

EFFECTIVENESS OF PROGRAMME MONITORING AND IMPLEMENTATION UNIT (PMIU) IN PROVIDING ADMINISTRATIVE SUPPORT TO SECONDARY SCHOOLS

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ABSTRACT

The secondary education plays dual role in the education system. On the one hand it produces middle level work force for the economy and on the other, it provides a path to higher education. Programme Monitoring and Implementation Unit (PMIU) is a cell initiated by the GoP in Punjab to keep an eye on the day to day activities of the educational institutions. The study aimed to assess the effectiveness of Program Monitoring and Implementation Unit (PMIU) in providing administrative support to secondary schools and making recommendations for its betterment. The target population was 202 Government Secondary schools. 33 Boys High schools and 18 Girls High schools were selected randomly. The sample size was 25 % of the total population. The sample was drawn by using the Convenient Random Sampling technique. A questionnaire of seven items for District Monitoring Officer (DMO) and a questionnaire of ten items for Heads of Secondary Schools were used as main data collection tools. The questionnaires were administered through experienced and professionally qualified teachers who were briefed about how to administer the questionnaires. The collected data was analyzed by calculating the percentage. It was concluded that MIU was effectively reporting on progress of various programs at high schools. The unit was effectively identifying gaps and bottlenecks in the smooth running of high schools. The monitoring cell was effectively coordinating the support of donors to the education at high schools. PMIU was effectively mobilizing and managing the resources required in various programs at High schools. It was recommended that the PMIU officials who were getting data from the schools may be trained how to collect and use data about the performance of the school heads.

Keywords: Schools, Monitoring, Public, Students, Program, Management

INTRODUCTION

Education is a fundamental tool for the socio economic growth of a country. It has a lot of features and assisting attributes ranging from a successful domestic life to a civilized social life; from different individual attitudes to a complete code of life; from inter organization differences to national level politics; from home based budget to the national economic policies; from a simple wheel to a complex space station and; from the earth to the other corner of universe and beyond the universe as well. Father of the Nation Quaid-e-Azam Muhammad Ali Jinnah, being a visionary leader, after welcoming the participants of the National Educational Conference in Karachi in November 1947, in his message said, that there is no doubt that the future of our State will and must greatly depend upon the type of education and the way in which we bring up our children as the future servants of Pakistan. Education does not merely mean academic education, and even that appears to be of a very poor type. What we have to do is to mobilize our people and build up the character of our future generations.

And now after 65 years of this message, we are still trying to set the clear targets in the field of education. Forgetting the messages of the father, we are still trying to develop basic infrastructure for a single and equally accessible education system. On another occasion in 1948, the Quaid said that education is a matter of life and death for us. These guidelines have not been taken seriously in the past years. Ground realities are that 87 million children of school going age are still out of school. Out of every ten children in the world without having education, one is from Pakistan. It's not like that the government is not aware of its responsibilities. In the eighteenth amendment of the recent days, education is accepted not as a luxury but as a basic human right. According to article 25-A, to provide basic education to each and every citizen of Pakistan and to provide opportunities of education to every child of age 5 to 16 are the responsibilities of the state. The article was inserted in the constitution in April, 2010. The provinces were then directed to do legislation for the proper implementation of the article. But unfortunately the policies and the actions are still almost superficial. It is the need of the hour to do a real hard work for the education. There is not a single country in the world who is thinking to be or to remain a developed country without strengthening its education system. In Pakistan, the education system can be improved by discouraging the political involvement. We have to bring clear reforms by consulting the experts of the field. It is now mandatory to increase the funds in the basic, secondary, higher and professional education. We should cut short our expenses in the basic physiological need if needed but we have to take develop our education system on emergency footings. The vision of the father of nation foresaw the importance of education for the country in the upcoming years. After 65 years, we are not so far from the international standard of education. The bright future of Pakistan is dependent on giving the due importance to the education. Higher authorities, think tanks including experts and analysts and civil society everyone has accepted the need and the importance of education.

Secondary School System has two important roles according to National Education Policy 2009; providing skills to the labor market and providing input to the tertiary system. Both are very important roles in their nature. Skilled manpower is the basic need of the industry in any country. People holding the Secondary School Certificates without any basic skill are of no use in the labor market. Higher Education level is responsible for the production of professionals who can change the dream of knowledge-based economy into reality. The Secondary Level is a source of input to the Higher Level. It is the basic objective of the Secondary Level to produce dynamic minds having interests in the various professions so that they can join any one of them without any broad counseling and guidance. Due to both the important roles of Secondary education, it is the need of the hour to study the system of Monitoring of high schools properly (NEP, 2009).

Programme Monitoring and Implementation Unit (PMIU)

To address the Fiscal and Institutional Challenges, mentioned in the World Bank's Report, the Government of the Punjab initiated a gigantic task under the name Punjab Education Sector Reforms Programme PESRP, in 2003. Funded by the World Bank, the PESRP is based on the following 3 major Reforms to be implemented.

- i. Public Finance Reforms.
- ii. Devolution and Public Sector Management Reforms.
- iii. Education Sector Reforms.

To monitor and coordinate the Programs of Social Sector, a Program Monitoring & Implementation Unit (PMIU) was established in 2005 in Punjab. This unit is not only monitoring the program activities but also analyzes the information received. The analysis are

then shared with the districts and factored into the planning modules. The monitoring and evaluation is through a data driven decision support system which provides information on real time basis. PMIU is headed by the District Monitoring Officer. Two more departments i.e. IT wing and MEs work under his supervision. IT Wing is responsible to computerize the information collected by the Monitoring and Evaluation Assistants (MEAs). MEAs are responsible to collect data according to the designed forms directly from the schools. These forms are asking about the general information about the school, information about the qualification and performance of the school head, enrollment, absenteeism and dropout record of the students, teachers' attendance and monitoring of distribution of free text books etc. Under the authority of the NPD, the PMIU provides the technical, logistical and administrative support to the executing agency and all implementing agents in carrying out the planned tasks. The organizational structure of PMIU is given as below:

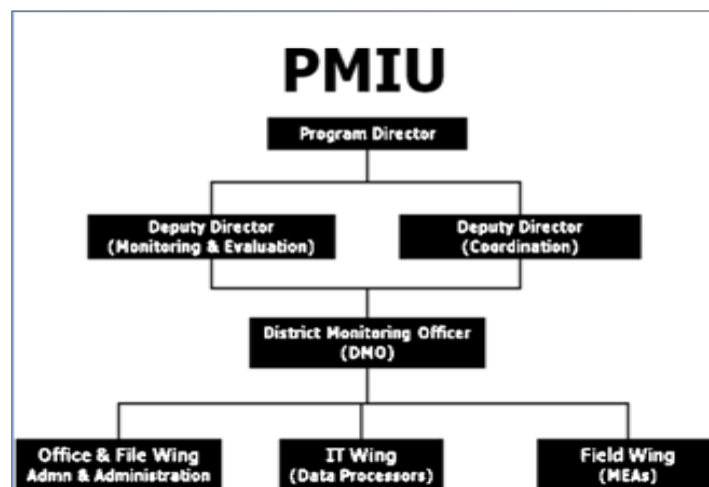


Figure 1. The organizational structure of PMIU

(Source: PMIU Head Office Lahore)

The PMIU provides the technical, logistical and administrative support to the executing agency and all implementing agents in carrying out the planned tasks. In addition, it will be responsible for:

- a. Reporting on Programme Progress and Impact;
- b. Identifying Gaps and Bottlenecks;
- c. Brokering Donors Support;
- d. Mobilizing and Managing Programme Resources;
- e. Monitoring and Evaluating Programme Performance and Impact;
- f. Overall Budget Management; and
- g. Reviewing and Validating the continued Relevance of the Programme Document Components and Approach etc.

The major objectives of PMIU are to ensure the effectiveness of the activities being undertaken; efficiency with which they are being implemented; the continued relevance of the proposed actions in an evolving environment to assess the impact and determine the sustainability of the outputs; and to propose corrective course of actions whenever necessary. The PMIU will serve as Secretariat to the PSC to facilitate its operations and functions. The

on-going monitoring being undertaken by the PMIU is supported by External Monitoring Validation Exercises such as Third Party Validation (TPV) and Impact Evaluations. TPVs have been undertaken to assess the Teacher’s Training Program, Free Textbooks Distribution, the Girls’ Stipend Program, Textbooks Delivery and Validate Enrollment Data and Trends of Enrollments. (World Bank 2005)

DISTRICT MONITORING AND EVALUATION REPORTING MODEL

The reporting model for monitoring and evaluation is given as below. This model is being followed in the monitoring and evaluation process of secondary schools in Punjab. The model provides clarity of roles of different stake holders.

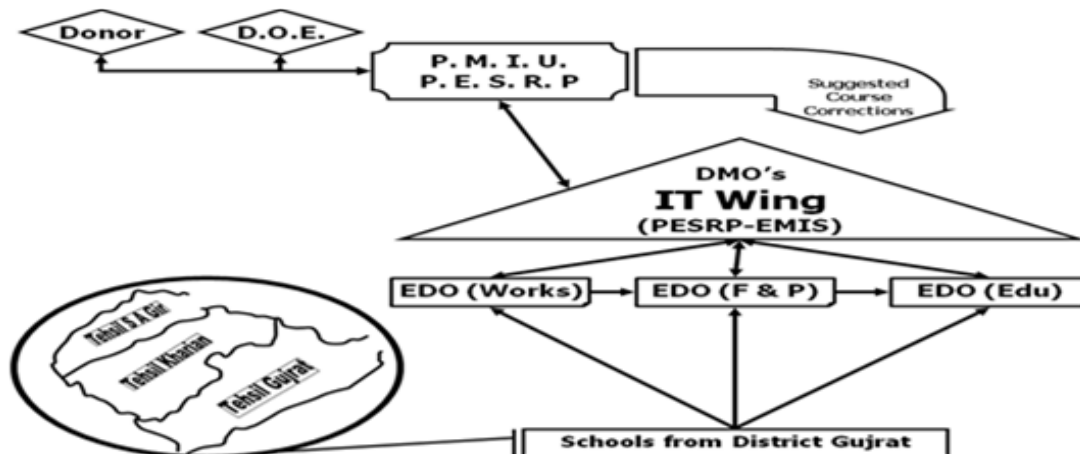


Figure 2. The reporting model for monitoring and evaluation of secondary schools
(Source: PMIU Head Office Lahore)

OBJECTIVES OF THE STUDY

The objectives of the study were as following:

1. To assess the effectiveness of PMIU in providing administrative support to secondary schools.
2. To identify the problems and gaps in the implementation process.
3. To propose remedial measures to overcome the identified problems.

SIGNIFICANCE OF STUDY

The study will lead to the better understanding of the teachers’ capabilities and students’ learning. The overall impact would be the improvement in the field of education at Secondary level. At organizational level, the basic educational organization i.e. a school can be improved by using the recommendations of this study. Professional people equipped with all the tools, techniques and commitment can bring a revolution in the field of education. The transparent system of monitoring will lead to a better teaching learning environment in schools at secondary level.

METHODOLOGY OF STUDY

The population of the study comprised: i) District Monitoring Officer (DMO) ii) All 202 Heads of Secondary Schools. The Sample of the study was 100% DMO and 25% heads of secondary schools. Two detailed questionnaires were developed to collect data from i)

District Monitoring Officer (DMO) of PMIU and ii) Heads of the Government Secondary Schools. The questionnaires comprised all necessary aspects of the roles of the DMO and Heads of Secondary Schools. Keeping in view the objectives of the study and nature of the data, percentage was used to analyze the data collected from the DMO and Heads of Secondary Schools.

FINDINGS

After the analysis of data it was found that the officials of PMIU are effectively collecting the general information about the secondary schools. MEAs are not collecting the information about the performance and qualification of the heads of the secondary schools but they are collecting the information about the meetings of the School Management Councils and are effectively giving reference of the previously collected information whenever needed.

These MEAs also called monitors have updated record about the enrollment, attendance and dropout of the students and are also collecting the information about the school buildings. The officials of PMIU have updated record about the recruitment, attendance and transfer of teaching staff. The monitors are effectively monitoring the distribution of free text books by visiting the classes and fee/funds situations but not monitoring the stipend summaries and preparing reports.

CONCLUSIONS AND DISCUSSION

By analyzing the questionnaire of DMO, it was concluded that MIU was effectively reporting progress of various programs at high schools. The unit was effectively identifying gaps and bottlenecks in the smooth running of high schools. The monitoring cell was effectively coordinating the support of donors to the education at high schools. PMIU was effectively mobilizing and managing the resources required in various programs at High schools. The unit was effectively monitoring and evaluating the performance of various programs at high schools however, PMIU was not effectively managing the budget fixed for High schools. The officials of PMIU were effectively reviewing and validating the continued relevance of the program document components and approaches at High schools. It was recommended that the PMIU officials who were getting data from the schools may be trained; how to collect data about the performance of the school heads. In this regard, they may be equipped with a data collection tool carefully designed to serve the purpose. The stipend summaries were not monitored properly while it was one of the duties of MEAs. The higher level officials of PMIU may take necessary steps to monitor the stipend summaries and prepare reports continuously. To manage the budget fixed for high schools is also the responsibility of PMIU which is not being carried out properly. The high command may train the district level management in this regard as well.

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ANNEXURE-A

Table 1. Opinion of the Heads of Secondary Schools

<i>Statement</i>	<i>A</i>	<i>%</i>	<i>UD</i>	<i>%</i>	<i>DA</i>	<i>%</i>
Sufficient general information about school is collected by the officials of PMIU.	46	92%	0	0%	4	8%
Information about the performance of the heads of the school is collected by the officials of PMIU.	20	40%	0	0%	30	60%
Sufficient information about the School Management Councils is collected by the officials of PMIU.	45	90%	0	0%	5	10%
The current information is compared with the previously collected information by the officials of PMIU.	25	50%	3	6%	22	44%
The officials of PMIU have updated record of students' enrollment, absenteeism or dropout etc.	41	82%	1	2%	8	16%
Adequate information about the building of the school is collected by the officials of PMIU.	44	88%	0	0%	6	12%
The officials of PMIU have updated record about teachers' recruitment, absenteeism and transfer.	46	92%	0	0%	4	8%
Information about the distribution of text books is collected by the officials of PMIU.	50	100%	0	0%	0	0%
The stipend summaries are monitored by the officials of PMIU.	4	8%	1	2%	45	90%
Fee/Funds situations are monitored by the officials of PMIU.	45	90%	1	2%	4	8%

Table 2. Opinions of DMO about PMIU

<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>DA</i>	<i>SD</i>	<i>UD</i>
PMIU is effectively reporting on Progress of various Programs at High Schools.					
PMIU is effectively identifying gaps and bottlenecks in the smooth running of High Schools.					
PMIU is effectively coordinating the support of donors to the education at High Schools.					
PMIU is effectively mobilizing and managing the resources required in various programs at High Schools.					
PMIU is effectively monitoring and evaluating the performance of various Programs at High Schools.					
PMIU is effectively managing the budget fixed for High Schools.					
PMIU is effectively reviewing and validating the continued relevance of the Program Document Components and approach at High Schools.					