

# Analyzing the Impact of Monitoring on Performance and Mental Health of the Primary School Teachers in District Shaheed Benazirabad

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## ABSTRACT

**Aim of the Study:** The study was aimed to identify the impact of Monitoring on Primary Teachers' Performance as well effect of monitoring behavior on teachers' mental health in Schools of District, Shaheed Benazirabad.

**Methodology:** The study employed quantitative approach and Creswell's (2007) research design to investigate the phenomenon of concern. In addition, sampling contained the Primary schools teachers of Taluka Nawabshah, the random sampling technique used to collect data from (N=150) primary male and female teachers.

**Findings:** Results demonstrate that monitoring has mixed i.e., positive as well as negative impacts on performance and mental health of the primary school teachers.

**Conclusion:** Study concluded that Teachers' performance decreases when monitoring assistants take their digital attendance. Teachers do not face any sort of embarrassment when monitoring assistants ask about professional skills. In addition to it, teachers' critical thinking does not decrease due to the visit of monitoring assistants. Regarding mental health, the teachers' anxiety increased when monitoring assistants take their digital attendance.

**Keywords:** Monitoring Assistants, Education, Attendance, Performance, Punctuality.

## Introduction

Monitoring is a process to observe and to check the progress of something on a daily, weekly, monthly, quarterly, and annual bases in a systematic way. Further, its main objective is to gather data and insights that can be used to enhance and support the development to make the education system effective. Zamir (2020) mentions that school effectiveness is the progress of the involvement of monitoring system, additionally, Zamir mentions that monitoring purpose includes providing regular feedback on implementation, identifying areas that need improvement, evaluating outcomes, and enhancing accountability. Lucas and Kate (2019) remark that by monitoring, stakeholders can assess if activities are on track, make informed decisions, and ensure that the intended goals are achieved.

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Furthermore, there are different types of monitoring systems like Compliance system of monitoring, diagnostic monitoring system, performance monitoring system and progressing monitoring. Abdullah and Mirza (2018) mentions that Compliance monitoring focuses on keeping track of resources, inputs, and specific teachers in order to ensure that certain education standards are met. On the other hand, Zamir (2020) states that the compliance monitoring system, if a school meets the specific standards on various input measures. School is considered maintaining satisfactory procedure development for the school growth. Diagnostic System of Monitoring focus is primarily on the academic outcomes, specifically the goals set by curriculum experts that most students achieve. Likewise Qureshi et al. (2019) argue that in order to identify areas where students may be lacking in diverse evaluation procedures utilized at learning situation that an instructor required achieving educative accomplishments using a diagnostic method. Performance monitoring Zamir (2020) explains that achieving special test outcomes of students learning with prearranged syllabus to cover a wide range of skills. Progress Monitoring, Samad et al. (2020) mention that progress in monitoring system, which allows for consistent assessment of students based on research. Shah (2017) argues that process of monitoring supports measuring various criteria of students' learning and provides effective growth in learning, contributing to the effectiveness and advancement of education.

### ***The Development of Monitoring System in Sindh***

Rehman et al. (2019) report that the School Education Department, Government of Sindh, initiated the Monitoring and Evaluation project in January 2015 through an agreement with S-GPE (Donors). As a result, the Directorate General of Monitoring and Evaluation was established as a dedicated body within the department. In the report of Sindh Capacity Development Project (September 29, 2016) facilitator Mr. Zubair Ahmed Channa reported that the Sindh School Monitoring System (SSMS) was designed with the purpose to improve enrolment of student and to ensure the presence of teachers in the primary and secondary school levels. In addition to it, Rehman (2019) remarks that SSMS system contains three main areas with the purpose of establishment of SSMS for effective monitoring, Establishment of HRMIS for Education and Literacy Department Government Schools and Strengthening the Communication System of ELD. Mahmood (2021) comments that SSMS assignment was to implement an advanced monitoring system, utilizing modern technology, to track the attendance of school teachers.

Ghori (2019) states that the Sindh School Monitoring System (SSMS) is a system that gathers, examines and shares information about important factors at the school level, such as the number of students enrolled and the presence of teachers. Data is collected on a monthly basis, which helps to track trends and quickly identify problems in the education system. Moreover, a new mobile application has been created to thoroughly and systematically monitor all schools. Aziz and Tahir (2019) mentions that the implementation of a monitoring and evaluation system in the school education department has a significant positive impact.

### ***Monitoring Assistants and Their Role***

Ali (2017/19) mentions that Monitoring Assistants are employees of the government and they gather and evaluate important information including teachers, student enrollment, attendance, and performance data. They utilize obtained data to identify patterns, and difficulties in teacher and education quality. Moreover, they also support in contributing in advancement of learning dogmas at Primary and Secondary levels in the Government Sector in Sindh Province. Monitoring assistants duties are different such as they get data from headmaster and teachers to maintain record and they are not need to go directly into the classroom. Aziz and Tahir (2019) state that monitoring assistants are not allowed to mess with the affairs of the schools and they should visit during the school timing. To maintain record they can also visit school on the other subsequent day if they do not reach on given date. Moreover, monitoring assistants maintain their own record but not allowed to write anything on school record. However, they need not to share information which relates to the district officers except head teachers and headmasters.

### ***Necessity of Monitoring System in Primary Schools of Sindh***

Leithwood, Harris, and Hopkins (2019) mention that for the improvement of school leadership performs main action and progress. Without struggle of leaders any school cannot progress in any direction, in this regard, Heads are the leaders of the primary schools. Hopkins (2019) further, argues that school leadership influence either direct or indirect on the student progress, teachers' performance, monitoring system and evaluation. Further, it is very difficult and challenging to bring reforms at primary level. In addition, effective and proper monitoring system is important element for educational program. In this regard, monitoring is a type of assessment which assists that how school does well and it also covers strengths and weaknesses of the schools for improvements.

### ***Objectives of the Study***

Malik (2020) mentions that objectives play an essential role in the accomplishment of the actual outcomes of the research. The objectives of the study were:

- To identify the impact of Monitoring on Primary Teachers' Performance in Schools at District, Shaheed Benazirabad.
- To assess the effect of monitoring behaviour on Teachers' Mental Health in schools at District, Shaheed Benazirabad.

### ***Research Questions of the Study***

- What is the impact of Monitoring on Primary Teachers' Performance in Schools at District, Shaheed Benazirabad?
- Is there any significant effect of Monitoring behaviour on male and female Teachers' Mental Health in schools at District, Shaheed Benazirabad?

### ***Literature Review***

Maleeha (2022) states that monitoring is a process to observe and to check the progress of something on a daily, weekly, monthly, quarterly, and annual bases in a systematic way. Further, Mishra (2005) explains that monitoring assistants' main objective is to gather data and insights that can be used to enhance and support the development to make the education system effective. In addition, Monitoring is the process of collecting information in education system to keep check and balance of teachers in the schools.

Holems (2021) mentions that monitoring and evaluation are not only sources for the evaluating but rather as a means to promote good governance, effective leadership, innovation, change and transparency. When used correctly, monitoring and evaluation systems can provide reliable, clear, and relevant information. These system can assist governments in monitoring. However, many emerging states this evaluation systems suffer due to insufficient monetary issues. In addition, Sumaira. M et al. (2019) says that local authorities and schools often perceive evaluation against the development of the society but not as a supportive tool. Quantifiable statistics can be miscalculated, while qualitative evidence can wrong explained. As a result, evidences are frequently unviewed.

Daily Times (January 12, 2023) reported that new application of mobile phone has been launched for the teachers' attendance and teachers will use their mobile phone for their attendance on the daily basis. K. Ghori (2019) mentions that in cause of a teacher is absent from school the app will automatically inform the education department. SSDMS has also been working in Shaheed Benazir Abad along with other districts such as Hyderabad, Dadu, Matiari, Jamshoro, Kambar, Shahdadkot and Kashmore. Moreover, teachers will be given training how to use attendance through mobile phones. In this perspective different Master Trainers will give training to the teachers in the office of the Taluka Education Officer.

K. Ghori (2019) states that biometric system through Education Department was introduced in May, 2015 with digital attendance to point out ghost teachers. In this perspective Chief Monitoring Officers and

Monitoring Assistants were employed and these Monitoring Officer visit specific given school to record biometric attendance of the teachers. It is one of the facts that biometric attendance produced effective and better results but couldnot track properly all ghost teachers. In addition, SSMS launched with the purpose to monitor and track the teachers' attendance at schools in the Primary and the Secondary schools not only in Sindh but throughout Pakistan. K. Krishnamurthy et al. (2015/16) mentions that the SSMS is effective for the teachers to mark their daily attendance using their personal cellphones and monitoring dashboard also have been provided to mark the teachers' attendance. H. K. Shashikala(2022) explain the SSMS App that the SSMS App main components are like face recognition, and cloud computing monitoring system.

## Methodology

In the existing study, quantitative method used according to the nature of the study. Creswell et al. (2011) comment that unclear use of method brings inappropriate progress for the researchers from beginning to the end. Hence, proper use of methods helped to achieve outcomes that were designed according to the objectives.

## Research Design

This study was quantitative by method and descriptive by nature. Creswell's (2007/11) quantitative research design was used.

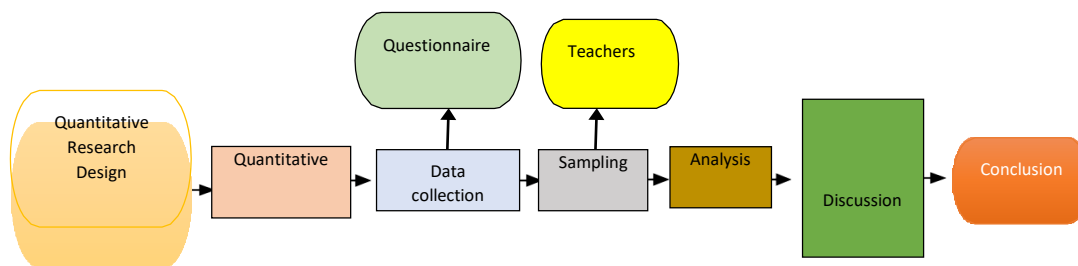


Figure 1: Adopted Quantitative Research Design of Creswell and Tashakkori, 2007

## Sampling of the Study

In this study, sample consisted of 150 teachers of Primary schools in the District Shaheed Benazirabad and Simple random used to select require sampling. Creswell (2015) mentions that simple random is such type of sampling in which sample is selected randomly from population. Further, this method provides equal opportunity of being selected. Questionnaire was used to collect data from the selected sampling, moreover, close-ended and pre-structured items used in the questionnaire. Questionnaire consisted of two parts one demographic data and the second part employed to obtain teachers' views about the impact of monitoring assistants on the primary teachers' performance and mental health. Hence, data analyzed in SPSS software version 21.

## Results

Karin Kelley (2023) mentions that during research study data analysis is an essential dimension that helps to understand the outcomes of the study effectively. Moreover, results were generated on both forms of tables and graphs so that readers can understand and get a wide range of knowledge.

## Questions Part -1: Analysis and Interpretation of Demographic Information

Table 1: *Statistics result of demographic all items*

	Gender of the respondent	Age of the respondent	Language of the respondent	Education of the respondent	University of the respondent	Teaching experience of the respondent
Valid	150	150	150	150	150	150
Mean	1.49	3.69	2.61	2.47	2.17	2.49
Median	1.00	4.00	3.00	2.50	1.50	2.00
Mode	1	5	2	3	1	1
Minimum	1	1	2	1	1	1
Maximum	2	5	5	4	5	9

## Questionnaire Part – 2: Items about Teachers’ Mental Health

### Item 1: Teachers' mental health disturb due to monitoring assistants visit in the school.

**H0:** Male Teachers’ mental health disturb less as compare to female teachers’ due to monitoring assistants visit in the school.

**Ha:** Female Teachers’ mental health disturb more as compare to male teachers’ due to monitoring assistants visit in the school.

Table 2: *Results of independence T-Test female and male teachers’ mental health*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2- tailed)	Mean Differe nce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' mental health disturb due to monitoring visit in the school.	Equal variances assumed	22.186	.000	-2.157	148	.033	-.451	.209	-.865	-.038
	Equal variances not assumed			-2.150	137.182	.033	-.451	.210	-.866	-.036

**Table 2,** An Independence sample t-test was conducted to test the hypothesis that whether the male and female teachers mental health disturb due to monitoring assistant visit in the school differ significantly or not. The group statistics table shows the difference of mean value for female value is (M=2.20, SD= 1.108) while for male, mean value is (M=2.65, SD= 1.438). The Levene’s test of equality of variance indicates that the F-significance value is less than 0.05 hence we will take values of “Equal variance not assumed”. As it is evident from the table that the two tailed significance value is .033, which is less than 0.05, with t (-2.150), (CI=-.866 to -.036), hence we reject null hypothesis and accept alternative hypothesis

and conclude that the female teacher's mental health disturb more as compare to male teacher's due to M.A visit in the school.

**Item 2: Teachers' anxiety increase when monitoring take their digital attendance.**

**H0:** Female Teachers' anxiety do not increases, male teachers' anxiety increases when monitoring assistants take their digital attendance.

**Ha:** Male Teachers' anxiety do not increase, female teachers anxiety increase when monitoring assistants take their digital attendance.

Table 3: Results of independence sample t-test male and female teachers' anxiety

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2- tailed)	Mean Dif.	Std. Erro rDif.	95% Confidence Interval of the Difference	
										Lower Upper
Teachers' anxiety increase when monitoring take their digital attendance	Equal variances assumed	.169	.682	-.181	148	.857	-.034	.189	-.408	.339
	Equal variance snot assumed			-.181	147.916	.857	-.034	.189	-.408	.339

Table: 3, an Independence sample t-test was conducted to test the hypothesis that weather the male and female teachers anxiety increase when M.A take digital attendance differ significantly or not. The group statistics table shows the difference of mean value for female value is (M=2.26, SD= 1.159) while for male, mean value is (M=2.30, SD= 1.155). The Levene's test of equality of variance indicates that the F-significance value is greater than 0.05 hence we will take values of "Equal variance assumed". As it is evident from the table that the two tailed significance value is .857, which is greater than 0.05, with t (-.181), (CI= -.408 to .339), hence we accept null hypothesis and reject alternative hypothesis and conclude that the female teacher's anxiety increase when M.A take digital attendance.

**Item 3: Teachers upset when their salary will be stopped if they are thrice absent.**

Table 4: Statistics of teachers upset when their salary will be stopped if they are thrice absent.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	17.3	17.3	17.3
	Disagree	32	21.3	21.3	38.7
	Neutral	23	15.3	15.3	54.0
	Agree	46	30.7	30.7	84.7
	Strongly Agree	23	15.3	15.3	100.0
	Total	150	100.0	100.0	

Table 4, statistics indicate that from total 150 respondents, 17.3% with number 25 strongly disagree, 21.3% with number 32 disagree, 15.3% with number 23 neutral, 30.7% with number 46 agree and 15.3%

with number 23 are strongly agree. Hence, overall result shows, highest percentage 30.7% agree that teachers' upset when their salary will be stopped if they are thrice absent.

**Item 4: Teacher faces embarrassment when monitoring assistants ask about professional skills.**

Table 5: *Statistics of due to mental stress teachers change in their diet or habit.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	18.7	18.7	18.7
	Disagree	41	27.3	27.3	46.0
	Neutral	29	19.3	19.3	65.3
	Agree	39	26.0	26.0	91.3
	Strongly Agree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Table 5, statistics indicate that from total 150 respondents, 18.7% with number 28 strongly disagree, 27.3% with number 41 disagree, 19.3% with number 29 neutral, 26.0% with number 39 agree and 8.7% with number 17 are strongly agree. Hence, overall result shows, highest percentage 27.3% disagree, specifies that teacher do not face embarrassment when monitoring assistants ask about professional skills.

**Item 5: Due to mental stress teachers' change in their diet or habit.**

**H0:** Due to mental stress there is no change in male diet and habit but in female diet or habit.

**Ha:** Due to mental stress there is no change in female diet or habit but in male diet or habit.

Table 6: *Results of mental stress of male and female teachers in diet.*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Due to mental stress teachers' change in their diet or habit.	Equal variances assumed	.026	.873	.028	148	.978	.006	.207	-.403	.414
	Equal variances not assumed			.028	147.5	.978	.006	.207	-.403	.414

Table 6, an Independence sample t-test was conducted to test the hypothesis that weather the male and female teachers change in their diet or habit due to mental stress, differ significantly or not. The group statistics table shows the difference of mean value for female value is (M=2.79, SD= 1.247) while for male, mean value is (M=2.78, SD= 1.285). The levene's test of equality of variance indicates that the F-significance value is greater than 0.05 hence we will take values of "Equal variance assumed". As it is evident from the table that the two tailed significance value is .978, which is greater than 0.05, with t(.028), (CI=-.403 to .414), hence we accept null hypothesis and reject alternative hypothesis and conclude that due to mental stress there is no change in male teacher's diet or habits but in females teacher's diet or habit.

### Item 6: Teachers feel happy when monitoring visit your school.

Table 7: Statistics of teachers feel happy when monitoring visit your school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	8.7	8.7	8.7
Disagree	29	19.3	19.3	28.0
Neutral	16	10.7	10.7	38.7
Valid Agree	65	43.3	43.3	82.0
Strongly Agree	27	18.0	18.0	100.0
Total	150	100.0	100.0	

Table 7, statistics indicate that from total 150 respondents, 8.7% with number 13 strongly disagree, 19.3% with number 29 disagree, 10.7% with number 16 neutral, 43.3% with number 65 agree and 18.0% with number 27 are strongly agree. Hence, overall result shows, highest percentage 43.3% disagree and it illustrates that teachers feel happy when monitoring visit your school.

### Questionnaire Part – 3: Teachers’ Performance Items

#### Item 9: Teachers hesitate in delivering lecture in the presence of monitoring assistants.

**H0:** Male Teachers less hesitate as compare to female teachers in the presence of monitoring assistant.

**Ha:** female Teachers less hesitate as compare to male teachers in the presence of monitoring assistant.

Table 8: Results of Independence Sample T-Test of teachers hesitate in delivering lecture in the presence of Monitoring Assistants.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' hesitate in delivering lecture in the presence of monitoring assistant.	Equal variances assumed	.174	.677	-.442	148	.659	-.095	.215	-.520	.330
	Equal variances not assumed			-.441	147.354	.660	-.095	.215	-.520	.330

Table: 8, an Independence sample t-test was conducted to test the hypothesis that weather the male and female teachers change in their diet or habit due to mental stress, differ significantly or not. The group statistics table shows the difference of mean value for female value is (M=2.51, SD= 1.291) while for male, mean value is (M=2.61, SD= 1.343). The levene's test of equality of variance indicates that the F-significance value is greater than 0.05 hence we will take values of "Equal variance assumed". As it is evident from the table that the two tailed significance value is .659, which is greater than 0.05, with t (-.442), (CI=-.520 to .330), hence we accept null hypothesis and reject alternative hypothesis and conclude that male teachers' less hesitate in delivering lecture in the presence of M.A.



**Item 10: Monitoring assistants' presence have positive effect on the teachers' performance.**

Table 9: *Results of monitoring assistants' presence have positive effect on the teachers' performance.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	6.7	6.7	6.7
Disagree	19	12.7	12.7	19.3
Neutral	10	6.7	6.7	26.0
Agree	82	54.7	54.7	80.7
Strongly Agree	29	19.3	19.3	100.0
Total	150	100.0	100.0	

Table 9, statistics indicate that from total 150 respondents, 6.7% with number 10 strongly disagree, 12.7% with number 19 disagree, 6.7% with number 10 neutral, 54.7% with number 82 agree and 19.3% with number 29 are strongly agree. Hence, overall result shows, highest percentage 54.7% with number 82 are strongly disagree and it indicates that monitoring assistants' presence have positive effect on the teachers' performance.

**Item 11: Teachers' confidence level decreases due to the visit of monitoring assistants.**

**H0:** Male Teachers' confidence level do not decrease but female teachers' confidence level decrease due to the visit of monitoring assistants.

**Ha:** Male Teachers' confidence level decrease but females teachers' confidence level do not decrease due to the visit of monitoring assistants.

Table 10: *Result of male and female teachers' confidence level.*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' confidence level	Equal variances assumed	2.645	.106	-1.472	148	.143	-.273	.186	-.641	.094
decreases due to the visit of monitoring Assistants.	Equal variances not assumed			-1.471	147.047	.143	-.273	.186	-.641	.094

Table: 10, an Independence sample t-test was conducted to test the hypothesis that weather the male and female teachers change in their diet or habit due to mental stress, differ significantly or not. The group statistics table shows the difference of mean value for female value is (M=2.12, SD= 1.107) while for male, mean value is (M=2.39, SD= 1.168). The levene's test of equality of variance indicates that the F-significance value is greater than 0.05 hence we will take values of "Equal variance assumed". As it is evident from the table that the two tailed significance value is .143, which is greater than 0.05, with t(-1.472), (CI=-.641 to .094), hence we accept null hypothesis and reject alternative hypothesis and conclude that male confidence level do not decrease but female teachers' confidence level decreases.

**Item 12: Due to monitoring assistant teachers unable to teach properly in the class.**Table 11: *Results of due to monitoring assistant teachers unable to teach properly in the class.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	24.0	24.0	24.0
	Disagree	61	40.7	40.7	64.7
	Neutral	7	4.7	4.7	69.3
	Agree	34	22.7	22.7	92.0
	Strongly Agree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

Table 11, statistics indicate that from total 150 respondents, 24.0% with number 36 strongly disagree, 40.7% with number 61 disagree, 4.7% with number 7 neutral, 22.7% with number 34 agree and 8.0% with number 12 are strongly agree. Hence, overall result shows, highest percentage 40.7% with number 61 are disagree and it indicates that due to monitoring assistant teachers able to teach properly in the class.

**Item 13: Teachers become embarrassed when monitoring assistants ask about the class management.**Table 12: *Results of teachers embrace when monitoring assistants ask about the class management.*

	Frequency	Percent	Valid Percent	CumulativePercent
Strongly Disagree	40	26.7	26.7	26.7
Disagree	64	42.7	42.7	69.3
Neutral	21	14.0	14.0	83.3
Agree	22	14.7	14.7	98.0
Strongly Agree	3	2.0	2.0	100.0
Total	150	100.0	100.0	

Table 12, statistics indicate that from total 150 respondents, 26.7% with number 40 strongly disagree, 42.7% with number 64 disagree, 14.0% with number 21 neutral, 14.7% with number 22 agree and 2.0% with number 3 are strongly agree. Hence, overall result shows, highest percentage 42.7% with number 64 are disagree and it indicates that teachers do not become embarrassed when monitoring assistants ask about the class management.

**Item 14: During the last one month, have you faced any problem in your performance due to the monitoring assistants' visit?**Table 13: *Results of during the last one month, have you faced any problem in your performance due to the monitoring assistants' visit.*

	Frequency	Percent	Valid Percent	CumulativePercent
Strongly Disagree	51	34.0	34.0	34.0
Disagree	63	42.0	42.0	76.0
Neutral	22	14.7	14.7	90.7
Agree	12	8.0	8.0	98.7
Strongly Agree	2	1.3	1.3	100.0
Total	150	100.0	100.0	

Table 13, statistics indicate that from total 150 respondents, 34.0% with number 51 strongly disagree, 42.0% with number 63 disagree, 14.7% with number 22 neutral, 8.0% with number 12 agree and 1.3% with number 2 are strongly agree. Hence, overall result shows, highest percentage 42.0% with number 63 are disagree and it indicates that during the last one month, teachers have not faced any problem in your performance due to the monitoring assistants' visit.

## **Results Discussion**

### ***Mental Health***

Mental health section results indicate that mental health disturbs due to monitoring assistants visit in the school. In addition, in second item, T-test results express that teachers' anxiety increase when monitoring assistants take their digital attendance. Moreover, result shows that teachers become upset when their salary is stopped if they are thrice absent. In this regard, result shows teacher do not face embarrassment when monitoring assistants ask about professional skills and due to mental stress there is change in teachers' diet or habit, teachers feel happy when monitoring visit your school. Consequently, teachers do not take medicine due to the pressure of monitoring assistants.

### ***Teachers' Performance***

Outcomes of teachers' performance demonstrate that teachers hesitate in delivering lecture in the presence of Monitoring Assistants while monitoring assistants' presence have positive effect on the teachers' performance. In this regard, teachers' confidence level decrease due to the visit of monitoring assistants and teachers do not become embarrassed when monitoring assistants ask about the class management. Further, monitoring assistants' visit motivates teachers to teach better. Hence, monitoring assistants visit affect the quality of teaching.

## **Conclusion**

Teachers' performance decreases when monitoring assistants take their digital attendance. It means monitoring digital attendance and teachers' performance has correlation. Findings also indicated that teacher do not face any sort of embarrassment when monitoring assistants ask about professional skills. In addition to it, teachers' critical thinking does not decrease due to the visit of monitoring assistants. Because critical thinking process does not relate to the monitoring assistants visit. Regarding mental health, the teachers' anxiety increase when monitoring assistants take their digital attendance. Further, teachers' also get upset when their salary will be stopped if they are thrice absent and findings indicated that penalty should not be salary deduction. In this regard, when teachers are in mental stress there is significant change occurs in teachers' diet or habit. But findings showed that teachers do not take medicine due to the pressure of monitoring assistants.

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