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RESEARCH PAPER

Monitoring Strategies and Mentoring Techniques adopted by Assistant Education Officers at Elementary School Level in Pakistan

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ABSTRACT

Monitoring is a continuous process of collecting information, serving as a check and balance, and declaring the truth on the work that is assigned. Whereas mentoring has the potential to be beneficial for both beginning educators and experienced teachers. In order to achieve the aim of the study the major objective were to identify different monitoring strategies and Mentoring techniques adopted at elementary level schools. Targeted sample of 340 elementary school teachers was accessed out from District Bahawalpur. Data were collected and analyzed through descriptive statistics. The results indicated that monitoring of AEOs was effective at elementary schools level and mentoring of teachers was also found effective in response of the teachers' quality improvement at elementary schools level. Based on the findings of the study it is recommended that (AEOs) monitoring is very effective and plays a vital role in improving quality of education at elementary schools level in Pakistan.

KEYWORDS	Corrective, Mentoring , Monitoring, Pedagogy, Strategies

Introduction

Monitoring is a continuous process of collecting information, serving as a check and balance, and declaring the truth on the work that has been assigned. (Sewell & Wilkinson, 1992). The process of gathering relevant data is continuous(Meyer et al., 1981).It involves the observation of the processes, contexts, inputs, and outputs of the various tasks. Additionally, it includes communicating results with the proper management level and collecting information for future analysis(Mahmood et al., 2021). For any programme to be implemented effectively, monitoring is an essential part of management. It is an essential element of effective evaluation (Shah & Jumani, 2015). Monitoring is a component of both accountability and ongoing progress, claims Tatnack (Johnson-Taylor, 2000). It can perform both passive and active tasks.

Monitoring and mentoring process plays an important role in the schools overall improvement and professional growth of the teachers. Monitoring and mentoring reports are used for ranking among all the districts of Punjab(Batool et al., 2021). Therefore, the role of AEOs is to observe the monitoring practices, to address the problems of teachers and mentoring techniques to assist and preparation of teachers for solving the upcoming challenges. Schools overall monitoring and teacher's professional improvement means to enhance the quantity and quality education of schools, and teacher's knowledge, skills, and attitudes that a teacher needs to be an effective teacher. The focus of this study was to analyze the ongoing monitoring practices and mentoring styles of AEOs at elementary school level caused by monitoring and mentoring program

Without effective monitoring, an organization can never accomplish its goals. Because of this, all organizations in developed countries have a rigorous and efficient monitoring system. A key component of managing local officers to ensure quality education is effective monitoring (Committee & Office, 1997). Monitoring education involves formulating goals, choosing resources, and achieving educational objectives. It closely monitors the educational programme to make sure that it follows the specified schedule or not. Every country in the globe has its own monitoring systems for education, just like other departments. The education department itself is in responsible for overseeing education in Pakistan (Aziz et al., 2014). This approach makes the head of school the immediate boss as well as the person responsible of evaluating education programs. In addition monitoring all aspects of school administration is the responsibility of the Chief Executive Officers (CEOs), District Education Officers (DEOs), Deputy District Education Officers (DDEOs), and Assistant Education Officers (AEOs), particularly planning, organising, directing, monitoring, and evaluating (Shah & Jumani, 2015)

Under the Punjab Education Sector Reforms Program (PESRP) in 2000, the government of Punjab (2001) implemented transformation in the educational sector (Chaudhury & Parajuli, 2010). Based on the data collected from public schools monitoring system and were regularly verified by a third party (Government of Punjab, 2001) .With the assistance of monitoring stakeholders, the statistic showed how the Punjab province's education sector has improved with the help of PESRP stakeholders as Chief executive officer, Deputy District Education Officer, Assistant Education Officer, District Monitoring Officer, Monitoring Evaluation Assistant and Head Teacher. Under PESRP, enrollment at the Elementary schools level has increased (Government of Punjab, 2007). These achievements are the result of various of elements, including a media campaign, government commitment, monitoring, and the devolution of power (Manor, 2004).

Literature Review

Monitoring is essential because the data it provides, in the form of facts and figures, enables educational administrators to corrective measures. When mentoring teachers, Assistant Education Officer's in Punjab are tasked with the crucial responsibility of assigning instructors who lack the necessary skills to improve instruction (Government of Punjab, 2001).To acquire the skills and abilities necessary to become efficient teachers, teachers must take necessary time, hard work, and training. In fact, studies show that teachers' efficiency increases only after they have worked in the field for at least seven years (Manor, 2004).

Schools monitoring services in providing and assisting a consolidated source of information showing the progress of the schools and its quality of education (Feeney & Hogan, 2017). Monitoring and evaluation provide a basis for both questioning and testing assumptions. Monitoring and supervision are an essential part of any specific school since it helps in planning. On the other hand, mentoring within schools promotes teacher, effective relationships between teachers, actively creates support for teachers, based on mutual respect and trust, and accountability that creates a safe environment for the mentee to work towards personal learning goals and achievements(Hudson, 2016).

Mentoring of teachers as increases job satisfaction and help teachers to emerge as leaders to tackle issues within schools, but also have a positive impact on student's output and achievements, learning and commitment. The objective of mentoring in schools is to foster the learning and professional development of teachers and students through established partnerships between colleagues (Hobson et al., 2009).Unfortunately, 40-50% of new teachers quit their jobs within five years (Ingersoll,

2003). So Mentoring has the potential to be beneficial for both beginning teachers and experienced educators (Jones & Pauley, 2003). However, mentoring programmes that are specifically designed to help the professional growth of both the mentee and the mentor need a major time and resources. This investment can be justified by demonstrating the professional benefits of participating in a mentorship programme for teachers. According to anecdotal evidence, mentoring helps teachers develop their skills (Waddell, 2005). There is not much data supporting these observations, with the exception of a few research papers. Furthermore, very little research has specifically investigated how content-based mentoring has influenced teachers' professional development (Schulleri, 2020).

The concept of mentor and mentoring is thousands of years old and dates back to Greek history. Odysseus, an adventurer, king of Ithaca had to leave to fight in Trojan War(Gladstone, 2020). Odysseus appointed a caretaker named Mentor to attend to his household. Mentor performed the role of teacher, advisor and substitute father to Odysseus's son Telemachus. With the passage of time, the word "Mentor" has transformed to describe experienced and knowledgeable person, who are responsible for providing inexperienced employees in an organization with the training, and preparation for forthcoming position, and the process has been termed as "Mentoring".

All the stakeholders of School Education system will be beneficial from this study for which provision of the required information and data about the existing monitoring situations to make the monitoring system more effective. This study is helpful for knowing new trends and innovation regarding quality in the school. This study is helpful for the teachers to improve their capability and professional skills. This study is helpful for monitoring and to improve the coordination between higher authorities and staff. This study is1helpful for the teachers to 1increase their experience and practice in the learning process of students. All the higher authorities of stakeholders are able to get the latest and updated information of schools through monitoring officers on regular intervals (Kis, 2005). This will also highlight the issues of schools and the factors for improvement of monitoring system of schools.

Material and Methods

Population and Sampling

According to Punjab School Education Department, there are 2859 male and female teachers in District Bahawalpur are the population of this study (School Education department, 2022). A convenient sampling technique was used for sampling of data required. A sample of 340 teachers were selected from Elementary level schools of District Bahawalpur.

Table 1
Sample size of the study

Sample	Gender	
	Male	186
Teachers	Female	154
	Total	**340**

Table 1 shows that 186 male school teachers were selected from the population. Similarly, 154 female teachers also included in this study. Both 186 male and 154 female respondents were randomly selected from the whole population.

Research Instrument

Present study was descriptive in nature therefore the data was collected through an appropriate research tool. The data collected tool were the questionnaire. The development of the questionnaire was the result of literature review. Using the appropriate literature as a reference, a questionnaire was created as a research tool. A questionnaire was developed for data collection. The questionnaire consisted of 30 items was developed by the researcher. Five options were provided in a questionnaire format similar to a closed-ended or structured questionnaire. Strongly disagreed, disagreed, undecided, agreed, and strongly agreed were the available choices. The responders were required to freely choose one of the five provided options.

Validation of the Tool

A questionnaire of five points Likert Scale was developed to know the opinion of Monitoring Strategies and mentoring techniques adopted by AEOs at elementary Schools Level in District Bahawalpur. There were 30 items in the questionnaire for teachers. For testing reliability questionnaire for teacher, a pilot study was conducted. The research tool was validated through pilot testing on small scale in Tehsil Yazman. Twenty male and female teachers filled the questionnaire. For validation, the tool was showed to two University level professors s. The questionnaire for teachers had 40 items; experts identified six unclear statements, which were rectified in the light of their feedback and under the monitoring of the supervisor. Statements 3 and 7 were switched out. Four statements that were unnecessary eliminated when the scholar made them clear. In the end, 30 statements were selected. The teachers of the concerned schools were approached personally by the researcher and delivered questionnaires through Google form link to collect data from them in soft form.

Data Collection and analysis of data

Data was collected by Google forms link that was easy to collect from all six Tehsils of District Bahawalpur. All the respondents easily filled the Google form link questionnaire. So all the data of 340 teachers collected well in time and this was easy and fast way to collect data from respondents.

Once collecting information from the survey, the investigator's first move in evaluating the data, was to code the complete questionnaire. On the Statistical Package for Social Sciences (SPSS), a variable sheet for each teacher was created after the questionnaire was coded in SPSS. Data were tabulated by applying statistical method i.e. Percentage, Frequency, Mean, independent sample t-test, and Standard deviation that were calculated. The collected data analyzed in two ways. First of all mean score and measure of dispersion (Standard Deviation) was tabulated to know the overall opinions of the respondents. The inferential statistics was applied by using the independent t-test on the data to calculate the difference in views of gender, qualification, designation and experience. The 't' value and its significance pointed out that how much groups were in agreement with each other and on which points they were different from one another.

Table 2
Demographic Description of the Respondents

Demographic characteristics	Category	Frequency
Gender	Male	186 (54%)
	Female	154 (45%)
Teaching experience	1-5 years	222 (65.3%)
	6-10 years	65 (19.1%)
	11-15 years	15 (4.4%)

	More the 15 years	38 (11.2%)
	BA/Bsc	*31 (9.1%)*
	MA/Msc	*211(62.1%)*
Academic qualification	BS Education	4 (1.2%)
	MS/M.Phil	96 (28.2%)
	PhD	2 (0.6%
	B.Ed	215 (63.2%)
Professional Qualification	M.Ed	92 (27.1%)
	Others	29 (8.5%)

Values in parentheses indicate percentage

Results and Discussion

Table 3
Monitoring strategies of educational officers (AEOs)

No	Item	SDA	DA	UD	A	SA	Mean	SD
1	AEOs takes into account the School facilities.	0 (0)	3 (0.9)	8 (2.4)	167 (49.1)	162 (47.6)	4.44	0.589
2	AEOs help teachers in students learning.	1 (0.3)	12 (3.5)	4 (1.2)	157 (46.2)	166 (46.8)	4.40	0.715
3	Missing learning facilities in Schools are fulfilled.	3 (0.9)	47 (13.8)	32 (9.4)	146 (42.9)	112 (32.9)	3.93	1.027
4	Health and hygienic facilities are fulfilled.	1 (0.3)	9 (2.6)	16 (4.7)	172 (50.6)	142 (41.8)	4.31	0.709
5	AEOs ensure the proper utilization of school funds.	2 (0.6)	10 (2.9)	13 (3.8)	154 (45.3)	161 (47.4)	4.36	0.05
6	Maintenance and Participation of school council members in meetings during visit.	5 (1.5)	20 (5.9)	12 (3.5)	173 (50.9)	130 (38.2)	4.19	0.86
7	AEOs take measures to improve school's performance	1 (0.3)	2 (0.6)	7 (2.1)	157 (46.2)	173 (50.9)	4.47	0.601
8	AEO visits twice a month in school	1 (0.3)	4 (1.2)	6 (1.8)	82 (24.1)	247 (72.6)	4.68	0.601
9	Students enrolment has increased due to monitoring of AEOs	4 (1.2)	36 (10.6)	30 (8.8)	139 (40.9)	131 (38.5)	4.05	1.002
10	Teachers help AEOs in monitoring of school.	1 (0.3)	9 (2.6)	6 (1.8)	159 (46.8)	165 (48.5)	4.41	0.687
11	AEO helps in managerial issues of school	3 (0.9)	12 (3.5)	12 (3.5)	174 (51.2)	139 (40.9)	4.28	0.768
12	AEO adopts different assessment techniques to monitor school.	2 (0.6)	23 (6.8)	11 (3.2)	168 (49.4)	136 (40)	4.21	0.844
13	Political interference is the major hindrance in practicing managerial skills.	9 (2.6)	36 (10.6)	52 (15.3)	132 (38.8)	111 (32.6)	3.88	1.063
14	Students retention rate is increased due to monitoring of AEOs	9 (2.6)	44 (12.9)	31 (9.1)	154 (45.3)	102 (30.0)	3.87	1.065
15	AEOs monitor the student attendance and dropout rate .	2 (0.5)	6 (1.8)	10 (2.9)	187 (55.0)	135 (39.7)	4.31	0.673
16	The results of schools improved due to improved due to monitoring of AEOs	3 (0.9)	17 (5.0)	14 (4.1)	166 (48.8)	140 (41.2)	4.24	0.821

Values in parentheses indicate percentage.

The data presented in the table indicate that Assistant education Officers takes into account the school facilities was agreed by majority teachers .It was used by 49.1 % and ranked first (Mean 4.44) among all monitoring strategies (item 1). 46.8 % of teachers identified that AEOs help teachers in student learning (item 2). 51% of teachers responded that AEOs fulfilled the health and hygienic facilities efficiently. Assistant Education Officers monitor and control health and hygienic facilities in elementary level schools. 51% teachers agreed that Maintenance and Participation of school council members is motivated in attending meetings regularly. 51% of teachers responded that AEOs take measures to improve school performance .As with the monitoring of schools by AEOs schools quality of education and overall performance increased.

The data also reflect that AEOs visits twice a school in a month regularly for effective monitoring of schools . 72% of teachers responded about visit of schools by AEOs (item 8). 48.5 % teachers data showed strongly agree about Teachers help AEOs in monitoring of schools (item 10). 51.2% teachers responded that AEO helps in managerial issues in schools (item 11). AEOs monitor the student attendance and dropout ratio of school during their monitoring of schools. 55% of teachers were agreed that AEO monitor the dropout ratio and student enrollment (item15).

Elementary schools teachers (9.4%) reported undecided that Missing learning facilities in schools by AEOs (item 3). 15.3% teachers undecided about the statement that Political interference is the major hindrance in practicing managerial skills by the Assistant Education Officers(item 13) . 9.1% of teachers were uncertain about the statement that Students retention rate is increased due to monitoring of Assistant Education Officers(item 11). 8.8teachers were undecided about the statement that Students enrolment has increased by the monitoring of Assistant Education Officers in schools (item 9).

Based on the findings of study small number of respondents ranging 1% to 13%stated that they were disagreed with the effective monitoring of AEOs(see items 2-6,).They responded disagreed with the statements of monitoring by AEOs in schools. Finally it can be concluded that Monitoring strategies used by the Assistant Education Officers were very effective in taking school overall improvement either it is in the quality of education or other facilities of schools.

Table 1.4
Mentoring techniques adopted by educational officers

Item No	Item	SDA	DA	UD	A	SA	Mean	SD
1	AEO monitors the teachers lessons in each visit.	3	12	7	142	176	4.40	0.775
		(0.9)	(3.5)	(2.1)	(41.8)	(51.8)		
2	AEO mentors teachers when feel necessary.	2	14	10	161	153	4.32	0.772
		(0.6)	(4.1)	(2.9)	(47.4)	(45)		
3	AEO plays role in teaching learning process at the school.	3	15	13	159	150	4.29	0.809
		(0.9)	(4.4)	(3.8)	(46.8)	(44.1)		
4	Quality of Education increased due to Mentoring of AEO.	3	14	18	159	146	4.27	0.810
		(0.9)	(4.1)	(5.3)	(46.8)	(42.9)		
5	AEOs are responsible for Curriculum implementation according to academic calendar.	2	11	16	175	136	4.27	0.747
		(0)	(3.2)	(4.7)	(51.5)	(40)		
6	CPD program by AEOs reflect the True needs of teachers.	3	11	31	186	109	4.14	0.777
		(0.9)	(3.2)	(9.1)	(54.7)	(32.1)		
7		0	8	8	170	154	4.32	0.652

	Teachers deliver their good Practice of teaching students.	(0)	(2.4)	(2.4)	(50)	(45.3)		
8	School Education department supports teachers in school.	13	30	19	188	90	3.92	1.007
		(3.8)	(8.8)	(5.6)	(55.3)	(26.5)		
9	AEOs assess the students learning in class	0	8	2	193	137	4.35	0.618
		(0)	(2.4)	(0.6)	(56.8)	(40.3)		
10	AEOs Mentors teacher for using available resources in school.	2	9	7	173	149	4.35	0.706
		(0.6)	(2.6)	(2.1)	(50.9)	(43.8)		
11	Monitoring and mentoring effect the professional success of teachers.	1	15	13	179	132	4.25	0.753
		(0.3)	(4.4)	(3.8)	(52.6)	(38.8)		
12	AEOs help in developing code of conduct for quality management.	4	10	17	195	114	4.19	0.758
		(1.2)	(2.9)	(5)	(57.4)	(33.5)		
13	Teachers time management skill Is polished.	5	35	14	166	120	4.06	0.668
		(1.2)	(2.9)	(5)	(57.4)	(33.5)		
14	Mentoring is an essential part of professional development.	0	9	10	172	149	4.26	0.669
		(0)	(2.6)	(2.9)	(50.6)	(43.8)		

Values in parentheses indicate percentage.

The data presented in the table indicate that Assistant Education Officers AEO monitors the teachers lessons in each visit responded by 92% of teachers (item 17).

Collected data showed that (92%) AEO mentors teachers when feel necessary (item 18) . Mentoring of teachers is also conducted by the AEOs.The data also reflect that 90% of teachers were agreed about ther statement that AEO plays role in teaching learning process in the school (item 19). Almost 90% teachers reflected agreed with the statement that Quality of Education increased due to the Mentoring of Assistant Education Officers in schools (item 21). 86% teachers were agreed about the statement that CPD program by AEOs reflect the true needs of teachers (item 22).Based on the findings 95% of teachers shown agreement about the statement that Teachers deliver their good Practice of teaching students by the result of mentoring teachers by Assistant Education Officers (item 23). 81% Teachers responded that School Education department supports teachers in school (item 24).

Based on the findings that majority of teachers 96% were agreed about the statement that AEOs assess the students learning in the classrooms. Assistant Education Officer's assess students learning in class visit by taking test etc (item 25). 94% teachers shown agreement that AEOs Mentors teacher for using available resources in school (item 26). Elementary school teachers (91%) reported that Monitoring and mentoring effect the professional success of teachers (item 27). 91 of teachers shown agreement about the statement AEOs help in developing code of conduct for quality management in school (item 28). 83% of teachers shows the response about the statement that Teachers time management skill is polished by AEOs in school (item 29).Teachers showed the responses that 94% of teachers were agreed about the statement that Mentoring is an essential part of teachers professional development (item 93).

The data also reflect that below 10% of teachers shown undecided behavior taking all the prescribed statements (see items 17-30). Likewise a small number of respondents ranging between 1% to 11% stated that they were disagreed with the all statement regarding mentoring of teachers by AEOs (see item 17 to 30).Finally it can be concluded that based on the resulted figure of teachers disagreement that mentoring of teachers sometimes done by the Assistant Education Officers in their visit of school.

Based on the finding of the study it was concluded that Assistant Education Officers motors teachers where feel necessary in their school monitoring visit. So mentoring of teachers showed healthy and attractive results in professional development of teachers at elementary schools level.

Discussions

The findings of the study indicated that effective monitoring and mentoring plays an important role in teaching efficiently. Monitoring strategies applied by the monitoring officers play a key role in making teachers efficient in terms of mentoring their personality professional development and patterns of teaching. Monitoring styles directly affect the students' quality of education as a result of the mentoring of their teachers regarding teaching and administration of school. Mentoring teachers at elementary schools level initiated by Government of Punjab by assigning this responsibility to Assistant Education Officers (AEOs).

Mentoring is effective in all aspects of teaching and administration of schools but found very powerful for teachers' efficiency and growth. The mentoring programme for school visits improved the subject-area teaching abilities of in-service teachers. The mentor's experiences are always a mediating factor in the growth of a teacher's teaching methods (Sibanda & Jawahar, 2012). The performance of the schools and the quality of education depended on the role performed by the school visit mentors in the reflection-based professional development of in-service teachers. Additionally, school-based mentorship is important for improving students' learning. These results are consistent with the findings of (Frick et al., 2010), who found that teachers believed benefited from the mentorship programmes. Furthermore, stated that subject-matter expertise and level of confidence in the education and training process for teaching in elementary level schools had increased. According to Turnuklu and Yesildere (2007), effective teaching outcomes depend on having both pedagogical and content knowledge, and the findings of this study supports that claim.

Monitoring basic purpose is to check and monitor all the activities that occurred in schools for better results and management. On the other hand mentoring is directly related to the monitoring as in result of the monitoring, major key areas indicated in monitoring of that activity are disentangled and guided by Assistant Educational Officer''s (AEOs). Therefore monitoring and mentoring practices are beneficial for schools overall management and quality. Monitoring is important because it offers data in the form of figures that allow school authorities to take necessary steps to rectify problems.

Conclusions

In conclusion, strategies of monitoring in primary schools are beneficial. It is found that a decrease in students' dropout rates and an increase in students enrollment, attendance, and retention as a result of improved monitoring by Assistant Education Officers (AEOs). It is identified that in public schools it was also successful in reducing teacher absenteeism and ensuring that finances are being handled and used properly. In addition to this, elementary level schools' hygienic and educational facilities have been deemed to be effectively monitored by Monitoring officers (AEOs). It has been shown to be effective for managing schools and for monitoring of school councils. The general administration of elementary level schools is being watched and strengthened through proper monitoring. Major and most important role of effective monitoring was to point out the week areas in schools and in teaching method of teachers to improve the teaching of teachers.

Assistant Education Officers (AEOs) help teachers to improve students learning, Health and hygienic facilities in schools. It was concluded that Missing learning facilities in schools, participation of school council members in meetings are fulfilled by Assistant Education Officers (AEOs). Monitoring basic purpose is to check and monitor all the activities that occurred in schools for better results and management. On the other hand mentoring is directly related to the monitoring as in result of the monitoring. Major key areas indicated in monitoring of that activity which are disentangled and guided by Assistant Educational Officers (AEOs).Mentoring of teachers at elementary level school was very critical for the concerned teachers facing difficulties in any area of teaching, administration, or professional growth. Different mentoring patterns were under discussion in the study for the professional growth and personality of teachers. Assistant Education Officers monitors the teachers' lesson in each visit for their proper Mentoring and guidance in improving quality of their teaching. Assistant Education Officers are also responsible for curriculum implementation according to academic calendar and helps in managerial issues of school.

Mentoring was effective in all aspects of teaching and administration of schools but was found very powerful for teachers' efficiency and growth. The mentoring programme for school visits improved the subject-area teaching abilities of in-service teachers. Additionally, school-based mentorship is important for improving student learning. Effective teaching outcomes depend on having both pedagogical and subject knowledge, according to (Angeli & Valanides, 2009), and the results of this study confirm that claim. The management and quality of schools as a whole benefit from monitoring and mentoring procedures.

Recommendations

It is found that there are many hurdles in improving the quality of education. Therefore the government of Punjab is recommended to improve the Internal Monitoring System by giving educational personnel's to report effectively inspite of all hurdles, political interference that is usually faced by Assistant Education Officers to avoid reporting of defaulters. Assistant Education Officers monitoring may be authorized more power to take necessary action against ghost schools, fake record maintenance, teacher absenteeism, fake enrolment of students in record (Bogus enrollment of students) and unlawful act of funds collection and its use. According to the reports of Assistant Education Officers, school facilities and finance's may be granted accordingly .

Assistant Education Officers (AEOs) should promote teacher's quality of delivering lessons regularly and point out the week areas in teaching to mentor them efficiently. Assistant Education Officers (AEOs) mentoring teachers should be in flexible mood. So that the teachers attain maximum during mentoring. Assistant Education Officers (AEOs) reporting should be acknowledged in terms of enquiry, actions, or punishment of the defaulters.Mentoring practices should be user friendly and polite. Mentoring officer should be humble and kind for better understanding of teachersAssistant Education Officers (AEOs) support teachers regarding to improve their teaching and students learning besides all extra assignments of department.

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