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REAL-TIME SCHOOL MONITORING PROGRAM IN DISTRICT QUETTA AND ITS IMPACT ON SECONDARY SCHOOL TEACHER'S PERFORMANCE

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ABSTRACT

The objective of this research is to examine the effects of the Real-Time School Monitoring System (RTSMS) on secondary and upper secondary educational institutions in the city of Quetta. The implementation of the system was initiated by the Government of Baluchistan in partnership with the Baluchistan Education Project (BEP), which is supported by the World Bank. The primary objective of this initiative is to improve the quality of education, with a specific focus on the public sector. This study examines the deployment of the Real-Time School Monitoring System (RTSMS) in the Quetta district, with a specific emphasis on its impact on teacher performance and the issue of absenteeism. The data collection included the distribution of questionnaires to a sample of 320 secondary school principals and teachers. This research used a correlational design. The use of quantitative analysis using SPSS software yielded a robust positive correlation of 76% and a regression coefficient of 75%, indicating a significant association between the variables. Significantly, the observed impact of 58% serves to emphasize the effectiveness of RTSMS in enhancing teacher attendance by more than 30% and promoting a favorable learning environment. This underscores the potential of RTSMS to contribute to broader improvements in education, including infrastructure, teacher-parent communication, and student attendance.

Keywords: Teacher performance, monitoring system teacher's evaluation and measurement.

INTRODUCTION

Background of the Study

Education is exploring new ideas, engaging with the unknown, and interacting with the environment to find oneself, comprehend human needs, and teach others. It also helps people, communities, and countries follow government policies (Alamgheer, 2006). Islam values education and knowledge as a way of life (Atique, 2012). The first Quranic verse was “Read in the name of your Lord” (96: 1).

Education trains and helps people to analyze different aspects of life. Individuals may best determine their destiny via education (Bhat, 2014). Three key educational roles are proper discourse, capacity approach, and human capital theory. The intrinsic and non-economic duties of education are driven by these multi-dimensional and comprehensive models (Robeyns, 2006). The human capital hypothesis explains how education boosts economic production by improving people's skills and capacities, which come from natural talent and purposeful investment. Thus, education is a human right and a key driver of development, tackling poverty, increasing health, promoting gender equality, and supporting peace and stability. Education ensures egalitarian possibilities by providing high, consistent income returns. Thus, countries strive to improve education for everyone (Khan, 2015).

Pakistan has achieved tremendous progress in boosting school attendance (Rizwan et al., 2022), yet Article 25(A) of the Constitution requires equal and excellent education. The state must provide basic education to all five-to-16-year- olds (Farooq, 2018). Pakistan's educational indices are below Bangladesh, Sri Lanka, India, and Bhutan. Pakistan has far lower primary net enrolment than lower-middle-income nations (Rizwan et al., 2022). Pakistan's literacy rate is 62.8% (GOP, 2022), leaving 37.2% illiterate. Hamid et al. (2013) found gender-based, intra- and inter-provincial educational differences in Pakistan.

The constitution requires the state to provide education. The present state of Baluchistan education is unsatisfactory. Despite overstated estimates, men and women had 69% and 36.8% literacy rates, respectively. Approximately 65% of 6–18-year-olds are not in school. Because a large percentage of unschooled youngsters are girls, it is concerning. It is projected that 62% of provincial girls aged 5–16 lack basic reading abilities. The fact that 34% of boys in Baluchistan cannot attend formal school shows a worrying educational environment for both genders. This data shows that Baluchistan has lower literacy rates than other provinces, according to the 2020-2025 Baluchistan Education Sector Plan.

The Baluchistan government has taken many initiatives to improve education in response to this problem. EMIS and Real Time School Management are two efforts. UNICEF and the Innovative Development Organization's Real-Time School Monitoring (RTSM) program uses Android to offer timely information to appropriate stakeholders. Its main goal is to improve Education Department administration by streamlining monitoring. Modern technology and digital resources are used in "real-time school management" to expedite administrative tasks, monitor student progress, and improve communication between educators, students, and parents (Hwa, 2021).

This technique improves organizational efficiency, teacher effectiveness, student engagement and learning results, and stakeholder communication (Marduti, 2022; Ardanti, 2022). Real-time data on attendance and grades helps make informed decisions to improve student outcomes and school quality (Lu, 2020). Baluchistan's education reforms address educational inequities and promise a brighter future.

Problem Statement

Although the Government of Baluchistan is committed to improving education, challenges persist. A recent study assessed the impact of Real Time School Monitoring System (RTSMS) on secondary public schools in Baluchistan, revealing issues like low academic achievement, attendance gaps, teacher shortages, and inadequate facilities. This study aims to analyze the impact of the real-time school management program on secondary schools in Quetta.

Purpose of the Study

The study aims to:

Evaluate how the Real Time School Monitoring System (RTSMS) affects teacher absenteeism and regularity.

Examine the influence of the Real Time School Monitoring System (RTSMS) on the provision of basic facilities in schools.

Significance of the Study

Effective management directly influences the entire educational system. This study holds significance for the heads and staff of the Real Time School Management System's monitoring and inspection system. The findings will inform strategies to address flaws in the current management mechanism, prompting government authorities to enhance the efficiency of new independent management units. The study's insights will benefit the educational system as a whole, identifying weaknesses in management and fostering systemic improvement. Furthermore, the researcher will illuminate issues in secondary schools including administrative challenges, teacher quality, student performance, overcrowded classrooms, staff-student interactions, and political interference. This study will contribute to research literature, guiding future studies on school management and

serve as a blueprint for diverse departments beyond education.

LITERATURE REVIEW

Baluchistan Education Management Information System (BEMIS)

The Baluchistan EMIS, established in 1990 with support from the USAID-funded Primary Education Project, aimed to enhance educational data management. After 2001, the educational administrator took over BEMIS, a department formerly under the Director of Schools. The Directorate of Education collects statistics from basic and secondary public schools. Retallick (2005) states that Real-Time School Management systems improve education through monitoring schools.

Monitoring of Schools

National governments have historically watched schools worldwide. School monitoring and inspection started in France towards the end of the 18th century under Napoleon (De Grauwe, 2007). In the 19th century, many European countries accepted the idea (Nawaz Shah, 2017).

National and international attention has been paid to public institution effectiveness. School monitoring and academic success are linked. The bulk of inspectorates' educational purposes aid schools. The Dutch supervision legislation of 2002 set a common educational requirement for all residents via assessment and evaluation to inspire schools and improve performance. This improved schooling. Education and student accomplishment are priorities for all governments, especially developing ones (Dadi, 2013).

Monitoring and Evaluation

A school's success is measured by its outcomes. Ensuring monitoring and inspection equipment and methods (Steve & Nancy, 2005). Researchers describe and explain monitoring and its essential principles in the literature, often mentioning student successes and school consequences (Samson, 2019). Various studies advocate monitoring and inspecting educational institutions, students' development, and success correlates (Scheerens, Glas, & Thomas, 2003). Monitoring systems should not only detect bad performance reasons but also the system's strengths and limitations, instructional efficiency, and rigorous information collecting, assessment, and planning. Such accountability demands strong performance from schools (beenms, 1992).

Developing a school's instructional system using teaching and learning data (Shewbridge et al., 2011). According to Scheerens et al. (2003), it is essential for monitoring and inspection to emphasize continual information collecting. In secondary education, Mattew Goniwe recently discussed an important strategy to enhance the program he had previously introduced. He mentioned good governance and school leadership on behalf of the Gauteng department of education, along with renewed emphasis on principals and management bodies' roles in restoring school effectiveness. Formally regulating quality and setting student, teacher, and principal-focused objectives is possible (Scheerens et al., 2003).

Student monitoring may inform planning, teaching, and assessments. In addition, monitoring must collect data on teacher absenteeism, school infrastructure, student dropout rates, academic achievement, and planning and evaluation skills (Sammons, 1999). Monitoring includes 29 achievement patterns (Lockheed & Murphy, 1996) and is used to ensure students are meeting their goals. This approach collects data on metrics to determine whether schools' performance, especially in basic facilities and teacher absence, is improving. The concept of data-driven decision- making is good, but schools that use it struggle to define the monitoring system (Lockheed & Murphy, 1996). Monitoring involves collecting data, assessing it, and addressing any flaws or shortcomings. The key sources of information on school operation and performance include supervision and support visits, board exams and student achievement test scores, school self- evaluation reports, and the indicator system (Shah, 2009).

Role of Monitoring and Evaluation of Schools Teachers

A sufficient, rigorous and complete monitoring and supervision system is essential to any educational program's success. Any educational program needs a mechanism to assess its progress. It is often called a monitoring mechanism. Every educational system requires monitoring and control (Khwaja, 2017). Monitoring comprises collecting data and sometimes accumulating important indicators to assess input and output and reporting on how different educational system components perform (Bahadur et al., 2017). Monitoring is essential for decision-making concerning any program's or project's performance (Peter, 2017). Since every institution has its own monitoring system, every program functions well (Mohanty, 2015). Other administrations utilize internal monitoring (conducted by officers inside the organization since every administrator must check its assistants' activity and program execution). While using software, monitoring involves sometimes checking its input, activity, and output (Daft, 2017).

Impacts of Monitoring and Evaluation on Schools Teacher for School

The literature is produced and related to the notion of dominant content to rectify and link this study's conceptual and theoretical basis by examining the major points of this study's primary bullets with current literature. The research studied monitoring, assessment, and educational quality. Because the school system is deteriorating daily, this piece assumes it must be watched. Systematic monitoring is a lifeblood that improves quality (Rengasamy, 2010).

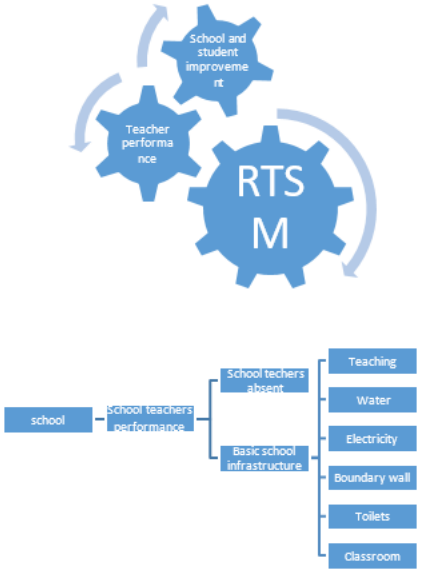
Evaluation and improvement of educational objectives, development, and quality may be enhanced through effective monitoring of performance. Gopang et al. (2017) discovered a substantial link between monitoring and educational objectives. Monitoring and assessment, as well as instructor timeliness, affect education quality. Further, monitoring and analyzing educational programs improves future schooling and greatly affected instructors' attitude towards student success.

Conceptual Framework

School improvement is directly linked to teacher's performance, which is linked to student performance. This demonstrates that teacher monitoring is a critical indicator of school and educational progress. Teacher attendance in class plays a vital role in school growth. This project will also track teacher presence and absence throughout school hours using RTSM. The teacher's presence may also motivate their performance.

Figure 1

Conceptual framework



RESEARCH METHODOLOGY

This study employed quantitative research methods to evaluate the real-time school monitoring system in Quetta's operational schools. Using statistical, computational, or mathematical techniques, "quantitative research" analyzes a social phenomenon and produces mathematical or statistical conclusions (Gay, 2007). This quantitative analysis used primary numeric data. Compared to past literature, the researcher favored the quantitative technique, suggesting that the insights and nature of the research issue may make it the appropriate methodology for this study. Numerical data collection and integration complete quantitative research (Grey, 2012). It uses numerical data and quantitative analysis to test a hypothesis to solve any social or personal issue (Creswell, 2012). Research utilizing numbers is often fast, accurate, and clear. Effective and fast, quantitative research attracts many researchers. Fast data processing and analysis are possible with huge sample sizes (Gupta et al., 2021).

Research Design

As the study is quantitative, it uses a correlational research design to investigate this hypothesis. The link between the two things might be favorable or negative (Apuke, 2017). Correlation analysis predicts scores and explains variable relationships. Cohen et al. (2007) state that correlation needs two sets of data, one retrospective, to determine its link. In correlation study designs, correlation statistical tests define and quantify the link between two or more variables, according to Creswell (2012). Thus, this research uses a correlational design to examine how real-time school administration programs affect secondary school performance (teacher absenteeism and facility availability) in Quetta. The correlational research data collection design is suited for this study to obtain quantitative data from a Quetta teaching field sample.

Population

The research seeks to determine how RTSM might improve school and teacher performance. Here is the population that uses RTSM regularly and its effects. This research included all school administrators and teachers who use this system. A population might mean a group of people, items, events, healthcare facility visits, or estimates (Kenton, 2020). Populations are utilized when research questions are needed or researchers have data from all population members. Data collection from a small, accessible, and cooperative population is usually easy (Hawkins et al., 2007). Thus, the study population includes 200 schools, 80 of which were selected as model schools by the researcher, including school heads and secondary school teachers from Quetta.

Sampling

The research sample included 80 secondary school and upper secondary school heads, principals, and teachers in District Quetta. The researcher chose 80 school supervisors and 240 instructors. (SSTs, JETs, and JVTs). In the research, 80 school supervisors and three teachers from the same school were selected as respondents using Krejcie and Morgan's (1996) formula for population sample size. This research sampled 80 school supervisors and 240 school teachers. Since the RTSM has closed surveillance on teacher absence, data gathering would be improved. The basic size of the study is N = 320 respondents, which is 25% of the overall chosen population of this suggested research study.

Table No 01
Total samples Size of the Study

S.No	Participants	Designation	Total No of individuals	Selected Samples
01	School Supervisors/Head s	Principals Heads Teachers Headmistress	Total no of heads N=80	Total no of selected heads N=80
02	Schools Leaders	SSTs,/JETs/JVTs	15	Total no of selected Schools teachers N=03*80 = 320
Total Samples from Population				N= 320

Sampling Technique of the Study
The sampling approach is used to pick a sample of respondents for a research to reflect a population or greater region (Grey, 2000). Random sampling, or probability sampling, randomizes sample choosing, so each illustration has the same chance of being selected as a representative of a community. The research may use Simple Random Sampling since the population is similar (Taherdoost, 2016). Simple Random Sampling was used to obtain primary data in this research since it randomly samples the community surrounding the study region (Alvi, 2016). Because school heads are from the same cadre and have no professional differences. Thus, simple random selection was used to obtain data from 45 Quetta school heads.

Research Instrument for Data Collection
This suggested research study uses instrument technologies to capture, measure, and analyze data relevant to the researcher's interests (Zohrabi, 2013). A questionnaire was employed for the investigation. A questionnaire, interview guide, exam, survey, or checklist is a research instrument. The study design and instrument are usually decided by the researcher (Coughlan, Cronin, & Ryan, 2009). This research uses a questionnaire to obtain data from respondents.

Validity and Reliability of Instrument
Grey (2012) defines validity as a test's capacity to measure what it claims to measure, allowing for the right interpretation. The research tool was validated by many university experts. A test's dependability is its consistency in measuring what it measures. Dependability is data stability (Mills, 2012). Pilot testing and Cronbach's alpha assessed survey reliability and internal coherence. Certified institution doctors assessed the questioner for the main data collection description questions. It supports the research with connected papers.

Research Analysis Tools / Procedure
This research used multiple data analysis methods to derive findings from primary data. Data analysis organizes important data for conclusions. To disclose hidden information, data analysis tools provide data. Data analysis involves quantitative and qualitative activities (Asdaque et al., 2018). This research uses quantitative and descriptive methods. IBM SPSS 25 was used to analyze the data. Frequency, percentage, mean scores, and standard deviation were utilized to analyze data according to research goals. In addition, this data to establish the study's variables' relationships, correlation tables were supplied, interpreted, and analyzed individually using SPSS figures.

DISCUSSION AND RESULTS

Background Information of the Respondents
The research sampled 320 people from a 1,000- person community. 285 questionnaires were returned. Summer vacations disrupted educational activity in Baluchistan and Quetta in June and July.The demographic data gathered includes age, gender, professional and educational background, present position, and tenure at respective institutions. This data intends to reveal individuals' professional skills and experiences.

Data Interpretation
This research examined how a real-time school monitoring system affects Quetta City secondary school teachers' performance. Descriptive survey research was used to collect data from 285 instructors, 95 males and 190 females. Eighty were head teachers, and 205 were Quetta public secondary school teachers. The sampling technique was basic randomness. An accepted questionnaire was validated by expert evaluation and a literature study. Cronbach's alpha- rated questionnaire reliability.

Table No 02
Reliability Statistics

Cronbach's Alpha	No of items
.889	49

The table above displays the value of Cronbach's alpha, which was found to be .889. This indicates that all the questions in the questionnaire were valid, allowing for further research to be conducted. The data was collected using a Google Form because, during the time of the study, all schools in Quetta city were closed due to Eid and summer holidays. After collecting the data, all materials were organized in a table and represented in a bar graph. Descriptive statistics such as mean, variance, standard

deviation, correlation, and regression were used for analysis.

Table No 03

Descriptive Statistics

Demographics	Mean	SD	N
Genders Group of the Study	1.6667	.47223	285
Age wise Group of the Study	2.7789	.75776	285
Formal qualification of the respondent	2.6035	.75105	285
Professional qualification of the respondent	2.7754	.69595	285
Teaching experience of the respondent of the study	3.2687	.76392	285
Length of teaching experience of the respondent of the study	2.1368	.45597	285
Current position (professional position)of the respondent of the study	2.5649	.82660	285

The above table 3 shows the values of the gender wise group respondent which shows female were more as compared to male responses (mean =1.667 ,SD=.47223) the age wise group of the shows that the age group 44 and above were more participants as compared to other age group (mean= 2.7789,SD=.75776) formal qualification of the responses e shows that majority of responses have achieve higher qualification (mean=2.6035 SD=.75105) majority the participants were professionally qualification (mean= 2.6035SD=.69595) table shows majority of the participants were having teaching experience between 12 to 20 years (mean=3.2687,SD=.76392). Majority of the responses were high school teachers (mean=2.5649 SD=.82660)

Diagram 1: Bar graph

Persona Correlation for related factors

The above table NO 4 shows the test result of persona correlation of real time school monitoring system on teacher's performance and its shows a positive impact on teachers' performance on secondary schools of Quetta city as its value shows .758 which is nearer to 1 which shows strong relation between the effect of real time school monitoring system on teachers' performance as the effectiveness of system get better the teacher performance has been also get improved.

Table No 05

Teacher's performance RTSM system

Teacher performance	Persona correlation	1	.758
	Sig.(2-tailed)		.000
	N	285	285
RTSM System	Persona correlation	.758	1
	Sig.(2-tailed)	.000	
	N	285	285

The standard error of estimate is a metric that quantifies the extent to which predicted values deviate from actual values. A smaller value for the standard error of estimate indicates that the predicted values are more accurate and closer to the actual values. A standard error of estimate value of 0.22302 indicates that the real-time monitoring system is a reasonably reliable predictor of teachers' performance.

Table No 06

Regression Model Summary

Model	R	R square	Adjusted R square	Std errors of estimate
1	.758	.574	.573	.22302

The above table NO 6 shows the value of R square is .574 which means that the effect of real time monitoring system on teachers' performance since were 57.4% this means that RTSM is a significant predator on teachers' performance however this system need more improvements and requirement of funds to be work properly.

The adjusted R-squared value is slightly lower than the R-squared value, but this does not necessarily indicate a problem. The adjusted R- squared value considers the number of variables in the model. Given that this model only includes one variable, it is projected that the adjusted R-squared value would be slightly lower.

Persona Correlation for related factors

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Table No 07

ANOVA TEST

Model	Sum of square	df	Mean of square	F	Sig
Regression	18.979	1	18.979	381.579	.000
Residue	14.076	283	.505		
Total	33.066	284.			

a) Dependent variable: Teachers Performance / School Facilities
b) Predictors(constant): Real Time School Monitoring System (RTSMS)

Table 7 shows one –way ANOVA this test was conducted to determine the significance difference between schools where RTSM team visits regularly and those schools where RTSM team visits randomly in this study teacher performance and facilities of school is dependent variable whereas predictors is RTSM.

The value of F-statistic is 381.579 which is very high the P value is .000 which is less than 0.05 means this means that there is significance difference between the teacher's performance and school facilities of school where RTSM teams visits more often.

The mean square for the regression term is 18.979, which is the variance of the predicted values. The mean square for the residue term is 0.505, which is the variance of the residuals. The total sum of squares is 33.066, which is the sum of the regression sum of squares and the residue sum of squares. According to the ANOVA table, the RTS Monitoring System is a significant predictor of teachers' performance and the availability of school facilities has a significant impact on teachers' performance and the overall quality of education. This means that when school administration invests in improving facilities, such as classrooms, libraries, and laboratories, it can greatly enhance the learning environment and support teachers in delivering effective instruction. Therefore, both null hypotheses are proven incorrect.

Table No 08

Coefficients

Table No 08

Coefficients

Model	B	Std Error	Beta	T	sig
Constant	.457	.067		6.796	.000
RTSM SYSTEM	.818	-042	.758	19.534	.000

Dependent Variable: Teacher Performance

The table of coefficients have provided displays the outcomes of a linear regression analysis. This analysis aimed to establish the correlation between the RTS Monitoring System and teachers' performance.

The dependent variable in this study is teachers' performance, while the variables that are independent is the RTS Monitoring System. The unstandardized coefficient for the RTS Monitoring System is 0.818. This means that if the RTS Monitoring System increases by one unit, the mean of teachers' performance is expected to increase by 0.818 units. The standard error for the coefficient of the RTS Monitoring System is 0.042. This indicates that the true coefficient is expected to fall within the range of 0.734 to 0.892. The t-statistic for the coefficient of the RTS Monitoring System is 19.534, indicating a significantly high value. The p-value for the coefficient of the RTS Monitoring System is 0.000, which is below the significance level of 0.05. This indicates that the coefficient of the RTS Monitoring System is statistically significant.

The standardized coefficient for the RTS Monitoring System is 0.758, indicating a significant impact on teachers' performance. The standardized coefficient quantifies the

extent to which the independent variable influences the dependent variable, while taking into account the effects of other independent variables in the model.

In conclusion, the coefficients table clearly indicates that the RTS Monitoring System is a highly influential factor in predicting teachers' performance. Using the RTS Monitoring System increases the likelihood of teachers achieving higher performance compared to those who do not use the system.

DISCUSSION

The real-time monitoring system (RTSM) positively correlated with instructor performance in this research. Monitoring school buildings and infrastructure using RTSM may enhance instruction. This improves student results (Malik, September 15, 2022). RTSM data helps stakeholders improve resource use and assist teachers and school success (Emily Gustafsson-Wright, 2021). RTSM data helps teachers customize classes and adapt to individual learning styles (Robinson, 2019).

Teacher absence severely effects educational institutions and students' academic achievement (Finlayson, 2009). Current study shows that RTSM reduces teacher absenteeism, improving student achievement. Also, RTSM's influence on school infrastructure shows stakeholders' obligation to establish a favorable atmosphere for increased student performance across ages. Continuous professional development, teacher absenteeism, instructional techniques, and school facilities affect RTSM. Study results should be shared with education departments and stakeholders for effective RTSM use.

Findings

The introduction of real time monitoring systems has proven to be advantageous, in improving teacher performance. These technologies effectively tackle problems like teacher absences enhance instructional management strategies and support growth.

Real time monitoring systems have been discovered to impact settings by enabling continuous surveillance of crucial facilities and infrastructure, in schools. As a result this heightened supervision contributes to student outcomes.

The use of real time data offers benefits, to parties involved including administrators who can utilize performance related information to allocate resources and customize programs according to the specific needs of students. In todays landscape acquiring and utilizing performance data from classrooms and other learning environments will play a vital role in effectively addressing the evolving challenges faced by children and young individuals.

CONCLUSION

The study aimed to examine the effects of implementing a real-time school monitoring system (RTSM) on the performance of secondary school teachers in Quetta city. The study revealed that the RTSM is a strong indicator of teachers' performance. Additionally, it highlighted the crucial role of school facilities in influencing the effectiveness of educators and the overall standard of education.

The findings of the study indicate that can RTSM has the potential to be a valuable tool for enhancing teachers' performance. The system has the capability to offer teachers constructive criticism on their teaching practices. Additionally, it can assist in identifying and addressing any areas where teachers may require additional support.

Moreover, the system can play a crucial role in ensuring equal access to resources for all schools. This equitable distribution of resources helps level playing field and ultimately enhances the quality educational experiences for every student.

Recommendations

A few policy suggestions based on our research's findings that, if implemented, may enhance the Quetta District's education system.

1. Teachers might benefit from RTSM since it keeps track of the school and attendance, the condition of the school, and the expertise of the instructors the use of school money, training and development, and the upkeep of the

school environment. The system's potential and turn it into a useful tool.

2. The use for the communication between teachers and parents, teachers may send daily attendance updates to parents for the child's better performance and behavior.
3. It's a use full tool for tracking the impact of education interventions by collecting data and analyze the use of interventions are effective and resources are being use effectively

This research was conducted in the Quetta district. The Premise in this might not apply to all districts. So it is advised that you research. On the same subject might be held in different provincial districts. Such that the RTSM may be understood clearly.

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