

A Study to Explore the Existing Monitoring and Supervision Mechanism for Government Schools in District Loralai:

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Abstract:

The aim of monitoring and supervision is to improve the activity in any institution and mainly it is interaction between individuals and two persons. The objectives of this work are to explore the current monitoring and supervision mechanism for public schools in district Loralai, to investigate the education departmental responsibilities for monitoring of government schools and to examine how the DEOs, DDOs and supervisors monitor the performance of public schools. According to results there are no separate monitoring units for supervision of public schools in district Loralai. The overall supervision and monitoring activities are carried out by educational officers. The education officers of education department have a dual role of management and monitoring. The learning coordinators are supposed to help the other teachers in their teaching methods but they are assigned the duty of monitoring and supervision. According to the responses of the interviews, most of the participants are saying that their monitoring system is very simple, weak and not up to date. They only monitor whether the school is open or not, teachers are regular or not. Are teachers completing their courses or syllabuses? Whether the teachers' attendance is complete or not?

According to the respondents that monitoring system can affect the learning and teaching process in schools and can strengthen the capacity of school teachers through the guidance provided by monitor officers. Almost all the monitoring officers are well qualified and have monitoring tools in the educational monitoring system. It is concluded that the present government is trying to manage the monitoring system of schools but the government itself is not able to implement some professional steps in this regard, because the appointment of educational and monitoring officers is on political basis. It is recommended that there is no role of monitoring system in our

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community. Community must play their core role in monitoring in education but it is still nil in our educational system. More and more attentions should be paid for the betterment of this monitoring system. Most of the participants' responses are that there is no existence of PTSMCs in education department. There should be a great role of PTSMCs in monitoring and capacity building of the teachers.

Keywords: Bench Mark, Compliance Monitoring, Diagnostic monitoring, Performance Monitoring, Supervision, Physical Resources, Standards, Students Learning Outcomes.

Introduction:

The term supervision is derived from the word 'super video' and it means oversee. The aim of supervision is to improve the current activity and mainly it is interaction between two persons. In educational institution, this interaction can be between supervisor and teacher, between supervisor and head teacher. It can also be an integration, sharing and combination of procedures and processes. The objective of supervision is to improve the activities of schools and to improve the teaching methodologies among the teachers. Supervision can be a vital part of school framework.

Following are the main functions of supervision/supervisors.

- (i) To improve the teaching and learning among student and teachers.
- (ii) To help students to understand themselves.
- (iii) Helps for approval of new Schools.
- (iv) Help teacher (Primary) in School management.
- (v) Share new teaching methodologies.
- (vi) To assess the progress and achievements of SLOs.
- (vii) Involve community in School activities.
- (viii) To develop education philosophy.
- (ix) To identify good qualities of student and teachers.
- (x) To check the attendance of teachers and students.
- (xi) To identify basic needs of School and classroom.

Supervision of government schools continued from 18th Century. Many countries who got independence during the last 40 to 60 years are still trying to supervise their schools in the old manner. From last 60 years the mechanism of supervision system is not changed. Monitoring is a key concern. This issue is still faced by many countries. The situation is same in developed and developing countries. The supervision system mainly exists in the shape of examination conducted in schools and classrooms. There is low interest to implement a monitoring system on administrative level. In such a weak supervision system many

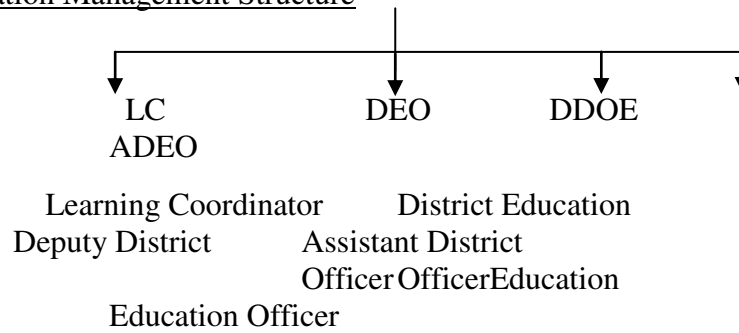
educationalist and teachers are left unsupervised. Many supervision reports are left unfruitful due to without any action taken on their reports. (Grauwe A.D, 2009, pg 15)

We can't neglect the system of monitory in any institution, project or department. It is a proper collection and use of information collected from any project, institution and department. Monitoring mechanism heels the department in effective decision and accountability for human and physical recourses. Monitoring is process which is practiced in most of the educational and other departments. It assesses the information.

Loralai is an under developed district of Balochistan and Loralai town is its head quarter. According to BEMIS data (2011), there are 683 primary, middle and high schools in district Loralai and total number of students are 47,561. Only 22% of children are going to school and 78% children are out of school. The literacy rate of girls is lower than boys. Most of the children cannot continue their education beyond primary level (MICS, 2010). In urban Loralai 69% male primary level, there are 617 primary schools in Loralai, in which 458 are specified for boys and 159 for girls. There are 49 middle and 17 high schools.

The District Education Department is run by district education officer, male and female. Deputy District Officer are working under the supervision of DEO and DDOs, are in close contact with head masters/in charges/ headmistress.

District Education Management Structure



School management plays a vital role in education development, and the system of monitoring is an essential element of practice in education department and school management. Monitoring includes mainly types of activities e.g. Monitoring of schools at Provincial level, monitoring of schools at district level by the education department and monitoring of students at class level. The government authorities are trying to monitor educational goals, facilities available in schools, teachers' performance, staff punctuality and academic environment. Better monitoring and supervision system has a great impact on education development. It impacts on the performance of school management, teachers' performance and school learning environment. Regular Monitoring and Supervision can find out the gaps existing in school management system, can point out the weaknesses of human resource regarding their punctuality and teaching methodologies. Regular visits of monitors can bring a positive change in the development of learning and teaching process. In District Loralai weak monitoring and supervision system reduces the performance of schools and teachers. The government authorities do not have well planned monitoring and supervision models.

The reports prepared by supervisor have no credibility in the eye of teachers and head teachers. The supervisors have many tasks to cover and they have to supervise a large number of schools in the limited time. Secondly, teachers are not satisfied with their supervision mechanism.

Significance of Research:

The conducted research and its finding will clear the existing picture regarding adopted monitoring and supervision practices in Schools of Loralai district. This district is one of the developing districts of Baluchistan. Its literacy rate is less than Quetta and Mastung districts. This would be a first paper in context of education in Loralai. The District Education Officers Loralai and other officials of education department can develop their future plan and strategies for the improvement of monitoring and supervision mechanism. The role of

monitoring and supervision can be channelized in the field. This document suggests the role and responsibilities of monitoring officers and supervisors. The same documents identify the responsibilities of monitoring officers and supervisors. NGOs, DEOs, and educational planners can use this finding for their future planning for education. The use of this study can also have effect on improvement or achievement of students learning outcomes. It can improve the classroom supervision process. This identified data and results found the gaps existing in supervision mechanism.

Problem Statement:

District Loralai faces low literacy rate the quality of education is declining. The students are not able to achieve their benchmarks, standards and SLOs. Majority of teachers are untrained. They are not able to achieve the learning output from students. The supervisions and monitoring process has direct effect on teaching and learning process. The supervisors are not able to improve teaching and learning among students and having limited authority in the approval of School incentive and resources. They are unable to share new teaching methodologies among teachers. High dropout rate, shortage of physical resources, ineffective supervision mechanism and weak management system has destroyed overall education system in district Loralai.

Rationale:

Monitoring is an ongoing phenomenon for which organizations usually employ technologies or use other conventional tools. In this regard, for schools in Loralai, we can identify tools that are used for monitoring and supervisions. The purpose by which we can then compare with set standards. Conventional tools for monitoring and supervision are the use of personnel for checking records and verifying performance. Whereas developed countries are employing technologies such as a camera, bio metric system, face and thumb verification machines to ensure employees presence and monitor their performance. In this context the rationale is to identify tools employed for monitoring and then compare its performance with the set standards.

Justification of the Study:

- The study finds the responsibilities regarding monitoring by education department.
- This study assesses the performance of supervisor regarding monitoring of government schools.
- This study suggests the recommendations for the improvement of monitoring mechanism for education department.

Objectives:

- To explore the existing monitoring and supervision mechanism for government school in district Loralai.
- To investigate the departmental responsibilities of DEOs, DDOEs, ADEOs, LCs for monitoring of government schools
- To find out the effects of monitoring and supervision on teaching and learning process.

Null Hypotheses:

Effective monitoring and supervision can enhance teaching and learning process.

Research Questions:

- What is the existing monitoring mechanism for schools in District Loralai
- What is the existing supervision mechanism for schools in District Loralai
- What is the effect of monitoring on learning and teaching process?

Research Tools:

Two types of questionnaire and interview were research tools for this study.

Population and Sample:

The teachers, head teachers and supervisors of government middle and high schools of district Loralai are population and 30 head teachers, teachers and 10 supervisors are sample size.

Limitation and Delimitation:

The researcher is bound to complete this study within six months. So there is a very limited time. There is a limitation of resources for the completion of this thesis. District Loralai is a large district having scattered schools and population so the researcher selected small sample size.

Literature Review:

For the reason of analysis the supervision services can more be defined and understood through covering the major functions such are firstly, to inspect, to control, and to evaluate. Secondly, to give an opinion, to assist and to support the heads of schools as well as teachers. Consequently, focusing mainly on external supervision, the internal supervision system can also be considered as a good device as many countries started to rely on the internal supervision mechanisms through delegating or transferring the control/authorities to the teachers, principals, communities or even to the students, this system

has been established to replace the external supervision in recent years as reforming strategies. Whatsoever Supervision is an important factor but the more general system includes monitoring which helps to set up national curriculum structure. This is the most effective system which helps and support government to ensure that either the quality of standards are either being kept or met inside the system of education. (UNESCO, 2007,p 4,5,6,8)

UNESCO in 2007 said that the researchers who suggested about the improvement in quality of schools come out from in itself like through the role of supervisors. Noted in a document that school monitoring as well as supervision have become a guarantee not only for the betterment of the quality but towards the better consequences to the requirement of students. As per UNESCO report there are several efforts which have been made to accompanying the process of supervision nearer to schools have taken various forms like the devolutions of services, school cluster establishment including resource centers and formation of extraordinary categorization of skilled teachers. The report disputes the distance among the process of external supervision and school or classroom being at a full extent to have a long lasting result for supervisors on the impact of teaching as well as learning. In the report of 2007 by UNESCO it was noted that there were many programs imposed on the improvement of quality but have unfortunately failed it has been realized by the ministries that the improvement in quality cannot imposed as of outside whereas these responsibilities ultimately goes on to the teachers, principals or head teachers who can be able to facilitate directly for the improvement. It was also suggested that to encourage and empower the system of monitoring as well as supervision there is a need for the enhancement and delivery of quality services that the schools must themselves be encouraged to do it. (Awuah, P.B, 2011, P 1, 2, 5, 6, 13, 14, 16)

No doubt, the supervision has been an essential part of education throughout the countries. In theory supervision is having two main functions that directly interrupt on the functioning of school. The first main function of supervision is to support and maintain systematic ideas. The second main function of supervision is to promote revolution as well as development of all schools. Fundamentally the supervision of school is mainly focused on the teaching staff and their execution of duties besides with the efficiency of administrative unit of primary level school. While seeing away from traditional concept the supervision is the philosophy that all children must be taken care. This shifting of focus from teacher to child is important as final analysis actually is the improvement of child that does matter. So the role of a supervisor must be to make sure the development of children. It is important that the supervisor cannot remain from outside of school

who visit occasionally and giving advice to teachers on discipline. They are totally responsible for quality functioning. The expected qualities of school supervisors are such as:

To act as head teacher, to act as classroom teacher, to guide teacher, To act as coordinator among school and community, to be a major organizer for the functioning of school ,to act as administrator as well as academic planner

The quality of education is a serious desire of schools to meet the highly improved standard education system and to achieve the standards. The supervision system must be given high priority. Through the system of supervision the role of supervisors would be to assist in the improvement of classroom thereby this would impact on the efficiency and competent of teachers, satisfaction of parents towards the performance of children as well as motivate children to work hard. The role of supervision is to stimulate, guide, improve, refresh, encourage and oversee definite group with having a hope to seek their cooperation in making a way for supervisors to be successful in the task of supervising. Supervision is basically a process of monitoring performance of the staff of school by notifying excellence and weakness and by using suitable and relevant techniques to improve or restructure the flaws and thereby increasing the standards of schools to achieve the educational aims. However, supervision is coordination among two persons for the improvement of any activity. It is also a process of helping and supporting of teachers in achieving excellence.

The process of inspection any relevant and essential advice can be given whereas the process of supervision is dissimilar from the process of inspection it can be defined as regular and continuous practice of personal management and guidance based on regular school visits and by giving beneficial advice and support to teachers or educators. School supervision can enhance and improve the education and study mechanism. It can help the students to understand by themselves while monitoring their own performance and behaviors. Is helps the teacher in the management of school, provides access to the methodology of educating and studying. It also establishes co-ordination of teachers with education ministry. It makes clear that teaching needs assessment supports to interpret school related program for community. It develops the philosophy of education among the teachers. It also builds confidence among the teachers.

It is the responsibility of supervisor to check the punctuality of teaching staff and how the school is being run. The main reason of visiting or supervision of school is to look into the matters like how, when and what kind of work is being done. The purpose of investigation is to assess the administration system of

organization/school dealing with discipline, investigating fraudulent discrepancies etc. (Onasanya, S.A, 1998, p16)

The ability of the government to ensure good quality educational standards by means of school supervision has been dropped. The proper schooling system may not regulate properly either by centralized programs or ruling based governance or either by custodial matters related to supervision. Keeping this the government is modernizing and introducing new and latest methodologies. The modules thus considered by using the term education monitoring reflect a critical as well as comprehensive procedure of transformation. In this regard the close coordination between various levels of schooling system such as (Classroom, School, area, region) between stakeholders like parents , principals and teachers including set of procedures like conditional programming, empirical monitoring are reviewed thoroughly and are being reconfigured.

During current years there is noted a considerable change in the area of developing of quality standards, new techniques are added the primary function which is assumed is the system of educational monitoring which mainly serves three types of principal functions:

- Authorization/certification: one cannot say it quality control but it can be said that all the procedures related to the official quality recognition having been pre-resolute with having formalized standards either by means of let's say for example central examination or external evaluation by means of school evaluation.
- Accountability: The major objective of educational monitoring is like to fabricate the indicators related to the quality of education and should be relied upon transparent regulations either at individual level or the entire system.

Investigative facts for analytical learning: The monitoring of education provides investigative facts that can use as practical at various levels related to the system. Production therefore can be generated by having an idea that how this production can be able to serve the tendency at its best and having confidence in success. (Maritzen, N, 2007, p 52, 53)

To achieve standard level of achievement the test results are the main procedures to assess the efforts of evaluation, there are many teachers who do not practice to give homework on frequent basis and do not record completion of given assignments also not monitor seatwork as well as checking the progress of students the reason might be the untrained teachers who did not received adequate training either pre-service or in-service. As compare to poor experience teachers the expert teachers are much more able to carry on strategically teaching

methodologies and properly monitor the progress of their students. (Cotton,K, 1988, p 5-6)

The initial classical model came to be the adaptation of supervision acts for the expansion of the system of education and also to de-concentrate the act of administration that escorted it. The role of supervision as it firstly assigned to control and to provide support towards pedagogical as well as administrative areas. The coverage of which have to be worldwide like every school or teacher has the right to submit to supervision. To assume this determined and motivated function the supervisors at all levels have to exercise their control. A suggested module of a classical structure of supervision model is represented as under:

At Central level: A supervisor is responsible to elaborate the policies, planning, control and training related to supervision.

At Regional level: Responsibilities of secondary level supervision of schools, having control over development of education system.

At District level: (District supervisors): They are responsible for supervision of primary level schools and having control over development of education system.

District level Advisors: The district level advisors are responsible to give advice to primary as well as secondary level school teachers.

At School level: (Principal or Head Teacher): Responsible for the supervision related to teachers.

This can called a classical model as this is having the essence of conducting supervision as a little has been changed since the inception or creation of his model. There have some reforms as per the demands of teachers such as formation of the pedagogical advisors, along with the inspectors but these elements did not modified the mentioned services. (Grauwe,D 2009, p 14-15)

According to experts the building of monitoring and evaluation system are to formulate the outcomes and aims, to choose the outcome information for monitoring, to bring about the baseline information related to the existing condition, to set out précised targets, collection of data on regular basis to assess either the set targets are achieved or not, and to analyze reporting and results.

By agreeing the containment of a good system the question arises why these elements are not a part of government or other stakeholders, by studying one evidence shows those who are responsible for designing the monitoring and evaluation system usually miss the complications and delicacy of the state or government. Governments in the world are

adopting different approaches for result based monitoring and evaluation system.

Government involves a broader, inclusive institutionalization of monitoring and evaluation system extended around the government. After adoption of millennium development goals various developing countries seeking to redesign and implement a widespread result based monitoring and evaluation system and the interest of donor institutions is likely to provide support to the countries who are having a broader monitoring and evaluation system. (Kusek,J.Z and Ray C. R ,2004, p 23- 25)

As per the tradition teacher, head teacher and supervisors are assumed to be three distinct functionaries having important hierarchical association. Rather than that supervisor must have to pay the responsibilities of a head teacher as well. This would make them responsible to play vital and important role in internal planning and management of primary level school next to the teachers. As discussed already the accountability towards the efficient functioning of school must the responsibility of both the teacher and the supervisor, as the supervisor has also to consider the administrative and academic features of school management, such as maintaining school attendance and other record of learners requires collaborative as well as cooperative strategic functioning. (Govinda. R and Shahjahan T, 1999, p 27, 29)

Methodology:

Both primary and secondary data was collected. The data covered both quantitative and qualitative sides. The data obtained from questionnaire. The questionnaire consisted of 30 questions. Two type of questionnaire was formed. One for DEOs, DDOs and supervisors and other was concerned for head teachers and teachers. Interview and group discussion was also carried out. The sample size was consisted of DEOs, DDOs, supervisor's 50 head teachers and teachers. All data was collected from District Loralai. All the collected data was analyzed and presented into graphic and tabular form. Interview schedule and questionnaire were instruments for this study.

Analysis and Results Section-I

Statement	Analysis
<p>Statement-1 You satisfy with supervision system for schools.</p>	<p>Shows satisfaction of head teachers with supervision system for schools. Shows that most of the female participants agreed with this question that yes they were satisfied with the supervision system for schools.</p>
<p>Statement-2 It is the responsibility of supervisor to suggest teaching methodologies for teachers</p>	<p>Shows responsibility of supervisor to suggest teaching methodologies for teachers. Mean analysis of displays that female contributor's responses were in favor of this question that, it is the responsibility of supervisor to suggest teaching methodologies for teachers.</p>
<p>Statement-3 The supervisors should check the learning progress of students</p>	<p>Shows supervisors should check the learning progress of students. According to most of the female participants agreed with this question that supervisors should check the learning progress of the students.</p>
<p>Statement-4 Coordination between teachers and supervisor exist</p>	<p>Shows coordination between teachers and supervisor exist. The mean analysis of that again most of the female participants were agreeing with this point that Coordination between teachers and supervisor exist</p>
<p>Statement-5 The monitoring officers have no ability to monitor your school</p>	<p>Shows that most of the male participants agreed that the monitoring officers have no ability to monitor their school. shows supervisor do not share monitoring report with head teacher</p>
<p>Statement-6 LCs have no ability to write appropriate reports</p>	<p>shows that most of the male participants agreed that LCS have no ability to write appropriate reports</p>
<p>Statement-7 The visit of supervisor has effect on teaching and learning process</p>	<p>Mean analysis of examines that female contributors were favoring this question that LCS have no ability to write appropriate reports</p>

Statement-8 Monitoring officer have good communication skills	explores that most of the female participants answer was in favor of this question that monitoring officer have good communication skills
Statement-9 Monitoring officer monitor the performance of head teacher	shows that most of the female participants agreed that monitoring officer monitor the performance of the head teachers
Statement-10 The behavior of supervisors are not accepted to head teachers	The mean analysis shows that male contributors were in favor of this point that yes the behavior of supervisors are not accepted by the Head teachers

Discussion /Analysis Section-ii

District Loralai is a backward district of Baluchistan, its population is in millions and is a large district by land. The literacy rate among girls is lower than boys. It has a dispersed population and large population is settled in Loralai city. The education ratio in city is higher than the suburban areas. In Loralai, the same management system is existing like in other districts. There is no special monitoring unit for monitoring of schools in Loralai. The overall monitoring and supervision activities are carried out by educational officers. The education officers have a dual role of management and monitoring. The learning coordinators are supposed to monitor and supervise the primary schools and to help the other teachers in their teaching methods.

According to the responses of the interviews, most of the participants are saying that their monitoring system is very simple. We see that whether the school is open or not, teachers are regular or not. Are teachers completing their courses or syllabuses? The findings are also whether the teachers' attendance is complete or not, the participants were saying that in a month they also visit two districts and investigate each district schools which are almost 25 to 30 in number, in which both the boys and girls school are included. The participants also say that they make sure that the condition of the building is good or not and they make reports on those and submit them to the officers.

According to the participants they agreed that yes monitoring system effects the learning and teaching process and enhance the capacity of teachers through the guidance of monitor. Almost all the monitors are well qualified and have monitoring tools in the educational monitoring system. Because of monitoring system teachers are regular in schools and if the teachers are not regular the district officers cut their salaries. At first when there was no monitoring system teachers show their presence and leave for their houses. Most of the participants say that they are happy with the presence of monitoring officers.

Conclusion:

It was concluded that the present government was trying to manage the monitoring system of schools but the government itself was not able to implement some professional steps in this regard, because the appointed of educational and monitoring officers was on political basis. As usual the capable and trained staff of education department was ignored. The high qualified staff was involve in teaching process and low qualified people were engaged in management and monitoring activities. Still the government had a weak monitoring system and capability of monitoring officers are only to check the punctuality of head teachers and teachers and only to pressurized the teachers in nonprofessional way. The education department had no ability to monitor the schools physical and human resources. All the monitoring officers were seen untrained. They qualification were not according to their job, Few indicators like high dropout rate among students, lack of physical resources, untrained staff, shortage of drinking water in schools, unhygienic environment, lack of plantation in schools, low standard of teaching methodologies indicated the weak monitoring system of schools.

The practice of classroom supervision was seen in few schools. The participant's responses were that most of the teachers were not energetic and efficient in this field. 50% of the teachers give their oral reports to their head teachers and while 50% of the teachers they submit their supervision reports to their head teachers. While some participant's responses were that at the end of month few teachers submit their reports to the head teachers.

Most of the head teachers they take actions on the betterment of classroom activities within the surrounding of the school. In a need of any training if a teacher gives an application to the head. The head must accept the leave application and fulfill the class room management by him or her. Sometimes if the reports are not completed head teachers take great actions on them.

According to the participants if the reports of the teachers were good the education department must give teachers some rewards like certificates. The education department also gives some punishments to those teachers whose reports are not good. Habitual absentees and insufficient teachers must be punished lightly and sympathetically. Equally treatment should be done by educational department.

Recommendations:

- There is no role of monitoring system in our community. Community must play their core role in monitoring in education but it is still nil in our educational system. More and more attentions should be paid for the betterment of this monitoring system.
- Most of the participant's responses were that there is no existence of PTSMCs in education department. There should be a great role of PTSMCs in monitoring and capacity building of the teachers.
- Regarding to the class room supervision all the teachers must be well qualified and trained. More and more training should be given to the teachers to find out their teaching skills. There is lack of trainings in teacher's education. The educational officers, monitor the monitoring system in classrooms and they must inform the class in charge to concentrate on the classroom roles and regulation
- The government must engage the capable staff of education department in monitoring and supervision mechanism.
- The political interference should be abolished from schools
- More training program should be introduced for monitoring officers and learning coordinators
- The non-government organizations should play their role regarding monitoring activities.

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