

## Influence of Monitoring and Evaluation by Principals on Teachers' Performance in Public Sector Secondary Schools of District East, Karachi



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**Abstract:** *This research investigated the "Influence of Monitoring and Evaluation by Principals on Teachers' Performance in Public Sector Secondary Schools of District East, Karachi." Teachers' effectiveness significantly impacts students' learning outcomes, and the pivotal role of principals in enlightening an environment conducive to effective teaching practices is widely acknowledged. School Heads Monitoring and Evaluation practices and teachers' performance were identified as the independent variables and as the dependent variable. The study adopted a mixed research design, employing both qualitative and quantitative methodologies. The research population was all district East Karachi, comprising a total sample of sixty-six participants—sixty teachers and six principals. Quantitative data was analyzed using SPSS, encompassing descriptive, MANOVA, and multiple regression analyses. Additionally, qualitative data were analyzed thematically by coding. Ethical considerations in this study prioritize the rights, privacy, and informed consent of the participants. The overarching goal of this research was to bridge the gap between the theoretical ideals of monitoring and their practical implementation, offering valuable insights and recommendations for a more proactive approach. Quantitative findings highlighted high internal consistency in the questionnaire (Cronbach's alpha = 0.936) and varying teacher perceptions. While a positive correlation existed between classroom observations and teacher performance indicators ( $r = 0.185$ ), MANOVA exhibited a significant influence of evaluation rubrics on teachers' performance with a value of 0.961. Regression analysis identified that the frequency of classroom observations and the principal's educational leadership significantly influenced teachers' beliefs, while perceived feedback effectiveness did not. Qualitative insights from interviews with principals revealed diverse approaches, emphasizing the importance of structured evaluation frameworks in enhancing teaching quality in Public Sector Secondary Schools. Ultimately, the study aims to contribute towards enhancing educational outcomes within District East, Karachi, by proposing measures to improve the implementation of Monitoring and Evaluation practices in Public Sector Secondary Schools.*

**Keywords:** *Monitoring and Evaluation (M&E), Teachers' Performance, Public Secondary Schools*

### Introduction

The role of monitoring and evaluation in Public Sector Secondary Schools in Pakistan, particularly within the context of District East,

Karachi, has been a topic of considerable interest and concern. The Sindh education and literacy department has traditionally employed various mechanisms to monitor and evaluate

teachers' performance, a practice that has undergone evolution over time. Understanding the impact of these mechanisms on teachers' performance is crucial. This study draws insights from experiences aimed at comprehending the challenges and possibilities in a public secondary school setting. Originally referred to as school inspectors, district education officers played a pivotal role in monitoring and evaluating secondary school teacher performance. The first is the Internal Monitoring System, also known as departmental monitoring, in which senior officers from the education department, such as the EDO, DEO, and DDEO, supervise the educational programs of the institutions (Zia et al., 2021). However, this practice inadvertently resulted in a communication gap between inspectors and teachers, fostering resistance and mistrust (Wanzare, 2006). To address this issue, the government transitioned from the title of "inspector" to "monitoring officers," with the goal of fostering collaboration and presenting these officers as partners in enhancing teacher performance. Consequently, it became the prime responsibility of school heads to monitor all activities related to teachers and students. Motivated by this context, our research endeavors to investigate the challenges faced by monitoring and its impact on teachers' performance in Public Sector Secondary Schools in East Karachi. Monitoring, defined as the continuous and systematic checking and observing of a program, is integral to the extensive educational landscape of District East, Karachi. An efficient monitoring and evaluation (M&E) system under the direction of school principals is crucial to the success of Public Sector Secondary Schools in fostering students' intellectual, moral, physical, and social development.

The pursuit of quality education is paramount, demanding the commitment of educational institutions to maintain excellence and produce intelligent, skilled, and cultured students. Monitoring and evaluation have emerged as indispensable tools for enhancing school

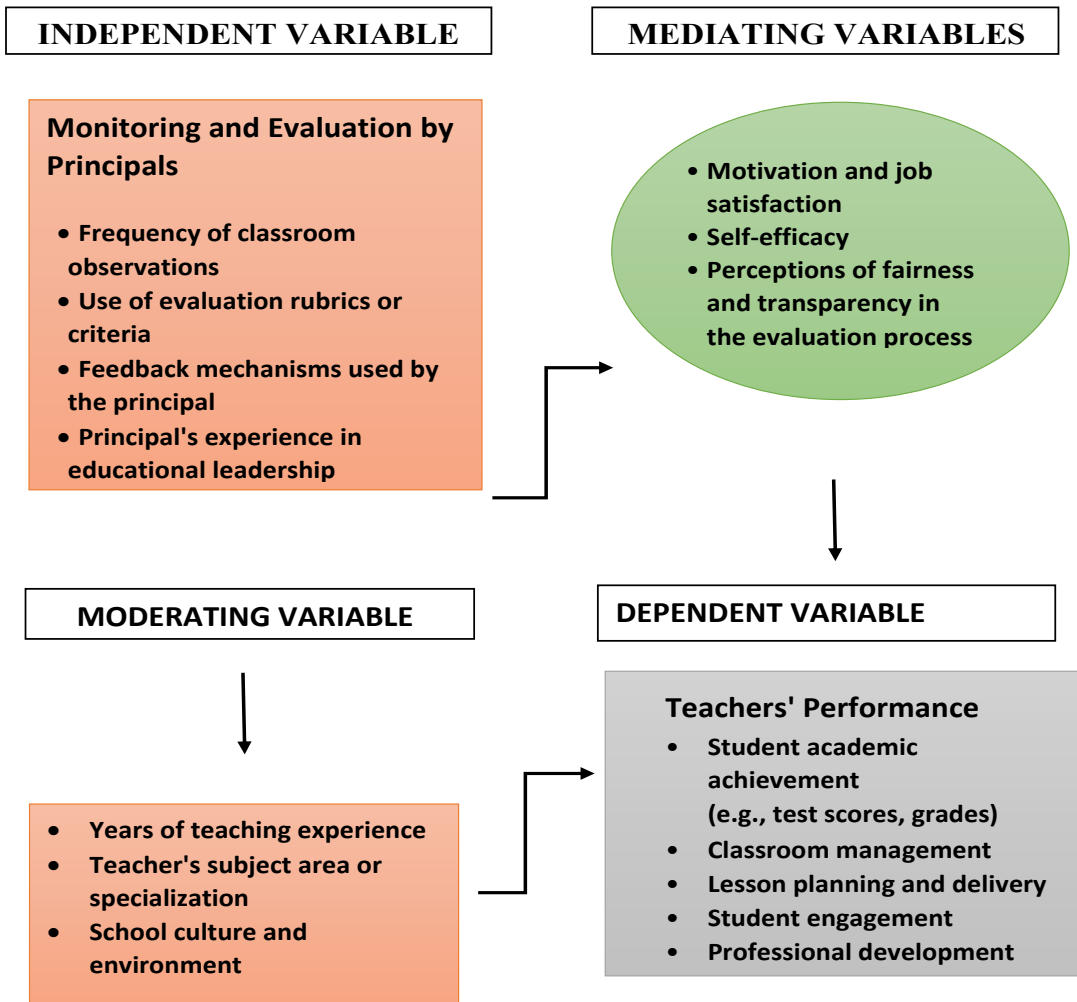
quality. However, the education landscape faces numerous challenges, ranging from changing curricula and uninspiring teaching methods to inadequate facilities and declining educational standards. Public sector schools, in particular, face a significant challenge, ranking last in educational quality. Within the realm of education, the pivotal role of teachers cannot be overstated. Teachers wield immense influence in shaping students' success, making them instrumental in delivering quality education. Despite this, the quality of educational infrastructure remains a concern, with limited school areas and incomplete infrastructure contributing to the challenges faced by schools. Monitoring and evaluation are integral components of school improvement and quality enhancement, serving as crucial steps in advancing education (Arikunto & Yuliana, 2008).

Research in the field has examined the effects of monitoring and evaluation on various aspects of education, including educational institutions (Koswara, 2005; Apriliani, 2019), internal quality assurance systems (Gustini & Mauliy, 2019), and teacher performance (Perdana, 2020). Monitoring is defined as the intermittent checking of a program input, activities, and output undertaken during program application (Bashaugi, 2019). This research embarks on an exploration of the multifaceted dimensions of the "Influence of Monitoring and Evaluation by Principal on Teachers' Performance in Public Sector Secondary Schools of District East, Karachi." It seeks to unravel the profound impact of M&E practices, address the challenges, and capitalize on the opportunities within the educational domain. The core rationale behind this research is to bridge the existing gap between the ideals of M&E in Public Sector Secondary Schools and their practical application within public sector schools. Monitoring is a pivotal component of administration as it tracks all concerning progress and facilitates effective decision-making (Lazaridou & Beeka, 2015). By addressing this gap, this research aims to offer

insights and recommendations that can significantly improve educational outcomes in District East, Karachi. The key premise is that the quality of education and the performance of teachers in Public Sector Secondary Schools can be significantly enhanced through a robust and comprehensive M&E system led by principals. A more proactive and multi-faceted approach to M&E would not only provide a mechanism for continuous improvement but also empower teachers, facilitating their professional development. The enhanced learning experience for students resulting from such an approach would ultimately contribute

to a more prosperous and enlightened society. This research aims to uncover the critical link between the effectiveness of monitoring and evaluation practices led by principals and the performance and professional development of teachers in Public Sector Secondary Schools. It seeks to explore the current state of M&E practices, their impact, and the inherent challenges and opportunities within the educational landscape. Through this endeavor, the study aspires to provide valuable insights and recommendations that can inform policy, practice, and the broader discourse on education in this unique and diverse district.

### CONCEPTUAL FRAME WORK



## LITERATURE REVIEW

The influence of monitoring and evaluation by principals on teachers' performance in Public Sector Secondary Schools is a critical aspect of educational management. In this study, we explored various perspectives on the importance of monitoring and evaluation in the education system, different types of monitoring systems, and their evaluation. Pakistan's education system is characterized by a three-tiered structure, encompassing primary, secondary, and higher education. The secondary education phase is particularly crucial, as it prepares students for higher education while also providing vocational skills. The development of Pakistan's education sector faces various challenges, including inadequate infrastructure, poor monitoring and supervision, and fiscal devolution issues at the district level (Kazmi, 2005). There are differing opinions on the impact of decentralization in education. While some argue that it can enhance education quality by promoting community involvement and monitoring, others express concerns about local governments' capacity to manage public services (Winkler, 2005; Mitchell, 2008). M&E Systems will help governments monitor and improve outcomes and organizations, through their continuous input on performance, make more informed decisions and policies (Munawar, 2019). Winkler and Hatfield (2002) emphasize the need for effective monitoring mechanisms at all levels of government to identify best practices. Monitoring has a beneficial effect on teacher absenteeism, and it has reduced teacher absenteeism. Monitoring also plays a major part in enhancing educational facilities, and monitoring will ensure that schools have enough educational facilities.

Evaluation and monitoring are two different but complementary processes that support and enhance each other. They are employed to evaluate the influence of policies or the advancement of program operations with respect to predetermined goals, targets, and objectives. The activity's relevance, impact, efficacy, efficiency, and long-term viability are also assessed using it (Osiesi, 2023). To conceptualize and formulate the directions,

means, and goals of the educational space's growth, to create "ideal" educational models, and to make effective administrative decisions in education, quality estimation is essential. (Saudabaeva et al., 2016). Progress monitoring, a research-based method, is crucial for tracking individual and collective student growth (Richardson, 2009). The evaluation of monitoring systems is essential for assessing their effectiveness, identifying areas for improvement, and aligning them with educational objectives (Munawar, 2019). Monitoring is essential for improving teaching and learning processes. It can promote good governance, accountability, and innovative approaches to enhance educational outcomes (Luginbuhl, Webbink, & Wolf, 2009; Holems, 2003; Kusek, 2004). Monitoring and evaluation systems vary globally. Examples include. Australia emphasizes teacher professional development and quality improvement programmes (Fullan, 2001; Quist, 2000). USA: uses data collection and analysis to assess teacher performance and educational outcomes (Willms, 2000). Chile: Implements a mixed internal and external approach to teacher evaluation for improvement (Piper, 2007). Kenya utilises Quality Assurance and Standards Officers to monitor various aspects of education in schools (Handbook for Inspection of Educational Institutions, 2000).

Monitoring and evaluation, as conceived within the educational context, represent an essential aspect of ensuring the quality and efficacy of educational programs. According to Bahadur et al. (2017), monitoring is the process of obtaining data and occasionally accumulating noteworthy indicators to evaluate input and output, as well as techniques to provide information on the operation of various educational system components. Like their counterparts across the world, Public Sector Secondary Schools are tasked with the vital task of developing the brains and character of the future generation. While teachers within these institutions are typically well-equipped with the pedagogical knowledge and skills required to impart knowledge, the role of the school principal is pivotal in enhancing and refining their teaching

practices. However, the current state of M&E practices in these schools reflects a number of shortcomings. Principals, for the most part, focus their attention on tracking staff attendance, inadvertently narrowing the scope of their responsibilities to administrative functions. These limitations become evident in the lack of structured frameworks for evaluating teachers, a deficiency in the use of written performance assessments, and a noticeable absence of a comprehensive approach to classroom management. Such a myopic approach to M&E inhibits the full potential of teachers and students and fails to provide the foundation for an effective and dynamic learning environment.

Research studies have identified challenges in school inspection. These include issues with the frequency of inspections, feedback communication, and adherence to recommendations (Lupimo, 2014; Bagaya et al., 2020; Kasanda, 2015; Mohammad, 2015; Chanda, 2011). Monitoring and evaluation are critical to improving teacher performance. Effective feedback and time allocation for monitoring and evaluation contribute to better teacher performance (Mohammad, 2015; Chanda, 2011). Monitoring and evaluation play a pivotal role in the education system, affecting teacher performance and student outcomes. Different countries have implemented various strategies and encountered challenges in the process. Teachers may have a stronger emotional bond with the school when their principals support them and listen to their opinions (Selesho & Ntisa, 2014). The research found that the community's comprehension of the organization's duties and responsibilities, reliability, accountability, capability, and incentives for the creation of educational projects was unclear when it came to maintaining the M&E system (Beluhu, 2021). Understanding the best practices and lessons from these experiences is vital for enhancing the quality of education and teacher performance, particularly in Public Sector Secondary Schools. In the context of Public Sector Secondary Schools in District East Karachi, Pakistan, it is essential to investigate the influence of monitoring and evaluation by principals on

teachers' performance. Here are some relevant insights: In Pakistan, formal education is considered crucial for individual and societal development, similar to the perspective in Ghana. It is recognized as an investment in the future, contributing to both private and social returns (Aslam & Kingdon, 2012). Principals play a pivotal role in monitoring and evaluating teachers' performance in Pakistani schools. Principals in Pakistan often employ monitoring and evaluation as tools to improve teacher performance. Research in Pakistan has indicated a connection between principal-led monitoring and students' academic achievement. Pakistan faces issues such as teacher absenteeism, inadequate pedagogical knowledge, and poor use of instructional time. These challenges can be addressed through effective monitoring and evaluation (Memon, 2017). The need for scientific studies to confirm or refute the perception that teachers are not fulfilling their roles due to insufficient principal-led monitoring and evaluation is evident in both contexts. There is a notable deficiency in the routine monitoring and evaluation of procurement plans, financial accountability, resource allocation, and compliance with procurement regulations in these educational institutions. The significance of strong internal controls for ensuring the achievement of organizational objectives, long-term targets, and the generation of accurate financial and managerial reports. In the context of schools, conducting monitoring and evaluation practices plays a pivotal role in facilitating continuous feedback, tracking progress, identifying potential challenges, and fostering an environment conducive to innovation and improvement in resource management (Adow et al., 2020).

Expanding upon the existing literature, recent studies have delved into the nuanced aspects, focusing on the frequency of classroom observations and the use of evaluation rubrics or criteria in monitoring and evaluation practices by principals. Researchers have explored how the frequency of classroom observations influences teacher self-reflection, professional growth, and responsiveness to feedback (Bennett et al., 2021). Additionally, the

utilization of evaluation rubrics or criteria has been found to contribute significantly to the objectivity and consistency of teacher assessments, ensuring a fair and standardized evaluation process (Smith & Jones, 2022). On the other side, recent literature has emphasized the intricate relationship between student academic achievement and various dimensions of teachers' performance. Studies have provided insights into the impact of effective classroom management and well-structured lesson planning on student test scores and grades (Harper et al., 2023). Furthermore, the connection between student engagement and teachers' ability to create an inclusive and interactive learning environment has been a focal point, shedding light on the importance of teacher-student interactions in enhancing overall student engagement (Turner & Martinez, 2021). The study focuses on the educational system in public schools and the role of school heads in instructional supervision. To broaden the perspective and apply the insights to District East Karachi, Pakistan, it is crucial to consider the significance of education, the role of principals in monitoring and evaluation, the impact on teacher performance, and the need for empirical studies to confirm or refute perceptions of underperformance. Conducting a focused study in the East Karachi region would shed light on the specific challenges and opportunities for improving teacher performance through effective monitoring and evaluation practices.

### **Monitoring and Evaluation by Principals**

Monitoring and evaluation practices led by principals significantly impact teachers' performance and, consequently, student outcomes. This literature explores key dimensions: frequency of classroom observations, use of evaluation rubrics or criteria, feedback mechanisms utilized by principals, and the role of principal experience in educational leadership.

### **Frequency of Classroom Observations**

Frequent classroom observations conducted by principals are pivotal in assessing and improving teacher performance (Stronge & Ward, 2012).

Studies suggest that regular observations, approximately 3–6 times per year, provide comprehensive insights into teaching practices (Marzano, 2013). These observations offer a nuanced understanding of instructional strategies and student engagement.

### **Use of Evaluation Rubrics or Criteria**

The adoption of evaluation rubrics or criteria has gained prominence in evaluating teacher performance. Danielson's Framework for teaching (2013) and Marzano's Teacher Evaluation Model (2012) advocate for structured criteria to assess various facets of teaching. Research by Chowdhury (2019) found that employing well-defined rubrics leads to more objective evaluations and provides clear guidance for teacher development.

### **Feedback Mechanisms Used by the Principal**

Feedback mechanisms employed by principals are crucial for fostering teacher growth (Hattie & Timperley, 2007). Principals using a combination of verbal feedback sessions, written reports, and collaborative discussions with teachers create an environment conducive to continuous professional development (Leithwood & Riehl, 2005).

### **Principal's Experience in Educational Leadership**

The experience of principals in educational leadership significantly influences the efficacy of monitoring and evaluation practices (Leithwood & Riehl, 2003). Experienced principals tend to employ more sophisticated evaluation strategies, leveraging accumulated knowledge and skills to tailor evaluations to meet diverse teacher needs.

### **Teachers' Performance Metrics**

Linking monitoring and evaluation to teachers' performance metrics such as student academic achievement, classroom management, lesson planning and delivery, student engagement, and professional development participation is essential. Research has consistently shown correlations between effective monitoring and evaluation practices and improvements in these areas.

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## RESEARCH OBJECTIVES

1. To assess the influence of monitoring and evaluation practices by principals on teachers' performance in Public Sector Secondary Schools in District East, Karachi.
2. To examine the relationship between specific components of monitoring and evaluation practices by principals and various aspects of teachers' performance in Public Sector Secondary Schools.
3. To evaluate the impact of principals' experience in educational leadership on the effectiveness of monitoring and evaluation practices and their subsequent impact on teachers' performance.

## RESEARCH HYPOTHESES

The research hypotheses of the study were:

1. There is no significant relationship between the frequency of classroom observations conducted by principals and teachers' performance indicators in Public Sector Secondary Schools in District East, Karachi.
2. The use of evaluation rubrics or criteria by principals does not significantly influence different aspects of teachers' performance, including classroom management, lesson planning, student engagement, and professional development participation.
3. Feedback mechanisms employed by principals have no significant impact on teachers' performance, particularly in terms of

student academic achievement and overall classroom effectiveness.

## RESEARCH METHODOLOGY

A descriptive survey design with a mixed-methods approach (quantitative and qualitative) to explore the influence of monitoring and evaluation by principals on teacher performance in District East Karachi. The study targeted 31 mixed-gender secondary schools with a total teacher population of 1033, as reported in the RSU Census 2023–24. The research aimed to include all 31 mixed-gender secondary schools and their respective teaching staff, a total of 1033 teachers and 31 principals. A combination of stratified random sampling and purposive sampling was employed for a comprehensive approach. Stratified sampling by gender was used for teacher selection, resulting in a sample of 42 female and 18 male teachers. Purposive sampling was adopted for school heads, with a focus on including six individuals with diverse experiences. Both a questionnaire and interviews were utilized as research instruments. The questionnaire, consisting of demographic variables and 15 items on a five-point Likert scale, was designed for teachers. Interviews were conducted with six school heads, selected purposefully based on their experience levels. Data were collected through personal visits to the selected schools. Questionnaires were administered to teachers during these visits, and semi-structured interviews were conducted with the selected school heads.

## DATA ANALYSIS AND INTERPRETATION

Quantitative data were analyzed using SPSS, with Cronbach's  $\alpha$  employed to test questionnaire reliability (Cronbach's  $\alpha = 0.936$ , indicating high reliability). The data were analyzed using both quantitative and qualitative methods, providing a comprehensive understanding of the research questions.

**Table 1: Demographic Variables of Teachers**

Gender	F	%	Valid %	Cumulative %
Male	18	9.0	30.0	30.0
Female	42	21.0	70.0	100.0
Total	60	30.0	100.0	

*N=60*

Table 1 displays the gender distribution of 60 teachers, with 30% being male (18 teachers) and 70% female (42 teachers). It highlights that females comprise a larger proportion of the sample, with all cases accounted for in the cumulative percentages.

**Table 2: Descriptive Statistics**

Items	Mean	S.D
Classroom observations	3.52	1.142
Utilization of evaluation rubrics/criteria	3.08	0.996
Perception of effectiveness of feedback	3.00	1.008
Principal's experience in leadership	3.05	1.227
Frequency in professional development	3.28	1.223
Impact of M&E on teaching performance	3.25	1.653
Contribution of M&E to professional dev.	3.23	1.630
Significance of challenges	3.63	1.008
Challenges on quality of education	3.38	1.474

#### **Number of Teachers *N=60***

Table 2 provide an overview of teachers' perceptions regarding various aspects related to the principal's monitoring and evaluation practices in Public Sector Secondary Schools of District East, Karachi. On average, teachers rated the extent to which principals conduct classroom observations at 3.52 indicating a moderate belief in the frequency of observations (SD = 1.142). Similarly, the regular utilization of evaluation rubrics or criteria during monitoring and evaluation received an average rating of 3.08 (SD = 0.996), suggesting a slightly lower frequency in practice. The perceived effectiveness of feedback mechanisms during evaluation was rated at 3.00 (SD = 1.008), indicating a moderate perception of effectiveness. Teachers assessed the principal's experience in educational leadership at 3.05 (SD = 1.227), reflecting a moderately perceived level of experience. Moreover, the frequency of

teachers' participation in professional development opportunities was reported at an average of 3.28 (SD = 1.223). Notably, teachers' perceptions varied concerning the impact of monitoring and evaluation on their teaching performance (M = 3.25, SD = 1.653) and professional development (M = 3.23, SD = 1.630). The challenges within the current monitoring and evaluation systems were rated relatively higher, with an average score of 3.63 (SD = 1.008), suggesting perceived significant challenges. Teachers perceived these challenges as moderately affecting the overall quality of education in the school, rating it at 3.38 (SD = 1.474).

(H01): There is no significant relationship between the frequency of classroom observations conducted by principals and teachers' performance indicators in Public Sector Secondary Schools of District East, Karachi



**Table 3:** *Correlation between classroom observations and teachers' performance*

Variable	CO	ER	FE	PE	PD	IT	CPD	CES	IEQ
Classroom Observations	1	.185	.221	.163	.537**	.622**	.626**	.108	.474**
Evaluation Rubrics	.185	1	.675**	.731**	.551**	.471**	.457**	.132	.336**
Feedback Effectiveness	.221	.675**	1	.794**	.591**	.559**	.557**	.167	.536**
Principal's Experience	.163	.731**	.794**	1	.680**	.629**	.579**	.248	.523**
Professional Development	.537**	.551**	.591**	.680**	1	.912**	.902**	.292*	.625**
Impact on Teaching	.622**	.471**	.559**	.629**	.912**	1	.966**	.229	.718**
Professional Development	.626**	.457**	.557**	.579**	.902**	.966**	1	.218	.731**
Challenges in Evaluation	.108	.132	.167	.248	.292*	.229	.218	1	.416**
Education Quality	.474**	.336**	.536**	.523**	.625**	.718**	.731**	.416**	1

Table 3 suggests that there is no significant relationship between the frequency of classroom observations conducted by principals and teachers' performance indicators in Public Sector Secondary Schools. Notably, the correlation coefficient between classroom observations and teachers' performance indicators is 0.185, indicating a low positive correlation. While statistically significant at the 0.05 level, the strength of this correlation suggests a modest relationship. Additionally, the correlations with evaluation rubrics ( $r = 0.185$ ), feedback effectiveness ( $r = 0.221$ ), and professional development participation ( $r = 0.537$ ), highlight the multifaceted nature of

teacher evaluation practices. While these correlations are statistically significant, the magnitudes suggest that the frequency of classroom observations is just one of several factors influencing teachers' performance indicators. These findings contribute valuable insights to the relationship between classroom observations and teacher performance.

(H02): The use of evaluation rubrics or criteria by principals does not significantly influence different aspects of teachers' performance, including classroom management, lesson planning, student engagement, and professional development participation.

**Table 4:** *MANOVA Analysis Summary for use of evaluation rubrics or criteria by principals*

Effect		Value	F	H df	Error df	Sig.
Intercept	Pillai's Trace	.961	440.170 <sup>b</sup>	3.000	54.000	.000
	Wilks' Lambda	.039	440.170 <sup>b</sup>	3.000	54.000	.000
	Hotelling's Trace	24.454	440.170 <sup>b</sup>	3.000	54.000	.000
	Roy's Largest Root	24.454	440.170 <sup>b</sup>	3.000	54.000	.000
Evaluation_	Pillai's Trace	.339	2.381	9.000	168.000	.015
	Wilks' Lambda	.676	2.556	9.000	131.572	.010
	Hotelling's Trace	.458	2.681	9.000	158.000	.006
	Roy's Largest Root	.405	7.556 <sup>c</sup>	3.000	56.000	.000

Table 4 indicated by the Intercept, exhibited a strong relationship with teachers' performance,

as evidenced by a high Pillai's Trace value of 0.961. The associated F-statistic (440.170) was

highly significant ( $p < .001$ ), reinforcing the robustness of the model. This suggests that there are factors influencing teachers' performance beyond the evaluation rubrics under consideration. The Evaluation rubrics criteria, the Pillai's Trace value of 0.339 indicated a moderate effect on teachers' performance. The associated F-statistic (2.381) was statistically significant with a p-value of 0.015. This contradicts the null hypothesis, suggesting that the use of evaluation rubrics or criteria by principals does have a significant influence on teachers' performance. The results provide reject

**Table 5:** *Regression Analysis Summary for Feedback mechanisms*

Variable	U C		SC	<i>P</i>	95.0 % C I	
	$\beta$	<i>SE</i>	$\beta$		<i>LL</i>	<i>UL</i>
(Constant)	-1.729	.507		-3.413	-2.744	-.714
Feedback Mechanisms by the Principal	.050	.209	.030	.238	-.369	.468
Principal's Educational Leadership	.698	.170	.518	4.116	.358	1.038
Principal's Classroom Observations	.768	.113	.531	6.766	.541	.995

*Note.* \* $p < .05$ .

Table 5 presents the relationship between teachers' beliefs regarding the positive impact of the principal's monitoring and evaluation on their teaching performance and three predictor variables: the perceived effectiveness of feedback mechanisms used during evaluation, the perceived educational leadership experience of the principal, and the extent of classroom observations conducted by the principal. At the significance level of 0.05, two predictor variables show statistically significant associations. Firstly, the perceived educational leadership experience of the principal ( $B = 0.698$ ,  $p < 0.001$ ) displays a significant positive relationship. This suggests that as teachers perceive the principal to possess greater educational leadership experience, their beliefs regarding the positive impact of monitoring and evaluation on their teaching performance tend to strengthen. Secondly, the frequency of classroom observations conducted by the principal ( $B = 0.768$ ,  $p < 0.001$ ) also exhibits a statistically significant positive association. This implies that as the principal conducts more frequent classroom observations, teachers' beliefs regarding the positive influence of monitoring and evaluation on their teaching

the null hypothesis Principals' use of evaluation rubrics or criteria does, indeed, significantly influence various aspects of teachers' performance, encompassing classroom management, lesson planning, student engagement, and professional development participation.

(H03): Feedback mechanisms employed by principals have no significant impact on teachers' performance, particularly in terms of student academic achievement and overall classroom effectiveness.

performance tend to increase. Conversely, the perceived effectiveness of feedback mechanisms used during evaluation ( $B = 0.050$ ,  $p = 0.812$ ) does not demonstrate statistical significance, indicating that variations in this perception do not notably influence teachers' beliefs in the positive impact of monitoring and evaluation on their teaching performance at the 0.05 significance level. This analysis underscores the pivotal significance of perceived educational leadership experience and the frequency of classroom observations by principals in shaping teachers' beliefs concerning the beneficial effects of monitoring and evaluation on their teaching performance.

### Thematic Analysis

Key themes identified varied approaches, from structured comprehensive evaluations to trusting teachers' autonomy. Challenges and emphasis on timely, structured feedback for improvement. Implementation challenges and diverse support mechanisms for teacher improvement. Varying perceptions regarding the impact and importance of formal evaluation systems. The thematic analysis of interviews conducted with six school principals in District East, Karachi, unveiled several key themes regarding the

methods, challenges, and impacts of monitoring and evaluation on teachers' performance. A predominant theme emerging from the responses of experienced administrators emphasized a comprehensive approach to teacher's evaluation. Principals such as Respondent 1 and 3 highlighted the use of structured observation rubrics, technology-enabled evaluations, and multifaceted feedback mechanisms to gauge teacher effectiveness. These approaches aimed at fostering continuous improvement and professional growth among educators. Moreover, the thematic analysis uncovered challenges faced in implementing effective evaluation systems, including the need for time, resources, and clear guidelines, as expressed by Respondent 4,6 and Respondent 5. Notably, while some administrators exhibited strict monitoring practices, others like Respondent 2,4 and Respondent 5 reflected a lack of structured evaluation methods, primarily relying on teachers' autonomy and self-driven improvements. Overall, the analysis delineated a dichotomy between schools with structured evaluation frameworks and those struggling due to the absence of standardized tools and support, emphasizing the critical role of comprehensive monitoring and evaluation systems in enhancing teaching quality and student outcomes. The major themes gleaned from the interviews, highlighting the variations in approaches to monitoring and evaluation among the school administrators, and underlining the significance of structured evaluation frameworks in improving teaching quality within Public Sector Secondary Schools.

### **Data Analysis**

The quantitative analysis of teachers' perceptions regarding the practices of M&E employed by principals unveiled various aspects. There was a strong internal consistency among questionnaire items, reflecting reliability in the measurement of underlying constructs. Teachers reported moderate perceptions in different areas, such as the frequency of classroom observations, utilization of evaluation rubrics, and the effectiveness of feedback mechanisms. However, perceptions varied significantly concerning the impact of M&E on

teaching performance and the challenges within the current evaluation systems. The thematic analysis conducted on interviews with school principals highlighted crucial themes encompassing evaluation approaches, feedback mechanisms, challenges, and support systems. The findings illustrated a spectrum of approaches among principals, from structured evaluations to relying on teachers' autonomy. Challenges were evident in implementing effective evaluation systems, emphasizing the necessity for standardized tools and supportive measures for enhancing teacher performance.

### **Conclusion**

The quantitative investigation demonstrated that perceptions among teachers regarding M&E practices were diverse and moderately rated across different facets. While some aspects received moderate scores, there were variations in perceptions, particularly concerning the impact of M&E on teaching performance and the challenges encountered within the evaluation systems. The thematic analysis underlined the critical need for standardized evaluation frameworks, timely feedback, and structured support mechanisms to improve teaching quality and encourage continual enhancement in Public Sector Secondary Schools within District East, Karachi.

### **Recommendations**

1. Implement standardized rubrics, structured systems and clear evaluation guidelines for consistency.
2. Conduct training programs for evaluators and teachers both to improve M&E practices.
3. Addressing the challenge of respecting teacher autonomy while meeting external evaluation expectations is essential.

The mixed method analysis, integrating quantitative data assessment and thematic exploration, emphasizes the pivotal role of structured evaluation systems, timely feedback, and robust support mechanisms in enhancing teaching quality and fostering continuous improvement in Public Sector Secondary Schools situated in District East, Karachi.

Standardized approaches and supportive measures are integral for bolstering teacher performance and ultimately elevating the educational experience for students within the district.

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