**THE CONTRIBUTION OF MONITORING AND EVALUATION ON TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS IN UBUNGO DISTRICT, DAR ES SALAAM, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING, AND POLICY STUDIES (MED-APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

**SEPTEMBER 2020**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled “Influence of Monitoring and Evaluation on Teaching and Learning in Public Primary Schools in Ubungo District in Dar es Salaam” in partial fulfillment of requirement for Master of Education Administration Planning and Policy Studies (MEDAPPS).

**……………………………..**

**Dr Michael Ng’umbi**

**Supervisor**

**…………………………….**

**DATE**

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**DECLARATION**

I, **Hudhaifa A. Khouf**, to the best of my knowledge, I declare that this work is mine, original, and has not been submitted to any higher learning institution as part of the requirements for the award of a master degree or any certificate of education.

……………………….

Signature

………………………………

Date

**DEDICATION**

This work, with great sympathy, is dedicated to ISLAMIC PROPAGATION CENTRE (IPC), my father Amir Abdul-malik Khouf, mother Najiat Ismail, stepmother, and Yasmin Kwegyir, for their parental guidance and financial sacrifice towards my education and the entire lifestyle torches the core of my heart. Also, I do dedicate my work to my wife Fatma Ramadhan Qassim, who moulded me into an admirable, responsible, and an intellectual person.

*May Allah reward them abundantly*

**ACKNOWLEDGEMENT**

Praise be to Allah, the lord of the world and all humankind the Supreme Being who has given me the ability to undertake and complete this research work. Peace and blessing of Allah be upon the last prophet Muhammad (PBUH), and his companions, together with all who will follow his footsteps. My fore sincere appreciation goes to my parents Amir Abdul-malik Khouf, Madam Najiat Ismail and Yasmin Kwegya, without forgetting my wife Fatma Ramadhan Qassim, for without them University Education would have remained a dream to me.

I wish to express my grateful appreciation to my supervisor Dr Michael Ng’umbi for his close supervision and professional guidance from the beginning to the completion of this work. Also, my thanks go to Headteachers, head of departments and all Teachers from Makuburi Primary School, Makoka Primary School, Makuburi Jeshini Primary School, Ubungo kibangu Primary School, Ubungo kisiwani Primary School and Mabibo Primary School for their invaluable contribution towards this work. With appreciation, I would also like to thank once again Dr, Michael Ng’umbi Dean Faculty of Education. Dr, Coletha Ngirwa and Dr, Mary Ogondiek all from the Open University of Tanzania.

Finally, I do acknowledge the help and advice of a number of my colleagues such as Brother Hassan Y. Hassan,Sheikh Mohammed, Ramadhan Mbwana, Madam Siti Tindwa, and others though not mentioned, for I owe more than I can express.

**ABSTRACT**

The study focused on investigating the contribution of monitoring and evaluation on effective teaching and learning in public primary schools in Ubungo district. The study had four specific objectives:

1. To establish the contribution of lesson preparation, teaching and learning process.
2. Impact of monitoring of school attendance for teachers and students on teaching and learning process.
3. Contribution of the evaluation process used in schools on the effectiveness of teaching and learning.
4. To establish the effect of learning and teaching environment on the effectiveness of teaching and learning.

This was a survey study design, involving a sample size of 25 head teachers, 90 teachers, and 30 head of departments in 25 public primary schools in Ubungo district, in Dar es Salaam Tanzania.

The study reveals that teachers prepare a scheme of work prior teaching process. The scheme of work also includes preparation of lesson plans, lesson notes and use of teaching aids which relates the theory and real life. The current study projects that teachers adhere to these requirements except that they don't have enough teaching aids. Majority of the respondents agreed that monitoring and evaluation had pushed teachers always to enter in class on-time and sign in class journals on which headteacher do regularly check the class journals. However, there is a weakness in headteachers and academic supervision, lack of a proper program for helping slow learners and unconducive learning environment. Results show that evaluation process includes class works and quizzes are given regularly or not. Furthermore, majority of the respondents doesn't set tests and exams and send to the academic masters without prior evaluation or supervision on the validity of the content and the materials delivered to the class.

The study recommends improvement in different areas of monitoring and evaluation as they have an impact on the teaching and learning process. The finding of the study has provided invaluable insight into the role of monitoring and evaluation of effective teaching and learning in public primary schools. This will help policymakers in formulating policies to guide the monitoring and evaluation process in primary schools.

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**CHAPTER ONE**

**BACKGROUND OF THE STUDY**

## 1.0 Introduction

This section presents the background and the problem of study; the objectives, research questions, significance of the study, limitations and delimitation of the study, and the organization of the study.

**1.2 Background to the study**

The issue of monitoring and evaluation systems in the education sector has paused new insight in the global education dialogues like that of Dakar Global Education Forum (UNESCO, 2016). Monitoring and evaluation aim at the intermittent measure of the progress made by 2030 education sector plan. This agenda focuses on the issues of education quality, gender, adults, and youths learning abilities and acquired life skills, dissimilarity and supremacy, demoted populations and armed conflicts (UNESCO, 2016).

Studies have shown that most of the governments in developing countries have data systems that measure the results of education systems reflecting the cost-effectiveness of their spending and the outputs of the programme. However, not all governments have effective and efficient strategies to monitor and evaluate performance in terms of their outcomes of all their education programmes(Gitau, 2016).

The main aim of periodic monitoring and evaluation is to provide sustained developments hinges on good governance and accountability in the education sector through evidence-based decision making (Marriot & Hugh, 2009). Teaching-learning mix is one of the monitoring and evaluation components that measures the performance and impact of other aspects of education (UNESCO, 2016).

According to education experts and researchers, monitoring and evaluation systems in many nations are deprived of effective education policy and weak system implementation with questionable precision, effectiveness and efficiency of the systems (UNESCO, 2016). On the other hand, studies show that positive impact of monitoring and evaluation systems in the education sector is determined by the existence of useful, structured legal framework, strong political commitment and competence of working staffs (Marriot & Hugh, 2009).

For example, in Latin America, Brazil, Chile have developed complete, complex monitoring and evaluation systems that ensure all components such as, School Record Keeping System (SRKS), Financial Management Information System (FMIS), Education Management Information System (EMIS) are all interconnected and function in a coordinated way (UNESCO, 2016). Chile, on the other hand, has gone further to establish School Inspection Evaluation System, to cater to all stakeholders and the community, which has increased accountability to school levels based on their performance. The system has given access to the parents to use the school information system to make an informed decision regarding the choice of schools for their children (Elacqua & Alves, 2015).

Knowing the challenges of education systems in the world, UNESCO mandated to conduct a comparative review of monitoring and evaluation systems in the education sector and measure how nations have specifically addressed the challenges of education systems. Tanzania is one of the UNESCO members, has also conducted some initiatives to assess education sector monitoring and evaluation of education policies and plans (URT, 2016).

The issue of education is among the government's priority sector in Tanzania. The five-year education and training policy plan 2016/17 to 2020/21, main's focus is on 11 years universal basic education, an increase in technical and vocational colleges, and increase in the number of enrollments for mathematics and science subjects (URT, 2018).

The government had ensured there is enough number of teachers and instructors to public schools, even if there is a shortage of teachers, there are different programs to schools to enhance recruitments of temporally teachers to cover the scarcity. Even these teacher, the governments, ensure they are fully trained and capacity on teaching ability. Also, the governments established different policies, including monitoring and evaluations, to monitor the operations of these schools (URT, 2018; Cilliers, Mbiti, & Zeitlin, 2019).

However, despite considerable progress in expanding access to secondary education, especially through the government's intervention, many primary and secondary schools still have poor conditions for learning. Factors such as, partially completed buildings or those that need repair, unequipped and crowded classrooms, inadequate materials, unmotivated teachers, and uncreative class works are the hindrances. In short, there remain serious challenges, especially in areas contributing to the quality of learning, a key focus area for the government (UNESCO, 2016; URT, 2018).

It is reported that a fully functional monitoring and evaluation system can help manage challenges of the education system in Tanzania however, its practices remain highly underutilized both at National and the school levels (UNESCO, 2016). There is little understanding of strengths of functioning monitoring and evaluation system in terms of its usefulness for effective planning thus resulting in a bit of demand for monitoring and evaluation information during the planning process (UNESCO, 2016).

Furthermore, it has been shown that monitoring and evaluation systems at school levels have scattered activities and departments. These, however, are not clearly defined due to lack of format training or experienced staffs, clear plans, timeframe and budget set for conducting monitoring, and evaluation activities at school levels (URT, 2018).

While the existing data system regularly captures information on inputs to schools, it cannot provide information on resource quality, teacher and student attendance, teaching methods, learning activities, classroom organization, use of textbooks and other materials. These multitier monitoring systems need to come together to allow school-level information to flow to the top levels to influence policies. So, this study evaluated the impacts of monitoring and evaluation in public primary schools.

**1.3 Statement of the Problem**

The issue of education is among the government's priority sector in Tanzania. The five-year education and training policy plan 2016/17 to 2020/21, main's focus is on 11 years universal basic education, an increase in technical and vocational colleges, and increase in the number of enrollments for mathematics and science subjects (URT, 2018).

The government had ensured there is enough number of teachers and instructors to public schools, even if there is a shortage of teachers, there are different programs to schools to enhance recruitments of temporally teachers to cover the scarcity. Even these teacher, the governments, ensure they are fully trained and capacity on teaching ability. Also, the governments established different policies, including monitoring and evaluations, to monitor the operations of these schools (URT, 2018; Cilliers, Mbiti, & Zeitlin, 2019).

Despite these efforts by still the performance of public schools had been very bad compared to the performance of the private schools (Mkalagale, 2013; Gasper, 2016). Interesting enough, most of the students selected in public schools are the one with a high score compared to those chosen in private schools (Cilliers, Mbiti, & Zeitlin, 2019). According to the National Education Council of Tanzania, among the top ten best performing schools for secondary school education in 2016, 7 schools comes from private and religious institutions (Gasper, 2016).

The governments had tried several ways to improve and overcome this by improving and investing in secondary and primary educations, among the efforts, including free education to secondary schools. The governments also had introduced different ways of monitoring and evaluation of these schools to ensure there are performance improvements (URT, 2018).

According to Cilliers, et al., (2019), emphasize that use of monitoring and evaluation systems provides guidance and improve school's performance outcome in terms of teaching and learning process. Despite the existence of formal training to teachers on how to use monitoring and evaluation systems, its implementation has faced challenges on school performance outcome (UNESCO, 2016). This had raised a question among scholars on its impacts on teaching and learning environments. Actually, little study or no study had been done in Tanzania to assess this issue. This study has evaluated the influence of monitoring and evaluation systems has on teaching and learning environments taking the case of public secondary schools as the case of the study.

**1.4 The purpose and objectives of the study**

**1.4 Purpose of the Study**

The overall aim of the study was to investigate the contribution of Monitoring and Evaluation on effective teaching and learning in public primary schools in Ubungo District, Dar es Salaam.

**1.4.1 The Specific Objectives of the Study**

The following objectives guided this study

1. To determine the influence of lesson preparation process on the effectiveness of the teaching and learning process.
2. To assess the impact of monitoring of school attendance for teachers and students on teaching and learning process.
3. To establish the influence of the evaluation process used in schools on the effectiveness of teaching and learning.
4. To determine how learning and teaching environment contributes to the effectiveness of teaching and learning.

**1.5 Research Question**

The following research questions guided this study

1. To what extent does the lesson preparation process influence the effectiveness of the teaching and learning process?
2. To what extent does the monitoring of school attendance for teachers and students influence the teaching and learning process?
3. How does the evaluation process used in schools affect the effectiveness of teaching and learning?
4. How do the learning and teaching environment affect the effectiveness of teaching and learning?

**1.6 Significance of the Study**

This study is useful for primary and secondary schools in general. Currently, most of the school' performance is not good in terms of academic and general performance then these study findings will help to provide alternative solutions to problems of inequitable access to quality education which are commonly expressed in public primary schools.

Policymakers and experts in curriculum development can see the need of mainstreaming knowledge about the law of education in different pieces of training. The study findings provide essential information and guidance to the policymakers and for monitoring and evaluation processes in primary education systems. To the government, findings of the study offer new insights to the key education players, including education stakeholders.

**1.7 Limitations and Delimitations of the study**

The study has a number of limitations; there were constraints in budget and time allocation, which restricted the study location to Dar es Salaam, Ubungo district. To extract enough and meaningful data, the researcher had to hire research assistants who are in academic institutions. Research assistants, together with researcher, conducted an in-depth interview to generate enough information.

Also, some of the respondents were not willing to give data due to the nature of the research, so in overcoming this high level of confidentiality were taken and respondents was assured that each data generated was only for research purpose. Furthermore, even the developed questionnaire did not ask respondents to fill in their basic information.

**1.8 Organization of the study**

The study comprises of five chapters; chapter one describes the background to the study; it represents the research problem, the research objectives and the research questions. It outlines the significance of the study, its scope, limitation and delimitation of the study. The second chapter presents a theoretical, empirical literature review and the conceptual framework of the study.

The third chapter describes the study design, research paradigm and philosophy, place of the study, population, sampling design, sources of data collection, instruments used for data collection, data analysis and interpretation as well as data reliability and validity. Chapter four analyzes data and discuss the findings as per the research objections. Chapter five conclude the study by providing the summary of the study, conclusion, recommendations and areas for further studies.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Introduction**

This section describes the theoretical and empirical literature that is related to the study, and at the end, it presents a conceptual framework developed to guide the study.

**2.2 Theoretical Perspectives**

Two main theories governed understanding of the monitoring and evaluation systems in the education sector in this study, namely, program evaluation and monitoring system theory which is rooted in social science theories. According to Muiga (2015), social science theory is important in conducting monitoring practices as it is useful in the provision of information on initial assessment need for system design. Social science theory examines the existence of works related to the problem, lessons learnt on the effective strategies for program evaluation and time resources (Muiga, 2015; Ndifwa, 2013).

On the other hand, Program evaluation and System Theory guides the expectant and relationship between key program elements (Muiga, 2015). System theory was first developed Ludwig von Bertalanffy (1972), author of the system integrated evaluation system which best described the relationship among key players (students, teachers, headteachers and parents/guardians) and their surrounding environment (Kinyua, 2013). The theory claims that the education system is an integration of different parts working together to accomplish the stated goals. The integration depends on one another in reaching its objectives; failure of one part means the failure of the system (Gitau, 2016).

The relationships between education can be affected by the changes in the integration system. Monitoring and evaluation systems in education settings have caused systemic changes in learning and teaching environments. According to Kinyua (2013), this is a fundamental change in one aspect of a system requires fundamental changes in other aspects for it to be successful. These aspects: Instructional policy and planning, teacher's professional development classroom activities and leadership, management and communication.

Furthermore, program theory provides guides for monitoring and evaluation systems by gathering, constructing and deploying resources according to organizational goals and its objective activities in the provision of the services (Marriot and Hugh, 2009). In a general program, the theory provides additional advantages to the monitoring and evaluation systems by including the specific activities outcome and the identification of the unexpected consequences in a system.

Monitoring and evaluation in the education segment for this study are borrowed from the definition stated by the UNESCO. UNESCO defines the monitoring and evaluation system as two discrete processes but reinforces one another. Generally, monitoring and evaluation systems are formulated to provide the outcome of the program objectives and activities in relation to organizational targets (UNESCO, 2016). It also projects on the sustainability of the program outcomes.

Monitoring and evaluation systems in the education sector are purposely being utilized for safeguarding provision of unbiased and quality education to all people at all levels. In this sense, it refers to the concept of multi-dimensional factors including the necessary inputs such as human power, materials and financial, the process of teaching and learning practices

and quality learning outcomes (UNESCO, 2016; Kinyua, 2013).

To link the theory of monitoring and evaluation systems in the education system, the current study concentrated on the contribution of human and material inputs in terms of teachers' lesson preparation process and effective teaching. Teachers monitoring of school attendance affects the learning environment for students. The study evaluated how the school headteachers coordinate the school learning processes as per education policies and administration tasks: classroom visitation, evaluation of record of work, headteacher' holding conferences with the teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation.

**2.3 Theoretical reflection on study variables**

The study focuses on the influence of monitoring and evaluation on Teaching and learning process.

**2.3.1 The influence of lesson preparation process on the effectiveness of the teaching and learning process**

Lesson preparation involves recurrent planning and evaluation process of ensuring practical students learning (Butt, 2006). In this study, the influence of lesson preparation process and its effectiveness of teaching and learning process was assessed based on the monitoring and evaluation mechanisms that school headteachers and teaching staff organize teaching materials.

According to (Ndyali, 2013) argues that the head of the schools has mandates to ensure availability of all educational inputs, including curriculum and teaching materials for individual subjects. Availability of the teaching materials such as textbooks, chalkboards, apparatus and handbooks will allow a smooth lesson preparation process of the teaching teachers. Gitau, (2016), further argues that the selection of right materials and equipment and employment of the proper teaching method together with the employment of the correct teaching aids help in improving teaching procedure. As a result, academic performance has been improved.

A proper lesson preparation gives rooms for teachers to have reflective on the appropriate usage of pictorial aids and know all the necessary tools that are needed for the teaching and learning process of the students. Primary school teachers lay a greater foundation for students' knowledge and skills acquisition (Ndyali, 2013). Kinyua (2013) adds that lesson plan preparation ensures the effective and efficient use of instructional time for students to have actual learning and a better understanding of the subject.

The content of lesson plan preparation allows teachers to select related teaching materials which help students to have an in-depth understanding of the lesson and it attracts their attention thus motivating them to learn (Ndifwa, 2013; Ndyali, 2013).

Monitoring and evaluation systems must assess the effectiveness of learning process by collecting information on the lesson preparation plans, structures of work, review of subjects log and mark books on a regular basis (UNESCO, 2016). Furthermore, the system should collect information by observing teaching arrangements in the classrooms, assessing teacher's lesson plans and notes book, conduction of student's exercise books reviews, provision of feedback on students' performance, enhance expected learning, and evaluating the teaching process (Gasper, 2016).

Effective teaching and learning processes is influenced by the use of proper teaching methods (Chuunga, 2013). In this aspect, Chuunga (2013), argues that teachers must have different teaching strategies which facilitate students learning process. Teachers knowledge and skills, qualifications, teachers teaching motivation, and commitments are some of the factors that facilitate effective teaching strategies (Chuunga, 2013).

**2.3.2 The influence of monitoring of school attendance for teachers and students on teaching and learning progress**

According to Nolan and Hoover (2011), lack of school's supervision and poor disciplinary measures by district education officers and school heads hinders effective teaching processed which in turn have undermining effective teaching and have had adverse effects on the students' performance outcomes.

The influence of the evaluation process on the effectiveness of teaching and learning

Effective teaching and learning processes are influenced by the frequent assessment on how teaching is done in each session. Studies show that a good evaluation system, together with the availability of physical facilities, teaching materials and favourable school environments influence the provision of quality basic education in public schools (Ndyali, 2013).

UNESCO recommends for students frequent assessment on their learning progress facilitate effective learning outcome and suggests necessary adjustments for teaching process (Gasper, 2016; UNESCO, 2016). There are different assessment techniques that can be used to monitor and evaluate students learning outcomes; use of standardized school and national examinations such as mock exams, midterm and end of term examinations as well as the routine class works. These techniques facilitate students to conduct self-evaluation and make efforts to achieve more, and they act as an essential part of the teaching and learning process (Chuunga, 2013).

Teachers can also use formative assessment with the aim to build learning capacity, and performance evaluation or they can use dynamic assessment by conducting frequent reviews of lesson plans and students works (Gitau, 2016). However, studies have shown that summative assessments have weakness in the creation of wide gaps between slow and fast learners that can lead to poor performance (Chuunga, 2013). On the other hand, dynamic assessments learners centred they fail to perform well in overcrowded classrooms (Gitau, 2016).

Ensuring all lesson are taught, it is important in improving the teaching and learning process. Through their managerial process, headteachers ensure that teachers carry out their day to day activities, which include attending all lessons (Gitau, 2016). They have also to evaluate records of work undertaken and learning achieved, both in order to anticipate need and to assess progress. Thus, as there is no previous study that addressed this problem in the area, this study will examine the prevailing practices of continuous assessment in the primary schools in Ubungo District, Tanzania.

**Influence of learning and teaching environment on the effectiveness of teaching and learning**

Teaching and learning surrounding environments have a greater influence on the effective teaching and learning processes. According to Cilliers, Mbiti & Zeitlin, (2019), effective coordination of the school learning environment adds up to the teacher's performance of their duties and students learning process.

The current study influence of teaching-learning process and students performance is determined by factors such as physical facilities, instructional materials and class size.

The study postulates that the school's physical facilities have an effect on the learning and teaching process. The physical facilities include availability of adequate administration offices, teacher's staff rooms, full furnished classrooms and laboratories, workshop, students hostels for boarding schools, staffs houses and school playing grounds (Salam, 2015).

On the other hand, the availability of related teaching and instructional materials facilitates implementation of curriculums and teaching strategies. It is the responsibility of the headteacher to ensure continuous procurement of teaching and learning resources (Gasper, 2016).

Furthermore, class size has an influence on teaching and learning processes. According to Kinyua (2013), classes with a smaller number of children facilitates teacher-student relations and improves learning outcome. On the other hand, bigger class sizes hinder interactions between teachers and students as it prevents close supervision during teaching (Kinyua, 2013).

**2.4 Empirical Studies**

Literature has addressed the effectiveness of monitoring and evaluation of the teaching and learning process.

Kayombo (2014) did a study to assess factors that affect the use of participatory techniques among primary schools in Chunya. The study findings revealed that more than 83% of the teachers employed non-participatory methods in their teaching styles. Non-participatory techniques were due to insufficient time, shortage of teaching materials, failure of students respond to questions posed by teachers during class sessions and lack of teachers competencies. Author of the study recommended that the government of Tanzania should make efforts to improve the school learning environments by recruiting more teachers, procurement of enough teaching and learning materials, ensure availability of the adequate number of class buildings and furniture.

Another study done by Haji (2014) assessed how the teacher's characteristics influence students' academic performance in secondary education. The study found that teachers academic qualifications, academic skills and performances affect students academic performance. It was suggested that teachers should receive frequent professional training to improve their teaching and academic skills. Also, there is a need for the government to introduce motivational packages such as hardship and teaching allowances. Parents should take an active role in educational activities. In the current study, it examined the types of methodological competencies teachers used to achieve effective monitoring and evaluation in primary school education.

Another study done by Ndifwa (2013) examined different qualitative and quantitative dimensions of quality that are recurring themes of debate on promoting quality of education in public primary schools of Tanzania, whereby a case study of Ilala district municipal council was analyzed. The study used descriptive and explanatory techniques, whereby primary and secondary data were collected by using a questionnaire, interview and observation instruments from the 40 respondents including Heads of the schools, pupils, teachers, school committee members, and District Education Officers (DEO). Research findings revealed that the presence of garbages nearest to the public primary schools contribute to lag behind the policy of promoting quality of education in Tanzania. Secondly, overcrowded classrooms hindered the efforts of promoting quality education in public primary schools in Tanzania.

Similar studies that have been conducted in different countries show that issues of monitoring and evaluation are the major concern in assessing the quality of education in primary schools. Salam (2015), conducted a qualitative study evaluating quality education in public and NGO primary schools in Bangladesh. The study involved two schools as case study one is public and one private school. Data collection was done by use of observation, interviews and document analysis which was done to both teachers and students. The study found that both teachers and students played an important role to ensure the provision of quality teaching and learning process in the classrooms. Results indicated that all of the studied schools had insufficient teaching and learning materials. The study outlined that public school teachers followed traditional teaching methods that hindered students from having opportunities for class interactions. Conversely, BRAC schools have cooperative and participatory teaching-learning strategies.

**2.5 Conceptual Framework**

The dependent variable guides this study is the teaching-learning process in public primary schools and independent variables such as lesson preparations, school students and teachers attendance, evaluation process procedures and learning and teaching environments.

**Figure 2.1 Conceptual framework**



**Source: Developed by researcher (2020)**

The conceptual framework shows the interrelationship between monitoring and evaluation aspects thought to influence the teaching-learning process. The framework postulates that monitoring and evaluation influence the teaching-learning process in some aspects, including, lesson preparation, school attendance, evaluation process, and school environment.

The influence may be modified by ensuring that there is close supervision of lesson preparations, monitoring of school attendance, conducive learning environment, regular attendance of lessons by pupils and teachers, proper time management, appropriate methodology, and proper supervision and assessment. This will lead to effective teaching and learning and will be measured through and performance in national and regional examinations, and other forms ofassessment.

**2.6 Research Gap**

Several researchers have been conducted on the same or similar topics in different parts of Tanzania and outside the country on Education management Kalyalya (2017), Kabalika (2012), Mgoya (2013), Syumbesya & Lindall (2012). However, all these studies are limited to primary schools. Furthermore, these studies did not evaluate how attendance monitoring, teaching and learning materials and even how evaluation affects the teaching and learning environments. This study also based on the current situation as most of the other studies were done about five years back where some improvements have been made on the education system.

**CHAPTER THREE**

**METHODOLOGY**

**3.1 Introduction**

This chapter describes how the study was designed and conducted. It discusses the research design, data source and collection, the sampling frame, sample size, study area, the sampling procedure, and the data collection procedures. It also provides the methods which were used to analyze the data under this study together with the consideration for data reliability and validity presented.

**3.2 Research paradigm and philosophy approach**

According to Cohen et al., (2013), there are three types of research models including positivism, interpretive and realism research philosophies. This study employed the positivist approach by assuming that the social reality of effective monitoring and evaluation is influenced by various factors, including teachers' competencies and learning environment. The fact of the effective monitoring and evaluation system in primary schools the study used quantitative and qualitative data collection techniques and analytical procedures were collected so as to establish feelings of the teaching teachers, headteachers and district educational officer.

**3.3 Research Design**

Research design is defined as the planning arrangements for data collection and analysis based on the study objectives in relation to economic procedures (Cohen et al., 2013. It is the theoretical structure within which the study is conducted. The study used a cross-sectional research design to assess the contribution of monitoring and evaluation as a factor for effective teaching and learning in public primary schools. This study design signifies the prevailing situation of the monitoring and evaluation by collecting data once by concentrating on primary schools in Ubungo District. It also provides an immediate solution to the stated background on monitoring and evaluation as a factor for the operative environment in primary schools teaching and learning practices.

**3.4 Area of the Study**

This study was conducted in one of the new districts of Dar es Salaam, city. Ubungo district was selected because it is within the district that researcher is working. According to data presented Ubungo district is one of the few districts with overcrowded classrooms and unfavourable teacher-pupils ratios, pupils-books ratios and pupils-desks ratios. It also has transport problems which in one way has an impact on pupils-teachers attendance and performance.

**3.5 Study Population**

Cohen et al., (2013), defines the study population as a group of an individuals' possessing one characteristic that distinguishes from other groups. Teachers of public primary schools located in Ubungo district was selected as the study population. This study included public primary schools because it is within the district that researcher is teaching. So it was easy for researchers to organize and make follow up on data collections. Also, it is one of the new districts with new administrative responsibilities and transition from the former district Kinondoni. According to a documentary review, Ubungo district has 79 public primary schools which provide education under the Ministry of Education, Science and Technology. So, this gives a total number of 79 Head of schools.

**3.6 Sample size and sampling procedure**

**3.6.1 Sample size**

Ubungo district has a total number of 79 public schools with an average number of 20 teachers per school. From the list of public schools, six schools with high students population and teachers were purposely chosen to represent the rest of the public schools in Ubungo district. The study included all headteachers and head of departments in each school and general teachers were selected based on their availability (table 3.1 below) represent the distribution of sample size.

**Table 3.1. Summary of the Sample Size**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Source of Data | Number of respondents per school | Total respondents |
| 1 | Head teachers/head of department teachers | 4 | 24 |
| 2 | Normal teachers | 10 | 60 |
| 3 | Educational officer (MSEO) | 1 | 1 |
|  | **TOTAL** |  | **85** |

**Source: Field data (2020).**

**3.6.2 Sampling Technique**

The study utilized simple random sampling technique to select teachers from each primary school and purposive sampling technique to select head teachers and head of subject departments teachers due to their position and working experiences on the monitoring and evaluations in teaching and learning. To select schools teachers, the researcher used simple random sampling because it allowed all members of the population an equal chance of being selected.

**3.7 Data Collection methods**

Both primary and secondary data collection methods were used in this study.

**3.7.1 Primary Data**

Primary data for this study was collected by the use of structured questionnaire and in-depth interviews.

**3.7.1 Questionnaires**

This was the tool of collecting and gathering information from part of the population by using a structured questionnaire (Cohen, Manion, & Morrison, 2013). A Structured questionnaire was designed to assess the impacts of monitoring and evaluation of teaching and learning. Questionnaires were used to all 60 teachers, specifically the questionnaire aimed to assess lesson planning and preparations, school attendance and the learning environment in relation to learning-teaching methods. Through questionnaires, teachers were able to give their opinions which were utilized during analysis.

**3.7.2 In-depth Interviews**

In-depth, interviews were conducted to key respondents (headteachers, academic staff and education officer) to obtain their opinion as regards to the effectiveness of monitoring and evaluation. This involved face to face discussions by giving respondents the freedom to express themselves from the questions asked by the respondents. As the headteachers and subject teachers were more involved participated through interview. The interviews were arranged based on time available per each headteacher. In-depth interview was done to enrich the collected data.

**3.7.3 Secondary data**

Secondary data for this study was collected from the school attendances and supervision reports.

**3.8 Data Analysis and Interpretation**

 Data collected were analyzed by use of statistical computer packages (SPSS' 21.00). The quantitative data were analyzed by use of the descriptive method and presented in terms of percentage and frequencies. On the other hand, the qualitative data from interviews, secondary and documentations were analyzed using content analysis and logical analysis techniques.

## 3.8.1 Data validity and reliability

**Data Validity**

Content and face validity of the tool was assessed by three experts who are experienced academic officers in primary school monitoring and evaluation systems. They were asked to check if the tool has content that covers study objectives, literature and whether questions are clear and modified accordingly. Content validity is concerned with the sampling adequacy of the content areas to be measured and is based on expert judgement (Saunders, Lewis, & Thornhill, 2016).

**Data Reliability**

Internal consistency of the study questionnaire was analyzed, and the Cronbach's alpha estimation determined its reliability. In order to establish if participants in this study were able to understand the instructions, the items and respond correctly to the instrument, the first ten subjects were used as a pilot sample. Approximate time to fill the questionnaire was between 20 to 30 minutes. The Cronbach's Alpha test was used to assess the reliability of the scale where a cut-off point of 0.70 was adopted so that the corrections between items of a particular scale were improved. The following test was used to check the Alpha degree:

**Table 3.2 reliability test**

****

**Source: Data Analysis (2020)**

According to this study, the alpha coefficient for the 18 items is .871, suggesting that the items have relatively high internal consistency; this Alpha shows the accepted level of reliability (ibid).

**3.9 Ethical consideration**

The consideration of research ethics is of paramount importance. Research ethics takes into account the moral values and principles that guide the respondents, sponsors, researchers and all individuals involved in the research to abide by (Strydom, 2007). In this study, the researcher was expected to comply with human research ethics: informed consent, respect for confidentiality and anonymity, storage of data and privacy for the results as well as distortion of the transcripts. First of all, the researcher asked for permission to research different authority organs, including the Open University of Tanzania before the commencement of the study. Second, respondents were informed about the purpose of the study, and that their identities would not be disclosed to the third person, and that the information they provided would remain confidential and solely used for this study. Thirdly, the question of language barriers was solved by producing English and Kiswahili versions that allowed all respondents to volunteer their participation in the study to respond to the research questions comfortably.

**CHAPTER FOUR**

**DATA PRESENTATION AND DISCUSSION**

**4.1 Introduction**

This section analyzes the findings of the study in relation to the research objectives and questions presented in the study. The study specifically aimed at examining the influence of lesson preparation process on the effectiveness of the teaching and learning process, assessing the influence of monitoring of school attendance for teachers and students on teaching and learning process, establishing the influence of evaluation process used in schools on the effectiveness of teaching and learning and also establish the influence of learning and teaching environment on the effectiveness of teaching and learning.

**4.4.1 The contribution of lesson preparation process on the effectiveness of the teaching and learning process**

The first objective of the study was to examining the influence of lesson preparation process on the effectiveness of the teaching and learning process. Lesson preparation had seven statements which address the issues of monitoring and evaluation. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned, table 4.2 summarize lesson preparation process.

## Table 4.2: Lesson preparation process.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item  | Strongly Agree | Agree | Neutral | Dis Agree | Strongly Dis Agree |
| Teachers always prepare scheme of work for each subject. | 18(30%) | 33(55%) | 9(15%) | 0% | 0% |
| Teachers do normally prepare lesson plan before going to class | 13(21.6%) | 22(36.6%) | 12(20%) | 13(21.6%) | 0% |
| Teachers look for teaching Aid before going to classes and they are used in presentations. | 18(30%) | 21(35%) | 3(5%) | 12(20%) | 6(10%) |
| The prepared teaching aids reflects the subject itself and real life. | 21(35%) | 15(25%) | 6(10%) | 7 (11.6%) | 17 (28.3%) |
| Teachers always prepare lesson notes and provide them to students. | 25 (41.6%) | 35 (58.3%) | 0% | 0% | 0% |
| Teachers prepare for the lesson one day before. | 21 (35%) | 34 (56.6%) | 5 (8.3%) | 0% | 0% |
| Head teacher always checks teaching materials for all teachers before going to class. | 0% | 0% | 11 (18.3%) | 34 (56.6%) | 15 (25%) |

The study has shown that teachers prior to teaching they have to prepare a scheme of work. The scheme of work also includes preparation of lesson plans, lesson notes and use of teaching aids which relates the theory and real life. The current study projects that teachers adhere to these requirements except that they do not have enough teaching aids. These findings imply that lesson preparation and use teaching aids are an integral component in any classroom and learning process.

This study finding is similar to the study by Millita (2009) whose findings reveal that many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. These findings are in line with what UNESCO recommends. UNESCO, (2016) reported that effective lesson preparation to ensure student learning is part of a cyclical process of planning, doing and evaluating. An important consideration will be how lesson evaluations link backwards and ‘forwards’ throughout the planning process. Distribution and delivery of resources are essential in order to ensure effective teaching-learning sessions. Teaching aids include textbooks and other learning materials. Besides, the availability of classrooms, libraries, school infrastructure and other facilities were also assessed in this study. This finding is in line with other studies done by Gasper (2016), who found that effective lesson preparation is influenced by the availability of teaching aids. However, Mwaimu (2015), found that inadequate time, shortage of materials, students poor response to question asked by the teacher, and lack of competency among the teachers have a negative impact on effective monitoring and evaluation.

It was further revealed that there is no effective supervision and counterchecking of headteachers and academic Masters and Mistress on the teaching materials and plans of the teachers. This can be reflected in the teacher’s response. Effective lesson preparation to ensure student learning is part of a cyclical process of planning, doing and evaluating. An important consideration will be how lesson evaluations link backwards and ‘forwards’ throughout the planning process (Table 4.3).

## Table 4.3: Head teachers and head of department responses on teaching process

|  |  |  |
| --- | --- | --- |
| **Statements**  | **Frequency**  | **Percent**  |
| Teachers prepare effective lesson notes before going to classYes No  | 231 | 95.84.2 |
| Head teacher/head of department review teacher’s lesson notesYes, once per weekNo  | 915 | 37.562.5 |
| Teachers assessment in class roomYes, once a weekNo  | 519 | 20.879.2 |
| Daily teaching reportYes No  | 24 | 100 |
| Availability of information with necessary reports on the teaching and learning processYes No  | 186 | 7525 |
| Head teacher/department monitor procedures to ensure that all teaching and learning activities of your schools reflect the school performanceYes No  | 24 | 100 |

The study also found limited supervision and counterchecking of headteachers and academic Masters and Mistress on the teaching materials and plans of the teachers. Respondents who indicated that there had not been effective monitoring and evaluation of teaching and learning in schools gave the following reasons: monitoring and evaluation at times seem to be reactive rather than advisory.

The study included one education officer, and she responded to the question of limited supervision.

Generally, I am to manage both academic and administrative activities. Academically, a school visit is the main part of my duty. Accordingly, I visit five schools every month and all schools at least one time in a year through informed and uninformed inspections. During the visit, I observe the teacher's role, teachers-students interaction and assessment. In addition, I check official documents, register maintenance, teachers' activities and annual plans etc. I also observe neat and cleanliness of the school. Sometimes, I check school timing, students' assembly by the instant visit.

The issues of inadequate supervision, laziness, lack of enough teaching aid materials, poor feedback on evaluating both teaching teachers and headteachers, were observed in other studies. For example, Salam (2015), found that public schools in Bangladesh face the same problem with effective supervision and lack of enough teaching aid materials, as well as feedback evaluation, is not effective to both teaching teachers and headteachers.

**4.4.2 The contribution of monitoring of school attendance for teachers and students on teaching and learning process**

Objective number two aimed to assess the influence of monitoring of school attendance for teachers and students on teaching and learning process. He probed the need to improve monitoring and evaluation of teaching and the monitoring and evaluation activities in the school in the schools and the monitoring and evaluation activities in the schools.

**Table 4.4: Present School Attendance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Strongly Agree | Agree | Neutral | Dis Agree | Strongly Dis Agree |
| Effective monitoring help to improve the time managements among teachers and schools’ administrators | 28(46.7%) | 8(13.3%) | 1 (1.6%) | 19 (31.7%) | 4 (6.7%) |
| Improves teachers and student’s attendance and guidance | 36 (60%) | 15 (25%) | 9(15%) | 8(13.3%) | 6 (10%) |
| Improves student’s administration and performance | 11(18.3%) | 27 (45.0%) | 4 (6.7%) | 15 (25.0%) | 3 (5%) |
| Monitoring help improve teachers works in public primary schools | 12 (20%) | 25 (41.7%) | 7 (11.6%) | 21 (35%) | 17 (28.3%) |
| Monitoring reduces absenteeism to students and teachers | 33 (55%) | 21 (35%) | 6 (10%) | 0% | 0% |
| Teachers always enter in class on time and sign in class journal  | 35(58.3%) | 7(11.6%) | 3 (5%) | 15 (25%) | 0% |
| Head teacher do regularly check the class journals | 21 (35%) | 31(51.6%) | 0% | 3 (5%) | 5 (8.3%) |

School attendance is one of the monitoring tools to students and teachers; results show that majority of the respondents agrees to effective monitoring and evaluating manage teachers and student attendance. Through effective monitoring, the teachers can understand the reasons late attendance, absenteeism and hence take measures. These findings imply that the responsible schools in order to improve the student's absenteeism they need overturn much in monitoring. During an interview with headteachers, it was revealed that in the past majority of the students and teachers were coming late to school. One of the teachers observed:

Lateness in the class is contributed by many factors including distance and difficulties in transport, especially in the morning.

The monitoring system has helped teachers to reduce the chances for student's absenteeism as per government school curriculum that requires students to attend a total of 195 days per year. In this study, it was revealed that some of the students do not reach these days; headteachers revealed that absenteeism is due to various reasons. One of them is poor monitoring in attendance registers to some of the class teachers, as the findings showed that the attendance registers remain with the class teachers only without follow up. This means that students might not come to school for some days, and the information remains to the class teachers only, and headteachers might not be aware of the absentees.

It was also revealed that majority of the respondents agrees on teachers' improvements in their administration works and student's performance. This implies that by having clear monitoring in schools, there will be great improvements in school administration and management of the students. The same findings were also reported by Kinyua (2013).

On the other hand, majority of the respondents agreed that monitoring and evaluation had pushed teachers always to enter in class on time and sign in class journals on which headteacher do regularly check the class journals. This implies that strengthening of the monitoring and evaluation system has helped in monitoring teacher's attendance in the class. The study found there were good monitoring for teachers; they have a sign in and out register book for teachers to sign every day.

However, teachers were not observing the required time for class teaching. Teachers are required to spend 80 minutes per period, but the majority spend only 50 and loss 30 minutes per period which lead a total of 150 minutes in a week per subject. This means that at the end of the year, 5850 minutes are lost per single subject. This is contributed by poor monitoring of the academic masters and headteachers. As previously identified in teachers' interview. Class Journals are the only means to check either teacher enter in class and teach for the required time or not. So, if there is no good system of checking, there will be no way to determine whether teachers enter in class for the required time and teach what is required to teach.

Similar Study (Kinyua, 2013), observed monitoring and evaluation to be the key tool for teachers to fulfil their day to day class activities.

**4.4.3 Impact of evaluation process used in schools on the effectiveness of teaching and learning**

Study objective number three aimed at assessing the impact of teacher's evaluation process used in schools on the effectiveness of students teaching process. This objective included the teacher's evaluation techniques and observation on the evidence of the evaluation process. It is clear that not everything can be evaluated, but the efficacy, quality, extent, and result achieved by the executing tasks may be evaluated.

**Table: 4.5: Present Evaluation Process for the effectiveness of teaching and learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Strongly Agree | Agree | Neutral | Dis Agree | Strongly Dis Agree |
| Class works are given to students after every session and teachers mark them immediately | 5 (8%) | 12 (20%) | 9(15%) | 30 (50%) | 4(6.6%) |
| Teachers hand in their examinations for standardization | 27 (45%) | 8 (13.3%) | 2 (3.3%) | 12(20%) | 11 (18.3%) |
| Tests and examination are set in panel and moderated to maintain validity and reliability of the tests and examinations. | 23 (38.3%) | 3 (5%) | 5 (8.3%) | 28 (46.7%) | 1(1.7%) |
| Extra programs are given to the slow learners for improving their performance. | 0% | 20 (33.3%) | 9 (15%) | 31 (51.6%) | 0% |
| All test and Examination pass to the head teacher before going to academic for further steps | 32 (53.3%) | 10(16.7%) | 3 (5%) | 10(16.7%) | 5 (8.3%) |
| All examinations must be proof read before reach to students | 7 (11.6%) | 5 (8.3%) | 0% | 14(23%) | 34 (56.6%) |

Proper teachers' assessments and student's evaluation ease the process of teaching and learning process. It facilitates making decisions before, during, and after teaching to seek learning outcomes. This study assessed how teachers assess and evaluate their students in the class. Realizing the value of student evaluation, the ministry of education has provided certain clear indications in the policy.

Results show that evaluation process includes class works and quizzes are given regularly or not. Furthermore, majority of the respondents does not set tests and exams and send to the academic masters without prior evaluation or supervision on the validity of the content and the materials delivered to the class. Ndungu et al support this finding., (2015) who reported some of the schools do not have the required monitoring and evaluation of teaching and learning, poor coordination and standardization of the examinations.

The study also was concerned with the school shifts and slow learners helping program. The findings show that majority of the respondents does not have a program for helping slow learners, and they have two shifts. This implies that there is inadequate time allocated for the students and teachers to interact and know the weaknesses of the students.

Following these negative responses, an interview finding with district education officer to respond on which methodological competencies do teachers use to evaluate the impact of teaching to students and improve instructional process especially for slow learners, she had this to say:

*About 80% of the teachers teaching primarily in Ubungo district use lecture method and questions in teaching and learning process.*

The researcher during an interview with the education officer of Ubungo district asked her question on what are the reasons leading teachers to use questions and answers and lecture methods. At the same time, the government insists on the use of competency-based curriculum, with its focus on multiple methods of teaching? She had this to say:

*The reasons leading most of the primary school teachers to use lecture method, questions and answers method are due to overcrowding of pupils in the class, shortage of classrooms, desks, shortage of teaching and learning aids, shortage of teachers and lack of regular seminars to teachers to update their skills and knowledge inadequate time.*

*This is evidently to other studies also. The similar trends of teacher's evaluation on teaching process were also reported by Mwaimu (2015) and UNESCO (2016).*

**4.4.4 Contribution of learning and teaching environment on the effectiveness of teaching and learning**

Research objective number four studied the influence of learning and teaching environment on the effectiveness and learning in the school.

**Table 4.6: Present learning and Teaching Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Neutral | Dis Agree | Strongly Dis Agree |
| The school environment is so conducive for teaching and learning process | 15 (25%) | 25 (41.6%) | 4 (6.6%) | 16 (26.6%) | 0% |
| The classes size is enough to accommodate the required numbers of students in class.  | 0% | 15 (25%) | 2 (3.3%) | 16 (26.6%) | 27 (45%) |
| The school library is full of text books and they are enough for students references. | 0% | 0% | 4 (6.6%) | 24 (40%) | 32 (53.3%) |
| All classes are full of desks and chairs of which all students sit on chairs  | 13 (21.6%) | 28 (46.6%) | 0%) | 19 (31.6%) | 0% |
| The school is far from human activities which can interfere the teaching and learning process  | 7 (11.6%) | 15 (25%) | 5 (8.3%) | 33 (55%) | 0% |
| The school has a very well planted trees which bring fresh air in school | 34 (56.6%) | 26 (35%) | 0% | 0% | 0% |
| There is a good arrangement of school properties. | 34 (56.6%) | 15 (25%) | 11 (18.3) | 0% | 0% |

The finding of the study has shown that majority 66.6% of the respondents agreed that the school environment is not conducive as there is a lot of interference with human activities, with no fence only two schools had a fence. The study also assessed if class size is affecting the effective learning process, majority of the respondents reported that class size is not enough compared to the number of students they have. However, respondents agreed that the majority of classes are full of desks and chairs of which all students sit on chairs. There is also a lack of school library with no textbooks for references.

In the study of the influence of learning and teaching environment on the effectiveness of teaching and learning, it implies that schools do not provide the conducive environment for effective teaching and learning for both teachers and learners. The teachers' grievances are not taken seriously by the administration. The teachers find that the environment in which teaching and learning take place affects the effectiveness of teaching and learning. The schools do not provide a conducive environment for effective teaching and learning for both teachers and learners. Teachers'grievances are taken seriously by the administration. The similar scenarios were observed by Ndungu et al., (2015) in their Study in Kenya.

For effective primary school education provision, both government, community, teachers and students hold the main responsibility of improving learning in schools. For this to happen, the environment has to be favourable environment must have: A strong sense of shared purposes of people, concrete support from distraction by leaders, adequate funding appropriate for the purpose of teaching, policies and schedules consistency with purposes and continuing examination of how well the learning purposes are being achieved.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents a summary and conclusion of the study. It also provides some recommendations based on the findings analyzed in the preceding chapter four. Accordingly, the results of the study are summarized, followed by concusion and recommendations for the study are provided below.

## 5.2 Summary of the study

This study intended to assess the contribution of monitoring and evaluation on the effectiveness of teaching and learning in public primary schools in Ubungo district. The study generates results that facilitate effective monitoring and evaluation systems in Tanzania as the UNESCO proposes it. In order to develop these results, the study was guided by the following objectives: to determine the influence of lesson preparation process on the effectiveness of the teaching and learning process; to assess the influence of monitoring of school attendance for teachers and students on teaching and learning process; to assess the effect of the evaluation process used in schools on the effectiveness of teaching and learning and; to determine how learning and teaching environment contributes to the effectiveness of teaching and learning. The study adopted a survey research design. The study targeted 25 headteachers, 90 teachers, and 30 head of departments in 25 public primary schools in Ubungo district. A total of 85 participants agreed to participate in the study; the composition included 24 head of departments/head teachers, 60 normal teachers and one education officer. Data collection methods employed in the study included structured questionnaires, interview and documentary review. Data collected were subjected to content analysis for qualitative information, and quantitative data were statistically analyzed by the use of percentage and frequencies.

The study reveals that lesson preparation and uses teaching aids are an integral component in any classroom and learning process; there is an improvement in monitoring teachers and student's attendance by reducing absenteeism. However, there is a weakness in headteachers and academic supervision, lack of a proper program for helping slow learners and unconducive learning environment. Also, findings revealed that the evaluation process includes class works and quizzes are given regularly or not.

##  5.3 Conclusions

Research objective number one examined the influence of lesson preparation process on the effectiveness of the teaching and learning process. Findings showed teachers commitment in the preparation of scheme of work including lesson plans, lesson notes and use of teaching aids which relates the theory and the real-life before actual teaching process. However, the study revealed insufficient teaching aids, limited supervision and counterchecking of headteachers and academic Masters and Mistress on the teaching materials and plans of the teachers. It can be concluded that teachers are committed to making preparation of lesson plans, use of available teaching aids despite having limited supervision from their headteachers as well as their academic masters.

Study objective number two aimed to assess the influence of monitoring of school attendance for teachers and students on teaching and learning process. Results showed improvements in their administration works and student's performance. Also, the monitoring system has helped teachers to reduce the chances for student's absenteeism as per government school curriculum that requires students to attend a total of 195 days per year. The study concludes on the improvement of school monitoring attendance system according to government curriculum. In some schools, there were poor monitoring in attendance registers left in classrooms with the class teachers only without follow up. Also, there were episodes of students of delays due to poor transport system.

Study objective number three aimed at assessing the impact of teacher's evaluation process used in schools on the effectiveness of students teaching process. Results show that evaluation process, includes class teacher's preference only determines class works and quizzes. Results further revealed most of the time teachers doesn't set tests and exams and send to the academic masters without prior evaluation or supervision on the validity of the content and the materials delivered to the class. The study revealed that teachers don't have a program for helping slow learners, and they have two shifts. There were also inadequate follow up of district academic officers who are responsible for making supervision in public schools. The study concludes that effective monitoring and evaluation system should allocate time for the students and teachers to interact and know the weaknesses of the students. Furthermore, all class works and tests should be evaluated by the academic masters and mistress.

## 5.3 Recommendations of the study

This section provides some recommendations with regard to research objectives, research hypothesis and research findings after the analysis of the respondents' views.

Objective number one revealed teachers efforts in preparations of lesson plans and use of teaching aids in relation to real life. It is recommended that effective lesson preparation to ensure student learning should be a part of a cyclical process of planning, doing and evaluating. Headteachers should make considerations on how lesson evaluations link backwards and 'forwards' throughout the planning process.

Study objective number two on school attendance, it was concluded that that the schools should improve on the monitoring of school attendance for teachers and students as consistency in school attendance has an impact on teaching and learning process. The head of the Department should monitor the teachers' class attendance and take updated records. This way, it will be possible to ensure that all the time allocated for the teaching and learning process is utilized. The study also recommends establishments of a public school bus as for private schools. This way, all students will be sure to arrive at school at the right time.

Study objective number three aimed at assessing the impact of teacher's evaluation process used in schools on the effectiveness of students teaching process. The study concludes that effective monitoring and evaluation system should allocate time for the students and teachers to interact and know the weaknesses of the students. Furthermore, all class works and tests should be evaluated by the academic masters and mistress. Also, district academic officers should work closely with headteachers and academic masters and mistresses to improve students performance.

The study also recommends that education Officers should work on the perceptions and attitudes of some teachers and school managers towards monitoring and evaluation by holding awareness meetings. As the findings reveal that some of the teachers and headteachers, they had a poor perception of monitoring and evaluations, so the attention should be given out to teachers, through training and other seminars. Increasing awareness will let the teachers work comfortably and hence improve the teaching and learning processes.

**5.4 Area for Further Research**

As the results of different limitations such as financial and time constraints, the researcher were limited to some areas which can be further taken into considerations. The following areas are recommended to be taken into consideration since it needs further study. These have become limited to my research as a result of time and financial constraints

1. Firstly, various industries should be empirically examined. This research focuses on primary schools. This limits the potential to generalize findings across the sector. The identified effects may differ across industries. In particular, secondary schools and as well as universities levels.
2. The impact of monitoring and evaluation on the performance of primary school teachers can be studied in the entire country so as to have more conclusive and reliable evidence of the extent to which Monitoring and Evaluation influence the performance of primary school teachers.
3. Lastly, the relatively small sample size of 100 valid observations puts a caveat to the findings; more primary schools should be involved in the study.

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**Appendix I**

**QUESTIONNAIRE FOR TEACHERS**

Dear sir/ madam

I am a second year student pursuing masters Degree of Education Administration planning and policy studies (MED – APPS) at the Open University of Tanzania. I am trying to investigate on theInfluence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in primary schools in Ubungo district. This research is solely for academic purpose. Please help and answer the following questions honestly.

1. Name of the school …………………………………………………………….
2. Name of the teacher ……………………………………………………………
3. Gender ………………………………………………………..
4. Age …………………………………………………
5. How many students do you have in your class …………………………………

**SECTION A**

LESSON PREPARATION

Please indicate your level of agreement with the statements listed below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Strong Agree | Agree | Neutral | Dis Agree | Strong Dis Agree |
| Teachers always prepare scheme of work for each subject. |  |  |  |  |  |
| Teachers do normally prepare lesson plan before going to class |  |  |  |  |  |
| Teachers look for teaching Aid before going to classes and they are used in presentations. |  |  |  |  |  |
| The prepared Teaching Aids reflects the subject itself and real life. |  |  |  |  |  |
| Teachers always prepare lesson notes and provide them to students. |  |  |  |  |  |
| Teachers prepare for the lesson one day before. |  |  |  |  |  |
| Head teacher always checks teaching materials for all teachers before going to class. |  |  |  |  |  |

**SECTION B**

SCHOOL ATTENDENCE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Strong Agree | Agree | Neutral | Dis Agree | Strong Dis Agree |
| Students always come to school on time and the measures are taken to the late comers |  |  |  |  |  |
| Students attend all 195 days which requires them to attend lessons  |  |  |  |  |  |
| Attendance registers are collected daily to check for absentees and serious measures taken to them. |  |  |  |  |  |
| Teachers always sing for time in and time out in teacher’s attendance book. |  |  |  |  |  |
| Teachers always enter in class on time and sing in class journal  |  |  |  |  |  |
| Head teacher do regularly check the class journals |  |  |  |  |  |
| There is a good system of checking and cross checking the absentees for both teachers and students |  |  |  |  |  |

**SECTION C**

EVALUATION PROCESS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Strong Agree | Agree | Neutral | Dis Agree | Strong Dis Agree |
| Class works are given to students after every session and teachers mark them immediately |  |  |  |  |  |
| Quizzes are given to students regularly.  |  |  |  |  |  |
| Tests and examination are set in panel and moderated to maintain validity and reliability of the tests and examinations. |  |  |  |  |  |
| Extra programs are given to the slow learners for improving their performance. |  |  |  |  |  |
| All test and Examination passes to the head teacher before going to academic for further steps |  |  |  |  |  |
| All examinations must ne proof read before reach to students |  |  |  |  |  |

**SECTION D**

LEARNING AND TEACHING ENVIRONMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strong Agree | Agree | Neutral | Dis Agree | Strong Dis Agree |
| The school environment is so conducive for teaching and learning process |  |  |  |  |  |
| The classes size are enough to accommodate the required numbers of students in class.  |  |  |  |  |  |
| The school library is full of text books and they are enough for students references. |  |  |  |  |  |
| All classes are full of desks and chairs of which all students sit on chairs  |  |  |  |  |  |
| The school is far from human activities which can interfere the teaching and learning process  |  |  |  |  |  |
| The school has a very well planted trees which bring fresh air in school |  |  |  |  |  |
| There is a good arrangement of school properties. |  |  |  |  |  |

**SECTION E**

1. What are the other barriers/challenges that affect school performance in your school?

……..……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How might these challenges be overcome?

……………………………………………………………

………………………………………………………………………………………….………………………………………………………………………………………………

1. What in your opinion would help to facilitate the conduct of good quality of monitoring and evaluation?

………………………………………………………………………….

……………………………………………………………………………………………………………………………………………………………………………………………..

1. What services/support mechanisms do you think are needed to help improve the quality monitoring and evaluation?

 ………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Thanks for your participation

**Appendix II**

**THE QUESTIONNAIRE FOR HEAD OF DEPARTMENT (HOD)**

Dear sir/ madam

I am a second year student pursuing masters Degree of Education Administration planning and policy studies (MED – APPS) at the Open University of Tanzania. I am trying to investigate on the Influence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in primary schools in Ubungo district. This research is solely for academic purpose. Please help and answer the following questions honestly.

1. Name of the school ……………………………………………………………….
2. Name of the HOD ……………………………………………………………
3. Gender ……………………………………………………………………..
4. Age ………………………………………………………………………….

**PART I**

PLEASE CIRCLE A RESPONSE FOR EACH QUESTION. IF TWO RESPONSES APPLY, CIRCLE BOTH.

1. WHAT IS YOUR CLASS STANDING?

A) JUNIOR

B) SENIOR

C) GRADUATE

1. Did you get any monitoring and evaluation training before?
2. Yes
3. No

If yes, how does it affect your monitoring and evaluation in your leadership?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Does the lack of monitoring and evaluation training affect your work performance as the head of Department?
2. Yes
3. No

If yes, to what extent does the lack of monitoring and evaluation affect your work performance as a school head? ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………...

1. Do your teachers in the department attend school in time?
2. Yes
3. No

If yes, how do you measure their attendance? ……………….....................................

……………………………………………………………………………………………………………………………………………………………………………………………....

If No, give some reasons ……………………………………………………………

………………………………………………………………………………………………………………………………………………………………………………………………

1. Do your teachers in the Department prepare effective lesson notes before going to classes?
2. Yes
3. No

If No, why ……………………………………………………………..........................

1. Do you normally pass through teacher’s lesson notes in the Department?
2. Yes
3. No

If yes, to what extent …………………………………………………………………

…………………………………………………………………………………………

If no, how do you measure effective lesson notes? Give some reasons

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Do you assess your teachers in the classroom?
2. Yes
3. No

 If no, how do you evaluate the teaching and learning process? ……………………………

……………………………………………………………………………………………………………………………………………………………………………………………………

1. How often do you assess your teachers in the classroom?
2. Rarely
3. Twice a month
4. Once a week
5. Daily
6. Is there daily teaching report in your Department?
7. Yes
8. No
9. How often do you pass through teaching report in the Department?
10. Rarely
11. Twice a month
12. Once a week
13. Daily
14. Does the information provide with necessary reports on the teaching and learning process?
15. Yes
16. No

If no, what do you think could be the reasons …………………………………...........

……………………………………………………………………………………………………………………………………………………………………………………………..

1. Does management monitor procedures to ensure that all teaching and learning activities of your Department reflect the school performance?
2. Yes
3. No
4. What are the main barriers/challenges to conducting monitoring evaluation in your Department? ………..………………………………………………………………

………………………………………………………………………………………………………………………………………………………………………………………………

1. How might these be overcome? ………………………………………………………

………………………………………………………………………………………………………………………………………………………………………………………………

1. What in your opinion would help to facilitate the conduct of good quality of monitoring and evaluation? …………………………………………………….

……………………………………………………………………………………………………………………………………………………………………………………………..

1. What services/support mechanisms do you think are needed to help improve the quality monitoring and evaluation?……………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Thank you for taking the time to complete this questionnaire.

**Appendix III**

**THE INTERVIEW FOR HEAD TEACHERS**

Dear sir/ madam

I am a second year student pursuing masters Degree of Education Administration planning and policy studies (MED – APPS) at the Open University of Tanzania. I am trying to investigate on theInfluence of Monitoring and Evaluation by Principals on EffectiveTeaching and Learning in primary schools in Ubungo district. This research is solely for academic purpose. Please help and answer the following questions honestly.

1. Name of the school …………………………………………………………….
2. Name of the head teacher …………………………………………………………
3. Gender ……………………………………………………..
4. Age ……………………………………………………
5. How many students do you have in your school …………………………………
6. What is the total number of teachers in your school ……………………………

**PART I**

PLEASE CIRCLE A RESPONSE FOR EACH QUESTION. IF TWO RESPONSES APPLY, CIRCLE BOTH.

1. WHAT IS YOUR CLASS STANDING?

A) JUNIOR

B) SENIOR

C) GRADUATE

1. Did you get any monitoring and evaluation training before?
2. Yes
3. No

If yes, how does it affect your monitoring and evaluation in your leadership? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Does the lack of monitoring and evaluation training affect your work performance as a school head?
2. Yes
3. No

If yes, to what extent does the lack of monitoring and evaluation affect your work performance as a school head? …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Do your teachers attend school on time?
2. Yes
3. No

If yes, how do you measure their attendance? ………………......................................

……………………………………………………………………………………………………………………………………………………………………………………………....

If No, give some reasons ………………………………………………………...

…………………………………………………………………………………………………………………………………………………………………………

1. Do your students attend at school on time?
2. Yes
3. No

If No, what measures do you normally take? ……………….......................................

…………………………………………………………………………………………………………………………………………………………………………

1. Do your teachers prepare effective lesson notes before going to classes?
2. Yes
3. No

If No, why ……………………………………………………………..........................

1. Do you normally pass through teacher’s lesson notes?
2. Yes
3. No

If yes, to what extent …………………………………………………………………

……………………………………………………………………………………

If no, how do you measure effective lesson notes? Give some reasons

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Do you assess your teachers in classroom?
2. Yes
3. No

 If no, how do you evaluate the teaching and learning process? ……………………............

………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How often do you assess your teachers in the classroom?
2. Rarely
3. Twice a month
4. Once a week
5. Daily
6. Is there a daily teaching report at your school?
7. Yes
8. No
9. How often do you pass through teaching report?
10. Rarely
11. Twice a month
12. Once a week
13. Daily
14. Does the information provide with necessary reports on the teaching and learning process?
15. Yes
16. No

If no, what do you think could be the reasons ………………………………...........

…………………………………………………………………………………………………………………………………………………………………………

1. Does management monitor procedures to ensure that all teaching and learning activities of your schools reflect the school performance?
2. Yes
3. No
4. What are the main barriers/challenges to conducting monitoring evaluation in your school ………..……………………………………………………………………

…………………………………………………………………………………………………………………………………………………………………………

1. How might these be overcome? ……………………………………………………………

…………………………………………………………………………………………………………………………………………………………………………

1. What in your opinion would help to facilitate the conduct of good quality of monitoring and evaluation? ………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………………………

1. What services/support mechanisms do you think are needed to help improve the quality monitoring and evaluation? ………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………………………

Thank you for taking the time to complete this questionnaire.