E professionals are limited to assess all aspects of the institution.

2.18. Summary of the Chapter

This chapter provides contextual information regarding M&E and its current situation at secondary school level in Pakistan. This chapter describes the operational M&E models which are implemented at secondary school level across the globe. The chapter discusses the Monitoring and Evaluation at local, national and international level. It also discusses its current practices, types, scopes, components, and significance. The current review of literature spotlighted the importance of M&E model and framework its successful implementation of the programmes in schools. M&E encompass all important components which contribute to institutional development and serve as key indicators of good governance of schools. The chapter "Review of Literature" critically examines the role of M&E in schools' education, and further it gives detailed discussion about monitoring and evaluation system of schools in Pakistan. The researcher has endeavored to highlight the current practices, shortcomings in the existing M&E system, its main challenges and what can be added to the system for its improvement. In the end, it is examined how the gaps were bridged at international level by advanced countries.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter described the research method and procedures followed by the researcher to complete the current study. The aim of the researcher in current study is to investigate the existing practices and challenges of monitoring and evaluation (M&E) at secondary schools in Pakistan. The study also focused to get the opinions of main stakeholders for finding the prospects of monitoring and evaluation and recommend appropriate strategy to improve the situation of M&E at secondary school level in Pakistan. Based on the review of related literature and objectives of the current study, a questionnaire was developed and administered to get quantitative data and a semi-structured interview was developed and conducted to get in-depth opinions of the respondents to crosscheck the quantitative information of questionnaire. Following steps of research method were followed for completing research study;

1. Research Design
2. Population of the Study
3. Sampling of the Study
4. Development of Research Instruments
5. Data Collection
6. Data Analysis

3.1. Research Design

Mixed methods approach was adopted to carry out the study. Concurrent triangulation research design of mixed method was used to take the qualitative and quantitative data for analysis to reach the conclusion. Concurrent triangulation research design is adequate tool to combine the quantitative and qualitative data and comprehend complex issues in conclusion. According to Creswell, (2015), in concurrent mixed method the quantitative and qualitative data are collected simultaneously to address the

research questions. The current study investigated the existing monitoring and evaluation processes in schools of Pakistan to find the existing practices, to identify the problems, to find out the prospects of M&E and to propose a framework of monitoring and evaluation for secondary schools of Pakistan. Further, the questionnaire was developed for principals of secondary schools and MEAs to get quantitative data while semi-structured interviews were developed for Regional Directors (RDs) to get in-depth information and crosscheck the qualitative data.

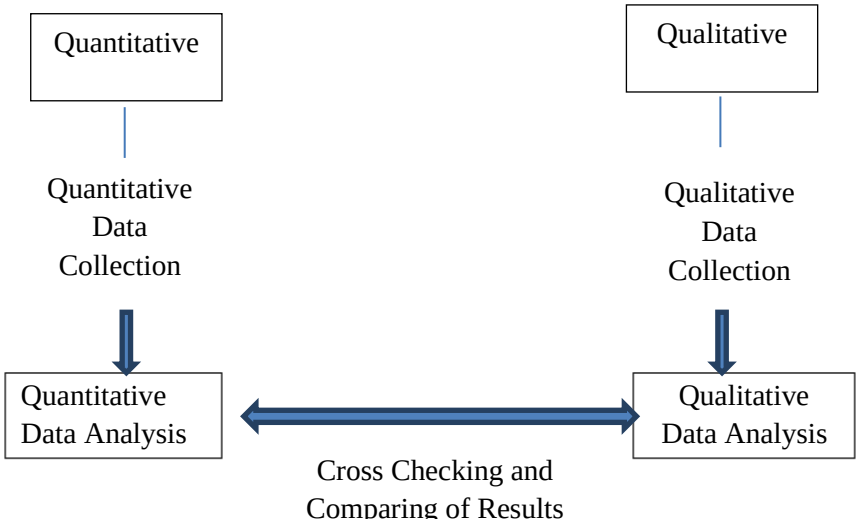

*Fig. 3.1 Mixed Method Concurrent Triangulation Strategy (*Almeida, 2018)

3.2. Research Paradigm

The current study has used two paradigms (i). The positivist paradigm and (ii). The pragmatist paradigm. The positivist paradigm is well suited for the current study as it believes that reality is objective that is known through scientific observations and experimentations. Moreover, it gives importance to collection of data, and its analysis. Positivist M&E research carries survey for collecting data, and uses statistical analysis to analyze the data. On the other hand, the pragmatist paradigm also suits the current study because it is quite flexible for accommodating both quantitative and qualitative methods for getting comprehensive understanding of the problem. The current study also

used mixed methods approach, and combined quantitative and qualitative method to provide comprehension of the problem.

3.3. Population of the Study

Population of the current study comprised of all Regional Directors of FGEI, all MEAs and all Secondary school Principals from twelve regions of FGEI (Cantonment/ Garrisons). Details of all three stakeholders are as follow:

3.3.1. Regional Directors (RD)

Regional Director (RD) is overall head of the region and is involved in Internal and External M&E process of the institutions in his respective region. Therefore, researcher included all the twelve RDs in population because they are the senior administrative officers of the region and they monitor and evaluate the Federal Government Educational Institutions in their region. There are 12 regions in FGEI across the country and each RD works in his respective region. So, the entire Twelve RDs working in Federal Government Educational Institutions Pakistan were included in population of the study.

3.3.2. Monitoring and Evaluation Assistants (MEAs)

MEAs are the higher-ranked officers and field workers of Evaluation. As per schedule issued by monitoring and evaluation branch of the directorate, the MEAs collect the proformas and other necessary documents from Directorate and visit the institutions to fill in the proformas. All the 186 MEAs act as external evaluators and they monitor and evaluate all aspects of the school and prepare their report to submit to Directorate. Keeping the number of MEAs into views, all 186 MEAs were included in the sample.

3.3.3. Principals of Secondary Schools

Principals are the absolute heads of secondary schools in Pakistan. They are academic, HR, financial and administrative heads of the educational institutions. They

are accountable for internal monitoring and evaluation of the institution. There were 186 principals performing their duties in 186 secondary schools of FGEI across the country which were included in population of the study. The study comprised of the following population:

1. All the 12 Regional Directors of 12 Regions of FGEI (C/G)
2. All 186 MEAs from all 12 Regions of FGEI (C/G)
3. All 186 secondary schools from 12 Regions of FGEI (C/G) setup
4. All 186 Principals of FG secondary schools

Details of the population are as under:

Table 3.1. *Population of the Study*

No	Title	KP	Punjab	Sindh	Baluchistan	Total
1	Regional Directors	2	8	1	1	12
2	MEAs	26	143	10	7	186
3	Principals	26	143	10	7	186

Source: EMIS of FGEIs (Cantonments / Garrisons) Directorate -2021

3.3.4. Sample of the Study

The target population for the current study comprised of following three groups:

a. Regional Directors = 12

b. Monitoring and Evaluation Assistants (MEAs) = 186

c. Principals of Secondary Schools = 186

The size of the population of current study was 384 individuals across the three groups which was relatively small and manageable, therefore, a census sampling technique was used to get the perspectives and views of all the population of key stakeholders involved in the M&E processes at secondary school level in Pakistan. The census sampling has provided an accurate and comprehensive, which is crucial for developing monitoring and evaluation framework. According to Lohr (2021), the term

census sampling, is the complete enumerations, where the data are collected from every member of the population of the study. Census sampling is an effective technique to understand and interpret societal trend, attitude, and behavior objectively and precisely to draw meaningful conclusion. This technique is commonly used in national level survey, funded research studies and those studies which have limited population (Kalton, 2020). The researcher used census sampling technique for the current study because it gives accurate representation and also enables the researcher to infer unique conclusions from the diverse populations of the study. The latest emerging technologies also helped and enabled the researcher to get data from every member of the population and then analyze it. Therefore, took the whole population as a sample which comprised of all 12 Regional Directors, 186 MEAs and 186 principals.

3.3.5. Sample of the Regional Directors

The researchers chose to study the entire population of Regional Directors (RDs) because the size of the population is limited and has particular set of characteristics so, the population of 12 Regional Directors were taken as a sample.

3.3.6. Sample of the MEAs

Similarly, the researcher chose to study the entire population of MEAs because the size of the population was small so the population of 186 MEAs of FGEI (C/G) Pakistan were taken as a sample to administer questionnaires and get relevant data. Detailed description is in Table 3.2.

3.3.7. Sample of Principals

Likewise, the entire population of principals i.e., 186 principals were taken as sample of the study. Details of the samples are described as under:

Table 3.2 *Sample of the Study*

No	Title	KP	Punjab	Sindh	Baluchistan	Total
1	Regional Directors	2	8	1	1	12
2	MEAs	26	143	10	7	186
3	Principals	26	143	10	7	186

Source: EMIS of FGEIs (Cantonments/ Garrisons) Directorate - 2021

3.4. Research Instruments

The research problem was investigated through by adopting mixed methods because monitoring and evaluation in secondary schools is obtained better through quantitative as well as qualitative way. Therefore, the researcher developed a combined questionnaire one each for principals and MEAs. While, for in-depth study of monitoring and evaluation practices, the researcher developed semi-structured interview for Regional Directors to comprehend the mechanism in true letters and sprits. Some informal discussions with Regional Directors pertaining to prevailing practices enabled the researcher to comprehend the phenomenon. Moreover, the discussion of RDs and observation of researcher were included the discussion part of the study that supported instruments to cross-check the information obtained from respondents. Some probing questions were included in semi-structured interview that revolved around the themes and components of the questionnaires.

3.4.1. Development of Questionnaires

A combined questionnaire was developed for principals of secondary schools and MEAs. The questionnaire consisted of items pertaining to monitoring and evaluation practices, challenges and the modality used while assessing various aspects of the schools. An open-ended was added to get respondents' suggestions to improve the existing monitoring and evaluation processes in schools. The items of questionnaire were

set and arranged in accordance with objectives of the study and review of literature. Following questionnaires were developed:

- One questionnaire for principals
- One questionnaire for MEAs

3.4.2. Composition of the Questionnaire

The questionnaire was divided into structured and unstructured parts. The structured part encompassed 94 questions and the unstructured part consisted of open-ended part to give additional information which not addressed in the structured part. Detailed descriptions have been illustrated in bellow Table 3.3.

Table 3.3. *Composition of the Questionnaires*

Variables and Item-wise Distribution of Questionnaire			
No	**Variables**	**No of Items**	**Items**
1.	M&E Mechanism at Secondary School Level	3	1-3
2.	Management and Administration	7	4-10
3.	Security System	5	11-15
4.	Infrastructure and Physical Facilities	10	16-25
5.	Human Resources	5	26-30
6.	Science Laboratories	4	31-34
7.	School Library	4	35-38
8.	Cleanliness	5	39-43
9.	Classroom Pedagogy	9	44-52
10.	Co-curricular Activities	5	53-57
11.	Discipline	5	58-62
12.	Assessment	4	63-66
13.	Academic Results	3	67-69
14.	Accounts and Financial Matters	5	70-74
15.	Problems of M&E at School Level	10	75-84
16.	Prospects of M&E at Secondary School Level	10	85-94
Open-ended Part has been added for additional opinions			
	Total	**94**	**01-94**

This tool was appropriate and easy for responding, tabulation and analysis. An open-ended part was included for additional information if unattended in structured items. Moreover, the respondents will be free to express their views, interest, and preference in

their own words in open-ended part of the questionnaire. The same questionnaire was administered to both principals of secondary school and MEAs to cross-check the information in their responses. The researcher was able to develop a balanced opinions based on the responses of principals of secondary schools Pakistan and MEAs.

3.4.3. Validity of Questionnaire

For validation purpose, five experts in the field of education were approached to check whether the questionnaire is valid for data collection or not. After two weeks, they returned back the questionnaire with their expert suggestions to improve the statements. The researcher did accordingly with the guidance of study supervisor and visited experts again to check the questionnaires. Both experts were satisfied and issued certificate that now the questionnaire is valid for data collection.

3.4.4. Reliability of Questionnaire

According to Taber (2018), the consistency coefficient for checking reliability is need to be calculated by using a Cronbach's Alpha and it must be 0.80 or above. The reliability of self-developed tool (questionnaire) was checked through Cronbach Alpha after its validation and pilot testing. The reliability coefficient of Principals and MEAs was as under:

Table 3.4: *Reliability Coefficient of Principals & MEAs' Questionnaire*

M	***SD***	**Cronbach Aplha**
123.57	1.18	0.86

3.5. Interview Protocols

Separate semi-structured interview, as placed at "Appendix-B**"** was prepared for Regional Directors by consulting relevant literature and experts. The interview of Regional Directors included the questions related to current practices of M&E, its challenges, course of action, infrastructure, physical facilities, co-curricular activities,

enrolment, use of A.V. aids, teaching learning process and planning of daily activities in school. In the end the researcher asked for suggestions that how we can improve the existing M&E mechanism. The interview was designed to get in-depth data regarding the existing M&E system, its issues and prospects to develop M&E framework at secondary school level in Pakistan. The semi-structured interview as placed at "Appendix-B" was prepared for Regional Directors (RDs) because they are main administrative body responsible to conduct monitoring and evaluation in institutions fall under their jurisdiction. The researcher got prior permission and consent of the RDs and the element of confidentiality was ensured. The interviews were started with broad and open-ended questions to encourage the RDs to share their experience freely. The researcher was quite flexible within the protocol to get organic themes.

3.5.1. Validity of Semi-structured Interview

Semi-structured interview was developed for qualitative data collection from Regional Directors. Interview was developed based on 16 variables and items of questionnaire. Validity of interview was carried out with the help of field experts of education and consultation of study supervisor. The interview was further improved based on data collected from respondents. Following is the composition of five experts and validation committee:

1. Chairperson, Department of Educational Leadership and Management, Faculty of Education, IIU Islamabad.
2. Associate Professor, Department of Education IIU Islamabad.
3. Assistant Professor, Department of Education AIOU, Islamabad.
4. Deputy Director, Monitoring and Evaluation, FGEI (C/G) Directorate Rawalpindi.
5. The Editor of Research Journal, FGEI International Journal of Multidisciplinary Research Pakistan.

3.6. Rationale for Using Thematic Analysis for Qualitative Data

Thematic analysis is extensively used in research to analyze and interpret the qualitative data. This method is commonly adopted for interviews which are conducted in educational research. This method has more flexibility and adaptability and enables the researcher identifying, organizing, and interpreting forms of meanings in qualitative data. Thematic analysis allows researchers to understand perceptions, experiences, and beliefs of individuals involved in educational settings (Nowell, 2017).

The researcher used this method because it systematically organizes and interprets the pattern of current study and comprehend the deeper insight in the answers of respondents. In thematic analysis the analytical processes can be easily articulated and the interpretation thereof allows the reader to assess the validity of the findings the study. The most important aspect of thematic analysis that it generates themes to capture a phenomenon that are explained later. In light of the above arguments, a mixed method was chosen for the current study so that the qualitative data findings could supplement the quantitative findings.

3.6.1 Thematic Analysis of Semi-structured Interviews

According to Clarke and Braun (2016), when thematic analysis is used then the researcher should follow a framework based on knowledge and reality. Further, which type of coding and method is used. The researcher followed six-step approach which were identified by Clarke and Braun, (2016).

1. The researcher thoroughly studied the data and noted about general observation Now the researcher was fully familiarized with the data.
2. The researcher developed the codes for capturing logical ideas in the data related to research questions. It was practiced many times in order to check that no code is missed.
3. Then the researcher generated the themes related to each concept.

4. Each theme was reviewed in relationship to the coded data and the data as whole. Analysis was structured and relationship between the themes were defined.
5. Each theme was defined and named. The researcher explained that what is happened within the data, and what are their relationships with research questions.
6. The researcher generated the report based on the analysis.

3.7. Data Collection

Data were collected through physical visits by the researcher to keep the responses rate maximum. The permission was sought for data collection from administration concerned well before time to visit. Frequent personal visits were made to secondary schools to collect data through questionnaires, official documents and interviews from regional Directors. A brief instructions and detailed guidelines were given to respondents before filling the questionnaires. Response rate of respondents through questionnaire was found to be 100% and the same interview response rate was 100 % as well.

Data were collected from twelve Regions lies in four provinces, Azad Jamu and Kashmir of Pakistan i.e., Peshawar, Wah, Rawalpindi, Chaklala, Kharian, Gujranwala, Lahore, Multan, Bahawalpur, Karachi, Quetta and Fazaia region. The principals' data were collected about the monitoring and evaluation process which is carried out internally to assess various aspects of management, administration, infrastructure, physical facilities, financial matters, and academics of the school. Principals were given necessary guidance and training by the researcher to note the planning, execution, outcome and report generation process of M&E mechanism while evaluation at secondary school level. Quantitative data were collected from Principals and MEAs and through personal visits and Google forms. While, qualitative data were gathered by researcher from Regional Directors through face-to-face interviews.

The researcher completed data collection in January 2023, and 10 months were spent to collect the data from wide spread network of FGEI (C/G). Firstly, the researcher collected contact and WhatsApp numbers of all concerned principals, MEAs and 12 regional Directors from FGEI Directorate. Subsequently, the researcher shared "Google Form" with all regions, especially with the regions of far-flung and remote areas while the nearby 6 regions were visited physically too with prior approval and permission of FGEI Directorate and respective regional offices as placed at "Appendix-E" to keep the responses rate hundred percent. An effective liaison with stakeholders and follow up mechanism were kept in physical and in virtual mode to ensure the response rate 100 %. In addition, the FGEI Directorate and regional offices were repeatedly requested to instruct their respective principals and MEAs to fill up the "Google Form" or manual questionnaire in stipulated time. Detailed guidelines in written form and voice note were shared with the respondents for their clarity. The researcher frequently visited MEAs, and the secondary school principals to administer additional questionnaires in case they missed the previous ones. Despite the challenges of gathering data from a diverse and wide-ranging regions and schools, the emerging technologies and personal interest of Director General FGEI setup and Regional Directors facilitated data collection process smooth and efficient. Around 10 months were spent on data collection and making the response rate 100 %. After quantitative data collection, the researcher visited in person to 12 regional offices and got qualitative data from 12 regional Directors through semi-structured interviews which were further analyzed by using thematic analysis.

3.8. Data Analysis

The analysis of collected data were carried out with the help of latest version of SPSS 22 software. Descriptive and inferential statistics were used to analyze the quantitative and qualitative data. In descriptive statistics, percentage, *M* and *SD* while, in inferential statistics, Chi Square was used to reach the conclusion. The execution of

existing of M&E mechanism was analyzed in terms of 16 variables. The findings obtained through analysis and results were arranged in sequential order. Based on the findings of the current study, corrective measures were suggested in the form of recommendations. In light of the findings, conclusions and recommendations a framework was developed for monitoring and evaluation of secondary school in Pakistan. In addition to descriptive analysis, the responses were arranged through graphical representation in Figures which supported the findings of descriptive analysis. For positive statement the scores assigned to each option and the same was as followed.

- Strongly Agree (SA) = 5,
- Agree (A) = 4.
- Undecided (UD) = 3
- Disagree (DA) = 2,
- Strongly Disagree (SDA) = 1,

Whereas for negative statement the order of scores assigned to each option were reversed i.e.

- Strongly Agree (SA) = 1,
- Agree (A) = 2,
- Undecided (UD) = 3,
- Disagree (DA) = 4,
- Strongly Disagree (SDA) = 5.

The suggestions made by principals and MEAs in open-ended part of the questionnaires were characterized based on the number of responses. The suggestions were ordered based on most to least in descending order.

3.9. Why Chi-square?

Chi-square test can be used to compare observed and expected values in a contingency table. Chi-square test is versatile in nature and used to answer a variety of

research questions in social science specially in education. In addition, ordinal data, Likert scale data, are easily analyzed by using Chi-square test to treat it as categorical data. Moreover, it is comparatively easy to understand and student's friendly. The current research has ordinal data that have been gathered through Likert scale with 5 categories, to answer four research questions. Therefore, Chi-square is a good choice for current study. In the current study the researcher used it for testing whether the statement is significant or not. Balakrishnan, (2013), also recommended Chi Square test to compare the categories and check the significance of the statement in a contingency able to answer the research questions.

3.10. Ethical Consideration

Following ethical guidelines were kept in mind during data collection and conduct of research:

1. The researcher apprised all the stakeholders about the objectives of the current study.
2. The participants were provided full knowledge and specific information regarding the processes and procedure to collect data from respondents.
3. The researcher personally visited the principals' and RDs' office to get permission and their consent.
4. They were assured that their responses will be kept confidential and will be used only for research purposes only.
5. The researcher never forced the respondents to talk more about one particular aspect if the respondent hesitated to tell further,

3.11. Summary of the Chapter

This chapter described the research design, methodology and procedures of the current study in detail. The chapter focused in describing regarding population, sample of the study. It also described about the instruments used in the study and procedure

adopted to validate and checking their reliability. The chapter also described the procedure to collect and analyze the data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter analyzed and interpretated the collected data to answer research questions of the study. The data were collected through questionnaires and semi-structured interviews. The quantitative data were analyzed through descriptive statistics including percentage, *M* score, and *SD*, and inferential statistics through Chi Square, whereas, qualitative data were collected through semi-structured interviews and analyzed through thematic analysis where relevant themes were extracted from the interviews. The researcher classified the data into demographic, descriptive, inferential and qualitative sections to make it easier for the readers to understand the concepts and inferences. This researcher focuses on developing monitoring and evaluation framework at secondary school level in Pakistan. Therefore, the data were collected from the regional directors, MEAs and principals of the sampled twelve regions and one hundred and eighty-six schools of Federal Government Educational Institutions (FGEI) Pakistan, who were well versed regarding monitoring and evaluation in education system. They were practically involved in M&E Mechanism. The collected data enabled the researcher to develop a monitoring and evaluation framework at secondary school level in Pakistan. Analysis of the data has been enclosed in following two sections:

SECTION - A

4.2. Demographic Characteristics of the Respondents

Section-A comprises demographic characteristics of the respondents:

Table 4.2.1 *Sampling Frame for Data Analysis was Presented as;*

S. No	Type of Personnel	Population	Sample	Respondents	Percentage
1.	Principals	186	186	186	100 %
2.	MEAs	186	186	186	100 %

3.	Regional Directors	12	12	12	100 %

Census sampling technique was used and total population was taken as sample of the study.

Table 4.2.2. Distribution of the Respondents

S. No.	Respondents	Frequency	Percentage
1	Regional Director	12	3.12 %
2	Principals	186	48.44 %
3	M&E Assistant	186	48.44 %
	Total	**384**	**100** %

Table 4.2.2 shows the distribution of 384 respondents and out of which, 3.12 % were Regional Directors, 48.44 % were principals, and 48.44 % MEAs. The ratio of principals, and MEAs are equal in proportion.

Table 4.2.3. *Gender of the Respondents*

S. No.	Respondents	Frequency	Percentage
1	Male	222	57.82 %
2	Female	162	42.18 %
	Total	**384**	**100** %

Table 4.2.3 shows the gender-wise distribution of 384 respondents, out of which 57.82 % were male and 42.18 % were female. It reflects that the number of male evaluators is comparatively more than female.

Table 4.2.4 *Age of the Respondents*

S. No.	Age (years)	Frequency	Percentage
1	30-35	18	4.69 %
2	36-40	24	6.25 %
3	41-45	120	31.25 %
4	46-50	160	41.67 %
5	51-55	50	13.02 %
6	56-60	12	3.12 %

Total	**384**	**100** %

Table 4.2.4 reveals that 83.86 % of the respondents were young and fall between 30-50 years, while 16.14 7% were between 51-60 years, further, it was concluded that the majority of evaluators (72.92 %) were of age between 41-50 years.

Table 4.2.5. *Academic Qualification of the Respondents*

S. No.	Academic Qualification	Frequency	Percentage
1	Ph.D.	6	1.56 %
2	M.Phil.	14	3.65 %
3	M.A/M.Sc.	310	80.73 %
4	B.A/B.Sc.	54	14.06 %
5	Any others	-	-
	Total	**384**	**100 %**

Table 4.2.5 shows that only 1.56 % of the respondents were Ph.D., 3.65 % were M.Phil., and 80.73 % were master degree holders and 14.06 % of the respondents have bachelor qualification. The data illustrated in Table 4.2.5, reveals that majority of the respondents had master as qualification.

Table 4.2.6. *Professional Qualification of the Respondents*

S. No.	Professional Qualification	Frequency	Percentage
1	Ph.D.	6	1.56 %
2	M.Phil.	14	3.65 %
3	Master/ M. Ed.	340	88.54 %
	Batchlor/ B. Ed	24	6.25 %
	Total	**384**	**100 %**

Table 4.2.6 reveals that 88.54 % of the respondents had M. Ed and master qualification while 14% had B. Ed as professional qualification. Therefore, data from above table reveals that majority of the respondents had M. Ed/ master qualification.

Table 4.2.7. *Professional Experience of the Respondents*

S. No.	Experience (years)	Frequency	Percentage
1	1-5	18	4.69 %
2	6-10	22	5.73 %
3	11-15	118	30.73 %
4	16-20	162	42.19 %
5	21-25	58	15.10 %
6	26 or above	6	1.56 %
	Total	**384**	**100 %**

Table 4.2.7 indicates that 10.42% of the respondents had teaching experience between 1-10 years, the major bulk, 72.92 % of the respondents were between 11-20 years, while 16.66 % of them had professional experience 21 years or above. The illustrated data of Table 4.2.7 reveals that majority of the respondents had 11-20 years professional experience.

Table 4.2.8. *Administrative Experience of the Respondents*

S. No.	Age (years)	Frequency	Percentage
1	1-5	84	21.88 %
2	6-10	115	29.95 %
3	11-15	150	39.06 %
4	16-20	25	6.51 %
5	21-25	4	1.04 %
6	26 or above	6	1.56 %
	Total	**384**	**100 %**

Table 4.2.8 shows that majority of the respondents (90.89%) had 1-15 years administrative experience, 6.51 % between 16-20 years, while 2.60 % of the respondents have 21 years or above administrative experience. The data illustrated in Table 4.2.8 reveals that majority of respondents had 1-15 years administrative experience.

SECTION – B

4.3. Principals' Responses (Quantitative Data)

The responses of the principals are analyzed as below.

4.3.1 Principals' Responses on M&E Mechanism

Table 4.3.1. *Your Organization has Proper Monitoring & Evaluation Mechanism*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	85	95	0	6	0	186	4.39	0.659	76.7
Percentage	45.7	51.1	0	3.2	0				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and $p < .05$, K-1) = df = 4

Table 4.3.1 reveals that 96.8% of the principals acknowledged that their organization has proper Monitoring and Evaluation (M&E) Mechanism, while 3.2% of the principals showed disagreement. *M* score (4.39) supports the statement, and *SD* (0.659) shows less variation among the responses of the individuals. The χ^2 value (76.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

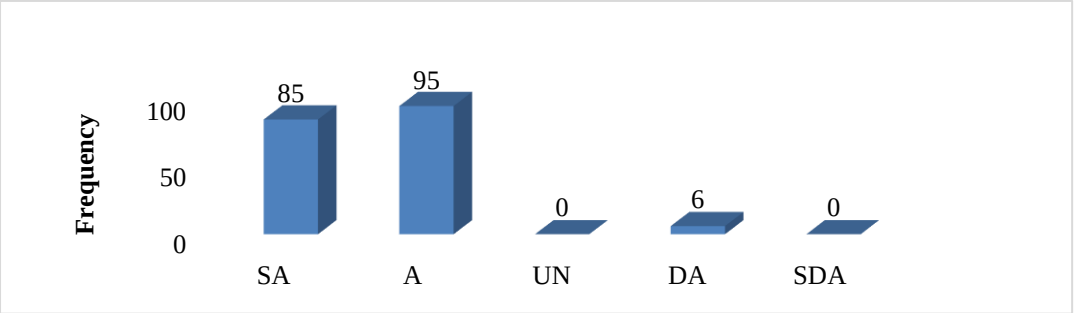

Figure 4.3.1. Shows the Availability of M&E Mechanism

Figure 4.3.1 Shows that majority of the principals acknowledged that their organization has proper monitoring and evaluation (M&E) mechanism.

Table 4.3.2. *M&E Mechanism of Your Organization Follows M&E Model*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	0	4	2	98	82	186	1.61	0.624	165.6
Percentage	0	2.15	1.08	52.69	44.09				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and $p < .05$, (K-1) = df = 4

Table 4.3.2 reveals that 96.78% of the principals disagreed the statement that M&E mechanism of their organization follow M&E Model, (1.08%) of the total undecided while (2.15%) agreed the statement. The calculated value of *M* (1.61) did not favour the statement and *S.D* (0.624) shows less variation among the responses of the individuals. The χ^2 value **(**165.6) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

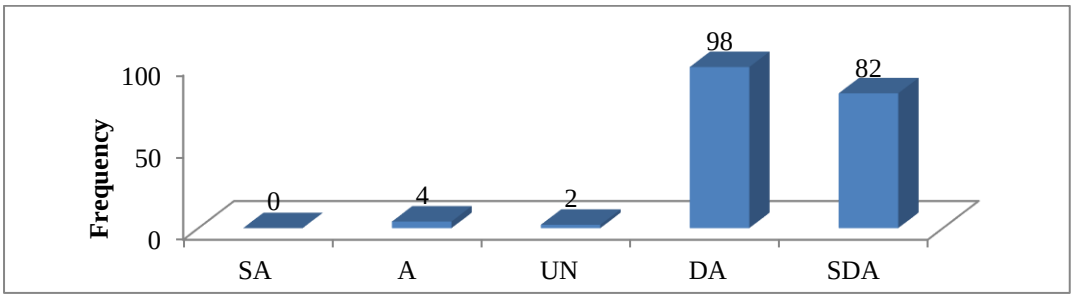

Figure 4.3.2. The M&E Follows Model

Figure 4.3.2 also shows that majority of the principals acknowledged that M&E mechanism of their organization do not follow M&E Model.

Table 4.3.3. *You are Satisfied with the Current M&E Mechanism of Your Organization*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	36	25	14	81	30	186	2.76	1.394	71.5
Percentage	19.35	13.44	7.53	43.55	16.13				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.3 reveals that 59.68% of the principals disagree the statement that they are satisfied with the current M&E mechanism of their organization, (7.53%) of the total undecided while (32.79%) agreed the statement. The calculated value of M (2.76) did not favor the statement and *S.D* (1.394) shows considerable variation among the responses of the individuals. The χ^2 value (71.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals were found leaning toward disagree.

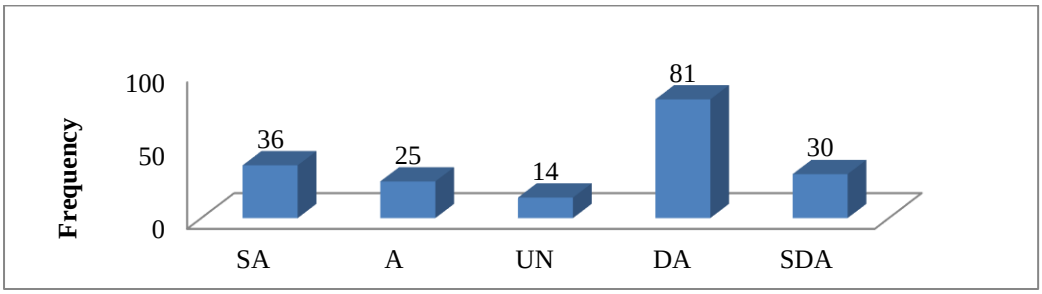

Figure 4.3.3 Shows the Satisfaction Level of Respondents

Figure 4.3.3 shows that majority of the principals acknowledged that they are unsatisfied with the current M&E mechanism of their organization.

Table. 4.3.3.1. *M&E Mechanism at Organizational Level*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.3.1.	85	95	0	6	0	186	4.39	0.659	76.7
Table 4.3.2.	0	4	2	98	82	186	1.61	0.624	165.6
Table 4.3.3.	36	25	14	81	30	186	2.76	1.394	71.5

Descriptive Analysis:

i. Table 4.3.1 reveals that 96.8% of the principals acknowledged that their organization has proper monitoring and evaluation (M&E) mechanism.

ii. Table 4.3.2 reveals that 96.78% of the principals disagreed the statement that M&E mechanism of their organization does not follow M&E Model.

iii. Table 4.3.3 reveals that 59.68% of the principals disagreed the statement that they are satisfied with the current M&E mechanism of their organization.

Inferential Analysis:

i. Table 4.3.1 shows that χ^2 value (76.7) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

ii. Table 4.3.2 shows that the χ^2 value (165.6) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. Table 4.3.3 shows that the χ^2 value (71.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals were found leaning toward disagree.

4.3.2. Responses on Management and Administrative Aspects:

Table 4.3.4 *MEAs Evaluate the Agenda Points of Staff Meeting & Their Outcome*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	66	81	14	25	0	186	4.01	0.99	66.4
Percentage	35.48	43.55	7.53	13.44	0				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.4 reveals that 79.03% of the principals acknowledged that MEAs evaluate agenda points of staff meeting and their outcome, (7.53%) of the total undecided while (13.44%) principals showed disagreement. *M* score (4.01) supported the statement. *S.D* was 0.99, confirms that individuals' responses in average show consistency. The χ^2 value (66.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

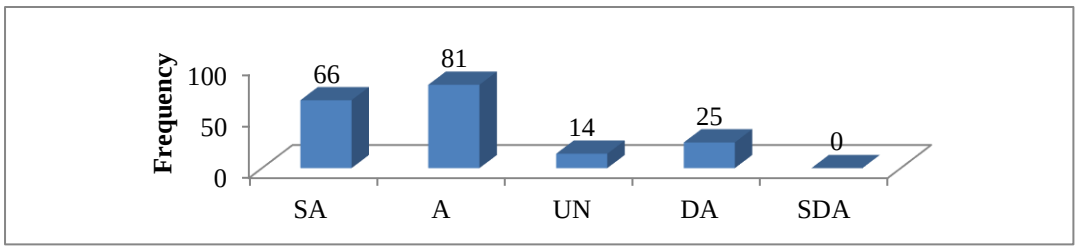

Figure 4.3.4. Shows Evaluation of Staff Meeting

Figure 4.3.4 shows that majority of the principals acknowledged that MEAs evaluate the agenda points of staff meeting and their outcome.

Table 4.3.5. *MEAs Assess the Implementation of the School Improvement Plan (SIP)*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	3	3	18	102	60	186	1.85	0.782	199.6
Percentage	1.61	1.61	9.68	54.84	32.26				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.5 reveals that 87.10% of the principals disagreed the statement that the MEAs assess the implementation of the school improvement plan (SIP), (9.68%) of the total undecided while (3.22%) agreed the statement. The calculated value of *M* (1.85) favored the statement. The *S.D* (0.782) shows consistency in the responses of the individuals. The χ^2 value 199.6 is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

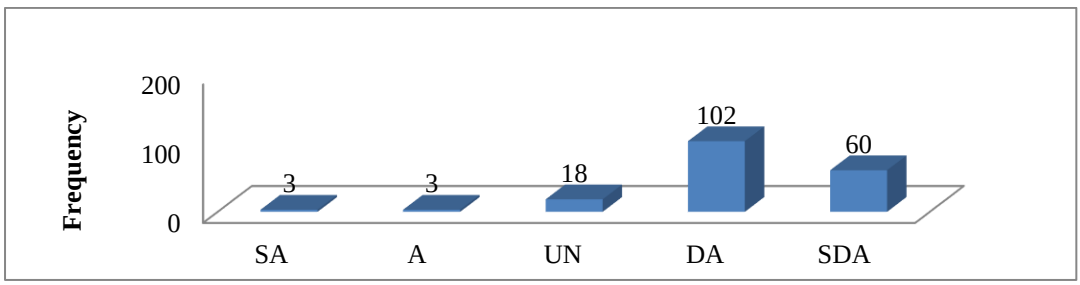

Figure 4.3.5 Assessment of Implementation of SIP

Figure 4.3.5 shows that majority (87.10%) of the principals disagreed the statement that the MEAs assess the implementation of the school improvement plan (SIP).

Table 4.3.6. *MEAs Examine the HR Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	20	160	6	0	0	186	4.08	0.367	233.9
Percentage	10.75	86.02	3.23	0	0				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.6 reveals that (96.77%) of the principals acknowledged that the MEAs examine the HR Management of the school, (3.23%) of the total undecided while no respondent showed disagreement. *M* score (4.08) supported the statement and *S.D* (0.367) shows less variation in the responses. The χ^2 value (233.9) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

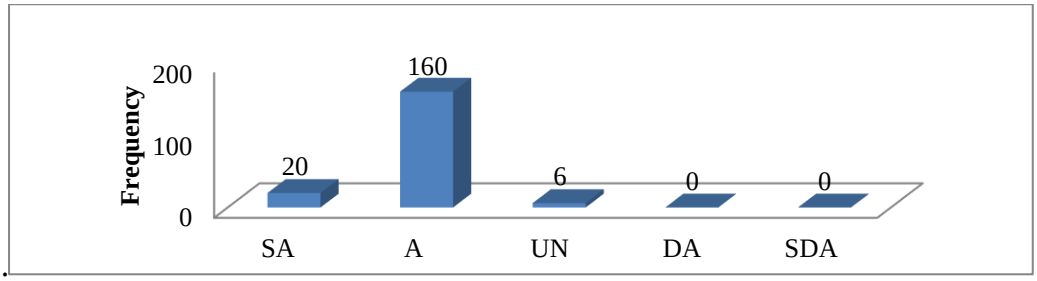

Figure 4.3.6. Shows the Assessment of HR Management

Figure 4.3.6 shows that majority of the principals acknowledged that MEAs examine the HR Management of the School.

Table 4.3.7. *MEAs Monitor the Financial Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	49	80	11	16	30	186	3.55	1.387	84.9
Percentage	26.34	43.01	5.91	8.60	16.13				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.7 reveals that (69.35%) of the principals acknowledged that MEAs monitor the financial management of the school, (5.91%) of the total undecided while (24.73%) shoed disagreement. *M* score (3.55) supported the statement and *S.D* (1.387) shows significant variation in the responses. The χ^2 value (84.9) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

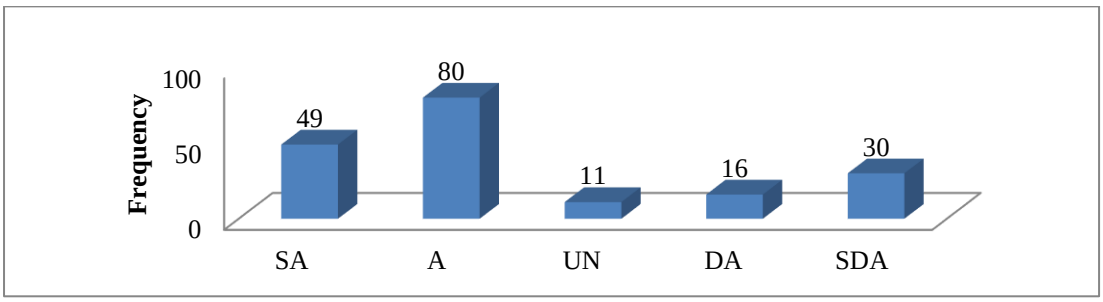

Figure. 4.3.7. Monitoring of Financial Management

Figure 4.3.7 shows that majority of the principals acknowledged that the MEAs Monitor the Financial Management of the School**.**

Table 4.3.8. *MEAs Assess the Resource Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	18	28	4	52	84	186	2.16	1.389	106.6
Percentage	9.68	15.05	2.15	27.96	45.16				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.8 reveals that 73.12% of the principals disagreed the statement that MEAs assess the resource management of the school, (2.15%) of the total undecided while (24.73%) agreed the statement. The calculated value of *M* (2.16) did not favor the statement. The *S.D* (1.389) shows significant variation in the responses. The χ^2 value (106.6) is higher than the table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

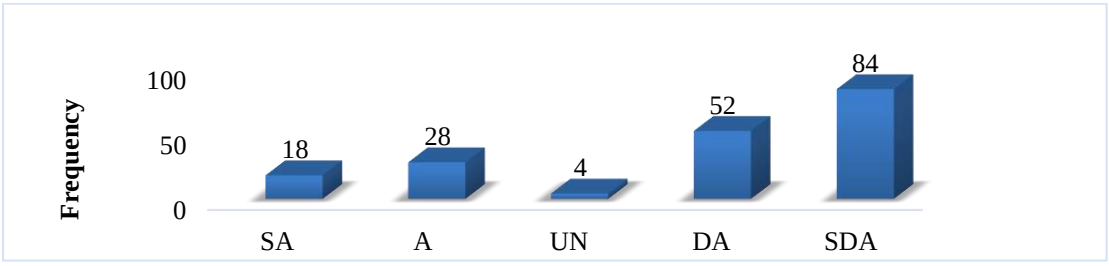

Figure 4.3.8. Assessment of Resource Management

Figure 4.3.8 shows that majority of the principals acknowledged that the MEAs do not assess the resource management of the school.

Table 4.3.9. MEAs Evaluate the Curricular Activities of the School

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	102	84	0	0	0	186	4.55	0.5	1.7
Percentage	54.8	45.1	0	0	0				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.9 reveals that (100%) of the principals acknowledged that MEAs evaluate the curricular activities of the school, while no respondent showed disagreement. *M* score (4.55supported the statement and *S.D* (0.5) shows less variation in the responses. The χ^2 value (1.7) is smaller than table value (9.45) at α = .05 and df=4. Therefore, the statement is insignificant.

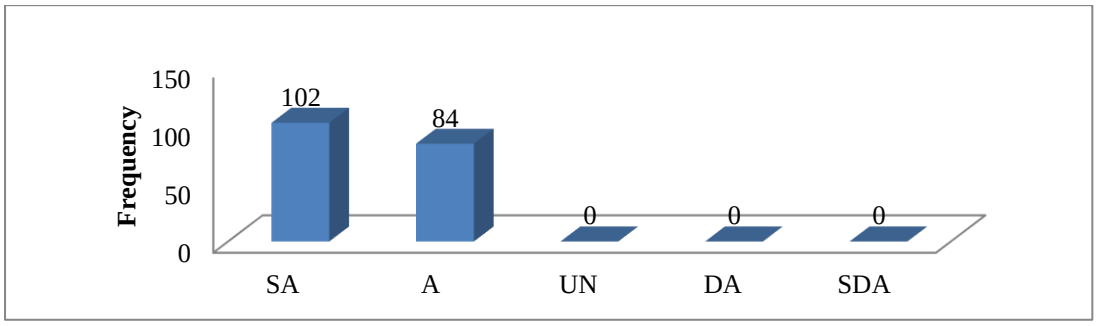

Figure 4.3.9. Evaluation of Curricular Activities

Figure 4.3.9 shows that majority of the principals acknowledged that MEAs evaluate the curricular activities of the school.

Table 4.3.10. *MEAs Assess Management and Administrative Aspects*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	71	95	0	20	0	186	4.49	0.501	0.1
Percentage	38.17	51.08	-	10.75	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.10 reveals that (89.25%) of the principals acknowledged that MEAs assess management and administrative aspects, while (10.75%) of the principals shows disagreement. The *M* score (4.49) supported the statement and *S.D* (0.501) shows

consistency in the responses. The χ^2 value (0.1) is smaller than table value (9.45) at α = .05 and df=4. Therefore, the statement is insignificant.

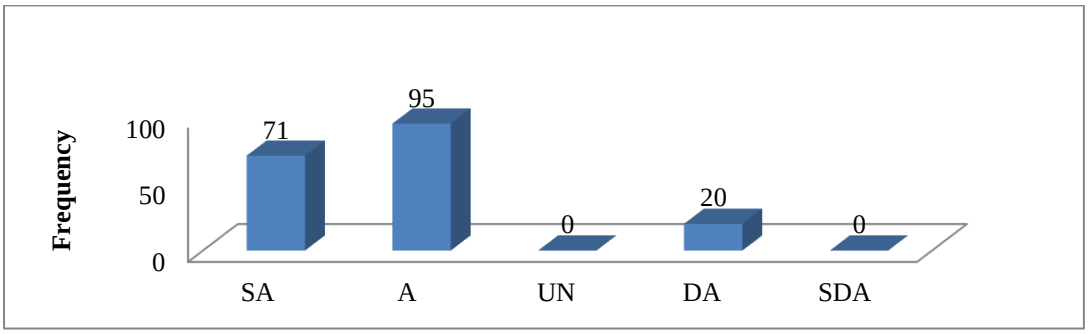

Figure 4.3.10. Assessment of Administrative Aspects

Figure 4.3.10 shows that majority of the principals acknowledged that the MEAs assess management and administrative aspects.

Table 4.3.10.1. *Management and Administrative Aspects of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Table 4.3.4.	66	81	14	25	0	186	4.01	0.986	66.4
Table 4.3.5.	3	3	18	102	60	186	1.85	0.782	199.6
Table 4.3.6.	20	160	6	0	0	186	4.08	0.367	233.9
Table 4.3.7.	49	80	11	16	30	186	3.55	1.387	84.9
Table 4.3.8.	18	28	4	52	84	186	2.16	1.389	106.6
Table 4.3.9.	102	84	0	0	0	186	4.55	0.499	1.7
Table 4.3.10.	71	95	0	20	0	186	4.49	0.501	0.1

Descriptive Analysis:

i. Table 4.3.4 shows that 79.03% and their outcome.

ii. Table 4.3.5 reveals that 87.10% of the principals disagreed the statement that MEAs assess the implementation of the school improvement plan (SIP).

iii. Table 4.3.6 reveals that (96.77%) of the principals acknowledged that the MEAs examine the HR Management of the school.

iv. Table 4.3.7 reveals that (69.35%) of the principals acknowledged that MEAs monitor the financial management of the school.

v. Table 4.3.8 reveals that 73.12% of the principals disagreed the statement that MEAs assess the resource management of the school.

vi. Table 4.3.9 reveals that (100%) of the principals acknowledged that MEAs evaluate the curricular activities of the school.

vii. Table 4.3.10 reveals that (89.25%) of the principals acknowledged that MEAs assess the management and administrative aspects of the school.

Inferential Analysis:

i. Table 4.3.4. shows that the χ^2 value (66.4) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

ii. Table 4.3.5. shows that χ^2 value (199.6) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. Table 4.3.6. shows that χ^2 value (233.9) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

iv. Table 4.3.7 shows that χ^2 value (84.9) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

v. Table 4.3.8 shows that χ^2 value (106.6) is higher than the table value (9.45) at α =.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

vi. Table 4.3.9 shows that χ^2 value (1.7) is lower than the table value (9.45) at α = .05 and df=4. Therefore, the statement is non-significant.

vii. Table 4.3.10 shows that χ^2 value (0.1) is lower than the table value (9.45) at α = .05 and df=4. Therefore, the statement is insignificant.

4.3.3. Responses on Security System of the School

Table 4.3.11. *MEAs Check the Security System of the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	86	94	6	0	0	186	4.43	0.558	76.4
Percentage	46.24	50.54	3.23	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.11 reveals that (96.77%) of the principals acknowledged that MEAs check the security system of the school, (3.23%) of the total undecided while no respondent disagreed the statement. The *M* score (4.43) supported the statement and *S.D* (0.558) confirms consistency in the responses. The χ^2 value (76.4) is higher than the table value (9.45) at $\alpha = .05$ and df=4. Therefore, the statement is significant.

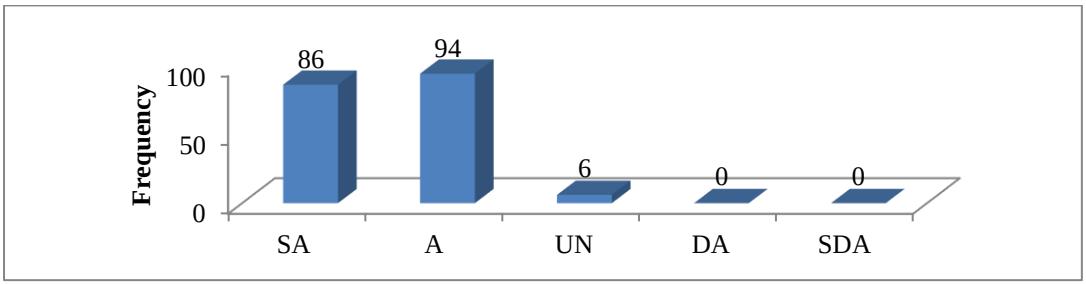

Figure 4.3.11 Assessment of Security System

Figure 4.3.11 shows that majority of the principals acknowledged that MEAs check the security system of the school.

Table 4.3.12. *MEAs Assess all the Security Equipment Properly*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	41	95	7	43	0	186	3.72	1.054	85.1
Percentage	22.04	51.08	3.76	23.12	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05 (K-1) = df = 4

Table 4.3.12 reveals that (73.12%) of the principals acknowledged that MEAs assess all the security equipment properly, (3.76%) of the total undecided while (23.12%) showed

disagreement. The *M* score (3.72) supported the statement and the *S.D* (1.054) shows significant variations in the responses. The χ^2 value (85.1) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

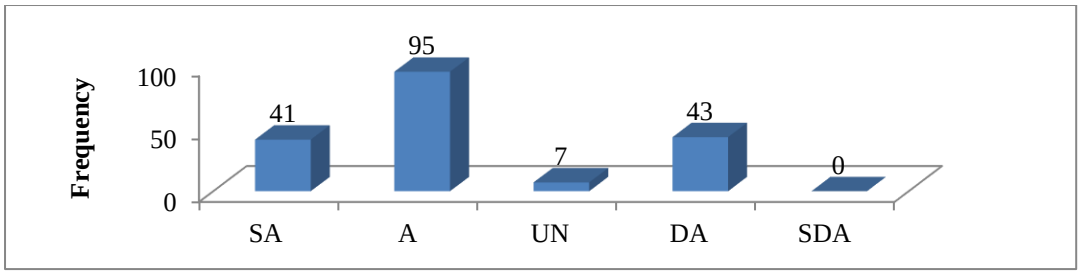

Figure 4.3.12 Assessment of Security Equipment

Figure 4.3.12 shows that majority of the principals acknowledged that the MEAs assess all the security equipment properly.

Table 4.3.13. *MEAs Check the CCTV Cameras in the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	25	31	4	46	80	186	2.33	1.494	86
Percentage	13.44	16.67	2.15	24.73	43.01				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05 (K-1) = df = 4

Table 4.3.13 reveals that (67.74%) of the principals disagreed the statement that MEAs check the CCTV cameras in the school, (2.15%) of the total undecided while (30.11%) agreed the statement. *M* score (2.33) did not support the statement and the *S.D* (1.494) shows significant variation in the responses. The χ^2 value (86) is higher than the table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

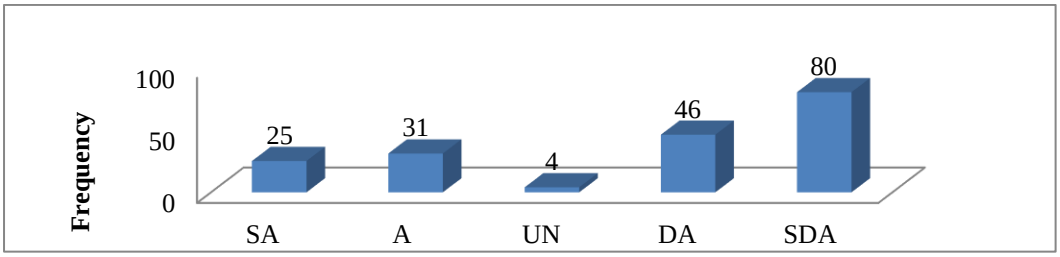

Figure 4.3.13. Checking of CCTV Cameras

Figure 4.3.13 shows that majority of the principals acknowledged that MEAs do not check the CCTV cameras in the school.

Table 4.3.14. *MEAs Check the Availability of the Security Guards*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	84	96	6	0	0	186	4.42	0.556	77
Percentage	45.16	51.61	3.23	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.14 reveals that (96.77%) of the principals acknowledged that MEAs check the availability of the security guards, (3.23%) of the total undecided while no respondent showed disagreement. *M* score (4.42) supported the statement and the *S.D* (0.556) shows consistency in responses. The χ^2 value (77) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

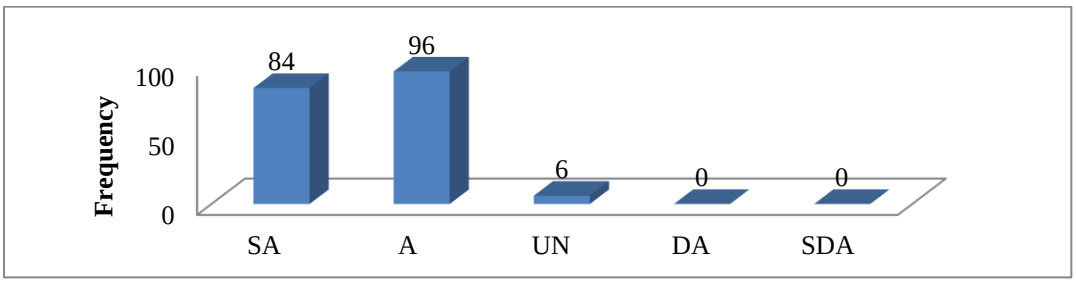

Figure 4.3.14. Assessment of Security Guards

Figure 4.3.14 shows that majority of the principals acknowledged that MEAs check the availability of the security guards.

Table 4.3.15. *Existing M&E Mechanism is Effective to Ensure Security in the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	12	24	6	60	84	186	2.03	1.26	120.8
Percentage	6.45	12.90	3.23	32.26	45.16				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.15 reveals that (77.42%) of the principals disagreed the statement that the existing M&E mechanism of their organization is effective to ensure security in the school, (3.23%) of the total undecided while (19.35%) agreed the statement. *M* score (2.03) did not support the statement and the *S.D* (1.26) shows significant variation in the responses. The χ^2 value (120.8) is higher than the table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

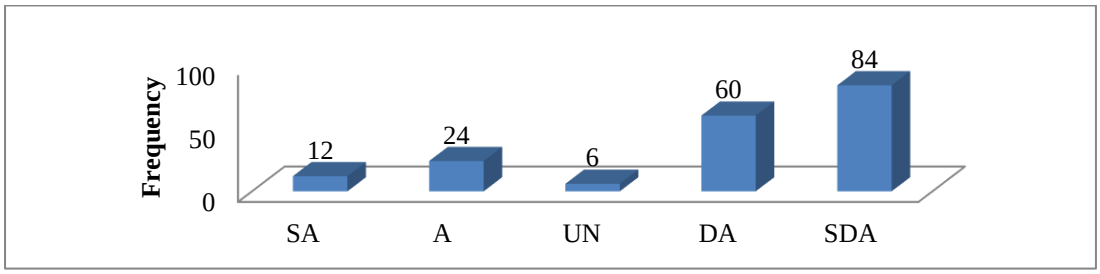

Figure 4.3.15. Effectiveness of M&E to Ensure Security

Figure 4.3.15 shows that majority of the principals acknowledged that existing M&E mechanism of their organization is not effective to ensure security in the school.

Table 4.3.15.1. *Security System of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.3.11.	86	94	6	0	0	186	4.43	0.558	76.4
Table 4.3.12.	41	95	7	43	0	186	3.72	1.054	85.1
Table 4.3.13.	25	31	4	46	80	186	2.33	1.494	86
Table 4.3.14.	84	96	6	-	-	186	4.42	0.556	77
Table 4.3.15.	12	24	6	60	84	186	2.03	1.26	120.8

Descriptive Analysis:

i. Table 4.3.11 reveals that (96.77%) of the principals acknowledged that MEAs check the security system of the school.

ii. Table 4.3.12 reveals that (73.12%) of the principals acknowledged that MEAs assess all the security equipment properly.

iii. Table 4.3.13 reveals that (67.74%) of the principals disagreed the statement that MEAs check the CCTV cameras in the school.

iv. Table 4.3.14 reveals that (96.77%) of the principals acknowledged that MEAs checks the availability of the security guards.

v. Table 4.3.15 reveals that (77.42%) of the principals disagreed the statement that the existing M&E mechanism of their organization is effective to ensure security in the school.

Inferential Analysis:

i. Table 4.3.11 shows that the χ^2 value (76.4) is higher than the table value (9.45) at α =.05 and df=4. Therefore, statement is significant.

ii. Table 4.3.12 shows that the χ^2 value (85.1) is higher than the table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iii. Table 4.3.13. shows that the χ^2 value (86) is higher than the table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. Table 4.3.14. shows that the χ^2 value (77) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

v. Table 4.3.15. shows that the χ^2 value (120.8) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.4. Responses on School Infrastructure and Physical Facilities

Table 4.3.16. *MEAs Evaluate the Number Classrooms as per the Requirement*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	4	156	0	26	0	186	3.74	0.719	217.7
Percentage	2.15	83.87	-	13.98	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05 (K-1) = df = 4

Table 4.3.16 reveals that (86.02%) of the principals acknowledged that the MEAs evaluate the number of classrooms as per the requirement of students' strength, while (13.98%) showed disagreement. *M* score (3.74) supported the statement and the *S.D* (0.719) shows consistency in the responses. The χ^2 value (217.7) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

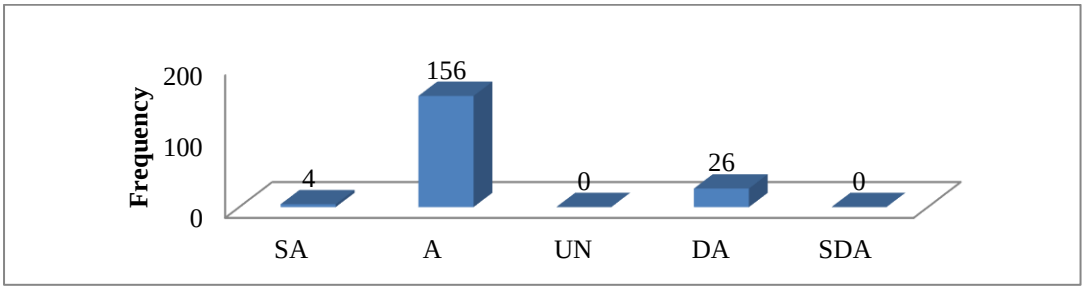

Figure 4.3.16. Evaluation of Classrooms as per Requirement

Figure 4.3.16 shows that majority of the principals acknowledged that MEAs evaluate the number of classrooms as per the requirement of students' strength.

Table 4.3.17. *MEAs Check the Availability of Furniture as the per Requirement*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	25	46	2	31	82	186	2.47	1.564	94.4
Percentage	13.44	24.73	1.08	16.67	44.09				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.17 reveals that (60.75%) of the principals disagreed the statement that MEAs check the availability of furniture as the per requirement, (1.08%) of the total undecided while (38.17%) agreed the statement. The calculated value of *M* (2.47) did not support

above statement and *S.D* (1.564) shows significant variation in responses. The χ^2 value (94.4) is higher than the table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

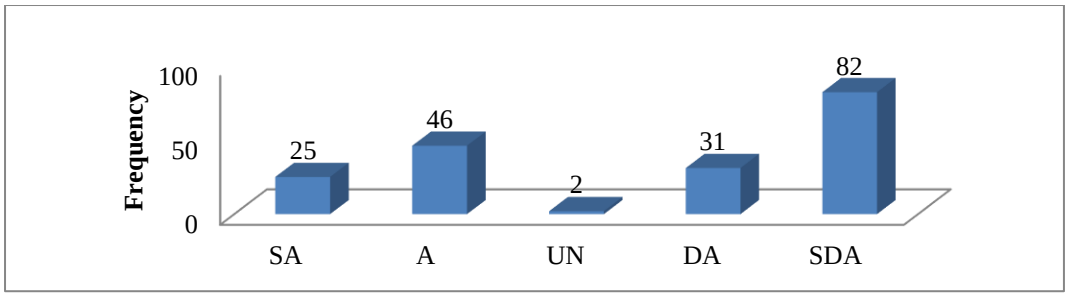

Figure 4.3.17. Assessment of Furniture as the per Requirement

Figure 4.3.17 shows that majority of the principals acknowledged that the MEAs do not check the availability of furniture as the per requirement.

Table 4.3.18. *MEAs Checks the Availability of Drinking Water*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	20	120	8	38	0	186	3.66	0.9241	164.7
Percentage	10.75	64.52	4.30	20.43	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, K-1) = df = 4

Table 4.3.18 reveals that (75.27%) of the principals acknowledged that MEAs check the availability of drinking water, (4.3%) of the total undecided while (20.43%) showed disagreement. *M* score (3.66) supported the statement and the *S.D* (0.9241) shows the consistency in the responses. The χ^2 value (164.7) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

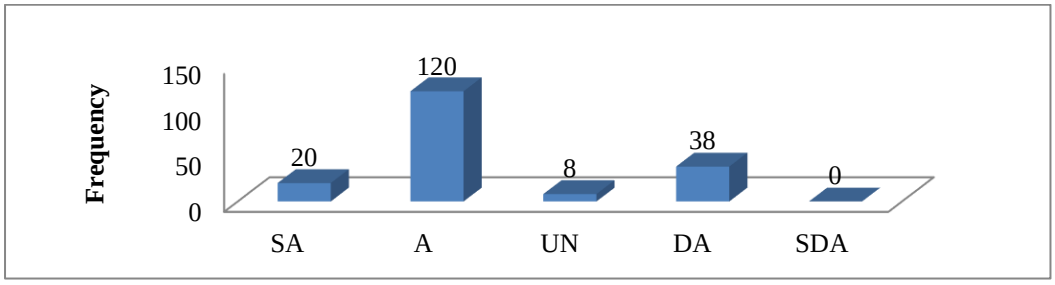

Figure 4.3.18. Assessment of Availability of Drinking Water

Figure 4.3.18 shows that (75.27%) of the principals acknowledged that the MEAs check the availability of drinking water.

Table 4.3.19. *MEAs Assess the Availability of Electricity*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	15	125	3	43	0	186	3.6	0.932	194.8
Percentage	8.06	67.20	1.61	23.12	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.19 reveals that (75.27%) of the principals acknowledged that the MEAs assess the availability of electricity, (1.61%) of the total undecided while (23.12%) showed disagreement. *M* score (3.6) supported the statement and the *S.D* (0.932) shows less variation in the responses. The χ^2 value (194.8) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

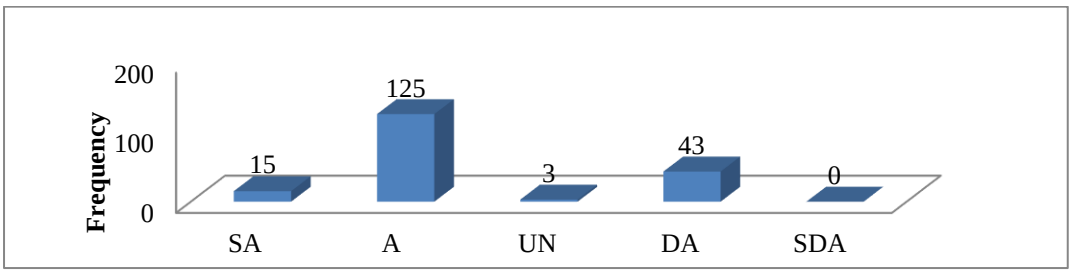

Figure 4.3.19. Assessment of Availability of Electricity

Figure 4.3.19 shows that majority of the principals acknowledged that the MEAs assess the availability of electricity.

Table 4.3.20. *MEAs Enquire About the Availability of Sports Equipment*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	27	133	0	16	10	186	3.81	0.971	217.7
Percentage	14.52	71.51	-	8.60	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.20 reveals that (86.02%) of the principals acknowledged that MEAs enquire about the availability of sports equipment, while (13.98%) showed disagreement. *M* score (3.81) supported the statement and *S.D* (0.971) shows less variation in responses. The χ^2 value (217.7) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

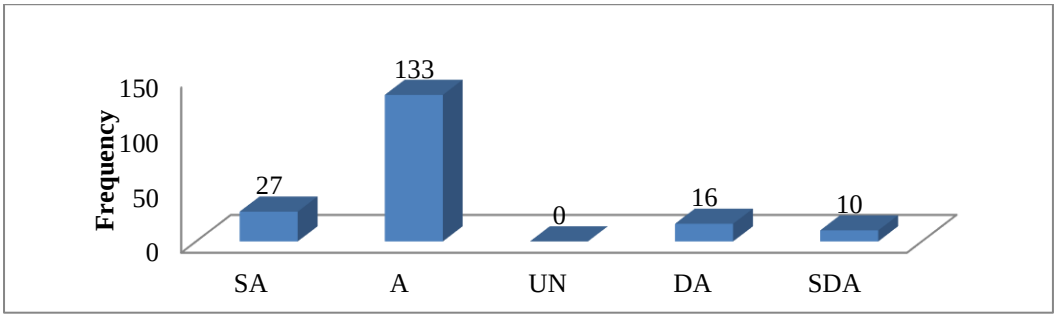

Figure 4.3.20. Assessment of Availability of Sports Equipment

Figure 4.3.20 shows that majority of the principals acknowledged that the MEAs enquire about the availability of sports equipment.

Table 4.3.21. *MEAs Take into Account the Availability of Washrooms*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	46	120	0	14	6	186	4	0.918	174.2
Percentage	24.73	64.52	-	7.53	3.23				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.21 reveals that (89.25%) of the principals acknowledged that the MEAs take into account the availability of washrooms, while (10.75%) showed disagreement. *M* score (4) supported the statement and *S.D* (0.918) shows less variation in responses. The χ^2 value (174.2) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

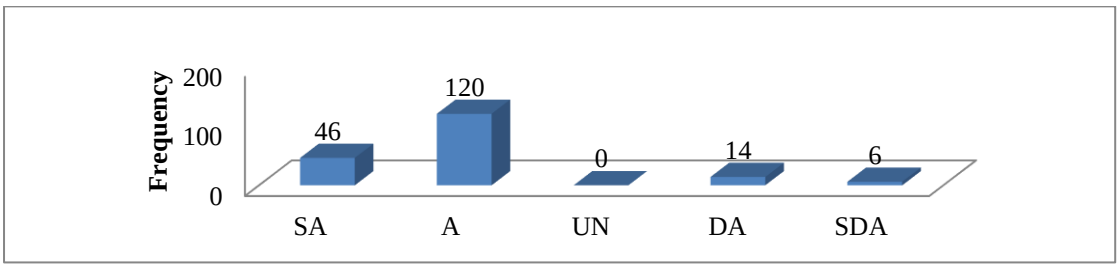

Figure 4.3.21. Assessment of Availability of Washrooms

Figure 4.3.21 shows that majority of the principals acknowledged that the MEAs take into account the availability of washrooms.

Table 4.3.22. *MEAs Check the Availability of the First Aid Unit in School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	21	45	0	23	97	186	2.3	1.558	80.8
Percentage	11.29	24.19	-	12.37	52.15				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.22 reveals that (64.52%) of the principals disagreed the statement that MEAs check the availability of the First Aid Unit in the school, while (35.48%) agreed the statement. The calculated value of *M* (2.3) did not favor the statement and the *S.D* (1.558) shows significant variation in responses. The χ^2 value (80.8) is higher than the table value (9.45) at α=.05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

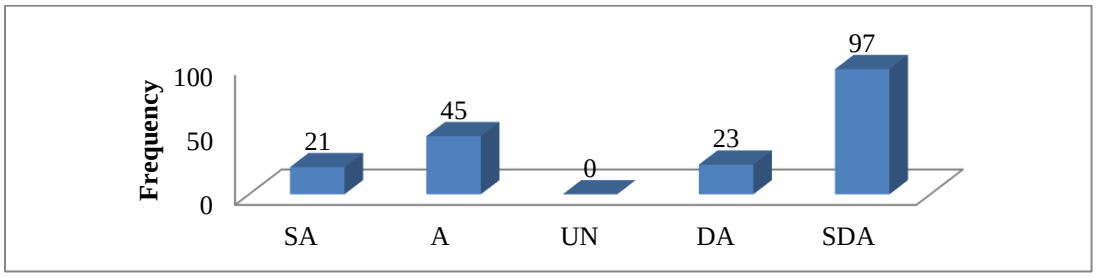

Figure 4.3.22. Assessment of Availability of First Aid Unit

Figure 4.3.22 shows that of the principals acknowledged that the MEAs do not check the availability of the First Aid Unit in the school.

Table 4.3.23. *MEAs Assess the Physical Facilities of the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	36	44	6	33	67	186	2.73	1.602	51.8
Percentage	19.35	23.66	3.23	17.74	36.02				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.23 reveals that (53.76%) of the principals disagreed the statement that MEAs assess the physical facilities of the school, (3.23%) of the total undecided while (43.01%) agreed the statement. *M* score (2.73) did not support the statement and the *S.D* (1.602) shows significant variation in the responses. The χ^2 value (51.8) is higher than the table value (9.45) at $\alpha = .05$ and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

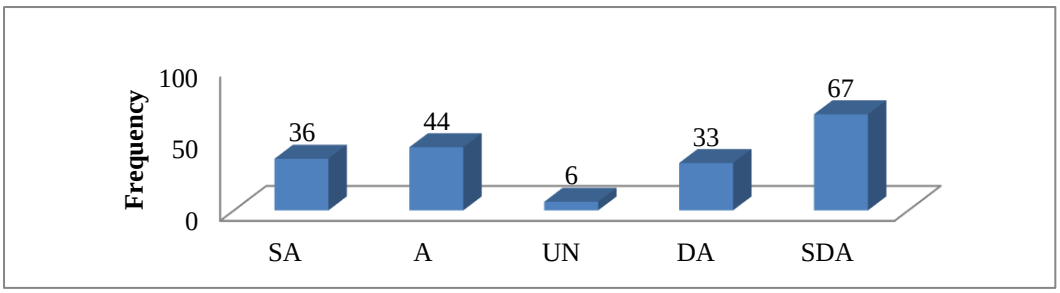

Figure 4.3.23. Assessment of Physical Facilities

Figure 4.3.23 shows that majority of the principals acknowledged that MEAs do not assess the physical facilities of the school.

Table 4.3.24. *MEAs Assess the Availability of Training for the Faculty*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	0	12	3	102	69	186	1.77	0.773	143.4
Percentage	-	6.45	1.61	54.84	37.10				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.24 reveals that (91.94%) of the principals disagreed the statement that MEAs assesses the availability of training mechanisms for the faculty, (1.61%) of the total

undecided while (6.45%) agreed with statement. *M* score (1.77) supported the statement and the *S.D* (0.773) shows less variation in the responses. The χ^2 value (143.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

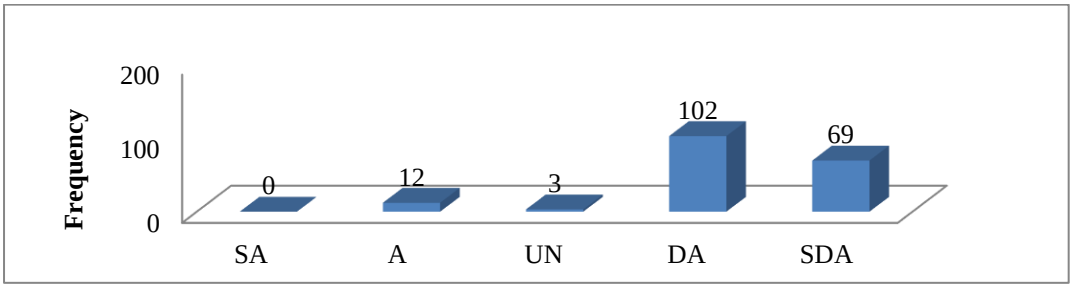

Figure 4.3.24. Assessment of Training Mechanism

Figure 4.3.24 shows that majority of the principals acknowledged that the MEAs do not assess the availability of training mechanisms for the faculty.

Table 4.3.25. *M&E Mechanism has Improved the Infrastructure & Facilities*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	30	28	6	60	62	186	2.48	1.482	60.3
Percentage	16.13	15.05	3.23	32.26	33.33				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.25 reveals that (65.59%) of the principals disagreed the statement that monitoring and evaluation mechanism of their organization has improved the infrastructure and physical facilities in their school, (3.23%) of the total undecided while (31.18%) agreed the statement. The calculated value of *M* (2.48) did not favor the statement and the *S.D* (1.482) shows significant variation in the responses. The χ^2 value (60.3) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant. But majority of the responses are found leaning toward disagree.

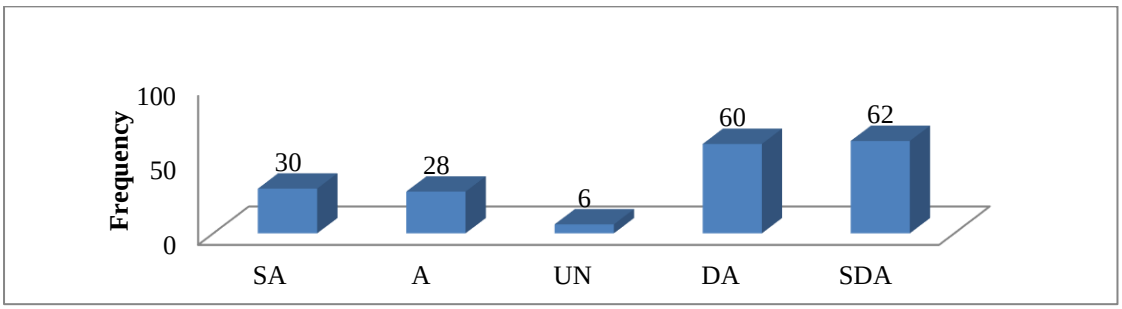

Figure 4 3.25. Effectiveness of M&E to Improve Physical Facilities

Figure 4.3.25 reveals that 65.59% of the principals acknowledged that the M&E mechanism of their organization has not improved the infrastructure and physical facilities in their school.

Table 4.3.25.1. *Infrastructure and Physical Facilities of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.3.16	4	156	-	26	-	186	3.74	0.72	217.7
Table 4.3.17	25	46	2	31	82	186	2.47	1.56	94.4
Table 4.3.18	20	120	8	38	-	186	3.65	0.92	164.7
Table 4.3.19	15	125	3	43	-	186	3.6	0.93	194.8
Table 4.3.20	27	133	-	16	10	186	3.81	0.97	217.7
Table 4.3.21	46	120	-	14	6	186	4	0.92	174.2
Table 4.3.22	21	45		23	97	186	2.3	1.56	80.8
Table 4.3.23	36	44	6	33	67	186	2.73	1.60	51.8
Table 4.3.24	-	12	3	102	69	186	1.77	0.77	143.4
Table 4.3.25	30	28	6	60	62	186	2.48	1.48	60.3

Descriptive Analysis:

i. Table 4.3.16 reveals that (86.02%) of the principals acknowledged that the MEAs evaluate the number of classrooms as per requirement of students' strength.

ii. Table 4.3.17 reveals that (60.75%) of the principals disagreed the statement that the MEAs check the availability of furniture as per requirement.

iii. Table 4.3.18 reveals that (75.27%) of the principals acknowledged that the MEAs check the availability of drinking water.

iv. Table 4.3.19 reveals that (75.27%) of the principals acknowledged that the MEAs assess the availability of electricity.

v. Table 4.3.20 reveals that (86.02%) of the principals acknowledged that the MEAs enquire about the availability of sports equipment.

vi. Table 4.3.21 reveals that (89.25%) of the principals acknowledged that MEAs take into account the availability of washrooms.

vii. Table 4.3.22 reveals that (64.52%) of the principals disagreed the statement that MEAs check the availability of the First Aid Unit in the school.

viii. Table 4.3.23 reveals that (53.76%) of the principals disagreed the statement that MEAs assess the physical facilities of the school.

ix. Table 4.3.24 reveals that (91.94%) of the principals disagreed the statement that MEAs assess the availability of training mechanisms for the faculty.

x. Table 4.3.25 reveals that (65.59%) of the principals disagreed the statement that M&E mechanism of their organization has improved the infrastructure and physical facilities in their school.

Inferential Analysis:

i. Table 4.3.16 shows that the χ^2 value (217.7) is higher than the table value (9.45) at α=.05 with df=4. Therefore, the statement is significant.

ii. Table 4.3.17 shows that the χ^2 value (94.4) is higher than table value (9.45) at α=.05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. Table 4.3.18 shows that the χ^2 value (164.7) is higher than the table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

iv. Table 4.3.19 shows that the χ^2 value (194.8) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

v. Table 4.3.20 shows that the χ^2 value (217.7) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

vi. Table 4.3.21 shows that the χ^2 value (174.2) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

vii. Table 4.3.22 shows that the χ^2 value (80.8) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

viii. Table 4.3.23 shows that the χ^2 value (51.8) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

ix. Table 4.3.24 shows that the χ^2 value (143.4) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

x. Table 4.3.25 shows that the χ^2 value (60.3) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.5. Responses on Human Resources of the School

Table 4.3.26. *MEAs Monitor the Enrolment of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	50	79	1	31	25	186	3.53	1.392	91.6
Percentage	26.88	42.47	0.54	16.67	13.44				

Tabulated value of Chi-Square = 9.448 p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.26 reveals that (69.35%) of the principals acknowledged that the MEAs monitor the enrolment of the students, (0.54%) of the total undecided while (30.11%) shows disagreement. *M* score (3.53) supported the statement and *S.D* (1.392) shows

significant variation in responses. The χ^2 value (91.6) is higher than table value (9.45) at α = .05 with df=4. Therefore, the statement is significant.

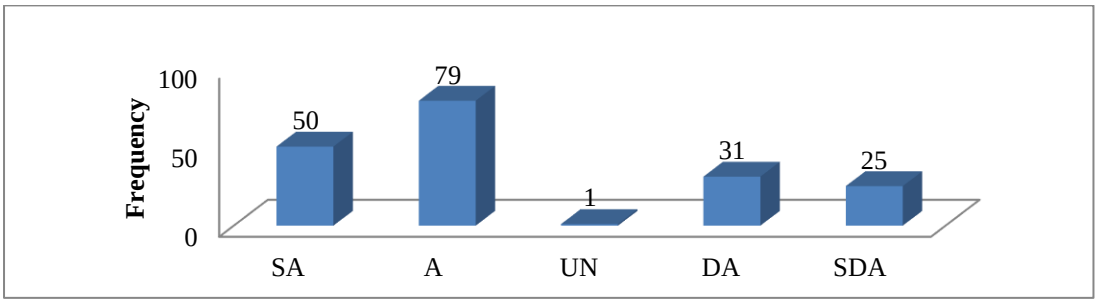

Figure: 4.3.26. Monitoring of Enrolment of the Students

Figure 4.3.26 reveals that 69.35% principals acknowledged that the MEAs monitor the enrolment of the students.

Table 4.3.27. *MEAs Assess the Availability of the Faculty as per Requirement*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	60	100	2	10	14	186	3.98	1.11	187.7
Percentage	32.26	53.76	1.08	5.38	7.53				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.27 reveals that (86.02%) of the principals acknowledged that the MEAs assess the availability of the faculty as the per requirement, (1.08%) of the total undecided while (12.90%) shows disagreement. *M* score (3.98) supported the statement and the *S.D* (1.11) shows significant variation in responses. The χ^2 value (187.7) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

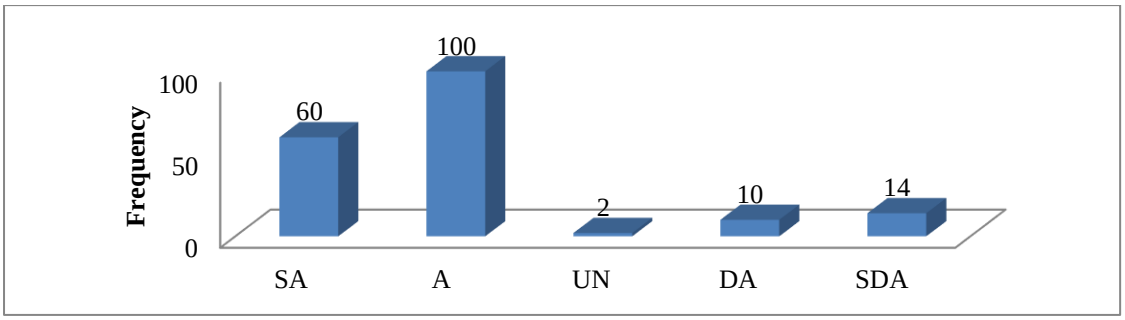

Figure 4.3.27. Assessment of the Faculty as per Requirement

Figure 4.3.27 shows that 86.02% principals acknowledged that the MEAs assess the availability of the faculty as the per requirement.

Table 4.3.28. *MEAs Assess the Attendance of the Faculty*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	40	21	8	53	64	186	2.57	1.569	56.2
Percentage	21.51	11.29	4.30	28.49	34.41				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.28 reveals that (62.90%) of the principals disagreed the statement that MEAs assess the attendance of the faculty, (4.3%) of the total undecided while (32.8%) agreed the statement. The calculated value of *M* (2.57) did not favour the statement and *S.D* (1.569) shows significant variation in responses. The χ^2 value (56.2) is higher than the table value (9.45) at α=.05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

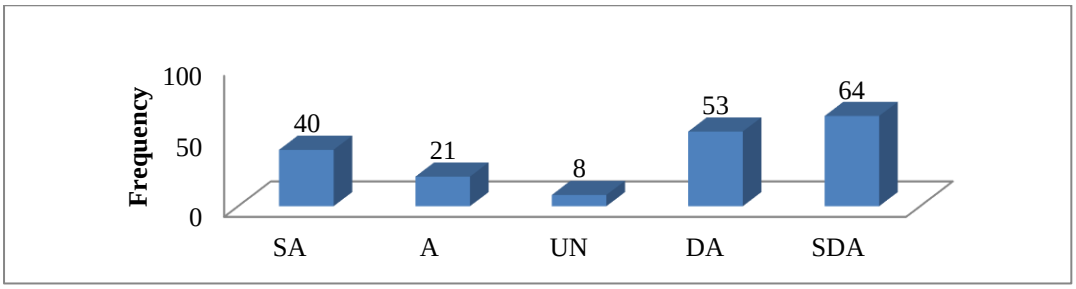

Figure 4.3.28. Assessment of Attendance of Faculty

Figure 4.3.28 reveals that majority of the principals acknowledged that the MEAs do not assess the attendance of the faculty,

Table 4.3.29. *MEAs Monitor the Attendance of Supporting Staff*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	20	50	2	33	81	186	2.44	1.521	97.7
Percentage	10.75	26.88	1.08	17.74	43.55				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.29 reveals that (61.29%) of the principals acknowledged that MEAs do not monitor the attendance of supporting staff, (1.08%) of the total undecided while (37.63%) agreed. *M* score (2.44) supported the statement and *S.D* (1.521) shows significant variation in responses. The χ^2 value (97.7) is higher than table value (9.45) at α=.05 with df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

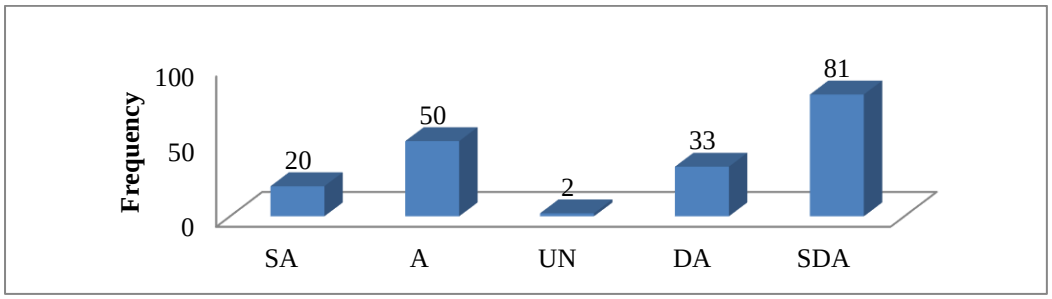

Figure 4.3.29. Monitoring of Attendance of Supporting Staff

Figure 4.3.29 shows that majority of the principals acknowledged that the MEAs do not monitor the attendance of supporting staff.

Table 4.3.30. *M&E of Your Organization has Addressed the Deficiency of staff*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	5	12	14	88	67	186	1.92	0.967	152.7
Percentage	2.69	6.45	7.53	47.31	36.02				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.30 reveals that (83.33%) of the principals disagreed the statement that M&E mechanism of their organization has addressed the deficiency of staff, (7.53%) of the total undecided while (9.14%) agreed the statement. The calculated value of *M* (1.92) did not favor the statement and the *S.D* (0.967) shows less variation in responses. The χ^2 value (152.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

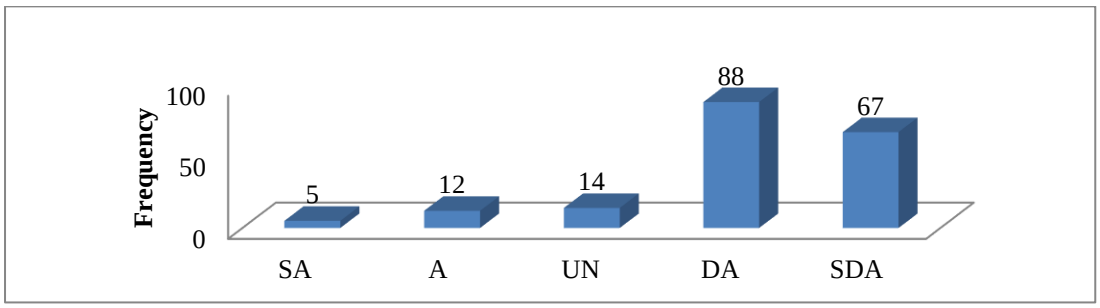

Figure 4.3.30. Effectiveness of M&E to Addressed the staff Deficiency

Figure 4.3.30 shows that of the principals acknowledged that M&E mechanism of their organization has not addressed the deficiency of staff.

Table 4.3.30.1. *Human Resources*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.3.26	50	79	1	31	25	186	3.53	1.392	91.6
Table 4.3.27	60	100	2	10	14	186	3.98	1.11	187.7
Table 4.3.28	40	21	8	53	64	186	2.57	1.569	56.2
Table 4.3.29	20	50	2	33	81	186	2.44	1.521	97.7
Table 4.3.30	5	12	14	88	67	186	1.92	0.967	152.7

Descriptive Analysis:

i. Table 4.3.26 reveals that (69.35%) of the principals acknowledged that the MEAs monitor the enrolment of the students.

ii. Table 4.3.2727 reveals that (86.02%) of the principals acknowledged that the MEAs assess the availability of the faculty as the per requirement.

iii. Table 4.3.28 reveals that (62.90%) of the principals acknowledged that the MEAs does not assess the attendance of the faculty.

iv. Table 4.3.29 reveals that (61.29%) of the principals disagreed the statement that MEAs monitor the attendance of supporting staff.

v. Table 4.3.30 reveals that (83.33%) of the principals disagreed the statement that M&E mechanism of their organization has addressed the deficiency of staff.

Inferential Analysis:

i. Table 4.3.26 shows that the χ^2 value (91.6) is greater than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. Table 4.3.27 shows that the χ^2 value (187.7) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

iii. Table 4.3.28 shows that the χ^2 value (56.2) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. Table 4.3.29 shows that the χ^2 value (97.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. Table 4.3.30 shows that the χ^2 value (152.7) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

3.3.6 Responses on Science Laboratories of the School

Table 4.3.31. *MEAs Assess the Availability of Science Laboratories*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	6	140	5	23	12	186	3.62	0.997	262.6
Percentage	3.23	75.27	2.69	12.37	6.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.31. reveals that (78.49%) of the principals acknowledged that the MEAs assess the availability of science laboratories, (2.69%) of the total undecided while (18.82%) showed disagreement. *M* score (3.62) supported the statement and the *S.D* (0.997) shows less variation in the responses. The χ^2 value (262.6) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

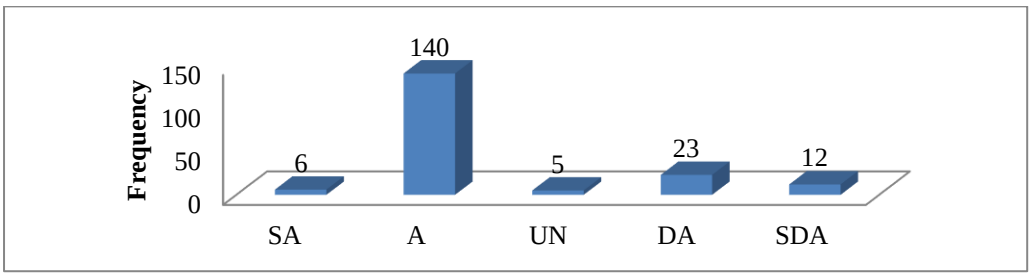

Figure 4.3.31. Assessment of Availability of Science Laboratories

Figure 4.3.31 shows that majority of the principals acknowledged that the MEAs assess the availability of science laboratories.

Table 4.3.32. *MEAs Assess the Equipment of the Science Laboratories*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	53	86	0	22	25	186	3.65	1.361	57.3
Percentage	28.49	46.24	-	11.83	13.44				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.32 reveals that (74.73%) of the principals acknowledged that the MEAs assess the equipment and instruments of the science laboratories, while (25.27%) showed the disagreement. *M* score (3.65) supported the statement and the *S.D* (1.361) shows significant variation in responses. The χ^2 value (57.3) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

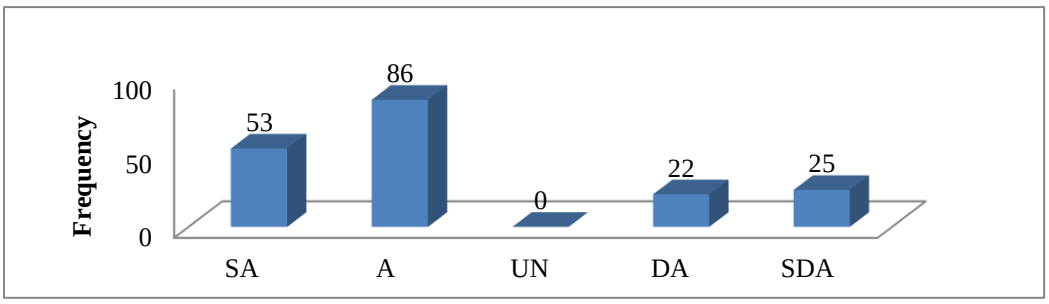

Figure 4.3.32. Assessment of Availability of Science Instruments

Figure 4.3.32 shows that majority (74.73%) of the principals acknowledged that the MEAs assess the equipment and instruments of the science laboratories.

Table 4.3.33. *MEAs Examine the Functionality Level of Science Laboratories*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	20	30	2	82	52	186	2.38	1.331	102.5
Percentage	10.75	16.13	1.08	44.09	27.96				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.33 reveals that (72.04%) of the principals disagreed the statement that MEAs examine the functionality level of science laboratories, (1.08%) of the total undecided while (26.88%) agreed. *M* score (2.38) supported the statement and the *S.D* (1.331) shows significant variation in responses. The χ^2 value (102.5) is higher than table value 9.448 at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

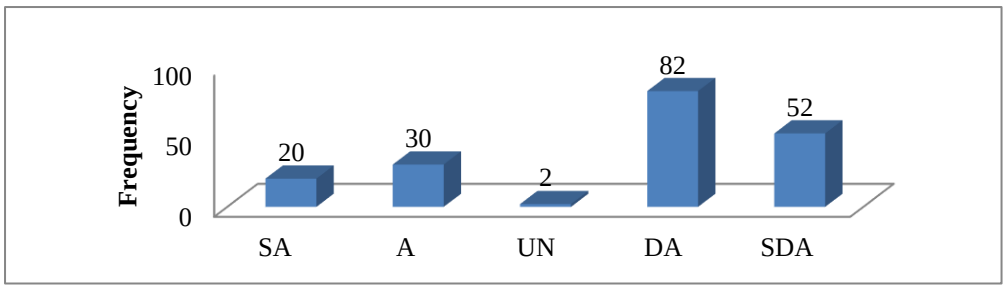

Figure 4.3.33. Evaluation of Functionality Level of Science Labs

Figure 4.3.33 shows that majority of the principals acknowledged that the MEAs do not examine the functionality level of science laboratories.

Table 4.3.34. *M&E System has Developed the Culture of Science Practical*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	10	25	0	65	86	186	1.97	1.221	79.5
Percentage	5.38	13.44	-	34.95	46.24				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.34 reveals that (81.18%) of the principals disagreed the statement that M&E system of their organization has developed the culture of science practical in their school, while (18.82%) agreed the statement. The calculated value of *M* (1.97) did not favor the

statement and the *S.D* (1.221) shows significant variation in responses. The χ^2 value (79.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

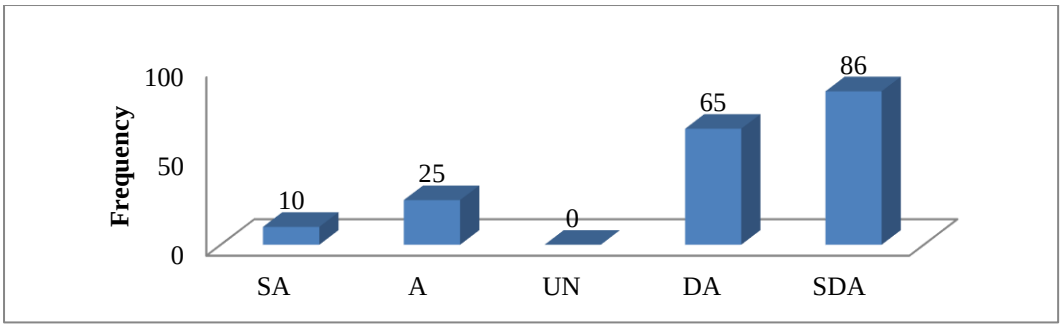

Figure 4.3.34. Effectiveness of M&E in Developing a Culture of Science Practical

Figure 4.3.34 shows that majority of the principals acknowledged that the M&E system of their organization has not developed the culture of science practical in their school.

Table 4.3.34.1. *Science Laboratories of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.3.31.	6	140	5	23	12	186	3.62	0.99	262.6
Table 4.3.32.	53	86	-	22	25	186	3.65	1.36	57.3
Table 4.3.33.	20	30	2	82	52	186	2.38	1.33	102.5
Table 4.3.34.	10	25	-	65	86	186	1.97	1.22	79.5

Descriptive Analysis:

i. Table 4.3.31, reveals that (78.49%) of the principals acknowledged that the MEAs assess the availability of science laboratories.

ii. Table 4.3.32 reveals that (74.73%) of the principals acknowledged that the MEAs assess the equipment and instruments of the science lab.

iii. Table 4.3.33 reveals that (72.04%) of the principals disagreed the statement that the MEAs examine the functionality level of science laboratories.

vi. Table 4.3.34 reveals that (81.18%) of the principals disagreed the statement that the M&E system of their organization has developed the culture of science practical in their school.

Inferential Analysis:

i. Table 4.3.31 shows that the χ^2 value (262.6) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

ii. Table 4.3.32 shows that the χ^2 value (57.3) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

iii. Table 4.3.33 shows that the χ^2 value (102.5) is higher than table value (9.45) at α = .05 and df=4. therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. Table 4.3.34 shows that the χ^2 value (79.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.7 Responses on Library of the School

Table 4.3.35. *MEAs Assess the Availability of the School Library*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	70	69	8	26	13	186	3.84	1.26	98.1
Percentage	37.63	37.10	4.30	13.98	6.99				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.35 reveals that (74.73%) of the principals acknowledged that the MEAs assess the availability of the school library, (4.30%) of the total undecided while (20.97%) showed disagreement. *M* score (3.84) supported the statement and *S.D* (1.262) shows significant variation in the responses. The χ^2 value (98.1) is greater than the table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

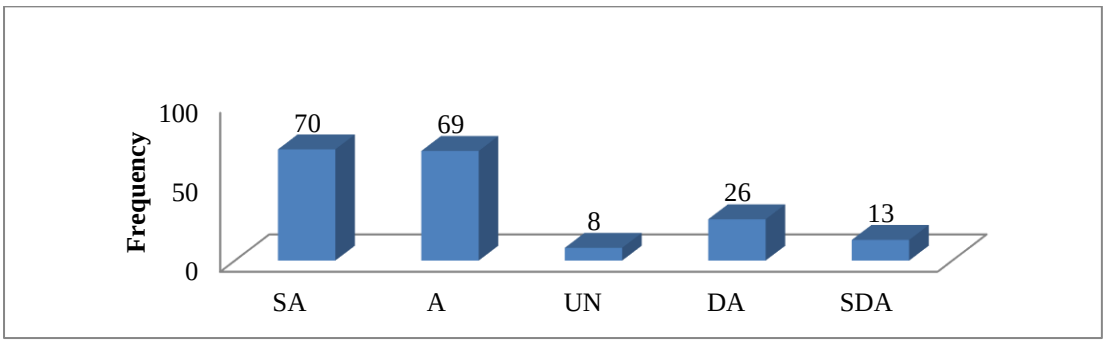

Figure 4.3.35 Assessment of Availability of School Library

Figure 4.3.35 shows that majority of the principals acknowledged that the MEAs assess the availability of the school library.

Table 4.3.36. *MEAs Assess the Latest Reading Material and Reference Books in Library*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	80	83	0	11	12	186	4.12	1.114	105.5
Percentage	43.01	44.62	-	5.91	6.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05. (K-1) = df = 4

Table 4.3.36 reveals that (87.63%) of the principals acknowledged that the MEAs assess the latest reading material and reference books in library, while (12.37%) showed disagreement. *M* score (4.12) supported the statement and *S.D* (1.114) shows significant variation in the responses. the χ^2 value (105.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

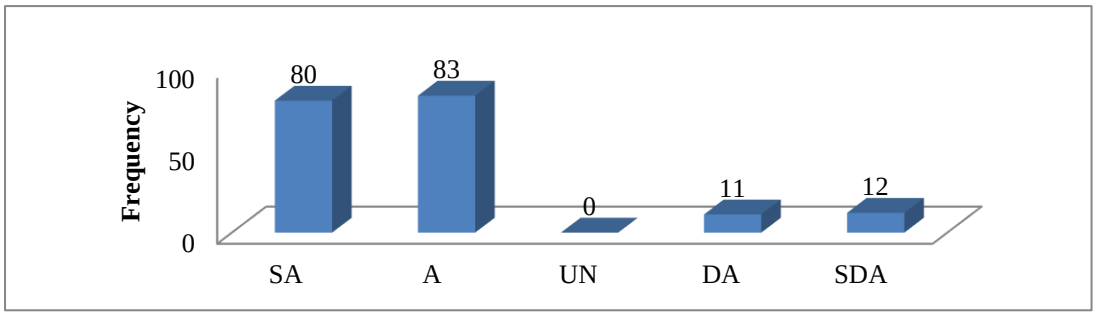

Figure 4.3.36. Assessment of Latest Reading Material in Library

Figure 4.3.36 shows that majority of the principals acknowledged that the MEAs assess the latest reading material and reference books in library.

Table 4.3.37. *MEAs Examine the Functionality of the Library by Checking Records*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	21	24	0	55	86	186	2.13	1.41	60
Percentage	11.29	12.90	-	29.57	46.24				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.37 reveals that (75.81%) of the principals disagreed the statement that MEAs examine the functionality of the library by checking records in books issuance registers, while (24.19%) agreed the statement. *M* score (2.13) did not favor the statement and the *S.D* (1.41) shows significant variation in the responses. the χ^2 value (60) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

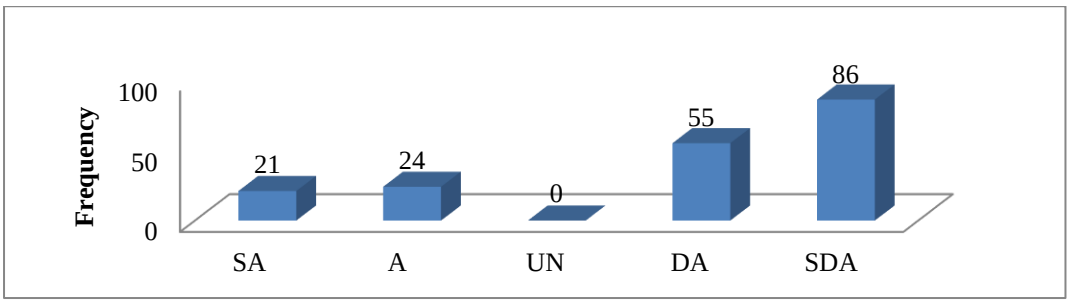

Figure 4.3.37. Assessment of Functionality of the Library

Figure 4.3.37 shows that majority of the principals acknowledged that MEAs do not examine the functionality of library by checking record in books issuance registers.

Table 4.3.38. *M&E Mechanism has Developed the Culture of Books Reading*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	5	44	9	26	102	186	2.05	1.339	166.7
Percentage	2.69	23.66	4.84	13.98	54.84				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.38 reveals that (68.82%) of the principals disagreed the statement that M&E mechanism of their organization has developed the culture of book reading amongst the students in their school, (4.84%) of the total undecided while (26.34%) agreed the

statement. *M* score (2.05) did not support the statement and the *S.D* (1.339) shows significant variation in the responses. the χ^2 value (166.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

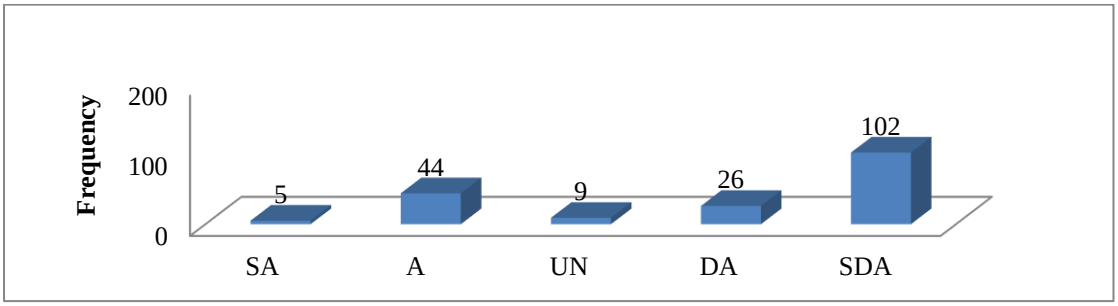

Figure 4.3.38. Effectiveness of M&E to Develop a Culture of Books Reading

Figure 4.3.38 shows that majority of the principals acknowledged that the M&E mechanism of their organization has not developed the culture of book reading amongst the students in their school.

Table 4.3.38.1. *Library of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.3.35	70	69	8	26	13	186	3.84	1.262	98.1
Table 4.3.36	80	83	-	11	12	186	4.12	1.114	105.5
Table 4.3.37	21	24	-	55	86	186	2.13	1.41	60
Table 4.3.38	5	44	9	26	102	186	2.05	1.339	166.7

Descriptive Analysis:

i. Table 4.3.35 reveals that (74.73%) of the principals acknowledged that the MEAs assess the availability of the school library.

ii. Table 4.3.36 reveals that (87.63%) of the principals acknowledged that the MEAs assess the latest reading material and reference books in library.

iii. Table 4.3.37 shows that (75.8%) of the principals disagreed the statement that MEAs examine the functionality of library by checking record in books issuance register

iv. Table 4.3.38 reveals that (68.82%) of the principals disagreed the statement that the M&E mechanism of their organization has developed the culture of book reading amongst the students in their school.

Inferential Analysis:

i. Table 4.3.35 shows that the χ^2 value (98.1) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

ii. Table 4.3.36 shows that the χ^2 value (105.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iii. Table 4.3.37 shows that the χ^2 value (60) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. Table 4.3.38 shows that the χ^2 value (166.7) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.8 Responses on Cleanliness of School

Table 4.3.39. *MEAs Assess the Cleanliness of the School Building*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	80	88	5	12	1	186	4.26	0.84	198.8
Percentage	43.01	47.31	2.69	6.45	0.54				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.39 reveals that (90.32%) of the principals acknowledged that the MEAs assess the cleanliness of the school building, (2.69%) of the total undecided while (6.99%) showed disagreement. *M* score (4.26) supported the statement and the *S.D* (0.837) shows less variation in responses. The χ^2 value (198.8) is higher than the table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

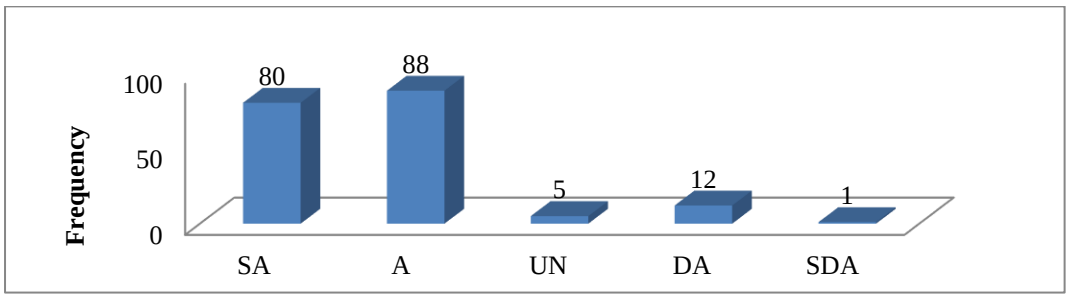

Figure 4.3.39. Assessment of Cleanliness of the School Building

Figure 4.3.39 shows that majority of the principals acknowledged that the MEAs assess the cleanliness of the school building.

Table 4.3.40. *MEAs Check the Hygienic Condition of Drinking Water*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	10	16	6	62	92	186	1.87	1.16	155.4
Percentage	5.38	8.60	3.23	33.33	49.46				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.40 reveals that (82.80%) of the principals disagreed the statement that MEAs check the hygienic condition of drinking water, (3.23%) of the total undecided while (13.98%) agreed the statement. The calculated value of *M* (1.87) did not favor the statement and the *S.D* (1.16) shows significant variation in responses. The χ^2 value (155.4) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

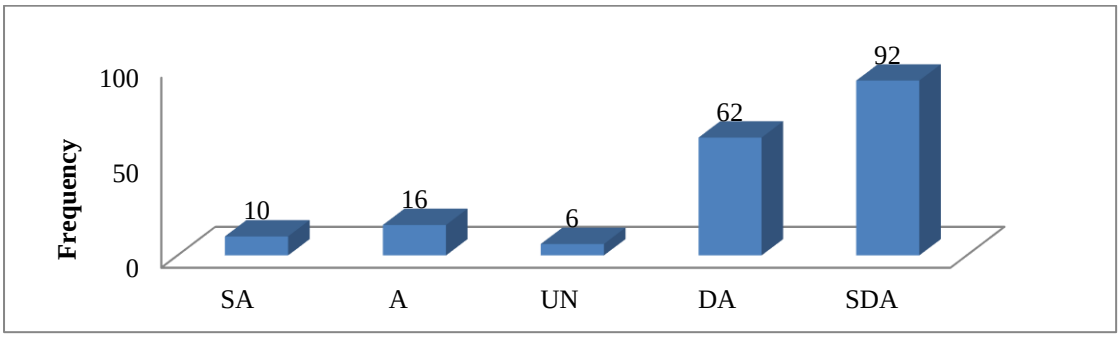

Figure 4.3.40. Assessment of Hygienic Condition of Drinking Water

Figure 4.3.40 shows that majority of the principals acknowledged that the MEAs do not check the hygienic condition of drinking water.

Table 4.3.41. *MEAs Assess the Hygienic Condition of Washrooms*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	89	69	5	1	22	186	4.09	1.262	168.6
Percentage	47.85	37.10	2.69	0.54	11.83				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.41 reveals that (84.95%) of the principals acknowledged that the MEAs assess the hygienic condition of washrooms, (2.69%) of the total undecided while (12.37%) showed disagreement. *M* score (4.09) supported the statement and the *S.D* (1.262) shows significant variation in the responses. The χ^2 value (168.6) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, the statement is significant.

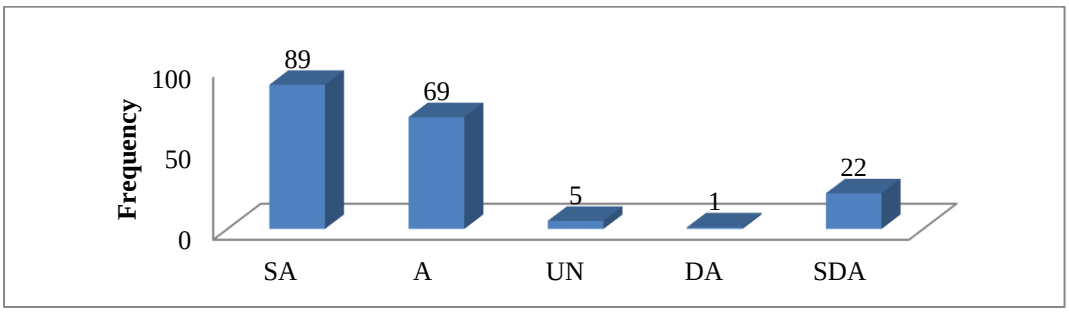

Figure 4.3.41. Assessment of Hygienic Condition of Washrooms

Figure 4.3.41 shows that majority of the principals acknowledged that the MEAs assess the hygienic condition of washrooms.

Table 4.3.42. *MEAs Focus on the Personal Hygiene of the Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	9	21	0	59	97	186	1.85	1.18	102.4
Percentage	4.84	11.29	-	31.72	52.15				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.42 reveals that (83.87%) of the principals disagreed the statement that MEAs focus on the personal hygiene of the students, while (16.13%) agreed the statement. The calculated value of *M* (1.85) did not favor the statement and the *S.D* (1.18) shows significant variation in the responses. the χ^2 value (102.4) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

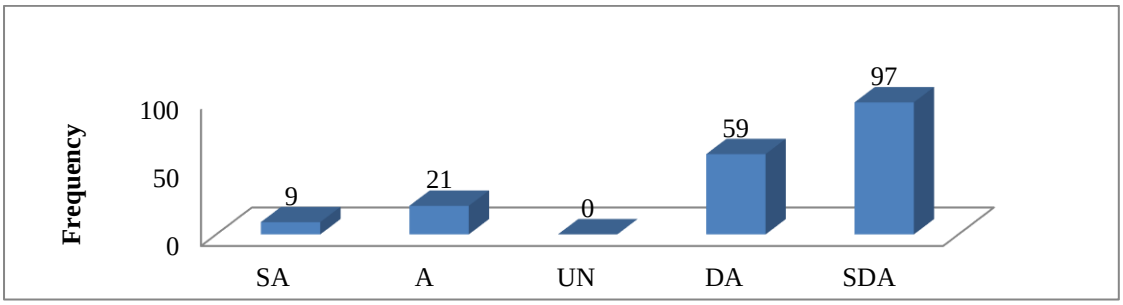

Figure 4.3.42. Assessment of Focusing Personal Hygiene of the Students

Figure 4.3.42 shows that majority of the principals acknowledged that the MEAs do not focus on the personal hygiene of the students.

Table 4.3.43. *M&E has Improved the Hygienic Condition of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	10	25	1	91	59	186	2.12	1.156	149.7
Percentage	5.38	13.44	0.54	48.92	31.72				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.43 reveals that (80.65%) of the principals disagreed the statement that M&E has improved the hygienic condition of the school, (0.54%) of the total undecided while (18.82%) agreed the statement. The calculated value of *M* (2.12) did not favor the statement and the *S.D* (1.156) shows significant variation in the responses. The χ^2 value (149.7) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

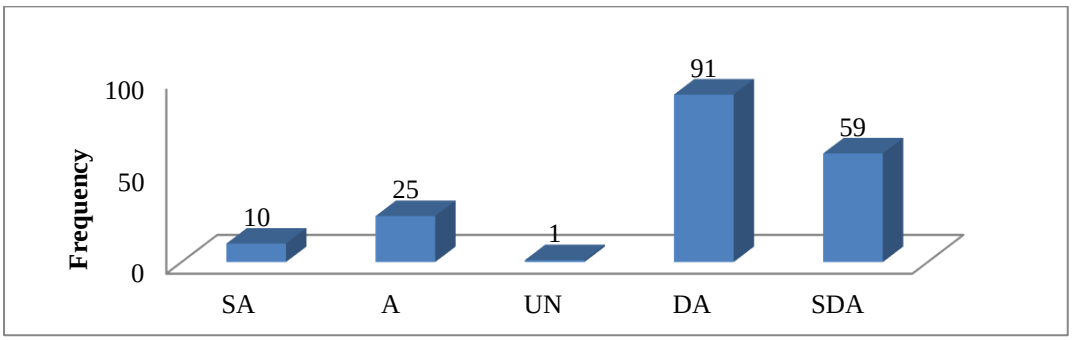

Figure 4.3.43. Effectiveness of M&E in Improving Hygienic Condition

Figure 4.3.43 shows that majority of the principals acknowledged that M&E has not improved the hygienic condition of the school.

Table 4.3.43.1. *Cleanliness of the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.3.39.	80	88	5	12	1	186	4.26	0.837	198.8
Table 4.3.40.	10	16	6	62	92	186	1.87	1.16	155.4
Table 4.3.41.	89	69	5	1	22	186	4.09	1.262	168.6
Table 4.3.42.	9	21	-	59	97	186	1.85	1.18	102.4
Table 4.3.43.	10	25	1	91	59	186	2.12	1.156	149.7

Descriptive Analysis:

i. Table 4.3.39 reveals that (90.32%) of the principals acknowledged that the MEAs assess the cleanliness of the school building.

ii. Table 4.3.40 reveals that (82.80%) of the principals disagreed the statement that MEAs check the hygienic condition of drinking water.

iii. Table 4.3.41 reveals that (84.95%) of the principals acknowledged that the MEAs assess the hygienic condition of washrooms.

iv. Table 4.3.42 reveals that (83.87%) principals showed disagreement with the statement that MEAs focus on the personal hygiene of the students.

v. Table 4.3.43 reveals that (80.65%) of the principals disagreed the statement that M&E has improved the hygienic condition of the school.

Inferential Analysis:

i. Table 4.3.39 shows that the χ^2 value (198.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. Table 4.3.40 shows that the χ^2 value (155.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. Table 4.3.41 shows that the χ^2 value (168.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. Table 4.3.42 shows that the χ^2 value (102.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. Table 4.3.43 shows that the χ^2 value (149.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.9 Responses on Classroom Pedagogy

Table 4.3.44. *MEAs Monitor the Lesson Planner in the Classroom*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	75	85	0	14	12	186	4.06	1.135	97.7
Percentage	40.32	45.70	-	7.53	6.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.44 reveals that (86.02%) of the principals acknowledged that the MEAs monitor the lesson planner in the classroom, while (13.98%) showed disagreement. *M* score (4.06) supported the statement and the *S.D* (1.135) shows significant variation in

the responses. The χ^2 value (97.7) is higher than the table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

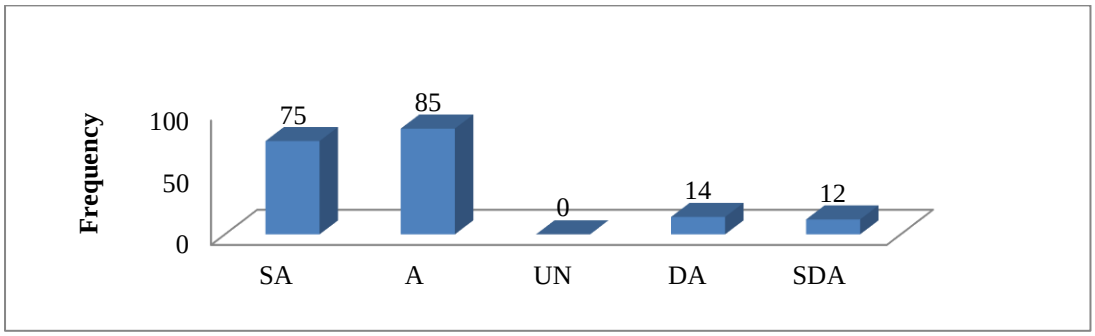

Figure 4.3.44. Assessment of Lesson Planner in Classroom

Figure 4.3.44 shows that majority of the principals acknowledged that the MEAs monitor the lesson planner in the classroom.

Table 4.3.45. *MEAs Assess the Teaching Style and its Suitability with the Topic*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	6	15	2	94	69	186	1.9	0.995	186.6
Percentage	3.23	8.06	1.08	50.54	37.10				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.45 reveals that (87.63%) of the principals disagreed the statement that MEAs assess the teaching style and its suitability with topic, (1.08%) of the total undecided while (11.29%) agreed the statement. *M* score (1.9) did not favor the statement and *S.D* (0.995) shows less variation in the responses. The χ^2 value (186.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

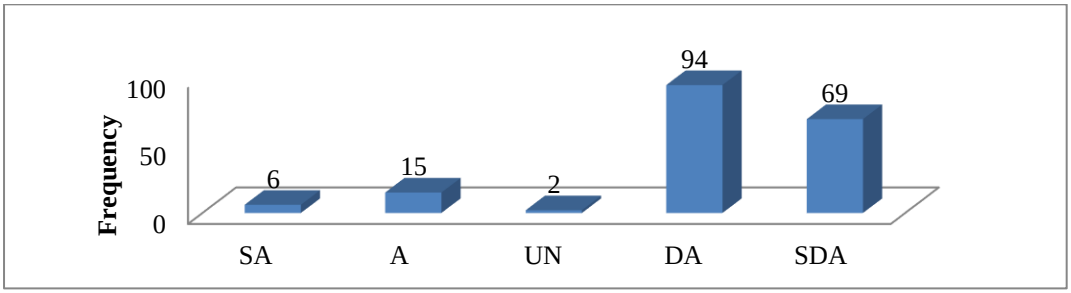

Figure 4.3.45 Assessment of Teaching Style

Figure 4.3.45 shows that majority of the principals acknowledged that the MEAs assess the teaching style and its suitability with the topic.

Table 4.3.46. *MEAs Focus on Using AV Aids in Classroom Teaching*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	24	36	0	45	81	186	2.34	1.506	38.9
Percentage	12.90	19.35	-	24.19	43.55				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.46 reveals that (67.74%) principals showed disagreement that MEAs focus on using AV Aids in classroom teaching, while (32.26%) agreed the statement. *M* score (2.34) did not support the statement and the *S.D* (1.506) shows significant variation in the responses. The χ^2 value (38.9) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

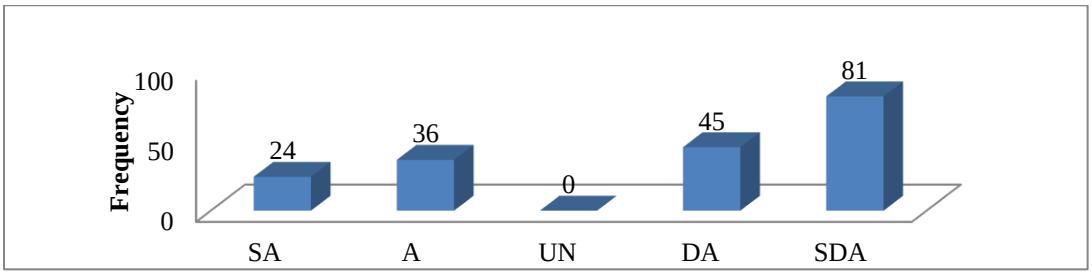

Figure 4.3.46. Assessment of Using AV Aids in Teaching

Figure 4.3.46 shows that majority of the principals acknowledged that the MEAs do not focus on using AV Aids in classroom teaching.

Table 4.3.47. *MEAs Assess the Relevance of Teaching with Paper Pattern*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	8	36	0	74	68	186	2.15	1.23	60.5
Percentage	4.30	19.35	-	39.78	36.56				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.47 reveals that (76.34%) of the principals disagreed the statement that MEAs assess the relevance of teaching with paper pattern, while (23.66%) showed agreement. *M* score (2.15) did not support above statement and *S.D* (1.23) shows significant variation in the responses. The χ^2 value (60.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

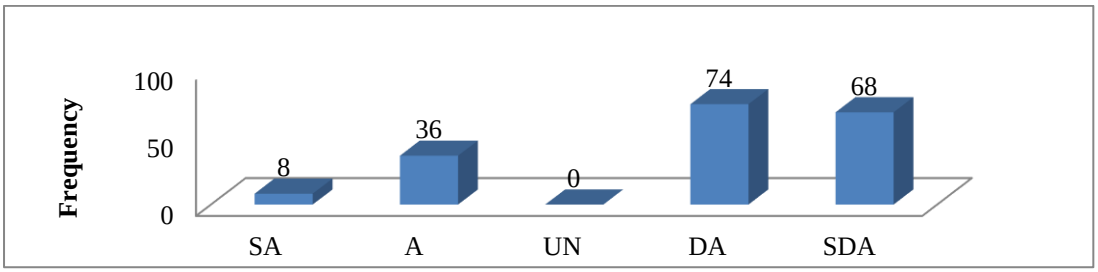

Figure 4.3.47. Assessment of Teaching with Paper Pattern

Figure 4.3.47 shows that majority of the principals acknowledged that the MEAs do not assess the relevance of teaching with paper pattern.

Table 4.3.48. *MEAs Assess the Preparation and Confidence of Teachers*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	60	87	2	12	25	186	3.78	1.327	135
Percentage	32.26	46.77	1.08	6.45	13.44				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.48 reveals that (79.03%) of the principals acknowledged that the MEAs assess the preparation and confidence of teachers, (1.08%) of the total undecided while (19.89%) showed disagreement. *M* score (3.78) supported the statement and the *S.D* (1.327) shows significant variation in the responses. The χ^2 value (135) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

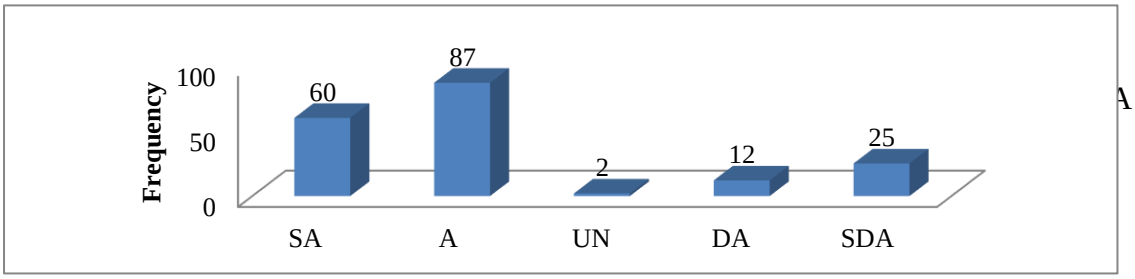

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Figure 4.3.48. Assessment of Teachers' Preparation and Confidence

Figure 4.3.48 shows that of the principals acknowledged that the MEAs assess the preparation and confidence of teachers.

Table 4.3.49. *MEAs Assess the Speaking Skill and Expression of Teachers*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	9	34	2	56	85	186	2.06	1.28	125.9
Percentage	4.84	18.28	1.08	30.11	45.70				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.49 reveals that (75.81%) of the principals disagreed the statement that MEAs assess the speaking skill and expression of teachers, (1.08%) of the total undecided while (23.12%) agreed the statement. The calculated value of *M* (2.06) did not favor the statement and the *S.D* (1.28) shows significant variation in the responses. The χ^2 value (125.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

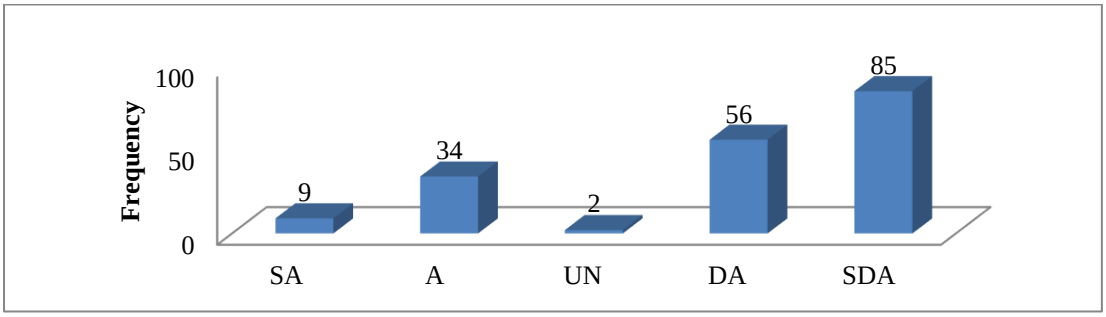

Figure 4.3.49. Assessment the Speaking Skill of Teachers

Figure 4.3.49 shows that majority of the principals acknowledged that the MEAs do not assess the speaking skill and expression of teachers.

Table 4.3.50. *MEAs Evaluate the Learning Outcome of Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	20	7	0	75	84	186	1.95	1.255	96.4
Percentage	10.75	3.76	-	40.32	45.16				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.50 reveals that (85.48%) of the principals disagreed the statement that the MEAs evaluate the learning outcome of students, while (14.52%) agreed the statement. The calculated value of *M* (1.95) did not favor the statement and the *S.D* (1.255) shows significant variation in the responses. The χ^2 value (96.4) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

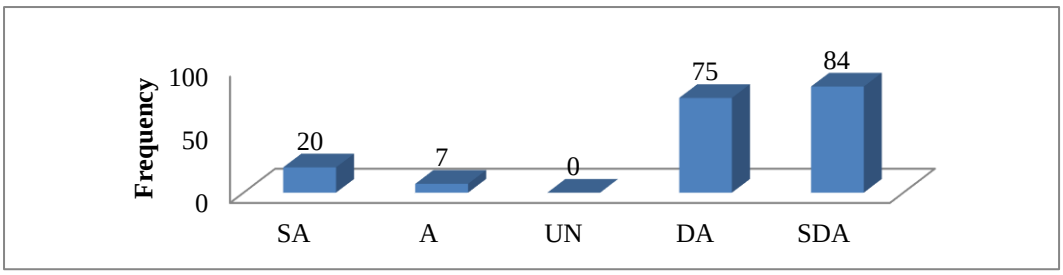

Figure 4.3.50. Evaluation of Students' Learning Outcome

Figure 4.3.50 shows that majority of the principals acknowledged that the MEAs do not evaluate the learning outcome of students.

Table 4.3.51. *MEAs Assess 21st Century Skills During Classroom Teaching*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	0	0	0	88	98	186	1.47	0.501	0.5
Percentage	-	-	-	47.31	52.69				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.51 reveals that (100%) of the principals disagreed the statement that MEAs assess the 21st century skills during classroom teaching, and no respondent agreed the

statement. The calculated value of *M* (1.47) did not favor the statement and the *S.D* (0.501) shows consistency in the response. The χ^2 value (0.5) is lower than table value (9.45) at α=.05 and df=4. Therefore, the statement is insignificant. But responses of majority of the principals are found leaning toward disagree.

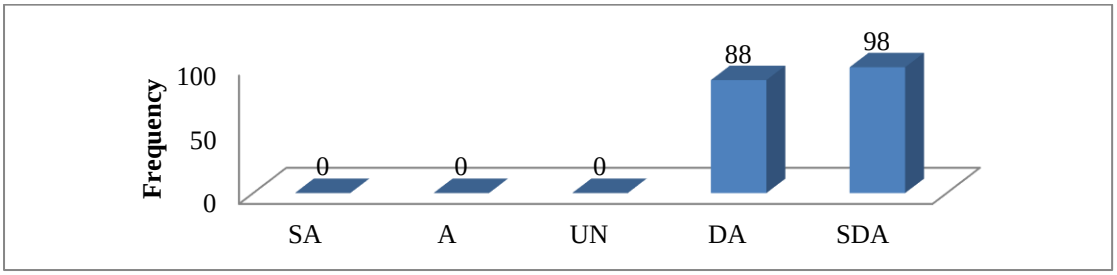

Figure 4.3.51. Assessment of 21st Century Skills in Classroom Teaching

Figure 4.3.51 shows that majority of the principals acknowledged that the MEAs do not assess 21st century skills during classroom teaching.

Table 4.3.52. *M&E Mechanism has Improved the Teaching-Learning Process*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	10	45	4	56	71	186	2.28	1.335	91.4
Percentage	5.38	24.19	2.15	30.11	38.17				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.52 reveals that (68.28%) of the principals disagreed the statement that M&E mechanism of their organization has improved the teaching-learning process in the classroom, (2.15%) of the total undecided while (29.57%) agreed the statement. The calculated value of *M* (2.28) did not favor the statement and the *S.D* (1.335) shows significant variation in the responses. T The χ^2 value (91.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

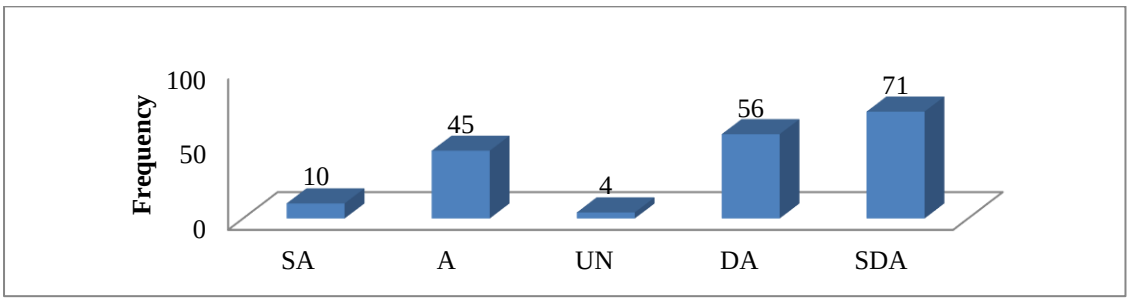

Figure 4.3.52. Effectiveness of M&E to Improved Teaching-Learning Process

Figure 4.3.52 shows that majority of the principals acknowledged that the M&E mechanism of their organization has not improved the teaching-learning process in the classroom.

Table 4.3.52.1. *Classroom Pedagogy*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.3.44	75	85	-	14	12	186	4.06	1.135	97.7
Table 4.3.45	6	15	2	94	69	186	1.9	0.995	186.6
Table 4.3.46	24	36	-	45	81	186	2.34	1.506	38.9
Table 4.3.47	8	36	-	74	68	186	2.15	1.23	60.5
Table 4.3.48.	60	87	2	12	25	186	3.78	1.327	135
Table 4.3.49.	9	34	2	56	85	186	2.06	1.28	125.9
Table 4.3.50.	20	7	-	75	84	186	1.95	1.255	96.4
Table 4.3.51.	0	-	-	88	98	186	1.47	0.501	0.5
Table 4.3.52.	10	45	4	56	71	186	2.28	1.335	91.4

Descriptive Analysis:

i. **Table 4.3.44** reveals that (86.02%) of the principals acknowledged that the MEAs monitor the lesson planner in the classroom.

ii. **Table 4.3.45** reveals that (87.63%) of the principals acknowledged that the MEAs do not assess the teaching style and its suitability with the topic.

iii. **Table 4.3.46** reveals that (67.74%) principals did not agree the statement that MEAs focus on using AV Aids in classroom teaching.

iv. **Table 4.3.47** reveals that (76.34%) of the principals disagreed the statement that MEAs assess the relevance of teaching with paper pattern.

v. **Table 4.3.48** reveals that (79.03%) of the principals acknowledged that the MEAs assess the preparation and confidence of teachers.

vi. **Table 4.3.49** reveals that (75.81%) of the principals disagreed the statement that MEAs assess the speaking skills and expression of teachers

vii. **Table 4.3.50** reveals that (85.48%) of the principals disagreed the statement that MEAs evaluate the learning outcome of students.

viii. **Table 4.3.51** reveals that (100%) of the principals a disagreed the statement that MEAs assess 21st century skills during classroom teaching.

ix. **Table 4.3.52** reveals that (68.28%) of the principals disagreed the statement that M&E mechanism of their organization has improved the teaching-learning process in the classroom.

Inferential Analysis:

i. **Table 4.3.44** shows that the χ^2 value (97.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

ii. **Table 4.3.45** shows that the χ^2 value (186.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. **Table 4.3.46** shows that the χ^2 value (38.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. **Table 4.3.47** shows that the χ^2 value (60.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. **Table 4.3.48** shows that the χ^2 value (135) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

vi. **Table 4.3.49** shows that t the χ^2 value (125.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

vii. **Table 4.3.50** shows that the χ^2 value (96.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

viii. **Table 4.3.51** shows that the χ^2 value (0.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is insignificant and responses of majority of the principals are found leaning toward disagree.

ix. **Table 4.3.52** shows that the χ^2 value (91.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.10 Responses on Co-curricular Activities

Table 4.3.53. *MEAs Assess the Observance of National Events in the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	60	94	0	11	21	186	3.87	1.251	93.5
Percentage	32.26	50.54	-	5.91	11.29				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.53 reveals that 82.80% of the principals acknowledged that the MEAs assess the observance of national events in the school, while (17.20%) shows disagreement. *M*

score (3.87) supported favoured the statement and the *S.D* (1.251) shows significant variation in the responses. The χ^2 value (93.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

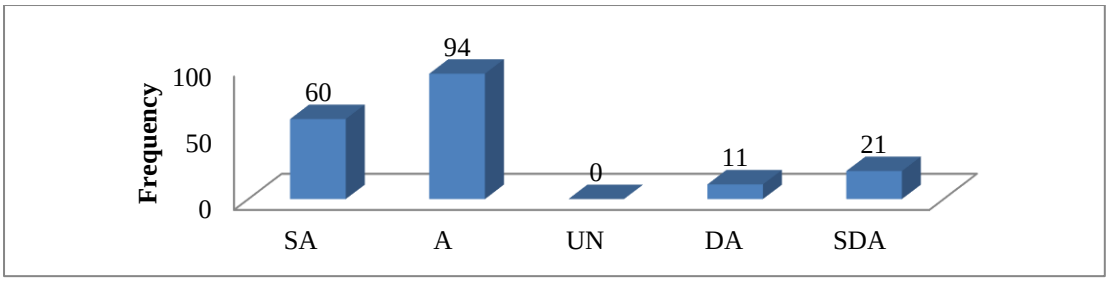

Figure 4.3.53. Assessment of Observance of National Events in School

Figure 4.3.53 shows that majority of the principals acknowledged that the MEAs assess the observance of national events in the school.

Table 4.3.54. *MEAs Assess the Events of the School Morning Assembly*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	4	9	0	86	87	186	1.69	0.875	137.9
Percentage	2.15	4.84	-	46.24	46.77				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.54 reveals that (93.01%) of the principals disagreed the statement that MEAs assess the events of the school morning assembly, while (6.99%) agreed the statement. The calculated value of *M* (1.69) did not favor the statement and the *S.D* (0.875) shows less variation in the responses. the χ^2 value (137.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

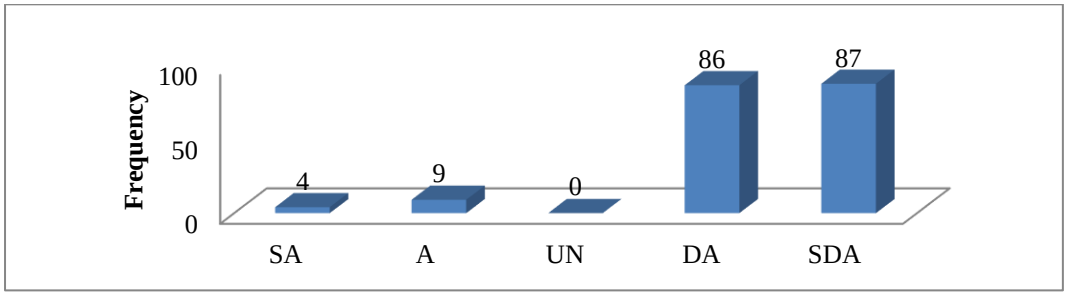

Figure 4.3.54. Assessment of School Morning Assembly

Figure 4.3.54 shows that majority of the principals acknowledged that the MEAs do not assess the events of the school morning assembly.

Table 4.3.55. *MEAs Assess Debate and Speech Competitions of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	20	10	0	54	102	186	1.88	1.314	111.2
Percentage	10.75	5.38	-	29.03	54.84				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.55 reveals that (83.87%) of the principals disagreed the statement that MEAs assess debates and speech competitions of the students, while (16.13%) agreed the statement. The calculated value of *M* (1.88) did not favor the statement and the *S.D* (1.314) shows significant variation in the responses. The χ^2 value (111.2) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

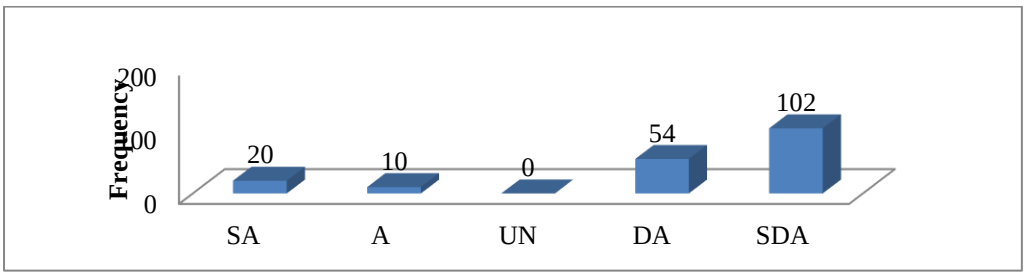

Figure 4.3.55. Assessment of Debates and Speech Competitions

Figure 4.3.55 shows that majority of the principals acknowledged that the MEAs do not assess debates and speech competitions of the students.

Table 4.3.56. *MEAs Assesses the STEAM/ STEM Projects of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	0	4	84	98	186	1.49	0.543	83
Percentage	-	-	2.15	45.16	52.69				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.56 reveals that (97.85%) of the principals acknowledged that the MEAs do not assess the STEAM/ STEM projects of the students, (2.15%) of the total undecided while nobody agreed the statement. The calculated value of *M* (1.49) did not favor the statement and the *S.D* (0.543) shows consistency in the responses. The χ^2 value (83) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

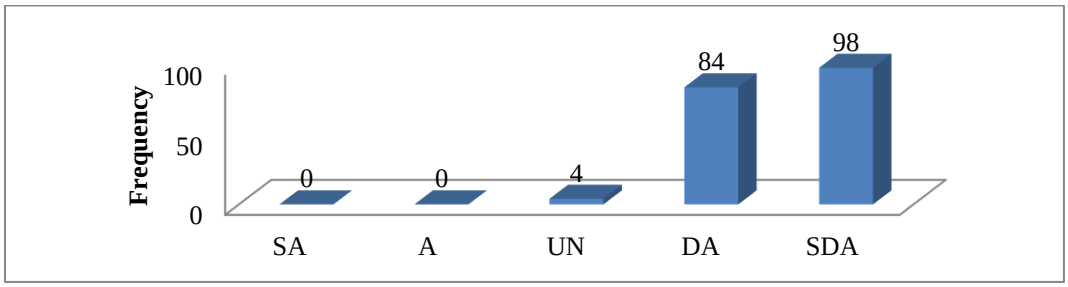

Figure 4.3.56. Assessment of STEAM/ STEM Projects of the Students

Figure 4.3.56 shows that majority of the principals acknowledged that the MEAs do not assess the STEAM/ STEM projects of the students.

Table 4.3.57. *M&E Mechanism has Promoted Co-curricular Activities in Your school*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	14	8	108	56	186	1.89	0.798	137.9
Percentage	-	7.53	4.30	58.06	30.11				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.57 reveals that (88.17%) of the principals disagreed the statement that M&E mechanism has promoted co-curricular activities in their school, (4.30%) of the total undecided while (7.53%) agreed the statement. The calculated value of *M* (1.89) did not favor the statement and the *S.D* (0.798) shows less variation in the responses. The χ^2 value (137.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement

is significant. But responses of majority of the principals are found leaning toward disagree.

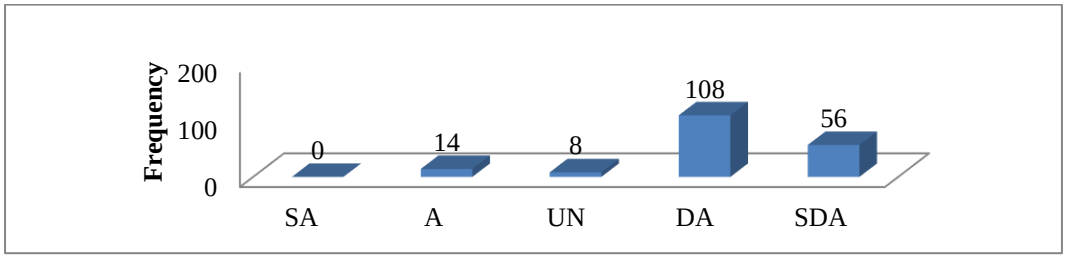

Figure 4.3.57. Effectiveness of M&E to Promote Co-curricular Activities

Figure 4.3.57 shows that majority of the principals acknowledged that the M&E mechanism has not promoted co-curricular activities in their school.

Table 4.3.57.1. *Co-curricular Activities*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.3.53.	60	94	-	11	21	186	3.87	1.251	93.5
Table 4.3.54.	4	9	-	86	87	186	1.69	0.875	137.9
Table 4.3.55.	20	10	-	54	102	186	1.88	1.314	111.2
Table 4.3.56.	-	-	4	84	98	186	1.49	0.543	83
Table 4.3.57.		14	8	108	56	186	1.89	0.798	137.9

Descriptive Analysis:

i. **Table 4.3.53** reveals that 82.80% of the principals acknowledged that the MEAs assess the observance of national events in the school.

ii. **Table 4.3.54** reveals that (93.01%) of the principals disagreed the statement that MEAs assess the events of the school morning assembly.

iii. **Table 4.3.55** reveals that (83.87%) of the principals disagreed the statement that MEAs assess debates and speech competitions of the students.

iv. **Table 4.3.56** reveals that (97.85%) of the principals disagreed the statement that MEAs assess the STEAM/ STEM projects of the students.

v. **Table 4.3.57** reveals that (88.17%) of the principals disagreed the statement that M&E mechanism has promoted co-curricular activities in their school.

Inferential Analysis:

i. **Table 4.3.53,** shows that the χ^2 value (93.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

ii. **Table 4.3.54,** shows that the χ^2 value (137.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. **Table 4.3.55,** shows that the χ^2 value (111.2) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. **Table 4.3.56,** shows that the χ^2 value (83) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. **Table 4.3.57,** shows that the χ^2 value (137.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.11 Responses on Discipline

Table 4.3.58. *MEAs Monitor the Dress Code of Teachers*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	20	87	0	45	34	186	3.08	1.369	53.8
Percentage	10.75	46.77	-	24.19	18.28				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.58 reveals that 57.53% of the principals acknowledged that the MEAs monitor the dress code of teachers, while (42.47%) showed disagreement. *M* score (3.08) supported above statement and the *S.D* (1.369) shows significant variation in the

responses. The χ^2 value (53.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

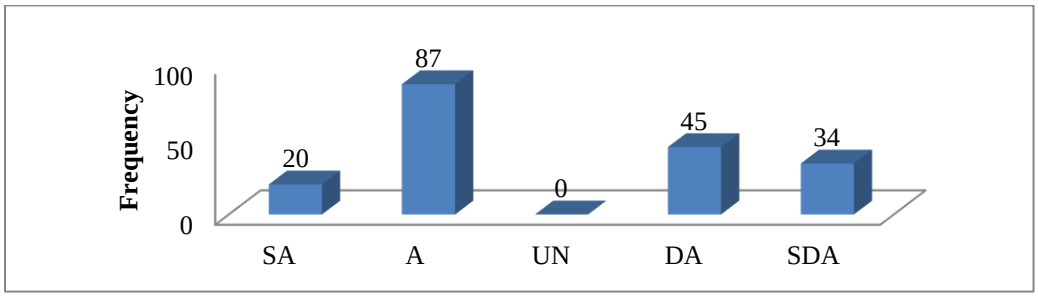

Figure 4.3.58. Monitoring of the Dress Code of Teachers

Figure 4.3.58 shows that majority of the principals acknowledged that the MEAs monitor the dress code of teachers.

Table 4.3.59. *MEAs Monitor the Students' Uniform*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	50	101	0	23	12	186	3.83	1.15	101.6
Percentage	26.88	54.30	-	12.37	6.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.59 reveals that 81.18% of the principals acknowledged that the MEAs monitors the students' uniform, while (18.82%) showed disagreement. *M* score (3.83) supported above statement and the *S.D* (1.15) shows significant variation in the responses. The χ^2 value (101.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

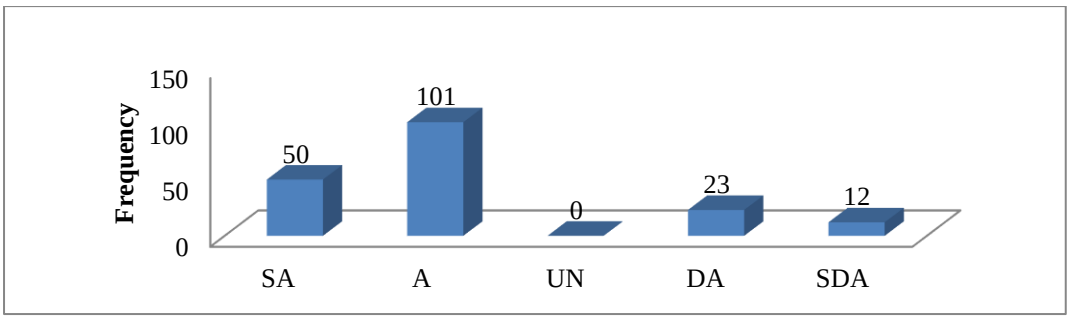

Figure 4.3.59. Monitoring of Students' Uniform

Figure 4.3.59 shows that of the principals acknowledged that the MEAs monitor the students' uniform.

Table 4.3.60. *MEAs Evaluate the Punctuality and Commitment of the Teachers*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	60	83	2	10	31	186	3.7	1.404	124.6
Percentage	32.26	44.62	1.08	5.38	16.67				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.60 reveals that 76.88% of the principals acknowledged that the MEAs evaluate the punctuality and commitment of the teachers, (1.08%) of the total undecided while (22.04%) showed disagreement. *M* score (3.7) supported above statement and the *S.D* (1.404) shows significant variation in the responses. The χ^2 value (124.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

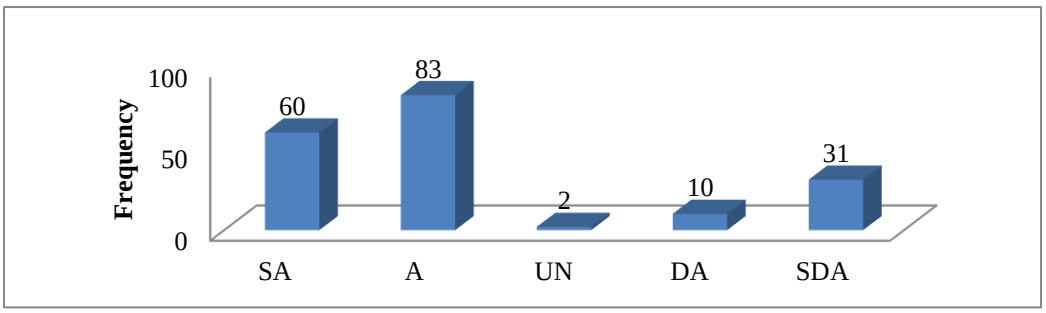

Figure 4.3.60. Evaluation of Punctuality and Commitment

Figure 4.3.60 shows that majority of the principals acknowledged that the MEAs evaluate the punctuality and commitment of the teachers.

Table 4.3.61. *MEAs Assess the Students' Behaviors*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	20	13	5	25	123	186	1.83	1.384	253.5
Percentage	10.75	6.99	2.69	13.44	66.13				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.61 reveals that (79.57%) of the principals disagreed the statement that the MEAs assess the students' behaviors, (2.69%) of the total undecided while (17.74%) agreed the statement. The calculated value of *M* (1.83) did not favor the statement and the *S.D* (1.384) shows significant variation in responses. The χ^2 value (253.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

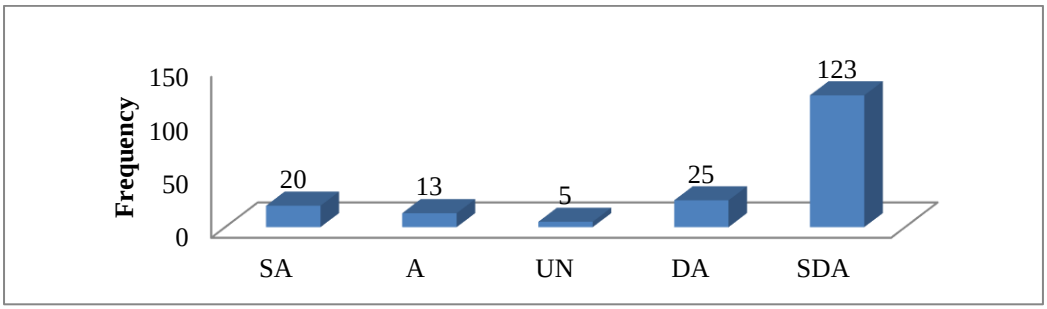

Figure 4.3.61. Assessment of Students' Behaviors

Figure 4.3.61 shows that majority of the principals acknowledged that the MEAs do not assess the students' behaviors.

Table 4.3.62. *M&E Mechanism has Improved the Discipline in Your School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	20	88	0	44	34	186	3.09	1.369	55.6
Percentage	10.75	47.31	-	23.66	18.28				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.62 reveals that 58.06% of the principals acknowledged that the M&E mechanism has improved the discipline in their school, while (41.94%) showed disagreement. *M* score (3.09) supported above statement and the *S.D* (1.369) shows significant variation in the responses. The χ^2 value (55.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

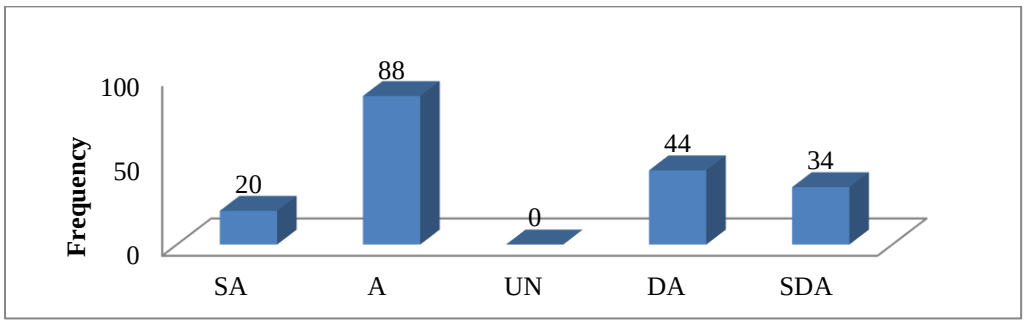

Figure 4.3.62. Effectiveness of M&E to Improve Discipline

Figure 4.3.62 shows that majority of the principals acknowledged that the M&E mechanism has improved the discipline in their school.

Table 4.3.62.1. *Discipline in the School*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ2***
Table 4.3.58	20	87	-	45	34	186	3.08	1.37	53.8
Table 4.3.59	50	101	-	23	12	186	3.83	1.15	101.6
Table 4.3.60	60	83	2	10	31	186	3.7	1.40	124.6
Table 4.3.61	20	13	5	25	123	186	1.83	1.38	253.5
Table 4.3.62	20	88	-	44	34	186	3.09	1.37	55.6

Descriptive Analysis:

i. **Table 4.3.58** reveals that 57.53% of the principals acknowledged that the MEAs monitor the dress code of teachers.

ii. **Table 4.3.59** reveals that 81.18% of the principals acknowledged that the MEAs monitor the students' uniform.

iii. **Table 4.3.60** reveals that 76.88% of the principals acknowledged that the MEAs evaluate the punctuality and commitment of the teachers.

iv. **Table 4.3.61** reveals that (79.57%) of the principals disagreed the statement that the MEA assesses the students' behaviors.

v. **Table 4.3.62** reveals that 58.06% of the principals acknowledged that the M&E mechanism has improved the discipline in their school.

Inferential Analysis:

i. **Table 4.3.58** shows that the χ^2 value (53.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

ii. **Table 4.3.59** shows that the χ^2 value (101.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

iii. **Table 4.3.60** shows that the χ^2 value (124.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

iv. **Table 4.3.61** shows that the χ^2 value (253.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. **Table 4.3.62** shows that the χ^2 value (55.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

4.3.12 Responses on Assessment

Table 4.3.63. *MEAs Monitor the Assessment Mechanism of Students' Written Work*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	60	85	0	16	25	186	3.75	1.35	65.7
Percentage	32.26	45.70	-	8.60	13.44				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.63 reveals that 77.96 % of the principals acknowledged that the MEAs monitor the assessment mechanism of students' written work, while (22.04%) showed disagreement. *M* score (3.75) supported above statement and the *S.D* (1.35) shows significant variation in the responses. The χ^2 value (65.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

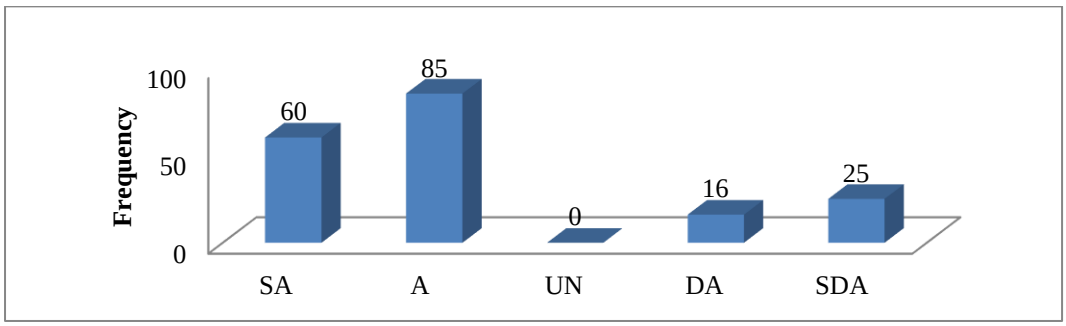

Figure 4.3.63. Shows the Monitoring of Assessment Mechanism

Figure 4.3.63 shows that of the principals acknowledged that the MEAs monitor the assessment mechanism of students' written work.

Table 4.3.64. *MEAs Monitor the Assessment Level of Students' Diaries*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	4	20	0	64	98	186	1.75	1.047	117.6
Percentage	2.15	10.75	-	34.41	52.69				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.64 reveals that (87.10%) of the principals disagreed the statement that MEAs monitor the assessment level of students' diaries, while (12.90%) agreed the statement. The calculated value of *M* (1.75) did not favor the statement and the *S.D* (1.047) shows significant variation in responses. The χ^2 value (117.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But majority of the principals' responses are found leaning toward disagree.

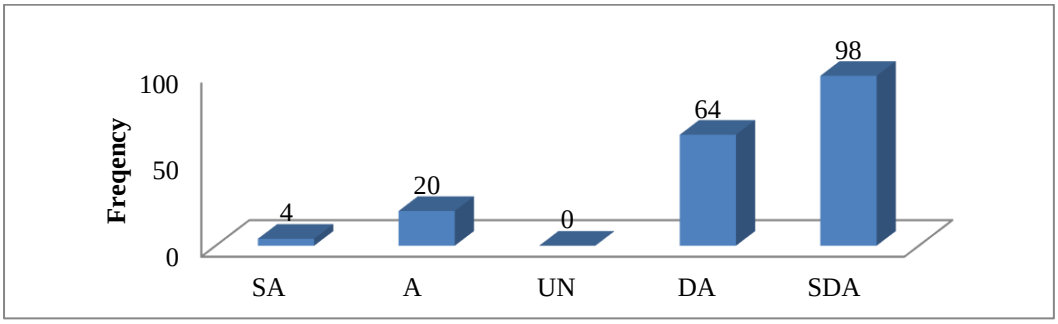

Figure 4.3.64. Monitoring the Assessment of Students' Diaries

Figure 4.3.64 shows that majority of the principals acknowledged that the MEAs do not monitor the assessment level of students' diaries.

Table 4.3.65. *MEAs Assess the Holistic Development of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	3	5	35	143	186	1.29	0.599	280.8
Percentage	-	1.61	2.69	18.82	76.88				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.65 reveals that 95.70% principals showed disagreement that MEAs assess the holistic development of the students, (2.69%) of the total undecided while (1.61%) agreed the statement. The calculated value of *M* (1.29) did not favor the statement and the *S.D* (0.599) shows significant consistency in responses. The χ^2 value (280.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

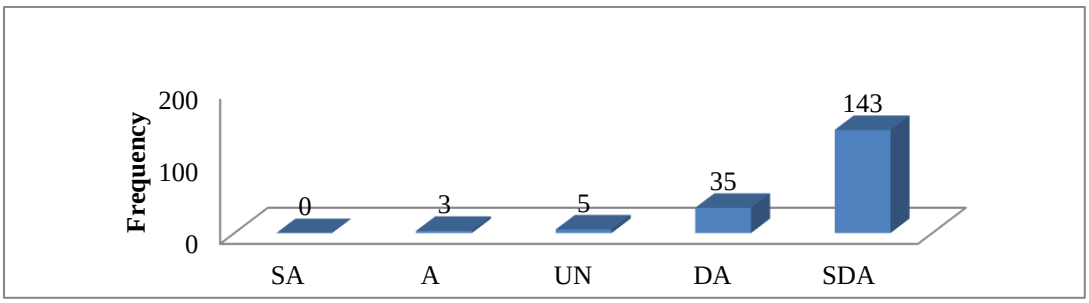

Figure 4.3.65. Assessment of Holistic Development of the Students

Figure 4.3.65 shows that of the principals acknowledged that the MEAs do not assess the holistic development of the students.

Table 4.3.66. *M&E Mechanism has Improved the Assessment System of School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	0	0	38	148	186	1.2	0.404	65.1
Percentage	-	-	-	20.43	79.57				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.66 reveals that (100%) of the principals disagreed the statement that M&E mechanism has improved the assessment system of their school, and no respondent agreed the statement. The calculated value of *M* (1.2 did not favor the statement and the *S.D* (0.404) shows consistency in the responses. The χ^2 value (65.1) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

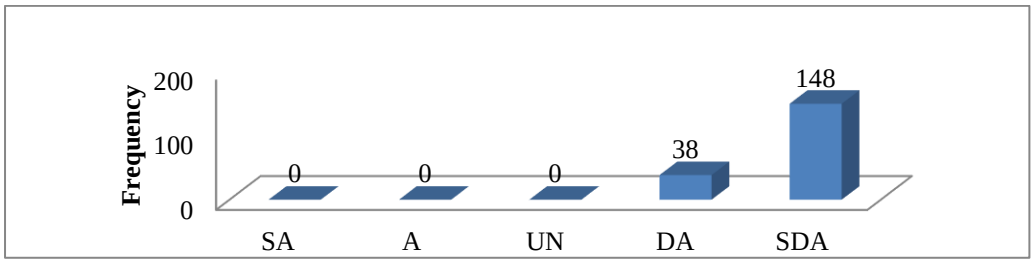

Figure 4.3.66. Effectiveness of M&E to Improve the Assessment in the School

Figure 4.3.66 shows that majority of the principals acknowledged that the M&E mechanism has not improved the assessment system of their school.

Table 4.3.66.1. *Assessment*

Combined Analysis of:	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.3.63	60	85	-	16	25	186	3.75	1.35	65.7
Table 4.3.64	4	20	-	64	98	186	1.75	1.047	117.6
Table 4.3.65	-	3	5	35	143	186	1.29	0.599	280.8
Table 4.3.66	-	-	-	38	148	186	1.2	0.404	65.1

Descriptive Analysis:

i. **Table 4.3.63** reveals that 77.96 % of the principals acknowledged that the MEAs monitor the assessment mechanism of students' written work.

ii. **Table 4.3.64** reveals that (87.10%) of the principals disagreed the statement that MEAs monitor the assessment level of students' diaries.

iii. **Table 4.3.65** reveals that 95.70% principals showed disagreement with statement that MEAs assess the holistic development of the students.

iv. **Table 4.3.66** reveals that of the principals disagreed the statement that M&E mechanism has improved the assessment system of their school.

Inferential Analysis:

i. **Table 4.3.63** shows that the χ^2 value (65.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

ii. **Table 4.3.64** shows that the χ^2 value (117.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. **Table 4.3.65** shows that the χ^2 value (280.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. **Table 4.3.66** shows that the χ^2 value (65.1) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.13 Responses on Academic Results

Table 4.3.67. *MEAs Check Class-wise Results of the School Against Their Targets*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	54	110	0	12	10	186	4	1.019	142.2
Percentage	29.03	59.14	-	6.45	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.67 reveals that 88.17% of the principals acknowledged that the MEAs check the class-wise results of the school against their targets, while (11.83%) disagreed the statement. The calculated value of *M* (4) favoured the statement and the *S.D* (1.019) shows significant variation in the responses. The χ^2 value (142.2) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

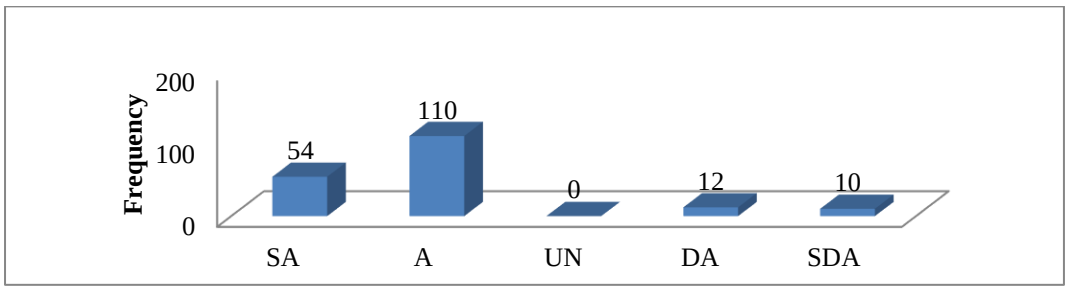

Figure 4.3.67. Evaluation of Class-wise Results of the School

Figure 4.3.67 shows that majority of the principals acknowledged that the MEAs check the class-wise results of the school against their targets.

Table 4.3.68. *MEAs Monitor and Evaluate the Board Results of Grades IX and X*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	86	100	0	0	0	186	4.46	0.5	1.1
Percentage	46.24	53.76	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.68 reveals that 100% of the principals acknowledged that the MEAs monitor and evaluate the Board results of Grades IX and X, while no respondent disagreed the statement. The calculated value of *M* (4.46) favoured the statement and the *S.D* (0.5) shows consistency in responses. The χ^2 value (1.1) is lower than table value (9.45) at α=.05 and df=4. Therefore, the statement is insignificant.

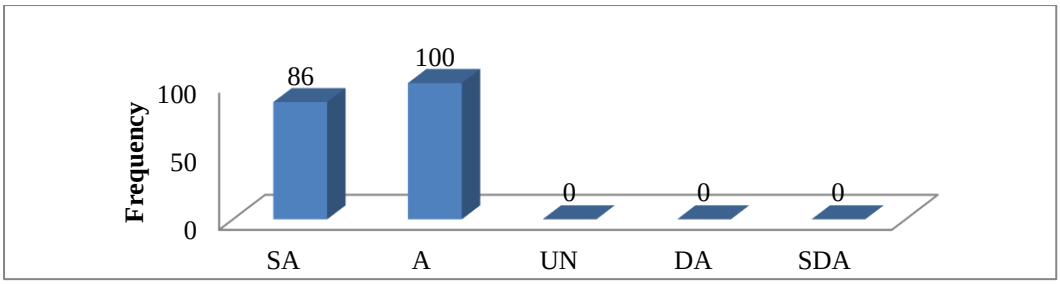

Figure 4.3.68. Evaluation of Board Results of Grade IX and X

Figure 4.3.68 also shows that majority of the principals acknowledged that the MEAs monitor and evaluate the Board results of Grades IX and X.

Table 4.3.69. *M&E Mechanism has Improved the Year-wise Results at all Levels*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	42	144	0	0	0	186	4.23	0.42	55.9
Percentage	22.58	77.42	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.69 reveals that 100% principals acknowledged that monitoring and evaluation mechanism of their setup has improved the year-wise results at all levels in secondary school, while no respondent disagreed the statement. The calculated value of *M* (4.23) favoured the statement and the *S.D* (0.419) shows significant consistency in the responses. The χ^2 value (55.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

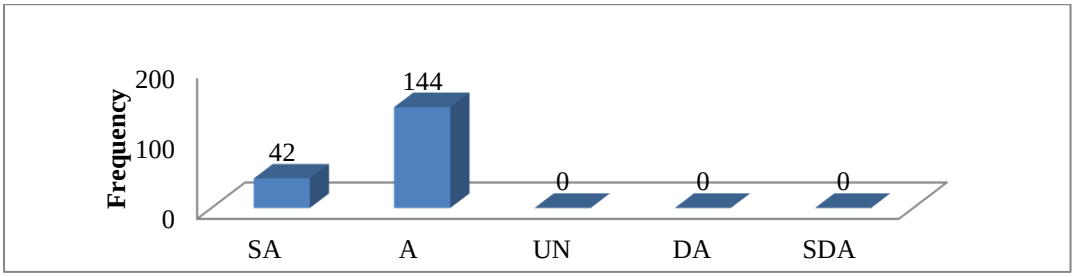

Figure 4.3.69. Effectiveness of M&E to Improve the Year-wise Results

Figure 4.3.69 shows that majority of the principals acknowledged that M&E mechanism of their organization has improved the year-wise results at all levels in secondary school.

Table 4.3.69.1. *Academic Results*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.3.67	54	110	12	10	186	4	1.02	142.2
Table 4.3.68	86	100	-	-	186	4.5	0.5	1.1
Table 4.3.69	42	144	-	-	186	4.2	0.42	55.9

Descriptive Analysis:

i. **Table 4.3.67** reveals that 88.17% of the principals acknowledged that the MEAs check the class-wise results of the school against their targets.

ii. **Table 4.3.68** reveals that 100% of the principals acknowledged that the MEAs monitor and evaluate the Board results of Grades IX and X.

iii. **Table 4.3.69** reveals that 100% of the principals acknowledged that the M&E mechanism of their organization has improved the year-wise results at all levels in secondary school.

Inferential Analysis:

i. **Table 4.3.67** shows that the χ^2 value (142.2) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.3.68** shows that the χ^2 value (1.1) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

iii. **Table 4.3.69** shows that the χ^2 value (55.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

4.3.14 Responses on Accounts and Financial Matters

Table 4.3.70. *MEAs Take Information About Funds During Their Visit*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	66	90	0	10	20	186	3.92	1.241	92.6
Percentage	35.48	48.39	-	5.38	10.75				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.70 reveals that 83.87% of the principals acknowledged that the MEAs take information about funds from all heads during their visit, while (16.13%) showed disagreement. *M* score (3.92) supported above statement and the *S.D* (1.241) shows significant variation in the responses. The χ^2 value (92.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

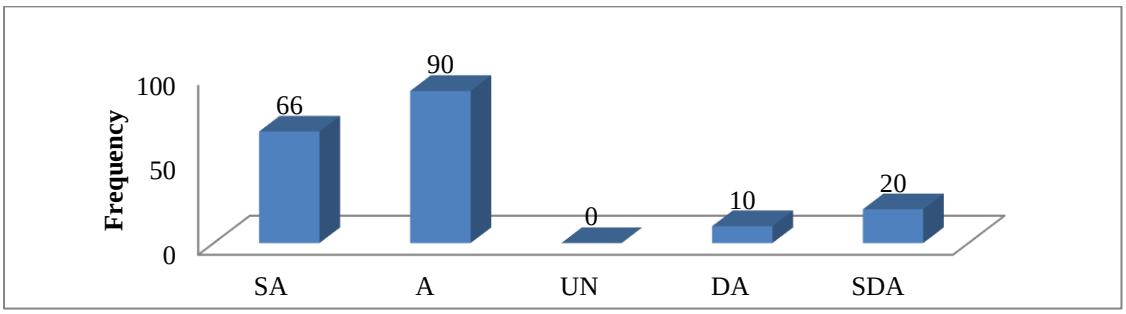

Figure 4.3.70. Evaluation of Funds

Figure 4.3.70 shows that majority of the principals acknowledged that the MEAs take information about funds from all heads during their visit.

Table 4.3.71. *MEAs Ensure Proper Utilization of Funds*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	6	6	0	70	104	186	1.6	0.91	153.5
Percentage	3.23	3.23	-	37.63	55.91				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.71 reveals that (93.55%) of the principals disagreed the statement that MEAs ensure proper utilization of funds, while (6.45%) agreed the statement. The calculated value of *M* (1.6) did not favor the statement and the *S.D* (0.91) shows less variation in the responses. The χ^2 value (153.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

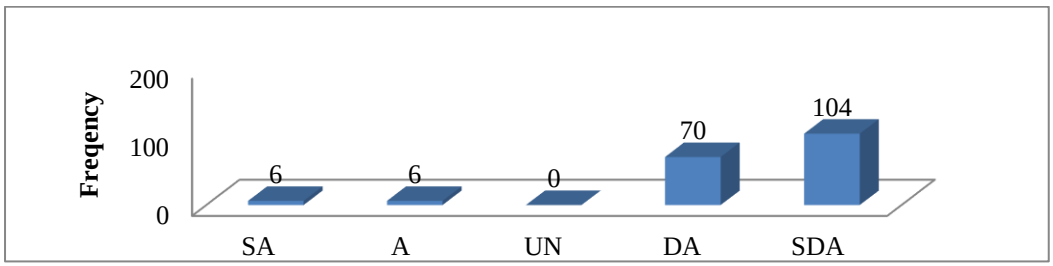

Figure 4.3.71. Assessment of Proper Utilization of Funds

Figure 4.3.71 shows that majority of the principals acknowledged that the MEAs do not ensures proper utilization of funds.

Table 4.3.72. *MEAs Ask Students About Any Illegal Funds Collection*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	5	8	1	72	100	186	1.63	0.91	224.6
Percentage	2.69	4.30	0.54	38.71	53.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.72 reveals that (92.47%) of the principals disagreed the statement that MEAs do not ask students about any illegal funds collection, (0.54%) of the total undecided while (6.99%) agreed the statement. The calculated value of *M* (1.63) did not favor the statement and the *S.D* (0.91) shows less variation in the responses. The χ^2 value (224.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

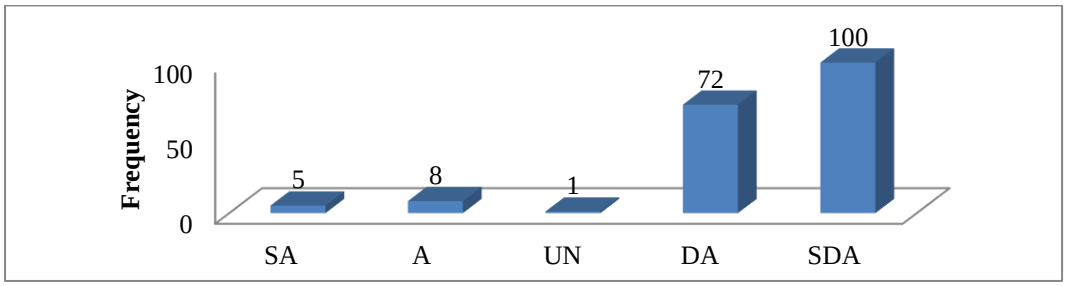

Figure 4.3.72. Assessment of Illegal Funds Collection

Figure 4.3.72 shows that majority of the principals acknowledged that the MEAs do not ask students about any illegal funds collection.

Table 4.3.73. *MEAs Evaluate the Funds of Various Projects*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	8	4	2	40	132	186	1.47	0.96	327.7
Percentage	4.30	2.15	1.08	21.51	70.97				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.73 reveals that (92.47%) of the principals disagreed the statement that MEAs evaluate the funds of various projects, (1.08%) of the total undecided while (6.45%) agreed the statement. The calculated value of *M* (1.47) did not favor the statement and

the *S.D* (0.96) shows less variation in responses. The χ^2 value (327.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

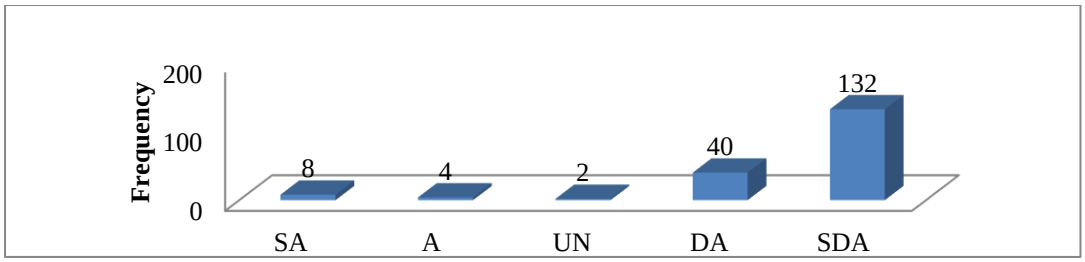

Figure 4.3.73. Evaluation of Various Projects' Funds

Figure 4.3.73 shows that majority of the principals acknowledged that the MEAs do not evaluate the funds of various projects.

Table 4.3.74. *M&E Mechanism has Improved Transparency in Financial Matters*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	0	12	0	62	112	186	1.53	0.8	80.6
Percentage	-	6.45	-	33.33	60.22				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.74 reveals that (93.55%) of the principals disagreed the statement that M&E mechanism of their organization has improved the transparency in all financial matters, while (6.45%) agreed the statement. The calculated value of *M* (1.53) did not favor the statement and the *S.D* (0.8) shows less variation in the responses. The χ^2 value (80.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree.

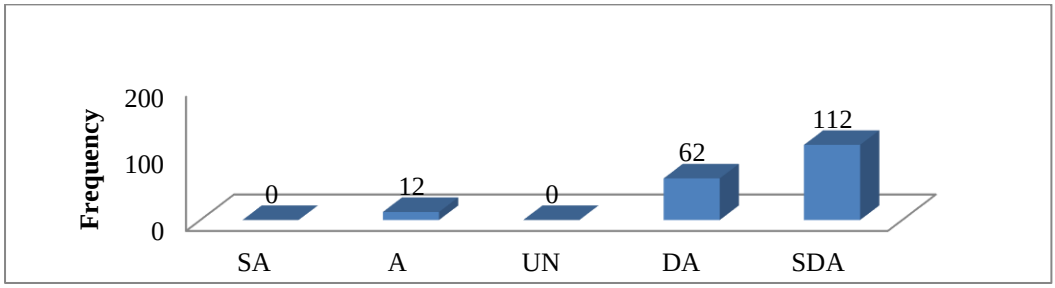

Figure 4.3.74. Effectiveness of M&E to Improve Transparency

Figure 4.3.74 shows that majority of the principals acknowledged that M&E mechanism of their organization has not improved the transparency in all financial matters.

Table 4.3.74.1. *Accounts and Financial Matters*

Combined Analysis of:	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.3.70	66	90	-	10	20	186	3.92	1.24	92.6
Table 4.3.71	6	6	-	70	104	186	1.6	0.91	153.5
Table 4.3.72	5	8	1	72	100	186	1.63	0.91	224.6
Table 4.3.73	8	4	2	40	132	186	1.47	0.96	327.7
Table 4.3.74	-	12	-	62	112	186	1.53	0.8	80.6

Descriptive Analysis:

i. **Table 4.3.70** reveals that 83.87% of the principals acknowledged that the MEAs take information about funds from all heads during their visit.

ii. **Table 4.3.71** reveals that (93.55%) of the principals disagreed the statement that MEAs ensure proper utilization of funds.

iii. **Table 4.3.72** reveals that (92.47%) of the principals disagreed the statement that MEAs ask students about any illegal funds collection.

iv. **Table 4.3.73** reveals that (92.47%) of the principals disagreed the statement that the MEAs evaluate the funds of various projects.

v. **Table 4.3.74** reveals that (93.55%) of the principals disagreed the statement that the M&E mechanism of their organization has improved the transparency in all financial matters.

Inferential Analysis:

i. **Table 4.3.70,** shows that the χ^2 value (92.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.3.71,** shows that the χ^2 value (153.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. **Table 4.3.72,** shows that the χ^2 value (224.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iv. **Table 4.3.73,** shows that the χ^2 value (327.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. **Table 4.3.74,** shows that the χ^2 value (80.6) is higher than table value (9.45) at α=.05 and df=4. Hence, statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.3.15 Responses on Problems Faced by MEAs

Table 4.3.75. *Paucity of Time is the Main Problem which Prevents Assessing Various Activities of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	64	92	**0**	10	20	186	3.91	1.236	94.9
Percentage	34.41	49.46	-	5.38	10.75				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.75 reveals that 83.87% of the principals acknowledged that paucity of time is the main problem which prevents assessing various activities of the school, while (16.13%) showed disagreement. *M* score (3.91) supported above statement and the *S.D* (1.236) shows significant variation in responses. The χ^2 value (94.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

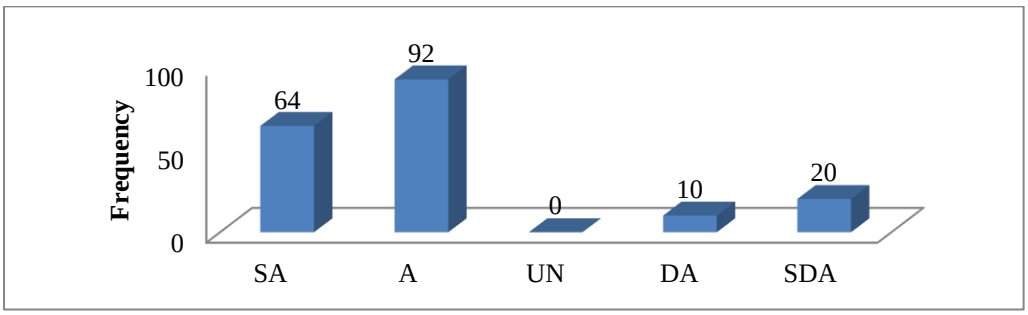

Figure 4.3.75. Paucity of Time is the Main Problem Faced by M&E

Figure 4.3.75 shows that majority of the principals acknowledged that the paucity of time is the main problem which prevents assessing various activities of the school.

Table 4.3.76. *Limited M&E Staff is the Main Problem that Prevents Performing the M&E Process Smoothly*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	54	102	0	3	27	186	3.82	1.28	116.3
Percentage	29.03	54.84	-	1.61	14.52				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.76 reveals that 83.87% of the principals acknowledged that the llimited M&E staff is the main problem that prevents performing the M&E process smoothly, while (16.13%) showed disagreement. *M* score (3.82) supported above statement and the *S.D* (1.28) shows significant variation in the responses. The χ^2 value (116.3) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

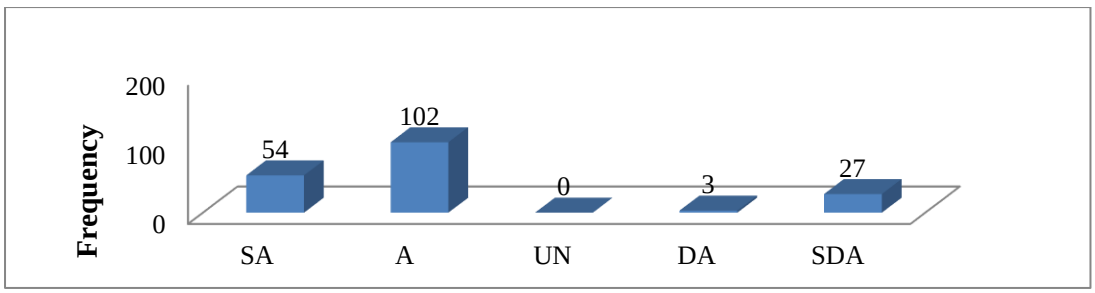

Figure 4.3.76. Limited Staff is the Main Problem Faced by M&E

Figure 4.3.76 shows that majority of the principals acknowledged that the llimited M&E staff is the main problem that prevents performing the M&E process smoothly.

Table 4.3.77. *Insufficient Financial Resources are the Main Problem that Hinders the Evaluation of Various Aspects of the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	70	96	**0**	19	1	186	4.16	0.902	125.4
Percentage	37.63	51.61	-	10.22	0.54				

Tabulated value of Chi-Square = 9.448 p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.77 reveals that 89.25% of the principals acknowledged that the insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school, while (10.75%) disagreed the statement. The calculated value of *M* (4.16) favoured the statement and the *S.D* (0.902) shows less variation in the responses. The χ^2 value (125.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

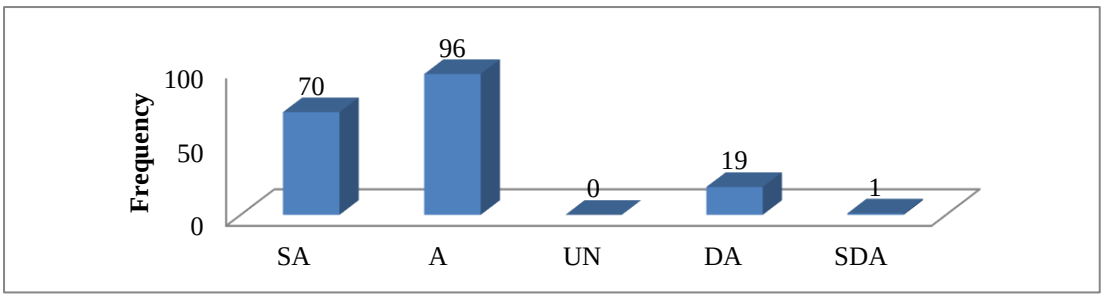

Figure 4.3.77. Problem of Insufficient Financial Resources Faced by M&E

Figure 4.3.77 shows that majority of the principals acknowledged that insufficient financial resources is the main problem that hinders the evaluation of various aspects of the school.

Table 4.3.78. *Main Problem is the Unavailability of Technical Experts of MEAs*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	8	6	0	52	120	186	1.55	0.981	184
Percentage	4.30	3.23	-	27.96	64.52				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.78 reveals that (92.47%) of the principals disagreed the statement that main problem is the unavailability of technical experts in the MEAs, while (7.53%) agreed the statement. The calculated value of *M* (1.55) did not favor the statement and the *S.D* (0.981) shows less variation in the responses. The χ^2 value (184) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

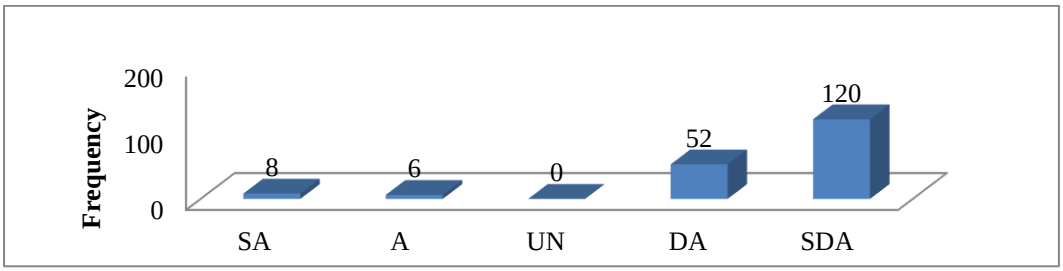

Figure 4.3.78. Problem of Unavailability of Experts Faced by M&E

Figure 4.3.78 shows that majority of the principals acknowledged that the main problem is not the unavailability of technical experts of MEAs.

Table 4.3.79. *Main Problem is that the School Staff Does not Support M&E*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	50	119	0	0	17	186	3.99	1.048	87.4
Percentage	26.88	63.98	-	-	9.14				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.79 reveals that 90.86% of the principals acknowledged that the main problem faced by MEAs is that the school does not support M&E, while (9.14%) showed disagreement. *M* score (3.99) supported above statement and the *S.D* (1.048) shows significant variation in the responses. The χ^2 value (87.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

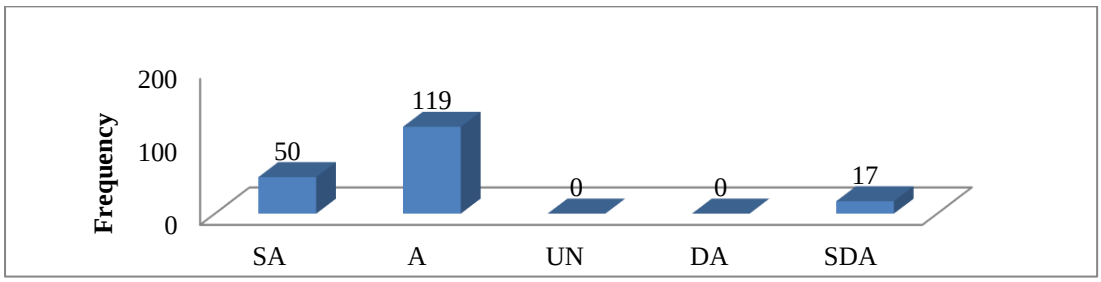

Figure 4.3.79. Resistance of School Staff is Main Problem Faced by M&E

Figure 4.79 shows hat majority of the principals acknowledged that the main problem faced by the MEAs is that the school does not support M&E.

Table 4.3.80. *Main Problem is that There is no Proper Framework of M&E*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	40	116	2	28	0	186	3.9	0.907	154.7
Percentage	21.51	62.37	1.08	15.05	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.80 reveals that 83.87% of the principals acknowledged that the main problem is that there is no proper framework of M&E at the secondary school level, (1.08%) of the total undecided while (15.05%) showed disagreement. *M* score (3.9) supported above statement and the *S.D* (0.907) shows less variation in the responses. the χ^2 value (154.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

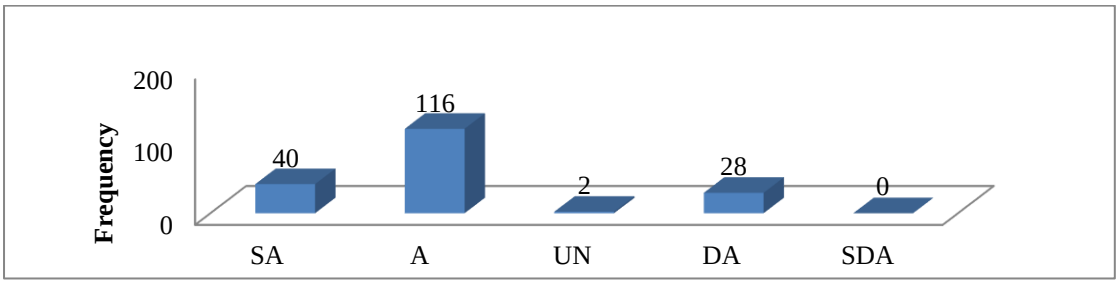

Figure 4.3.80. Nonexistence of M&E Framework is the Main Problem of M&E

Figure 4.3.80 shows that majority of the principals acknowledged that the main problem is that there is no proper framework of M&E at the secondary school level.

Table 4.3.81. *Conventional Way of M&E is the Main Problem Which Takes Long Time*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	50	136	0	0	0	186	4.27	0.445	39.8
Percentage	26.88	73.12	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.81 reveals that 100% of the principals acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation, while no respondent disagreed the statement. The calculated value of *M* (4.27) favoured the statement and the *S.D* (0.445) shows consistency in responses. The χ^2 value (39.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

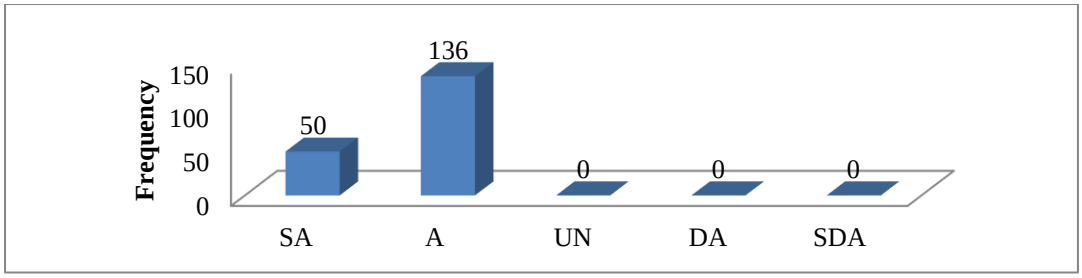

Figure 4.3.81 Conventional Way of M&E is the Main Problem

Figure 4.3.81 shows that majority of the principals acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation.

Table 4.3.82. *Main Problem is That M&E Lacks Emerging Technologies*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	149	37	0	0	0	186	4.8	0.4	67.4
Percentage	80.11	19.89	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.82 reveals that 100% of the principals acknowledged that the main problem is that the M&E mechanism lacks emerging technologies, while no respondent disagreed the statement. The calculated value of *M* (4.8) favoured the statement and the *S.D* (0.4)

shows consistency in the responses. The χ^2 value (67.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

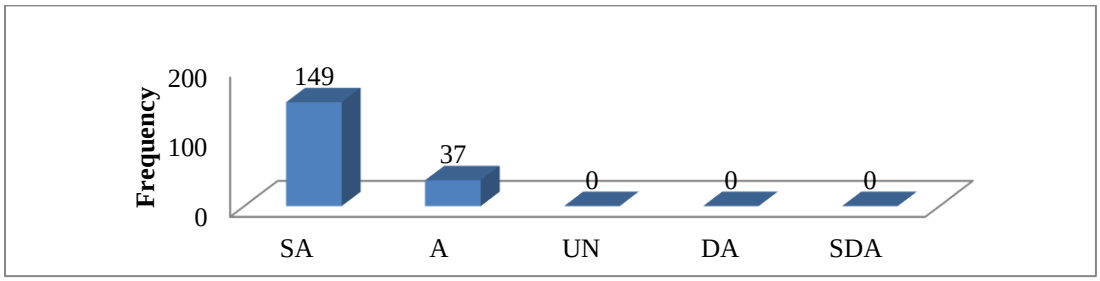

Figure 4.3.82 Inadequacy of Emerging Technology is the Main Problem of M&E

Figure 4.3.82 shows that majority of the principals acknowledged that the main problem is that the M&E mechanism lacks emerging technologies.

Table 4.3.83. *Main Problem is that M&E is not Carried Out by Independent Body*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	9	177	0	0	0	186	4.05	0.215	151.7
Percentage	4.84	95.16	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.83 reveals that 100% of the principals acknowledged that one of the main problems is that M&E is not carried out by the independent body, while no respondent disagreed the statement. The calculated value of *M* (4.05) favoured the statement and the *S.D* (0.215) shows consistency in the responses. The χ^2 value (151.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

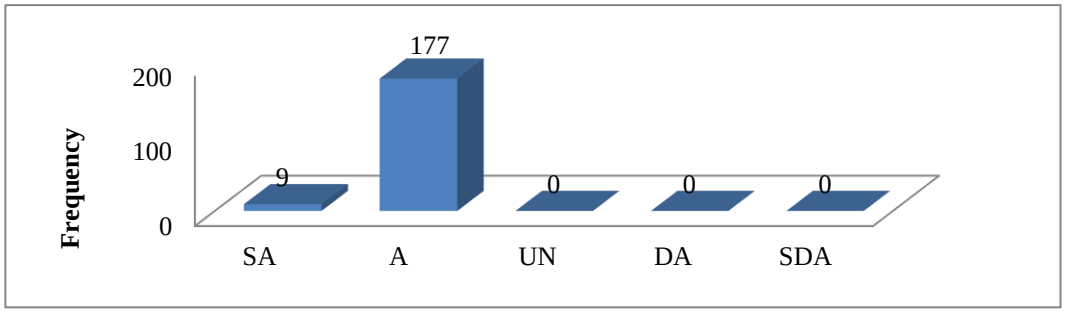

Figure 4.3.83. Non-existence of Independent Body is the Main Problem

Figure 4.3.83 shows that majority of the principals acknowledged that the one of the main problems is that M&E is not carried out by the independent body.

Table 4.3.84. *Main Problem with M&E is that it Does not Assess the Development of 21st Century Skills in Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	46	130	0	6	4	186	4.12	0.748	224.1
Percentage	24.73	69.89	-	3.23	2.15				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.84 reveals that 94.62% of the principals acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills during classroom teaching, while (5.38 %) disagreed the statement. The calculated value of *M* (4.12) favoured the statement and the *S.D* (0.748) shows consistency in the responses. The χ^2 value (224.1) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

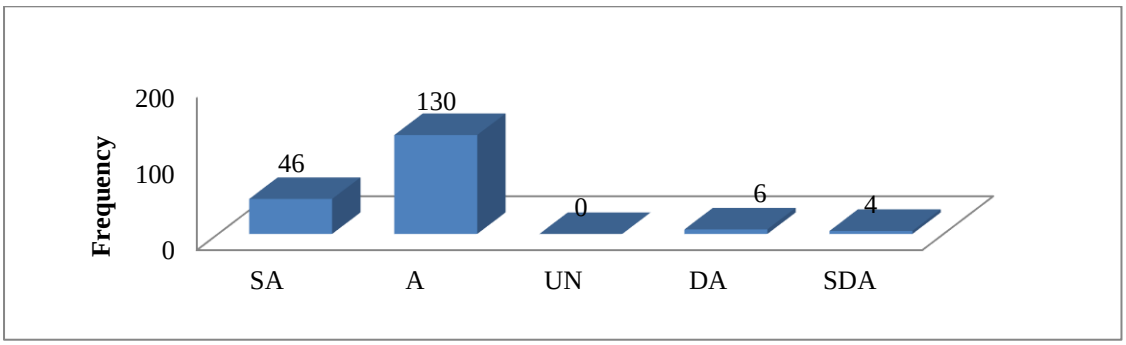

Figure 4.3.84 Problem is That M&E Does not Assess the 21stCentury Skills

Figure 4.3.84 shows that majority of the principals acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills during classroom teaching.

Table 4.3.84.1. *Problems Faced by M&E at Secondary School Level*

Combined Analysis of:	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.3.75	64	92	-	10	20	186	3.91	1.236	94.9
Table 4.3.76	54	102	-	3	27	186	3.82	1.28	116.3
Table 4.3.77	70	96	-	19	1	186	4.16	0.902	125.4
Table 4.3.78	8	6	-	52	120	186	1.55	0.981	184
Table 4.3.79	50	119	-	-	17	186	3.99	1.048	87.4
Table 4.3.80	40	116	2	28	-	186	3.9	0.907	154.7
Table 4.3.81	50	136	-	-	-	186	4.27	0.445	39.8
Table 4.3.82	149	37	-	-	-	186	4.8	0.4	67.4
Table 4.3.83	9	177	-	-	-	186	4.05	0.215	151.7
Table 4.3.84	46	130	-	6	4	186	4.12	0.748	224.1

Descriptive Analysis:

i. **Table 4.3.75** reveals that 83.87% of the principals acknowledged that paucity of time is the main problem which prevents assessing various activities of the school.

ii. **Table 4.3.76** reveals that 83.87% of the principals acknowledged that llimited M&E staff is the main problem that prevents performing M&E process smoothly.

iii. **Table 4.3.77** reveals that 89.25% of the principals acknowledged that insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school.

iv. **Table 4.3.78** reveals that (92.47%) of the principals disagreed the statement that unavailability of technical experts of the MEAs is the main problem faced by MEAs.

v. **Table 4.3.79** reveals that 90.86% of the principals acknowledged that the main problem faced by the MEAs is that the school does not support M&E.

vi. **Table 4.3.80** reveals that 83.87% of the principals acknowledged that the main problem is that there is no proper framework of M&E at the secondary school level.

vii. **Table 4.3.81** reveals that 100% of the principals acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation.

viii. **Table 4.3.82** reveals that 100% of the principals acknowledged that the main problem is that the M&E mechanism lacks emerging technologies.

ix. **Table 4.3.83** reveals that 100% of the principals acknowledged that one main problem is that M&E is not carried out by the independent body.

x. **Table 4.3.84** reveals that 94.62% of the principals acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills during classroom teaching.

Inferential Analysis:

i. **Table 4.3.75** shows that the χ^2 value (94.9) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.3.76** shows that the χ^2 value (116.3) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.3.77** shows that the χ^2 value (125.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.3.78** shows that the χ^2 value (184) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

v. **Table 4.3.79** shows that the χ^2 value (87.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vi. **Table 4.3.80** shows that the χ^2 value (154.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vii. **Table 4.3.81** shows that the χ^2 value (39.8) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

viii. **Table 4.3.82** shows that the χ^2 value (67.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ix. **Table 4.3.83** shows that the χ^2 value (151.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

x. **Table 4.3.84** shows that the χ^2 value (224.1) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

4.3.16 Responses on Prospects of M&E

Table 4.3.85. *Do You Think That Your Organization Needs a Clear Logical Framework of M&E?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	60	126	0	0	0	186	4.32	0.469	23.4
Percentage	32.26	67.74	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.85 reveals that 100% of the principals acknowledged that their organization needs a clear logical framework of M&E, and no respondent disagreed the statement. The calculated value of *M* (4.32) favoured the statement and the *S.D* (0.469) shows consistency in the responses. The χ^2 value (23.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

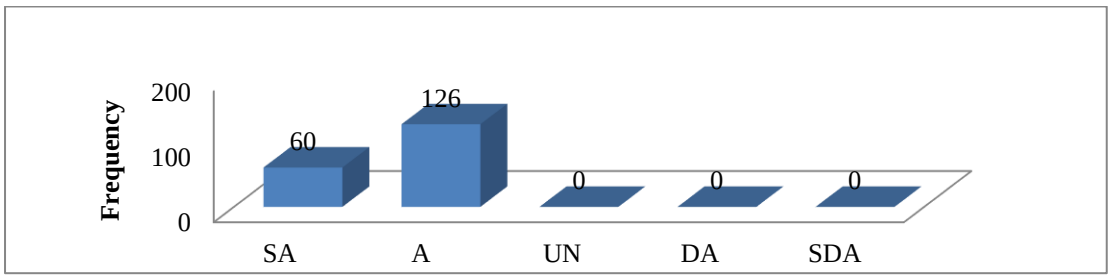

Figure 4.3.85 Organization Needs a Clear Logical Framework for M&E

Figure 4.3.85 shows that majority of the principals acknowledged that their organization need a clear logical framework of M&E.

Table 4.3.86. *Do You Think That Your Organization Needs tangible KPIs to Measure all Aspects of the School?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	22	164	0	0	0	186	4.12	0.324	108.4
Percentage	11.83	88.17	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.86 reveals that 100% of the principals acknowledged that their organization needs tangible KPIs to measure all aspects of the school, and no respondent disagreed the statement. *M* score (4.12) supported above statement and *S.D* (0.324) shows consistency in the responses. The χ^2 value (108.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

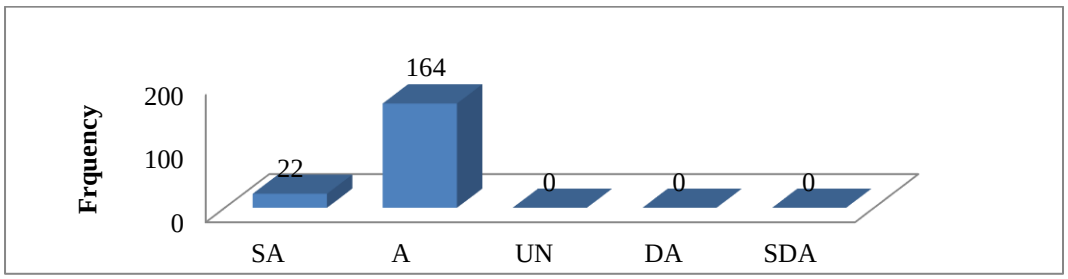

Figure 4.3.86. Organization Needs KPIs to Measure all Aspects of School

Figure 4.3.86 shows that majority of the principals acknowledged that their organization needs tangible indicators (KPIs) to measure all aspects of the school.

Table 4.3.87. *Do You Think That Your Organization Needs Well-equipped M&E Mechanism Integrated with Latest Technologies?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	16	170	0	0	0	186	4.09	0.281	127.5
Percentage	8.60	91.40	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.87 reveals that 100% of the principals acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies, while no respondent disagreed the statement. The calculated value of *M* (4.09) favoured the statement and the *S.D* (0.281) shows consistency in the responses. The χ^2 value (127.5) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

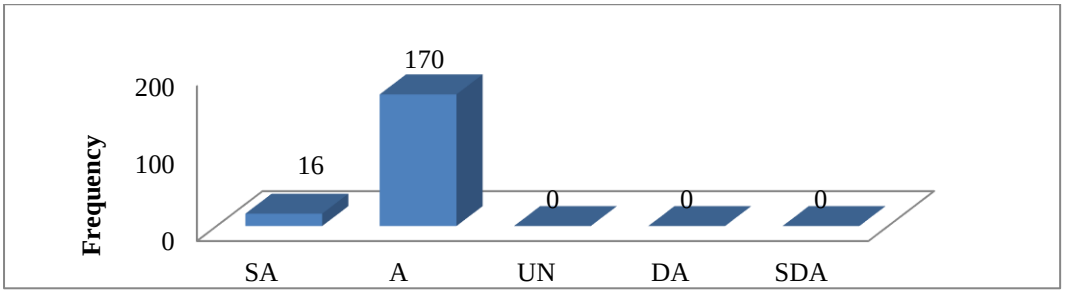

Figure 4.3.87. Organization Needs M&E Integrated with Latest Technologies

Figure 4.3.87 shows that majority of the principals acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies.

Table 4.3.88. *Do You Think That Your Organization Needs Independent Body (Technical Experts) for M&E of the School?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	85	101	0	0	0	186	4.46	0.499	1.4
Percentage	45.70	54.30	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.88 reveals that 100 % of the principals acknowledged that their organization needs independent body (technical experts) for M&E of the school, while no respondent disagreed the statement. *M* score (4.46) supported above statement and *S.D* (0.499) shows consistency in the responses. The χ^2 value (1.4) is lower than table value (9.45) at α=.05 and df=4. Therefore, the statement is insignificant.

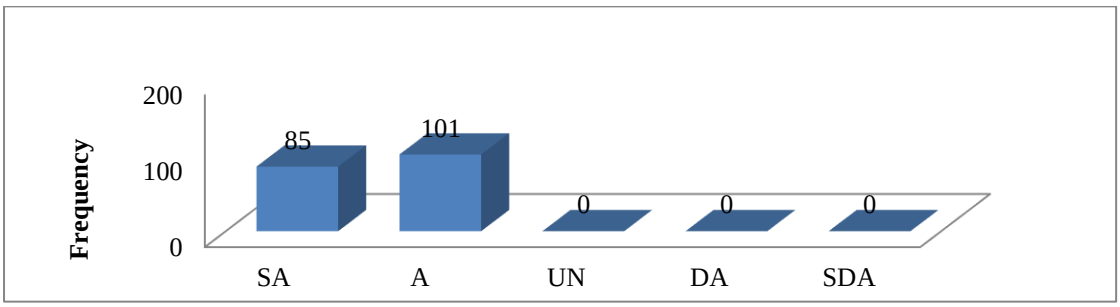

Figure 4.3.88 Organization Needs Independent Body for M&E

Figure 4.3.88 shows that majority of the principals acknowledged that their organization needs independent body (technical experts) for M&E of the school.

Table 4.3.89. *Do You Think That Your Organization Needs an Objective M&E Mechanism to Measure the Various Aspects of Institution?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	31	155	0	0	0	186	4.17	0.374	82.7
Percentage	16.67	83.33	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.89 reveals that 100% of the principals acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution, while no respondent disagreed the statement. *M* score (4.17) supported above statement and *S.D* (0.374) shows consistency in the responses. The χ^2 value (82.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

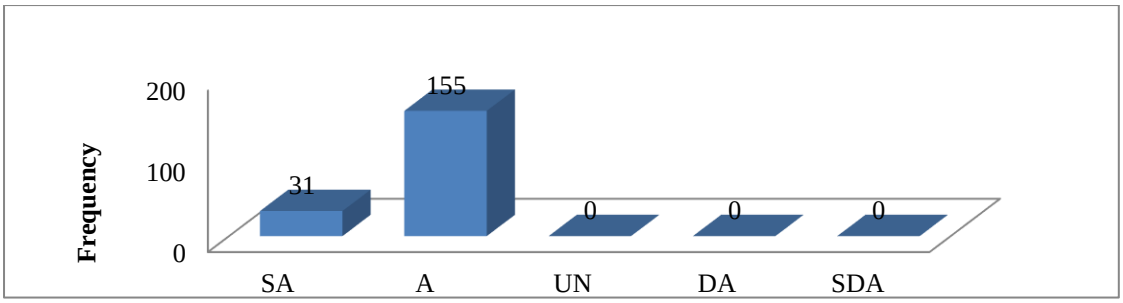

Figure 4.3.89 Organization Needs an Objective M&E to Measure all Aspects

Figure 4.3.89 shows that majority of the principals acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution.

Table 4.3.90. *Do You Think That Your Organization Needs Reform in Existing M&E?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	66	120	0	0	0	186	4.35	0.48	15.7
Percentage	35.48	64.52	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.90 reveals that 100% of the principals acknowledged that their organization needs reform in the existing M&E system of the school, while no respondents disagreed the statement. *M* score (4.35) supported above statement and *S.D* (0.48) shows significant consistency in the responses. The χ^2 value (15.7) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

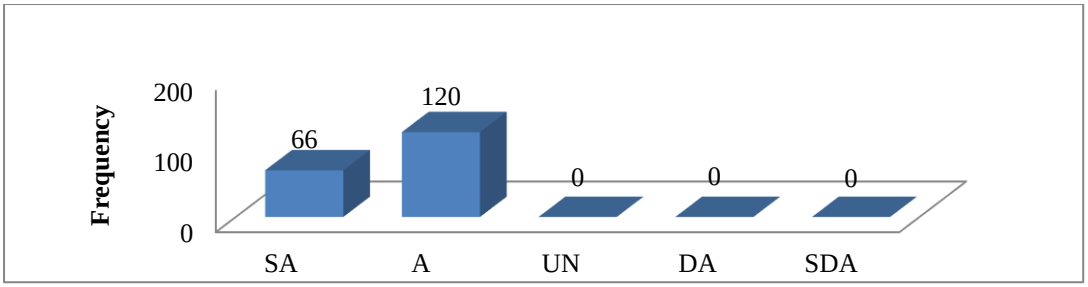

Figure 4.3.90 Organization Needs Reform in the Existing M&E System

Figure 4.3.90 shows that majority of the principals acknowledged that their organization needs reform in the existing M&E system of the school.

Table 4.3.91. *Do You Think That Your Organization Needs a Culture in Secondary Schools That Could Support and Facilitate the M&E Process?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	63	123	0	0	0	186	4.34	0.475	19.4
Percentage	33.87	66.13	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.91 reveals that 100% of the principals acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process, while no respondent disagreed the statement. *M* score (4.34) supported above statement

and *S.D* (0.475) shows consistency in the responses. The χ^2 value (19.4) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

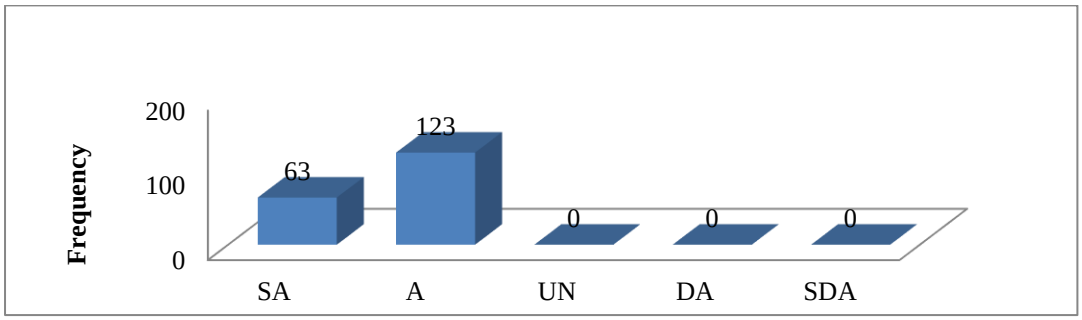

Figure 4.3.91 Organization Needs a Culture That Could Support M&E

Figure 4.3.91 shows that majority of the principals acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process.

Table 4.3.92. *Do You Think That Your Organization Needs Adequate Financial Resources for Implementing M&E Mechanism?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	97	89	0	0	0	186	4.52	0.50	0.3
Percentage	52.15	47.85	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.92 reveals that 100% of the principals acknowledged that their organization needs adequate financial resources for implementing M&E mechanism, while no respondent disagreed the statement. The calculated value of *M* (4.52) favoured the statement and the *S.D* (0.50) shows consistency in the responses. The χ^2 value (0.3) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

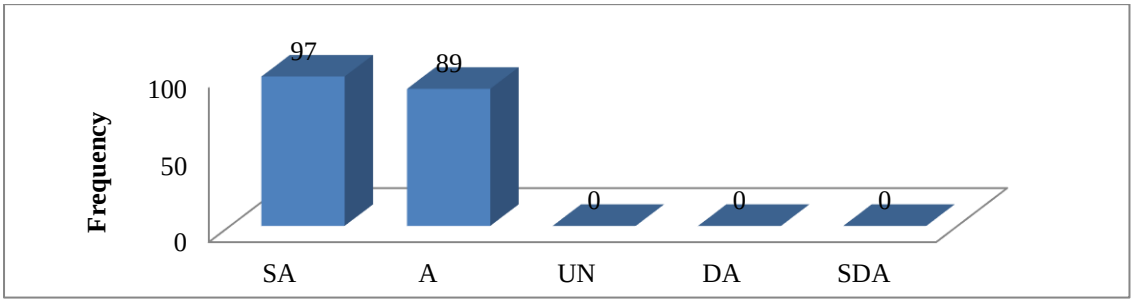

Figure 4.3.92 Organization Needs Financial Resources to Implement M&E

Figure 4.3.92 shows that majority of the principals acknowledged that their organization needs adequate financial resources for implementing M&E mechanism.

Table 4.3.93. *Do You Think That Your Organization Needs Sufficient Time for M&E to Assess Various Activities of the Schools?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	50	116	9	11	0	186	4.1	0.739	161.5
Percentage	26.88	62.37	4.84	5.91	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.93 reveals that 89.25 % of the principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the school, (4.84%) of the total undecided while (5.91%) disagreed the statement. *M* score (4.1) supported above statement and *S.D* (0.739) shows consistency in responses. The χ^2 value (161.5) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

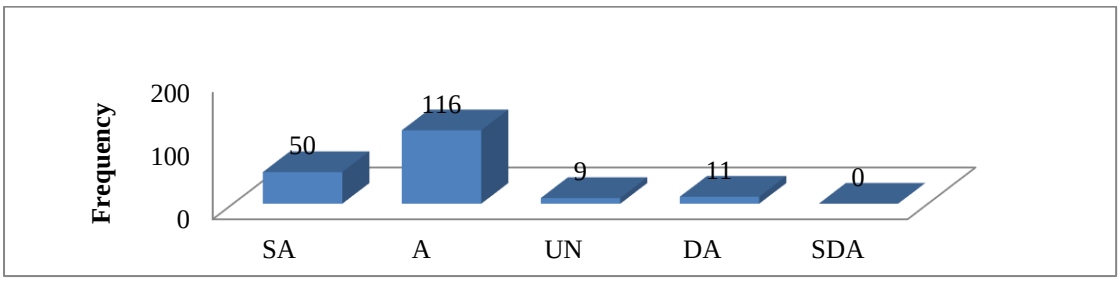

Figure 4.3.93 M&E Needs Sufficient Time to Assess All Activities

Figure 4.3.93 shows that majority of the principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the school.

Table 4.3.94. *Do You Think That Your Organization Needs M&E Mechanism That Could Assess the Development of 21st Century Skills in Students?*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	84	102	0	0	0	186	4.45	0.499	1.7
Percentage	45.16	54.84	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.3.94 reveals that 100% of the principals acknowledged that their organization needs M&E mechanism that could assess the development of 21st century skills in students, while no respondent disagreed the statement. *M* score (4.45) supported the statement and the *S.D* (0.499) shows consistency in the responses. The χ^2 value (1.7) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

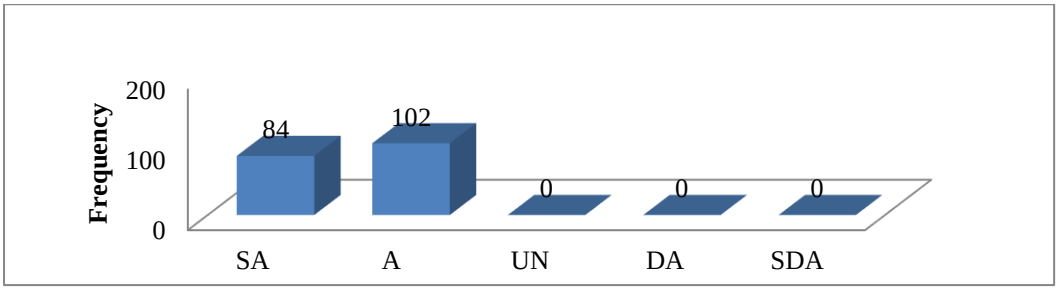

Figure 4.3.94. Organization Needs M&E That Could Assess 21st Century Skills

Figure 4.3.94 shows that majority of the principals acknowledged that that their organization needs M&E mechanism that could assess the development of 21st century skills in students.

Table 4.3.94.1. *Prospects of M&E Mechanism*

Combined Analysis of:	**SA**	**A**	**UN**	**DA**	***N***	***M***	***SD***	$\chi 2$
Table 4.3.85	60	126	-	-	186	4.32	0.469	23.4
Table 4.3.86	22	164	-	-	186	4.12	0.324	108.4
Table 4.3.87	16	170	-	-	186	4.09	0.281	127.5
Table 4.3.88	85	101	-	-	186	4.46	0.499	1.4
Table 4.3.89	31	155	-	-	186	4.17	0.374	82.7
Table 4.3.90	66	120	-	-	186	4.35	0.48	15.7
Table 4.3.91	63	123	-	-	186	4.34	0.475	19.4
Table 4.3.92	97	89	-	-	186	4.52	0.501	0.3
Table 4.3.93	50	116	9	11	186	4.1	0.739	161.5
Table 4.3.94	84	102	-	-	186	4.45	0.499	1.7

Descriptive Analysis:

i. **Table 4.3.85** reveals that 100% of the principals acknowledged that their organization needs a clear logical framework for M&E.

ii. **Table 4.3.86** reveals that 100% of the principals acknowledged that their organization needs tangible indicators (KPIs) to measure all aspects of the school.

iii. **Table 4.3.87** reveals that 100% of the principals acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies

iv. **Table 4.3.88** reveals that 100 % of the principals acknowledged that their organization needs independent body (technical experts) for M&E of the school.

v. **Table 4.3.89** reveals that 100% of the principals acknowledged that their organization needs an objective M&E mechanism to measure various aspects of institution.

vi. **Table 4.3.90** reveals that 100% of the principals acknowledged that their organization needs reform in the existing M&E system of the school.

vii. **Table 4.3.91** reveals that 100% of the principals acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process.

viii. **Table 4.3.92** reveals that 100% of the principals acknowledged that their organization needs adequate financial resources for implementing M&E mechanism.

ix. **Table 4.3.93** reveals that 89.25 % of the principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the school.

x. **Table 4.3.94** reveals that 100% of the principals acknowledged that their organization needs M&E mechanism that could assess the development of 21st-century skills in students.

Inferential Analysis:

i. **Table 4.3.85** shows that the χ^2 value (23.4) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.3.86** shows that the χ^2 value (108.4) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.3.87** shows that the χ^2 value (127.5) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.3.88** shows the χ^2 value (1.4) is lower than above table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

v. **Table 4.3.89** shows that the χ^2 value (82.7) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vi. **Table 4.3.90** shows that the χ^2 value (15.7) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vii. **Table 4.3.91** shows that the χ^2 value (19.4) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

viii. **Table 4.3.92** shows that the χ^2 value (0.3) is lower than above table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

ix. **Table 4.3.93** shows that the χ^2 value (161.5) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

x. **Table 4.3.94** shows that the χ^2 value (1.7) is higher than above table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

4.4 MEAs' Responses on M&E Mechanism

Following are the responses of MEAs

4.4.1 M&E Mechanism

Table 4.4.1. *Your Organization Has Proper M&E Mechanism*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	70	90	0	16	10	186	4.04	1.1	101.23
Percentage	37.63	48.39	-	8.60	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.1 reveals that 86.02% of the MEAs acknowledged that their organization has proper monitoring and evaluation (M&E) mechanism, while (13.98%) disagreed the statement. The calculated value of *M* (4.04) favoured the statement and the *S.D* (1.1) shows significant variation in the responses. The χ^2 value (101.23) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant.

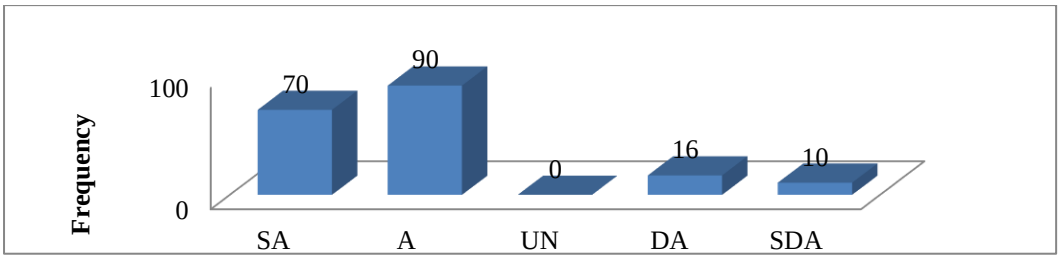

Figure 4.3.1. Shows the Availability of M&E Mechanism

Figure 4.4.1 shows that the organization has proper monitoring and evaluation mechanism.

Table 4.4.2. *M&E Mechanism of Your Organization Follows M&E Model*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	12	4	0	100	70	186	1.86	1.014	137.87
Percentage	6.45	2.15	-	53.76	37.63				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.2 reveals that 91.40 % of the MEAs disagreed the statement that M&E mechanism of the organization follow M&E Model, while (8.60 %) agreed above statement. *M* score (1.86) also did not favour above statement and *S.D* (1.014) shows significant variation in the responses. the χ^2 value (137.87) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree.

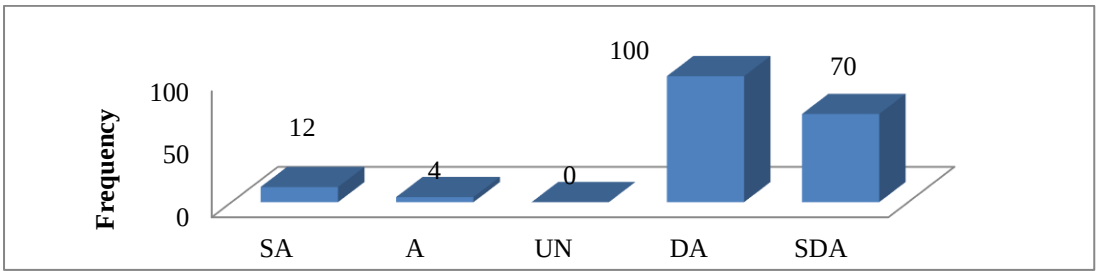

Figure 4.3.2. The M&E Follows Model

Figure 4.4.2 shows that the existing M&E mechanism does not follow M&E Model.

Table 4.4.3. *You are Satisfied with the Current M&E Mechanism of Your Organization*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	0	51	0	91	44	186	2.31	1.11	20.74
Percentage	-	27.42	-	48.92	23.66				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.3 reveals that 72.58 % of the MEAs disagreed the statement that they are satisfied with the current M&E mechanism of their organization, while (27.42%) agreed the statement. The calculated value of *M* (2.31) did not favour the statement and *S.D* (1.11) shows significant variation in the responses. the χ^2 value (20.74) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of MEAs are found leaning toward disagree.

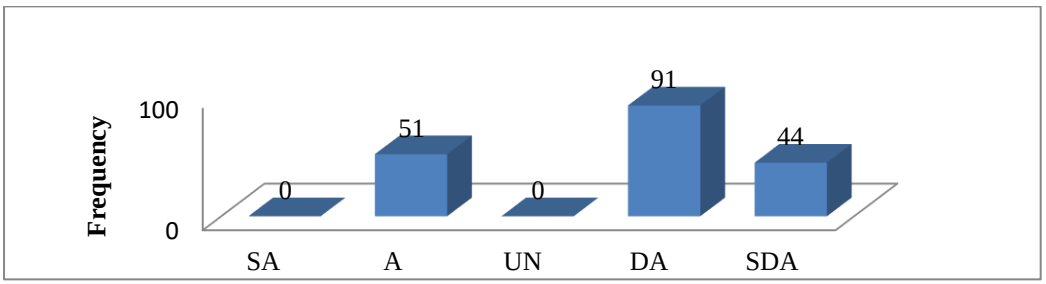

Figure. 4.3.3 Shows the Satisfaction Level of Respondents

Figure. 4.4.3 shows that MEAs are not satisfied with the current M&E mechanism of the organization.

Table 4.4.3.1. *Monitoring and Evaluation (M&E) Mechanism*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.1.	70	90	16	10	186	4.04	1.1	101.23
Table 4.4.2.	12	4	100	70	186	1.86	1.01	137.87
Table 4.4.3.	0	51	91	44	186	2.31	1.11	20.74

Descriptive Analysis:

i. Table 4.4.1 reveals that 86.02% of the MEAs acknowledged that their organization has proper monitoring and evaluation (M&E) mechanism

ii. Table 4.4.2 reveals that 91.40 % of the MEAs acknowledged that the M&E mechanism of the organization do not follow M&E Model

iii. Table 4.4.3 reveals that 72.58 % of the MEAs acknowledged that they are not satisfied with the current M&E mechanism of the organization

Inferential Analysis:

i. Table 4.4.1 shows that the χ^2 value (101.23) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

ii. Table 4.4.2. shows that the χ^2 value (137.87) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

iii. Table 4.4.3. shows that the χ^2 value (20.74) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree.

4.4.2. Responses on Management and Administrative Aspects

Table 4.4.4. *MEAs Evaluate the Agenda Points of the Staff Meeting and Their Outcome*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	60	87	10	29	0	186	3.96	1.002	74.43
Percentage	32.26	46.77	5.38	15.59	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.4 reveals that 79.03% of the MEAs acknowledged that they evaluate the agenda points of the staff meeting and their outcome, (5.38 %) of the total undecided while (15.59%) showed disagreement. *M* score (3.96) supported above statement and *S.D* (1.002) shows significant variation in responses. The χ^2 value (74.43) is higher than table value (9.45) at α = .05 and df=4, Therefore, the statement is significant.

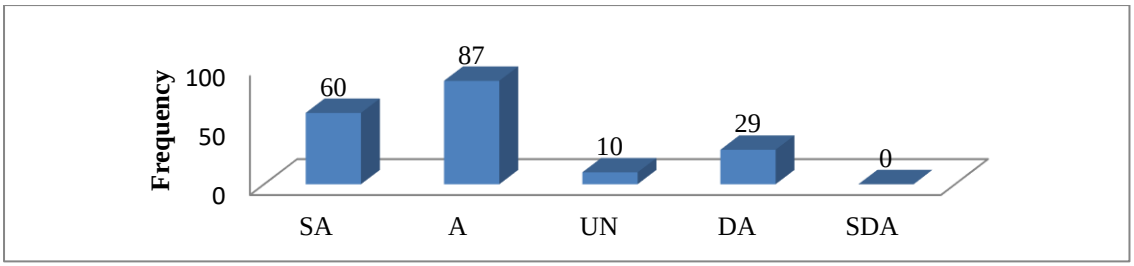

Figure. 4.4.4. Shows Evaluation of Staff Meeting

Figure 4.4.4 Shows that the MEAs evaluate the agenda points of the staff meeting.

Table 4.4.5. *MEAs Assess the Implementation of the School Improvement Plan*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	0	6	10	100	70	186	1.74	0.704	1.37
Percentage	-	3.23	5.38	53.76	37.63				

Tabulated value of Chi-Square = 9.448 ((p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.5 reveals that 91.40 % of the MEAs disagreed the statement that MEAs assess the implementation of the School Improvement Plan (SIP), (5.38 %) of the total undecided while (3.23 %) agreed the statement. *M* score (1.74) did not favour above statement and *S.D* (0.704) shows less variation in the responses. The χ^2 value (1.37) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. But responses of majority of the MEAs are found leaning toward disagree.

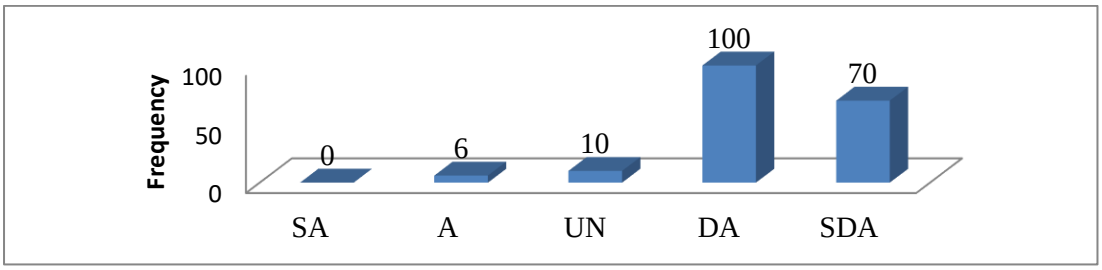

Figure. 4.3.5 Assessment of Implementation of SIP

Figure 4.4.5 shows that the MEAs do not assess the implementation of the School Improvement Plan (SIP).

Table 4.4.6. *MEAs Examine the HR Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	45	135	6	0	0	186	4.21	0.481	1.41
Percentage	24.19	72.58	3.23	-	-				

Tabulated value of Chi-Square = 9.448 ((p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.6 reveals that 96.77% of the MEAs acknowledged that the MEAs examine the HR Management of the school, (3.23 %) of the total undecided while no respondent disagreed the statement. The calculated value of *M* (4.21) favoured the statement and the *S.D* (0.481) shows consistency in the responses. The χ^2 value (1.41) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

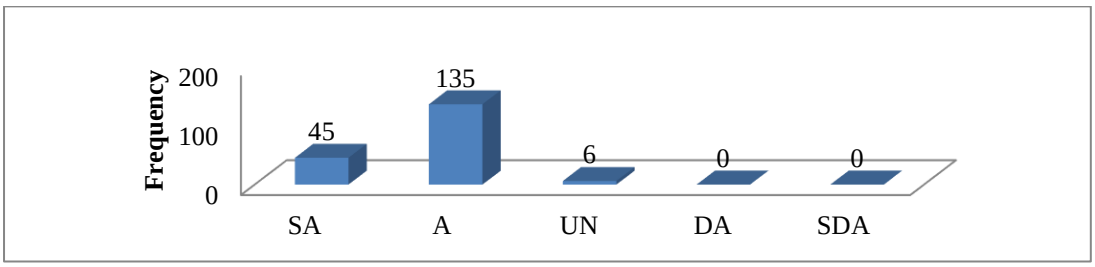

Figure 4.3.6. Shows the Assessment of HR Management

Figure 4.4.6 shows that the MEAs examine the HR Management of the school.

Table 4.4.7. *MEAs Monitor the Financial Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	41	92	7	24	22	186	3.57	1.289	1.16
Percentage	22.04	49.46	3.76	12.90	11.83				

Tabulated value of Chi-Square = 9.448 ((p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.7 reveals that 71.51% of the MEAs acknowledged that they monitor the financial management of the school, (3.76 %) of the total undecided while (24.73%) showed disagreement. *M* score (3.57) supported above statement and *SD* (1.289) shows significant variation in the responses. the χ^2 value (1.16) is lower than table value (9.45) at α=.05 and df=4. Therefore, the statement is insignificant.

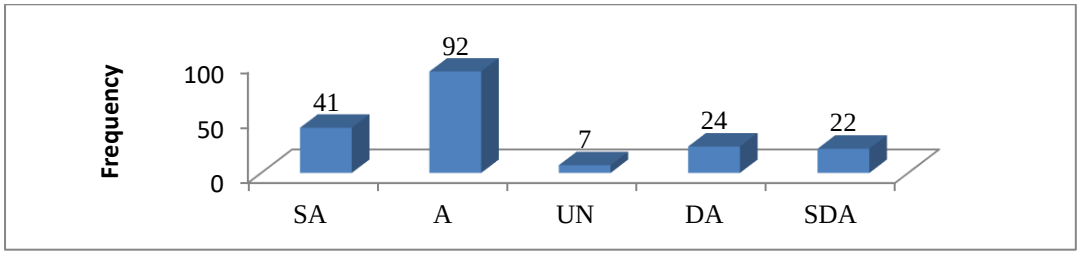

Figure. 4.3.7. Monitoring of Financial Management

Figure. 4.4.7 shows that MEAs monitors the financial management of the school.

Table 4.4.8. *MEAs Assess the Resource Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	10	36	0	60	80	186	2.12	1.297	59.07
Percentage	5.38	19.35	-	32.26	43.01				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.8 reveals that 75.27 % of the MEAs disagreed the statement that MEAs assess the resource management of the school, while (24.73%) agreed the statement. The calculated value of *M* (2.12) did not favour the statement and the *S.D* (1.297) shows significant variation in the responses. The χ^2 value (59.07) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

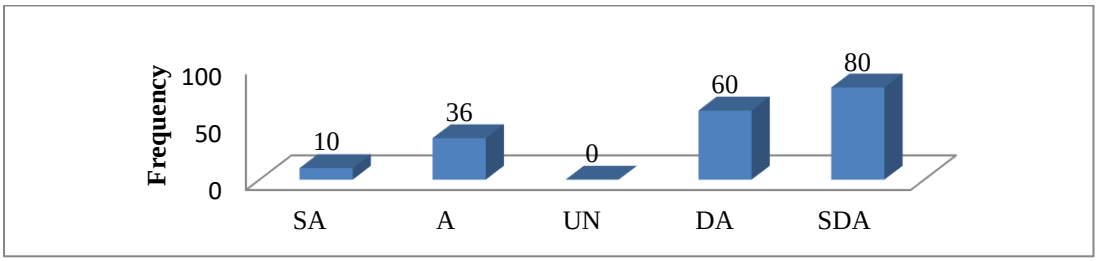

Figure 4.3.8. Assessment of Resource Management

Figure. 4.4.8 shows that MEAs do not assess the resource management of the school.

Table 4.4.9. *MEAs Evaluate the Curricular Activities of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	102	84	0	0	0	186	4.55	0.499	1.74
Percentage	54.84	45.16	-	-	-				

Tabulated value of Chi-Square = 9.448 ((p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.9 reveals that 100% of the MEAs acknowledged that they evaluate the curricular activities of the school. *M* score (4.55) favoured the statement and *SD* (0.499) shows consistency in the responses. The χ^2 value (1.71) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

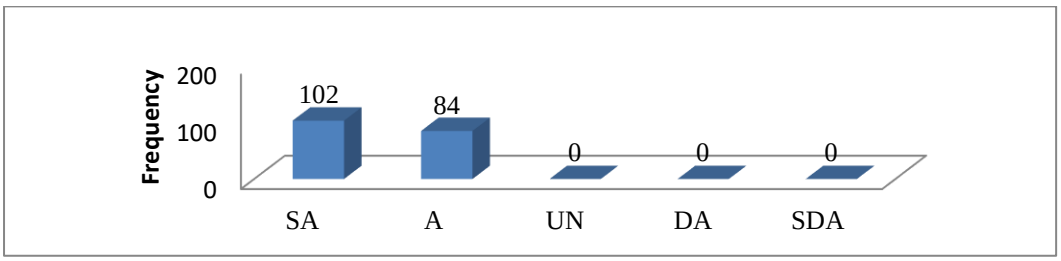

Figure 4.3.9. Evaluation of Curricular Activities

Figure shows that the MEAs evaluate the curricular activities of the school.

Table 4.4.10. *MEAs Assess the Governance and Management of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	70	100	0	16	0	186	4.2	0.826	58.45
Percentage	37.63	53.76	-	8.60	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.10 reveals that 91.40% of the MEAs acknowledged that they assess the governance and management of the school, while (8.60%) disagreed the statement. The calculated value of *M* (4.2) favoured the statement and the *S.D* (0.826) shows less variations in responses. The χ^2 value (58.45) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

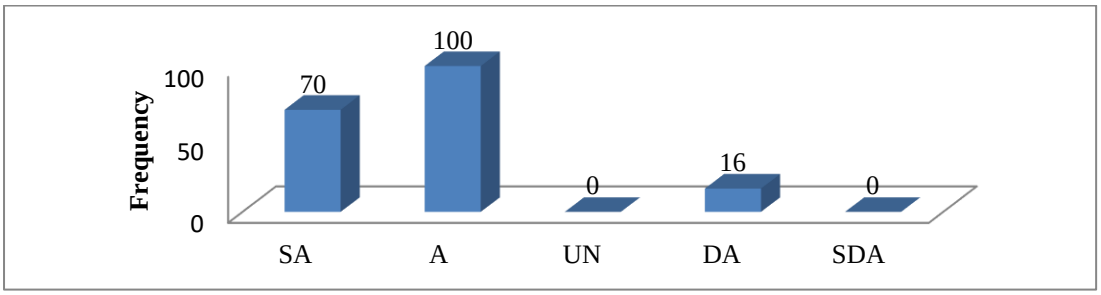

Figure 4.3.10. Assessment of Administrative Aspects

Figure 4.4.10 shows that MEAs assess the governance and management of the school.

Table 4.4.10.1. *Management and Administrative Aspects*

Combined Analysis of:	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.4	60	87	10	29	0	186	3.96	1.00	74.43
Table 4.4.5	0	6	10	100	70	186	1.74	0.70	1.37
Table 4.4.6	45	135	6	0	0	186	4.21	0.48	1.41
Table 4.4.7	41	92	7	24	22	186	3.57	1.29	1.16
Table 4.4.8	10	36	0	60	80	186	2.12	1.30	59.07
Table 4.4.9	102	84	0	0	0	186	4.55	0.50	1.74
Table 4.4.10	70	100	0	16	0	186	4.4.2	0.83	58.45

Descriptive Analysis:

i. **Table 4.4.4** reveals that 79.03% of the MEAs acknowledged that the MEAs evaluate the agenda points of the staff meeting and their outcome.

ii. **Table 4.4.5** reveals that 91.40 % of the MEAs acknowledged that MEAs do not assess the implementation of School Improvement Plan (SIP).

iii. **Table 4.4.6** reveals that 96.77% of the MEAs acknowledged that the MEAs examine the HR Management of the school.

iv. **Table 4.4.7** reveals that 71.51% of the MEAs acknowledged that they monitor the financial management of the school.

v. **Table 4.4.8** reveals that 75.27 % of the MEAs acknowledged that the MEAs do not assesses the resource management of the school.

vi. **Table 4.4.9** reveals that 100% of the MEAs acknowledged that they evaluate the curricular activities of the school.

vii. **Table 4.4.10** reveals that 91.40% of the MEAs acknowledged that they assess the governance and management of the school.

Inferential Analysis:

i. **Table 4.4.4** reveals that the χ^2 value (74.43) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant.

ii. **Table 4.4.5** shows that the χ^2 value (1.37) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is non-significant. But responses of majority of the MEAs are found leaning towards disagree.

iii. **Table 4.4.6** reveals that the χ^2 value (1.41) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is non-significant.

iv. **Table 4.4.7** reveals that the χ^2 value (1.16) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is non-significant.

v. **Table 4.4.8** reveals that the χ^2 value (59.07) is higher than table value (9.45) at α =.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

vi. **Table 4.4.9** reveals that the χ^2 value (1.71) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

vii. **Table 4.4.10** reveals that the χ^2 value (58.45) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is significant

4.4.3. Responses on Security System of the School

Table 4.4.11. *MEAs Check the Security System of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	80	96	0	4	6	186	4.29	0.852	150.95
Percentage	43.01	51.61	-	2.15	3.23				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.11 reveals that 94.62 % of the MEAs acknowledged that they check the security system of the school, while (5.38%) disagreed the statement. *M* score (4.29) supported above statement and *S.D* (0.852) shows less variation in responses. The χ^2 value (150.95) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

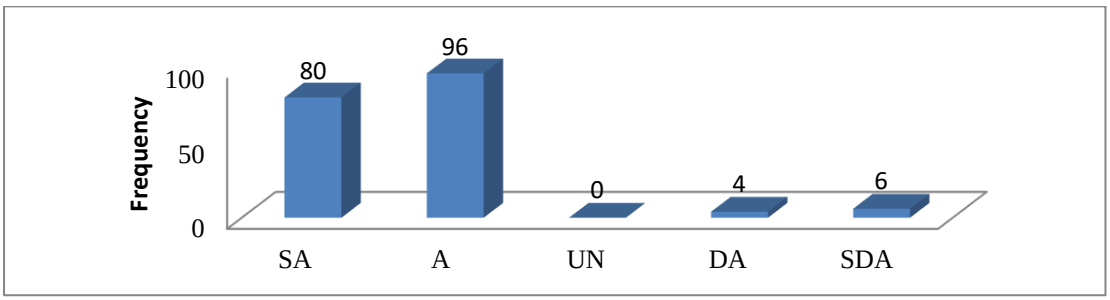

Figure 4.3.11 Assessment of Security System

Figure. 4.4.11 shows that MEAs check the security system of the school,

Table 4.4.12. *MEAs Assess All the Security Equipment Properly*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	58	105	0	10	13	186	3.99	1.078	129.23
Percentage	31.18	56.45	-	5.38	6.99				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.12 reveals that 87.63 % of the MEAs acknowledged that they assess all the security equipment properly, while (12.37%) showed disagreement. *M* score (3.99) favoured above statement and *S.D* (1.078) show significant variation in the responses. The χ^2 value (129.23) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

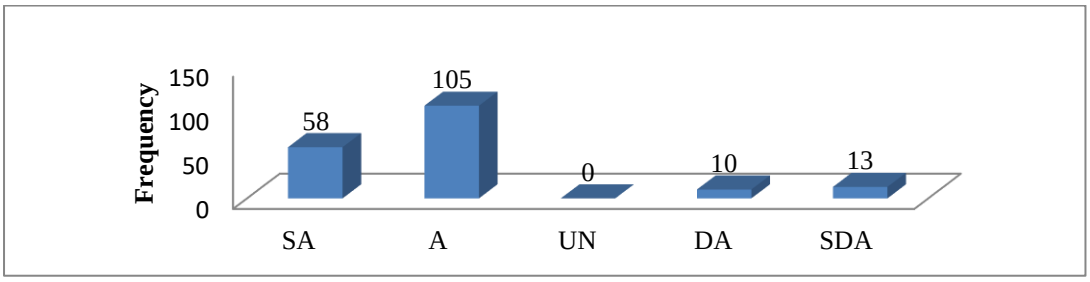

Figure 4.3.12 Assessment of Security Equipment

Figure 4.4.12 shows that the MEAs assess all the security equipment properly.

Table 4.4.13. *MEAs Check the CCTV Cameras in the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	55	96	0	20	15	186	3.84	1.197	90.69
Percentage	29.57	51.61	-	10.75	8.06				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.13 reveals that 81.18% of the MEAs acknowledged that they check the CCTV cameras in the school, while (18.82%) showed disagreement. *M* score (3.84) supported above statement and *S.D* (1.197) shows significant variation in responses. The χ^2 value (90.69) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

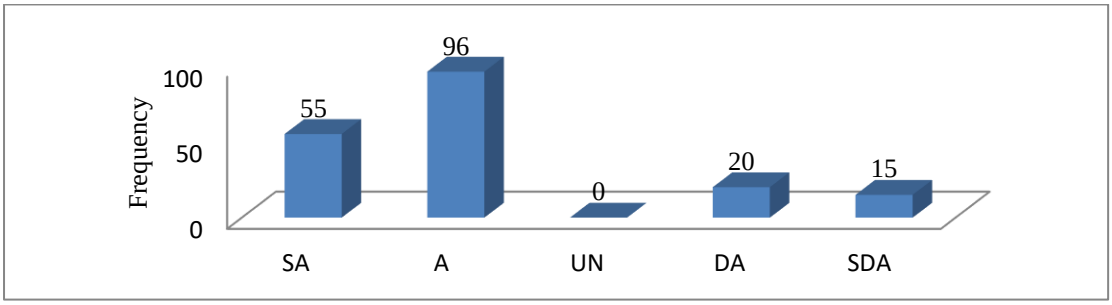

Figure 4.3.13. Checking of CCTV Cameras

Figure 4.4.13 shows that MEAs check the CCTV cameras in the school.

Table 4.4.14. *MEAs Check the Availability of the Security Guards*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	70	110	0	4	2	186	4.3	0.68	180.02
Percentage	37.63	59.14	-	2.15	1.08				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.14 reveals that 96.77% of the MEAs acknowledged that they check the availability of the security guards, while (3.23 %) showed disagreement. *M* score (4.3) supported above statement and *S.D* (0.686) shows consistency in responses. The χ^2 value

(180.02) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

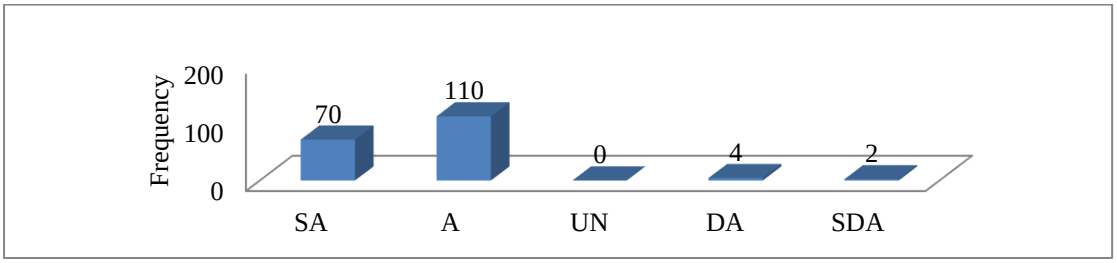

Figure 4.3.14. Assessment of Security Guards

Figure 4.4.14 shows that majority (96.77%) of the principals acknowledged that the MEAs check the availability of the security guards.

Table 4.4.15. *Existing M&E is Effective to Ensure Security in the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	10	22	0	64	90	186	1.91	1.201	88.84
Percentage	5.38	11.83	-	34.41	48.39				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.15 reveals that 82.80 % of the MEAs disagreed the statement that the existing M&E mechanism of the organization is effective to ensure security in the school, while (17.20 %) agreed the statement. *M* score (1.91) did not support above statement and *S.D* (1.201) shows significant variation in responses. The χ^2 value (88.84) is higher than table value (9.45) at α = .05 and df=4. Therefore, the statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

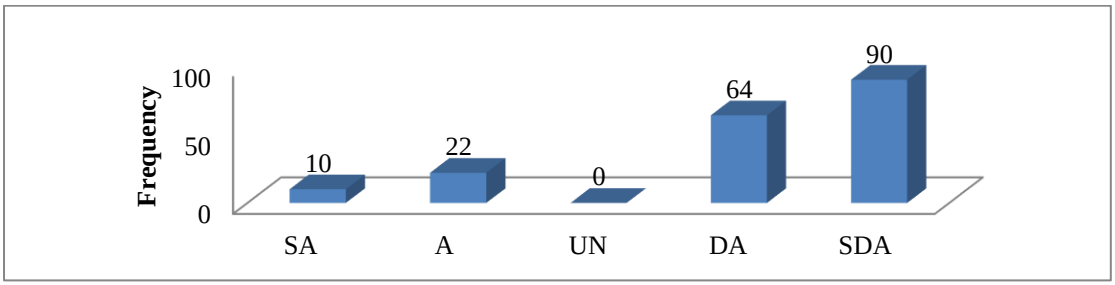

Figure 4.3.15. Effectiveness of M&E to Ensure Security

Figure 4.4.15 shows that that the existing M&E mechanism of organization is not effective to ensure security in the school.

Table 4.4.15.1. *Security System of the School*

Combined Analysis of:	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.11.	80	96	0	4	6	186	4.29	0.852	150.95
Table 4.4.12.	58	105	0	10	13	186	3.99	1.078	129.23
Table 4.4.13.	55	96	0	20	15	186	3.84	1.197	90.69
Table 4.4.14.	70	110	0	4	2	186	4.3	0.686	180.02
Table 4.4.15.	10	22	0	64	90	186	1.91	1.201	88.84

Descriptive Analysis:

i. **Table 4.4.11** reveals that 94.62 % of the MEAs acknowledged that they check the security system of the school.

ii. **Table 4.4.12** reveals that 87.63 % of the MEAs acknowledged that they assess all the security equipment properly.

iii. **Table 4.4.13** reveals that 81.18% of the MEAs acknowledged that the MEAs check the CCTV cameras in the school.

iv. **Table 4.4.14** reveals that 96.77% of the MEAs acknowledged that they check the availability of the security guards.

v. **Table 4.4.15** reveals that 82.80% of the MEAs acknowledged that the existing M&E mechanism is not effective to ensure security in the schools.

Inferential Analysis:

i. **Table 4.4.11** reveals that the χ^2 value (150.95) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant

ii. **Table 4.4.12** reveals that the χ^2 value (129.23) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant.

iii. **Table 4.4.13** reveals that the χ^2 value (90.69) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.14** reveals that the χ^2 value (180.02) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

v. **Table 4.4.15** reveals that the χ^2 value (88.84) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning towards disagree.

4.4.4. School Infrastructure and Physical Facilities

Table 4.4.16. *MEAs Evaluate the Number of Classrooms as per Requirement*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	0	160	0	19	7	186	3.68	0.806	233.52
Percentage	-	86.02	-	10.22	3.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.16 reveals that 86.02 % of the MEAs acknowledged that they evaluate the number of classrooms as per the requirement of students' strength, while (13.98%) showed disagreement. *M* score (3.68) supported above statement and *S.D* (.806) shows less variation in responses. The χ^2 value (233.52) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

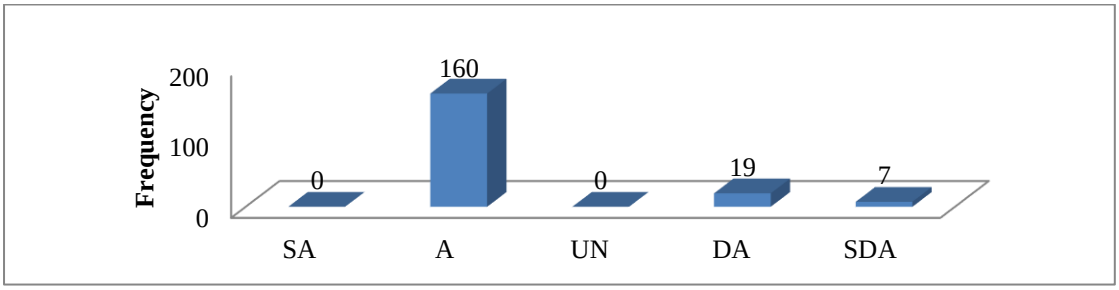

Figure 4.3.16. Evaluation of Classrooms as per Requirement

Figure 4.4.16 shows that the MEAs evaluate the number of classrooms as per the requirement of students' strength.

Table 4.4.17. *MEAs Check the Availability of Furniture as per Requirement.*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	25	146	0	4	11	186	3.91	0.866	288.80
Percentage	13.44	78.49	-	2.15	5.91				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.17 reveals that 91.94% of the MEAs acknowledged that they check the availability of furniture as the per requirement, while (8.06 %) showed disagreement. *M* score (3.91) supported above statement and *S.D* (.866) shows less variation in the responses. The χ^2 value (288.80) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

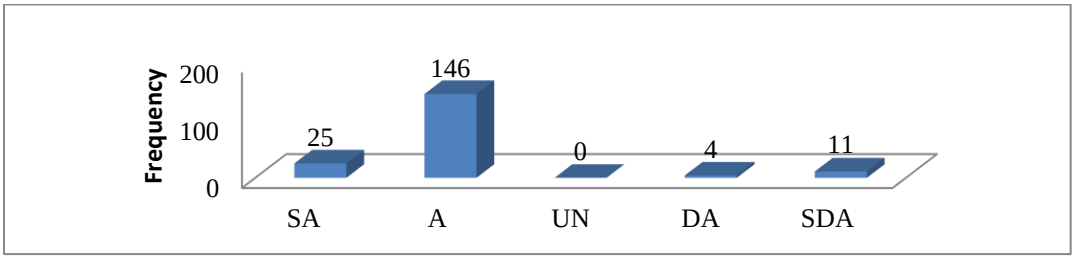

Figure 4.3.17. Assessment of Furniture as the per Requirement

Figure 4.4.17 shows that MEAs check the availability of furniture as per requirement.

Table 4.4.18. *MEAs Check the Availability of Drinking Water*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	55	128	0	3	0	186	4.26	0.541	127.19
Percentage	29.57	68.82	-	1.61	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p <0.05, (K-1) = df = 4

Table 4.4.18 reveals that 98.39% of the MEAs acknowledged that they check the availability of drinking water, while (1.61%) disagreed the statement. *M* score (4.26) supported above statement and *S.D* (0.541) shows consistency in responses. The χ^2 value (127.19) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

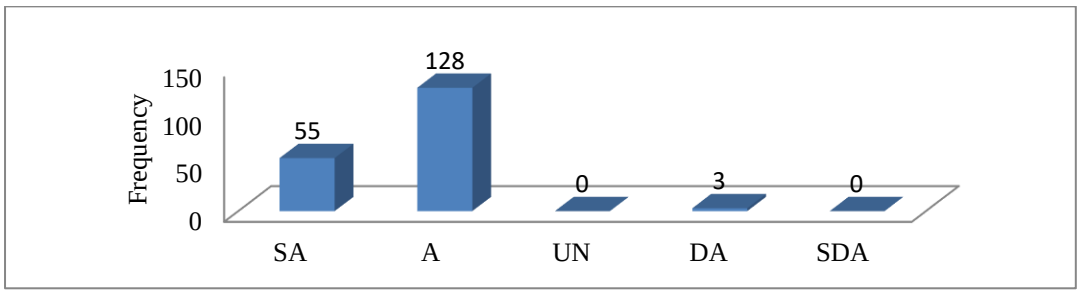

Figure 4.3.18. Assessment of Availability of Drinking Water

Figure 4.4.18 shows that the MEAs check the availability of drinking water.

Table 4.4.19. *MEAs Assess the Availability of Electricity*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	35	128	0	13	10	186	3.89	0.972	198.47
Percentage	18.82	68.82	-	6.99	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.19 reveals that 87.63% of the MEAs acknowledged that the MEAs assess the availability of electricity, while (12.37%) showed disagreement. *M* score (3.89) supported above statement and *S.D* (0.972) shows less variation in responses. The χ^2 value (198.47) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

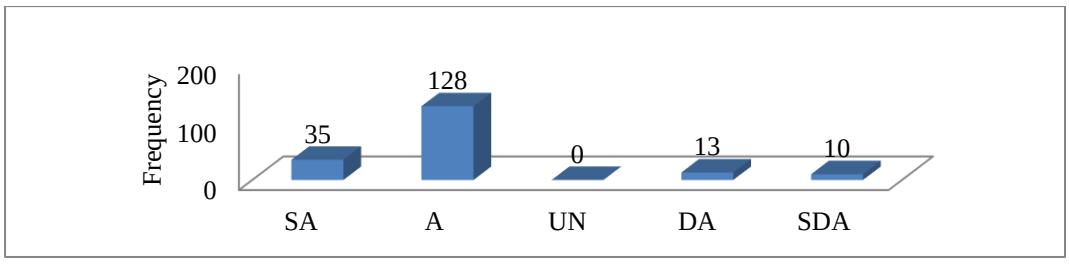

Figure 4.3.19. Assessment of Availability of Electricity

Figure 4.4.19 shows that MEAs assess the availability of electricity.

Table 4.4.20. *MEAs Enquire About the Availability of Sports Equipment*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	42	138	0	1	5	186	4.13	0.688	262.04
Percentage	22.58	74.19	-	0.54	2.69				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.20 reveals that 96.77% of the MEAs acknowledged that they enquire about the availability of sports equipment, while (3.23%) showed the disagreement. *M* score (4.13) supported above statement and *S.D* (0.688) shows consistency in responses. The χ^2 value (262.04) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

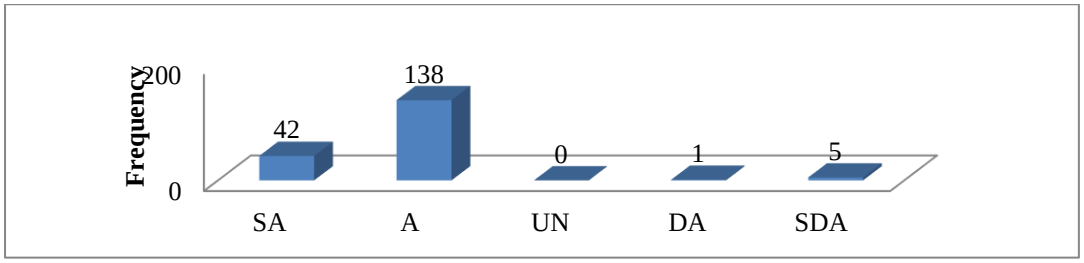

Figure 4.3.20. Assessment of Availability of Sports Equipment

Figure 4.4.20 shows that the MEAs enquire about the availability of sports equipment.

Table 4.4.21. *MEAs Take into Account the Availability of Washrooms*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	56	125	0	4	1	186	4.24	0.616	217.83
Percentage	30.11	67.20	-	2.15	0.54				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.21 reveals that 97.31% of the MEAs acknowledged that they take into account the availability of washrooms, while (2.69 %) showed disagreement. *M* score (4.24) supported above statement and *S.D* (0.616) shows consistency in responses. The χ^2 value (217.83) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

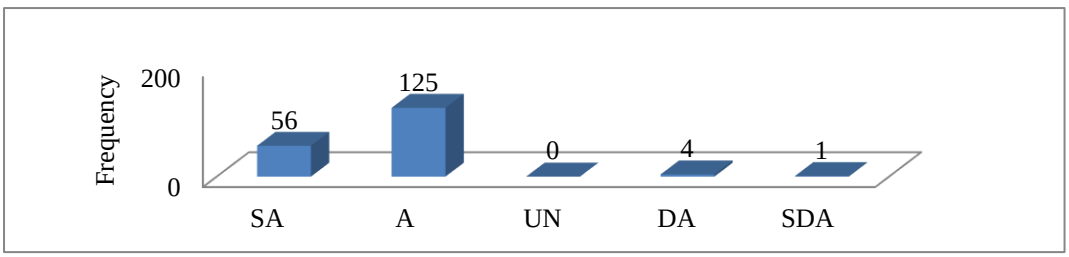

Figure 4.3.21. Assessment of Availability of Washrooms

Figure 4.4.21 shows that the MEAs take into account the availability of washrooms.

Table 4.4.22. *MEAs Check the Availability of the First Aid Unit in the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	21	155	0	10	0	186	4.01	0.574	210.23
Percentage	11.29	83.33	-	5.38	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.22 reveals that 94.62% of the MEAs acknowledged that they check the availability of the First Aid Unit in the school, while (5.38%) showed the disagreement. *M* score (4.01) supported above statement and *S.D* (0.574) shows consistency in responses. The χ^2 value (210.23) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

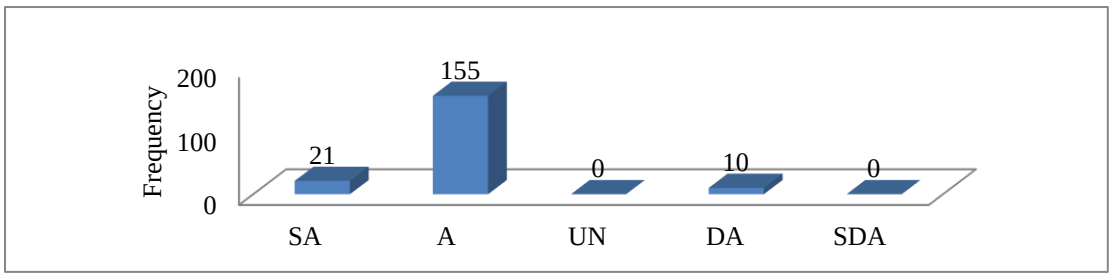

Figure 4.3.22. Assessment of Availability of First Aid Unit

Figure 4.4.22 shows that MEAs check the availability of the First Aid Unit in the school.

Table 4.4.23. *MEAs Assess the Physical Facilities of the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	72	104	0	3	7	186	4.24	0.858	159.33
Percentage	38.71	55.91	-	1.61	3.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.23 reveals that 94.62% of the MEAs acknowledged that they assess the physical facilities of the school, while (5.38%) disagreed the statement. *M* score (4.24) supported above statement and *S.D* (0.858) shows less variation in responses. The χ^2

value (159.33) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

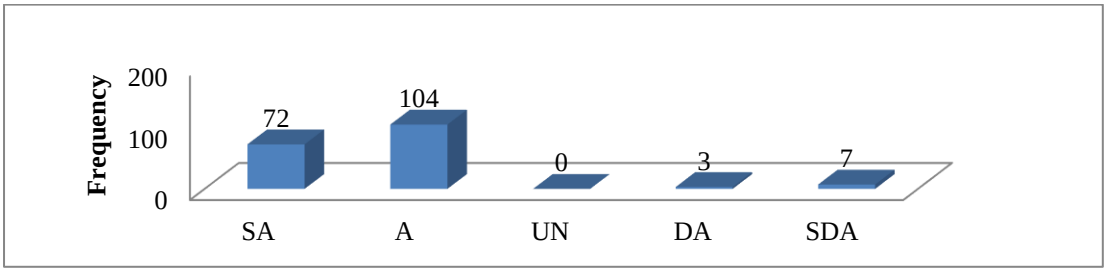

Figure 4.3.23. Assessment of Physical Facilities

Figure 4.4.23 shows that the MEAs assess the physical facilities of the school.

Table 4.4.24. *MEAs Assess the Availability of Training Mechanisms for the Faculty*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	50	17	0	100	19	186	2.89	1.453	96.80
Percentage	26.88	9.14	-	53.76	10.22				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.24 reveals that 63.98 % of the MEAs disagreed the statement that the MEAs assess the availability of training mechanism for the faculty, while (36.02 %) agreed the statement. *M* score (2.89) did not supported above statement and *S.D* (1.453) shows Significant variation in the responses. The χ^2 value (96.80) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

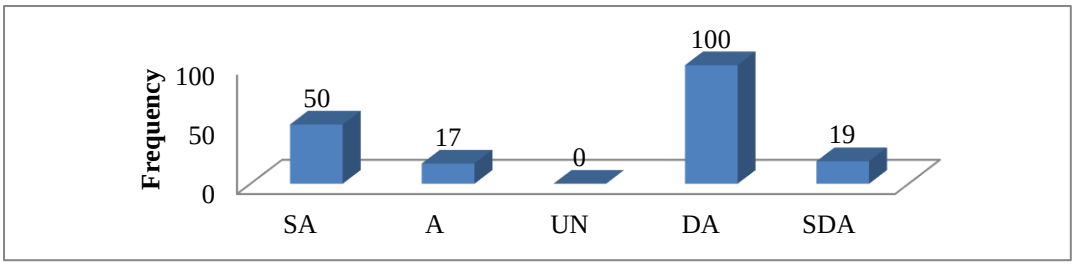

Figure 4.3.24. Assessment of Training Mechanism

Figure 4.4.24 shows that MEAs do not assess the availability of training mechanism.

Table 4.4.25. *Existing M&E Mechanism has Improved Infrastructure and Facilities*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	6	34	0	66	80	186	2.03	1.208	70.95
Percentage	3.23	18.28	-	35.48	43.01				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.25 reveals that 78.49 % of the MEAs disagreed the statement that the existing M&E mechanism has improved the infrastructure and physical facilities in their school, while (21.51%) agreed the statement. *M* score (2.03) did not support above statement and *S.D* (1.208) shows significant variation in responses. The χ^2 value (70.95) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning towards disagree.

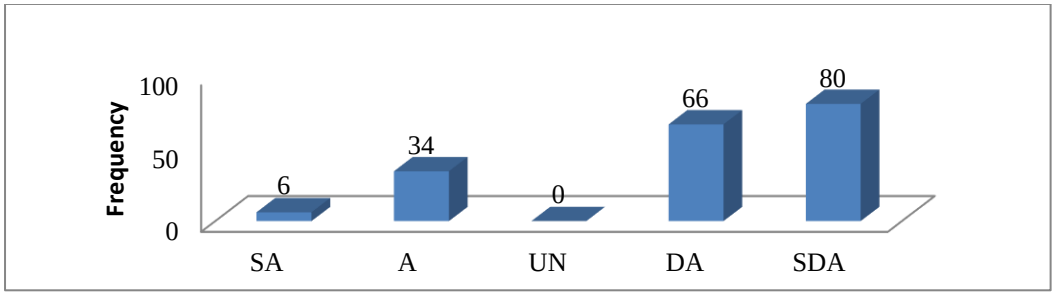

Figure 4 3.25. Effectiveness of M&E to Improve Physical Facilities

Figure 4.4.25 shows that the existing M&E mechanism of organization has not improved the infrastructure and physical facilities in schools.

Table 4.4.25.1. *Combined Table*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.16	0	160	19	7	186	3.68	0.81	233.52
Table 4.4.17	25	146	4	11	186	3.91	0.87	288.80
Table 4.4.18	55	128	3	0	186	4.26	0.54	127.19
Table 4.4.19	35	128	13	10	186	3.89	0.97	198.47
Table 4.4.20	42	138	1	5	186	4.13	0.69	262.04
Table 4.4.21	56	125	4	1	186	4.24	0.62	217.83

Table 4.4.22	21	155	10	0	186	4.01	0.57	210.23
Table 4.4.23	72	104	3	7	186	4.24	0.86	159.33
Table 4.4.24	50	17	100	19	186	2.89	1.45	96.80
Table 4.4.25	6	34	66	80	186	2.03	1.21	70.95

Descriptive Analysis:

i. **Table 4.4.16** reveals that 86.02 % of the MEAs acknowledged that they evaluate the number of classrooms as per requirement of students' strength.

ii. **Table 4.4.17** reveals that 91.94% of the MEAs acknowledged that the MEAs check the availability of furniture as the per requirement.

iii. **Table 4.4.18** reveals that 98.39% of the MEAs acknowledged that they check the availability of drinking water.

iv. **Table 4.4.19** reveals that 87.63% of the MEAs acknowledged that they assess the availability of electricity.

v. **Table 4.4.20** reveals that 96.77% of the MEAs acknowledged that they enquire about the availability of sports equipment.

vi. **Table 4.4.21** reveals that 97.31% of the MEAs acknowledged that the MEAs take into account the availability of washrooms.

vii. **Table 4.4.22** reveals that 94.62% of the MEAs acknowledged that they check the availability of the First Aid Unit in the school.

viii. **Table 4.4.23** reveals that 94.62% of the MEAs acknowledged that they assess the physical facilities of the school.

ix. **Table 4.4.24** reveals that 63.98 % of the MEAs disagreed the statement that the MEAs assess the availability of training mechanisms for the faculty.

x. **Table 4.4.25** reveals that 78.49 % of the MEAs disagreed the statement that the existing M&E mechanism has improved the infrastructure and physical facilities in the schools.

Inferential Analysis:

i. **Table 4.4.16** reveals that the χ^2 value (233.52) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.17** shows that the χ^2 value (288.80) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.18** reveals that the χ^2 value (127.19) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.19** reveals that the χ^2 value (198.47) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

v. **Table 4.4.20** reveals that the χ^2 value (262.04) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vi. **Table 4.4.21** reveals that the χ^2 value (217.83) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vii. **Table 4.4.22** reveals that the χ^2 value (210.23) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

viii. **Table 4.4.23** shows that the χ^2 value (159.33) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ix. **Table 4.4.24** reveals that the χ^2 value (96.80) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

x. **Table 4.4.25** reveals that the χ^2 value (70.95) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.5. Responses on Human Resources

Table 4.4.26. *MEAs Monitor the Enrolment of the Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	54	83	0	27	22	186	3.65	1.35	50.95
Percentage	29.03	44.62	-	14.52	11.83				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.26 reveals that 73.66% of the MEAs acknowledged that they monitor the enrolment of the students, while (26.34%) showed disagreement. *M* score (3.65) supported above statement and *S.D* (1.349) shows significant variation in responses. The χ^2 value (50.95) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant.

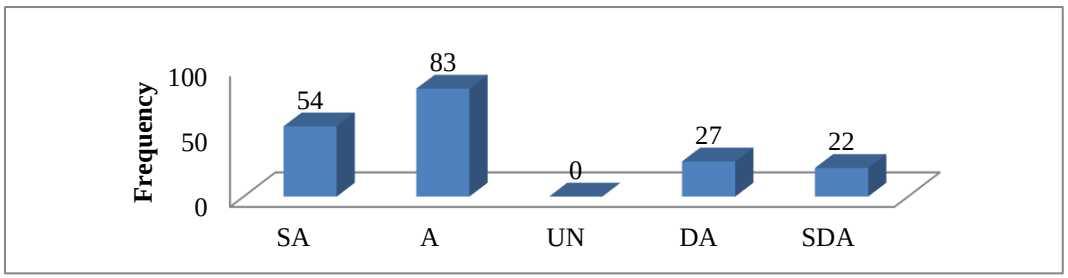

Figure 4.3.26. Monitoring of Enrolment of the Students

Figure 4.4.26 shows that the MEAs monitor the enrolment of the students.

Table 4.4.27. *MEAs Assess the Availability of the Faculty as per Requirement*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	66	105	0	4	11	186	4.13	0.98	147.72
Percentage	35.48	56.45	-	2.15	5.91				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.27 reveals that 91.94% of the MEAs acknowledged that they assess the availability of the faculty as per requirement, while (8.06%) disagreed the statement. The calculated value of *M* (4.13) favoured the statement and the *S.D* (0.98) show less

variation in responses. The χ^2 value (147.72) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

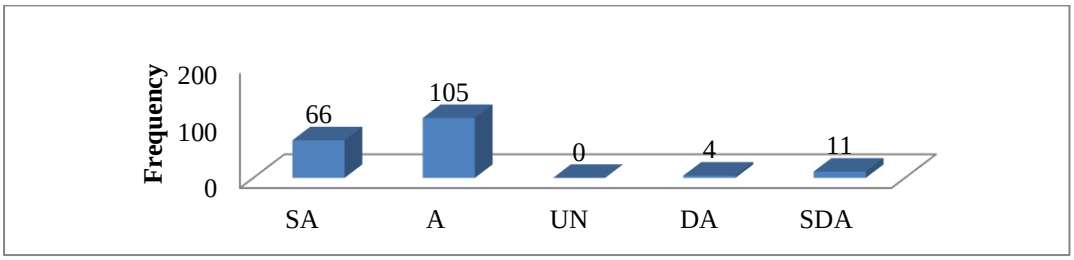

Figure 4.3.27. Assessment of the Faculty as per Requirement

Figure 4.4.27 shows that MEAs assess the availability of the faculty as per requirement.

Table 4.4.28. *MEAs Assess the Attendance of the Faculty*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	91	89	0	2	4	186	4.4	0.753	162.86
Percentage	48.92	47.85	-	1.08	2.15				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.28 reveals that 96.77% of the MEAs acknowledged that they assess the attendance of the faculty, while (3.23%) disagreed the statement. The calculated value of *M* (4.4) favoured the statement and the *S.D* (0.753) shows less variation in the responses. The χ^2 value (162.86) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

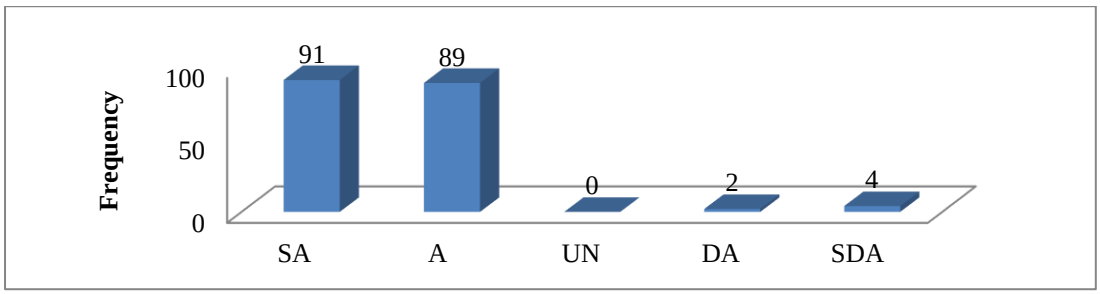

Figure 4.3.28. Assessment of Attendance of Faculty

Figure t 4.4.28 shows that the MEAs assess the attendance of the faculty.

Table 4.4.29. *MEAs Monitor the Attendance of Supporting Staff*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	40	122	0	13	11	186	3.9	1.011	174.73
Percentage	21.51	65.59	-	6.99	5.91				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.29 reveals that 87.10% of the MEAs acknowledged that they monitor the attendance of supporting staff, while (12.90%) showed disagreement. *M* score (3.9) supported above statement and *S.D* (1.011) shows significant variation in responses. The χ^2 value (174.73) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

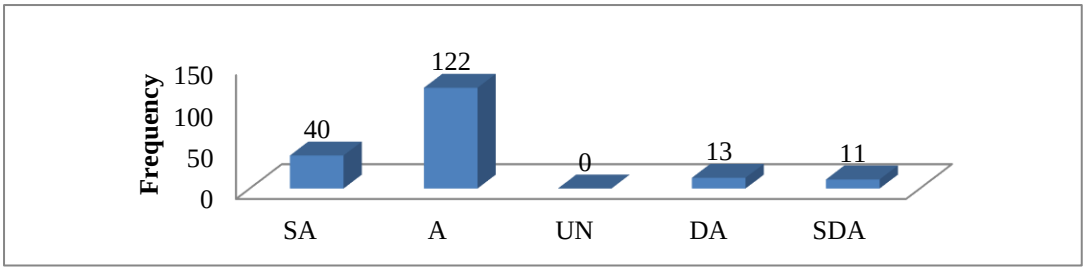

Figure 4.3.29. Monitoring of Attendance of Supporting Staff

Figure 4.4.29 shows that the MEAs monitor the attendance of supporting staff.

Table 4.4.30. *M&E System of Your Organization Has Addressed the Deficiency of Staff*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	75	86	0	18	7	186	4.09	1.062	170.08
Percentage	40.32	46.24	-	9.68	3.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.30 reveals that 86.56% of the MEAs acknowledged that the M&E mechanism of organization has addressed the deficiency of staff, while (13.44%) disagreed the statement. *M* score (4.09) supported above statement and *S.D* (1.062) shows significant variation in the responses. The χ^2 value (170.08) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

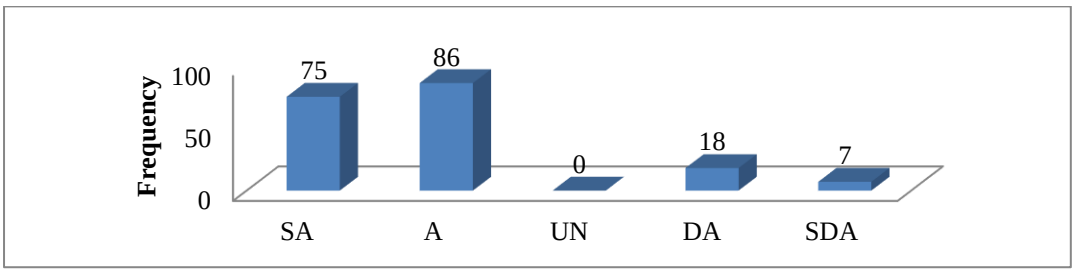

Figure 4.3.30. Effectiveness of M&E to Address staff Deficiency

Figure 4.4.30 shows that the M&E mechanism of the organization has addressed the deficiency of staff.

Table 4.4.30.1. *Human Resources*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.4.26	54	83	27	22	186	3.65	1.349	50.95
Table 4.4.27	66	105	4	11	186	4.13	0.98	147.72
Table 4.4.28	91	89	2	4	186	4.4	0.753	162.86
Table 4.4.29	40	122	13	11	186	3.9	1.011	174.73
Table 4.4.30	75	86	18	7	186	4.09	1.062	170.08

Descriptive Analysis:

i. Table 4.4.26 reveals that 73.66% of the MEAs acknowledged that they monitor the enrolment of the students.

ii. Table 4.4.27 reveals that 91.94% of the MEAs acknowledged that they assess the availability of the faculty as per requirement.

iii. Table 4.4.28 reveals that 96.77% of the MEAs acknowledged that MEAs assess the attendance of the faculty.

iv. Table 4.4.29 reveals that 87.10% of the MEAs acknowledged that they monitor the attendance of supporting staff.

v. Table 4.4.30 reveals that 86.56% of the MEAs acknowledged that the M&E mechanism of the organization has addressed the deficiency of staff.

Inferential Analysis:

i. Table 4.4.26 reveals that χ^2 value (50.95) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. Table 4.4.27 reveals that χ^2 value (147.72) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. Table 4.4.28 shows that χ^2 value (162.86) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. Table 4.4.29 reveals that χ^2 value (174.73) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

v. Table 4.4.30 reveals that χ^2 value (170.08) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

4.4.6. Responses on Science Laboratories

Table 4.4.31. *MEAs Assess the Availability of Science Laboratories*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	12	155	0	13	6	186	3.83	0.78	338.17
Percentage	6.45	83.33	-	6.99	3.23				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.31 reveals that 89.78 % of the MEAs acknowledged that they assess the availability of science laboratories, while (10.22%) showed disagreement. *M* score (3.83) supported above statement and *S.D* (0.78) shows less variation in responses. The χ^2 value (338.17) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

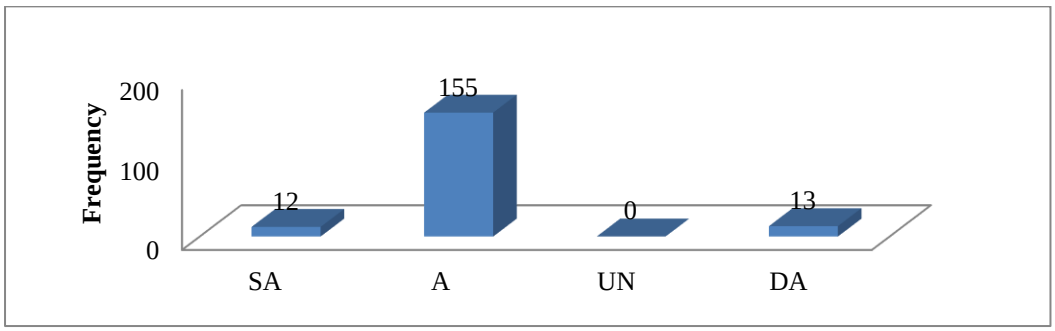

Figure 4.3.32. Assessment of Availability of Science Labs

Figure 4.4.31 shows that the MEAs assess the availability of science laboratories.

Table 4.4.32. *The MEAs Assess the Equipment and Instruments of the Science Lab*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	53	86	0	22	25	186	3.65	1.36	57.31
Percentage	28.49	46.24	-	11.83	13.44				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.32 reveals that 74.73% of the MEAs acknowledged that they assess the equipment and instruments of the science laboratories, while (25.27%) showed disagreement. *M* score (3.65) supported above statement and *S.D* (1.361) shows significant variation in responses. The χ^2 value (57.31) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

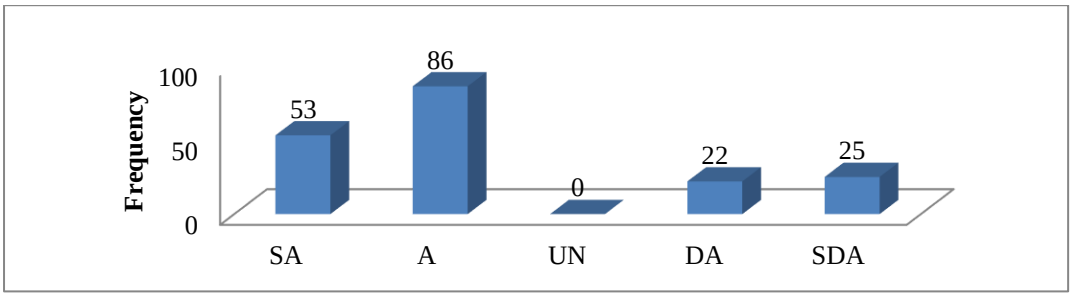

Figure 4.3.32. Assessment of Availability of Science Instruments

Figure 4.4.32 shows that MEAs assess the equipment and instruments of the science laboratories.

Table 4.4.33. *The MEAs Examine the Functionality Level of Science Laboratories*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	10	15	0	94	67	186	1.96	1.08	107.55
Percentage	5.38	8.06	-	50.54	36.02				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.33 reveals that 86.56% of the MEAs disagreed the statement that the MEAs examine the functionality level of science laboratories, while (13.44%) agreed the statement. *M* score (1.96) did not favour above statement and *S.D* (1.082) shows significant variation in the responses. The χ^2 value (107.55) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

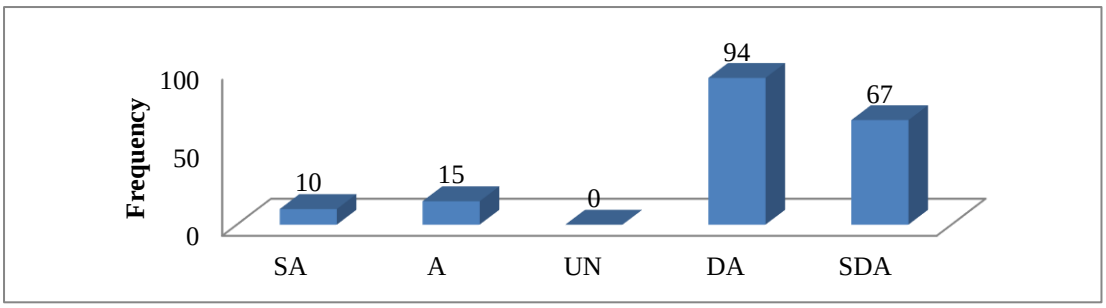

Figure 4.3.33. Evaluation of Functionality Level of Science Labs

Figure 4.4.33 shows that MEAs do not examine the functionality level of science laboratories.

Table 4.4.34. *M&E System has Developed the Culture of Science Practical*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	8	6	0	67	105	186	1.63	0.97	149.78
Percentage	4.30	3.23	-	36.02	56.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.34 reveals that 92.47% of the MEAs disagreed the statement that the M&E system of organization has developed the culture of science practical in their school,

while (7.53 %) agreed the statement. *M* score (1.63) did not support above statement and *S.D* (0.974) shows less variation in the responses. The χ^2 value (149.78) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

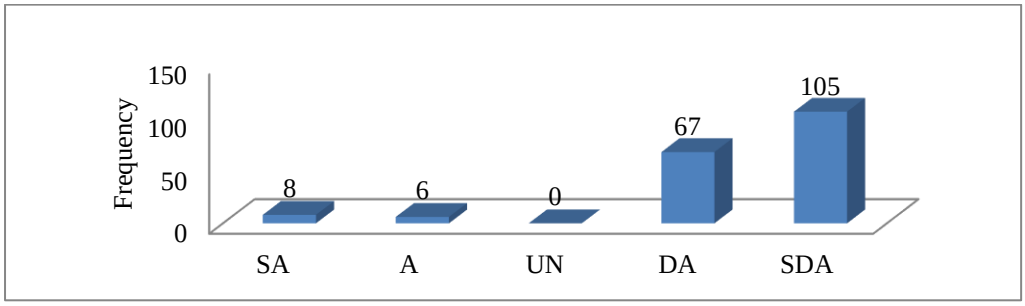

Figure 4.3.34. Effectiveness of M&E to Develop a Culture of Science Practical

Figure 4.4.34 shows that M&E system of organization has not developed the culture of science practical in school.

Table 4.4.34.1. *Combined Table*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.31	12	155	13	6	186	3.83	0.78	338.17
Table 4.4.32	53	86	22	25	186	3.65	1.361	57.31
Table 4.4.33	10	15	94	67	186	1.96	1.082	107.55
Table 4.4.34	8	6	67	105	186	1.63	0.974	149.78

Descriptive Analysis:

i. **Table 4.4.31** reveals that 89.78 % of the MEAs acknowledged that they assess the availability of science laboratories.

ii. **Table 4.4.32** reveals that 74.73% of the MEAs acknowledged that they assess the equipment and instruments of the science laboratories.

iii. **Table 4.4.33** reveals that 86.56% of the MEAs disagreed the statement that MEAs examine the functionality level of science laboratories.

iv. **Table 4.4.34** reveals that 92.47% of the MEAs disagreed the statement that the M&E system has not developed the culture of science practical in the schools.

Inferential Analysis:

i. **Table 4.4.31** reveals that χ^2 value (338.17) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.32** reveals that χ^2 value (57.31) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.33** reveals that χ^2 value (107.55) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

iv. **Table 4.4.34** reveals that χ^2 value (149.78) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.7. Responses on School Library

Table 4.4.35. *MEAs Assess the Availability of the School Library*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	88	75	0	16	7	186	4.19	1.061	108.06
Percentage	47.31	40.32	-	8.60	3.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.35 reveals that 87.63% of the MEAs acknowledged that they assess the availability of the school library, while (12.37%) disagreed the statement. *M* score (4.19) supported above statement and *S.D* (1.061) shows significant variation in responses. The χ^2 value (108.06) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

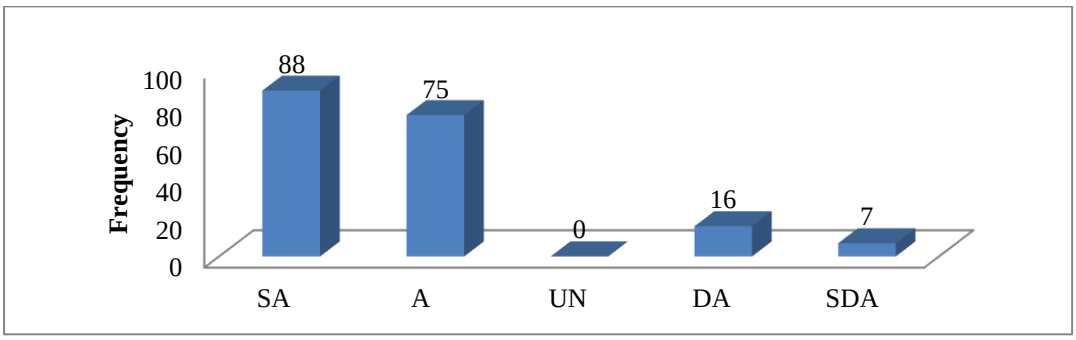

Figure 4.3.35 Assessment of Availability of School Library

Figure 4.4.35 shows that the MEAs assess the availability of the school library.

Table 4.4.36. *MEAs Assess the Latest Reading Material and Reference Books in Library*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	84	85	0	7	10	186	4.22	1.022	124.32
Percentage	45.16	45.70	-	3.76	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.36 reveals that 90.86 % of the MEAs acknowledged that they assess the latest reading material and reference books in library, while (9.14%) disagreed the statement. The calculated value of *M* (4.22) favoured the statement and the *S.D* (1.022) shows significant variation in responses. The χ^2 value (124.32) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant.

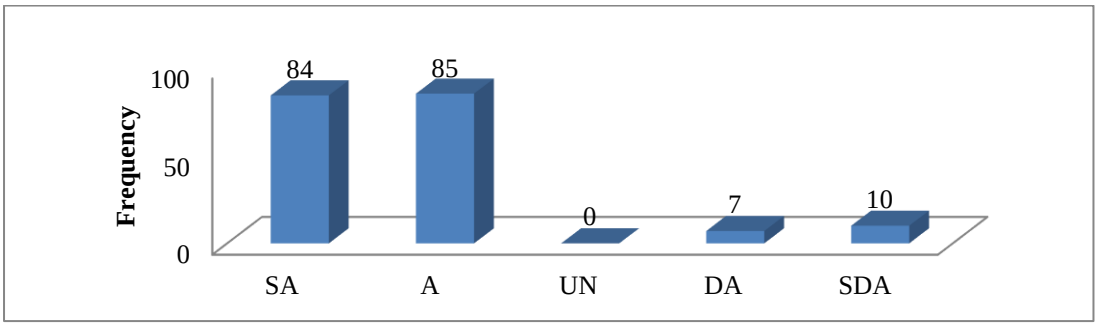

Figure 4.3.36. Assessment of Latest Reading Material in Library

Figure 4.4.36 shows that MEAs assess the latest reading material and reference books in library.

Table 4.4.37. *MEAs Examine the Functionality of the Library by Checking Records*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	10	12	0	66	98	186	1.76	1.104	119.46
Percentage	5.38	6.45	-	35.48	52.69				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.37 reveals that 88.17% of the MEAs disagreed the statement that they examine the functionality of the library by checking records in books issuance registers, while (11.83%) agreed the statement. The calculated value of *M* (1.76) did not favour the statement and the *S.D* (1.104) shows significant variation in responses. The χ^2 value (119.46) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

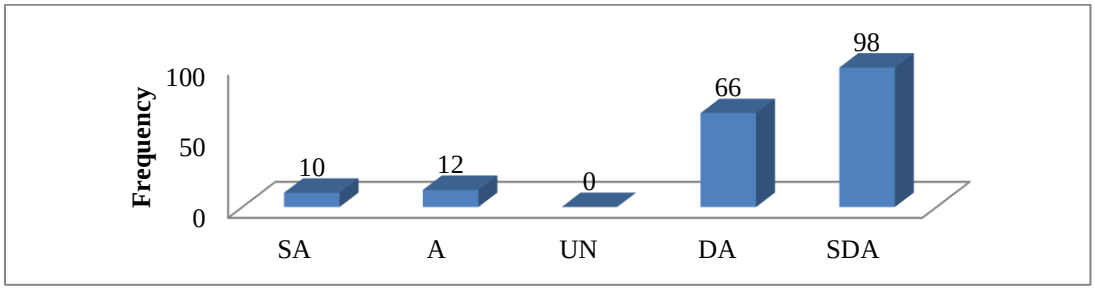

Figure 4.3.37. Assessment of Functionality of the Library

Figure 4.4.37 shows that MEAs examine the functionality of the library by checking records in books issuance registers.

Table 4.4.38. *M&E Mechanism has Developed the Culture of Book Reading*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	1	20	0	63	102	186	1.68	0.965	131.72
Percentage	0.54	10.75	-	33.87	54.84				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.38 reveals that 88.71% of the MEAs disagreed the statement that the M&E mechanism of the organization has developed the culture of book reading amongst the students in their school, while (11.29 %) agreed the statement. The calculated value of *M*

(1.68) did not favour the statement and the *S.D* (0.965) shows less variation in responses. The χ^2 value (131.72) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

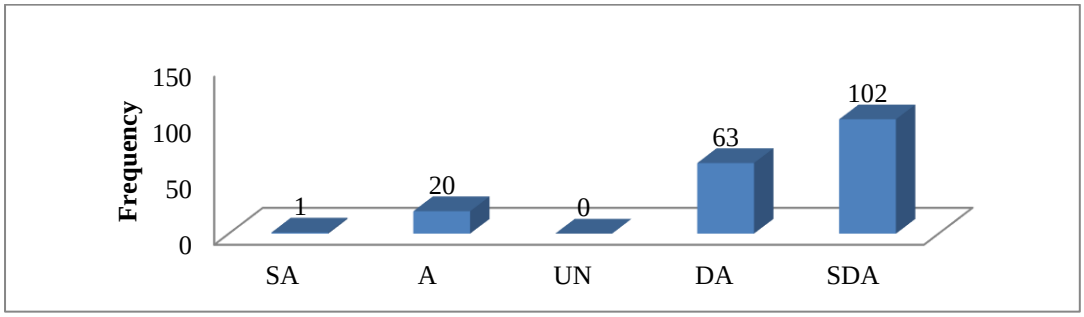

Figure 4.3.38. Effectiveness of M&E to Develop a Culture of Books Reading

Figure 4.4.38 shows that the M&E mechanism has developed the culture of book reading amongst the students in their school.

Table 4.4.38.1. *Combined Table*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.4.35	88	75	16	7	186	4.19	1.061	108.06
Table 4.4.36	84	85	7	10	186	4.22	1.022	124.32
Table 4.4.37	10	12	66	98	186	1.76	1.104	119.46
Table 4.4.38	1	20	63	102	186	1.68	0.965	131.72

Descriptive Analysis:

i. **Table 4.4.35** reveals that 87.63% of the MEAs acknowledged that they assess the availability of the school library.

ii. **Table 4.4.36** reveals that 90.86 % of the MEAs acknowledged that they assess the latest reading material and reference books in library.

iii. **Table 4.4.37** reveals that 88.17% of the MEAs disagreed the statement that the MEAs examine the functionality of the library by checking records in books issuance registers.

iv. **Table 4.4.38** reveals that 88.71% of the MEAs disagreed the statement that the M&E mechanism of organization has developed a culture of book reading amongst the students in their schools.

Inferential Analysis:

i. **Table 4.4.35** reveals that χ^2 value (108.06) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.36** reveals that χ^2 value (124.32) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.37** reveals that χ^2 value (119.46) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning towards disagree.

iv. **Table 4.4.38** reveals that χ^2 value (131.72) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning towards disagree.

4.4.8. Responses on Cleanliness

Table 4.4.39. *MEAs Assess the Cleanliness of the School Building*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	75	98	0	6	7	186	4.23	0.908	143.33
Percentage	40.32	52.69	-	3.23	3.76				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.39 reveals that 93.01 % of the MEAs acknowledged that they assess the cleanliness of the school building, while (6.99%) disagreed the statement. The calculated value of *M* (4.23) favoured the statement and the *S.D* (0.908) shows less variation in the responses. The χ^2 value (143.33) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

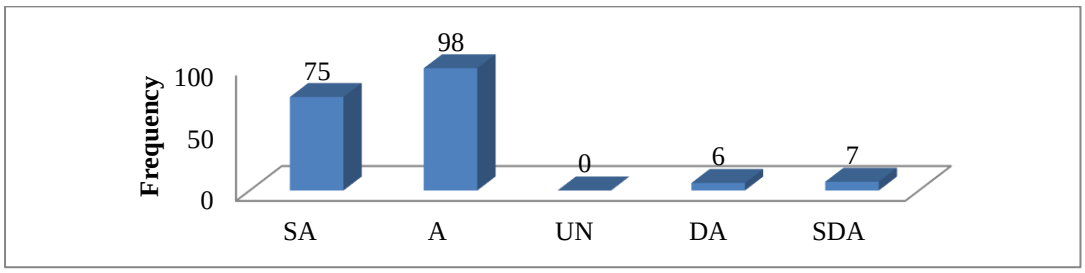

Figure 4.3.39. Assessment of Cleanliness of the School Building

Figure 4.4.39 shows that the MEAs assess the cleanliness of the school building.

Table 4.4.40. *MEAs Check the Hygienic Condition of Drinking Water*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	10	116	0	40	20	186	3.3	1.184	148.54
Percentage	5.38	62.37	-	21.51	10.75				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.40 reveals that 67.74 % of the MEAs acknowledged that they check the hygienic condition of drinking water, while (32.26%) showed disagreement. *M* score (3.3) supported above statement and *S.D* (1.184) shows significant variation in responses. The χ^2 value (148.54) is higher than table value (9.45) at α=05 and df=4. Therefore, statement is significant.

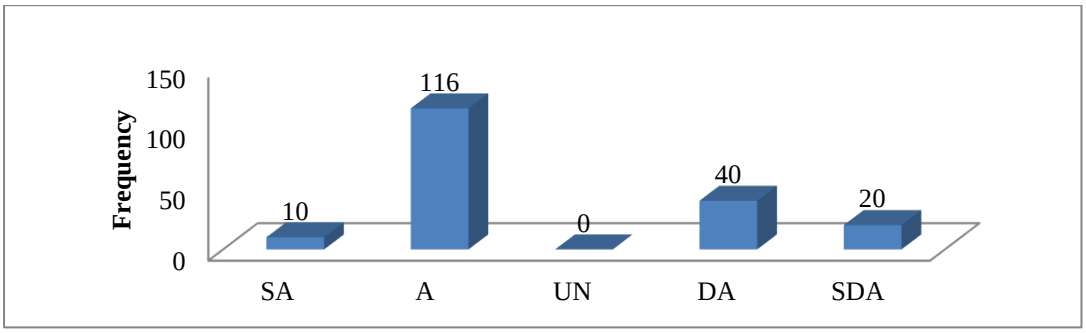

Figure 4.3.40. Assessment of Hygienic Condition of Drinking Water

Figure 4.4.40 shows that MEAs check the hygienic condition of drinking water.

Table 4.4.41. *MEAs Assess the Hygienic Condition of Washrooms*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	89	69	0	25	3	186	4.16	1.07	100.37
Percentage	47.85	37.10	-	13.44	1.61				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.41 reveals that 84.95% of the MEAs acknowledged that they assess the hygienic condition of washrooms, while (15.05%) disagreed the statement. The calculated value of *M* (4.16) favoured the statement and the *S.D* (1.068) shows significant variation in responses. The χ^2 value (100.37) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

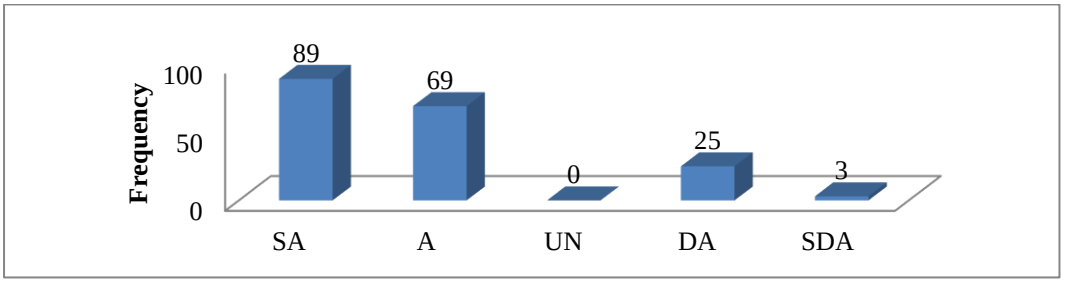

Figure 4.3.41. Assessment of Hygienic Condition of Washrooms

Figure 4.4.41 shows that the MEAs assesses the hygienic condition of washrooms.

Table 4.4.42. *MEAs Focus on the Personal Hygiene of the Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	11	19	0	75	81	186	1.95	1.175	86.43
Percentage	5.91	10.22	-	40.32	43.55				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.42 reveals that 83.87% of the MEAs disagreed the statement that they focus on the personal hygiene of the students, while (16.13%) agreed the statement. The calculated value of *M* (1.95) did not favour the statement and the *S.D* (1.175) shows significant variation in the responses. The χ^2 value (86.43) is higher than table value (9.45) at α=.05

and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

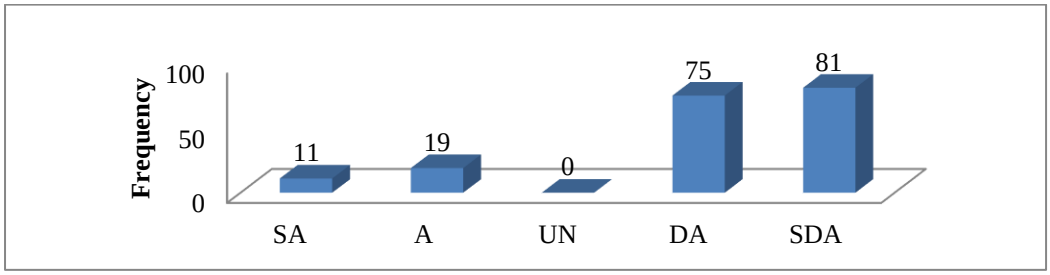

Figure 4.3.42. Assessment of Focusing Personal Hygiene of the Students

Figure 4.4.42 shows that the MEAs do not focus on the personal hygiene of the students.

Table 4.4.43. *M&E mechanism Has Improved the Hygienic Condition of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	25	0	101	60	186	1.95	0.928	46.68
Percentage	-	13.44	-	54.30	32.26				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.43 reveals that 86.56 % of the MEAs disagreed the statement that M&E mechanism has improved the hygienic condition of the school, while (13.44 %) agreed the statement. The calculated value of *M* (1.95) did not favour the statement and the *S.D* (0.928) shows less variation in responses. The χ^2 value (46.68) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

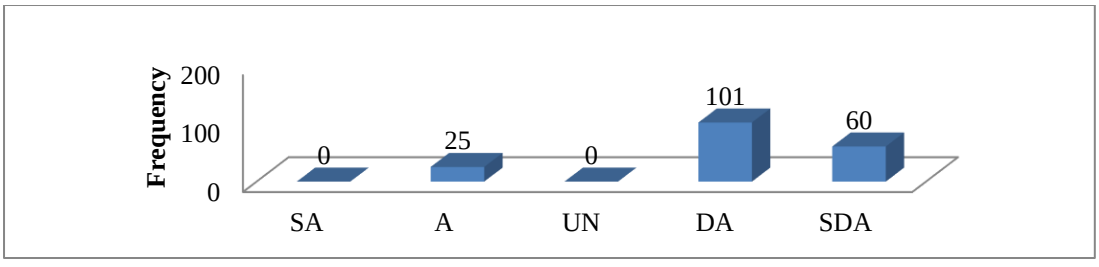

Figure 4.3.43. Effectiveness of M&E in Improving Hygienic Condition

Figure 4.4.43 shows that M&E mechanism has not improved the hygienic condition of the school.

Table 4.4.43.1. *Cleanliness*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.39	75	98	6	7	186	4.23	0.908	143.33
Table 4.4.40	10	116	40	20	186	3.3	1.184	148.54
Table 4.4.41	89	69	25	3	186	4.16	1.068	100.37
Table 4.4.42	11	19	75	81	186	1.95	1.175	86.43
Table 4.4.43	0	25	101	60	186	1.95	0.928	46.68

Descriptive Analysis:

i. **Table 4.4.39** reveals that 93.01 % of the MEAs acknowledged that they assess the cleanliness of the school building.

ii. **Table 4.4.40** reveals that 67.74 % of the MEAs acknowledged that they check the hygienic condition of drinking water.

iii. **Table 4.4.41** reveals that 84.95% of the MEAs acknowledged that they assess the hygienic condition of washrooms.

iv. **Table 4.4.42** reveals that 83.87% of the MEAs disagreed the statement that the MEAs focus on the personal hygiene of the students.

v. **Table 4.4.43** reveals that 86.56 % of the MEAs disagreed that the MEAs have improved the hygienic condition of the school.

Inferential Analysis:

i. **Table 4.4.39** reveals that χ^2 value (143.33) is higher than table value (9.45) at α=0.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.40** reveals that χ^2 value (148.54) is higher than table value (9.45) at α=0.05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.41** reveals that χ^2 value (100.37) is higher than table value (9.45) at α=0.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.42** reveals that χ^2 value 86.43 is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.43** reveals that χ^2 value 46.68 is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.9. Responses on Classroom Pedagogy

Table 4.4.44. *MEAs Monitor the Lesson Planner in the Classroom*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	75	85	0	14	12	186	4.06	1.135	97.66
Percentage	40.32	45.70	-	7.53	6.45				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.44 reveals that 86.02 % of the MEAs acknowledged that they monitor the lesson planner in the classroom, while (13.98 %) disagreed the statement. The calculated value of *M* (4.06) favoured the statement and the *S.D* (1.135) shows significant variations in responses. The χ^2 value (97.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

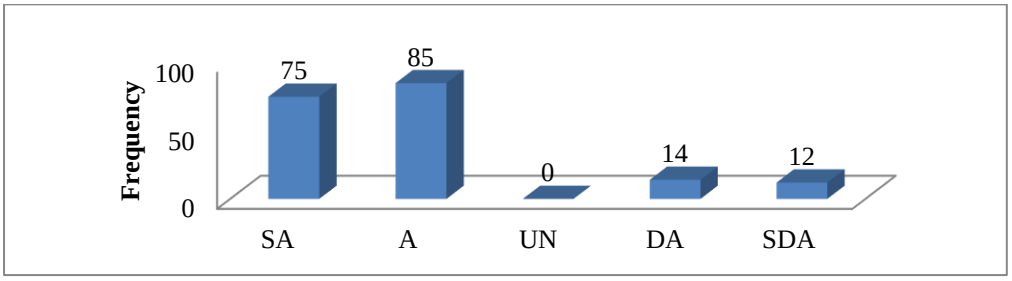

Figure 4.3.44. Assessment of Lesson Planner in Classroom

Figure 4.4.44 shows that MEAs monitor the lesson planner in the classroom.

Table 4.4.45. *MEAs Assess the Teaching Style and its Suitability with the Topic*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	10	11	0	94	71	186	1.9	1.048	117.18
Percentage	5.38	5.91	-	50.54	38.17				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.45 reveals that 88.71% of the MEAs disagreed the statement that MEAs assess the teaching style and its suitability with the topic, while (11.29%) agreed the statement. The calculated value of *M* (1.9) did not favour the statement and the *S.D* (1.048) shows significant variation of responses. The χ^2 value (117.18) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

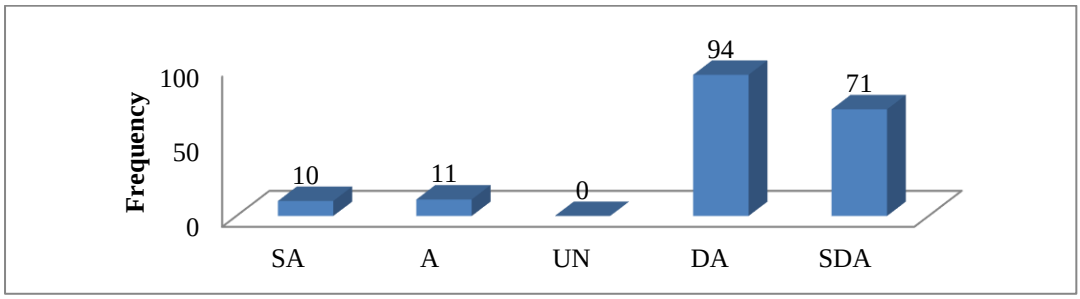

Figure 4.3.45 Assessment of Teaching Style

Figure 4.4.45 shows that MEAs do not assess teaching style and its suitability with topic.

Table 4.4.46. *MEAs Focus on Using AV Aids in Classroom Teaching*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	42	116	0	20	8	186	3.88	1.017	151.29
Percentage	22.58	62.37	-	10.75	4.30				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.46 reveals that 84.95% of the MEAs acknowledged that they focus on using AV Aids in classroom teaching, while (15.05%) showed disagreement. *M* score (3.88) supported above statement and *S.D* (1.017) shows significant variation in the responses.

The χ^2 value (151.29) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

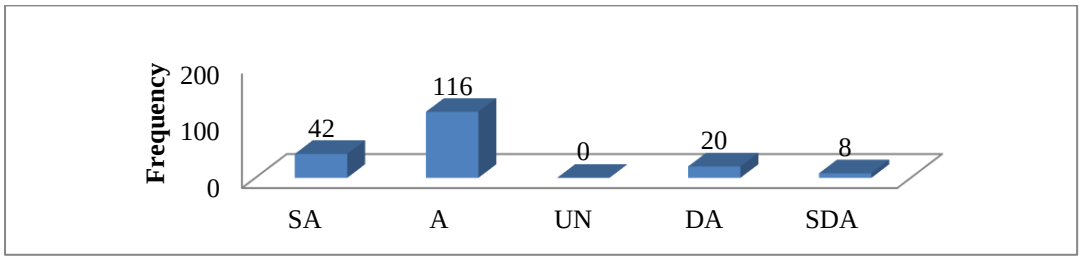

Figure 4.3.46. Assessment of Using AV Aids in Teaching

Figure 4.4.46 shows MEAs focus on using AV Aids in classroom teaching.

Table 4.4.47. *MEAs Assess the Relevance of Teaching with Paper Pattern*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	8	36	0	74	68	186	2.15	1.23	60.45
Percentage	4.30	19.35	-	39.78	36.56				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.47 reveals that 76.34 % of the MEAs disagreed the statement that the MEAs assess the relevance of teaching with paper pattern, while (23.66 %) agreed the statement. The calculated value of *M* (2.15) did not favour the statement and the *S.D* (1.23) shows significant variation in the responses. The χ^2 value (60.45) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

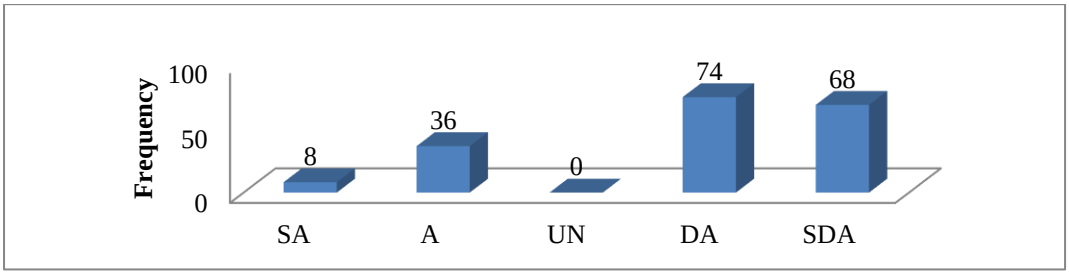

Figure 4.3.47. Assessment of Teaching with Paper Pattern

Figure 4.4.47 shows that MEAs do not assess the relevance of teaching with paper pattern.

Table 4.4.48. *MEAs Assess the Preparation and Confidence of Teachers*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	35	114	0	15	22	186	3.67	1.215	135.08
Percentage	18.82	61.29	-	8.06	11.83				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.48 reveals that 80.11 % of the MEAs acknowledged that they assess the preparation and confidence of teachers, while (19.89%) showed disagreement. *M* score (3.67) supported above statement and *S.D* (1.215) shows significant variation in responses. The χ^2 value (135.08) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

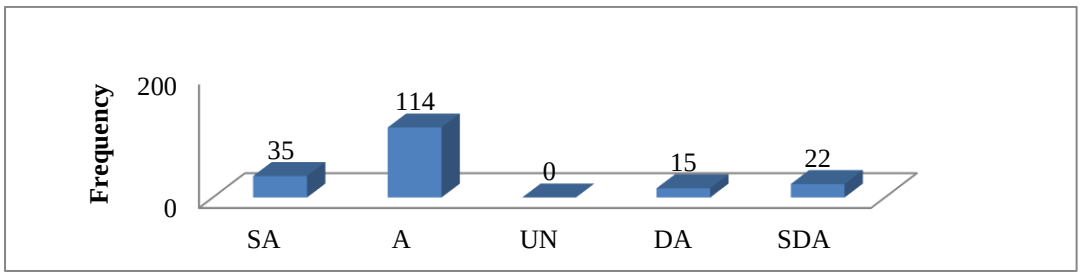

Figure 4.3.48. Assessment of Teachers' Preparation and Confidence

Figure 4.4.48 shows that MEAs assess the preparation and confidence of teachers.

Table 4.4.49. *MEAs Assess the Speaking Skill and Expression of Teachers*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	7	25	0	62	92	186	1.89	1.169	93.18
Percentage	3.76	13.44	-	33.33	49.46				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.49 reveals that 82.80% of the MEAs disagreed the statement that MEAs assess the speaking skill and expression of teachers, while (17.20 %) agreed the statement. *M* score (1.89) did not support above statement and *S.D* (1.169) shows significant variation

in responses. The χ^2 value (93.18) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

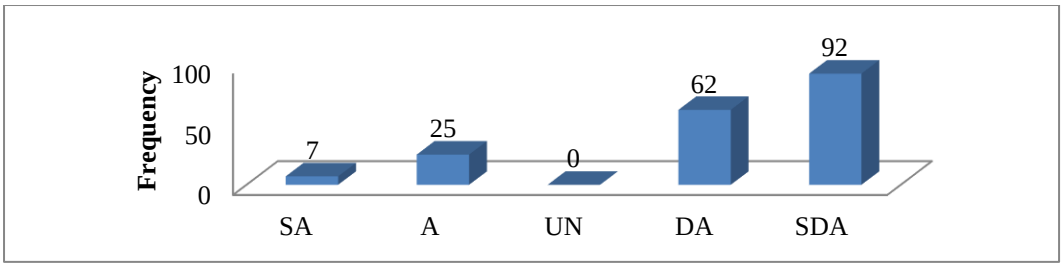

Figure 4.3.49. Assessment the Speaking Skill of Teachers

Figure 4.4.49 shows that MEAs do not assess the speaking skill of teachers.

Table 4.4.50. *MEAs Evaluate the Learning Outcome of Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	8	6	0	81	91	186	1.83	1.466	135.33
Percentage	4.30	3.23	-	43.55	48.92				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.50 reveals that 92.47% of the MEAs disagreed the statement that they evaluate the learning outcome of students, while (7.53 %) agreed the statement. The calculated value of *M* (1.83) did not favour the statement and the *S.D* (1.466) shows significant variation in responses. The χ^2 value (135.33) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

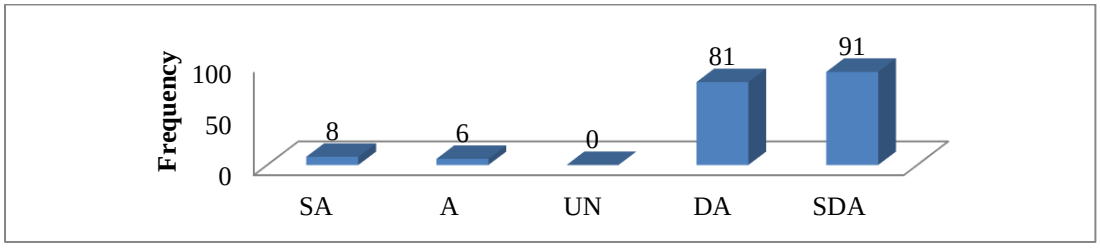

Figure 4.3.50. Evaluation of Students' Learning Outcome

Figure 4.4.50 shows that the MEAs do not evaluate the learning outcome of students.

Table 4.4.51. *MEAs Assess 21st-Century Skills During Classroom Teaching*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	3	9	0	85	89	186	1.63	0.747	141.66
Percentage	1.61	4.84	-	45.70	47.85				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.51 reveals that 93.55% of the MEAs disagreed the statement that they assess 21st-century skills during classroom teaching, while (6.45 %) agreed the statement. *M* score (1.63) did not supported above statement and *S.D* (0.747) shows less variation in responses. The χ^2 value (141.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

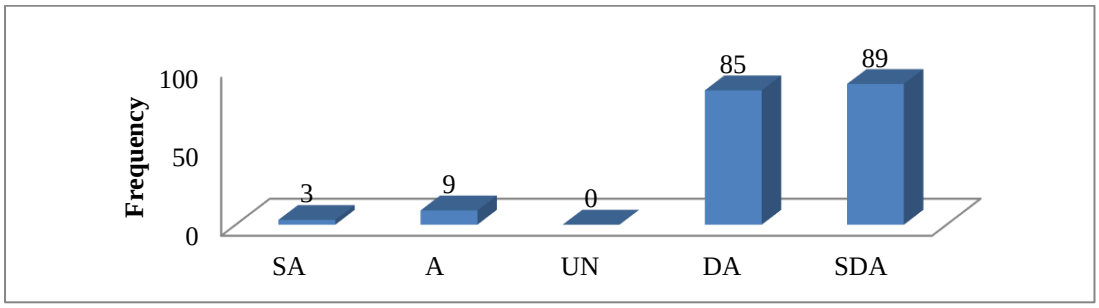

Figure 4.3.51. Assessment of 21st Century Skills in Classroom Teaching

Figure 4.4.51 shows that majority of the MEAs acknowledged that they do not assess 21st-century skills during classroom teaching.

Table 4.4.52. *M&E Mechanism Has Improved the Teaching-Learning Process*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	5	30	0	71	80	186	1.97	1.15	79.94
Percentage	2.69	16.13	-	38.17	43.01				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.52 reveals that 81.18% of the MEAs disagreed the statement that M&E mechanism of their organization has improved the teaching-learning process in the

classroom, while (18.82 %) agreed the statement. The calculated value of *M* (1.97) did not favour the statement and the *S.D* (1.15) shows significant variation in responses. The χ^2 value (79.94) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

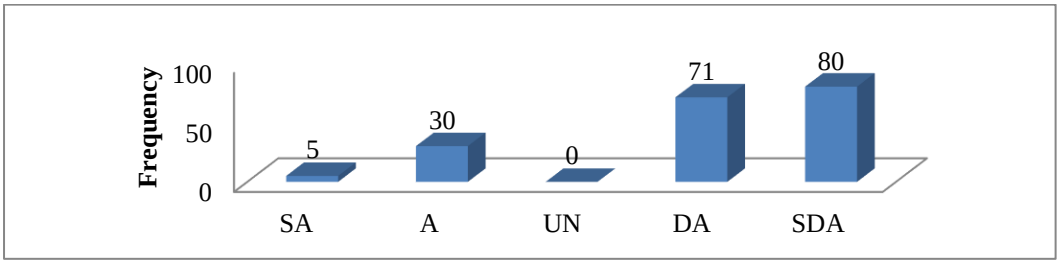

Figure 4.3.52. Effectiveness of M&E to Improved Teaching-Learning Process

Figure 4.4.52 shows that majority of the MEAs acknowledged that M&E mechanism has not improved the teaching-learning process in the classroom.

Table 4.4.52.1. *Classroom Pedagogy*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.4.44	75	85	14	12	186	4.06	1.135	97.66
Table 4.4.45	10	11	94	71	186	1.9	1.048	117.18
Table 4.4.46	42	116	20	8	186	3.88	1.017	151.29
Table 4.4.47	8	36	74	68	186	2.15	1.23	60.45
Table 4.4.48	35	114	15	22	186	3.67	1.215	135.08
Table 4.4.49	7	25	62	92	186	1.89	1.169	93.18
Table 4.4.50	8	6	81	91	186	1.83	1.466	135.33
Table 4.4.51	3	9	85	89	186	1.63	0.747	141.66
Table 4.4.52	5	30	71	80	186	1.97	1.15	79.94

Descriptive Analysis:

i. **Table 4.4.44** reveals that 86.02 % of the MEAs acknowledged that they monitor the lesson planner in the classroom.

ii. **Table 4.4.45** reveals that 88.71% of the MEAs disagreed the statement that MEAs assess the teaching style and its suitability with the topic.

iii. **Table 4.4.46** reveals that 84.95% of the MEAs acknowledged that they focus on using AV Aids in classroom teaching.

iv. **Table 4.4.47** reveals that 76.34 % of the MEAs disagreed the statement that the MEAs assess the relevance of teaching with paper pattern.

v. **Table 4.4.48** reveals that 80.11% of the MEAs acknowledged that they assess the preparation and confidence of teachers.

vi. **Table 4.4.49** reveals that 82.80% of the MEAs disagreed the statement that the MEAs assess the speaking skill and expression of teachers.

vii. **Table 4.4.50** reveals that 92.47% of the MEAs disagreed the statement that the MEAs evaluate the learning outcome of students.

viii. **Table 4.4.51** reveals that 93.55% of the MEAs disagreed the statement that the MEAs assesses 21st century skills during classroom teaching

ix. **Table 4.4.52** reveals that 81.18% of the MEAs disagreed the statement that the M&E mechanism of their organization has improved the teaching-learning process in the classroom.

Inferential Analysis:

i. **Table 4.4.44** reveals that χ^2 value (97.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.45** reveals that χ^2 value (117.18) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But majority responses of MEAs are found leaning towards disagree.

iii. **Table 4.4.46** reveals that χ^2 value (151.29) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.47** reveals that χ^2 value (60.45) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.48** reveals that χ^2 value (135.08) is higher than table value (9.45) at α=.05 and df=4. therefore, statement is significant

vi. **Table 4.4.49** reveals χ^2 value (93.18) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

vii. **Table 4.4.50** reveals that χ^2 value (135.33) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

viii. **Table 4.4.51** reveals that χ^2 value (141.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

ix. **Table 4.4.52** reveals that χ^2 value (79.94) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.10. Responses on Co-curricular Activities

Table 4.4.53. *MEAs Assess the Observance of National Events in the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	60	94	0	11	21	186	3.87	1.251	93.53
Percentage	32.26	50.54	-	5.91	11.29				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.53 reveals that 82.80 % of the MEAs acknowledged that they assess the observance of national events in the school, while (17.20%) showed disagreement. *M* score (3.87) supported above statement and *S.D* (1.251) shows significant variation in responses. The χ^2 value (93.53) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

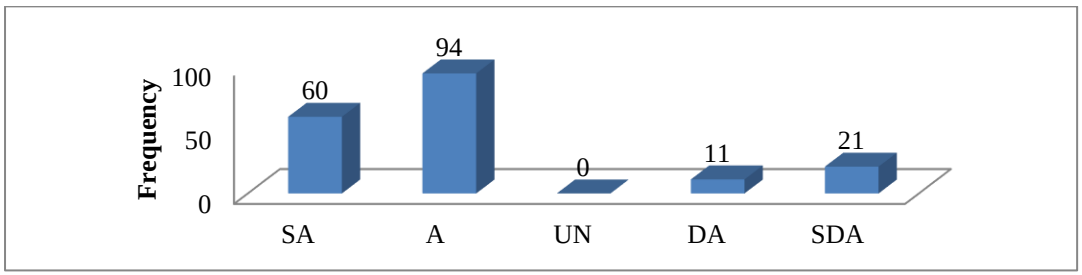

Figure 4.3.53. Assessment of Observance of National Events in School

Figure 4.4.53 shows that majority of the MEAs acknowledged that they assess the observance of national events in the school.

Table 4.4.54. *MEAs Assess the Events of the School Morning Assembly*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	85	86	0	5	10	186	4.24	0.998	131.12
Percentage	45.70	46.24	-	2.69	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.54 reveals that 91.94% of the MEAs acknowledged that they assess the events of the school morning assembly, while (8.06%) showed disagreement. *M* score (4.24) supported above statement and *S.D* (0.998) shows less variation in the responses. The χ^2 value (131.12) is higher than table value (9.45) at $\alpha = .05$ and df=4. Therefore, statement is significant.

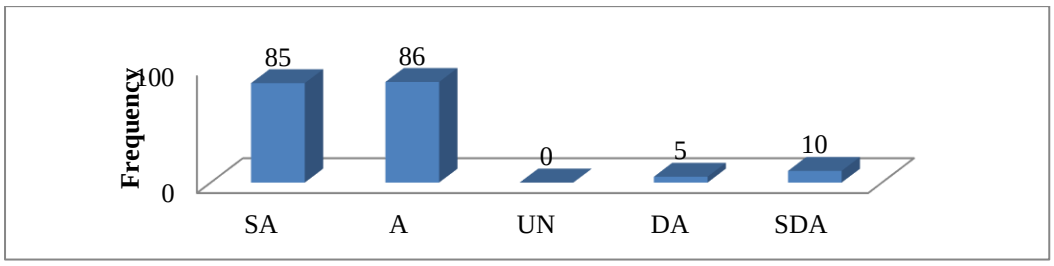

Figure 4.3.54. Assessment of School Morning Assembly

Figure 4.4.54 shows that majority of the MEAs acknowledged that MEAs assess the events of the school morning assembly.

Table 4.4.55. *MEAs Assess Debate and Speech Competitions of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	5	3	0	61	117	186	1.48	0.82	189.14
Percentage	2.69	1.61	-	32.80	62.90				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.55 reveals that 95.70% of the MEAs disagreed the statement that they assess debates and speech competitions of the students, while (4.30%) agreed the statement. The calculated value of *M* (1.48) did not support above statement and *S.D* (0.82) shows less variation in responses. The χ^2 value (189.14) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

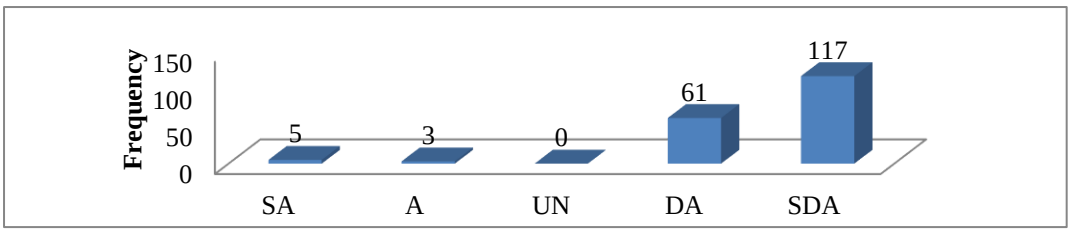

Figure 4.3.55. Assessment of Debates and Speech Competitions

Figure 4.4.55 shows that majority of the MEAs disagreed the statement that MEAs assess debates and speech competitions of the students.

Table 4.4.56. *MEAs Assess the STEAM/ STEM Projects of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	5	13	0	79	89	186	1.74	0.969	122.73
Percentage	2.69	6.99	-	42.47	47.85				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.56 reveals that 90.32% of the MEAs disagreed the statement that MEAs assess the STEAM/ STEM projects of the students, while (9.68 %) agreed the statement. *M* (1.74) did not support above statement and *S.D* (0.969) shows less variation in responses.

The χ^2 value (122.73) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

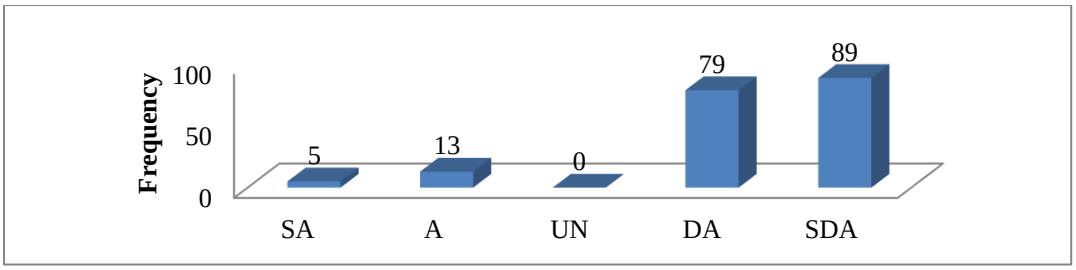

Figure 4.3.56. Assessment of STEAM/ STEM Projects of the Students

Figure 4.4.56 shows that majority of the MEAs disagreed the statement that MEAs assess the STEAM/ STEM projects of the students.

Table 4.4.57. *M&E Mechanism has Promoted Co-curricular Activities in Your School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	0	22	0	124	40	186	2.02	0.832	95.61
Percentage	-	11.83	-	66.67	21.51				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.57 reveals that 88.17% of the MEAs disagreed the statement that M&E mechanism has promoted co-curricular activities in their school, while (11.83 %) agreed. *M* score (2.02) did not support above statement and *S.D* (0.832) shows less variation in responses. The χ^2 value (95.61) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

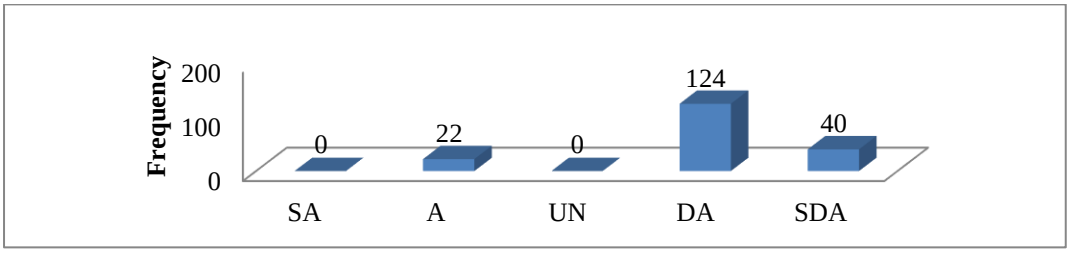

Figure 4.3.57. Effectiveness of M&E to Promote Co-curricular Activities

Figure 4.4.57 shows that majority of the MEAs disagreed the statement that M&E mechanism has promoted co-curricular activities in their school.

Table 4.4.57.1. *Co-curricular Activities*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Table 4.4.53	60	94	11	21	186	3.87	1.251	93.53
Table 4.4.54	85	86	5	10	186	4.24	0.998	131.12
Table 4.4.55	5	3	61	117	186	1.48	0.82	189.14
Table 4.4.56	5	13	79	89	186	1.74	0.969	122.73
Table 4.4.57	0	22	124	40	186	2.02	0.832	95.61

Descriptive Analysis:

i. **Table 4.4.53** reveals that 82.80 % of the MEAs acknowledged that they assess the observance of national events in the school.

ii. **Table 4.4.54** reveals that 91.94% of the MEAs acknowledged that they assess the events of the school morning assembly.

iii. **Table 4.4.55** reveals that 95.70% of the MEAs disagreed the statement that MEAs assess debates and speech competitions of the students.

iv. **Table 4.4.56** reveals that 90.32% of the MEAs disagreed the statement that MEAs assess the STEAM/ STEM projects of the students.

v. **Table 4.4.57** reveals that 88.17% of the MEAs disagreed the statement that the M&E mechanism has promoted co-curricular activities in their school.

Inferential Analysis:

i. **Table 4.4.53** reveals that χ^2 value (93.53) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.54** reveals that χ^2 value (131.12) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.55** reveals that χ^2 value (189.14) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

iv. **Table 4.4.56** reveals that χ^2 value (122.73) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.57** reveals that χ^2 value (95.61) is higher than table value (9.45) at α = .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.11. Responses on Discipline

Table 4.4.58. *MEAs Monitor the Dress Code of Teachers*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	35	92	0	30	29	186	3.4	1.373	59.81
Percentage	18.82	49.46	-	16.13	15.59				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.58 reveals that 68.28% of the MEAs acknowledged that they monitor the dress code of teachers, while (31.72%) showed disagreement. *M* score (3.4) supported above statement and *S.D* (1.373) shows significant variation in responses. The χ^2 value (59.81) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

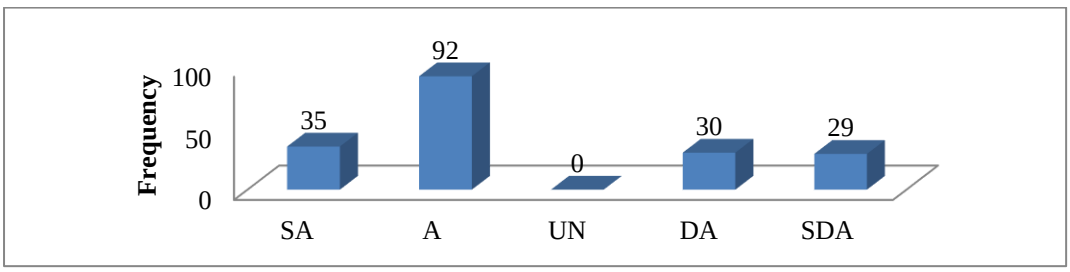

Figure 4.3.58. Monitoring of the Dress Code of Teachers

Figure 4.4.58 shows that majority of the MEAs acknowledged that MEAs monitor the dress code of teachers.

Table 4.4.59. *The MEAs Monitor the Students' Uniform*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	54	104	0	19	9	186	3.94	1.066	118.82
Percentage	29.03	55.91	-	10.22	4.84				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.59 reveals that 84.95 % of the principals acknowledged that the MEAs monitor the students' uniform, while (15.05%) showed disagreement. *M* score (3.94) supported above statement and *S.D* (1.066) shows significant variation in the responses. The χ^2 value (118.82) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

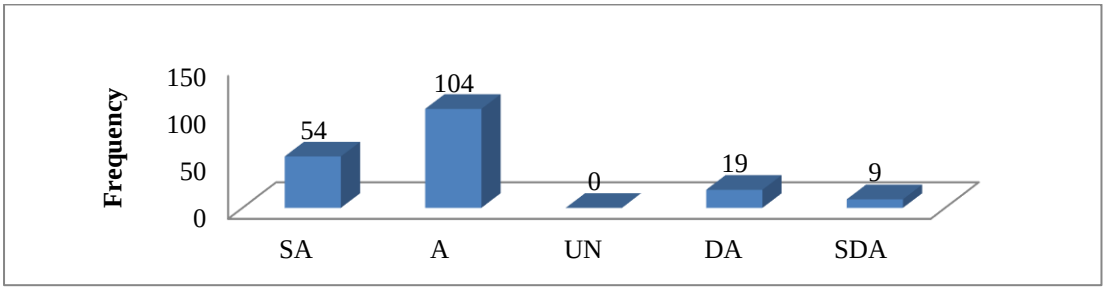

Figure 4.3.59. Monitoring of Students' Uniform

Figure 4.4.59 reveals that majority of the MEAs acknowledged that they monitor the students' uniform.

Table 4.4.60. *MEAs Evaluate the Punctuality and Commitment of the Teachers*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	73	81	0	6	26	186	3.91	1.334	85.01
Percentage	39.25	43.55	-	3.23	13.98				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.60 reveals that 82.80% of the MEAs acknowledged that MEAs evaluate the punctuality and commitment of the teachers, while (17.20%) showed disagreement. *M* score (3.91) supported above statement and *S.D* (1.334) shows significant variation in

responses. The χ^2 value (85.01) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

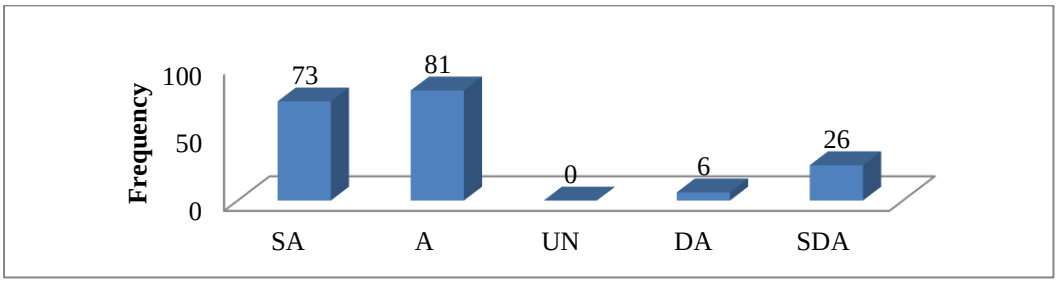

Figure 4.3.60. Evaluation of Punctuality and Commitment

Figure 4.4.60 reveals that majority of the MEAs acknowledged that they evaluate the punctuality and commitment of the teachers.

Table 4.4.61. *MEAs Assess the Students' Behaviors*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	14	10	0	31	131	186	1.63	1.211	210.09
Percentage	7.53	5.38	-	16.67	70.43				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.61 reveals that 87.10% of the MEAs disagreed the statement that they assess the students' behaviors, while (12.90%) agreed the statement. The calculated value of *M* (1.63) did not favour the statement and the *S.D* (1.211) shows significant variation in responses. The χ^2 value (210.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

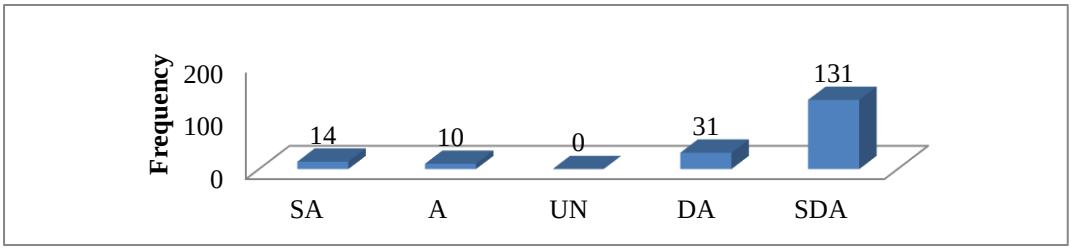

Figure 4.3.61. Assessment of Students' Behaviors

Figure 4.4.61 shows that majority of the MEAs disagreed the statement that they assess the students' behaviors.

Table 4.4.62. *M&E Mechanism has Improved the Discipline in Your School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	13	20	0	51	102	186	1.88	1.265	105.91
Percentage	6.99	10.75	-	27.42	54.84				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.62 reveals that 82.26% of the MEAs disagreed the statement that M&E mechanism has improved the discipline in their school, while (17.74 %) agreed the statement. The calculated value of *M* (1.88) did not favour the statement and the *S.D* (1.265) shows significant variation in responses. The χ^2 value (105.91) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

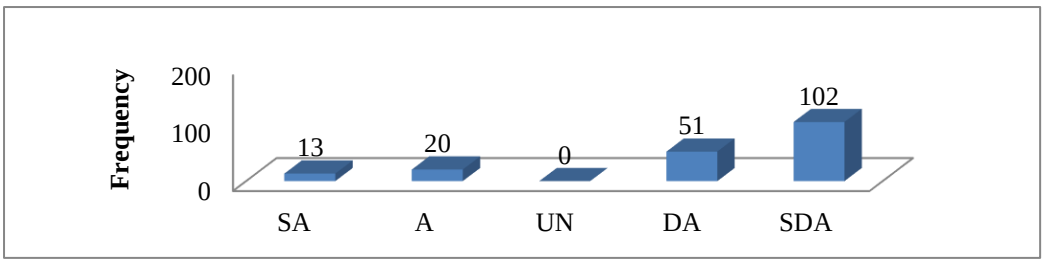

Figure 4.3.62. Effectiveness of M&E to Improve Discipline

Figure 4.4.62 shows that 82.26 % MEAs showed disagreement that M&E mechanism has improved the discipline in their school.

Table 4.4.62.1. *Discipline*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	χ^2
Table 4.4.58	35	92	30	29	186	3.4	1.373	59.81
Table 4.4.59	54	104	19	9	186	3.94	1.066	118.82
Table 4.4.60	73	81	6	26	186	3.91	1.334	85.01
Table 4.4.61	14	10	31	131	186	1.63	1.211	210.09
Table 4.4.62	13	20	51	102	186	1.88	1.265	105.91

Descriptive Analysis:

i. **Table 4.4.58** reveals that 68.28% of the MEAs acknowledged that they monitor the dress code of teachers.

ii. **Table 4.4.59** reveals that 84.95 % of the MEAs acknowledged that they monitor the students' uniform.

iii. **Table 4.4.60** reveals that 82.80% of the MEAs acknowledged that they evaluate the punctuality and commitment of the teachers.

iv. **Table 4.4.61** reveals that 87.10% of the MEAs disagreed the statement that MEAs assess the students' behaviors.

v. **Table 4.4.62** reveals that 82.26% of the MEAs disagreed the statement that M&E mechanism has improved the discipline in their school.

Inferential Analysis:

i. **Table 4.4.58** reveals that the χ^2 value (59.81 is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.59** reveals that the χ^2 value (118.82 is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.60** reveals that the χ^2 value (85.01) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.61** reveals that the χ^2 value (210.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.62** reveals that the χ^2 value (105.91) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.12. Responses on Assessment

Table 4.4.63. *MEAs Monitor the Assessment Mechanism of Students' Written Work*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	68	91	0	8	19	186	3.97	1.21	100.67
Percentage	36.56	48.92	-	4.30	10.22				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.63 reveals that 85.48% of the MEAs acknowledged that they monitor the assessment mechanism of students' written work, while (14.52%) showed disagreement. *M* score (3.97) supported above statement and *S.D* (1.21) shows significant variation in responses. The χ^2 value (100.67) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

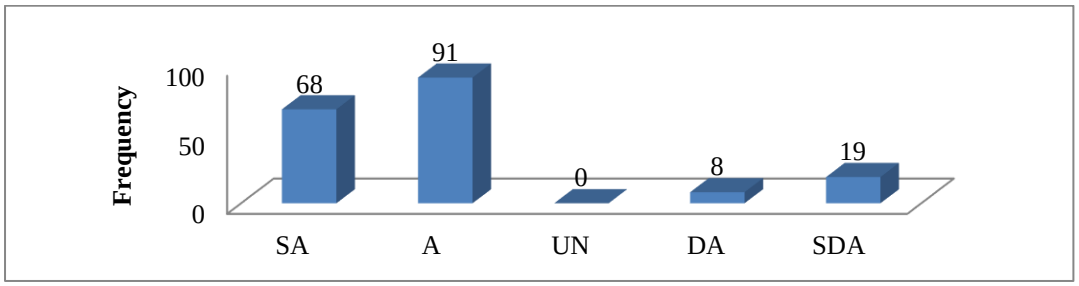

Figure 4.3.63. Shows the Monitoring of Assessment Mechanism

Figure 4.4.63 shows that majority of the MEAs acknowledged that they monitor the assessment mechanism of students' written work.

Table 4.4.64. *The MEAs Monitor the Assessment Level of Students' Diaries*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	χ^2
Frequency	54	110	0	14	8	186	4.01	0.992	142.52
Percentage	29.03	59.14	-	7.53	4.30				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.64 reveals that 88.17% of the MEAs acknowledged that they monitor the assessment level of students' diaries, while (11.83%) showed disagreement. *M* score

(4.01) supported above statement and *S.D* (0.992) shows less variation in the responses. The χ^2 value (142.52) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

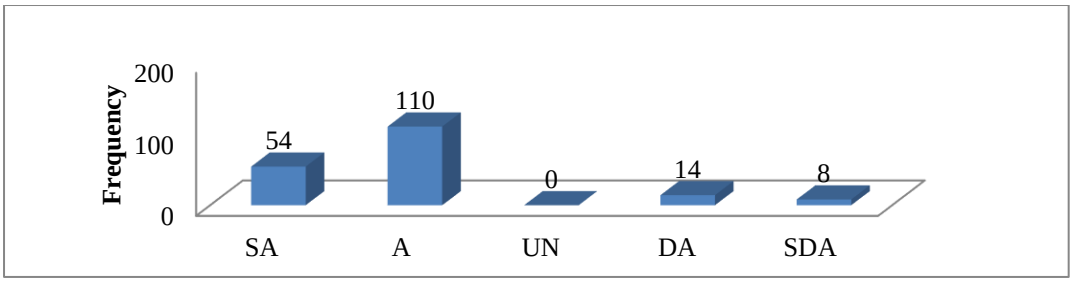

Figure 4.3.64. Monitoring the Assessment of Students' Diaries

Figure 4.4.64 shows that majority of the MEAs acknowledged that they monitor the assessment level of students' diaries.

Table 4.4.65. *MEAs Assess the Holistic Development of the Students*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	0	8	0	27	151	186	1.27	0.678	194.4.55
Percentage	-	4.30	-	14.52	81.18				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.65 reveals that 95.70% MEAs disagreed that MEAs assess holistic developments of the students, while (4.30%) agreed the statement. The calculated value of *M* (1.27) did not favour the statement and the *S.D* (0.678) shows less variation in responses. The χ^2 value (194.55) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

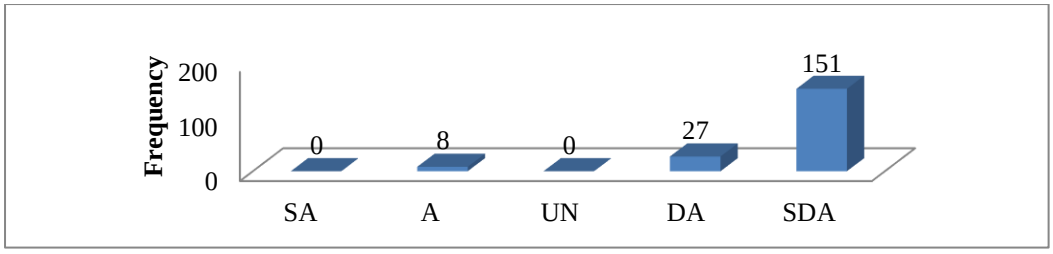

Figure 4.3.65. Assessment of Holistic Development of the Students

Figure 4.4.65 shows that majority MEAs disagreed with statement that MEAs assess the holistic development of the students.

Table 4.4.66. *M&E Mechanism has Improved the Assessment System of School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	0	20	0	30	136	186	1.48	0.949	133.29
Percentage	-	10.75	-	16.13	73.12				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.66 reveals that 89.25% of the MEAs disagreed the statement that M&E mechanism has improved the assessment system of the school, while (10.75 %) agreed the statement. *M* score (1.48) did not support above statement and *S.D* (0.949) shows less variation in responses. The χ^2 value (133.29) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

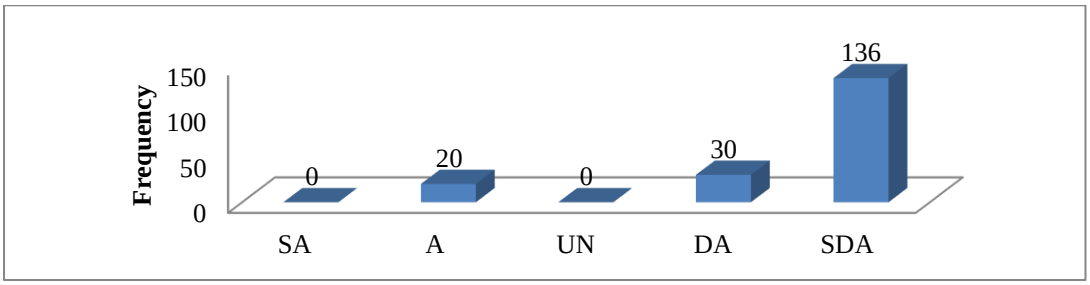

Figure 4.3.66. Effectiveness of M&E to Improve Assessment in School

Figure 4.4.66 shows that majority of the MEAs disagreed the statement that M&E mechanism has improved the assessment system of their school.

Table 4.4.66.1. *Assessment*

Combined Analysis of:	SA	A	DA	SDA	*N*	*M*	*SD*	χ^2
Table 4.4.63	68	91	8	19	186	3.97	1.21	100.67
Table 4.4.64	54	110	14	8	186	4.01	0.992	142.52
Table 4.4.65	0	8	27	151	186	1.27	0.678	194.55
Table 4.4.66	0	20	30	136	186	1.48	0.949	133.29

Descriptive Analysis:

i. **Table 4.4.63** reveals that 85.48% of the MEAs acknowledged that they monitor the assessment mechanism of students' written work.

ii. **Table 4.4.64** reveals that 88.17% of the MEAs acknowledged that they monitor the assessment level of students' diaries.

iii. **Table 4.4.65** reveals that 95.70% MEAs disagreed that MEAs assess holistic developments of the students.

iv. **Table 4.4.66** reveals that 89.25% of the MEAs disagreed the statement that M&E mechanism has improved the assessment system of the school.

Inferential Analysis:

i. **Table 4.4.63** reveals that χ^2 value (100.67) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.64** reveals that χ^2 value (142.52) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

iii. **Table 4.4.65** reveals that χ^2 value (194.55) is higher than table value (9.45) at α=05 and df=4. Therefore, the statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

iv. **Table 4.4.66** reveals that χ^2 value (133.29) is higher than table value (9.45) at α=05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.13. Responses on Academic Results

Table 4.4.67. *MEAs Check Class-wise Results of School Against the Targets*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	50	136	0	0	0	186	4.27	0.45	39.76
Percentage	26.88	73.12	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.67 reveals that 100 % of the MEAs acknowledged that they check the class-wise results of the school against their targets and no respondent disagreed the statement. The calculated value of *M* (4.27) favoured the statement and the *S.D* (0.445) shows consistency in responses. The χ^2 value (39.76) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

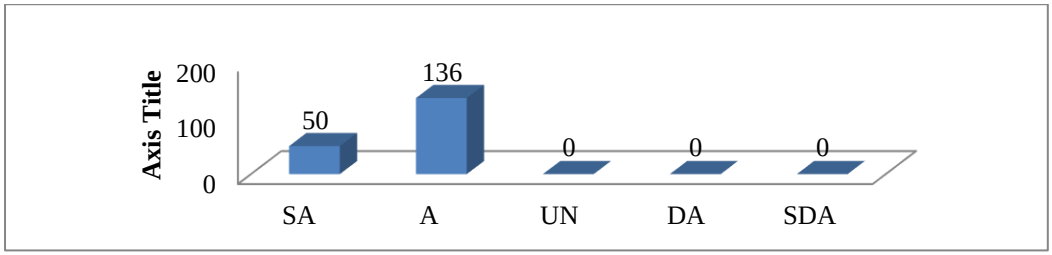

Figure 4.3.67. Evaluation of Class-wise Results of the School

Figure 4.4.67 shows that majority of the MEAs acknowledged that they check the class-wise results of the school against their targets.

Table 4.4.68. *MEAs Monitor and Evaluate the Board Results of Grades IX and X.*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	102	84	0	0	0	186	4.55	0.499	1.74
Percentage	54.84	45.16	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.68 reveals that 100 % of the MEAs acknowledged that they monitor and evaluate the Board results of Grades IX and X, and no respondent showed disagreement. *M* score (4.55) supported above statement and *S.D* (0.499) shows consistency in responses. The χ^2 value (1.74) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant.

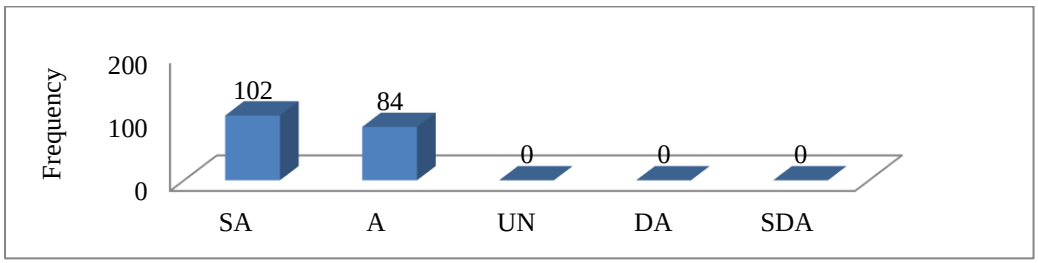

Figure 4.3.68. Evaluation of Board Results of Grade IX and X

Figure 4.4.68 reveals that 100 % of the MEAs acknowledged that they monitor and evaluate the board results of Grades IX and X.

Table 4.4.69. *M&E Mechanism has Improved the Year-wise Results at All Levels*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	30	156	0	0	0	186	4.16	0.369	85.35
Percentage	16.13	83.87	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.69 reveals that majority (100%) of the MEAs acknowledged that M&E mechanism of the organization has improved the year-wise results at all levels in secondary school and no respondent disagreed the statement. *M* score (4.16) supported above statement and *S.D* (0.369) shows consistency in the responses. The χ^2 value (85.35) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

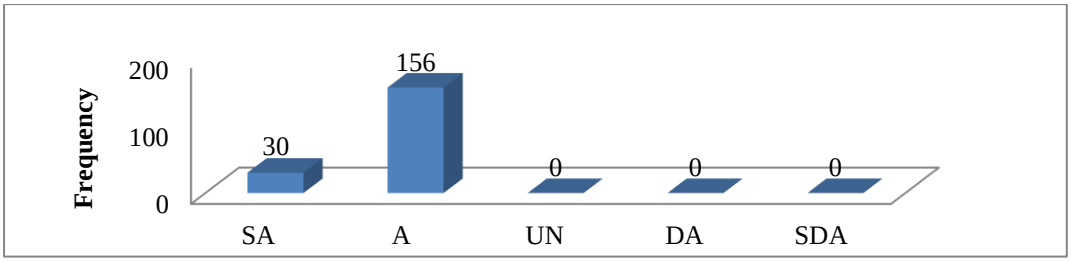

Figure 4.3.69. Effectiveness of M&E to Improve Year-wise Results

Figure 4.4.69 shows that 100 % MEAs acknowledged that monitoring and evaluation mechanism has improved the year-wise results at all levels in secondary school.

Table 4.4.69.1. *Academic Results*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.4.67	50	136	0	0	186	4.27	0.445	39.76
Table 4.4.68	102	84	0	0	186	4.55	0.499	1.74
Table 4.4.69	30	156	0	0	186	4.16	0.369	85.35

Descriptive Analysis:

i. **Table 4.4.67** reveals that 100 % of the MEAs acknowledged that they check the class-wise results of the school against their targets.

ii. **Table 4.4.68** reveals that 100 % of the MEAs acknowledged that they monitor and evaluate the board results of Grades IX and X.

iii. **Table 4.4.69** reveals that 100 % MEAs acknowledged that monitoring and evaluation mechanism has improved the year-wise results at all levels in secondary school

Inferential Analysis:

i. **Table 4.4.67** reveals that χ^2 value (39.76) is higher than table value (9.45) at α=05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.68** reveals that χ^2 value (1.74) is lower than table value (9.45) at α=05 and df=4. Therefore, statement is insignificant.

iii. **Table 4.4.69** reveals that χ^2 value (85.35) is higher than table value (9.45) at α=05 and df=4. Therefore, statement is significant.

4.4.14. Accounts and Financial Matters

Table 4.4.70. *MEAs Take Information About Funds During Their Visit*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	74	103	0	6	3	186	4.28	0.771	160.88
Percentage	39.78	55.38	-	3.23	1.61				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.70 reveals that 95.16% of the MEAs acknowledged that they take information about funds from all heads during their visit, while (4.84 %) disagreed the statement. The calculated value of *M* (4.28) favoured the statement and the *S.D* (0.771) shows less variation in responses. The χ^2 value (160.88) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

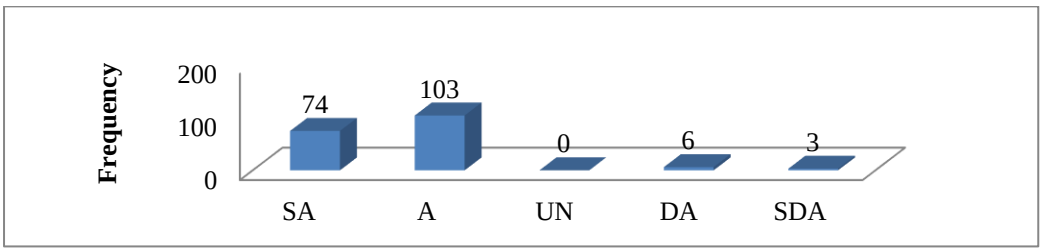

Figure 4.3.70. Evaluation of Funds

Figure 4.4.70 shows that majority of the MEAs acknowledged that they take information about funds from all heads during their visit.

Table 4.4.71. *MEAs Ensure Proper Utilization of Funds*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	4	8	0	84	90	186	1.67	0.862	141.66
Percentage	2.15	4.30	-	45.16	48.39				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.71 reveals that 93.55% of the MEAs disagreed the statement that they ensure proper utilization of funds, while (6.45 %) agreed the statement. The calculated value of *M* (1.67) did not favour the statement and the *S.D* (0.862) shows less variation in responses. The χ^2 value (141.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

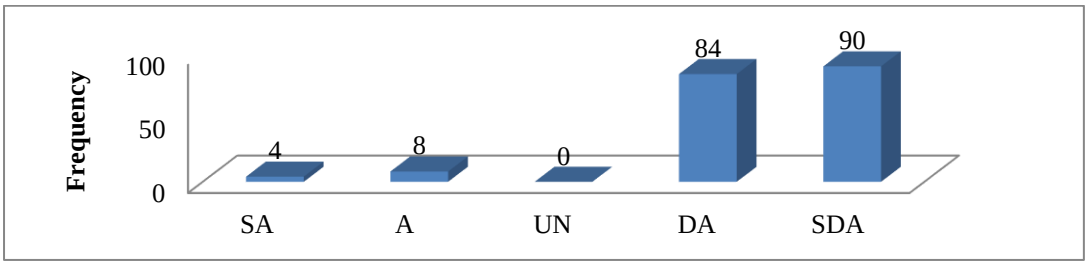

Figure 4.3.71. Assessment of Proper Utilization of Funds

Figure 4.4.71 shows that majority of the MEAs disagreed the statement that they ensure proper utilization of funds.

Table 4.4.72. *MEAs Asks Students About Any Illegal Funds Collection*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	6	8	0	122	50	186	1.91	0.853	190.00
Percentage	3.23	4.30	-	65.59	26.88				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.72 reveals that 92.47% of the MEAs disagreed the statement that the MEAs ask students about any illegal funds collection, while (7.53 %) agreed the statement. The calculated value of *M* (1.91) did not favour the statement and the *S.D* (0.853) shows less variation in responses. The χ^2 value (190.00) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

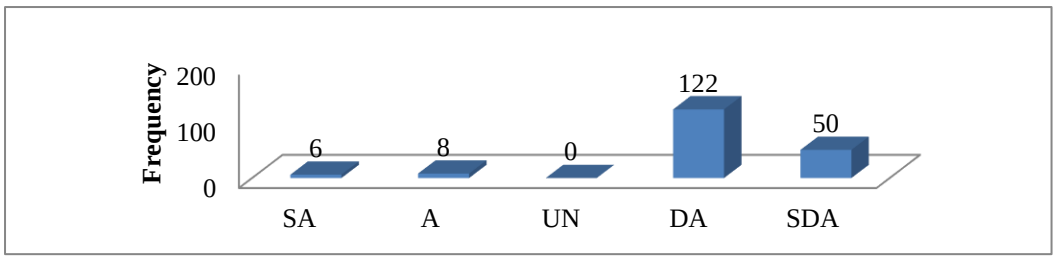

Figure 4.3.72. Assessment of Illegal Funds Collection

Figure 4.4.72 shows that 92.47% MEAs disagreed with statement that MEAs ask students about any illegal funds collection.

Table 4.4.73. *MEAs Evaluate the Funds of Various Projects*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	8	4	0	140	34	186	1.99	0.812	262.09
Percentage	4.30	2.15	-	75.27	18.28				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.73 reveals that 93.55% of the MEAs disagreed the statement that MEAs evaluate the funds of various projects, while (6.45%) agreed the statement. *M* score (1.99) did not support above statement and *S.D* (0.812) less variation in the responses. The χ^2

value (262.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs disagreed the statement are found leaning towards disagree.

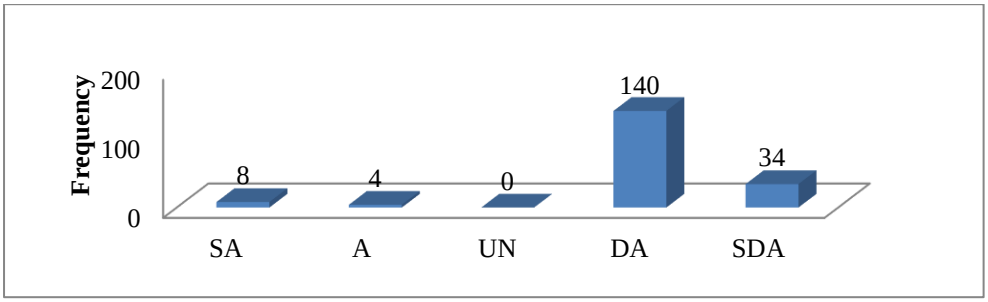

Figure 4.3.73. Evaluation of Various Projects' Funds

Figure 4.4.73 shows that 93.55% MEAs disagreed with statement that they evaluate funds of various projects.

Table 4.4.74. *M&E Mechanism Has Improved the Transparency in Financial Matters*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	5	7	0	160	14	186	2.08	0.681	370.34
Percentage	2.69	3.76	-	86.02	7.53				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.74 reveals that 93.55% of the MEAs disagreed the statement that M&E mechanism of their organization has improved the transparency in all financial matters, while (6.45 %) agreed the statement. *M* score (2.08) did not support above statement and *S.D* (0.681) shows less variation in the responses. The χ^2 value (370.34) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

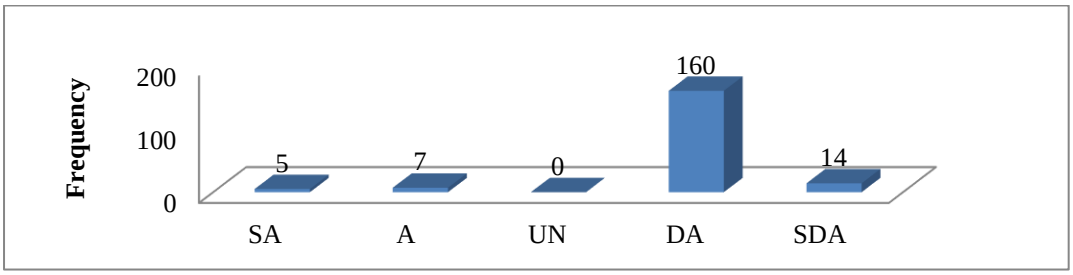

Figure 4.3.74. Effectiveness of M&E to Improve Transparency

Figure 4.4.74 reveals that majority of the MEAs disagreed the statement that M&E mechanism of their organization has improved the transparency in all financial matters.

Table 4.4.74.1. *Accounts and Financial Matters*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.4.70	74	103	6	3	186	4.28	0.771	160.88
Table 4.4.71	4	8	84	90	186	1.67	0.862	141.66
Table 4.4.72	6	8	122	50	186	1.91	0.853	190.00
Table 4.4.73	8	4	140	34	186	1.99	0.812	262.09
Table 4.4.74	5	7	160	14	186	2.08	0.681	370.34

Descriptive Analysis:

i. **Table 4.4.70** reveals that 95.16% of the MEAs acknowledged that they take information about funds from all heads during their visit.

ii. **Table 4.4.71** reveals that 93.55% of the MEAs disagreed the statement that they ensure proper utilization of funds.

iii. **Table 4.4.72** reveals that 92.47% of the MEAs disagreed the statement that MEAs ask students about any illegal funds collection.

iv. **Table 4.4.73** reveals that 93.55% of the MEAs disagreed the statement that the MEAs evaluate the funds of various projects.

v. **Table 4.4.74** reveals that 93.55% of the MEAs disagreed the statement that M&E of their organization have improved the transparency in all financial matters.

Inferential Analysis:

i. **Table 4.4.70** reveals that χ^2 value (160.88) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.71** reveals that χ^2 value (141.66) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

iii. **Table 4.4.72** reveals that χ^2 value (190.00) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

iv. **Table 4.4.73** reveals that χ^2 value (262.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.74** reveals that χ^2 value (370.34) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

4.4.15. Problem Faced by M&E at Secondary School Level

Table 4.4.75. *Paucity of Time is the Main Problem Which Prevents Assessing Various Activities of the School*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	67	106	0	7	6	186	4.19	0.877	154.00
Percentage	36.02	56.99	-	3.76	3.23				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.75 reveals that 93.01 % of the MEAs acknowledged that paucity of time is the main problem which prevents assessing various activities of the school, while (6.99%) disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.877) shows less variation in responses. The χ^2 value (154.00) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

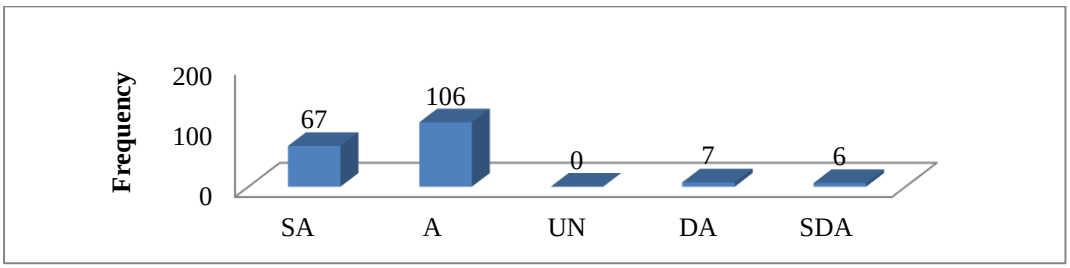

Figure 4.3.75. Paucity of Time is the Main Problem Faced by M&E

Figure 4.4.75 shows that 93.01 % of the MEAs acknowledged that the paucity of time is the main problem which prevents assessing various activities of the school.

Table 4.4.76. *Limited M&E Staff is the Main Problem that Prevents Performing the M&E Process Smoothly*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	46	128	0	2	10	186	4.06	0.88	214.09
Percentage	24.73	68.82	-	1.08	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.76 reveals that 93.55 % of the MEAs acknowledged that the Limited M&E staff is the main problem that prevents performing the M&E process smoothly, while (6.45%) disagreed the statement. The calculated value of *M* (4.06) favoured the statement and the *S.D* (0.88) shows less variation in responses. The χ^2 value (214.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

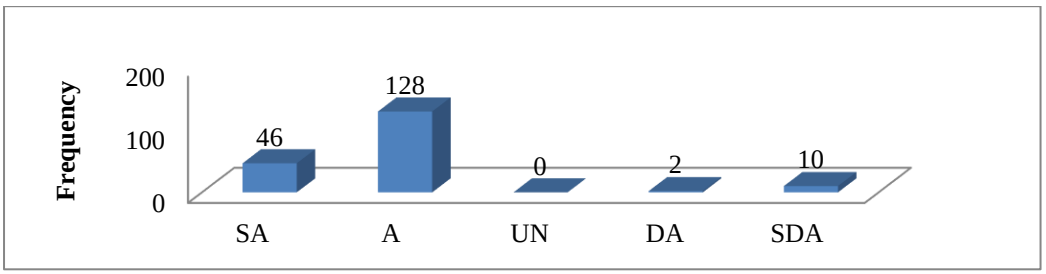

Figure 4.3.76. Limited Staff is the Main Problem Faced by M&E

Figure 4.4.76 shows that 93.55 % of the MEAs acknowledged that the Limited M&E staff is the main problem that prevents performing the M&E process smoothly.

Table 4.4.77. *Insufficient Financial Resources is the Main Problem that Hinders the Evaluation of Various Aspects of the School*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	55	111	0	10	10	186	4.03	1	148.32
Percentage	29.57	59.68	-	5.38	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p <.05, (K-1) = df = 4

Table 4.4.77 reveals that 89.25% of the MEAs acknowledged that Insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school, while (10.75%) disagreed the statement. The calculated value of *M* (4.03) favoured the statement and the *S.D* (1.0) shows significant variations in responses. The χ^2 value (148.32) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

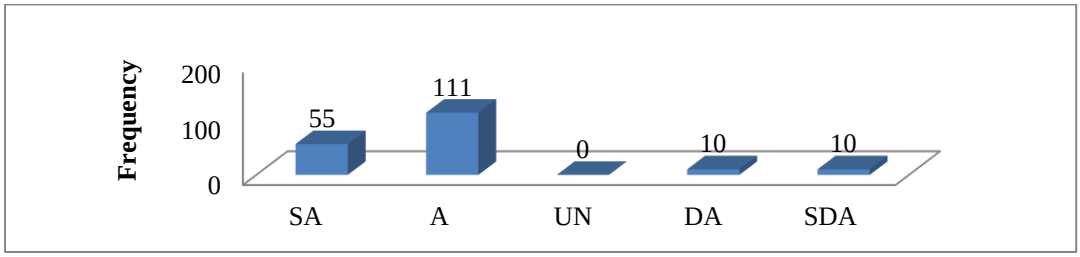

Figure 4.3.77. Problem of Insufficient Financial Resources Faced by M&E

Figure 4.4.77 shows that majority of the MEAs acknowledged that Insufficient financial resources is the main problem that hinders the evaluation of various aspects of the school.

Table 4.4.78. *Main Problem is the Unavailability of Technical Experts in MEAs*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	0	0	0	17	169	186	1.09	0.289	124.22
Percentage	-	-	-	9.14	90.86				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.78 reveals that 100% of the MEAs disagreed the statement that main problem is the unavailability of technical experts in the MEAs, while no respondent agreed the statement. The calculated value of *M* (1.09) did not favour the statement and the *S.D* (0.289) shows high consistency in the responses. The χ^2 value (124.22) is higher than

table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

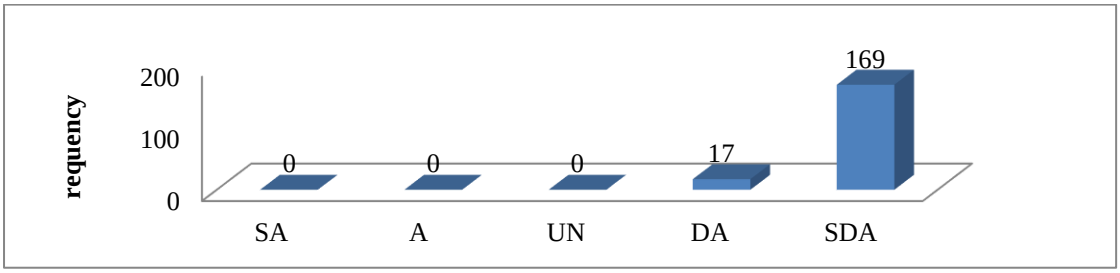

Figure 4.3.78. Unavailability of Experts is the Main Problem Faced by M&E

Figure 4.4.78 shows that majority (100 %) of the MEAs disagreed the statement that the main problem is the unavailability of technical experts in the MEAs.

Table 4.4.79. *Main Problem is that School Staff Does not Support M&E*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	25	144	0	11	6	186	3.92	0.811	276.75
Percentage	13.44	77.42	-	5.91	3.23				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p <.05, (K-1) = df = 4

Table 4.4.79 reveals that 90.86% of the MEAs acknowledged that the main problem faced by MEAs is that the school does not support M&E, while (9.14%) showed disagreement. *M* value (3.92) supported above statement and *S.D* (0.811) shows consistency in responses. The χ^2 value (276.75) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

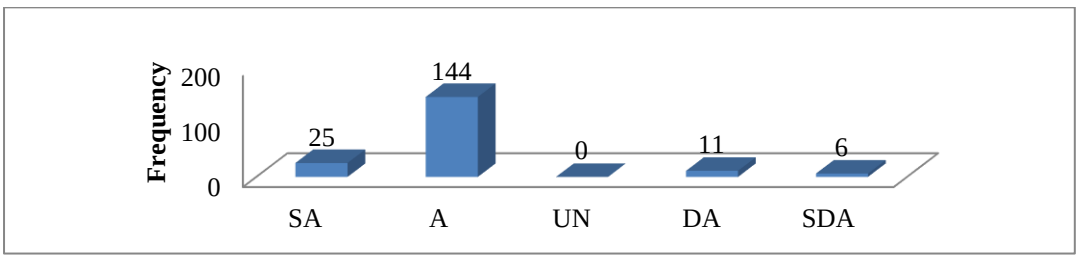

Figure 4.3.79. Resistance of School Staff is Main Problem Faced by M&E

Figure. 4.4.79 shows that majority of the MEAs acknowledged that the main problem faced by the MEAs is that school does not support M&E.

Table 4.4.80. *Main Problem is That There is no Proper Framework of M&E*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	26	152	0	8	0	186	4.05	0.557	198.58
Percentage	13.98	81.72	-	4.30	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.80 reveals that 95.70 % of the MEAs acknowledged that the main problem is that there is no proper framework of M&E at secondary school level, while (4.30%) disagreed the statement. The calculated value of *M* (4.05) favoured the statement and the *S.D* (0.557) shows consistency in responses. The χ^2 value (198.58) is greater than the tabulated value 9.448 at α=.05 with df=4. Therefore, statement is significant.

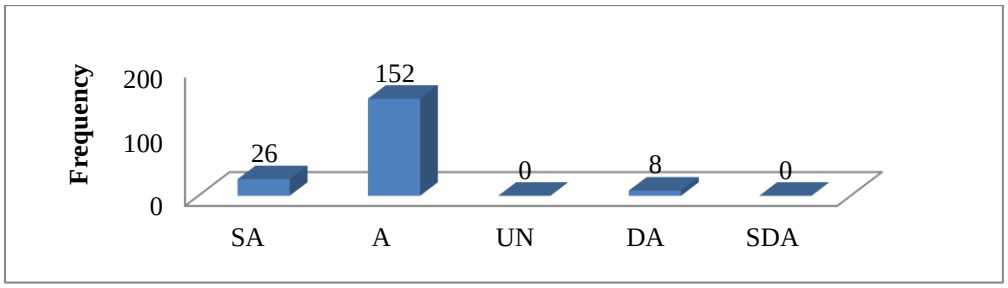

Figure 4.3.80. Nonexistence of M&E Framework is the Main Problem

Figure 4.4.80 shows that 95.70 % of the MEAs acknowledged that the main problem is that there is no proper framework for M&E at secondary school level.

Table 4.4.81. *Conventional Way of M&E is the Main Problem Which Takes a Long Time to Complete its Rotation*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	25	161	0	0	0	186	4.13	0.342	99.44
Percentage	13.44	86.56	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.81 reveals that 100 % of the MEAs acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation and no respondent disagreed the statement. The calculated value of *M* (4.13) favoured the

statement and the *S.D* (0.342) shows consistency in responses. The χ^2 value (99.44) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

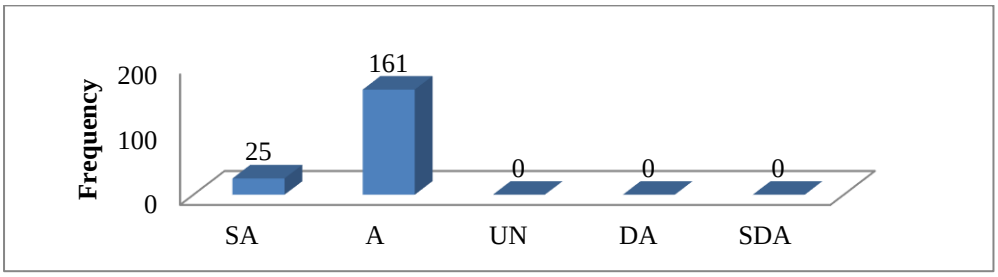

Figure 4.3.81 Conventional Way of M&E is the Main Problem

Figure 4.4.81 shows that majority of the MAEs acknowledged that conventional way of M&E is the main problem which takes a long time to complete its rotation.

Table 4.4.82. *Main Problem is That M&E Lacks Emerging Technologies*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	106	80	0	0	0	186	4.57	0.496	3.63
Percentage	56.99	43.01	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.82 reveals that 100 % of the MEAs acknowledged that the main problem is that the M&E mechanism lacks Emerging Technologies, and nobody disagreed the statement. The calculated value of *M* (4.57) favoured the statement and the *S.D* (0.496) shows consistency in responses. The χ^2 value (3.63) is less than the tabulated value 9.448 at α = .05 with df=4. Therefore, statement is insignificant.

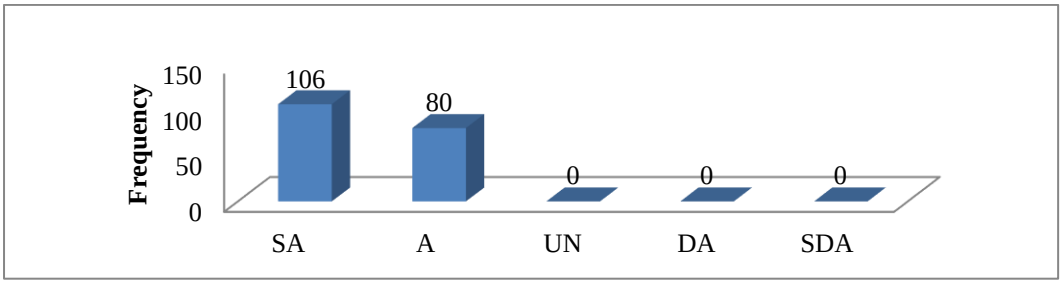

Figure 4.3.82 Insufficient use of Technology in M&E is the Main Problem

Figure 4.4.82 shows that 100 % of the MEAs acknowledged that the main problem is that the M&E mechanism lacks emerging technologies.

Table 4.4.83. *Main Problem is That M&E is not Carried Out by Independent Body*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	26	160	0	0	0	186	4.14	0.348	96.54
Percentage	13.98	86.02	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.83 reveals that 100 % of the MEAs acknowledged that one main problem is that M&E is not carried out by the independent body, while no respondent disagreed the statement. The calculated value of *M* (4.14) favoured the statement and the *S.D* (0.348) shows consistency in responses. The χ^2 value (96.54) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

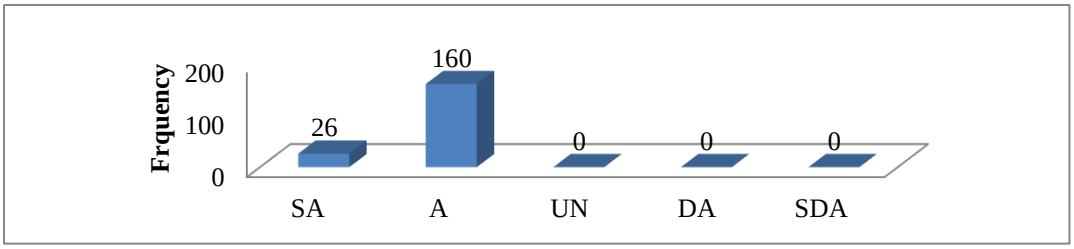

Figure 4.3.83. Non-existence of Independent Body is the Main Problem

Figure 4.4.83 shows that majority of the MEAs acknowledged that the one main problem is that M&E is not carried out by the independent body.

Table 4.4.84. *Main Problem is that M&E* Does not *Assess the Development of 21st-Century Skills in Students*

Description	SA	A	UN	DA	SDA	*N*	*M*	*SD*	$\chi 2$
Frequency	30	151	0	3	2	186	4.19	0.392	72.34
Percentage	16.13	81.18	-	1.61	1.08				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.84 reveals that 97.31% of the MEAs acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills in students, while (2.69 %) disagreed the statement. The calculated value of *M* (4.19) favoured the

statement and the *S.D* (0.392) shows consistency in the responses. The χ^2 value (72.34) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

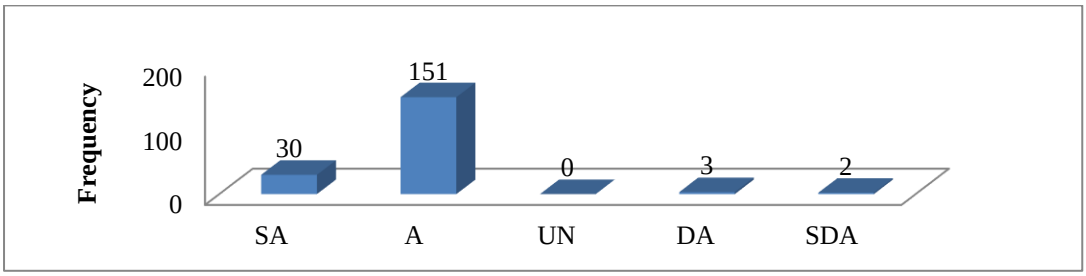

Figure 4.3.84 Problem is That M&E Does not Assess the 21stCentury Skills

Figure 4.4.84 shows that majority (97.31%) of the MEAs acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills during classroom teaching.

Table 4.4.84.1. *Problems Faced by M&E at Secondary School Level*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Table 4.4.75.	67	106	7	6	186	4.19	0.877	154.00
Table 4.4.76.	46	128	2	10	186	4.06	0.88	214.09
Table 4.4.77.	55	111	10	10	186	4.03	1	148.32
Table 4.4.78.	0	0	17	169	186	1.09	0.289	124.22
Table 4.4.79.	25	144	11	6	186	3.92	0.811	276.75
Table 4.4.80.	26	152	8	0	186	4.05	0.557	198.58
Table 4.4.81.	25	161	0	0	186	4.13	0.342	99.44
Table 4.4.82.	106	80	0	0	186	4.57	0.496	3.63
Table 4.4.83.	26	160	0	0	186	4.14	0.348	96.54
Table 4.4.84.	30	151	3	2	186	4.19	0.392	72.34

Descriptive Analysis:

i. **Table 4.4.75** reveals that 93.01 % of the MEAs acknowledged that the paucity of time is the main problem which prevents assessing various activities of the school.

ii. **Table 4.4.76** reveals that 93.55 % of the MEAs acknowledged that llimited M&E staff is the main problem that prevents performing M&E process smoothly.

iii. **Table 4.4.77** reveals that 89.25% of the MEAs acknowledged that insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school.

iv. **Table 4.4.78** reveals that 100% of the MEAs disagreed the statement that the main problem is the unavailability of technical experts in the MEAs.

v. **Table 4.4.79** reveals that 90.86% of the MEAs acknowledged that the main problem faced by the MEAs is that the school does not support M&E.

vi. **Table 4.4.80** reveals that 95.70 % of the MEAs acknowledged that the main problem is that there is no proper framework of M&E at secondary school level.

vii. **Table 4.4.81** reveals that 100% of the MEAs acknowledged that conventional way of M&E is the main problem which takes a long time to complete its rotation.

viii. **Table 4.4.82** reveals that 100% of the MEAs acknowledged that the main problem is that the M&E mechanism lacks emerging technologies.

ix. **Table 4.4.83** reveals that 100% of the MEAs acknowledged that one main problem is that M&E is not carried out by the independent body.

x. **Table 4.4.84** reveals that 97.31% of the MEAs acknowledged that the main problem with M&E is that it does not assess the development of 21st century skills during classroom teaching.

Inferential Analysis:

i. **Table 4.4.75** reveals that χ^2 value (154.00) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.76** reveals that χ^2 value (214.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.77** reveals that χ^2 value (148.32) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.78** reveals that χ^2 value (124.22) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning towards disagree.

v. **Table 4.4.79** reveals that χ^2 value (276.75) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vi. **Table 4.4.80** reveals that χ^2 value (198.58) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vii. **Table 4.4.81** reveals that χ^2 value (99.44) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

viii. **Table 4.4.82** reveals that χ^2 value (3.63) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is non-significant.

ix. **Table 4.4.83** reveals that χ^2 value (96.54) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

x. **Table 4.4.84** reveals that χ^2 value (72.34) is higher than table value (9.45) at α=0.05 and df=4. Therefore, statement is significant.

4.4.16. Responses on Prospects of M&E at Secondary School Level

Table 4.4.85. *Do You Think that Your Organization Needs a Clear Logical Framework of M&E?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	26	160	0	0	0	186	4.14	0.348	96.54
Percentage	13.98	86.02	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.85 reveals that 100 % of the MEAs acknowledged that their organization needs a clear logical framework of M&E, while no respondent disagreed the statement. The

calculated value of *M* (4.14) favoured the statement and the *S.D* (0.348) shows high consistency in responses. The χ^2 value (96.54) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

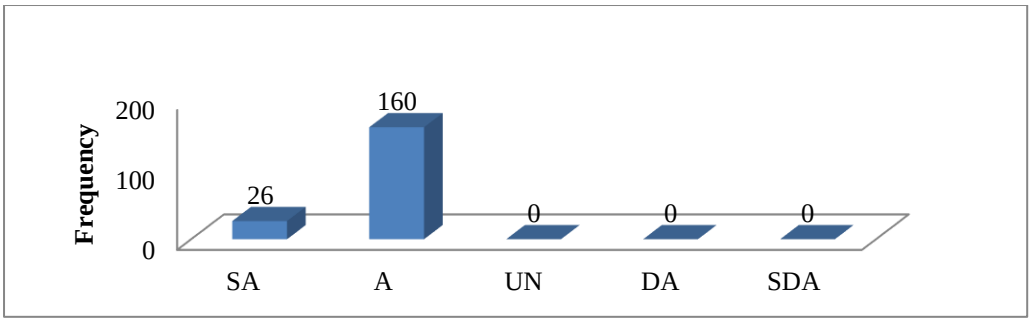

Figure 4.3.85 Organization Needs a Clear Logical Framework of M&E

Figure 4.4.85 reveals that majority of the MEAs acknowledged that their organization needs a clear logical framework for M&E.

Table 4.86. *Do You Think That Your Organization Needs Tangible KPIs to Measure all Aspects of the School?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	14	172	0	0	0	186	4.08	0.265	134.22
Percentage	7.53	92.47	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.86 reveals that 100% of the MEAs acknowledged that their organization needs tangible KPIs to measure all aspects of the school, while no respondent showed disagreement. *M* score (4.08) supported above statement and *S.D* (0.265) shows high consistency in responses. The χ^2 value (134.22) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

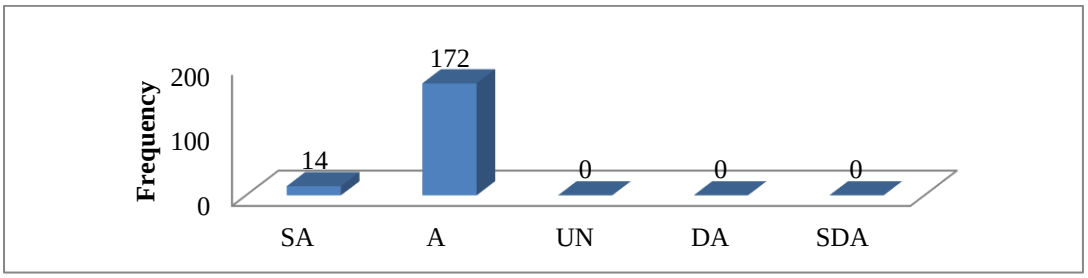

Figure 4.3.86. Organization Needs KPIs to Measure all Aspects of School

Figure 4.4.86 shows that majority of the MEAs acknowledged that their organization needs tangible KPIs to measure all aspects of the school.

Table 4.4.87. *Do You Think That Your Organization Needs Well-equipped M&E Mechanism Integrated with Latest Technologies?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	31	155	0	0	0	186	4.17	0.374	82.67
Percentage	16.67	83.33	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.87 reveals that 100 % of the MEAs acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies, and no respondent disagreed the statement. The calculated value of *M* (4.17) favoured the statement and the *S.D* (0.374) shows high consistency in responses. The χ^2 value (82.67) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

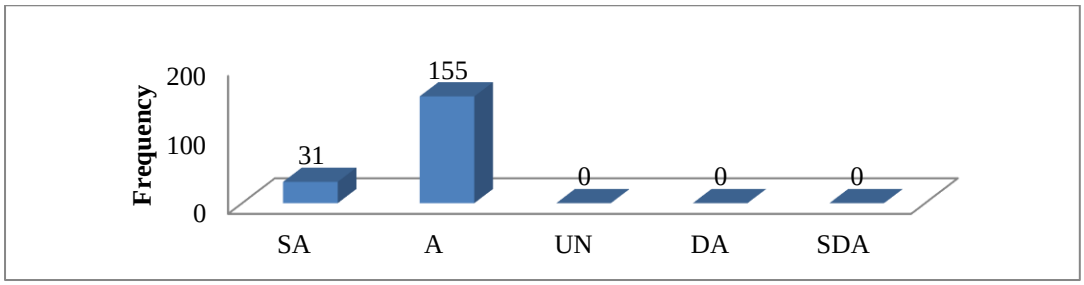

Figure 4.3.87. Organization Needs M&E Integrated with Latest Technologies

Figure 4.4.87 reveals that 100% MEAs acknowledged that their organizations need well-equipped M&E mechanism integrated with latest technologies.

Table 4.4.88. *Do You Think That Your Organization Needs Independent Body (Technical Experts) for M&E of the School?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	***χ 2***
Frequency	35	151	0	0	0	186	4.19	0.392	72.34
Percentage	18.82	81.18	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.88 reveals that 100% of the MEAs acknowledged that their organization needs independent body (technical experts) for M&E of the school, and no respondent

disagreed the statement. *M* score (4.19) supported above statement and *S.D* (0.392) shows high consistency in responses. The χ^2 value (72.34) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

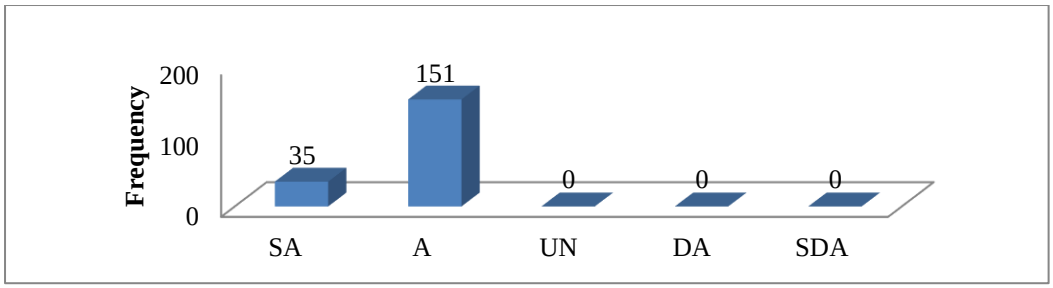

Figure 4.3.88 Organization Needs Independent Body for M&E

Figure. 4.4.88 shows that majority of the MEAs acknowledged that their organization needs independent body (technical experts) for M&E of the school.

Table 4.4.89. *Do You Think That Your Organization Needs an Objective M&E Mechanism to Measure the Various Aspects of Institution?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	39	147	0	0	0	186	4.21	0.408	62.71
Percentage	20.97	79.03	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.89 reveals that 100 % of the MEAs acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution, and no respondent disagreed the statement. The calculated value of *M* (4.21) favoured the statement and the *S.D* (0.408) shows consistency in responses. The χ^2 value (62.71) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

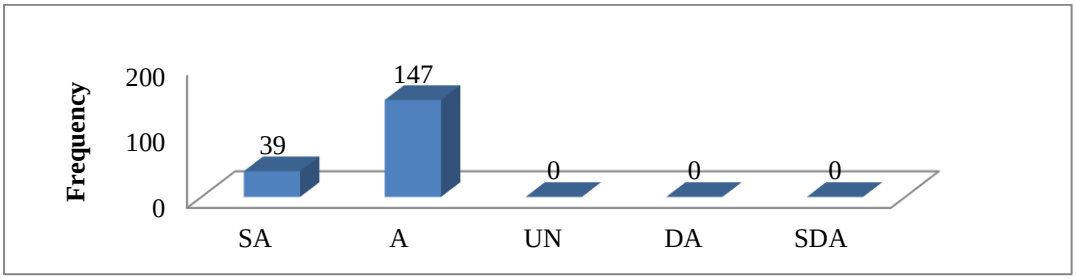

Figure 4.3.89 Organization Needs an Objective M&E to Measure all Aspects

Figure. 4.4.89 shows that 100% MEAs acknowledged that their organizations need objective monitoring and evaluation mechanism to measure the various aspects of institution.

Table 4.4.90. *Do You Think That Your Organization Needs Reform in the Existing M&E System of the School?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	36	150	0	0	0	186	4.19	0.396	69.87
Percentage	19.35	80.65	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.90 reveals that 100 % of the MEAs acknowledged that their organization needs reform in the existing M&E system of the school, no respondent disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.396) shows high consistency in responses. The χ^2 value (69.87) is higher than table value (9.45) at α=.05 and df=4. Therefore, the statement is significant.

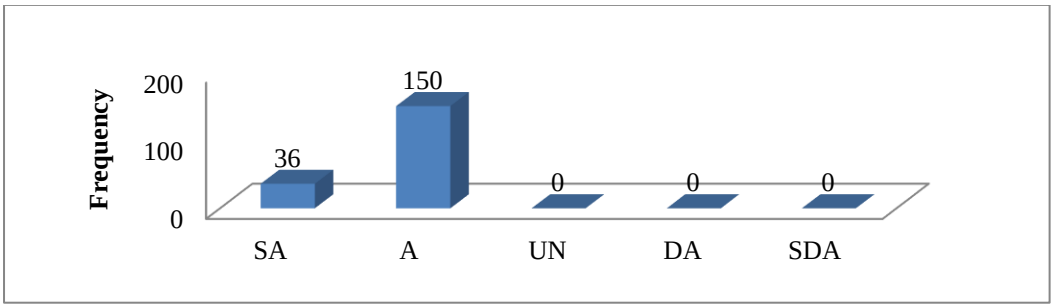

Figure 4.3.90 Organization Needs Reform in the Existing M&E System

Figure 4.4.90 shows that majority of the MEAs acknowledged that their organization needs reform in the existing M&E system of the school.

Table 4.4.91. *Do You Think That Your Organization Needs a Culture in Secondary Schools that Could Support and Facilitate the M&E Process?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Frequency	71	115	0	0	0	186	4.38	0.487	10.41
Percentage	38.17	61.83	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.91 reveals that 100% of the MEAs acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process, while no respondent disagreed the statement. The calculated value of *M* (4.38) favoured the statement and the *S.D* (0.487) shows consistency in responses. The χ^2 value (10.41) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

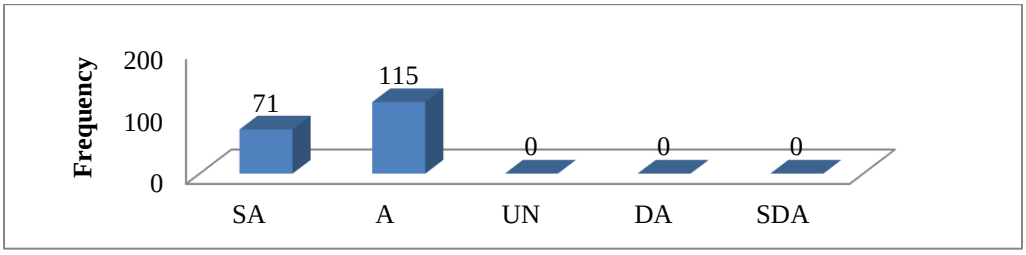

Figure 4.3.91 Organization Needs a Culture That Could Support M&E

Figure 4.4.91 shows that majority of the MEAs acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process.

Table 4.4.92. *Do You Think That Your Organization Needs Adequate Financial Resources for Implementing M&E Mechanism?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	64	122	0	0	0	186	4.34	0.476	18.09
Percentage	34.41	65.59	-	-	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.92 reveals that 100 % of the MEAs acknowledged that their organization needs adequate financial resources for implementing M&E mechanism, while no respondent disagreed the statement. The calculated value of *M* (4.34) favoured the statement and the *S.D* (0.476) shows consistency in responses. The χ^2 value (18.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

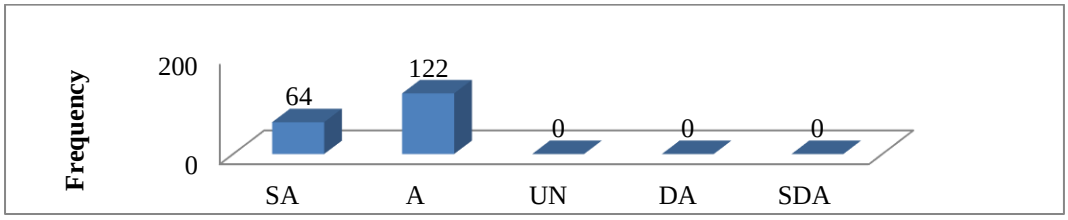

Figure 4.3.92 Organization Needs Financial Resources to Implement M&E

Figure 4.4.92 shows that majority of the MEAs acknowledged that their organization needs adequate financial resources for implementing M&E mechanism.

Table 4.4.93. *Do You Think That M&E Need Sufficient Timer to assess various activities of the schools?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	53	113	0	10	10	186	4.02	0.994	153.31
Percentage	28.49	60.75	-	5.38	5.38				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.93 reveals that 89.25% of the MEAs acknowledged that M&E need sufficient time to assess various activities of the schools, while (10.75 %) showed disagreement. *M* score (4.02) supported above statement and *S.D* (0.994) shows less variation in responses. The χ^2 value (153.31) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

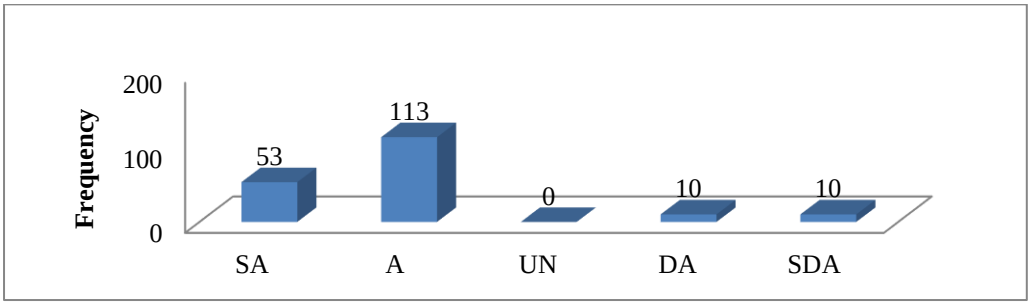

Figure 4.3.93 M&E Needs Sufficient Time for to Assess Activities

Figure 4.4.93 shows that majority of the MEAs acknowledged that their organization needs sufficient time for M&E to assess various activities of the schools.

Table 4.4.94. *Do You Think That Your Organization Needs M&E Mechanism That Could Assess the Development of 21st-Century Skills in Students?*

Description	**SA**	**A**	**UN**	**DA**	**SDA**	***N***	***M***	***SD***	$\chi 2$
Frequency	122	62	0	2	0	186	4.63	0.546	116.13
Percentage	65.59	33.33	-	1.08	-				

Tabulated value of Chi-Square = 9.448 (p-value < .001) and p < .05, (K-1) = df = 4

Table 4.4.94 reveals that 98.92 % of the MEAs acknowledged that their organization needs M&E mechanism that could assess the development of 21st-century skills in students, while (1.08%) disagreed the statement. *M* score (4.63) favoured the statement and the *S.D* (0.546) shows consistency in responses. The χ^2 value (116.13) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

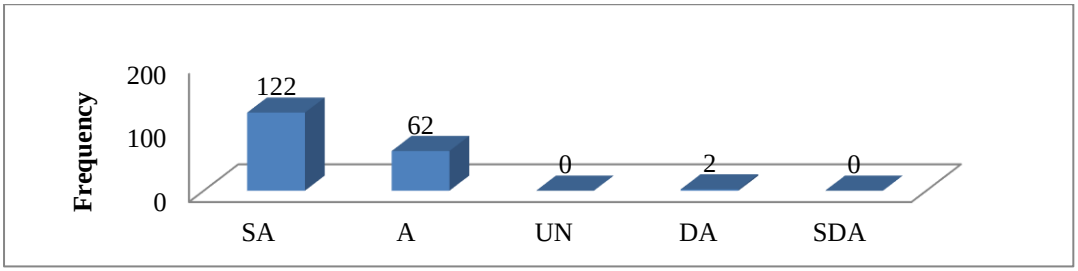

Figure 4.3.94. Organization Needs M&E That Could Assess 21st Century Skills

Figure 4.4.94 shows that 98.92 % MEAs acknowledged that their organization needs M&E mechanism that could assess the development of 21st century skills in students.

Table 4.4.94. *Prospects of M&E at Secondary School Level in Pakistan*

Combined Analysis of:	**SA**	**A**	**DA**	**SDA**	***N***	***M***	***SD***	χ^2
Table 4.4.85.	26	160	0	0	186	4.14	0.348	96.54
Table 4.4.86.	14	172	0	0	186	4.08	0.265	134.22
Table 4.4.87.	31	155	0	0	186	4.17	0.374	82.67
Table 4.4.88.	35	151	0	0	186	4.19	0.392	72.34
Table 4.4.89.	39	147	0	0	186	4.21	0.408	62.71
Table 4.4.90.	36	150	0	0	186	4.19	0.396	69.87
Table 4.4.91.	71	115	0	0	186	4.38	0.487	10.41
Table 4.4.92.	64	122	0	0	186	4.34	0.476	18.09
Table 4.4.93.	53	113	10	10	186	4.02	0.994	153.31
Table 4.4.94.	122	62	2	0	186	4.63	0.546	116.13

Descriptive Analysis:

i. **Table 4.4.85** reveals that 100 % of the MEAs acknowledged that their organization needs a clear logical framework for M&E.

ii. **Table 4.4.86** reveals that 100% of the MEAs acknowledged that their organization needs tangible indicators (KPIs) to measure all aspects of the school.

iii. **Table 4.4.87** reveals that 100 % of the MEAs acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies

iv. **Table 4.4.88** reveals that 100% of the MEAs acknowledged that their organization needs independent body (technical experts) for M&E of the school

v. **Table 4.4.89** reveals that 100 % of the MEAs acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution

vi. **Table 4.4.90** reveals that 100 % of the MEAs acknowledged that their organization needs reform in the existing M&E system of the school.

vii. **Table 4.4.91** reveals that 100% of the MEAs acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process.

viii. **Table 4.4.92** reveals that 100 % of the principals acknowledged that their organization needs adequate financial resources for implementing M&E.

ix. **Table 4.4.93** reveals that 89.25% principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the schools.

x. **Table 4.4.94** reveals that 98.92 % of the MEAs acknowledged that their organization needs M&E mechanism that could assess the development of 21st century skills in students.

Inferential Analysis:

i. **Table 4.4.85** reveals that χ^2 value (96.54) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ii. **Table 4.4.86** reveals that χ^2 value (134.22) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iii. **Table 4.4.87** reveals that χ^2 value (82.67) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

iv. **Table 4.4.88** reveals that χ^2 value (72.34) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

v. **Table 4.4.89** reveals that χ^2 value (62.71) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vi. **Table 4.4.90** reveals that χ^2 value (69.87) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

vii. **Table 4.4.91** reveals that χ^2 value (10.41) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

viii. **Table 4.4.92** reveals that χ^2 value (18.09) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

ix. **Table 4.4.93** reveals that χ^2 value (153.31) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

x. **Table 4.4.94** reveals that χ^2 value (116.13) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant.

4.5. Thematic Analysis of Qualitative Data (Interviews)

Qualitative data were analyzed with the help of thematic analysis which identifies, Analyze, and report (themes) within data. Semi-structured interview was carried on with twelve Regional Directors. The researcher sought prior permission and

then visited all twelve regional offices personally for interviews. The researcher apprised them regarding the nature of research and purpose of interview. Interviews were conducted with each of twelve Regional Directors to verify the quantitative data and get in-depth information about all fifteen themes. Further, the researcher developed a semi-structured interview protocol for clarifying 'why' and 'how' parts of the questions. Some additional aspects were also included for in-depth exploration of the current study. According to Braun and Clarke (2013), thematic analysis is a technique used for qualitative data analysis and it is widely used and deemed as significant for analysis of qualitative data. They describe the thematic analysis into the following six steps:

1. The researcher familiarized himself with his data.
2. Then preliminary codes were assigned to the data in order to describe the contents.
3. Themes were searched in codes in interviews.
4. The themes were reviewed.
5. The themes were defined and named.
6. Finally, the report was produced.

4.5.1. Interviews of Regional Directors

Semi-structured interview of twelve Regional Directors were conducted to verify the quantitative data and get in-depth information about following fifteen themes.

S. No	Themes	Themes/ Contents
1.	Theme 1	M&E Mechanism at Secondary School Level
2.	Theme 2	Management and Administration
3.	Theme 3	Security System
4.	Theme 4	Infrastructure
5.	Theme 5	Physical Facilities (Science Labs and Libraries)
6.	Theme 6	Human Resources
7.	Theme 7	Cleanliness
8.	Theme 8	Classroom Pedagogy
9.	Theme 9	Co-curricular Activities
10.	Theme 10	Discipline

11.	Theme 11	Assessment
12.	Theme 12	Academic Results
13.	Theme 13	Accounts and Financial Matters
14.	Theme 14	Problems of M&E
15.	Theme 15	Prospects of M&E

Q 1. What is M&E at school level, according to you?

Respondent 1 stated that M&E is a process to collect and analyze the data for measuring progress and achieving predetermined goals and objectives.

Respondent 2 defined M&E is a mechanism that helps an organization in identifying what to work and what not and make the organization capable for informed decision to improve the ongoing program.

Respondent 3 defined monitoring as a process of assessing the implementation of educational programme while evaluation assesses the program's overall effectiveness.

Respondent 4 described the M&E as a set of indicators, tools, and processes that gathers and analyzes data to prepare corrective measures. The measures are implemented to achieve the preset goals and objectives.

Respondent 5 defined the M&E as a process which plays a vital role in accountability of school education for its improvement.

Respondent 6 described the monitoring and evaluation is a process of collecting data in an organized way and analyzing it for measuring the progress and achievements.

Respondent 7 defined that the term M&E are often used together but they are distinct in nature. Monitoring is a systematic and continuous process of data collection of ongoing programs and tracks the progress toward achieving program objectives while evaluation, is orderly and organized assessment of a program and performance.

Respondent 8 described that M&E are systematic process for gauging the performance of school against its preset goals and objectives.

Respondent 9 defined M&E as regular collection and analysis of data for tracking the implementation of plans and activities of a school.

Respondent 10 stated that M&E are the processes to assess the effectiveness of planned programs and activities of an institution which designed for against objectives.

Respondent 11 defined that M&E is a process for improving quality of teaching and learning. It also ensures better decisions in available resources.

Respondent 12 described M&E as a tool, and process for gathering and analyzing data to prepare corrective measures for implementation.

Explanation Q1:

This question was pertaining to what M&E is at school level. The respondents pointed out that monitoring and evaluation collect and analyze data for measuring progress and achieving predetermined goals and objectives. The M&E set the indicators, tools, and processes that gathers and analyzes data to prepare corrective measures. Further, the measures are implemented to achieve the preset goals and objectives. M&E are often used together but they are distinct in nature. Monitoring is a systematic and continuous process of data collection of ongoing programs and tracks the progress toward achieving program objectives while evaluation, is orderly and organized assessment of a program and performance. Some defined M&E is a mechanism that helps an organization in identifying what to work and what not and make the organization capable for informed decision further, it improves the quality of teaching and learning. According to respondent, monitoring is a process of assessing the implementation of educational programme while, evaluation assesses the program's overall effectiveness. On the other hand, M&E is defined the as a process which plays a vital role in accountability of school

education for its improvement. Two respondents have the same opinions and according to them, M&E collect the data, analyze it, and prepare corrective measures for implementation through various activities.

Q 2. Does your organization follow any M&E Model?

Respondent 1: - I think no.

Respondent 2: - There is a booklet of M&E but model is not mentioned.

Respondent 3: - M&E is planned activity in my organization but there is no model thereof.

Respondent 4: - It may be but not clearly mentioned and defined in manual issued by Directorate.

Respondent 5: - No M&E model is there in our organization.

Respondent 6: - The Continuous Quality Improvement (CQI) model is followed.

Respondent 7: - There is no M&E model followed in my organization.

Respondent 8: - I think, no model is followed.

Respondent 9: - No model is there in our organization for M&E mechanism.

Respondent 10: - Up to my knowledge, there is no model followed in our setup.

Respondent 11: - I think no.

Respondent 12: - No model is followed.

Explanation Q2:

This question was “Does your organization follow any M&E Model”? The respondents expressed that no model is followed for M&E in their organizations. While, one respondent pointed out that Directorate issued a manual of Continuous Quality Improvement (CQI) but no model is mentioned there in manual. However, Continuous Quality Improvement (CQI) mechanism is followed based on its manual.

Q 3. Are you satisfied with the current M&E mechanism of your organization?

Respondent 1: - Not Completely and it needs improvement

Respondent 2: - I think no because it is traditional in nature.

Respondent 3: - Technologies should be used to make more efficient.

Respondent 4: - Yes but it needs improvement

Respondent 5: - It is much subjective in nature because the principals assess other principals of the same setup.

Respondent 6: - There should be independent body for M&E system of a school

Respondent 7: - No, I am not satisfied.

Respondent 8: - Not satisfied

Respondent 9: - Not satisfied because it runs without independent body and emerging technologies.

Respondent 10: - Partially satisfied

Respondent 11: - It is comparatively good but it needs major modification and the outcomes thereof are not implemented in true letter and sprits.

Respondent 12: - Not satisfied because there is no execution of their reports and corrective measures.

Explanation Q3:

This question was about "whether the RDs are satisfied with the current M&E mechanism of their organization"? Majority of the respondents stated that they are not satisfied with the M&E mechanism of their organization because the existing M&E is traditional in nature. In addition, the existing M&E is conducted without independent body and emerging technologies. While, few respondents were partially satisfied and they suggested major modification in the M&E system because its corrective measures are not implemented in true letter and spirit. The respondent suggested independent body and technology integration for their M&E mechanism.

Q 4. What aspects of the management are assessed by MEAs?

Respondent 1: - The M&E assess the overall governance, financial, HR and resource management of the school.

Respondent 2: - Overall management of school, classroom and resources

Respondent 3: - The management of the principals in school and teacher in classroom are assessed properly.

Respondent 4: - Almost everything pertaining to school, teaching and learning.

Respondent 5: - Management is very broad term and in M&E very specific aspects are assessed.

Respondent 6: - Staff meeting record, financial management, working style of head and SIP implementation.

Respondent 7: - The M&E system of my organization assesses educational leadership, instructional management, classroom management, financial and, Human resource management.

Respondent 8: - M&E mechanism check the implementation of School Improvement Plan and functionality level of all the aspects in a traditional way. The modality of evaluation is not effective.

Respondent 9: - Yes, everything is checked but there is no outcome thereof because there is an issue in the execution and implementation of corrective measures.

Respondent 10: - Yes, governance, general management, financial management, HR management and resource management of the school are thoroughly assessed.

Respondent 11: - Only specific aspects are assessed

Respondent 12: - Management is an essential part of the school but M&E mechanism of our organization does not cover the all the aspects adequately.

Explanation Q 4:

This question was about to know that "What aspects of the management are assessed by MEAs. The respondents pointed out that M&E of their organization assess governance, financial, HR and resource management of the school. Further, they assess staff meeting record, working style of the heads and SIP implementation. The existing M&E system assesses the educational leadership and instructional management of the school. Majority of the respondents highlighted that management is very broad term while the existing M&E mechanism assess very specific aspects and their functionality level in a traditional way. The modality of evaluation is ineffective therefore there is an issue in the execution and implementation of corrective measures. One respondent added that M&E of his organization assess the management of the principals in school and teacher in classroom.

Q 5. What Aspects of the security system of the school are assessed?

Respondent 1: - M&E properly assess security equipment, CCTV cameras and security guards.

Respondent 2: - M&E is carried out annually and the security measures do not remain the same throughout the year therefore surprise visits are recommended to assess the real situations of security in school.

Respondent 3: - All necessary measures are assessed but the M&E visits should be carried out without prior intimation.

Respondent 4: - Only security equipment, and security guards are assessed during annual M&E visits.

Respondent 5: - All necessary measure including visitors' register and visiting cards are checked.

Respondent 6: - The M&E assess only security guard and his weapon

Respondent 7: - Some specific aspects are assessed

Respondent 8: - Extensive measures should be taken to while assessing school security.

Respondent 9: - There is no defined parameters for assessing school security. The MEAs assesses various spots randomly.

Respondent 10: - Yes, almost everything is assessed but still the existing monitoring and evaluation need improvement in the of our organization.

Respondent 11: -Yes, they assess security equipment, record register and security guards

Respondent 12: - Yes everything is checked but it needs major reform.

Explanation Q5:

This question was regarding what aspects of the security system of the school are assessed? Three respondents stated that M&E assess security equipment, CCTV cameras, security guards, visitors' register and visiting cards while other three respondents opined that M&E is carried out annually where the security measures do not remain the same throughout the year. Therefore, surprise visits are recommended to assess the real situations of the school security. Whereas, majority of the respondents find out that the M&E assess some specific aspects including security guard and his weapon. Further, they opined that extensive measures should be covered while assessing school security. Moreover, there is no defined parameters for assessing school security and there is a need for improvement in the current M&E system. Consequently, the respondents suggested that there is need of major reform in M&E system of the school.

Q 6. What aspects of the school infrastructure and physical facilities are assessed by MEAs?

Respondent 1: - MEAs assess availability of classrooms, washrooms, drinking water, and first aid facilities.

Respondent 2: - They evaluate availability of classrooms, science laboratories, library, washrooms, drinking waters and training facilities.

Respondent 3: - Everything is checked but there is no improvement in the infrastructure and physical facilities. The main issue is the implementation of corrective measures at Directorate level.

Respondent 4: - Everything is checked during M&E visits but the infrastructure of the school is in pathetic condition.

Respondent 5: - During M&E visits, assessment of infrastructure is carried out but there is no outcome thereof.

Respondent 6: - All aspects of the infrastructure and physical facilities are checked during M&E visits.

Respondent 7: - MEAs assess all theaspects but do not recommend more facilities as per requirements of the school.

Respondent 8: - Almost everything is checked and assessed.

Respondent 9: - MEAs check all the aspects of infrastructure.

Respondent 10: - Though infrastructure and physical facilities are properly checked yet majority of the school buildings give a haunted look.

Respondent 11: - Some selected aspects of school infrastructure are assessed.

Respondent 12: - Due to paucity of resources only essential aspects are assessed.

Explanation Q 6:

This question was about that what aspects of school infrastructure and physical facilities are assessed by MEAs? The respondents expressed that, MEAs assess most of the aspects of infrastructure including availability of classrooms, washrooms, drinking water, training facilities, science laboratories, library, and first aid facilities. Some respondents ststed that everything is checked but there is no improvement in the infrastructure and physical facilities. Majority of the school infrastructure is in pathetic condition. According to their views, the main issue is the implementation of corrective measures at Directorate level. Majority of the respondents presented that due to paucity of resources only essential aspects are of infrastructure and physical facilities are assessed. The MEAs do not recommend more facilities as per requirements therefore, majority of the school buildings give a haunted and shabby look.

Q 7. What aspects of the human resources are assessed by MEAs?

Respondent 1: - MEAs evaluate enrolment and attendance of the students. They also assess the availability of the faculty as per requirement.

Respondent 2: - MEAs check almost all aspects of the HR including their competencies, skills and knowledge according to their current job.

Respondent 3: - MEAs assess HR through various tools and they identify their professional deficiencies and also suggest training for their improvement.

Respondent 4: - HR management is properly assessed**.**

Respondent 5: - Teachers and students' attendance, availability of teaching and non-teaching staff are checked as per requirement.

Respondent 6: - Major aspects of HR are checked but deficiencies are not met.

Respondent 7: - There is still subject-wise teachers' deficiency and acute shortage of clerical staff therefore M&E mechanism is not effective as it should be.

Respondent 8: - Staff deficiency is not addressed even that M&E visits are properly conducted.

Respondent 9: - Every aspect of HR is thoroughly checked.

Respondent 10: - Various aspects of the HR are assessed in three phases.

Respondent 11: - MEAs check almost everything.

Respondent 12: Teaching and non-teaching staff are properly assessed.

Explanation Q 7:

This question was about what aspects of the HR are assessed by MEAs? Majority of the respondents expressed that M&E evaluate enrolment of students, availability and attendance of the faculty as per requirement. They also assess the employees in terms of their competencies, skills and knowledge as required for their current job. MEAs identify their professional deficiencies, and suggest training for their improvement. The respondents also revealed that M&E mechanism is ineffective because there is still

subject-wise teachers' deficiency and acute shortage of clerical staff. Despite M&E annual visits the deficiencies are not met.

Q 8. Whether the cleanliness and hygienic condition of the school are assessed by MEAs?

Respondent 1: - Yes, MEAs check the cleanliness properly but twice in a year.

Respondent 2: - cleanliness and hygienic condition are unsatisfactory it is not assessed regularly.

Respondent 3: - Yes assessed during visits.

Respondent 4: - There should be a mechanism which could assess hygienic condition of the school regularly.

Respondent 5: - The hygienic condition of the schools is worst and it must be assessed on weekly basis.

Respondent 6: - Yes hygienic condition of the school is assessed but due to deficiency of sanitary workers cleanliness of the school is unsatisfactory.

Respondent 7: - Cleanliness and hygienic condition of the school are not satisfactory.

Respondent 8: - Cleanliness and hygienic condition of the school should be observed through virtual school visit (Online – through Zoom OR WhatsApp) on weekly basis.

Respondent 9: - Yes cleanliness is assessed but still there is a room for improvement.

Respondent 10: MEAs evaluate hygienic condition of the schools but twice in a year.

Respondent 11: - Cleanliness is checked but twice in academic year. It should be assessed on regular basis.

Respondent 12: Yes, assessed but hygienic condition of the schools is not satisfactory due to non-availability of sanitary workers.

Explanation Q 8:

This question was whether the cleanliness and hygienic condition of the school are assessed by MEAs? Majority of the respondents opined that cleanliness of the schools is unsatisfactory because of the acute deficiencies of sanitary workers. In addition, MEAs check the cleanliness and hygienic condition of the school twice in a year. They suggested that there should be a mechanism which could assess hygienic condition of the school on regular basis. Alternatively, cleanliness of the school may be observed through virtual visit (Online – through Zoom OR WhatsApp) to bring prompt change.

Q 9. What aspects of the teaching pedagogy are assessed by MEAs?

Respondent 1: - MEAs evaluate the lesson planner, teaching method and its suitability with the topic.

Respondent 2: - MEAs assess the relevance of teaching with paper pattern, syllabus, and lesson planner.

Respondent 3: - MEAs assess communication skills, teaching style and expression of teachers.

Respondent 4: - MEAs only focus on teachers 'assessment not on students' learning outcome.

Respondent 5: - MEAs do not assess 21st-century skills and other global trends in classroom teaching.

Respondent 6: - M&E is traditional in nature and it must be based on best global practices

Respondent 7: - Almost all-important aspects are assessed but should be a continuous process and presently it is carried out twice in an academic year.

Respondent 8: - All major aspects are assessed

Respondent 9: - MEAs check teaching methodology and its relevance with paper pattern, syllabus, and lesson planner.

Respondent 10: - All aspects are assessed but dynamics of the classrooms have significantly changed therefore the M&E mechanism needs major modification.

Respondent 11: - Major aspects are assessed but there is no significant change in teaching and learning process.

Respondent 12: - Teaching methodology, syllabus coverage, use of lesson planner and activities are assessed.

Explanation Q 9:

This question was to ask that what aspects of the teaching pedagogy are assessed by MEAs? The respondents expressed that MEAs evaluate the communication skills, expression, lesson planner, teaching method of the teachers, and its suitability with the topic. They also assess the relevance of teaching with paper pattern, and syllabus covered. Majority of the respondents stated that M&E mechanism is traditional in nature and it focuses on teachers 'assessment not on students' learning outcome moreover, they do not assess 21st-century skills and other global trends. At present it is carried out twice in an academic year but it should be conducted on regular basis.

Q 10. What aspects of the cocurricular activities are assessed by MEAs?

Respondent 1: - MEAs assess the observance of national events, morning assembly, debates and speech competitions of the school.

Respondent 2: - Only registered are assessed.

Respondent 3: - Sports articles, record of evets and achievements are assessed.

Respondent 4: - MEAs visit the institutions other than sports days therefore events of co-curricular activities and sports are not assessed.

Respondent 5: - Sports events and co-curricular activities are not assessed**.**

Respondent 6: - Co-curricular activities are not checked.

Respondent 7: - MEAs assess specific activities and they do not check the STEAM and STEM projects.

Respondent 8: - Co-curricular activities are not assessed properly

Respondent 9: - Sports events and co-curricular activities are not checked

Respondent 10: - MEAs assess only record of sports and co-curricular activities not the real events.

Respondent 11: - Co-curricular activities are rarely assessed.

Respondent 12: - The maintenance of record of co-curricular activities are checked but the actual events are not assessed.

Explanation Q10:

This question was about what aspects of the co-curricular activities are assessed by MEAs? Majority of the respondents expressed that MEAs do not assess the real events of sports and co-curricular activities including national events, morning assembly, debates and speech competitions. MEAs visit the institutions other than sports days therefore actual events of the co-curricular activities and sports are not assessed. They check only the record maintenance of co-curricular activities only. Even they do not assess the STEAM and STEM projects whether they are carried out or not?

Q 11. What aspects of the discipline are assessed by MEAs?

Respondent 1: - MEAs monitor the dress code of teachers and students' uniform.

Respondent 2: - MEAs evaluate the punctuality and commitment of the teachers and behavior of students.

Respondent 3: - MEAs also evaluate the punctuality and commitment of the staff

Respondent 4: - MEAs focuses on students' behaviors and teachers' attitude

Respondent 5: - MEAs assess the overall discipline of the school on the spot which cannot be generalized because they evaluate the institution in controlled situation.

Respondent 6: - All aspects of discipline are not assessed**.**

Respondent 7: - M&E mechanism needs major reform because its monitoring reports cannot be generalized.

Respondent 8: - Only teachers' dress code and students' uniform are assessed.

Respondent 9: - The M&E mechanism does not cover the broader term of discipline i.e., Internal discipline, External discipline and social discipline.

Respondent 10: - Students' uniform, and teachers dress code are checked only.

Respondent 11: - The current M&E mechanism is not satisfactory.

Respondent 12: - The M&E process for assessing discipline should be continuous on daily basis.

Explanation Q11:

This question was about what aspects of the discipline are assessed by MEAs. Respondents expressed that MEAs assess the punctuality, attitude, commitment and dress code of teachers. They assess students' uniform, and behavior. One main concern was that MEAs assess the students' discipline in controlled environment which cannot be generalized because these results might not capture how students behave in natural setting. Consequently, the respondents expressed that the current M&E mechanism is unsatisfactory because it needs major reform and the M&E process should be carried out on daily or weekly basis.

Q 12. What aspects of the academic results and assessment are checked by MEAs?

Respondent 1: - MEAs check the assessment of students' written work, diaries, and class-wise results against their targets but they do not assess the holistic development of the learners.

Respondent 2: - MEAs assess classroom daily work and results of students. They do not assess the holistic development in the students**.**

Respondent 3: - The learning outcome and the holistic development of the learner is not assessed.

Respondent 4: - M&E mechanism is quite traditional in nature because it does not gauge 21st century skills in students.

Respondent 5: - Some selected aspects of classroom are assessed**.**

Respondent 6: - Very few aspects are checked.

Respondent 7: - It does not assess the wholesome activity of the school, classroom and students**.**

Respondent 8: - The assessment system of our organization is very subjective in nature it needs objectivity.

Respondent 9: - The M&E mechanism is carried out once in an academic year. The frequency thereof should be increased**.**

Respondent 10: - The holistic development of learner and 21st century skills are not checked.

Respondent 11: - Selected activities of students and classroom are assessed

Respondent 12: - M&E mechanism needs major reform in terms of assessment of the school, classroom and students.

Explanation Q12:

This question was about what aspects of the academic results and assessment system are checked by MEAs? The respondents expressed that the current M&E mechanism is quite traditional in nature because MEAs assess the students' written work, diaries, and class-wise results against their targets but they do not assess the learning outcome, holistic development, and 21st century skills in the students. Majority of the respondents stated that M&E mechanism is quite subjective in nature and it needs objectivity. In addition, the current M&E need major reform in terms of assessment of school, classroom and

students. Further, the frequency of MEAs visits should also be increased in academic year.

Q 13. What aspects of accounts and financial matters are assessed by MEAs?

Respondent 1: - MEAs checks specifically current state of funds in all heads, utilization of funds, transparency in all financial matters and illegal funds collection if there is any.

Respondent 2: - MEAs check very specific aspects in school while accounts and financial matters are extensive in nature.

Respondent 3: - Major aspects of account and financial matters of the school are unattended. Very few information is taken by MEAs during their visit.

Respondent 4: - Majority of the aspects remain unchecked**.**

Respondent 5: - Very few aspects are assessed.

Respondent 6: - Completion of ledgers and audit objections are assessed.

Respondent 7: - M&E mechanism needs major reform so that it could cover all essential aspects of account and financial matters of the school.

Respondent 8: - Only selected information are gathered from the school while account and financial matters are very extensive in nature.

Respondent 9: - M&E mechanism cannot address all the aspects of account and financial matters of the school so frequency of the visits should be increased.

Respondent 10: - MEAs assess only transparency in all financial matters including current state of funds and its utilization.

Respondent 11: - M&E mechanism needs major reform in terms of account and financial matters of the school.

Respondent 12: - The scope of the current M&E mechanism is very limited which needs to be extended to cover all essential aspects of account and financial matters of the school.

Explanation Q13:

This question was to find out "what aspects of accounts and financial matters of the school are assessed by MEAs? The respondents pointed out that MEAs assess the current state of funds, its utilization, transparency in financial matters and illegal funds collection. They also assess completion of ledgers and audit objections at all levels. While majority of the respondents expressed that MEAs check very specific aspects of school and, most of them remain unchecked. Keeping the extensive nature of accounts and financial matters in view, the M&E mechanism should be designed on the modern lines and the frequency of MEAs visits should be increased accordingly. Whereas, some of respondents highlighted that scope of the current M&E mechanism is very limited which needs to be extended to cover all essential aspects of account and financial matters. They suggested that the current M&E mechanism needs major reform in terms of account and financial matters of the school so that it could cover all essential aspects of account and financial matters of the school.

Q 14. What are the main problems faced by MEAs at Secondary School level?

Respondent 1: - Majority of the M&E mechanism is poorly designed and implemented, which results in unreliable data with no outcome.

Respondent 2: - A significant human and financial resources are required for smooth implementation of monitoring and evaluation process in the schools therefore insufficient resources is the main issue of M&N mechanism.

Respondent 3: - M&E is implemented without any model and organization has no well-developed programme and a logical framework to measure the progress.

Respondent 4: - Non-cooperative attitude of principals and teachers toward monitoring and evaluation process are the main issues because a strong support of

principals is required as they have deep understandings of the concept, principles and procedures for implementation of the M&E.

Respondent 5: - There is no technical expertise in MEAs to determine what indicators to use to measure outputs and outcomes. In other case, the MEAs lack the skills and knowledge necessary to conduct M&E effectively.

Respondent 6: - Due to financial constraints, most of the organizations conduct M&E without emerging technologies, while technology is integral part of data collection and analysis.

Respondent 7: - There is no independent body for M&E of the schools and mostly senior professional principals are taken from the setup to visit other institutions which makes the M&E process doubtful and open to question.

Respondent 8: - There is always strong resistance to evaluation and school staff do not accept internal and external evaluators.

Respondent 9: - The planning, course of action and report generation process have been designed in a way that affect the credibility and reliability.

Respondent 10: - Due to limited and insufficient MEAs, it is quite difficult to monitor and evaluate a huge number of schools effectively.

Respondent 11: - On the one hand, schools are located in far-flung remote and inaccessible areas, where MEAs face difficulties to visit there on the other hand, there is a shortage of resources for transportation.

Respondent 12: - The M&E mechanism has no logical framework, quality standards, well quantifiable tools, skilled professionals as an independent body, latest emerging technologies, automated reporting and swift implementation of corrective measures.

Explanation Q14:

This question was to find out “what are the main problems faced by MEAs at Secondary School level? The respondent (R-1), expressed that MEAs mostly collect unreliable data because the existing M&E mechanism is poorly designed and implemented. R-2, stated that insufficient financial and human resources are the main issues in existing M&E process. R-3, identified that M&E is implemented without a model therefore there is no tangible and objective mechanism to measure the progress. R-4, pointed out that the main issue for MEAs is the non-cooperative attitude of principals and teachers toward the monitoring and evaluation mechanism. R-5, stated that, MEAs lack the skills, knowledge and technical expertise to determine what indicators to use to measure outputs and outcomes. The R-6, expressed that due to financial constraints most of the organizations conduct M&E manually without emerging technologies which is meaningless because technology is an integral part of data collection and analysis. R-7, stated that there is no independent body for M&E of the schools therefore a principal from the same setup visits another school within the setup to assess its performance, which raises concerns about the objectivity of the M&E process. R-8, identified that there is always strong resistance for evaluators because the school staff do not accept to be evaluated. R-9, expressed that administrative structure and reporting of M&E process have been designed in a way that influence the credibility and objectivity of the data. R-10 identified that due to limited and insufficient MEAs, it is quite difficult to monitor and evaluate a huge number of schools effectively. R-11, Mostly schools are located in inaccessible areas, and the MEAs come across difficulties to visit far-flung remote areas without any transport facilities. While R-12, pointed out that M&E mechanism has no structured framework, standards, well quantifiable tools for assessment, skilled professionals as an independent body, latest emerging technologies, automated reporting system, and implementation of the corrective measures.

Q 15. What and how you want to see the M&E mechanism at Secondary School level in Pakistan?

Respondent 1: - The M&E mechanism should be re-designed and developed based on well-established M&E model. It should be comprehensive so that it could cover all aspects of the school, including student learning, quality of teaching, and management. Similarly, it should be data-driven so that it could get and rely on accurate data to gauge the school performance. Most importantly, it should be participatory so that it could involve all stakeholders in data collection, analysis, and decision-making.

Respondent 2: - The M&E mechanism must have adequate financial and human resources for smooth implementation of M&E process in schools.

Respondent 3: - The M&E mechanism must have logical framework and should be based on approved quality standards to measure the progress of institution, staff and learning outcome of the learners.

Respondent 4: - Inclusive training sessions should be organized for the orientation of principals and staff to realize them that M&E is devised to facilitate them not to create threatening situations in the institution. Principals have deep understandings of the concept, principles and procedures of the implementation of M&E therefore they will start to support the implementation of M&E in school.

Respondent 5: - The MEAs should be equipped with essential skills required for M&E so that they could get technical expertise for determining tangible indicators to measure outcomes effectively. Adequate budget should be allocated for the capacity building of MEAs, staff and officials.

Respondent 6: - M&E is a regular feature of school education therefore specific budget be allocated for it. Moreover, technology integration and independent

body are the essential parts of M&E mechanism which are not possible except adequate budget.

Respondent 7: - Some setups conduct external evaluation through local principals of the same setup which is meaningless and subjective. Such sort of evaluation is subjective in nature and its outcome is always open to question. Therefore, external evaluation should be carried out through independent body of external evaluators to ensure objectivity and reliability in assessment system.

Respondent 8: - Orientation sessions should be organized at school level to overcome the resistance to evaluation and realize the principals and staff that M&E mechanism works to facilitate them not to create threatening situation in the institution.

Respondent 9: - The planning, course of action and automated reporting process of M&E must be kept free influence to improve its reliability.

Respondent 10: - The M&E mechanism must have adequate number of MEAs as an independent body to monitor and evaluate a huge number of schools effectively.

Respondent 11: - Transport facilities must be provided to MEAs so that they could visit the institutions located in far-flung remote and inaccessible areas.

Respondent 12: - M&E mechanism must be based on logical framework, and quality standards. The MEAs must be an independent body of skilled professionals and they must have well quantifiable tools and latest emerging technologies with them during their visits. The automated reporting of M&E, preparation of corrective measures and their implementation must be systematic and swift.

Explanation Q15:

This question was to find out “What and how you want to see the M&E mechanism at Secondary School level in Pakistan?

The respondent (R-1), expressed that M&E mechanism should be re-designed and developed based on well-established M&E model. R-2, stated that M&E mechanism must have adequate financial resources and HR to implement the M&E process at school level. R-3, identified that M&E mechanism must have logical framework and should be based on approved quality standards to measure the progress of institution, staff and learning outcome of the learners. R-4, pointed out that training sessions need to be organized for the orientation of principals and staff to realize them that M&E system is devised to facilitate them not to create threatening situations in the institution. So that they could support the implementation of M&E in true letter and spirit. R-5, stated that, MEAs should be equipped with essential skills required for M&E so that they could get technical expertise for determining tangible indicators to measure outcomes effectively. The R-6, revealed that M&E is a regular feature of school education therefore adequate budget be allocated for its execution through independent body. Moreover, technology integration, third party validation and transportation should be included in M&E that also require adequate budget. R-7, stated that mostly external evaluation is carried out through local principals of the same setup which is meaningless and subjective. External evaluation must be carried out through independent body of external evaluators to ensure objectivity and reliability in the assessment. R-8, reveal that orientation sessions should be organized at school level to overcome the resistance and also realize the principals and staff that M&E mechanism works to facilitate them not to create threatening situation in the institution. R-9, expressed that planning, course of action and automated reporting process of M&E must be kept above the external influence to improve its reliability. R-10 suggested that M&E mechanism must have adequate number of MEAs as an independent body to monitor and evaluate a huge number of schools effectively. R-11,

stated that transport facilities must be provided to MEAs so that they could visit the institutions located in far-flung remote and inaccessible areas. While R-12, pointed out that M&E mechanism must be based on logical framework, and quality standards. The MEAs must be an independent body of skilled professionals and they should have well quantifiable tools and latest emerging technologies during their visits. The automated reporting of M&E, preparation of corrective measures and their implementation must be systematic and swift.

4.5.2 Analysis of the Interview of RDs:

Table 4.5.1: *Main Strong Points of M&E System*

Priority-wise	Descriptions	%age
Priority 1	Majority of the organization has M&E Mechanism	97 %
Priority 2	MEAs assess the management and administrative aspects at secondary school level.	89 %
Priority 3	MEAs assess security system of the school	96 %
Priority 4	MEAs assess physical facilities of the school	88 %
Priority 5	MEAs assess cleanliness of the school	90 %
Priority 6	MEAs assess academic results	100 %

Table 4.5.1. The strong points of M&E have been segregated from the answers of respondents. Ninety seven percent respondents said that majority of the organizations has M&E Mechanism, 89 % said that MEAs assess the management and administrative aspects at secondary school level. Ninety six percent of the respondents said that MEAs assess security system of the school and eighty eight percent said that MEAs assess physical facilities of the school. Ninety percent of respondents expressed that cleanliness of the school is assessed and 100 % respondents said that MEAs assess academic results.

Table 4.5.2: *Weak Points of M&E Mechanism at Secondary*

Priority-wise	Descriptions	%age
Priority 1	M&E mechanism does not follow any M&E model.	97 %
Priority 2	There is no proper framework of M&E at the secondary school level.	84 %
Priority 3	Mostly, the M&E mechanism is poorly designed, that results unreliable data and no tangible outcome.	70 %
Priority 4	There are no adequate financial resources for M&E mechanism.	89 %
Priority 5	There is no independent body of external evaluators to carry out external evaluation.	100 %
Priority 6	M&E is conducted in traditional way and no emerging technologies are used.	100 %
Priority 7	Non-cooperative attitude of principals and teachers toward M&E process is the main issue.	91 %
Priority 8	MEAs are not adequately trained in terms of technical and professional aspects of M&E.	82 %
Priority 9	MEAs do not assess the development of 21st-century skills in students.	95 %
Priority 10	No implementation of M&E reports (corrective measures) at secondary school level	85 %

Table 4.5.2 The weak points of M&E are segregated from the answers of respondents. Ninety seven percent of the respondents expressed that M&E mechanism does not follow any M&E model and eighty four percent said there is no proper framework of M&E mechanism at secondary school level. Seventy percent of the respondents expressed that M&E mechanism is often poorly designed, that results unreliable data and no outcome while eighty nine percent expressed that there are no adequate financial resources for M&E mechanism. Hundred percent of the respondents expressed that there is no independent body of external evaluators to carry out external evaluation and M&E is conducted in traditional way without using emerging technologies. Ninety one percent of the respondents said that non-cooperative attitude of principals is the main issue while eighty two percent suggested that MEAs are not adequately trained in terms of technical and professional aspects of M&E. Ninety five percent of the respondents expressed that MEAs do not assess the development of 21st-century skills in students while eighty five

percent of the respondents highlighted the most important part that there is no implementation of M&E reports "corrective measures" in secondary schools of Pakistan.

Table 4.5.3: *Suggestions to Overcome weaknesses*

Priority-wise	Descriptions	% ages
Priority 1	M&E mechanism should be devised based on logical framework.	100 %
Priority 2	The M&E mechanism should be designed that could produce reliable results and tangible outcome.	85 %
Priority 3	Adequate budget should be allocated for smooth functioning of M&E.	90 %
Priority 4	There should be an independent body of external evaluators to conduct external evaluation	95 %
Priority 5	Latest emerging technologies should be used by MEAs to conduct evaluation.	100 %
Priority 6	Orientation session should be organized for principals and teachers to make their attitude cooperative by realizing that M&E is carried out to facilitate them not to create threatening situation in the institutions.	82 %
Priority 7	MEAs should be capacitated in terms of technical and professional aspects pertaining to M&E.	91 %
Priority 8	MEAs must assess the learning outcome and development of 21st-century skills in the students.	89 %
Priority 10	M&E reports (corrective measures) must be implemented at secondary school level in true letters and sprits.	100 %

Table 4.5.3 illustrates the suggestions given by respondents to bridge the gaps and address the weaknesses. It was suggested by hundred percent of respondents that M&E mechanism should be devised on logical framework. Eighty five percent of the respondents proposed that M&E mechanism need to be designed to achieve reliable results and tangible outcome. Ninety percent of the respondents said that Adequate budget should be allocated for smooth functioning of M&E while ninety five percent expressed that there should be an independent body of external evaluators to conduct

external evaluation. Hundred percent of the respondents said that latest emerging technologies should be used by MEAs to conduct evaluation. Eighty two percent suggested that multiple orientation sessions should be organized for school staff to made their attitude cooperative by realize them that M&E is carried out to facilitate them not to create threatening situation in the institutions. Ninety one percent of the respondents expressed those MEAs should be capacitated in terms of technical and professional aspects pertaining to M&E while eighty nine percent suggested that learning outcome and development of 21st-century skills in students should also be assessed. Majority (100 %) of the respondents suggested that the final reports (corrective measures) must be implemented at secondary school level in true letters and sprits.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Monitoring and evaluation (M&E) is a significant management tool for tracking progress and supporting decision-making (World Bank, 2015). It is deemed as a yardstick for assessing strengths and shortcomings of an organization, and it is the key instrument of management that focuses to give real picture of educational program. Every organization develops its own M&E mechanism, and conducts internal M&E, while others outsource independent body for reliable and objective assessment. At secondary level, the importance of M&E increases even more because secondary level of education provides professionals to the country and also prepares learners for tertiary education. Therefore, the quality of professionals and higher education is predominantly based on the standard of secondary education. Moreover, shortage of teaching faculty, unavailability of teachers' capacity building, poor management of schools, inadequate physical facilities, outdated pedagogies, subjective assessment, monitoring and evaluation mechanism are some of the causes that not only restrain the development of education but also bring significant decline in the quality of secondary education. Keeping the current state of secondary schools of Pakistan and national concerns, there is a need for effective monitoring and evaluation system to make the system alert, responsive and sensitized. The present research work was designed to analyze the perceptions of all concerned stakeholders toward the existing M&E practices and their challenges and subsequently develop Monitoring and Evaluation (M&E) Framework at Secondary School Level in Pakistan. Main objectives of the study were: to investigate the existing M&E practices at secondary school level in Pakistan, to identify the problems faced by M&E for its smooth functioning at secondary school level in Pakistan, to find

out the prospects of M&E at secondary school level in Pakistan, and to propose a framework of M&E for secondary schools of Pakistan. Due to paucity of time and limited resources, the current study was delimited to: secondary schools of FGEI Cantonments/ Garrisons (C/G) Pakistan, Regional Directors of FGEI (C/G) Pakistan, MEAs of FGEI (C/G) Pakistan, and Principals of FGEI (C/G) secondary schools of Pakistan. Mixed methods approach was adopted to carry out the study. Concurrent triangulation research design of mixed methods was used to take the qualitative and quantitative data for analysis to reach the conclusions. Concurrent triangulation research design is adequate tool to combine the quantitative and qualitative data and comprehend complex issues in conclusions. The study population comprised of all 12 Regional Directors, all 186 MEAs and 186 secondary school principals from twelve regions of FGEI (C/G). Census sampling technique was used and all members of the population were included in the study and analyzed. All the population of 12 Regional Directors, 186 MEAs and 186 principals of FGEI (C/G) Pakistan were taken as samples of the study. The 12 Regional Directors were interviewed, while 186 MEAs and 186 principals of FGEI (C/ G) were taken to collect quantitative data. Questionnaire was used to achieve the research objectives, while for in-depth understandings of M&E mechanism at secondary school level, Interviews Guide was used for data collection. The researcher tried to keep the interview duration about 30 to 40 minutes with each RD, and all 12 Regional Directors were interviewed. The questionnaire was pilot tested among 5 MEAs, and 5 principals which were excluded from the sample. The respondents were requested to share their opinion on each item of the questionnaire. The pilot testing of the instruments was carried out to check their reliability. The researcher completed data collection in January 2023, and 4 months were spent on data collection. The response rate was 100 percent. The researcher visited in person to get qualitative data from 12 regional Directors through interviews which were further analyzed by using thematic analysis. In light of the

objectives of the study, the qualitative data were analyzed which was presented and explained theme-wise in table. The quantitative data collected from MEAs and principals through questionnaires, was analyzed by *M*, *SD* and Chi Square through SPSS (version 2022). The responses collected through questionnaires were categorized statement-wise in terms of frequencies and percentages. MEAs and principals' responses were tabulated in accordance with frequencies. The questionnaires data were tabulated and then analyzed by *M*, *SD* and Chi square. The conclusions of the quantitative and qualitative data were triangulated and described theme-wise. The finding of the current study reveals that M&E at the secondary school level has no framework and is carried out without using any M&E model. The institutions are assessed conventionally without IT gadgets, which takes a long time to complete its rotation. Further, paucity of time, limited M&E staff, insufficient financial resources and emerging technologies were the main problems highlighted that prevent assessing various activities of the schools objectively. The study suggested an equipped M&E mechanism in terms of latest IT gadgets, adequate financial and sufficient human resources for smooth implementation of M&E at secondary school level. Furthermore, the M&E mechanism should be developed based on adequate model and structured framework, and it should be carried out by an independent body. In addition, there should be an environment that could support M&E system at school level.

5.2. FINDINGS

Following are the quantitative and qualitative data findings based on the responses of principals and MEAs respectively.

5.2.1. Quantitative Data Findings Based on the Responses of Principals

Following findings are based on quantitative data collected through questionnaire.

Findings Based on Objective No. 1

1. Table 4.3.1 reveals that 96.8% of the principals acknowledged that their organizations have proper monitoring and evaluation (M&E) mechanism, while (3.2%) showed disagreement. *M* score (4.39) supported above statement and *S.D* (0.659) shows less variation among the responses of the individuals. The χ^2 value (76.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.1 also shows that majority of the principals acknowledged that their organizations have proper monitoring and evaluation mechanism.
2. Table 4.3.2 reveals that 96.78% of the principals acknowledged that the M&E mechanism of their organizations does not follow M&E Model, (1.08%) of the total undecided while (2.15%) agreed the statement. *M* score (1.61) did not favour the statement and *S.D* (0.624) shows less variation among the responses of the individuals. The χ^2 value (165.6) is higher than the table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.2 shows that the principals acknowledged that M&E mechanism of their organizations does not follow M&E Model.
3. Table 4.3.3 reveals that 59.68% of the principals acknowledged that they are unsatisfied with the current M&E mechanism of their organization, (7.53%) of the total undecided, while (32.79%) agreed the statement. The calculated value of *M* (2.76) did not favor the statement and *S.D* (1.394) shows considerable variation among the responses of the individuals. The χ^2 value (71.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals were found leaning toward disagree. Figure 4.3.3 also shows that majority of the principals acknowledged that they are unsatisfied with the current M&E mechanism of their organizations.

5.2.1.1 Responses on Management and Administrative Aspects:

4. Table 4.3.4 reveals that 79.03% of the principals acknowledged that MEAs evaluate the agenda points of staff meeting and their outcome, (7.53%) of the total undecided while (13.44%) showed disagreement. *M* score (4.01) supported the above statement. *S.D* (0.99) confirms that individuals' responses in average show consistency. The χ^2 value (66.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.4 shows that MEAs evaluate the agenda points of staff meeting and their outcome.
5. Table 4.3.5 reveals that 87.10% of the principals acknowledged that the MEAs do not assess the implementation of the school improvement plan (SIP), (9.68%) of the total undecided while (3.22%) agreed the statement. The calculated value of *M* (1.85) favored the statement. The *S.D* (0.782) shows consistency in the responses of the individuals. The χ^2 value (199.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.5 shows that the MEAs do not assess the implementation of the school improvement plan (SIP).
6. Table 4.3.6 reveals that (96.77%) of the principals acknowledged that the MEAs examine the HR Management of the school, (3.23%) of the total undecided while no respondent showed disagreement. *M* score (4.08) supported above statement. The *S.D* (0.367) shows less variation in the responses. The χ^2 value (233.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.6 shows that MEAs examine the HR Management of the school.
7. Table 4.3.7 reveals that (69.35%) of the principals acknowledged that MEAs monitor the financial management of the school, (5.91%) of the total undecided while (24.73%) showed disagreement. *M* score (3.55) supported above statement. The *S.D* (1.387) shows significant variation in the responses. The χ^2 value (84.9) is

higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.7 shows that MEAs monitor the financial management of the school.

8. Table 4.3.8 reveals that 73.12% of the principals acknowledged that the MEAs do not assess the resource management of the school, (2.15%) of the total undecided while (24.73%) agreed the statement. The calculated value of *M* (2.16) did not favor the statement. The *S.D* (1.389) shows significant variation in the responses. The χ^2 value (106.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.8 shows that the MEAs do not assess the resource management of the school.
9. Table 4.3.9 reveals that (100%) of the principals acknowledged that MEAs evaluate the curricular activities of the school, while no respondent showed disagreement. *M* score (4.55) supported above statement. *S.D* (0.5) shows less variation in the responses. The χ^2 value (1.7) is lower than table value (9.45) at α=.05 and df=4. Therefore, statement is insignificant. Figure 4.3.9 also shows that MEAs evaluate the curricular activities of the school.
10. Table 4.3.10 reveals that (89.25%) of the principals acknowledged that MEAs assess management and administrative aspects, while (10.75%) showed disagreement. *M* score (4.49) supported above statement and *S.D* (0.501) shows consistency in the responses. The χ^2 value (0.1) is lower than table value (9.45) at α = .05 and df=4. Therefore, statement is insignificant. Figure 4.3.10 also shows that the MEAs assess management and administrative aspects.

5.2.1.2 Responses on Security System of the School

11. Table 4.3.11 reveals that (96.77%) of the principals acknowledged that MEAs check the security system of the school, (3.23%) of the total undecided while no respondent

showed disagreement. *M* score (4.43) supported above statement. *S.D* (0.558) confirms consistency in the responses. The χ^2 value (76.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.11 also shows that MEAs check the security system of the school.

12. Table 4.3.12 reveals that (73.12%) of the principals acknowledged that MEAs assess all the security equipment properly, (3.76%) of the total undecided while (23.12%) showed disagreement. *M* score (3.72) supported above statement and *S.D* (1.054) shows significant variations in the responses. The χ^2 value (85.1) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. The Figure 4.3.12 also shows that the MEAs assess all the security equipment properly.
13. Table 4.3.13 reveals that (67.74%) of the principals acknowledged that MEAs did not check the CCTV cameras in the school, (2.15%) of the total undecided while (30.11%) agreed the statement. The calculated value of *M* (2.33) did not favour the statement and the *S.D* (1.494) shows significant variation in the responses. The χ^2 value (86) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.13 also shows that MEAs do not check the CCTV cameras in the school.
14. Table 4.3.14 reveals that (96.77%) of the principals acknowledged that MEAs check the availability of the security guards, (3.23%) of the total undecided while no respondent showed disagreement. *M* score (4.42) supported above statement and *S.D* (0.556) shows consistency in responses. The χ^2 value (77) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.13 also shows that MEAs check the availability of the security guards.
15. Table 4.3.15 reveals that (77.42%) of the principals acknowledged that the existing M&E mechanism of their organization is not effective to ensure security in the

school, (3.23%) of the total undecided while (19.35%) agreed the statement. *M* score (2.03) did not support the statement and *S.D* (1.26) shows significant variation in the responses. The χ^2 value (120.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.15 also shows that majority of the principals acknowledged that existing M&E mechanism of their organization is not effective to ensure security in the school.

5.2.1.3 Responses on School Infrastructure and Physical Facilities

16. Table 4.3.16 reveals that (86.02%) of the principals acknowledged that the MEAs evaluate the number of classrooms as per the requirement of students' strength, while (13.98%) showed disagreement. *M* score (3.74) supported above statement and *S.D* (0.719) shows consistency in the responses. The χ^2 value (217.7) is higher than table value (9.45) at α= .05 and df=4. therefore, statement is significant. Figure 4.3.16 also shows that MEAs evaluate the number of classrooms as per the requirement of students' strength.
17. Table 4.3.17 reveals that (60.75%) of the principals acknowledged that the MEAs do not check the availability of furniture as the per requirement, (1.08%) of the total undecided while (38.17%) showed agreement. *M* score (2.47) did not support above statement and *S.D* (1.564) shows significant variation in responses. The χ^2 value (94.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But the responses of majority of the principals are found leaning toward disagree. Figure 4.3.17 also shows that the MEAs do not check the availability of furniture as the per requirement.
18. Table 4.3.18 reveals that (75.27%) of the principals acknowledged that MEAs check the availability of drinking water, (4.3%) of the total undecided while (20.43%) showed disagreement. *M* score (3.66) supported above statement and the *S.D*

(0.9241) shows the consistency in the responses. The χ^2 value (164.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.18 also shows that MEAs check the availability of drinking water.

19. Table 4.3.19 reveals that (75.27%) of the principals acknowledged that MEAs assess the availability of electricity, (1.61%) of the total undecided while (23.12%) showed disagreement. *M* score (3.6) supported above statement and *S.D* (0.932) shows less variation in the responses. The χ^2 value (194.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.19 also shows that MEAs assesses the availability of electricity.
20. Table 4.3.20 reveals that (86.02%) of the principals acknowledged that the MEAs enquire about the availability of sports equipment, while (13.98%) showed disagreement. *M* score (3.81) supported above statement and *S.D* (0.971) shows less variation in responses. The χ^2 value (217.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.20 also shows that MEAs enquire about the availability of sports equipment.
21. Table 4.3.21 reveals that (89.25%) of the principals acknowledged that the MEAs take into account the availability of washrooms, while (10.75%) showed disagreement. *M* score (4.0) supported above statement and *S.D* (0.918) shows less variation in responses. The χ^2 value (174.2) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.21 also shows that MEAs take into account the availability of washrooms.
22. Table 4.3.22 reveals that (64.52%) of the principals acknowledged that the MEAs do not checks the availability of the First Aid Unit in the school, while (35.48%) agreed the statement. The calculated value of *M* (2.3) did not favor the statement and the *S.D* (1.558) shows significant variation in responses. The χ^2 value (80.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant.

But responses of majority of the principals are found leaning toward disagree. Figure 4.3.22 also shows that MEAs do not check the availability of the First Aid Unit in the school.

23. Table 4.3.23 reveals that (53.76%) of the principals acknowledged that MEAs do not assess the physical facilities of the school, (3.23%) of the total undecided while (43.01%) agreed the statement. *M* score (2.73) did not above support above statement and *S.D* (1.602) shows significant variation in the responses. The χ^2 value (51.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.23 also shows that MEAs do not assess the physical facilities of the school.
24. Table 4.3.24 reveals that (91.94%) of the principals acknowledged that the MEAs does not assesses the availability of training mechanisms for the faculty, (1.61%) of the total undecided while (6.45%) agreed *M* score (1.77) supported above statement and *S.D* (0.773) shows less variation in the responses. The χ^2 value (143.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.24 also shows that MEAs do not assess the availability of training mechanisms for the faculty.
25. Table 4.3.25 reveals that (65.59%) of the principals acknowledged that the M&E mechanism of their organization has not improved the infrastructure and physical facilities in their school, (3.23%) of the total undecided while (31.18%) agreed the statement. The calculated value of *M* (2.48) did not favor the statement and the *S.D* (1.482) shows significant variation in the responses. The χ^2 value (60.3) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But majority of the responses are found leaning toward disagree. Figure 4.3.25 also

shows that majority of the principals acknowledged that the M&E mechanism of their organization has not improved the infrastructure and physical facilities in their school.

5.2.1.4 Responses on Human Resources of the School

26. Table 4.3.26 reveals that (69.35%) of the principals acknowledged that the MEAs monitor the enrolment of the students, (0.54%) of the total undecided while (30.11%) showed disagreement. *M* score (3.53) supported above statement with and *S.D* (1.392) shows significant variation in responses. The χ^2 value (91.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.26 also shows that majority (69.35%) of the principals acknowledged that the MEAs monitor the enrolment of the students.
27. Table 4.3.27 reveals that (86.02%) of the principals acknowledged that the MEAs assess the availability of the faculty as the per requirement, (1.08%) of the total undecided while (12.90%) showed disagreement. *M* score (3.98) supported above statement and *S.D* (1.11) shows significant variation in responses. The χ^2 value (187.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.27 also shows that MEAs assess the availability of the faculty as the per requirement.
28. Table 4.3.28 reveals that (62.90%) of the principals acknowledged that the MEAs do not assess the attendance of the faculty, (4.3%) of the total undecided while (32.8%) agreed the statement. The calculated value of *M* (2.57) did not favour the statement and *S.D* (1.569) shows significant variation in responses. The χ^2 value (56.2 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.28 also shows that MEAs do not assess the attendance of faculty.

29. Table 4.3.29 reveals that (61.29%) of the principals acknowledged that MEAs do not monitor the attendance of supporting staff, (1.08%) of the total undecided while (37.63%) agreed. *M* score (2.44) supported above statement and *S.D* (1.521) shows significant variation in responses. The χ^2 value (97.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.29 also shows that MEAs do not monitor the attendance of supporting staff.
30. Table 4.3.30 reveals that (83.33%) of the principals acknowledged that M&E mechanism of their organization has not addressed the deficiency of staff, (7.53%) of the total undecided while (9.14%) agreed the statement. The calculated value of *M* (1.92) did not favor the statement and the *S.D* (0.967) shows less variation in responses. The χ^2 value (152.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.30 shows that (83.33%) of the principals acknowledged that M&E mechanism of their organization has not addressed the deficiency of staff.

5.2.1.5 Responses on Science Laboratories of the School

31. Table 4.3.31. reveals that (78.49%) of the principals acknowledged that the MEAs assess the availability of science laboratories, (2.69%) of the total undecided while (18.82%) showed disagreement. *M* score (3.62) supported statement and *S.D* (0.997) shows less variation in the responses. The χ^2 value (262.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.31 also shows that MEAs assess the availability of science laboratories.
32. Table 4.3.32 reveals that (74.73%) of the principals acknowledged that the MEAs assess the equipment and instruments of the science laboratories, while (25.27%) showed disagreement. *M* score (3.65) supported above statement and *S.D* (1.361)

shows significant variation in responses. The χ^2 value (57.3) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.32 also shows that MEAs assess the equipment and instruments of the science laboratories.

33. Table 4.3.33 reveals that (72.04%) of the principals acknowledged that the MEAs do not examine the functionality level of science laboratories, (1.08%) of the total undecided while (26.88%) agreed the statement. *M* score (2.38) did not support above statement and *S.D* (1.331) shows significant variation in responses. The χ^2 value (102.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.33 shows that MEAs do not examine the functionality level of science laboratories.
34. Table 4.3.34 reveals that (81.18%) of the principals acknowledged that the M&E system of their organization has not developed the culture of science practical in their school, while (18.82%) agreed the statement. The calculated value of *M* (1.97) did not favor the statement and the *S.D* (1.221) shows significant variation in responses. The χ^2 value (79.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.34 also shows that majority of the principals acknowledged that the M&E system of their organization has not developed the culture of science practical in their school.

5.2.1.6 Responses on Library of the School

35. Table 4.3.35 reveals that (74.73%) of the principals acknowledged that the MEAs assess the availability of the school library, (4.30%) of the total undecided while (20.97%) showed disagreement. *M* score (3.84) supported above statement and *S.D* (1.262) shows significant variation in the responses. The χ^2 value (98.1) is higher

than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.35 shows that MEAs assess the availability of the school library.

36. Table 4.3.36 reveals that (87.63%) of the principals acknowledged that the MEAs assess the latest reading material and reference books in library, while (12.37%) showed disagreement. *M* score (4.12) supported above statement and *S.D* (1.114) shows significant variation in the responses. The χ^2 value (105.5) is higher than table value (9.45) at α= .05 and df=4. therefore, the statement is significant. Figure 4.3.36 shows that MEAs assess the latest reading material and reference books in library.
37. Table 4.3.37 reveals that (75.81%) of the principals acknowledged that The MEAs do not examine the functionality of the library by checking records in books issuance registers, while (24.19%) agreed the statement. *M* score (2.13) did not support above statement and *S.D* (1.41) shows significant variation in the responses. The χ^2 value (60) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.37 shows that MEAs do not examine the functionality of library by checking record in books issuance registers.
38. Table 4.3.38 reveals that (68.82%) of the principals acknowledged that the M&E mechanism of their organization has not developed the culture of book reading amongst the students in their school, (4.84%) of the total undecided while (26.34%) agreed the statement. *M* score (2.05) did not support above statement and *S.D* (1.339) shows significant variation in the responses. The χ^2 value (166.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.38 also shows that majority of the principals acknowledged that the M&E mechanism of their organization has not developed the culture of book reading amongst the students in their school.

5.2.1.7 Responses on Cleanliness of School

39. Table 4.3.39 reveals that (90.32%) of the principals acknowledged that MEAs assess the cleanliness of the school building, (2.69%) of the total undecided while (6.99%) `showed disagreement. *M* score (4.26) supported above statement and *S.D* (0.837) shows less variation in responses. The χ^2 value (198.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.39 also shows that MEAs assess the cleanliness of the school building.
40. Table 4.3.40 reveals that (82.80%) of the principals acknowledged that the MEAs do not check the hygienic condition of drinking water, (3.23%) of the total undecided while (13.98%) agreed the statement. The calculated value of *M* (1.87) did not favor the statement and the *S.D* (1.16) shows significant variation in responses The χ^2 value (155.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.40 also shows that majority (82.80%) of the principals acknowledged that the MEAs do not check the hygienic condition of drinking water.
41. Table 4.3.41 reveals that (84.95%) of the principals acknowledged that the MEAs assess the hygienic condition of washrooms, (2.69%) of the total undecided while (12.37%) showed disagreement. *M* score (4.09) supported above statement and *S.D* (1.262) shows significant variation in the responses. The χ^2 value (168.6) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. Figure 4.3.41 also shows that MEAs assess the hygienic condition of washrooms.
42. Table 4.3.42 reveals that (83.87%) of the principals acknowledged that the MEAs do not focus on the personal hygiene of the students, while (16.13%) agreed the statement. The calculated value of *M* (1.85) did not favor the statement and the *S.D* (1.18) shows significant variation in the responses. The χ^2 value (102.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But

responses of majority of the principals are found leaning toward disagree. Figure 4.3.42 also shows that MEAs do not focus on the personal hygiene of the students.

43. Table 4.3.43 reveals that (80.65%) of the principals acknowledged that the M&E has not improved the hygienic condition of the school, (0.54%) of the total undecided while (18.82%) agreed the statement. The calculated value of *M* (2.12) did not favor the statement and the *S.D* (1.156) shows significant variation in the responses. The χ^2 value (149.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.43 also shows that M&E has not improved the hygienic condition of the school.

5.2.1.8 Responses on Classroom Pedagogy

44. Table 4.3.44 reveals that (86.02%) of the principals acknowledged that the MEAs monitor the lesson planner in the classroom, while (13.98%) disagreed the statement. *M* score (4.06) supported above statement and *S.D* (1.135) shows significant variation in the responses. The χ^2 value (97.7 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.44 **s**hows that MEAs monitor the lesson planner in the classroom.

45. Table 4.3.45 reveals that (87.63%) of the principals acknowledged that the MEAs do not assess the teaching style and its suitability with the topic, (1.08%) of the total undecided while (11.29%) agreed the statement. The calculated value of *M* (1.9) did not favor the statement and the *S.D* (0.995) shows less variation in the responses. The χ^2 value (186.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.45 shows that MEAs do not assess the teaching style & its suitability with the topic.

46. Table 4.3.46 reveals that (67.74%) of the principals acknowledged that the MEAs do not focus on using AV Aids in classroom teaching, while (32.26%) agreed the statement. *M* score (2.34) did not support above statement and *S.D* (1.506) shows significant variation in the responses. The χ^2 value (38.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning did not disagree. Figure 4.3.46 also shows that MEAs do not focus on using AV Aids in classroom teaching.
47. Table 4.3.47 reveals that (76.34%) of the principals acknowledged that the MEAs do not assess the relevance of teaching with paper pattern, while (23.66%) agreed the statement. The calculated value of *M* (2.15) did not favor the statement and the *S.D* (1.23) shows significant variation in the responses. (60.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.47 also shows that MEAs do not assess the relevance of teaching with paper pattern.
48. Table 4.3.48 reveals that (79.03%) of the principals acknowledged that the MEAs assess the preparation and confidence of teachers, (1.08%) of the total undecided while (19.89%) showed disagreement. *M* score (3.78) supported above statement and *S.D* (1.327) shows significant variation in the responses. (135) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.48 shows that MEAs assess the preparation and confidence of teachers.
49. Table 4.3.49 reveals that (75.81%) of the principals acknowledged that the MEAs do not assess the speaking skill and expression of teachers, (1.08%) of the total undecided while (23.12%) agreed the statement. The calculated value of *M* (2.06) did not favor the statement and the *S.D* (1.28) shows significant variation in the responses. The χ^2 value (125.9) is higher than table value (9.45) at α= .05 and df=4.

Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.49 also shows that MEAs do not assess the speaking skill and expression of teachers.

50. Table 4.3.50 reveals that (85.48%) of the principals acknowledged that the MEAs do not evaluate the learning outcome of students, while (14.52%) agreed the statement. The calculated value of *M* (1.95) did not favor the statement and the *S.D* (1.255) shows significant variation in the responses. The χ^2 value (96.4 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.50 also shows that MEAs do not evaluate the learning outcome of students.
51. Table 4.3.51 reveals that (100%) of the principals acknowledged that the MEAs do not assesses 21st century skills during classroom teaching, and no respondent agreed the statement. The calculated value of *M* (1.47) did not favor the statement and the *S.D* (0.501) shows consistency in the response. The χ^2 value (0.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. The responses of majority of the principals are found leaning toward disagree. Figure 4.3.51 also shows that MEAs do not assess 21st century skills during classroom teaching.
52. Table 4.3.52 reveals that (68.28%) of the principals acknowledged that the M&E mechanism of their organization has not improved the teaching-learning process in the classroom, (2.15%) of the total undecided while (29.57%) agreed the statement. The calculated value of *M* (2.28) did not favor the statement and the *S.D* (1.335) shows significant variation in the responses. The χ^2 value (91.4 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.52 also shows that majority (68.28%) of the principals acknowledged that the M&E

mechanism of their organization has not improved the teaching-learning process in the classroom.

5.2.1.9 Responses on Co-curricular Activities

53. Table 4.3.53 reveals that 82.80% of the principals acknowledged that the MEAs assess the observance of national events in the school, while (17.20%) showed disagreement. *M* score 3.87) supported above statement and *S.D* (1.251) shows significant variation in the responses. The χ^2 value (93.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.3.53 shows that MEAs assess the observance of national events in the school.
54. Table 4.3.54 reveals that (93.01%) of the principals acknowledged that the MEAs do not assess the events of the school morning assembly, while (6.99%) agreed the statement. The calculated value of *M* (1.69) did not favor the statement and the *S.D* (0.875) shows less variation in the responses. The χ^2 value (137.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.54 also shows that MEAs do not assess the events of the school morning assembly.
55. Table 4.3.55 reveals that (83.87%) of the principals acknowledged that the MEAs do not assess debates and speech competitions of the students, while (16.13%) agreed the statement. The calculated value of *M* (1.88) did not favor the statement and the *S.D* (1.314) shows significant variation in the responses. The χ^2 value (111.2) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.55 also shows that MEAs do not assess debates and speech competitions of the students.

56. Table 4.3.56 reveals that (97.85%) of the principals acknowledged that the MEAs do not assess the STEAM/ STEM projects of the students, (2.15%) of the total undecided while no respondent agreed the statement. The calculated value of *M* (1.49) did not favor the statement and the *S.D* (0.543) shows consistency in the responses. The χ^2 value (83) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.56 also shows that MEAs do not assess the STEAM/ STEM projects of the students.
57. Table 4.3.57 reveals that (88.17%) of the principals acknowledged that the M&E mechanism has not promoted co-curricular activities in their school, (4.30%) of the total undecided while (7.53%) agreed the statement. The calculated value of *M* (1.89) did not favor the statement and the *S.D* (0.798) shows less variation in the responses. The χ^2 value (137.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.57 also shows that M&E mechanism has not promoted co-curricular activities in their school.

5.2.1.10 Responses on Discipline

58. Table 4.3.58 reveals that 57.53% of the principals acknowledged that the MEAs monitor the dress code of teachers, while (42.47%) shows disagreement. *M* score (3.08) supported statement and *S.D* (1.369) shows significant variation in the responses. The χ^2 value (53.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.58 also shows that MEAs monitor the dress code of teachers.
59. Table 4.3.59 reveals that 81.18% of the principals acknowledged that the MEAs monitors the students' uniform, while (18.82%) showed disagreement. *M* score (3.83) supported above statement and *S.D* (1.15) shows significant variation in the

responses. The χ^2 value (101.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.59 also shows MEAs monitor the students' uniform.

60. Table 4.3.60 reveals that 76.88% of the principals acknowledged that the MEAs evaluate the punctuality and commitment of the teachers, (1.08%) of the total undecided while (22.04%) showed disagreement. *M* score (3.7) supported above statement and *S.D* (1.404) shows significant variation in the responses. The χ^2 value (124.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.60 also shows that MEAs evaluate the punctuality and commitment of the teachers.
61. Table 4.3.61 reveals that (79.57%) of the principals acknowledged that the MEAs do not assess the students' behaviors, (2.69%) of the total undecided while (17.74%) agreed the statement. The calculated value of *M* (1.83) did not favor the statement and the *S.D* (1.384) shows significant variation in responses. The χ^2 value (253.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.61 also shows that MEAs do not assess the students' behaviors.
62. Table 4.3.62 reveals that 58.06% of the principals acknowledged that the M&E mechanism has improved the discipline in their school, while (41.94%) showed disagreement. *M* score (3.09) supported above statement and *S.D* (1.369) shows significant variation in the responses. The χ^2 value 55.6 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.62 also shows that M&E mechanism has improved the discipline in their school.

5.2.1.11 Responses on Assessment

63. Table 4.3.63 reveals that 77.96 % of the principals acknowledged that the MEAs monitor the assessment mechanism of students' written work, while (22.04%)

showed disagreement. *M* score (3.75) supported above statement and *S.D* (1.35) shows significant variation in the responses. The χ^2 value (65.7 is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.63 also shows that MEAs monitor the assessment mechanism of students' written work.

64. Table 4.3.64 reveals that (87.10%) of the principals acknowledged that the MEAs do not monitor the assessment level of students' diaries, while (12.90%) agreed the statement. The calculated value of *M* (1.75) did not favor the statement and the *S.D* (1.047) shows significant variation in responses. The χ^2 value (117.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But majority of the principals' responses are found leaning toward disagree. Figure 4.3.64 also shows that MEAs do not monitor the assessment level of students' diaries.
65. Table 4.3.65 reveals that (95.70%) of the principals acknowledged that the MEAs do not assess the holistic development of the students, (2.69%) of the total undecided while (1.61%) agreed the statement. The calculated value of *M* (1.29) did not favor the statement and the *S.D* (0.599) shows significant consistency in responses. The χ^2 value (280.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.65 also shows that MEAs do not assess the holistic development of the students.
66. Table 4.3.66 reveals that (100%) of the principals acknowledged that the M&E mechanism has not improved the assessment system of their school, and no respondent agreed the statement. The calculated value of *M* (1.2) did not favor the statement and the *S.D* (0.404) shows consistency in the responses. The χ^2 value (65.1) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward

disagree. Figure 4.3.66 also shows that majority (100%) of the principals acknowledged that the M&E mechanism has not improved the assessment system of their school.

5.2.1.12 Responses on Academic Results

67. Table 4.3.67 reveals that 88.17% of the principals acknowledged that the MEAs check the class-wise results of the school against their targets, while (11.83%) disagreed the statement. The calculated value of *M* (4) favoured the statement and the *S.D* (1.019) shows significant variation in the responses. The χ^2 value (142.2) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.67 also shows that MEAs check the class-wise results of the school against their targets.
68. Table 4.3.68 reveals that 100% of the principals acknowledged that the MEAs monitor and evaluate the Board results of Grades IX and X, while no respondent agreed the statement. The calculated value of *M* (4.46) favoured the statement and the *S.D* (0.5) shows consistency in responses. The χ^2 value (1.1 is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.3.68 shows that MEAs monitor and evaluate the Board results of Grades IX and X.
69. Table 4.3.69 reveals that 100% principals acknowledged that monitoring and evaluation mechanism of their organization has improved the year-wise results at all levels in secondary school, while no respondent disagreed the statement. The calculated value of *M* (4.23) favoured the statement and the *S.D* (0.419) shows significant consistency in the responses. The χ^2 value (55.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.69 also shows that majority of the principals acknowledged that monitoring and

evaluation mechanism of their organization has improved the year-wise results at all levels in secondary school.

5.2.1.13. Responses on Accounts and Financial Matters

70. Table 4.3.70 reveals that 83.87% of the principals acknowledged that the MEAs take information about funds from all heads during their visit, while (16.13%) showed disagreement. *M* score (3.92) supported above statement and *S.D* (1.241) shows significant variation in the responses. The χ^2 value (92.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.70 shows that MEAs take information about funds from all heads during their visit.
71. Table 4.3.71 reveals that (93.55%) of the principals acknowledged that the MEAs do not ensure proper utilization of funds, while (6.45%) agreed the statement. The calculated value of *M* (1.6) did not favor the statement and the *S.D* (0.91) shows less variation in the responses. The χ^2 value (153.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.71 also shows that MEAs do not ensures proper utilization of funds.
72. Table 4.3.72 reveals that (92.47%) of the principals acknowledged that the MEAs do not ask students about any illegal funds collection, (0.54%) of the total undecided while (6.99%) agreed the statement. The calculated value of *M* (1.63) did not favor the statement and the *S.D* (0.91) shows less variation in the responses. The χ^2 value (224.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.72 also shows that MEAs do not ask students about any illegal funds collection.
73. Table 4.3.73 reveals that (92.47%) of the principals acknowledged that the MEAs do not evaluate the funds of various projects, (1.08%) of the total undecided while

(6.45%) agreed the statement. The calculated value of *M* (1.47) did not favor the statement and the *S.D* (0.96) shows less variation in responses. The χ^2 value (327.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.73 also shows that MEAs do not evaluate the funds of various projects.

74. Table 4.3.74 reveals that (93.55%) of the principals acknowledged that the M&E mechanism of their organization has not improved the transparency in all financial matters, while (6.45%) agreed the statement. The calculated value of *M* (1.53) did not favor the statement and the *S.D* (0.8) shows less variation in the responses. The χ^2 value (80.6) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.74 also shows that majority of the principals acknowledged that the M&E mechanism of their organization has not improved the transparency in all financial matters.

Findings Based on Objective No. 2

75. Table 4.3.75 reveals that 83.87% of the principals acknowledged that paucity of time is the main problem which prevents assessing various activities of the school, while (16.13%) showed disagreement. *M* score (3.91) supported above statement and *S.D* (1.236) shows significant variation in responses. The χ^2 value (94.9) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.75 also shows that paucity of time is the main problem which prevents assessing various activities of the school.

76. Table 4.3.76 reveals that 83.87% of the principals acknowledged that llimited M&E staff is the main problem that prevents performing the M&E process smoothly, while (16.13%) showed disagreement. *M* score (3.82) supported above statement and *S.D*

(1.28) shows significant variation in the responses. The χ^2 value (116.3) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.76 also shows that llimited M&E staff is the main problem that prevents performing the M&E process smoothly.

77. Table 4.3.77 reveals that 89.25% of the principals acknowledged that the insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school, while (10.75%) disagreed the statement. The calculated value of *M* (4.16) favoured the statement and the *S.D* (0.902) shows less variation in the responses. The χ^2 value (125.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.77 also shows that majority (89.25%) of the principals acknowledged that the insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school.

78. Table 4.3.78 reveals that (92.47%) of the principals acknowledged that the main problem is not the unavailability of technical experts in the MEAs, while (7.53%) agreed the statement. The calculated value of *M* (1.55) did not favor the statement and the *S.D* (0.981) shows less variation in the responses. The χ^2 value (184) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.3.78 also shows that the main problem is not the unavailability of technical experts of MEAs.

79. Table 4.3.79 reveals that 90.86% of the principals acknowledged that the main problem faced by MEAs is that the school does not support M&E, while (9.14%) showed disagreement. *M* score (3.99) supported above statement and *S.D* (1.048) shows significant variation in the responses. The χ^2 value (87.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.79 also

shows that the main problem faced by the MEAs is that the school does not support M&E.

80. Table 4.3.80 reveals that 83.87% of the principals acknowledged that the main problem is that there is no proper framework of M&E at the secondary school level, (1.08%) of the total undecided while (15.05%) showed disagreement. *M* score (3.9) supported above statement and *S.D* (0.907) shows less variation in the responses. The χ^2 value (154.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.80 also shows that the main problem is that there is no proper framework of M&E at the secondary school level.
81. Table 4.3.81 reveals that 100% of the principals acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation, while no respondent disagreed the statement. The calculated value of *M* (4.27) favoured the statement and the *S.D* (0.445) shows consistency in responses. The χ^2 value (39.8) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.81 also **s**hows that conventional way of M&E is the main problem which takes a long time to complete its rotation.
82. Table 4.3.82 reveals that 100% of the principals acknowledged that the main problem is that the M&E mechanism lacks emerging technologies, while no respondent disagreed the statement. The calculated value of *M* (4.8) favoured the statement and the *S.D* (0.4) shows consistency in the responses. The χ^2 value (67.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.82 also shows that the main problem is that the M&E mechanism lacks emerging technologies.
83. Table 4.3.83 reveals that 100% of the principals acknowledged that one of the main problems is that M&E is not carried out by an independent body, while no respondent disagreed the statement. The calculated value of *M* (4.05) favoured the

statement and the *S.D* (0.215) shows consistency in the responses. The χ^2 value (151.7) is is higher than table value (9.45) at α= .05 and df=4. therefore, statement is significant. Figure 4.3.83 also shows that one main problem is that M&E is not carried out by the independent body.

84. Table 4.3.84 reveals that 94.62% of the principals acknowledged that the main problem with M&E is that it does not assess the development of 21st-century skills during classroom teaching, while (5.38 %) disagreed the statement. The calculated value of *M* (4.12) favoured the statement and the *S.D* (0.748) shows less variation in responses. The χ^2 value (224.1) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.84 also shows that main problem with M&E is that it does not assess the development of 21st-century skills during classroom teaching.

Findings Based on Objective No. 3

85. Table 4.3.85 reveals that 100% of the principals acknowledged that their organization need a clear logical framework for M&E, and no respondent disagreed the statement. The calculated value of *M* (4.32) favoured the statement and the *S.D* (0.469) shows significant consistency in the responses. The χ^2 value (23.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.85 also shows that majority of principals acknowledged that their organization needs a clear logical framework for M&E.

86. Table 4.3.86 reveals that 100% of the principals acknowledged that their organization needs tangible indicators (KPIs) to measure all aspects of the school, and no respondent disagreed the statement. The calculated value of *M* (4.12) favoured the statement and the *S.D* (0.324) shows significant consistency in the responses. The χ^2 value (108.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.86 also shows that majority of

principals acknowledged that their organization needs tangible indicators (KPIs) to measure all aspects of the school.

87. Table 4.3.87 reveals that 100% of the principals acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies, while no respondent disagreed the statement. The calculated value of *M* (4.09) favoured the statement and the *S.D* (0.281) shows consistency in the responses. The χ^2 value (127.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.87 also shows that majority of principals acknowledged that their organization needs well-equipped M&E mechanism integrated with latest technologies.
88. Table 4.3.88 reveals that 100 % of the principals acknowledged that their organization needs independent body (technical experts) for M&E of the school, while no respondent disagreed the statement. The calculated value of *M* (4.46) favoured the statement and the *S.D* (0.499) shows consistency in the responses. The χ^2 value (1.4) is lower than the table value (9.45) at α= .05 with df=4. Therefore, statement is insignificant. Figure 4.3.88 also shows that majority of the principals acknowledged that their organization needs independent body (technical experts) for M&E of the school.
89. Table 4.3.89 reveals that 100% of the principals acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution, while no respondent disagreed the statement. The calculated value of *M* (4.17) favoured the statement and the *S.D* (0.374) shows consistency in the responses. The χ^2 value (82.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.89 shows that majority (100%) of the principals acknowledged that their organization needs an objective M&E mechanism to measure the various aspects of institution.

90. Table 4.3.90 reveals that 100% of the principals acknowledged that they think that their organization needs reform in the existing M&E system of the school, while no respondents disagreed the statement. The calculated value of *M* (4.35) favoured the statement and the *S.D* (0.48) shows significant consistency in the responses. The χ^2 value (15.7) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.90 also shows that majority of the principals acknowledged that their organization needs reform in the existing monitoring and evaluation mechanism of school.

91. Table 4.3.91 reveals that 100% of the principals acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process, while no respondent disagreed the statement. The calculated value of *M* (4.34) favoured the statement and the *S.D* (0.475) shows consistency in the responses. The χ^2 value (19.4) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.91 shows that majority of the principals acknowledged that their organization needs a culture in secondary schools that could support and facilitate the M&E process,

92. Table 4.3.92 reveals that 100% of the principals acknowledged that their organization needs adequate financial resources for implementing M&E mechanism, while no respondent disagreed the statement. The calculated value of *M* (4.52) favoured the statement and the *S.D* (0.50) shows consistency in the responses. The χ^2 value (0.3) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.3.92 shows that majority of the principals acknowledged that their organization needs adequate financial resources for implementing M&E mechanism.

93. Table 4.3.93 reveals that 89.25 % of the principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the school,

(4.84%) of the total undecided while (5.91%) disagreed the statement. The calculated value of *M* (4.1) favoured the statement and the *S.D* (0.739) shows consistency in responses. The χ^2 value (161.5) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.3.93 also shows that majority of the principals acknowledged that their organization needs sufficient time for M&E to assess various activities of the school.

94. Table 4.3.94 reveals that 100% of the principals acknowledged that their organization needs M&E mechanism that could assess the development of 21st-century skills in students, while no respondent disagreed the statement. The calculated value of *M* (4.45) favoured the statement and the *S.D* (0.499) shows consistency in the responses. The χ^2 value (1.7) is lower than table value (9.45) at α= .05 with df=4. Therefore, statement is insignificant. Figure 4.3.94 also shows that 100% principals acknowledged that their organization needs monitoring and evaluation mechanism that could assess the development of 21st-century skills in students.

5.2.2. Quantitative Data Findings Based on the Responses of MEAs

Following are the quantitative data findings based on the responses of MEAs through questionnaire.

Findings Based on Objective No. 1

5.2.2.1 Responses of M&E Mechanism

1. Table 4.4.1 reveals that 86.02% of the MEAs agreed and acknowledged that their organization has proper monitoring and evaluation (M&E) mechanism, while (13.98%) disagreed the statement. The calculated value of *M* (4.04) favoured the statement and the *S.D* (1.1) shows significant variation in the responses. The χ^2 value (101.23) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is

significant. Figure 4.4.1 also shows that 86.02% principals acknowledged that their organizations have proper monitoring and evaluation mechanism.

2. Table 4.4.2 reveals that 91.40 % of the MEAs disagreed the statement that M&E mechanism of their organization follow M&E Model, while (8.60 %) agreed the statement. The calculated value of *M* (1.86) did not favour the statement and the *S.D* (1.014) shows significant variation in the responses. The χ^2 value (137.87) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.4.2 also shows that M&E mechanism of the organization does not follow M&E Model.
3. Table 4.4.3 reveals that 72.58 % of the MEAs disagreed the statement that they are satisfied with the current M&E mechanism of their organization, while (27.42%) agreed the statement. The calculated value of *M* (2.31) did not favour the statement and *S.D* (1.11) shows significant variation in the responses. The χ^2 value (20.74) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of principals are found leaning toward disagree. Figure 4.4.3 also shows that majority of the MEAs acknowledged that they are not satisfied with the current M&E mechanism of their organization.

5.2.2.2 Responses on Management and Administrative Aspects:

4. Table 4.4.4 reveals that 79.03% of the MEAs acknowledged that they evaluate the agenda points of the staff meeting and their outcome, (5.38 %) of the total undecided while (15.59%) showed disagreement. *M* score (3.96) supported above statement and *S.D* (1.002) shows significant variation in responses. The χ^2 value (74.43) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.4 shows that majority (79.03%) of the principals acknowledged that the MEAs evaluate the agenda points of the staff meeting and their outcome.

5. Table 4.4.5 reveals that 91.40 % of the MEAs disagreed the statement that they assess the implementation of the School Improvement Plan (SIP), (5.38 %) of the total undecided while (3.23 %) agreed the statement. The calculated value of *M* (1.74) did not favour the statement and the *S.D* (0.704) shows less variation in the responses. The χ^2 value (1.37) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. But responses of majority of the principals are found leaning toward disagree. Figure 4.4.5 also shows that MEAs do not assess the implementation of the School Improvement Plan (SIP).
6. Table 4.4.6 reveals that 96.77% of the MEAs acknowledged that they examine the HR Management of the school, (3.23 %) of the total undecided while no respondent disagreed the statement. The calculated value of *M* (4.21) favoured the statement and the *S.D* (0.481) shows significant consistency in the responses. The χ^2 value (1.41) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.4.6 also shows that MEAs examine the HR Management of the school.
7. Table 4.4.7 reveals that 71.51% of the MEAs acknowledged that they monitor the financial management of the school, (3.76 %) of the total undecided while (24.73%) showed disagreement. *M* score (3.57) supported above statement and *S.D* (1.289) shows significant variation in the responses. The χ^2 value (1.16) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.4.7 also shows that MEAs monitor the financial management of the school.
8. Table 4.4.8 reveals that 75.27 % of the MEAs disagreed the statement that they assess the resource management of the school, while (24.73 %) showed agreement. *M* score (2.12) did not support above statement and *S.D* (1.297) shows significant variation in the responses. The χ^2 value (59.07) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals

are found leaning toward disagree. Figure 4.4.8 also shows that MEAs do not assess the resource management of the school.

9. Table 4.4.9 reveals that 100% of the MEAs acknowledged that they evaluate the curricular activities of the school, while no respondent disagreed. The calculated value of *M* (4.55) favoured the statement and the *S.D* (0.499) shows significant consistency in the responses. The χ^2 value (1.71) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.4.9 also shows that MEAs evaluate the curricular activities of the school.
10. Table 4.4.10 reveals that 91.40% of the MEAs acknowledged that they assess the governance and management of the school, while (8.60%) disagreed the statement. The calculated value of *M* (4.2) favoured the statement and the *S.D* (0.826) shows less variations in responses. The χ^2 value (58.45) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.10 also shows that MEAs assesses the governance and management of the school.

5.2.2.3 Responses on Security System of the School

11. Table 4.4.11 reveals that 94.62 % of the MEAs acknowledged that they check the security system of the school, while (5.38%) disagreed the statement. The calculated value of *M* (4.29) favoured the statement and the *S.D* (0.852) shows less variation in responses. The χ^2 value (150.95) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.11 also shows that MEAs check the security system of the school.
12. Table 4.4.12 reveals that 87.63 % of the MEAs acknowledged that they assess all the security equipment properly, while (12.37%) showed disagreement. *M* score (3.99) supported above statement and *S.D* (1.078) show significant variation in the responses. The χ^2 value (129.23) is higher than table value (9.45) at α= .05 and df=4.

Therefore, statement is significant. Figure 4.4.12 also shows that MEAs assess all the security equipment properly.

13. Table 4.4.13 reveals that 81.18% of the MEAs acknowledged that they check the CCTV cameras in the school, while (18.82%) showed disagreement. *M* score (3.84) supported above statement and *S.D* (1.197) shows significant variation in responses. The χ^2 value (90.69) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.13 also shows that MEAs check the CCTV cameras in the school.
14. Table 4.4.14 reveals that 96.77% of the MEAs acknowledged that they check the availability of the security guards, while (3.23 %) disagreed the statement. The calculated value of *M* (4.3) favoured the statement and the *S.D* (0.686) shows consistency in responses. The χ^2 value (180.02) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.14 also shows that MEAs check the availability of the security guards.
15. Table 4.4.15 reveals that 82.80 % of the MEAs disagreed the statement that the existing M&E mechanism of their organization is effective to ensure security in the school, while (17.20 %) agreed the statement. The calculated value of *M* (1.91) did not favour the statement and the *S.D* (1.201) shows significant variation in responses. The χ^2 value (88.84) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.4.15 also shows that the existing M&E mechanism is not effective to ensure security in the school.

5.2.2.4 Responses on School Infrastructure and Physical Facilities

16. Table 4.4.16 reveals that 86.02 % of the MEAs acknowledged that they evaluate the number of classrooms as per the requirement of students' strength, while (13.98%) showed disagreement. *M* score (3.68) supported above statement and *S.D* (0.806)

shows less variation in responses. The χ^2 value (233.52) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.16 also shows that MEAs evaluate the number of classrooms as per the requirement of students' strength.

17. Table 4.4.17 reveals that 91.94% of the MEAs acknowledged that they check the availability of furniture as the per requirement, while (8.06 %) showed disagreement. *M* score (3.91) supported above statement and *S.D* (0.866) shows less variation in the responses. The χ^2 value (288.80) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.17 also shows that MEAs check the availability of furniture as the per requirement.
18. Table 4.4.18 reveals that 98.39% of the MEAs acknowledged that they check the availability of drinking water, while (1.61%) disagreed the statement. The calculated value of *M* (4.26) favoured the statement and the *S.D* (0.541) shows significant consistency in responses. The χ^2 value (127.19) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.18 also shows that MEAs check the availability of drinking water.
19. Table 4.4.19 reveals that 87.63% of the MEAs acknowledged that they assess the availability of electricity, while (12.37%) showed disagreement. *M* score (3.89) supported above statement and *S.D* (0.972) shows less variation in responses. The χ^2 value (198.47) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.4.19 also shows that MEAs assess the availability of electricity.
20. Table 4.4.20 reveals that 96.77% of the MEAs acknowledged that they enquire about the availability of sports equipment, while (3.23 %) disagreed the statement. The calculated value of *M* (4.13) favoured the statement and the *S.D* (0.688) shows consistency in responses. The χ^2 value (262.04) is higher than table value (9.45) at

α= .05 and df=4. Therefore, statement is significant. Figure 4.4.20 also shows that MEAs enquire about the availability of sports equipment.

21. Table 4.4.21 reveals that 97.31% of the MEAs acknowledged that they take into account the availability of washrooms, while (2.69 %) disagreed the statement. The calculated value of *M* (4.24) favoured the statement and the *S.D* (0.616) show consistency in responses. The χ^2 value (217.83) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.21 also shows that MEAs take into account the availability of washrooms.
22. Table 4.4.22 reveals that 94.62% of the MEAs acknowledged that they check the availability of the First Aid Unit in the school, while (5.38%) disagreed the statement. *M* score (4.01) supported above statement and *S.D* (0.574) shows consistency in responses. The χ^2 value (210.23) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.22 also shows that MEAs check the availability of the First Aid Unit in the school.
23. Table 4.4.23 reveals that 94.62% of the MEAs acknowledged that MEAs assess the physical facilities of the school, while (5.38%) disagreed the statement. The calculated value of *M* (4.24) favoured the statement and the *S.D* (0.858) shows less variation in responses. The χ^2 value (159.33) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.23 also shows that MEAs assess the physical facilities of the school.
24. Table 4.4.24 reveals that 63.98 % of the MEAs disagreed the statement that "MEAs assess the availability of training mechanisms for the faculty", while (36.02 %) agreed the statement. *M* score (2.89) did not support above statement and *S.D* (1.453) shows Significant variation in the responses. The χ^2 value (96.80) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of

majority of the MEAs are found leaning toward disagree. Figure 4.4.24 shows that MEAs do not assess the availability of training mechanisms for the faculty.

25. Table 4.4.25 reveals that 78.49 % of the MEAs disagreed the statement that the existing M&E mechanism has improved the infrastructure and physical facilities in the school, while (21.51%) agreed the statement. *M* score (2.03) did not support above statement and *S.D* (1.208) shows significant variation in responses. The χ^2 value (70.95) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.25 also shows that the existing M&E mechanism of their organization has not improved the infrastructure and physical facilities in their school.

5.2.2.5 Responses on Human Resources

26. Table 4.4.26 reveals that 73.66% of the MEAs agreed that they monitor the enrolment of the students, while (26.34%) disagreed the statement. *M* score (3.65) supported above statement and *S.D* (1.349) shows significant variation in responses. The χ^2 value (50.95) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.26 also shows that MEAs monitor the enrolment of the students.
27. Table 4.4.27 reveals that 91.94% of the MEAs acknowledged that they assess the availability of the faculty as the per requirement, while (8.06%) disagreed the statement. *M* score (4.13) supported above statement and *S.D* (0.98) showed less variation in responses. The χ^2 value (147.72) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.27 also shows that MEAs assess the availability of the faculty as the per requirement.

28. Table 4.4.28 reveals that 96.77% of the MEAs acknowledged that they assess the attendance of the faculty, while (3.23%) disagreed the statement. The calculated value of *M* (4.4) favoured the statement and the *S.D* (0.753) show less variation in the responses. The χ^2 value (162.86) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.28 also shows that MEAs assess the attendance of the faculty.
29. Table 4.4.29 reveals that 87.10% of the MEAs acknowledged that they monitor the attendance of supporting staff, while (12.90%) showed disagreement. *M* score (3.9) supported above statement and *S.D* (1.011) shows significant variation in responses. The χ^2 value (174.73) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.29 also shows that MEAs monitor the attendance of supporting staff.
30. Table 4.4.30 reveals that 86.56% of the MEAs acknowledged that the current M&E mechanism has addressed the deficiency of staff, while (13.44%) disagreed the statement. The calculated value of *M* (4.09) favoured the statement and the *S.D* (1.062) shows significant variation in the responses. The χ^2 value (170.08) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.30 also shows that the existing M&E mechanism has addressed the deficiency of staff.

5.2.2.6 Responses on Science Laboratories

31. Table 4.4.31 reveals that 89.78 % of the MEAs acknowledged that they assess the availability of science laboratories, while (10.22%) showed disagreement. *M* score (3.83) supported above statement and *S.D* (0.78) shows less variation in responses. The χ^2 value (338.17) is higher than table value (9.45) at α= .05 and df=4. Therefore,

statement is significant. Figure 4.4.31 also shows that MEAs assess the availability of science laboratories.

32. Table 4.4.32 reveals that 74.73% of the MEAs acknowledged that they assess the equipment and instruments of the science laboratories, while (25.27%) showed disagreement. *M* score (3.65) supported above statement and *S.D* (1.361) shows significant variation in responses. The χ^2 value (57.31) is higher than table value (9.45) at α= .05 and df=4 Therefore, statement is significant. Figure 4.4.32 also shows that MEAs assess the equipment and instruments of the science laboratories.
33. Table 4.4.33 reveals that 86.56% of the MEAs disagreed the statement that the MEAs examine the functionality level of science laboratories, while (13.44%) agreed the statement. The calculated value of *M* (1.96) did not favour the statement and the *S.D* (1.082) shows significant variation in the responses. The χ^2 value (107.55) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.33 also shows that MEAs do not examine the functionality level of science laboratories.
34. Table 4.4.34 reveals that 92.47% of the MEAs disagreed the statement that the existing M&E system has developed the culture of science practical in schools, while (7.53 %) agreed the statement. The calculated value of *M* (1.63) did not favour the statement and the *S.D* (0.974) shows less variation in the responses. The χ^2 value (149.78) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.34 also shows that the M&E system has not developed the culture of science practical in school.

5.2.2.7 Responses on School Library

35. Table 4.4.35 reveals that 87.63% of the MEAs acknowledged that they assess the availability of school library, while (12.37%) disagreed the statement. The calculated

value of *M* (4.19) favoured the statement and the *S.D* (1.061) shows significant variation in responses. The χ^2 value (108.06) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.35 also shows that MEAs assess the availability of the school library.

36. Table 4.4.36 reveals that 90.86 % of the MEAs acknowledged that they assess the latest reading material and reference books in library, while (9.14%) disagreed the statement. The calculated value of *M* (4.22) favoured the statement and the *S.D* (1.022) shows significant variation in responses. The χ^2 value (124.32) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.4.36 also shows that MEAs assess the latest reading material and reference books in library.
37. Table 4.4.37 reveals that 88.17% of the MEAs disagreed the statement that they examine the functionality of the library by checking records in books issuance registers, while (11.83%) agreed the statement. The calculated value of *M* (1.76) did not favour the statement and the *S.D* (1.104) shows significant variation in responses. The χ^2 value (119.46) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.37 also shows that MEAs do not examine the functionality of library by checking records in books issuance registers.
38. Table 4.4.38 reveals that 88.71% of the MEAs disagreed the statement that the existing M&E mechanism has developed the culture of book reading amongst the students in their school, while (11.29 %) agreed the statement. The calculated value of *M* (1.68) did not favour the statement and the *S.D* (0.965) shows less variation in responses. The χ^2 value (131.72) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found

leaning toward disagree. Figure 4.4.38 also shows that the existing M&E mechanism has not developed the culture of book reading amongst the students in their school.

5.2.2.8 Responses on Cleanliness

39. Table 4.4.39 reveals that 93.01 % of the MEAs acknowledged that they assess the cleanliness of the school building, while (6.99%) disagreed the statement. The calculated value of *M* (4.23) favoured the statement and the *S.D* (0.908) shows less variation in the responses. The χ^2 value (143.33) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.39 also shows that MEAs assess the cleanliness of the school building.
40. Table 4.4.40 reveals that 67.74 % of the MEAs acknowledged that they check the hygienic condition of drinking water, while (32.26%) showed disagreement. *M* score (3.3) supported above statement and *S.D* (1.184) shows significant variation in responses. The χ^2 value (148.54) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.40 shows that MEAs check the hygienic condition of drinking water.
41. Table 4.4.41 reveals that 84.95% of the MEAs acknowledged that they assess the hygienic condition of washrooms, while (15.05%) disagreed the statement. The calculated value of *M* (4.16) favoured the statement and the *S.D* (1.068) shows significant variation in responses. The χ^2 value (100.37) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.41 also shows that MEAs assess the hygienic condition of washrooms.
42. Table 4.4.42 reveals that 83.87% of the MEAs disagreed the statement that MEAs focus on the personal hygiene of the students, while (16.13 %) agreed the statement. The calculated value of *M* (1.95) did not favour the statement and the *S.D* (1.175) shows significant variation in the responses. The χ^2 value (86.43) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of

majority of the MEAs are found leaning toward disagree. Figure 4.4.42 also shows that MEAs do not focus on the personal hygiene of the students.

43. Table 4.4.43 reveals that 86.56 % of the MEAs disagreed the statement that M&E mechanism has improved the hygienic condition of the school, while (13.44 %) agreed the statement. The calculated value of *M* (1.95) did not favour the statement and the *S.D* (0.928) shows less variation in responses. The χ^2 value (46.68) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the principals are found leaning toward disagree. Figure 4.4.43 also shows that M&E mechanism has not improved the hygienic condition of the school.

5.2.2.9 Responses Classroom Pedagogy

44. Table 4.4.44 reveals that 86.02 % of the MEAs acknowledged that they monitor the lesson planner in the classroom, while (13.98 %) disagreed the statement. The calculated value of *M* (4.06) favoured the statement and the *S.D* (1.135) shows significant variations in responses. The χ^2 value (97.66) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.44 also shows that MEAs monitor the lesson planner in the classroom.
45. Table 4.4.45 reveals that 88.71% of the MEAs disagreed the statement that MEAs assess the teaching style and its suitability with the topic, while (11.29 %) agreed the statement. The calculated value of *M* (1.9) did not favour the statement and the *S.D* (1.048) shows significant variation of responses. The χ^2 value (117.18) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.45 also shows that MEAs do not assess the teaching style and its suitability with the topic.

46. Table 4.4.46 reveals that 84.95% of the MEAs acknowledged that they focus on using AV Aids in classroom teaching, while (15.05%) showed disagreement. *M* score (3.88) supported above statement and *S.D* (1.017) shows significant variation in the responses. The χ^2 value (151.29) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.46 also shows that MEAs focus on using AV Aids in classroom teaching.
47. Table 4.4.47 reveals that 76.34 % of the MEAs disagreed the statement that MEAs assess the relevance of teaching with paper pattern, while (23.66 %) agreed the statement. The calculated value of *M* (2.15) did not favour the statement and the *S.D* (1.23) shows significant variation in the responses. The χ^2 value (60.45) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.47 also shows that MEAs do not assess the relevance of teaching with paper pattern.
48. Table 4.4.48 reveals that 80.11 % of the MEAs acknowledged that they assess the preparation and confidence of teachers, while (19.89%) showed disagreement. *M* score (3.67) supported above statement and *S.D* (1.215) shows significant variation in responses. The χ^2 value (135.08) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.48 also shows that MEAs assess the preparation and confidence of teachers.
49. Table 4.4.49 reveals that 82.80% of the MEAs disagreed the statement that MEAs assess the speaking skill and expression of teachers, while (17.20 %) agreed the statement. The calculated value of *M* (1.89) did not favour the statement and the *S.D* (1.169) shows significant variation in responses. The χ^2 value (93.18) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.49 shows that MEAs do not assess the speaking skill and expression of teachers.

50. Table 4.4.50 reveals that 92.47% of the MEAs disagreed the statement that MEAs evaluate the learning outcome of students, while (7.53 %) agreed the statement. The calculated value of *M* (1.83) did not favour the statement and the *S.D* (1.466) shows significant variation in responses. The χ^2 value (135.33) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.50 also shows that MEAs do not evaluate the learning outcome of students.
51. Table 4.4.51 reveals that 93.55% of MEAs disagreed the statement that MEAs assess the 21st-century skills during classroom teaching, while (6.45 %) agreed the statement. The calculated value of *M* (1.63) did not favour the statement and the *S.D* (0.747) show less variation in responses. The χ^2 value (141.66) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.51 also shows that MEAs do not assess 21st-century skills during classroom teaching.
52. Table 4.4.52 reveals that 81.18% of the MEAs disagreed the statement that M&E mechanism has improved the teaching-learning process in the classroom, while (18.82 %) agreed the statement. The calculated value of *M* (1.97) did not favour the statement and the *S.D* (1.15) shows significant variation in responses. The χ^2 value (79.94) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.52 also shows that M&E mechanism have not improved the teaching-learning process in the classroom.

5.2.2.10 Responses Co-curricular Activities

53. Table 4.4.53 reveals that 82.80 % of the MEAs acknowledged that they assess the observance of national events in the school, while (17.20%) showed disagreement. *M* score (3.87) supported statement and *S.D* (1.251) shows significant variation in

responses. The χ^2 value (93.53) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.53 also shows that MEAs assess the observance of national events in the school.

54. Table 4.4.54 reveals that 91.94% of the MEAs acknowledged that they assess the events of the school morning assembly, while (8.06%) disagreed the statement. The calculated value of *M* (4.24) favoured the statement and the *S.D* (0.998) shows less variation in the responses. The χ^2 value (131.12) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.54 also shows that MEAs assess the events of the school morning assembly.
55. Table 4.4.55 reveals that 95.70% of the MEAs disagreed the statement that MEAs assesses debates and speech competitions of the students, while (4.30 %) agreed the statement. The calculated value of *M* (1.48) did not favour the statement and the *S.D* (0.82) shows less variation in responses. The χ^2 value (189.14) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.55 also shows that MEAs do not assess debates and speech competitions of the students.
56. Table 4.4.56 reveals that 90.32% of the MEAs disagreed the statement that MEAs assess the STEAM/ STEM projects of the students, while (9.68 %) agreed the statement. The calculated value of *M* (1.74) did not favour the statement and the *S.D* (0.969) shows less variation in responses. The χ^2 value (122.73) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.56 shows that MEAs do not assess the STEAM/ STEM projects of the students.
57. Table 4.4.57 reveals that 88.17% of the MEAs disagreed the statement that M&E mechanism has promoted co-curricular activities in their school, while (11.83 %) agreed the statement. The calculated value of *M* (2.02) did not favour the statement

and the *S.D* (0.832) shows less variation in responses. The χ^2 value (95.61) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.57 also shows that M&E mechanism has not promoted co-curricular activities in their school.

5.2.2.11 Responses on Discipline

58. Table 4.4.58 reveals that 68.28% of the MEAs acknowledged that they monitor the dress code of teachers, while (31.72%) showed disagreement. *M* score (3.4) supported above statement and *S.D* (1.373) shows significant variation in responses. The χ^2 value (59.81) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.58 also shows that MEAs monitor the dress code of teachers.
59. Table 4.4.59 reveals that 84.95 % of the MEAs acknowledged that they monitor the students' uniform, while (15.05%) showed disagreement. *M* score (3.94) supported above statement and *S.D* (1.066) shows significant variation in the responses. The χ^2 value (118.82) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.59 also shows that MEAs monitor the students' uniform.
60. Table 4.4.60 reveals that 82.80% of the MEAs acknowledged that they evaluate the punctuality and commitment of the teachers, while (17.20%) showed disagreement. *M* score (3.91) supported above statement and *S.D* (1.334) shows significant variation in responses. The χ^2 value (85.01) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.60 also shows that MEAs evaluate the punctuality and commitment of the teachers.

61. Table 4.4.61 reveals that 87.10% of the MEAs disagreed the statement that MEAs assess the students' behaviors, while (12.90 %) agreed the statement. The calculated value of *M* (1.63) did not favour the statement and the *S.D* (1.211) shows significant variation in responses. The χ^2 value (210.09) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.61 also shows that MEAs do not assess the students' behaviors.
62. Table 4.4.62 reveals that 82.26% of the MEAs disagreed the statement that M&E mechanism has improved the discipline in the school, while (17.74 %) agreed the statement. The calculated value of *M* (1.88) did not favour the statement and the *S.D* (1.265) shows significant variation in responses. The χ^2 value (105.91) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.62 also shows that M&E mechanism has not improved the discipline in their school.

5.2.2.12 Responses on Assessment

63. Table 4.4.63 reveals that 85.48% of the MEAs acknowledged that they monitor the assessment mechanism of students' written work, while (14.52%) showed disagreement. *M* score (3.97) supported above statement and *S.D* (1.21) shows significant variation in responses. The χ^2 value (100.67) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.63 also shows that MEAs monitor the assessment mechanism of students' written work.
64. Table 4.4.64 reveals that 88.17% of the MEAs acknowledged that they monitor the assessment level of students' diaries, while (11.83%) showed disagreement. *M* score (4.01) supported above statement and *S.D* (0.992) shows less variation in the responses. The χ^2 value (142.52) is higher than table value (9.45) at α= .05 and df=4.

Therefore, statement is significant. Figure 4.4.64 also shows that MEAs monitor the assessment level of students' diaries.

65. Table 4.4.65 reveals that 95.70% of the MEAs disagreed the statement that the MEAs assess the holistic development of the students, while (4.30 %) agreed the statement. The calculated value of *M* (1.27) did not favour the statement and the *S.D* (0.678) shows less variation in responses. The χ^2 value (194.55) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.65 shows that MEAs do not assesses the holistic development of the students.
66. Table 4.4.66 reveals that 89.25% of the MEAs disagreed the statement that M&E mechanism has improved the assessment system of the school, while (10.75 %) agreed the statement. The calculated value of *M* (1.48) did not favour the statement and the *S.D* (0.949) shows less variation in responses. The χ^2 value (133.29) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.66 also shows that M&E mechanism has not improved the assessment system of their school.

5.2.2.13 Responses on Academic Results

67. Table 4.4.67 reveals that 100 % of the MEAs acknowledged that they check the class-wise results of the schools against their targets and no respondent disagreed the statement. The calculated value of *M* (4.27) favoured the statement and the *S.D* (0.445) shows consistency in responses. The χ^2 value (39.76) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.67 also shows that MEAs check the class-wise results of the school against their targets.
68. Table 4.4.68 reveals that 100 % of the MEAs acknowledged that they monitor and evaluate the Board results of Grades IX and X, and no respondent showed

disagreement. *M* score (4.55) favoured the statement and *S.D* (0.499) shows consistency in responses. The χ^2 value (1.74) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.4.68 also shows that MEAs monitor and evaluate the Board results of Grades IX and X.

69. Table 4.4.69 reveals that majority of MEAs acknowledged that monitoring and evaluation mechanism has improved the year-wise results at secondary school level and no respondent disagreed the statement. The calculated value of *M* (4.16) favoured the statement and the *S.D* (0.369) shows consistency in the responses. The χ^2 value (85.35) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.69 also shows that M&E mechanism of the organization has improved the year-wise results at secondary school level.

5.2.2.14 Responses Accounts and Financial Matters

70. Table 4.4.70 reveals that 95.16% of the MEAs acknowledged that they take information about funds from all heads during their visit, while (4.84 %) disagreed the statement. *M* score (4.28) favoured the statement and the *S.D* (0.771) shows less variation in responses. The χ^2 value (160.88) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.70 also shows that MEAs take information about funds of all heads during their visit.
71. Table 4.4.71 reveals that 93.55% of the MEAs disagreed the statement that MEAs ensure proper utilization of funds, while (6.45 %) agreed the statement. *M* score (1.67) did not support above statement and *S.D* (0.862) shows less variation in responses. The χ^2 value (141.66) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.71 also shows that MEAs do not ensure proper utilization of funds.

72. Table 4.4.72 reveals that 92.47% of the MEAs disagreed the statement that the MEAs ask students about any illegal funds collection, while (7.53 %) agreed the statement. The calculated value of *M* (1.91) did not favour the statement and the *S.D* (0.853) shows less variation in responses. The χ^2 value (190.00) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.72 shows that MEAs do not ask students about any illegal funds collection.
73. Table 4.4.73 reveals that 93.55% of the MEAs disagreed the statement that the MEAs evaluate the funds of various projects, while (6.45%) agreed the statement. *M* score (1.99) did not support above statement and *S.D* (0.812) shows less variation in the responses. The χ^2 value (262.09) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.73 also shows that MEAs do not evaluate the funds of various projects.
74. Table 4.4.74 reveals that 93.55% of the MEAs disagreed the statement that M&E mechanism of the organization has improved the transparency in all financial matters, while (6.45 %) agreed the statement. *M* score (2.08) did not support above statement and *S.D* (0.681) shows less variation in the responses. The χ^2 value (370.34) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.74 also shows that M&E mechanism of the organization has not improved the transparency in all financial matters.

Findings Based on Objective No. 2

This part has questions pertaining to highlight problems faced by MEAs:

5.2.2.15 Main Problems Faced by M&E Mechanism

75. Table 4.4.75 reveals that 93.01 % of the MEAs acknowledged that the paucity of time is the main problem which prevents assessing various activities of the school, while (6.99%) disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.877) shows less variation in responses. The χ^2 value (154.00) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.75 also shows that the paucity of time is the main problem which prevents assessing various activities of the school.
76. Table 4.4.76 reveals that 93.55 % of the MEAs acknowledged that the Limited M&E staff is the main problem that prevents performing the M&E process smoothly, while (6.45%) disagreed the statement. The calculated value of *M* (4.06) favoured the statement and the *S.D* (0.88) shows less variation in responses. The χ^2 value (214.09) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.76 also shows that the limited M&E staff is the main problem that prevents performing M&E process smoothly.
77. Table 4.4.77 reveals that 89.25% of the MEAs acknowledged that Insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school, while (10.75%) disagreed the statement. The calculated value of *M* (4.03) favoured the statement and the *S.D* (1.0) shows significant variations in responses. The χ^2 value (148.32) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.77 also shows that insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school.
78. Table 4.4.78 reveals that 100% of the MEAs disagreed the statement that main problem is the unavailability of technical experts in the MEAs, while no respondent agreed the statement. The calculated value of *M* (1.09) did not favour the statement

and the *S.D* (0.289) shows high consistency in the responses. The χ^2 value (124.22) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. But responses of majority of the MEAs are found leaning toward disagree. Figure 4.4.78 also shows that the main problem is not the unavailability of technical experts in the MEAs.

79. Table 4.4.79 reveals that 90.86% of the MEAs acknowledged that the main problem faced by MEAs is that the school does not support M&E, while (9.14%) showed disagreement. *M* score (3.92) supported above statement and *S.D* (0.811) shows consistency in responses. The χ^2 value (276.75) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.79 also shows that the main problem faced by the MEAs is that school does not support M&E.
80. Table 4.4.80 reveals that 95.70 % of the MEAs acknowledged that the main problem is that there is no proper framework for M&E at secondary school level, while (4.30%) disagreed the statement. The calculated value of *M* (4.05) favoured the statement and the *S.D* (0.557) shows consistency in responses. The χ^2 value (198.58) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.80 also shows that the main problem is that there is no proper framework for M&E at secondary school level.
81. Table 4.4.81 reveals that 100 % of the MEAs acknowledged that the conventional way of M&E is the main problem which takes a long time to complete its rotation and no respondent disagreed the statement. The calculated value of *M* (4.13) favoured the statement and the *S.D* (0.342) shows consistency in responses. The χ^2 value (99.44) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.81 also shows that conventional way of M&E is the main problem which takes a long time to complete its rotation.

82. Table 4.4.82 reveals that 100 % of the MEAs acknowledged that the main problem is that the M&E mechanism lacks emerging technologies, and no respondent disagreed the statement. The calculated value of *M* (4.57) favoured the statement and the *S.D* (0.496) shows consistency in responses. The χ^2 value (3.63) is lower than table value (9.45) at α= .05 and df=4. Therefore, statement is insignificant. Figure 4.4.82 also shows that the main problem is that the M&E mechanism lacks emerging technologies.
83. Table 4.4.83 reveals that 100 % of the MEAs acknowledged that one main problem is that M&E is not carried out by the independent body, while no respondent disagreed the statement. The calculated value of *M* (4.14) favoured the statement and the *S.D* (0.348) shows consistency in responses. The χ^2 value (96.54) is higher than table value (9.45) at α=.05 and df=4. Therefore, statement is significant. Figure 4.4.83 also shows that majority (100 %) of the MEAs acknowledged that the main problem is that M&E is not carried out by the independent body.
84. Table 4.4.84 reveals that 97.31% of the MEAs acknowledged that the main problem with M&E is that it does not assess the development of 21st-century skills during classroom teaching, while (2.69 %) disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.392) shows consistency in the responses. The χ^2 value (72.34) is higher than table value (9.45) at α= .05 and df=4. Therefore, the statement is significant. Figure 4.4.84 also shows that the main problem with M&E is that it does not assess the development of 21st-century skills during classroom teaching.

Findings Based on Objective No. 3

This part has questions pertaining to highlight problems faced by MEAs.

5.2.2.16 Prospects of M&E at Secondary School Level in Pakistan

85. Table 4.4.85 reveals that 100 % of the MEAs acknowledged that their organization needs a clear logical framework for M&E, while no respondent disagreed the statement. The calculated value of *M* (4.14) favoured the statement and the *S.D* (0.348) shows high consistency in responses. The χ^2 value (96.54) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.85 also reveals that the organization needs a clear logical framework for M&E.
86. Table 4.4.86 reveals that 100% of the MEAs acknowledged that the organization needs tangible indicators (KPIs) to measure all aspects of the school, and no respondent disagreed the statement. *M* score (4.08) supported above statement and *S.D* (0.265) shows high consistency in responses. The χ^2 value (134.22) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.86 also shows that the organization needs tangible indicators (KPIs) to measure all aspects of the school.
87. Table 4.4.87 reveals that 100 % of the MEAs acknowledged that the organization needs well-equipped M&E mechanism integrated with latest technologies, and no respondent disagreed the statement. *M* score (4.17) supported above statement and *S.D* (0.374) shows high consistency in responses. The χ^2 value (82.67) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.87 also shows that the organization needs well-equipped M&E mechanism integrated with latest technologies.
88. Table 4.4.88 reveals that 100% of the MEAs acknowledged that their organization needs independent body (technical experts) for M&E of the school, and no respondent disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.392) shows high consistency in responses. The χ^2 value (72.34) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is

significant. Figure 4.4.88 also shows that the organization needs independent body (technical experts) for M&E of the school.

89. Table 4.4.89 reveals that 100 % of the MEAs acknowledged that organization needs an objective M&E mechanism to measure the various aspects of institution, and no respondent disagreed the statement. The calculated value of *M* (4.21) favoured the statement and the *S.D* (0.408) shows consistency in responses. The χ^2 value (62.71) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.89 also shows that organization needs an objective M&E mechanism to measure the various aspects of institution.
90. Table 4.4.90 reveals that 100 % of the MEAs acknowledged that the organization needs reform in the existing M&E system of the school, no respondent disagreed the statement. The calculated value of *M* (4.19) favoured the statement and the *S.D* (0.396) shows high consistency in responses. The χ^2 value (69.87) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.90 also shows that the organization needs reform in the existing M&E system of the school.
91. Table 4.4.91 reveals that 100% of the MEAs acknowledged that the organization needs a culture in secondary schools that could support and facilitate the M&E process, while no respondent disagreed the statement. The calculated value of *M* (4.38) favoured the statement and the *S.D* (0.487) shows consistency in responses. The χ^2 value (10.41) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.91 also shows that the organization needs a culture in secondary schools that could support and facilitate the M&E process.
92. Table 4.4.92 reveals that 100 % of the MEAs acknowledged that their organization needs adequate financial resources for implementing M&E mechanism, while no respondent disagreed the statement. The calculated value of *M* (4.34) favoured the statement and the *S.D* (0.476) shows consistency in responses. The χ^2 value (18.09)

is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.92 also shows that the organization needs adequate financial resources for implementing M&E mechanism.

93. Table 4.4.93 reveals that 89.25% of the MEAs acknowledged that their organization needs sufficient time for M&E to assess various activities of the schools, while (10.75 %) showed disagreement. *M* score (4.02) supported above statement and *S.D* (0.994) shows less variation in responses. The χ^2 value (153.31) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.93 also shows that the organization needs sufficient time for M&E to assess various activities of the schools.
94. Table 4.4.94 reveals that 98.92 % of the MEAs acknowledged that their organization needs M&E mechanism that could assess the development of 21st-century skills in students, while (1.08%) disagreed the statement. The calculated value of *M* (4.63) favoured the statement and the *S.D* (0.546) shows consistency in responses. The χ^2 value (116.13) is higher than table value (9.45) at α= .05 and df=4. Therefore, statement is significant. Figure 4.4.94 also shows that the organization needs M&E mechanism that could assess the development of 21st century skills in students.

5.2.3. Qualitative Data Findings Based on the Responses of RDs

Following are the qualitative data findings based on the responses of RDs through semi-structured Interviews.

Findings Based on Objective No. 1

1. Table 4.5.1. revealed the strong points of monitoring and evaluation identified from the respondents' answers. Ninety seven percent of RDs expressed that majority of the organizations has monitoring and evaluation mechanism, eighty nine percent said that MEAs also assess the management and administrative aspects at secondary school level. Similarly, ninety six percent said that MEAs assess the security

system of school and eighty eight percent said that they also assess physical facilities of the school. Ninety percent of respondents expressed that cleanliness of the school is assessed while hundred percent said that also assess the academic results.

Findings Based on Objective No. 2

2. The Table 4.5.2. revealed the weak points of monitoring and evaluation identified from the respondents' answers. Ninety seven percent of the respondents highlighted that M&E mechanism does not follow any M&E model and eighty four percent pointed out that there is also no proper framework of M&E mechanism at secondary school level. Similarly, seventy percent of the respondents expressed that majority of the M&E mechanism is not capable to produce reliable results and tangible outcome while eighty nine percent said that there are also no adequate financial resources for M&E mechanism. Hundred percent of the respondents expressed that there is no independent body of external evaluators to carry out external evaluation while M&E is conducted in traditional way without using emerging technologies. Ninety one percent of the respondents said that non-cooperative attitude of principals is one of the main issues faced by M&E while eighty two percent suggested that MEAs are not adequately trained in terms of technical and professional aspects of M&E. Further, ninety five percent of the respondents expressed that MEAs do not assess the development of 21st century skills in students while eighty five percent highlighted the most important part of M&E that there is almost no implementation of M&E reports "corrective measures" at secondary school level in Pakistan.

Findings Based on Objective No. 3

3. Table 4.5.3. illustrated key suggestions for the improvement of monitoring and evaluation at secondary school level. Hundred percent of the respondents suggested that M&E mechanism should be devised on logical framework while eighty five percent suggested that M&E system should be designed in order to achieve reliable results and tangible outcome. Ninety percent of the respondents suggested that an adequate budget should be allocated for smooth functioning of M&E while ninety five percent proposed that there should be an independent body of external evaluators to conduct external evaluation. Hundred percent of the respondents suggested that latest emerging technologies should be used by MEAs to conduct evaluation while eighty two percent proposed that multiple orientation sessions should be organized for school staff for making their attitude cooperative and make the realize that M&E is carried out to facilitate them not to create threatening situation in the institutions. Ninety one percent of the respondents expressed that MEAs should be capacitated in terms of technical and professional aspects of monitoring and evaluation while eighty nine percent suggested that learning outcome and development of 21st century skills should be assessed in students. Majority (100 %) of the respondents suggested that the final reports "corrective measures" must be implemented at secondary school level in true letter and spirit.

5.3. DISCUSSION

The aim of current study was to develop monitoring and evaluation framework at secondary level in Pakistan. The objectives of the current study were to assess the existing M&E practices at secondary school level in Pakistan, to identify the problems faced by MEAs, to find out the prospects of M&E mechanism and to propose a framework of M&E for secondary schools of Pakistan. The finding was discussed on the basis of literature reviewed, relevant research publications and national documents.

Findings of the present study were that almost all the organizations have M&E mechanism, but they neither have logical framework nor follow M&E Model. Therefore, they are not satisfied with the M&E mechanism. Findings of the current study were aligned with outcomes of Jaciw et al, (2016) as they were of the opinion that evaluation without logical framework and model is meaningless. Moreover, logic model is more systematic, and it serves many purposes but its main purpose is evaluation. It helps MEAs to comprehend the components of program, diagnose the areas to be improved and measure the results based on preset objectives. The typical components of Logic Model are: inputs, activities (process), output and outcome.

The current study revealed that MEAs monitor the financial management, curricular activities, management and administrative aspects of the school, but they do not assess the resources management and implementation of school improvement plan (SIP). These findings are matched with the results of study carried out by Hunde, and Desalegn, (2019) who recommended training of MEAs and policy guidelines for establishing formal M&E to monitor the implementation of school improvement plan and assess the resource management of the schools. The current study concluded that MEAs check the security system, availability of the security guards and security equipment, but they do not check latest security equipment and CCTV cameras in the school, and the existing M&E mechanism is not effective to ensure security in the school. These results of the current study are in accordance with the results of Vallinkoski, (2020) that school cannot be protected and kept safe by using conventional methods. Therefore, preventative strategy should be adopted to reduce the probability of mishaps, moreover, installation of video cameras, closed circuit television systems, metal detectors and latest entry-control devices are integral part of the school security system.

The current study revealed that MEAs evaluate the availability of drinking water, electricity, sports equipment and washrooms. They do not assess the availability of

furniture, First Aid Unit and overall physical facilities of the school. Moreover, the existing M&E mechanism has not improved the infrastructure and physical facilities of the school. The current study also shows that MEAs assess the availability of science laboratories and also check whether the equipment and instruments are available as per requirements, but they do not examine the functionality level of science laboratories. Therefore, M&E mechanism has not developed the culture of science practical at secondary school level. Similarly, it was revealed from the inferences of the current study that MEAs assess the availability of library and also check whether the latest reading material and reference books are available in library or not, but they do not assess the functionality level of library. Therefore, the M&E mechanism has not developed the culture of book reading amongst the students at secondary school level.

The work of Panotes, (2015) has the same findings. He proposed facility management policy guide for implementation in order to capacitate the MEAs in terms of M&E of physical facilities in the educational institutions. He suggested that M&E mechanism must assess all the physical facilities of the school, including buildings, classrooms, library, science laboratory, offices, staff, exam hall, auditorium, sports facilities, first aid unit, and canteen. The current study revealed that MEAs assess only the availability of faculty as per requirement whereas, MEAs do not assess the attendance of the faculty and supporting staff. The current study found that MEAs assess the cleanliness of the school building and washrooms, but they do not assess the personal hygiene of the students, hygienic condition of the school and drinking water, while results of the study of Nawab, and Noor, (2023) also showed that MEAs, student and other supporting staff have partial understanding of personal hygiene and have limited exposure to cleanliness of school building.

This study argued that an effective M&E mechanism should be established to assess the personal hygiene of the students and overall hygienic condition of the school.

One main finding of this study was that MEAs monitor the lesson planner in the classroom, preparation and confidence of teachers during classroom teaching, while they do not assess using of AV Aids, relevance of lecture with paper pattern, teaching style and its suitability with the topic. Govender, and Ajani, (2021) concluded that teachers are not adequately monitored and evaluated in terms of their classroom teaching, using of AV Aids and assessing the relevance of their lecture with topic.

He recommended that teachers should be assessed to determine their professional needs and enhance their classroom practices. The inferences of the current study show that MEAs do not assess the speaking skill and expression of the teachers. They also do not evaluate the learning outcome of the students and development of 21st century skills in the students. The inferences of the study of Care, and Kim, (2018) showed that writing and typing skills can be measured and evaluated through writing test and typing respectively, but it is a challenge for assessors to assess 21st century skills or more specifically critical thinking or collaboration. No doubt that it has gained global attention, and majority of the countries have embedded 21st century skills explicitly into their curricula, but the problem is that schools have no adequate mechanism and expertise to assess these skills, which is sightly problematic.

The assessment mechanism must have quantifiable tools and tangible rubrics so that tools could collect authentic data. Moreover, the teachers should be capacitated in terms of assessment so that they could design classroom learning to facilitate development and assessment of 21st century skills. The present research work revealed that MEAs assess the observance of national events in the school, but they do not assess school morning assembly, speech competitions, STEAM/ STEM projects of the students. The M&E mechanism has not promoted co-curricular activities at secondary school level. Research conducted by Omae et al, (2017), highlighted the same results that co-curricular activities are inadequate at secondary school level because of low emphasis on them due

to limited financial resources. Another issue is the inadequate monitoring and evaluation by school management. An effective M&E system will be helpful to ensure the implementation of policies pertaining to CCA.

The results of the current study revealed that MEAs monitor the students' uniform, dress code, punctuality and commitment of teachers, but they do not assess the students' behavior. However, M&E mechanism has improved the discipline in schools which is in contrast with the findings of the study organized by Omemu, (2017), which revealed that behaviors cannot be modified and improved by handling disciplinary issues of the students in schools, therefore, there is no strong relationship between maintaining discipline among the students and their behavioral outcomes. So, there is a need to establish a mechanism that could assess the holistic development of the students including their behavioral outcomes. The current study revealed that MEAs monitor the assessment of students' written work, but they do not assess the diaries and holistic development of the students.

In addition, the M&E mechanism has not improved the assessment system of the schools. Results of the current study revealed that MEAs check the class-wise results specially of board classes V, VIII, IX and X against their targets. The M&E mechanism has significantly improved year-wise results at all levels in secondary schools. The findings of the study conducted by Victor, and Omotola, (2020), has supported the current study that M&E system is effective in systematic monitoring and evaluation of schools to improve curricular and co-curricular activities. It has good impact on the academic performances and results of students. Moreover, systematic monitoring and evaluation has a substantial and good effect on students' academic performance.

The findings of current study were that the MEAs have adequate technical experts yet they just take general information about funds from all schools during their visit, but they do not ask students about any illegal funds collection. In addition, they neither

evaluate the funds of various projects nor ensure proper utilization of the funds. Therefore, it has not improved the transparency in all financial matters. The findings of current study highlighted main issues in M&E mechanism at secondary level, that include paucity of time, limited M&E staff, insufficient financial resources, evaluation without M&E framework, conventional way of M&E, lack of emerging technologies, independent body, non-cooperative attitude of school staff, and most importantly, it does not assess the development of 21st century skills during classroom teaching. Khalil (2019) suggested the use of technology to maximize the effectiveness of M&E because due to conventional mode of M&E there will be delay in execution, evaluation and getting outcome. M&E with latest emerging technologies will ensure swift and informed decisions making and solution. Kim (2014) suggested independent body of external evaluators for M&E, like Educational Evaluation Council (EEC) works in Finland acting as an external evaluator to assess the general features of the educational system. Similarly, World Bank (2018) pointed out that it is essential for every organization to have its own independent M&E system or it should be carried out by a third party as World Bank or UNICEF.

The outcomes of the present research work revealed that there should be a clear logical framework for M&E with tangible indicators (KPIs) to measure all aspects of the school. They also proposed well-equipped M&E mechanism integrated with the latest technologies and independent body of external evaluators (technical experts) for monitoring and evaluation of the school. The respondents suggested major reforms and objectivity in the existing M&E mechanism. They also proposed to establish such a culture at secondary schools' level that could support and facilitate the M&E process. Further, there must be an adequate financial resource for implementation of M&E mechanism in true letter and spirit. They proposed that assessment of various activities of the school need sufficient time, therefore, the frequencies of visits and duration of

evaluation should be rationalized. Most importantly, they suggested a tool with quantifiable rubrics that could assess the learning outcomes and development of 21st century skills in students.

5.4 CONCLUSIONS

Following are the quantitative data conclusion based on the responses of principals and MEAs.

5.4.1 Quantitative Data Conclusion

The present study was conducted for "Developing Monitoring and Evaluation (M&E) Framework at Secondary School Level in Pakistan". The first objective was to investigate the existing monitoring and evaluation practices at secondary school level in Pakistan.

Firstly, the researcher conducted an extensive literature review regarding the existing monitoring and evaluation practices in public secondary schools across Pakistan. Secondly, Various national documents, research papers, books and all policies related to monitoring and evaluation of secondary schools were extensively studied. Thirdly, the researcher collected the responses of the respondents based on the objective 1. Finally, the researcher concluded that the respondents were largely agreed that majority of the organizations have M&E mechanism, but they neither have logical framework nor follow M&E model. Therefore, they are not satisfied with the M&E mechanism of their respective organizations.

The MEAs monitor the financial management, curricular activities and administrative aspects of the school, but they do not asses the implementation of school improvement plan (SIP) and management of resources in the educational institutions. They check the security system, availability of the security guards and security equipment, but they do not check the latest security equipment and CCTV cameras in the

school. The existing M&E mechanism is not effective to ensure security in the school. The MEAs evaluate the availability of drinking water, electricity, sports equipment and washrooms, but they do not assess the availability of furniture, First Aid Unit and overall physical facilities of the school, therefore, the existing M&E mechanism has not improved the infrastructure and physical facilities of the school. Similarly, the availability of science laboratories, their equipment and instruments are assessed, but they do not examine the functionality level of science laboratories. Therefore, M&E mechanism has not developed the culture of science practical in schools.

Likewise, the availability of library, latest reading material and reference books are assessed, but functionality level of the library is not assessed. Thus, the M&E mechanism has not developed a culture of book reading among the students at secondary school level. The MEAs assess only the availability of faculty, whereas, they do not assess the attendance of the faculty and supporting staff. The MEAs assess the cleanliness of the school building and washrooms, but they do not assess the personal hygiene of the students, hygienic condition of the school and drinking water. MEAs monitor the lesson planner, preparation and confidence of teachers during classroom teaching, while they do not assess the use of AV Aids, relevance of lecture with paper pattern, teaching style and its suitability with the topic. MEAs do not assess the speaking skill and expression of the teachers. They also do not evaluate the learning outcome of students and development of 21st century skills in the students. The MEAs also assess the observance of national events, but they do not assess school morning assembly, speech competitions, STEAM and STEM projects of the students.

The M&E mechanism has not promoted co-curricular activities at secondary school level. They assess students' uniform, dress code, punctuality and commitment of teachers, but they do not assess the students' behavior. However, M&E mechanism has improved the discipline in the school. The students' written work is assessed, but their

diaries and holistic development are not included in assessment. In addition, the MEAs check the class-wise results specially of board classes V, VIII, IX and X against their targets subsequently, the year-wise results of secondary schools have improved significantly. Though the MEAs have adequate technical expertise yet they just take general information during their visits and they do not ask students about any illegal funds collection. In addition, they neither evaluate the funds of various projects nor ensure proper utilization thereof. Therefore, current M&E system has not ensured transparency in financial matters.

The second objective was "to identify the problems faced by monitoring and evaluation at secondary school level in Pakistan". The researcher reviewed the related literature regarding the problems faced by monitoring and evaluation in secondary schools. The researcher also collected data on the basis of second objective of the current study, which concluded that M&E mechanism has been poorly designed, collecting unreliable data and giving no tangible outcomes. Moreover, it is conducted in a conventional way without using any M&E model.

The existing M&E mechanism has no logical framework to assess the inputs, processes, outputs, and outcomes. Majority of them is carried out manually without using latest emerging technologies. Another problem is that budget is not specifically allocated for monitoring and evaluation at secondary school level. Therefore, most of the institutions located in far-flung areas are not included in assessment due to financial constraints and unavailability of transport facilities. The study identified that both time constraints and insufficient M&E staff are the key reasons raising concerns about the reliability of M&E for large number of schools. Similarly, the existing M&E mechanism is very subjective in nature, and there is no independent body of external evaluators to assess and measure various aspects of educational institutions objectively.

In addition to the above, MEAs are not adequately trained in terms of technical

and professional aspects of M&E. Therefore, the M&E mechanism is not implemented properly. The non-cooperative attitude of principals and teachers toward M&E mechanism is also one of the key issues that restrains the implementation of M&E in true letter and spirit in secondary schools. The major flaw in the existing M&E mechanism is that it assesses only staff and institution while students are not included in assessment parameters. In addition, there is no students' portfolio to assess their holistic development. It is also one of the main problems that the existing M&E mechanism does not assess the development of 21st century skills in students. The most important problem in the existing M&E mechanism is that there is no implementation of reports (corrective measures) which are generated at the end of M&E process. It is also concluded from the findings of present study that a logical framework is needed for M&E to address the highlighted issues and unattended aspects of secondary schools in Pakistan.

The third objective was "to find out the prospects of M&E at secondary school level in Pakistan". The researcher extensively studied various M&E models which are followed across the globe and also reviewed the latest literature related to new trends and practices of M&E. The researcher also identified the gaps and proposed modalities to bridge those gaps. The researcher also collected responses from the respondents to prospect logical M&E framework for secondary schools across the country. The responses based on the objective 3 concluded that M&E framework should be analytical and systematic in order to assess all aspects of the school. The framework should be aligned with institutional mission, vision, and goals. It should be developed based on the guidelines of national educational policies, national quality standards, curriculum, and assessment system.

The study concluded that tools and rubrics used by M&E mechanism should be tangible and well quantifiable to collect reliable data. The proposed M&E framework must have a logical sequence to assess the inputs, processes, outputs, and outcomes at

secondary school level. The existing conventional manual mode of M&E should be replaced by virtual mode in which maximum emerging technologies should be used to ensure transparency and informed decisions. An adequate budget should be allocated for monitoring and evaluation for their smooth functioning. Furthermore, it must be equipped with latest IT gadgets and transport facilities so that they could assess the schools in far-flung areas conveniently. The frequency of visits and time duration of school assessment should be increased so that the MEAs could assess the large number of schools comfortably. Similarly, there should be an independent body of external evaluators to assess and measure various aspects of the schools objectively. In addition to above, MEAs should be capacitated and trained in terms of technical and professional aspects for smooth implementation of M&E mechanism in true letter and spirit.

Orientation sessions should be organized for principals and staff at secondary school level to modify their non-cooperative attitude and make them realize that M&E mechanism has been designed to facilitate them not to create threatening situation in the institutions. The holistic development of students should be assessed during M&E visits. The achievements and performance of the students be evaluated by using their portfolios. A comprehensive assessment of the students be included in the M&E mechanism. In addition, the development of 21st century skills in students and STEAM projects completed by them be assessed appropriately through quantifiable rubrics. Assessment of both aspects should be included in M&E mechanism. The corrective measures which are prepared on the basis on M&E process should be implemented at secondary school level in true letter and spirit.

5.4.2 Qualitative Data Conclusion Based on the Interviews of RDs

Interviews of twelve Regional Directors were conducted objective-wise and concluded that majority of the organizations has M&E mechanism, and the MEAs assess the management and administrative aspects at secondary school level. They also assess

the security system, physical facilities, cleanliness, availability of drinking water, electricity, sports equipment, and washrooms. They assess the availability of science laboratories, their equipment and instruments likewise, they also assess the availability of library, latest reading material and reference books in the library. MEAs monitor the lesson planner, preparation and confidence level of teachers during classroom teaching. MEAs assistants check the observance of national events, students' uniform, dress code, punctuality and commitment of the teachers. MEAs check the class-wise results specially of board classes V, VIII, IX and X against their targets which have been significantly improved. In addition to above, students' written work is also assessed.

The interviews of twelve Regional Directors (RDs) were conducted to know the problems faced by M&E at secondary school level which concluded that M&E mechanism does not follow any M&E model and has no logical framework. The existing M&E mechanism is often poorly designed and their results are always unreliable and open to question, even the data are collected carefully too. One main issue is the financial constraints and unavailability of specific budget for M&E.

While another problem is that the M&E mechanism has no independent body of external evaluators to carry out external evaluation and currently the M&E is conducted in a traditional way without using emerging technologies. The outcome of such evaluation is always subjective in nature and the process takes too much time to complete the cycle. One main aspect that the functionality level of science laboratories and school library are not assessed, therefore a true culture of science experimentations and book reading is not developed in the school.

Further, M&E is carried out once or twice a year therefore, it cannot assess the availability and attendance of staff and students. Moreover, assessing cleanliness of students and drinking water on daily basis is also not possible for M&E mechanism. The non-cooperative attitude of principals and staff of the school is another issue that restrain

the implementation of M&E mechanism in true letter and spirit. Further, majority of the MEAs are not adequately trained in terms of technical and professional aspects of M&E therefore, they cannot assess the various aspects of institutions objectively. Moreover, the MEAs do not assess the learning outcome and development of 21st century skills in students which are the ultimate aim of evaluation process. The most important problem in the exiting M&E mechanism is that there is no implementation of corrective measures which are prepared for secondary schools at the end of M&E process.

The third objective was "to find out the prospects of monitoring and evaluation of school in Pakistan". The researcher interviewed twelve Regional Directors (RDs) and collected responses from respondents to prospect logical M&E model for secondary schools in Pakistan. The responses based on the objective 3, were concluded that M&E mechanism should be designed based on logical framework and model that must have clear understanding of the schools' mission, vision, and gools.

The proposed model should be aligned with national educational standards, curriculum, and assessment system in order to achieve reliable results and tangible outcome. An adequate budget is an integral part of M&E therefore, suitable budget should be allocated for smooth implementation of M&E mechanism. In addition, adequate financial resources and transportation are equally important for MEAs in order to visit the schools located in far-flung remote areas. The M&E should be conducted with the help of tangible and quantifiable IT gadgets by an independent body of external evaluators for getting concrete and reliable information to prepare corrective measures for improvement.

The proposed M&E mechanism should be equipped with latest emerging technologies to make the M&E process swift for making timely and informed decisions. Furthermore, multiple orientation sessions should be organized for school staff to make them realize that M&E are carried out to facilitate them not to create threatening situation

in the institutions. MEAs need to be capacitated and trained in terms of technical and professional aspects of M&E process so that they could assess various aspects of institutions objectively. The respondents proposed that holistic development, learning outcome, and development of 21st century skills in students are the ultimate aim of M&E mechanism therefore that should be assessed properly. The final reports "corrective measures" must be implemented without any delay at secondary school level to get better outcome aligned the vision and mission of institutions.

5.4.3 Triangulation - Comparisons of Qualitative and Quantitative Conclusions and Results

The conclusions of main aspects of questionnaire and the semi-structured interviews were integrated and compared into the following fifteen parts:

1. M&E Mechanism at Secondary School Level
2. Management and Administration
3. Security System
4. Infrastructure
5. Physical Facilities
6. Human Resources
7. Cleanliness
8. Classroom Pedagogy
9. Co-curricular Activities
10. Discipline
11. Assessment
12. Academic Results
13. Accounts and Financial Matters
14. Problems of M&E
15. Prospects of M&E

1. The quantitative conclusions of this part were about M&E mechanism at secondary school level and was combined from the item 1 to 3 of the questionnaire (See Appendix-1) revealed that majority of the respondents (Principals and MEAs) agreed that

most the organizations have M&E mechanism but they neither have logical framework nor follow M&E Model. Therefore, they are not satisfied with the M&E mechanism of their respective organizations. While, the conclusions of qualitative data from question no.1 of the interview (See Appendix-2) revealed that majority of the respondents agreed that the current M&E system lacks logical framework therefore its results are always open to question, even the data is carefully collected through trained staff.

2. The quantitative conclusions of this part were pertaining to management and administration of secondary school and were combined from the item 4 to 10 of the questionnaire (See Appendix-1) revealed that majority of the respondents (principals and MEAs) agreed that agenda points of the staff meeting, financial management, curricular activities and administrative aspects of the school are assessed but the MEAs do not asses the implementation of school improvement plan (SIP) and management of resources. While, the conclusions of qualitative data from question no.2 of the interview (See Appendix-2) shows that MEAs monitor the financial management, curricular activities and administrative aspects of the school but they do not asses the implementation of school improvement plan (SIP) and how the resources are managed at school level. So there is a great similarity in both the quantitative and qualitative modes of data collection and analysis.

3. The quantitative conclusions of this part were pertaining to "Security System of the School" and were combined from the item 11 to 15 of the questionnaire (See Appendix-1) revealed that the MEAs check the security system, availability of the security guards and security equipment properly but they do not check the latest security equipment and CCTV cameras in the school therefore, the existing M&E mechanism is not effective to ensure security in the schools. While, the conclusions of qualitative data from question no.3 of the interview (See Appendix-2) revealed that the security system, availability of the security guards and security equipment are generally assessed but

availability of the latest security equipment and CCTV cameras are not assessed therefore, latest security equipment and CCTV cameras are not available in majority of the schools. Thus, the existing M&E mechanism does not ensure security in the schools effectively.

4. The quantitative conclusions of this part were pertaining to "School Infrastructure" and were combined from the item 16 to 25 of the questionnaire (See Appendix-1) revealed that MEAs evaluate the availability of drinking water, electricity, sports equipment and washrooms but they do not assess the availability of furniture, First Aid Unit and overall physical facilities of the school therefore, the existing M&E mechanism has not improved the infrastructure and physical facilities of the school. While, the conclusions of qualitative data from question no.4 of the interview (See Appendix-2) shows that MEAs assess the, availability of drinking water, electricity, sports equipment, and washrooms. Moreover, physical facilities are briefly evaluated.

5. The quantitative conclusions of this part were pertaining to "Human Recourses" and were combined from the item 26 to 30 of the questionnaire (See Appendix-1) revealed that MEAs monitor the enrolment of the students, availability of the faculty as per requirement, attendance of faculty and non-teaching staff. The M&E mechanism has addressed the deficiency of staff. While, the conclusions of qualitative data from question no.5 of the interview (See Appendix-2) shows that M&E is carried out once or twice a year therefore, it cannot assess the availability and attendance of staff and students.

6. The quantitative conclusions of this part were pertaining to "Science Laboratories and School Library" and were combined from the item 31 to 38 of the questionnaire (See Appendix-1) revealed that the availability of science laboratories, their equipment and instruments are assessed but MEAs do not examine the functionality level of science laboratories. Therefore, M&E mechanism has not developed the culture of science practical in schools. Likewise, the availability of library, latest reading material and

reference books are assessed but functionality level of the library is not assessed. Thus, the M&E mechanism has not developed a culture of book reading among the students at secondary school level. While, the conclusions of qualitative data from question no.6 of the interview (See Appendix-B) shows the functionality of science laboratories and school library are not included in the monitoring and evaluation therefore the true culture of science experimentations and books reading is not developed in the schools.

7. The quantitative conclusions of this part were pertaining to "Cleanliness" and were combined from the item 39 to 43 of the questionnaire (See Appendix-1) revealed that MEAs assess the cleanliness of the school building and washrooms but they do not assess the personal hygiene of the students, hygienic condition of the school and drinking water. While, the conclusions of qualitative data from question no.7 of the interview (See Appendix-2) shows that regular assessment of cleanliness of students and drinking water is not possible for M&E mechanism which are important factors to be addressed.

8. The quantitative conclusions of this part were about to "Classroom Pedagogy" and were combined from the item 44 to 52 of the questionnaire (See Appendix-1) revealed that MEAs monitor the lesson planner, preparation and confidence of teachers during classroom teaching while they do not assess the use of AV Aids, relevance of lecture with paper pattern, teaching style and its suitability with the topic. MEAs also do not assess the speaking skill and expression of the teachers. They also do not evaluate the learning outcome of students and development of 21st century skills in the students. While, the conclusions of qualitative data from question no.8 of the interview (See Appendix-2) shows that the learning outcome of students and development of 21st century skills in the students are not assessed. Moreover, there is no mechanism to assess the speaking skill of the teachers.

9. The quantitative conclusions of this part were pertaining to "Co-curricular Activities" and were combined from the item 53 to 57 of the questionnaire (See

Appendix-1) revealed that MEAs assess the observance of national events. but they do not assess school morning assembly, speech competitions, STEAM and STEM projects of the students. The M&E mechanism has not promoted co-curricular activities at secondary school level. While, the conclusions of qualitative data from question no.9 of the interview (See Appendix-2) shows that MEAs check the observance of all national events, debate competition, and other regional and institutional level competitions in their visits but there is no mechanism to assess daily routine activities of the institutions.

10. The quantitative conclusions of this part were about "Discipline" and were combined from the item 58 to 62 of the questionnaire (See Appendix-1) revealed that teachers' dress code, punctuality, commitment and students' uniform are assessed but students' behavior is not included in M&E process, however, M&E mechanism has improved the discipline in school. While, the conclusions of qualitative data from question no.10 of the interview (See Appendix-2) shows that the assessment of students' behavior and its modification is unattended part of M&E mechanism.

11. The quantitative conclusions of this part were about "Assessment" and were combined from the item 63 to 66 of the questionnaire (See Appendix-1) revealed that students' written work is properly assessed except students' diaries. Moreover, there is no trend to assess the holistic development of the learner. Whereas, conclusions of qualitative data from question no.11 of the interview (See Appendix-2) revealed that due to limited time the outcome and report of M&E are quite generic in terms of students because the is no trend of students 'portfolio moreover, the holistic development of the students is not assessed.

12. The quantitative conclusions of this part were pertaining to "Academic Results" and were combined from the item 67 to 69 of the questionnaire (See Appendix-1) revealed that MEAs check the class-wise results, specially of board classes V, VIII, IX and X against their targets. Therefore, the year-wise results of secondary schools have

significantly improved. Whereas, the conclusions of qualitative data from question no.12 of the interview (See Appendix-2) shows that class-wise results including board classes are thoroughly assessed and analyzed. Moreover, proper strategies are devised to improve the results therefore, M&E mechanism has significantly improved the year-wise results.

13. The quantitative conclusions of this part were pertaining to "Accounts and Financial Matters" and were combined from the item 70 to 74 of the questionnaire (See Appendix-1) revealed that the MEAs have adequate technical expertise, yet they just take general information regarding financial matters and they do not ask students about any illegal funds collection. In addition, they neither evaluate the funds of various projects nor ensure proper utilization of the funds. Therefore, the current M&E mechanism has not ensured the transparency in financial matters. Whereas, the conclusions of qualitative data from question no.13 of the interview (See Appendix-2) shows that the current M&E system does not check the financial matters in details. They just assess the available funds of different heads. They also focus on audit objection cases and its settlements.

14. The quantitative conclusions of this part were pertaining to "Main problems faced by M&E" and were combined from the item 75 to 84 of the questionnaire (See Appendix-1) revealed that M&E mechanism is poorly designed in their organizations that collect general information and give no tangible outcome moreover, the M&E is conducted in a conventional way without using any M&E model. The existing M&E mechanism has no logical framework to assess the inputs, processes, outputs, and outcomes. Majority of M&E process is carried out manually without using latest emerging technologies. Another problem that there is no specific budget allocated for M&E at secondary schools' level therefore, most of the institutions located in far-flung areas are not included in M&E process due to financial constraints and non-availability of transport facilities with MEAs.

The study also revealed that the current M&E system lacks logical framework, its results are always open to question, despite careful data collection. Similarly, the existing M&E mechanism is very subjective in nature and there is no independent body of external evaluators to assess and measure various aspects of educational institutions objectively. In addition to above, MEAs are not adequately trained in terms of technical and professional aspects of M&E therefore, the M&E mechanism is not implemented in true letter and spirit. The non-cooperative attitude of principals and teachers toward M&E mechanism is also one key issue that restrain the implementation of M&E at secondary school level.

The major flaw in the existing M&E mechanism is that it assesses only staff and institution while students are not included in the M&E process. In addition, there is no students' portfolio to assess their holistic development. It is also one of the main problems that the existing M&E mechanism does not assess the development of 21st century skills in students. The most important problem in the exiting M&E mechanism is that there is no implementation of the corrective measures and reports that are generated at the end of M&E process for secondary schools. While, the conclusions of qualitative data from question no.14 of the interview (See Appendix-2) shows that all the respondents highlighted that M&E mechanism do not follow any M&E model. Moreover, majority of them pointed out that there is no proper framework of M&E mechanism at secondary school level.

Similarly, majority of the respondents expressed that the existing M&E mechanism is not capable to produce reliable results and tangible outcome. Moreover, there is no independent body of external evaluators to carry out external evaluation while M&E is conducted traditionally through local principals of the same setup. The non-cooperative attitude of principals is one of the main issues that restrain the implementation of M&E in true letter and spirits. Further, the respondents "RDs"

expressed that MEAs do not assess the development of 21st century skills and holistic development of the students because there are no adequate financial resources for M&E mechanism. The most important issue that there is very marginal implementation of corrective measures at secondary school level in their organization.

15. The quantitative conclusions of this part were pertaining to "Prospects of M&E at secondary school level in Pakistan" and were combined from the item 85 to 94 of the questionnaire (See Appendix-1) revealed that there is a need to design and develop an analytical and systematic M&E framework in order to assess all aspects of the school. The new proposed M&E framework should be aligned with mission, vision, and organizational gools. It should be developed based on the guidelines of national education policies, national quality standards, curriculum, and assessment system. The tools and rubrics used by M&E mechanism to assess the various aspects, should be tangible and well quantifiable to collect reliable data objectively.

The proposed M&E framework must have a logical sequence to assess the inputs, processes, outputs, and outcomes at secondary school level. The existing conventional and manual mode of M&E should be replaced by virtual or at least hybrid mode in which maximum emerging technologies should be used to ensure transparency and informed decisions making. Further, an adequate budget should be allocated for smooth implementation of M&E. Further, the M&E should be equipped with latest IT gadgets and transport facilities so that MEAs could assess the schools in far-flung areas conveniently. The frequency of visits and time duration for school assessment should be increased so that MEAs could assess the large number of schools easily. Similarly, there should be an independent body of external evaluators to assess various aspects of the schools objectively.

In addition to above, MEAs should be capacitated and trained in terms of technical and professional aspects for smooth implementation M&E mechanism in true

letter and sprits. Orientation sessions should be organized for principals and staff at secondary school level to modify their non-cooperative attitude and make them realize that M&E mechanism has been designed to facilitate them not to create threatening situation in the institutions. The holistic development of students should be assessed during M&E visits. The achievements and performance of the students be evaluated by assessing their portfolios. In addition, the development of 21st century skills in students and STEAM projects, completed by them be assessed appropriately through quantifiable rubrics. The implementation of corrective measures is an essential part of the whole process so it should be ensured at all level. Moreover, the evaluation of M&E mechanism should be carried out parallel to improve the framework and assessment procedures as well.

5.5 Limitations of the Study

The M&E practices are carried out at various level in the educational institutions across the country while keeping in view, the wide spread network of M&E system across the country, it was impossible for researcher to study the current situation and M&E practices of various organizations due to paucity of time and financial constraints. Besides, the institutions of Federal Public Educational Institutions (Cantonments and Garrisons) have been spread in all four provinces, AJK and Ex-FATA therefore, the FGEI (C/G) set is well representative of the educational institutions across the country. Keeping above aspects in view, the current study was confined to Federal Public Educational Institutions (Cantonments and Garrisons) because the footings of this setup has been spread throughout the country. Further, the study was delimited to:

1. Secondary schools of FGEI (Cantonments/ Garrisons) Pakistan.
2. Regional Directors of FGEI (Cantonment/ Garrisons) Pakistan.
3. MEAs of FGEI (Cantonment/ Garrisons) Pakistan.
4. Principals of FGEI (Cantonment/ Garrisons) secondary schools of Pakistan.

Findings of this study may easily be generalized because FGEI system has footing across the country. In addition, all the population was taken as sample of the study.

5.6 Recommendations

Following recommendations were drawn based on the findings and conclusions:

1. It is recommended to comprehend the objectives, standards, indicators, data collection tools, procedures and data analysis process of the proposed framework to familiarize it at grassroots level in order to address the essential areas of schools.
2. The proposed framework is in accordance with the guidelines of national educational policies, and national quality standards. The framework has adequately addressed the specific needs, challenges and preferences identified by the three groups of stakeholders. However, the organizations may organize multiple workshops with stakeholders to assess the alignment of proposed framework with mission, vision, and goals of their respective organizations through valid checklists.
3. Detailed budget plan is proposed to outline the financial requirements for M&E activities that may enable the M&E to work independently without being obliged to the department.
4. The study recommends an independent body of external evaluators (MEAs) or develop governance structure for independent body to maintain transparency, and accountability in evaluation process.
5. The study suggests to organize regular training sessions for MEAs, focusing on technical skills, data analysis, and professional development. Moreover, a certification program may be arranged for MEAs to assess the level of required standards of competency.

6. Regular visits of MEAs may be scheduled to the institutions with clear timeline and objectives. Further, technology need to be utilized to assess large number of schools comfortably and make the reporting process quick and easier.
7. Orientation sessions may be conducted for principals and staff to explain them the purpose of M&E and how it has positively impacted other institutions. It may be assured the M&E process is carried out to facilitate the school administration and staff not to create threatening situation in the institutions.
8. This study suggests to include modules on effective communication and conflict resolution in MEAs training programs that may ensure collaboration and friendly behaviors of MEAs with school staff.
9. Additional valid quantifiable tools may be Integrated into the M&E Framework to assess 21st century skills and holistic development of the students.
10. Hybrid evaluation plan, including online survey and data analytic tools, may be developed by incorporating emerging technologies into the M&E process.
11. The study suggests to link the proposed M&E with LMS for quick data collection, analysis and report generation. Special trainings are recommended for MEAs on how to use LMS for the purposes.
12. It is recommended to establish a clear process and timeline to send the corrective measures to institutions. Subsequently, create a follow-up mechanism to ensure timely implementation of corrective measures at secondary school level in Pakistan.
13. Secondary schools may be ranked based on various aspects including academic performance, management, school administration, physical facilities, curricular and co-curricular activities.

5.7 The Proposed M&E Framework

Keeping the last objective, findings and conclusions of the current study in view, a M&E framework was proposed based on the opinions of principals, MEAs and Regional Directors. The proposed M&E framework was named as **3-Tier M&E Framework for Operational Efficiency of Schools**, which was the outcome of the current study. The monitoring and evaluation framework is given below:

PROPOSED
M&E FRAMEWORK
3-Tier M&E Framework for Operational Efficiency of Schools

The proposed M&E framework was developed on the basis of objective four of the current study which was related with the developing M&E framework at secondary school level in Pakistan, whereas findings of the present study act as need analysis for proposed framework. The current proposed framework was developed and proposed based on review of M&E models which have been applied at international level across the globe. In addition to the international models, the current study also considered the M&E practices employed at national, provincial and district school level. Further, it is also based on the findings, conclusions and recommendations of the current study. Therefore, the proposed M&E framework would be well suited for secondary school level in Pakistan and it can easily be transformed into M&E Model for secondary school level.

1. Introduction

Monitoring and Evaluation (M&E) is an important component of school education and is management tool to make the management alert and responsive. The M&E is conducted in educational institutions of Pakistan at federal, provincial, and

district levels. The federal govt set the overall education policies and standards, and conducts monitoring and evaluation of educational institutions through National Education Assessment System (NEAS). The other provincial govts implement the education policies and standards. They also ensure M&E at school level through respective provincial education assessment systems (PEAS). Each district govt manage schools and provide them resources as inputs, and conduct M&E through district education assessment systems (DEAS). Keeping the flaws, issues and prospects of existing M&E mechanism of Pakistan, the current study has proposed the M&E framework to meet the preset objectives, identify what is needed to improve the various aspects of education and ensure informed decision-making. The proposed M&E framework will work under following principles:

1.1. Setting of Standards. At the outset, the organization needs to set standards for all components and indicators including teachers, teaching, academics, infrastructure and administration which are to be evaluated. The newly proposed M&E framework will operate on the basis of set standards and the performance of each indicator will be measured against its standard through structured and quantifiable tools (checklists). The model standards of all aspects and indicators have been developed on the basis of inputs, processes and outcomes and are placed at (**Appendix-D)** for guidance. The newly developed and approved standards along with necessary guidelines need to be sent to institutions for their maximum achievement which will be measured through quantifiable checklists after reasonable reaction time. Further, the proposed framework will conduct M&E process in the following three tiers:

1.2. Tier-I. In this tier, the mode of M&E is formative in nature which will be carried out internally by the principal on monthly basis. The principal will assess the aspects and indictors of institutions through centralized proforma issued by Directorate at least four times in each term during an academic session. The principal will assess the teachers,

teaching, inputs, process, outcome and institution as a whole as per laid down criterion against given standard of each indicator. The assessment and evaluation must be objective, quantifiable, free of bias, and the filled-in checklists need be maintained as record which will be verified by Regional Directors (RDs) during their academic visit in Tier-II.

1.3. Tier-II. In this tier, the Regional Director RD will schedule M&E visits at least twice to each institution in an academic year to assess the proformas which have been filled in by the principals during internal assessment Tier-I. The RD will also assess the teachers, teaching, academics, infrastructure, and administrative aspects in a sequence inputs, process and outcome. The RD will also assess the institution as a whole through centralized checklists at least once in each term during an academic session to verify the filled-in checklists of principals with the on-ground facts. RD will visit and evaluate fifty percent of the institutions randomly as per laid down criterion against given standard of each indicator.

1.4. Tier-III. The external M&E will be carried out by Monitoring and Evaluation Assistants (MEAs) during the academic session, which will be scheduled as per directives and approval of Director General (DG). The MEAs will be independent in their judgments and observations. They will be equipped in terms of relevant IT gadgets, all necessary documents, checklists and transport facilities. The MEAs will focus on academic quality in line with prescribed academic indicators against preset standards. The MEAs will also check and verify the checklists that have been filled in by the heads of institutions and RDs during the same academic year. They may ask for additional documentary or any other kind of evidences including results, exam answer scripts, certificates, positions in exams, details of funds and co-curricular activities for confirmation and authenticity of their assessment reports. They will verify the stated facts in the checklists with the facts on ground; any disparities or dichotomies will be duly

notified in the report generated as a result of the whole process, which, in turn, will affect the overall grading of the institution. However, MEAs will not give any direction or impose any restriction to interfere in the routine life of an institution. MEAs will be responsible to prepare and submit a comprehensive report within one week after completing visit, about each institution based on the standard format issued by the Directorate. The provisional report will be sent to Directorate for its finalization. Both MEAs and Directorate M&E team will diagnose the weak and strong areas of each institution with recommendations in the form of corrective measures for its improvement. The corrective measures will be finalized and approved from competent authority and will be sent to institutions for Implementation.

1.5. Measuring Procedure

There are one hundred and twenty items in all four aspects of the school which are illustrated bellow in table 5.1. Each item carries 5 marks thus the total score of 120 items is 600. The total score of needs be counted and measured on the basis of marks in the required column. The measurement and quantification must be carried out in each tier and must be reflected in report.

Table 5.1: *Quantification and Measuring Procedures of M&E*

Aspects	No of Areas	In Each Area there are:	No of Items	Total Score
Teacher and Teaching	10	3 x Items	3 x 10 = 30	30 x 5 = 150
Academic	15	3 x Items	3 x 15 = 45	45 x 5 = 225
Infrastructure	10	3 x Items	3 x 10 = 30	30 x 5 = 150
Administrative	5	3 x Items	3 x 5 = 15	15 x 5 = 75
Total	40	3 x Items	3 x 40 = 120	**120 x 5 = 600**

1.6. Performance Index and Ranking of Institutions

The Evaluated data will be used to rank schools in different shades based on their performance ranges. The ranking will be made on yearly basis at the Directorate level and will be displayed on official website. M&E department will award the following shades on the cumulative score of each institution after due compilation and analysis of institutional performance scores:

Table 5.2: *Interval-wise Shades System for Institutional Ranking*

90-100	80-89.99	70-79.99	60-69.99	59.99 or below
Green			**Yellow**	**Pink**	**Red**

Table 5.3: *Proposed Quantification for Institutional Ranking*

Aspects/ Indicators	Score Allotted	Score Obtained	Score Obtained in %age
Teachers' Assessment	150		
Academic Indicator	225		**Calculation of obtained Score (in Percentage)**
Institutional Infrastructure	150		$\frac{\text{Score Obtained}}{600} \times 100 =$
Administrative Indicator	75		
Total	**600**		%Age
Shade of the Institution			Shade
Ranking			**Ranking**

Proposed Framework. The 3-Tier M&E Framework is described as follow

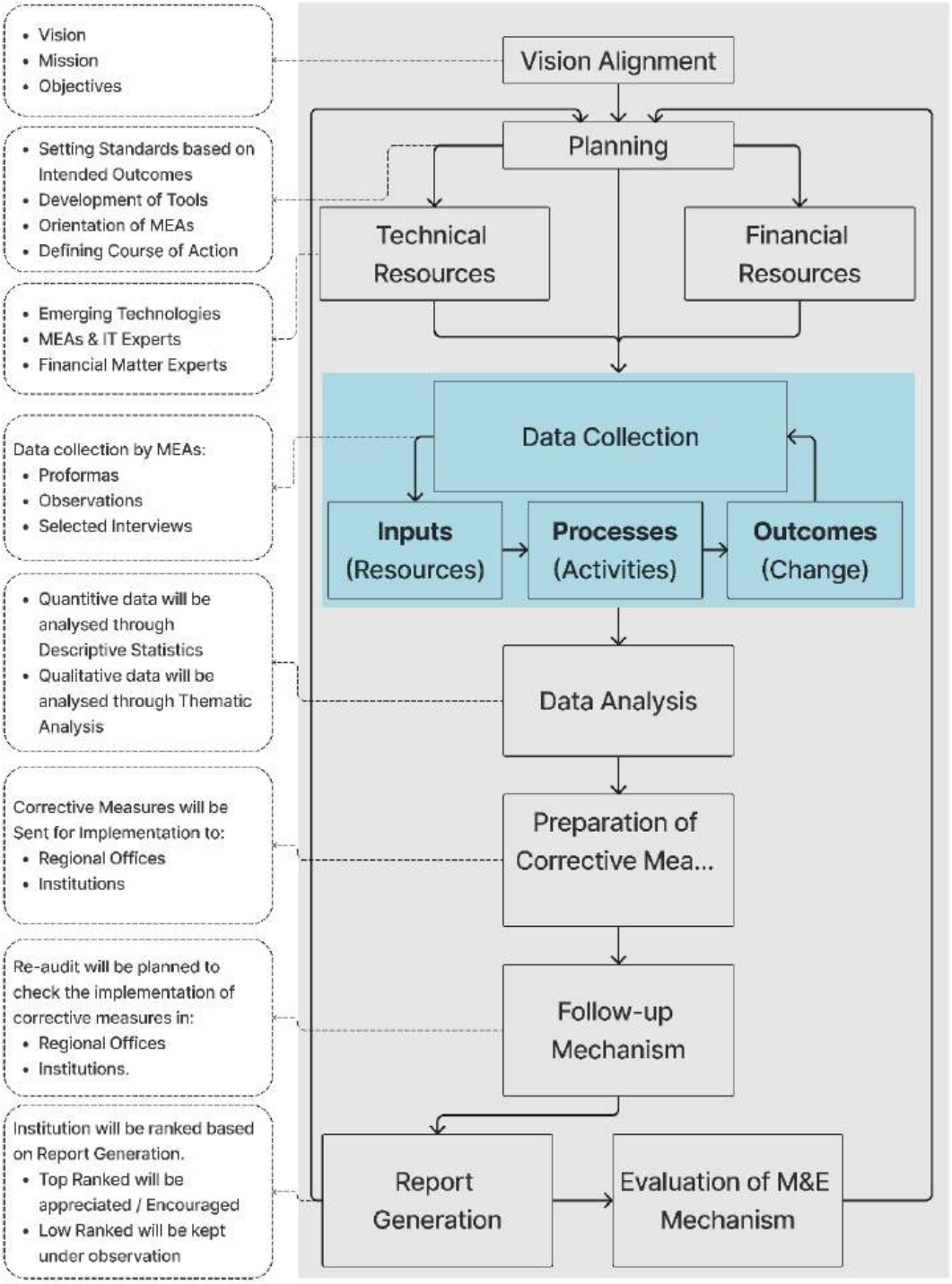

Figure 5.1 Proposed 3-Tier M&E Framework

Detailed description of proposed 3-Tier M&E Framework characteristically includes the following main steps:

1.7. Vision Alignment

It is imperative to ensure that organizational vision, mission and objectives are well synchronized. Further, all the members of organization must have full clarity and understandings that what the organization wants to achieve to add values in the existing status. Finally, the team is dedicated and enthusiastic to work toward a common vision.

1.7.1. Vision and Mission Statement. The mission of M&E is to create an alert and responsive environment that could utilize the available resources to ensure desired results and bring positive change as an outcome of the program. The M&E links the resources with activities, results and change and back it with the vision and mission of M&E. A well-equipped and systematic M&E mechanism assure the quality inputs, regulated processes, relevant outputs and desired outcomes. The report generated by M&E branch will be guidelines for all stakeholders including educational administrators, managers and concerned authorities to work in right direction. It is equally important to keep the M&E as a separate branch and the monitoring and evaluation assistants (MEAs) must be an independent body and should be capacitated in terms of all technical and professional aspects of the M&E mechanism. Moreover, the M&E will positively set its pace to address the challenges in the process of M&E.

1.7.2. Objectives of M&E. The cycle of M&E will revolve around the following objectives:

(i) To get evidence-based demographic information of institutions for making informed decisions.

(ii) To assess progress of school toward achieving preset objectives of program.

(iii) To assess the implementation of program as planned.

(iv) To identify the issues faced by the school management and faculty.

(v) To identify areas where progress is slow and bellow the targets.

(vi) To check whether all learners have access to quality education, regardless abilities and social status.

(vii) To assess that school resources are used effectively and efficiently.

(viii) To improve the use of IT Gadgets in classroom domain.

(ix) To ensure that physical facilities are in accordance with learners' needs.

(x) To ensure the infrastructure as per needs of the available students.

(xi) To ensure the transparency in financial matters of the school.

(xii) To assess students' progress toward academic standards.

(xiii) To assess the students' holistic development.

(xiv) To evaluate the effectiveness of pedagogical practices of the classrooms.

(xv) To evaluate the school's climate and culture.

1.7.3. Planning. During this phase a comprehensive plan is scheduled with appropriate dates and timeline. Further it will identify the key areas of school education that are to be monitored and evaluated. Standard for each area is set based on national standards and intended outcomes. Then planning is carried out for tools development, arranging orientation sessions for MEAs and describing the course of action for entire process. It explains the method that how tools will be used during M&E process.

1.7.4. Technical Resources. The proposed M&E will work in hybrid mode (Virtual and Physical mode) therefore, technical assistance of IT branch will be instantly needed for M&E process. The MEAs should be equipped and trained in terms of the relevant IT gadgets which are used in M&E process. The data collection process is in hybrid mode wherein the data are entered by MEAs on the spot during their visits which will be in the access of Directorate and all concerned officers at the same time. Therefore, IT and financial matters experts will be part of team.

1.7.5. Financial Resources. Financial autonomy is essential part of the M&E mechanism therefore separate budget should be allocated for M&E in order for carrying out the operational activities of the M&E effectively. Moreover, the financial autonomy will enable the M&E to work independently without being obliged to the department. So adequate regular budget is required for material resources, transportation and in other contingencies.

2. Data Collection

The data will be gathered on all important areas of educational institutions by Monitoring and Evaluation Assistants (MEAs), through three quantifiable proformas, observations, some selected interviews, and review of official documents. Data will be collected in following pattern:

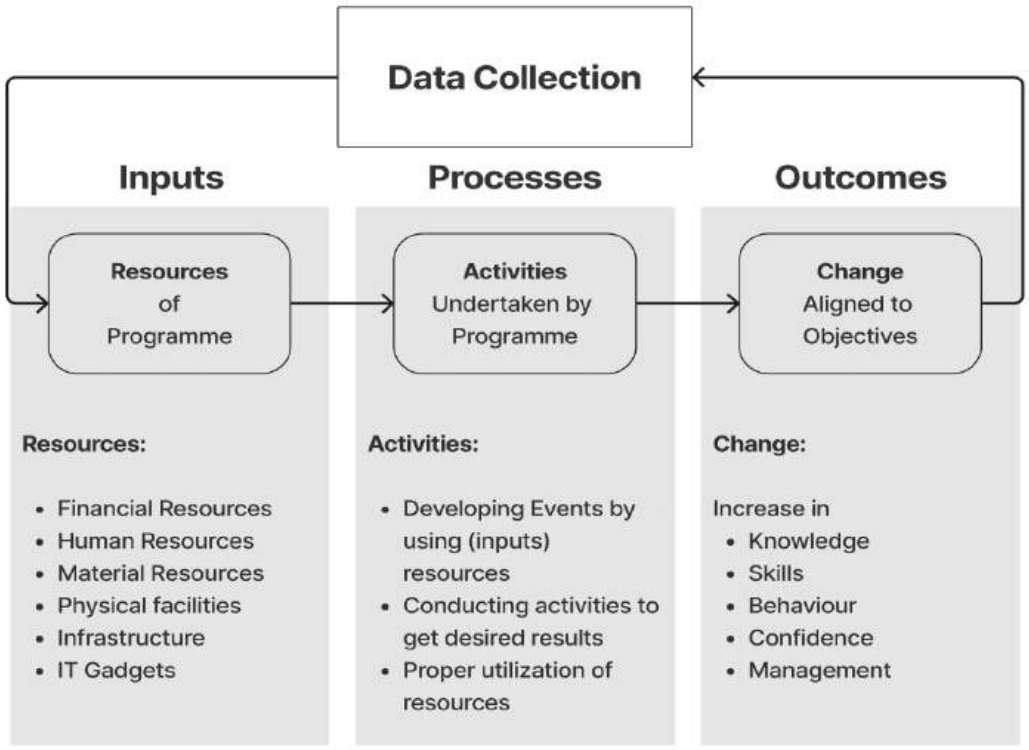

Figure 5.2 Aspects and Indicators for Data Collection

2.1. Inputs – Resources of M&E. Inputs are the available material or non-material resources related to program. The term input includes human resources, learning

material, physical facilities, infrastructure, financial resources and IT equipment needed at secondary school level for its smooth implementation.

i. Financial Resources
ii. Human Resources
iii. Material Resources
iv. Physical Resources
v. Infrastructure
vi. Emerging Technologies

2.2. Process – Activities. Activities are the structured actions that produce specific outputs. There are planned events of school which are carried out by using all available resources of the institution.

i. Science Practical and Experiments
ii. Activities in Classrooms on Various Concepts
iii. Debates Competitions
iv. Science Exhibition
v. STEAM and STEM Projects
vi. Group Discussion
vii. Observing National Events

2.2.1. Outcomes – Change Aligned with Objectives. Outcome is a change and tangible achievements based on preset objectives pertaining to academic activities, pedagogical skills, knowledge, confidence, administrative aspects or educational infrastructure. Outcome is the change and increase in:

i. Knowledge
ii. Skills
iii. Confidence
iv. Behavior

v. Management

3. Data Analysis

The quantitative data collected through proformas will be quantified and analyzed through descriptive statistics and data pertaining to interviews will be analyzed through thematic analysis to identify the trends, strengths, weaknesses, and the areas for improvements.

4. Preparation of Corrective Measures

The corrective measures will be prepared based on the findings of M&E process and its analysis. The way forward and guidelines for relevant stakeholders, including concerned Directorate, regional offices, school administrators, and MEAs will be formulated to guide them in implementing of corrective measures. The corrective measures will be sent to all regional offices and institutions for implementation.

5. Follow-up Mechanism

The regional offices and institutions should be given sufficient reaction time (3 to 6) months to implement the corrective measures. The M&E Directorate will plan and schedule re-audit of regional offices and institutions, assessing the implementation of corrective measures after (3 to 6) month reaction time. The re-audit will be carried out by independent body headed by senior officers of M&E Directorate to check the implementation level of corrective measures.

6. Report Generation

The final report will be generated based data gathered through re-audits. The results will be presented in tables, graphs and figures with analytical inferences. Recommendations for further planning and execution will be made to improve the implementation of M&E system. Based on the results of analyses, the institutions will be ranked in terms of their strengths. The top ranked secondary schools will be awarded

appreciation certificates and cash prizes. The low ranked secondary schools will be kept under observation throughout the academic years and their shortcomings will be addressed immediately. Concurrently, the meta evaluation of M&E system will be carried out to check the validity, reliability and efficiency of M&E framework which will be reflected in final report.

7. Evaluation of M&E Mechanism

Meta-evaluation process should be carried out systematically to assess the planning, designing, implementation, and outcomes of the M&E mechanism to ensure that the results provided are authentic and reliable or to identify where the M&E mechanism needs improvement. The meta-evaluation process may be carried out formally by conducting interviews of stakeholders, analyzing the documents, data and reports. It may be carried out simply by taking reflections of existing M&E process and outcomes.

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Appendix-A

DEVELOPING MONITORING AND EVALUATION (M&E) FRAMEWORK AT SECONDARY SCHOOL LEVEL IN PAKISTAN

Personal Profile of the Respondent

1. Name _____ 2. Gender _____

3. Department _____4. Designation _____

5. Qualification _____ 6. Experience _____

7. Age _____ 8. District/ City_____

Note. How far do you Agree/ Disagree with the following Statements using the 5-Point Scale?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Monitoring and Evaluation Mechanism for Secondary Schools	1	2	3	4	5
1.	Your organization has proper monitoring & evaluation (M&E) mechanism					
2.	M&E mechanism of your organization follows M&E model					
3.	You are satisfied with the current M&E mechanism of your organization					
Objective 1. The Existing M&E Practices at Secondary School Level in Pakistan						
Management and Administrative Aspects						
4.	MEAs evaluate the agenda points of staff meeting & their outcome					
5.	MEAs assess the implementation of the School Improvement Plan (SIP)					
6.	MEAs examine the HR management of the school					
7.	MEAs monitor the financial management of the school					
8.	MEAs assess the resources management of the school					
9.	MEAs evaluate the curricular activities of the school					
10.	MEAs assess management and administrative aspects					
Security System of the School						
11.	MEAs check the security system of the school					
12.	MEAs assess all the security equipment properly					
13.	MEAs check the CCTV cameras in the school					
14.	MEAs check the availability of the security guards					
15.	Existing M&E mechanism is effective to ensure security in the school					
School Infrastructure & Physical Facilities						

Note. How far do you Agree/ Disagree with the following Statements using the 5-Point Scale?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

16.	MEAs evaluate the number classrooms as per requirement of students' strength					
17.	MEAs check the availability of furniture as per requirement					
18.	MEAs checks the availability of drinking water					
19.	MEAs assess the availability of electricity					
20.	MEAs enquire about the availability of sports equipment					
21.	MEAs take into account the availability of washrooms					
22.	MEAs check the availability of first aid unit in the school					
23.	MEAs assess the physical facilities of the school					
24.	MEAs assess the availability of training for the faculty					
25.	Existing M&E mechanism of your organization has improved the infrastructure and physical facilities in school					
Human Resources						
26.	MEAs monitor the enrolment of the students					
27.	MEAs assess the availability of the faculty as per requirement					
28.	MEAs assess the attendance of the faculty					
29.	MEAs monitor the attendance of supporting staff					
30.	M&E of your organization has addressed the deficiency of staff					
Science Laboratories						
31.	MEAs assess the availability of science laboratories					
32.	MEAs assess the equipment of the science laboratories					
33.	MEAs examine the functionality level of science laboratories					
34.	M&E system has developed the culture of science practical					
School Library						
35.	MEAs assess the availability of the school library					
36.	MEAs assess the latest reading material & reference books in library					
37.	MEAs examine the functionality of the library by checking records in registers					
38.	M&E mechanism has developed the culture of books reading amongst the students in schools					
Cleanliness						
39.	MEAs assess the cleanliness of the school building					
40.	MEAs check the hygienic condition of drinking water					
41.	MEAs assess the hygienic condition of washrooms					
42.	MEAs focus on the personal hygiene of the students					
43.	M&E has improved the hygienic condition of the school					
Classroom Pedagogy						

Note. How far do you Agree/ Disagree with the following Statements using the 5-Point Scale?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

44.	MEAs monitor the lesson planner in the classroom					
45.	MEAs assess the teaching style & its suitability with topic					
46.	MEAs focus on using AV Aids in classroom teaching					
47.	MEAs assess the relevance of teaching with paper pattern					
48.	MEAs assess the preparation and confidence of teachers					
49.	MEAs assess the speaking skill and expression of teachers					
50.	MEAs evaluate the learning outcome of students					
51.	MEAs assess 21st Century skills during classroom teaching					
52.	The M&E mechanism of your organization has improved the teaching-learning process in the classroom					
Co-curricular Activities						
53.	MEAs assess the observance of national events in the school					
54.	MEAs assess the events of the school morning assembly					
55.	MEAs assess debate and speech competitions of the students					
56.	MEAs assesses the STEAM/ STEM projects of the students					
57.	M&E mechanism has promoted co-curricular activities in your school					
Discipline						
58.	MEAs monitor the dress code of teachers					
59.	MEAs monitor the students' uniform					
60.	MEAs evaluate the punctuality and commitment of the teachers					
61.	MEAs assess the students' behaviors					
62.	M&E mechanism has improved the discipline in your school					
Assessment						
63.	MEAs monitor the assessment mechanism of students' written work					
64.	MEAs monitor the assessment level of students' diaries					
65.	MEAs assess the holistic development of the students					
66.	M&E mechanism has improved the overall assessment system of school					
Academic Results						
67.	MEAs check class-wise results of the school against their targets					
68.	MEAs monitor & evaluate the board results of Grade IX &X					
69.	M&E mechanism of your organization has improved the year-wise results at all levels in secondary school					
Accounts and Financial Matters						
70.	MEAs take information about funds during their visit					

Note. How far do you Agree/ Disagree with the following Statements using the 5-Point Scale?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

71.	MEAs ensure proper utilization of funds					
72.	MEAs ask students about any illegal funds collection					
73.	MEAs evaluate the funds of various projects					
74.	M&E Mechanism has Improved Transparency in all Financial Matters					
Objective 2. Problems Faced by M&E in Functioning at Secondary School Level in Pakistan						
The Main Problems Faced by M&E at Secondary School Level:						
75.	Paucity of time is the main problem which prevents assessing various activities of the school					
76.	Limited M&E staff is the main problem that prevents performing the M&E process smoothly					
77.	Insufficient financial resources are the main problem that hinders the evaluation of various aspects of the school					
78.	Main problem is the unavailability of technical experts of MEAs					
79.	Main problem faced by MEAs is that school staff does not support M&E					
80.	Main problem is that there is no proper framework of M&E at the secondary school level					
81.	Conventional way of M&E is the main problem which takes long time to complete its rotation					
82.	Main problem is that M&E lacks emerging technologies					
83.	Main problem is that M&E is not carried out by independent body					
84.	Main problem with M&E is that it does not assess the development of 21st Century skills in students					
Objective 3. Prospects of M&E at Secondary School Level in Pakistan						
85.	Do You Think That Your Organization Needs a Clear Logical Framework of M&E?					
86.	Do you think that your organization needs tangible KPIs to measure all aspects of the school?					
87.	Do you think that your organization needs well-equipped M&E mechanism integrated with latest technologies?					
88.	Do you think that your organization needs independent body (Technical Experts) for M&E of the school?					
89.	Do you think that your organization needs an objective M&E mechanism to measure the various aspects of institution?					
90.	Do you think that your organization needs reform in existing M&E system of the school?					

Note. How far do you Agree/ Disagree with the following Statements using the 5-Point Scale?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

91.	Do you think that your organization needs a culture in secondary schools that could support and facilitate the M&E process?					
92.	Do you think that your organization needs adequate financial resources for implementing M&E mechanism?					
93.	Do you think that your organization needs sufficient time for M&E to assess various activities of the schools?					
94.	Do you think that your organization needs M&E mechanism that could assess the development of 21st Century skills in students?					

Add opinions for improvement of M&E if not addressed above.

Please write down three challenges (other than those above) that M&E faces in this school

1. ----------

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2. ----------

   ----
3. ----------

Write down three suggestions to improve M&E mechanism in this school

1. ----------

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2. ---

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3. ---

Thanks for your cooperation on sparing special time from your busy schedule to complete this survey. Your responses and opinions will be kept confidential and would be used for further improvement of M&E system of the schools.

Appendix-B

Interview Guide

(Interview Questions for Regional Directors)

Personal Profile of the Respondent

1. Name _____ 2. Gender _____

3. Department _____4. Designation _____

5. Qualification _____ 6. Experience _____

7. Age _____ 8. Distract/ City_____

1. Introduction: Qualifications and Experience

1. Would you like to share bout your previous education, experience and achievements have led to you becoming a Regional Director?
2. What are your experiences and expertise in the field of Monitoring and Evaluation of school?
3. Do your organization have M&E mechanism, if yes, please share the key principles of existing M&E system.?

2 M&E System of the Organization

1. What is M&E at school level, according to you?
2. Does your organization follow any M&E Model?
3. Are you satisfied with the current M&E mechanism of your organization?

3. Objective 1. Existing M&E Practices at Secondary School Level in Pakistan

a. What aspects of the management are assessed by MEAs?
b. What Aspects of the security system of the school are assessed?
c. What aspects of school infrastructure & physical facilities are assessed by MEAs?
4. What aspects of the human resources are assessed by MEAs?
5. Whether the cleanliness and hygienic condition of the school are assessed by MEAs?
6. What aspects of the teaching pedagogy are assessed by MEAs?
7. What aspects of the cocurricular activities are assessed by MEAs?
8. What aspects of the discipline are assessed by MEAs?
9. What aspects of the academic results and assessment are assessed by MEAs?
10. What aspects of accounts and financial matters of school are assessed by MEAs?

4. **Objective 2. Problems Faced by MEAs at School Level in Pakistan.**
    a. What are the main problems faced by MEAs at Secondary School level?
5. **Objective 3. Prospects of M&E at Secondary School Level in Pakistan**
    a. What and how you want to see the M&E mechanism at Secondary School level in Pakistan

Thanks for Your Cooperation

Appendix-C

Region-wise FG Public Secondary Schools and Their Principals

S. No.	Regions	Secondary Schools	Principals
1.	Peshawar Region	28	28
2.	Wah Region	22	22
3.	Rawalpindi	32	32
4.	Chaklala Regions	32	32
5.	Kharian Region	6	6
6.	Gujranwala Region	10	10
7.	Lahore Region	10	10
8.	Multan Region	14	14
9.	Bahawalpur Region	5	5
10.	Karachi Region	7	7
11.	Quetta Region	7	7
12.	Fazaia Region	13	13
	Total	**186**	**186**

Appendix-D

STANDARDS FOR SCHOOL COMPONENTS

One of the major objectives of an educational organization is to encourage the institutions to consistently strive for the attainment of excellence therefore the organization needs to set standards for all components and indicators of teachers, teaching, academics, infrastructure and administration of the school which are to be evaluated. The broad-based standards for all school aspects should be derived from national professional standards for teachers and ISO 9001:2015. Each standard should be described in terms of carefully identified parameters, amenable to objectives and with measurable assessment. Institutions are expected to meet each of the standard individually and to periodically review the strengths and weaknesses of their institutions for the continuous improvement in terms of quality.

The standards of Teaching, Academics, Institutional Infrastructure and Administrative aspects are described as under:

2.1. Standards for Teachers and Teaching

Quality learning is contingent upon quality teaching. It depends upon the professional competence of the teaching faculty in the following areas: -

Teachers:

(1) Understand the objectives of the lesson and effectively explain to the students before each lesson.

(2) Are well prepared for classroom teaching. They arrange relevant activities and examples for the lesson. They confidently teach their respective subjects.

(3) Have sufficient knowledge of the subject matter and its relationship with scheme of studies, paper pattern and its usability in practical life.

(4) Understand the techniques to develop instructional methods & material, and provide environment to help all students learn. They plan suitable teaching methodology based on effective use of A V Aids.

(5) Value and appreciate a participative culture in classroom to encourage students for questions and develop 21st century skills.

(6) Engage students in STEAM projects as part of classroom management, discipline, & decorum. They take care of time management and environment of the classroom.

(7) Understand the techniques to organize the teaching material in logical order to develop critical thinking. They present the teaching material in organized way.

(8) Use and express verbal, non-verbal and para-verbal communication with full clarity to assess, evaluate and enhance the learning outcomes.

(9) Understand and practice classroom decorum and manage the classroom environment with full Strength of mind.

(10) Assess students' written work to check the regularity in their work and maintenance of the diaries.

2.2. Standards for Academics

Quality output is strongly based on quality input, so it is the prime responsibility of intuitions to uplift their existing academic status according to the standards given below:

(1) Staff members know and understand their Job Descriptions (JDs) including responsibilities and their daily assignments.

(2) Teachers plan to cover syllabi according to scheme of studies. They keep strong correlation between syllabus covered & students' written work.

(3) Teachers are exceptionally astute to improve the students' efficiency and to get desired academic outcomes.

(4) Teachers use quality-based assessment strategies to identify and rectify the mistakes in students' written work. Their daily assessment improves the poor areas.

(5) Teachers promote the culture of science experiments on regular basis to develop creative thinking of the students, to integrate the theoretical part of subject with practical aspects.

(6) Teachers understand the importance of communication skills and they develop the speaking, reading and writing abilities of students in Eng and Urdu.

(7) Teachers are committed to provide supervised and transparent evaluation system to gauge the learning outcomes of students objectively.

(8) Teachers provide opportunities to the students in the capacity of co-curricular activities that support their intellectual, social, emotional and physical development.

(9) School management plan sports events in Intuitions to develop the physical being of the students and to maximize their achievements in sports competitions.

(10) School management fosters an environment for teachers that promote punctuality and commitment of teachers in curricular and co-curricular activities.

(11) School management encourages desirable attitudes, manners and behaviors to maintain the degree of respect amongst the staff members.

(12) School management appreciates to maximize the teachers' satisfaction level in terms of their workload, students' learning outcomes and administration support.

(13) School management keeps daily and monthly record of teachers' workload and fixtures while keeping the existing sanctioned posts into account.

(14) School management ensures the participation of available teachers in assembly & co-curricular activities and to carry out active correspondence to fill in the vacant posts as per sanction.

(15) School management effectively designs a strategy to measure the effectiveness of training in teachers' motivation, methodologies and in terms of students' results.

2.3. Standards for Institutional Infrastructure

Adequacy of institutional infrastructure has strong correlation with high achievements of students. In this regard, the following preventive measures will boost up the institutional effectiveness: -

School Management:

(1) Ensures the preventive and reactive security apparatus as per requirements and instructions.

(2) Appreciates the maintenance of library in terms of reading material and equipment and ensures its regular utilization for students.

(3) Focuses on the maintenance of science labs in terms of equipment (furniture, up-to-date apparatus, instruments & chemicals) and enhances its functionality level.

(4) Keeps the Computer Lab/ activity room equipped and up-to date. It forces to enhance the functionality level of emerging technology for maximum learning outcomes.

(5) Uphold the standard of classrooms in terms of furniture, green board & white wash, light, ventilation and cleanliness.

(6) Ensures the availability and maintenance of physical facilities including playground, hall, adequate furniture, gas & electricity.

(7) Maintains the standard of offices, staffroom, waiting room, washrooms & decoration of administration block.

(8) Maintains the hygiene of drinking water, offices, classrooms, furniture, labs, lib, grounds, teachers' and students' washrooms.

2.4. Standards for Administrative Aspects

Effective administration and competitive management are the hallmarks of a good institution; therefore, following standards must be attained for smooth functioning and crisis free management of institutions: -

Head of the Institution: -

(1) Updates and maintains the office record including office files, account ledgers, funds registers, service books and history gazette sheets.

(2) Maintains the audit record including settlement of category-wise audit objections (Internal/ External) on regular basis.

(3) Maintains a transparent record of codal procedures, state of students/ computers/ security funds and RDF.

(4) Fosters accurate report on the dealing of NTS with administration, teachers, students, and with official matters.

(5) Arranges frequent staff meetings on specific agenda points and keeps record of meeting minutes of the academic year.

Appendix-E

Federal Government Educational Institutions (Cantt/ Garrison) Directorate Sir Syed Road, Rawalpindi Cantt
Telephone No. 051-9292861
No. 0409/F- 11 /23-FGEI (CPD-QEC)
23 Feb 2022

To: All FGEI (C/G)
Regional Offices

Info: International Islamic University
Islamabad

Personal Concerned

Subject: **Permission to Collect Data for Ph.D. Research Study**

1. Following Ph.D scholar of Department of Education, International Islamic University. Islamabad intends to conduct research study.

2. Permission is hereby accorded to following to conduct the said research study in FGEIs at all Regions.

Ser	Name	Area of Study
a.	Mr. Ali Hussain (Reg # 168-FSS/PHDEDU/F19	Developing Monitoring and Evaluation Framework at Secondary School Level in Pakistan

3 The data/ information so collected from schools will be used only for Research purposes. Researcher is bound to share the findings & recommendations of the study with Federal Government Educational Institutions (Cantts/ Garrisons) Directorate, Rawalpindi after the completion of his research work.

4 Forward for further necessary action, please

Colonel
Deputy Director (HRD)
(Muhammad Fayaz Kaim)