



Exploring School Heads and Teachers' Perceptions about DCMA Visits to Schools Concerning Human Resources Management in Khyber Pakhtunkhwa

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Abstract: The present study was conducted to find out the perceptions of school heads and teachers about the visits of Data Collection Monitoring Assistants (DCMA) concerning the human resources management. Survey research design was adopted to carry out the study. A self-constructed questionnaire of reliability coefficient (0.891) was used for data collection. The study was delimited to only three districts of Khyber Pakhtunkhwa (KP). All the principals, headmasters/head mistresses and head teachers of higher, high, middle and primary schools of districts Peshawar, Mardan and Nowshera were comprised the population of this study. Further, a proportionate random sample technique was adopted. A proportionate random sampling technique was used and a sample of 1845 heads and teachers of schools were randomly selected. The data collected through the questionnaire form the respondents were analyzed on SPSS version 22 using frequencies and percentages. The analysis of the data indicated that Education Monitoring Authority had improved the teaching staff, non-teaching staff and students' attendance level effectively in all the schools of KP.

Key words: DCMA, Perception, Schools, Resources management, Human resource

1. Introduction

Government of Pakistan is struggling to achieve the Millennium Development Goals but still Pakistan is much more behind the target. One of the main reasons was poor monitoring and evaluation system. Monitoring was not given proper attention and the stake holders had no interest in attaining the objectives of education. Monitoring arranges the information a solid shape to the data (Shah, 2009). Monitoring brings out the hurdles and issues to the main stream where the hurdles can be tackled in a suitable way.

It may not be considered that monitoring is a formality, but it enhances the efficiency of teachers as well as students. Monitoring brings regularity in the teaching learning process. Monitoring in education plays a pivotal role in bringing out the transparency and ease in the learning environment (Qurtubi, 2018). Similarly, different techniques are adopted to get into deep the information needed to be addressed are highlighted through proper monitoring and evaluation (Sáiz-Manzanares et. al., 2021).

Pakistan has limited resources and mostly the resources are hidden or they may not be in proper use. Due to limited resources the enrollment rate is much low. These resources are much lower in rural areas as compared to urban areas (Kalim, 2023). It has been observed that many schools are running without basic facility even shelter

less schools have also been noticed. In such conditions the students dropped out rate has been increased. Besides these problems human resources like teachers, heads and community engagement have shown poor results (Afzal, Tabassum & Tabassum. 2022).

In 2013 the Government of KP has established an independent Monitoring Unit (IMU) for three years (2013-2016) to ensure the quality in attendance and efficacy of the students, teachers and administrators connected with educational institutions at the provincial level (Tahir, 2014). The contract was further extended for a period of two years (2017-2018). Later on, the independent monitoring unit was renamed as Education Monitoring Authority. District Management Committees under the supervision of Deputy Commissioner were established. Each district is headed by District Monitoring Officer (DMO) was taken from Provincial Management Services (PMS). Males and females Data Collecting Monitoring Assistants were employed through National Testing Service to assist DMO for male and female schools respectively. Each DCMA are allotted different schools to visit at least once a month. DCMA visits each school and gets information through smart phones and after completing his questionnaire on different items gets signature of the head of the school and sends online on the spot. In the first days there were several confusions regarding the leave of staff but later on all the deficiencies were removed and now proper data is sent to DMO office.

1.1 Objective of the Study

To carry out the research, the below objectives were framed including:

- a) To explore the control over the absenteeism of teaching, non-teaching and students due to the visit of DCMA
- b) To make a comparison among schools heads responses due to the DCMA visit concerning human resources.

1.2 Research Questions

The following research questions were developed to achieve the objectives including:

- a) How does the projected visit of a DCMA effect absenteeism ratio among teaching, non-teaching staff, and students in a school?
- b) Do perceptions of school heads differ as a result of a DCMA visit concerning human resources?

2. Literature Review

In school education all the stakeholders play their important role. Lacks in any part, the perceived objectives are not achievable. There must be a proper system to monitor all the requirements of the institution and utilize or mobilize the resources for the betterment of the institutions. Pakistan lies in the under developing ranges is facing severe problems in resources. In schools there must be some facilitates for learners to get full advantages of the resources. In all the resources first of all is the physical infrastructure which is considered as a basic key to success and helpful for real teaching learning process of a schools. School building with shelter is the central focus of school infrastructure that helps to increase the students' attendance rate, enhance motivation within the school staff and enhance the performance of students. The infrastructure of a school included school class and other rooms for classes, practical as well as sports goods. The formal process of daily teaching and learning always takes place in classrooms. The enhanced success linked with more suitable and well-spaced classrooms and adequate laboratories. Ramli and Zain (2018) found out three central aspects which largely affect students' academic success like system management, learning environment and infrastructure. According to Mahmood and Gondal (2017), physical facilities, academic facilities and the school atmosphere enhances the teaching learning process.

According to Zeuch (2016), one of the primary needs is the Human Resource Management (HRM) for the school. Without HRM it is not possible to achieve the desired goals. Main contributors in the school are the teachers and administrators of the school. Proper planning of HRM yields better results. Late nineteenth and the early twentieth centuries are considered the era of advancement concerning HRM (Zimmerman, 2015). Basic purpose of HRM is to provide security to the employ (Heyes. 2011). Suitable environment and security keep the employees satisfied in the work place and their homes (Fatimah, Noraisah, Nasir, & Khairuddin, 2012). Rudanic, Sokcevic and Kamenicki (2023) considered human resources as the basic key for the success of instructive work. Human resources were initially considered below average but the modern era has increased its value more than machines. Arafah and Munastiwi (2022) declared the human assets are the main contributors of a program. The managers,

administrators are the human assets which are controlling the whole system of an institution. The proper trainings are conducted by the trainers which covers the entity of human assets. For a better and smooth running of an institution human assets may not be denied. Without the involvement of human resources, it is not possible for a program to be completed in a better way. For a sound evaluation of school system different strategies may be adopted to get full utilization in the form of human resources (Ponum et. al., 2020).

3. Research Methodology

This study was quantitative in nature i.e. a survey research design was employed to carry out the study.

3.1 Research Population

The population of this research study comprised of principals, Headmasters/head mistresses and head teachers of higher, high, middle and primary schools in KP, consisted of District Peshawar, Mardan and Nowshera. The total population comprised of thirty four thousand four hundred and sixty three (34463) including: four thousand two hundred and fifty three (4253) were heads and thirty thousand two hundred and ten (30210) were teachers working the schools in KP.

3.2 Sample of the Study

A proportionate random sample technique was adopted. A proportionate quantity of heads and teachers i.e. 1845 were randomly selected for the study.

3.3 Research Tool

To collect data a questionnaire was constructed. The tool was made valid through judgmental validation and was further refined through pilot testing by applying it on non-sample respondents. The questionnaire was administered to collect data from heads of the desired school. The data was collected by applying questionnaire consisted of closed ended items and open ended questions. This was a five point Likert scale with five grades i.e. 1,2,3,4 and 5 indicating strongly disagree, agree, undecided, agree and strongly agree with respectively.

4. Data Collection and Analysis

The data collected through questionnaire was tabulated, analyzed and interpreted into the meaningful findings and conclusions. The tables and analyses are based on the respondents' perceptions of the Govt schools (GHSS, GHS, GMS, and GPS) due to the DCMA visits concerning human resources management. The responses of the GHSSs principals are given in the below table:

To explore the control over the absenteeism of teaching, non-teaching and students due to the visit of DCMA to schools concerning human resources (Objective-1).

The perceptions of the principals/heads of Govt. schools (GHSS, GHS, GMS, and GPS), due to DCMA visit concerning human resources are given in the below tables:

Table 1: Principals/HM/teachers responses about the DCMA visits to GHSS concerning HRs

S. N	Statements	SA	A	UD	DA	SDA	Total
1	DCMA tally students' attendance register with students' physical presence in the class	119	335	18	19	4	495
		24.04	67.68	3.64	3.84	0.81	100
2	Enrolment of students has increased due to visits of the Education Monitoring Authority	35	310	71	64	15	495
		7.07	62.63	14.34	12.93	3.03	100
3	DCMA monitors the dropout rate of students	53	370	36	23	13	495
		10.71	74.75	7.27	4.65	2.63	100
4	DCMA checks the attendance of the teaching and non-teaching staff from their attendance register	420	65	4	2	4	495
		84.85	13.13	0.81	0.40	0.81	100

5	DCMA ensures the physical presence of teaching and non-teaching staff	330 66.67	149 30.10	09 1.82	04 0.81	03 0.61	495 100
6	DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment	170 34.34	310 62.63	3 0.61	8 1.62	4 0.81	495 100
7	DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot	430 86.87	54 10.91	2 0.40	5 1.01	4 0.81	495 100
8	Education department takes action on absent staff	193 38.99	279 56.36	4 0.81	12 2.42	7 1.41	495 100
9	Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority	114 23.03	339 68.48	19 3.84	19 3.84	4 0.81	495 100
10	DCMA checks the record of Parents Teachers council meetings in their routine visit	228 46.06	255 51.52	3 0.61	6 1.21	3 0.61	495 100
11	DCMA makes sure of active participation of parents in PTC	203 41.01	278 56.16	9 1.82	3 0.61	2 0.40	495 100
12	DCMA conducts meetings with PTC members	19 3.84	19 3.84	239 48.28	212 42.83	6 1.21	495 100
13	DCMA issues instructions to PTC members during their visits	2 0.40	7 1.41	6 1.21	149 30.10	331 66.87	495 100
14	Teachers' shortage has been minimized with the introduction of EMA	127 25.66	319 64.44	2 0.40	41 8.28	6 1.21	495 100
15	Non-teaching staff become regular with the introduction of EMA	329 66.46	128 25.86	1 0.20	32 6.46	5 1.01	495 100
Mean		185	215	28	40	27	495
n		37.33	43.33	5.74	8.07	5.53	100

Table 1 is based on the visits of DCMA about the checking of human resources provided to the government higher secondary schools and responses by the principals of the concerned schools. For statement No.1 "DCMA tally students' attendance register with students' physical presence in the class" most of the principals 24.04 %are strongly agreed and 67.68% are agreed with the statement and only 3.84% are disagreed and 0.81% are strongly disagreed while 3.64% have no views about the said statement. For statement No.2 "Enrolment of students has increased due to visits of the Education Monitoring Authority" most of the principals 69.7% (both strongly agreed and agreed) are in favor of the statement while 16.23% (both disagreed and strongly disagreed) oppose the statement.

Besides, for statement No.3 "DCMA monitors the dropout rate of students" 85.46% principals are agreed and strongly agreed while 7.28% principals are disagreed and strongly disagreed with the statement. For statement No.4 "DCMA checks the attendance of the teaching and non-teaching staff from their attendance register" majority of the principals 97.98% are agreed and strongly agreed with the statement and very few 1.82% are against the statement. For statement No.5 "DCMA ensures the physical presence of teaching and non-teaching staff" 96.77% of the principals are in the view of statement while 1.41% principals have a negative view about the statement. For statement No.6 "DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment" Majority 96.97% of the principals are agreed with the statement and very little 1.62% of the principals are disagreed with the statement.

In addition, for statement No.7 "DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot" Most 97.78% of the principals are agreed with the statement while some 2.02% principals are against the statement. For statement No.8 "Education department takes action on absent staff" Most 38.99% of the principals are strongly agreed 56.36% are agreed, 2.42% are disagreed, 1.41% are strongly disagreed while 0.81% have no views about the statement. For statement No.9 "Teaching and non-teaching staff absenteeism

is controlled due to visits of Education Monitoring Authority" majority 23.3% of the principals are strongly agreed, 68.48 are agreed, 3.84% are disagreed with the statement while 0.81% have no idea about the statement.

Further, for statement No.10 "DCMA checks the record of Parents Teachers council meetings in their routine visit" most 98.12% of the principals are strongly agreed and agreed while 1.21% are disagreed with the statement. For statement No.11 "DCMA makes sure of active participation of parents in PTC" majority 97,17% of the principals are in the favors of statement while 1.01% are against the statement.

For statement No. 12 "DCMA conducts meetings with PTC members" only 7.68% of the principals are agreed with the statement while mostly 44.04% are disagreed with the statement and 48.28% are silent. For statement No.13 "DCMA issues instructions to PTC members during their visits" very few 1.81% of the principals are agreed and strongly agreed while 96.97% are disagreed and strongly disagreed with the statement besides 1.21% have no views about the statement.

Moreover, for statement No.14 "Teachers' shortage has been minimized with the introduction of EMA" majority 64.44% the principals are agreed, 25.66% are strongly agreed while 8.28% are disagreed and 1.21% are strongly disagreed with the statement. 0.40% of the principals are silent about the statement. For statement No.15 "non-teaching staff become regular with the introduction of EMA." Most 25.86% of the principals are agreed, 66.46% are strongly agreed, 6.46% are disagreed 1.01% are strongly disagreed while 0.20% have no views about the statement.

Mean responses of the principals show the majority 51.51% of the principals are agreed, 35.74% are strongly agreed while 8.51% are disagreed and 1.60% are strongly disagreed with the statement. In all these responses 2.70% of the principals remain silent. All this is shown in the below figure 1.

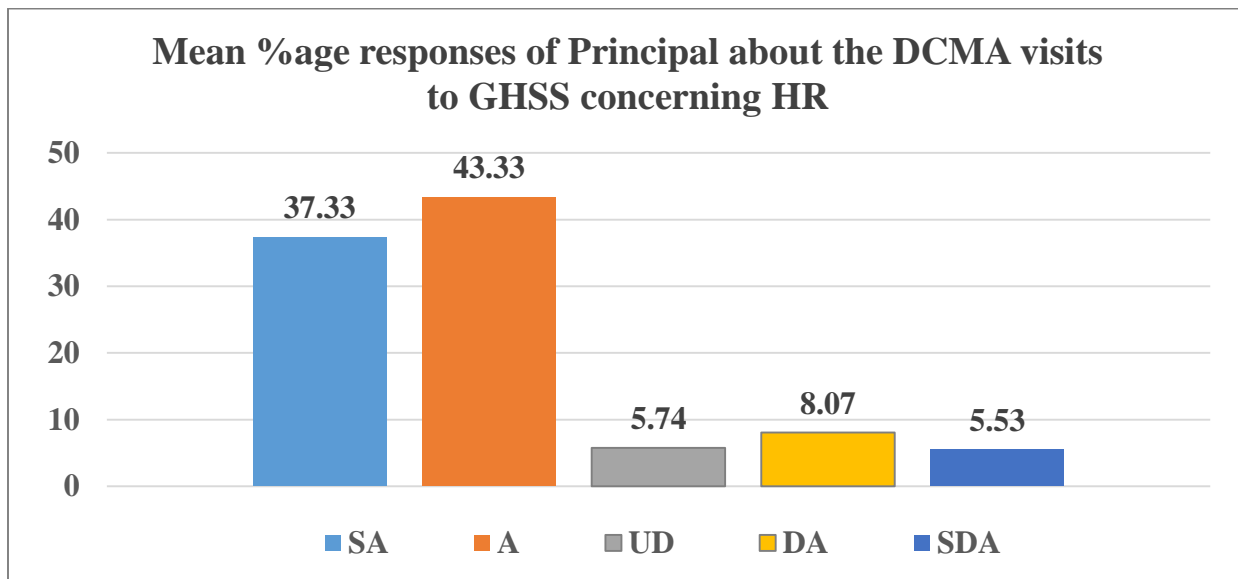


Figure 1: Mean responses

Table 2: Principal/HM/teachers 'responses about the DCMA visits to GHS regarding HRs

S. N	Statements	SA	A	UD	DA	SDA	Total
1	DCMA tally students' attendance register with students' physical presence in the class	59	182	10	10	3	264
		22.35	68.94	3.79	3.79	1.14	100
2	Enrolment of students has increased due to visits of the Education Monitoring Authority	16	170	38	35	5	264
		6.06	64.39	14.39	13.26	1.89	100
3	DCMA monitors the dropout rate of students	28	201	17	12	6	264
		10.61	76.14	6.44	4.55	2.27	100
4	DCMA checks the attendance of the teaching and non-teaching staff from	219	35	2	1	7	264
		82.95	13.26	0.76	0.38	2.65	100

	their attendance register						
5	DCMA ensures the physical presence of teaching and non-teaching staff	174 65.91	82 31.06	2 0.76	5 1.89	1 0.38	264 100
6	DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment	95 35.98	162 61.36	2 0.76	1 0.38	4 1.52	264 100
7	DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot	228 86.36	28 10.61	2 0.76	2 0.76	4 1.52	264 100
8	Education department takes action on absent staff	104 39.39	153 57.95	1 0.38	4 1.52	2 0.76	264 100
9	Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority	63 23.86	179 67.80	10 3.79	9 3.41	3 1.14	264 100
10	DCMA checks the record of Parents Teachers council meetings in their routine visit	122 46.21	137 51.89	2 0.76	1 0.38	2 0.76	264 100
11	DCMA makes sure of active participation of parents in PTC	107 40.53	149 56.44	4 1.52	3 1.14	1 0.38	264 100
12	DCMA conducts meetings with PTC members	7 2.65	7 2.65	2 0.76	132 50.00	116 43.94	264 100
13	DCMA issues instructions to PTC members during their visits	2 0.76	1 0.38	1 0.38	89 33.71	171 64.77	264 100
14	Teachers' shortage has been minimized with the introduction of EMA	71 26.89	168 63.64	3 1.14	20 7.58	2 0.76	264 100
15	Non-teaching staff become regular with the introduction of EMA	175 66.29	69 26.14	0 0.00	17 6.44	3 1.14	264 100
Mean		98 37.12	115 43.81	6 2.13	23 8.61	22 8.33	264 100

Table 2 is based on the visits of DCMA about the checking of human resources provided to the government high schools and responses by the principals/Headmasters of the concerned schools. For statement No.1 "DCMA tally students' attendance register with students' physical presence in the class" most of the principals 68.94 % are agreed and 22.35% are strongly agreed with the statement and only 3.79% are disagreed and 1.14% are strongly disagreed while 3.79% have no views about the said statement. For statement No.2 "Enrolment of students has increased due to visits of the Education Monitoring Authority" most of the principals 70.45% (both strongly agreed and agreed) are in favor of the statement while 15.15% (both disagreed and strongly disagreed) oppose the statement. For statement No.3 "DCMA monitors the dropout rate of students" 86.75% principals are agreed and strongly agreed while 6.82% principals are disagreed and strongly disagreed with the statement. In addition, for statement No.4 "DCMA checks the attendance of the teaching and non-teaching staff from their attendance register" majority of the principals 96.21% are agreed and strongly agreed with the statement and very few 3.03% are against the statement. For statement No.5 "DCMA ensures the physical presence of teaching and non-teaching staff" 97.35% of the principals are in the view of statement while 2.28% principals have a negative view about the statement. For statement No.6 "DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment" Majority 97.34% of the principals are agreed with the statement and very little 1.90% of the principals are disagreed with the statement. For statement No.7 "DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot" Most 96.97% of the principals are agreed

with the statement while some 2.28% principals are against the statement. For statement No.8 "Education department takes action on absent staff" Most 39.39% of the principals are strongly agreed, 57.95% are agreed, 1.52% are disagreed, 0.76% are strongly disagreed.

Besides, for statement No.9 "Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority" majority 23.86% of the principals are strongly agreed, 67.80 are agreed, 3.39% un-decided, 3.41% are disagreed and 1.14% are strongly disagreed with the statement. For statement No.10 "DCMA checks the record of Parents Teachers council meetings in their routine visit" most 98.1% of the principals are strongly agreed and agreed while 1.14% are disagreed with the statement. For statement No.11 "DCMA makes sure of active participation of parents in PTC" majority 96.97% of the principals are in the favor of statement while 2.28% are against the statement. For statement No. 12 "DCMA conducts meetings with PTC members" only 5.3% of the principals are agreed with the statement while mostly 93.94% are disagreed with the statement.

Further, for statement No.13 "DCMA issues instructions to PTC members during their visits" only 1.14% of the principals are agreed and strongly agreed while 98.48% are disagreed and strongly disagreed with the statement. For statement No.14 "Teachers' shortage has been minimized with the introduction of EMA" majority 63.64% of the principals are agreed,26.89% are strongly agreed while 7.58% are disagreed and 0.76% are strongly disagreed with the statement. For statement No.15 "non-teaching staff become regular with the introduction of EMA" Most 26.14% of the principals are agreed, 66.29% are strongly agreed, 6.44% are disagreed 1.14% are strongly disagreed about the statement.

Mean responses of the principals show the majority 43.81% of the principals are agreed, 37.12% are strongly agreed while 8.61% are disagreed and 8.33% are strongly disagreed with the statement. In all these responses 2.43% of the principals remain silent.

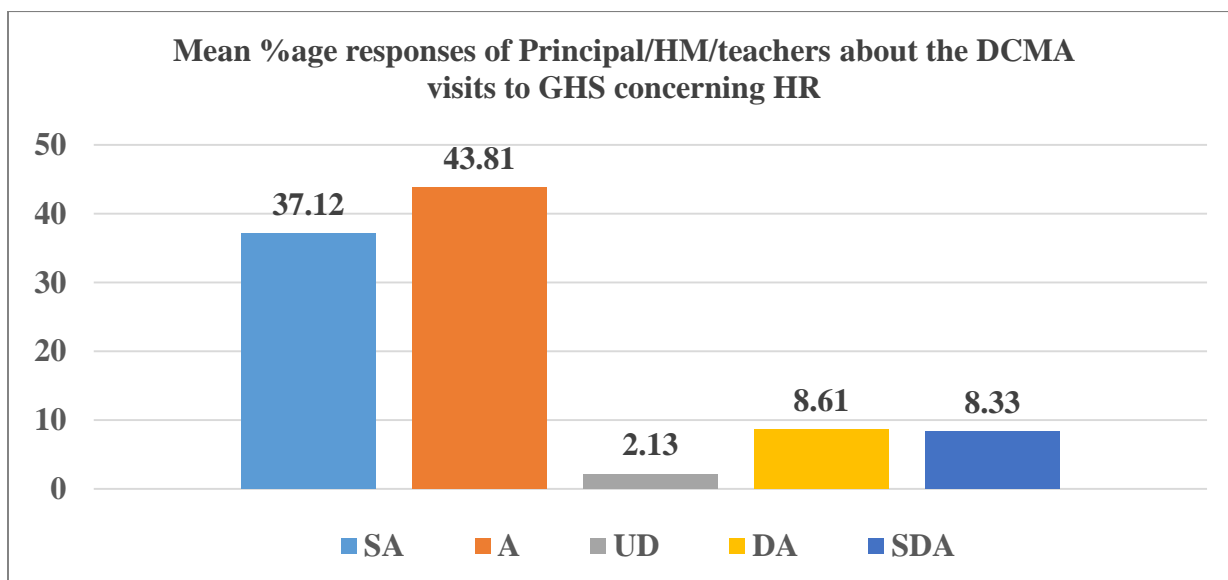


Figure 2: Mean Responses

Table 3: Principal/HM/teachers responses about the DCMA visits to GMS regarding HRs

S. N	Statements					SDA	Total
		SA	A	UD	DA		
1	DCMA tally students' attendance register with students' physical presence in the class	28	85	5	4	1	123
		22.76	69.11	4.07	3.25	0.81	100
2	Enrolment of students has increased due to visits of the Education Monitoring Authority	8	79	17	17	2	123
		6.50	64.23	13.82	13.82	1.63	100
3	DCMA monitors the dropout rate of students	12	93	10	6	2	123
		9.76	75.61	8.13	4.88	1.63	100
4	DCMA checks the attendance of the teaching and non-teaching staff from their attendance register	102	18	1	1	1	123
		82.93	14.63	0.81	0.81	0.81	100
5	DCMA ensures the physical presence of teaching and non-teaching staff	80	36	2	3	2	123
		65.04	29.27	1.63	2.44	1.63	100
6	DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment	41	77	0	3	2	123
		33.33	62.60	0.00	2.44	1.63	100
7	DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot	102	13	0	5	3	123
		82.93	10.57	0.00	4.07	2.44	100
8	Education department takes action on absent staff	48	69	1	3	2	123
		39.02	56.10	0.81	2.44	1.63	100
9	Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority	28	74	4	5	2	123
		22.76	68.29	3.25	4.07	1.63	100
10	DCMA checks the record of Parents Teachers council meetings in their routine visit	56	65	0	1	1	123
		45.53	52.85	0.00	0.81	0.81	100
11	DCMA makes sure of active participation of parents in PTC	51	65	2	3	2	123
		41.46	52.85	1.63	2.44	1.63	100
12	DCMA conducts meetings with PTC members	7	3	0	59	54	123
		5.69	2.44	0.00	47.97	43.90	100
13	DCMA issues instructions to PTC members during their visits	2	1	3	37	80	123
		1.63	0.81	2.44	30.08	65.04	100
14	Teachers' shortage has been minimized with the introduction of EMA	35	75	2	10	1	123
		28.46	60.98	1.63	8.13	0.81	100
15	Non-teaching staff become regular with the introduction of EMA	82	31	1	8	1	123
		66.67	25.20	0.81	6.50	0.81	100
Mean		46	52	4	11	10	123
		36.96	43.04	2.60	8.94	8.46	100

Table 3 is based on the visits of DCMA about the checking of human resources provided to the government high schools and responses by the headmasters of the concerned schools. For statement No.1 "DCMA tally students' attendance register with students' physical presence in the class" most of the headmasters 22.76% are agreed and

69.11% are strongly agreed with the statement and only 3.25% are disagreed and 0.81% are strongly disagreed while 1.63% have no views about the said statement. For statement No.2 “Enrolment of students has increased due to visits of the Education Monitoring Authority” most of the headmasters 70.73% (both strongly agreed and agreed) are in favor of the statement while 15.45% (both disagreed and strongly disagreed) oppose the statement. For statement No.3 “DCMA monitors the dropout rate of students” 85.37% headmasters are agreed and strongly agreed while 6.51% principals are disagreed and strongly disagreed with the statement.

Besides, for statement No.4 “DCMA checks the attendance of the teaching and non-teaching staff from their attendance register” majority of the head masters 97.56% are agreed and strongly agreed with the statement and very few 3.62% are against the statement. For statement No.5 “DCMA ensures the physical presence of teaching and non-teaching staff” 94.31% of the headmasters are in the view of statement while 4.07% principals have a negative view about the statement. For statement No.6 “DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment” Majority 95.93% of the headmasters are agreed with the statement and very little 4.07% of the principals are disagreed with the statement. For statement No.7 “DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot” Most 93.5% of the principals are agreed with the statement while some 4.51% headmasters are against the statement.

Moreover, for statement No.8 “Education department takes action on absent staff” Most 39.2% of the headmasters are strongly agreed, 56.10% are agreed, 2.44% are disagreed, 1.63% are strongly disagreed. For statement No.9 “Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority” majority 22.76% of the headmasters are strongly agreed and 68.29 are agreed, while 5.70% are disagreed with the statement. For statement No.10 “DCMA checks the record of Parents Teachers council meetings in their routine visit” most 98.38% of the headmasters are strongly agreed and agreed while 1.62% are disagreed with the statement. For statement No.11 “DCMA makes sure of active participation of parents in PTC” majority 94.31% of the headmasters are in the favor of statement while 4.7% are against the statement.

Furthermore, for statement No. 12 “DCMA conducts meetings with PTC members” few 8.13% of the headmasters are agreed with the statement while majority 91.87% are disagreed with the statement. For statement No.13 “DCMA issues instructions to PTC members during their visits” only 1.71% of the headmasters are agreed and strongly agreed while mostly 95.12% are disagreed and strongly disagreed with the statement. For statement No.14 “Teachers’ shortage has been minimized with the introduction of EMA” majority 60.98% of the headmasters are agreed, 28.46% are strongly agreed while 8.13% are disagreed and 0.81% are strongly disagreed with the statement. For statement No.15 “non-teaching staff become regular with the introduction of EMA” Most 25.20% of the headmasters are agreed, 66.77 % are strongly agreed, 6.50% are disagreed 0.81% are strongly disagreed while 0.81% have no views about the statement.

Mean responses of the principals show the majority 43.04% of the headmasters are agreed, 36.96% are strongly agreed while 8.94% are disagreed and 8.46% are strongly disagreed with the statement. In all these responses 2.60% of the principals remain silent as shown in figure 3 below.

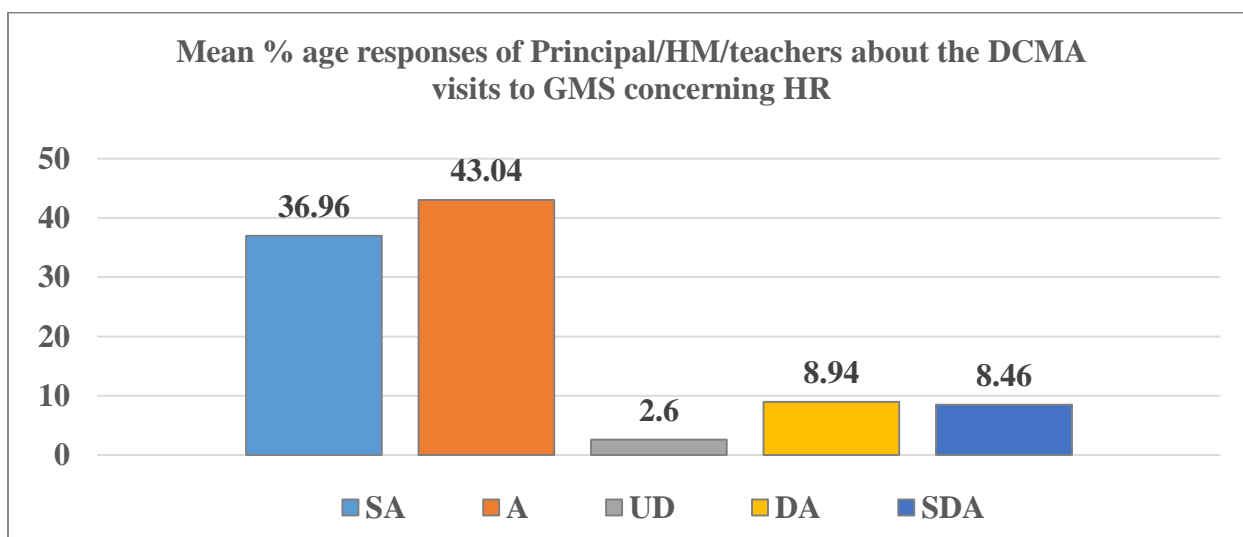


Figure 3: Mean responses DCMA

Table 4: Principal/HM/teachers 'responses about the DCMA visits to GPS concerning HR

S. N	Statements	SA	A	UD	DA	SDA	Total
1	DCMA tally students' attendance register with students' physical presence in the class	122 12.67	648 67.29	86 8.93	104 10.80	3 0.31	963 100
2	Enrolment of students has increased due to visits of the Education Monitoring Authority	114 11.84	722 74.97	62 6.44	63 6.54	2 0.21	963 100
3	DCMA monitors the dropout rate of students	145 15.06	747 77.57	30 3.12	38 3.95	3 0.31	963 100
4	DCMA checks the attendance of the teaching and non-teaching staff from their attendance register	763 79.23	190 19.73	3 0.31	5 0.52	2 0.21	963 100
5	DCMA ensures the physical presence of teaching and non-teaching staff	713 74.04	244 25.34	2 0.21	1 0.10	3 0.31	963 100
6	DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment	494 51.30	463 48.08	4 0.42	1 0.10	1 0.10	963 100
7	DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot	748 77.67	205 21.29	3 0.31	5 0.52	2 0.21	963 100
8	Education department takes action on absent staff	318 33.02	621 64.49	12 1.25	9 0.93	3 0.31	963 100
9	Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority	113 11.73	513 53.27	90 9.35	187 19.42	60 6.23	963 100
10	DCMA checks the record of Parents Teachers council meetings in their routine visit	368 38.21	574 59.61	17 1.77	3 0.31	1 0.10	963 100
11	DCMA makes sure of active participation of parents in PTC	129 13.40	408 42.37	12 1.25	161 16.72	253 26.27	963 100
12	DCMA conducts meetings with PTC members	3 0.31	1 0.10	0 0.00	503 52.23	456 47.35	963 100
13	DCMA issues instructions to PTC members during their visits	152 15.78	262 27.21	2 0.21	155 16.10	392 40.71	963 100
14	Teachers' shortage has been minimized with the introduction of EMA	273 28.35	618 64.17	0 0.00	69 7.17	3 0.31	963 100
15	Non-teaching staff become regular with the introduction of EMA	577 59.92	228 23.68	36 3.74	107 11.11	15 1.56	963 100
Mean		335 34.84	430 44.61	24 2.48	94 9.77	80 8.30	963 100

Table 4 is based on the visits of DCMA about the checking of human resources provided to the government higher secondary schools and responses by the primary school head teachers at the concerned schools. For statement No.1 "DCMA tally students' attendance register with students' physical presence in the class" most of the primary

school head teachers 67.29 % are agreed and 12.67% are strongly agreed with the statement and only 10.80% are disagreed and 0.31% are strongly disagreed while 8.93% have no views about the said statement. For statement No.2 "Enrolment of students has increased due to visits of the Education Monitoring Authority" most of the PSHTs 86.81% (both strongly agreed and agreed) are in favor of the statement while 6.75% (both disagreed and strongly disagreed) oppose the statement.

Further, for statement No.3 "DCMA monitors the dropout rate of students" 92.63% PSHTs are agreed and strongly agreed while 4.26% principals are disagreed and strongly disagreed with the statement. For statement No.4 "DCMA checks the attendance of the teaching and non-teaching staff from their attendance register" majority of the PSHTs 98.96% are agreed and strongly agreed with the statement and very few 0.73% are against the statement. For statement No.5 "DCMA ensures the physical presence of teaching and non-teaching staff" 99.38% of the PSHTs are in the view of statement while 0.41% of the PSHT has a negative view about the statement.

For statement No.6 "DCMA reports the shortage and vacant posts of teachers to high authority for fulfillment" Majority 99.38% of the PSHTs are agreed with the statement and very little 0.10% of the principals are disagreed with the statement. For statement No.7 "DCMA sends monthly reports of teaching and non-teaching attendance to DMOs through smart phones on the spot" Most 99.70 % of the PSHTs are agreed with the statement while some 0.73% principals are against the statement.

Moreover, for statement No.8 "Education department takes action on absent staff" Most 33.02 % of the PSHTs are strongly agreed, 64.49% are agreed, 6.54% are disagreed, 0.93% are strongly disagreed while 0.31% have no views about the statement. For statement No.9 "Teaching and non-teaching staff absenteeism is controlled due to visits of Education Monitoring Authority" majority 11.13% of the PSHTs are strongly agreed, 53.27 are agreed, 19.42% are disagreed and 6.23% are strongly disagreed with the statement while 9.35% have no idea about the statement.

For statement No.10 "DCMA checks the record of Parents Teachers council meetings in their routine visit" most 97.82% of the PSHTs are strongly agreed and agreed while 0.41% are disagreed with the statement. For statement No.11 "DCMA makes sure of active participation of parents in PTC" majority 55.77% of the PSHTs are in the favor of statement while 42.99% are against the statement.

Furthermore, for statement No. 12 "DCMA conducts meetings with PTC members" only 0.41 % of the PSHTs are agreed with the statement while mostly 99.98% are disagreed with the statement. For statement No.13 "DCMA issues instructions to PTC members during their visits" about 42.99 % of the PSHTs are agreed and strongly agreed while 56.81% are disagreed and strongly disagreed with the statement besides 0.21% have no views about the statement. For statement No.14 "Teachers' shortage has been minimized with the introduction of EMA" majority 28.35% of the PSHTs are agreed, 64.17% are strongly agreed while 7.17% are disagreed and 0.71% are strongly disagreed with the statement. For statement No.15 "non-teaching staff become regular with the introduction of EMA" Most 123.68 % of the PSHTs s are agreed, 59.92% are strongly agreed, 11.11% are disagreed 1.56% are strongly disagreed while 0.00% have no views about the statement.

Mean responses of the PSHTs show the majority 44.61% of the principals are agreed, 34/84% are strongly agreed while 9.77% are disagreed and 8.30% are strongly disagreed with the statement. In all these responses 2.49% of the principals remain silent.

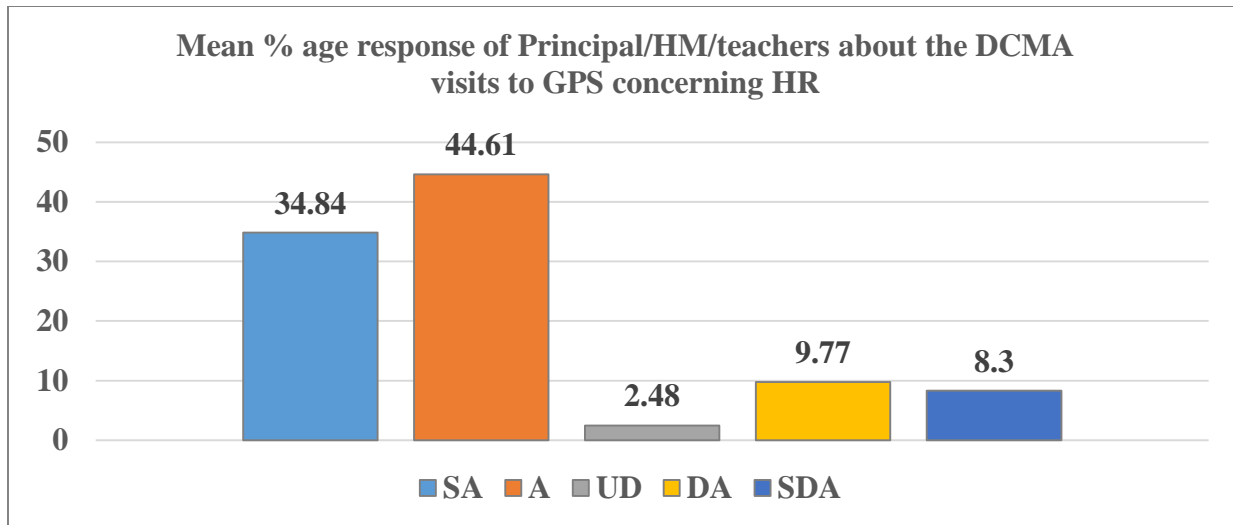


Figure 4: Mean Responses

To make a comparison among schools heads responses due to the DCMA visit concerning human resource (Objective-2)

The details of the comparisons of schools (GHSS, GHS, GMS, and GPS) heads perceptions over the DCMA visits concerning HR are shown in table 5 below.

Table 5: Comparison over mean responses of Principal/HM/teachers about the DCMA visits to the various Govt schools concerning HRs

S. N	Type of School	SA	A	UD	DA	SDA
1	GHSS	185	215	28	40	27
		37.33	43.33	5.73	8.07	5.54
2	GHS	98	115	6	23	22
		37.12	43.81	2.13	8.61	8.33
3	GMS	46	52	4	11	10
		36.96	43.04	2.60	8.94	8.46
4	GPS	335	430	24	94	80
		34.84	44.61	2.48	9.77	8.30

It is obvious from the table 4.6.1 that mean responses of the principals' GHSS that most of the principals 43.33% are agreed, 37.33% are strongly agreed, 5.74% have no views while 8.07% are disagreed and 5.54% are strongly disagreed with the statements. Principals/Headmasters of GHS have slightly different responses about the HRs i.e. 43.81% are agreed, 37.12% are strongly agreed, 2.43 are un-certain, 8.61% are disagreed and 8.33% are strongly disagreed with the statements. Similarly, headmasters of GMS have also slight differences as compared to higher, high and primary schools' responses. Responses of Headmasters of GMS indicates that most of the HMs 43.04% are agreed, 36.96% are strongly agreed, 2.60% are un-certain, 8.94% are disagreed and 8.46% are strongly disagreed with the statements. Finally, responses of GPS head teachers reveal the majority 44.61% are agreed, 34.84% are strongly agreed, 2.49% are silent, 9.77% are disagreed and 8.30% are strongly disagreed with the statements. As reflected in the figure 5 below.

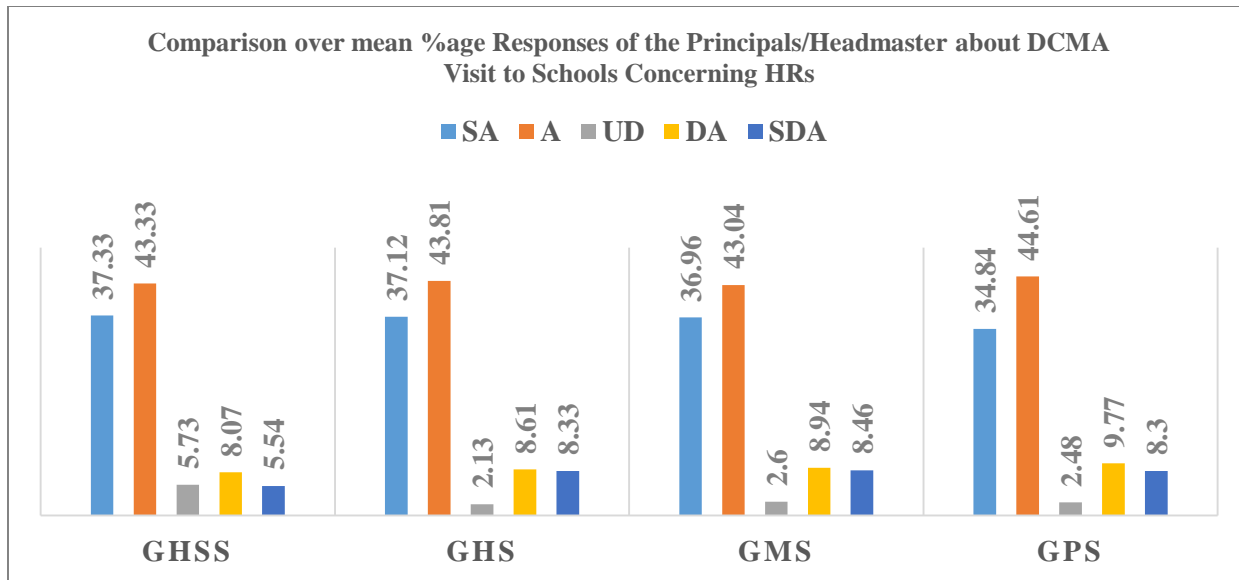


Figure 5: Mean responses

4.1 Discussions

Assad, S. (2016) conducted research on the impact of independent Monitoring unit (IMU) on public sector secondary schools' performance in Khyber Pakhtunkhwa, Pakistan. He found that majority of teacher were regularized, basic facilities of the schools, learning activities, students', enrollment ratio and performance of schools were improved due to independent monitoring unit. This is in line with the current study in which all the human resources are improved with the introduction of the visits of DCMA's.

Mahmood, Z. (2015) conducted research on comparative effectiveness of internal and external monitoring systems in Punjab education department. He concluded that significant changes occurred in the teachers' absenteeism, students' enrollment and students' achievements with external monitoring. This study is parallel with the current study in which all the objectives achieved in the betterment of schools.

Ali, A. (2019) conducted research study on The Effects of Independent Monitoring Unit at the Performance of Primary Schools in Khyber Pakhtunkhwa in 2019. He concluded that external monitoring is more fruitful as compared to internal monitoring in bringing positive changes regarding absenteeism, students' enrollment, funds utilization and performance of schools.

Din and Tahir (2014) conducted research study on Monitoring of the Delivery of Educational Services: A Case Study of Government Schools in Khyber Pakhtunkhwa. Results of the study show dissatisfaction with the monitoring system. This is in contrast with the current study. This is because only internal monitoring was considered in which there no third party was involved in monitoring. The main reason of dissatisfaction was the education officers which have less interest and lack of power.

Shahab, A. et al (2017) conducted research study on role of IMU in enrollment at primary level in Khyber Pakhtunkhwa. It has been concluded from the study that students' drop out has been minimized and enrollment ratio has been increased. This study is parallel to the current study in which students' enrollment has been increased.

Ali, N. (2020) conducted research study on Monitoring and accountability in professional development of teachers in rural Pakistan in. The study resulted proper monitoring is more essential for professional development as it reduces the concerns of teachers. This study is in line with the current study which emphasizes on the human resources.

4.2 Findings

- a) Most of the principals and teachers 24.04 % are strongly agreed and 67.68% are agreed with the statement and only 3.84% are disagreed and 0.81% are strongly disagreed while 3.64% have no views about the DCMA's checking attendance register with the physical presence of the teachers.

- b) Most of the principals 69.7% (both strongly agreed and agreed) are in favor of the statement while 16.23% (both disagreed and strongly disagreed) oppose the statement that student's enrolment has been increased.
- c) About 85.46% principals and teachers were agreed and strongly agreed while 7.28% principals are disagreed and strongly disagreed with the statement that DCMA's monitor the dropout rate of students.
- d) Majority 96.77% of the principals and teachers were in the view of statement while 1.41% principals have a negative view about the statement that DCMA Check the physical presence of teaching and non-teaching staff with the register.
- e) Majority 23.3% of the principals and teachers were strongly agreed, 68.48 are agreed, 3.84% are disagreed with the statement while 0.81% have no idea about the statement that absenteeism of teaching and non-teaching was controlled with the visits of DCMA's.

5. Conclusions

- a) Majority (87.24%) of the principals and teachers of GHSS agreed with DCMA visit to school, while less numbers of principals were disagreed. However, little % age of principals and teachers remain silent concerning HRs.
- b) Mean responses of the principals and teachers of GHS show the majority (81 %) of the principals and teachers were agreed, while less percentage of principals and teachers were disagreed with the DCMA visit to GHS. Conversely, little percentage of principals and teachers remains silent relating HRs.
- c) Majority (80%) of the Headmasters and teachers of GMS were agreed with the DCMA visit to GMS schools while, a little percentage of Head Masters and teachers were disagreed. Though a few Head Masters and teachers were undecided about HRs.
- d) Mean responses of the PSHTs and teachers of GPSs show the majority (79.45 %) of the PSHTs and teachers were agreed, whereas a little percentage of PSHTs and teachers remained disagreed. However, a few PSHTs and teachers remain silent concerning HRs.

5.1 Recommendations

- a) As majority of the principals' of GHSSs, GHSs, GMSs, and GPSs were agreed with the DCMA visit to schools, therefore, timely feedback need to be provided by the concern principals and teachers to overcome the shortage of HRs in the schools in terms of students, teachers, supporting staffs etc., to meet the needs of the schools in order to create a favorable environment in schools and facilitating continuous improvement and encouraging engagement.
- b) Those principals and teachers who were disagreed, their point of views need to be recorded for to overcome the HRs problems.

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