ROLE OF MONITORING AND EVALUATION PRACTICES ON EFFECTIVENESS OF TEACHING AND LEARNING AMONG PUBLIC SECONDARY SCHOOLS IN MERU DISTRICT, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN MONITORING AND EVALUATION (MAME)

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CERTIFICATION

The undersigned certifies that, has read and hereby recommends for the acceptance by the Open University of Tanzania a Dissertation titled **"Role of Monitoring and Evaluation Practices on Effective Teaching and Learning Among Public Secondary Schools in Tanzania: A case of Meru District"** in partial fulfillment of the requirements for the award of the Degree of Masters of Arts in Monitoring and Evaluation (M&E) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Annah Marco**, declare that, this dissertation is my own original work and that it has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters of Arts in Monitoring and Evaluation.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my late parents Mr Marco Charles Akum and Mrs Izidora Exavery Mushi who deserve a special word of thanks for supporting my academic career since the beginning. It is through their support that I made it this far. Without their help and confidence, I would not have been the way I am now and I am thankful they always believed in me.

ACKNOWLEDGEMENTS

ABSTRACT

The primary aim of this study was to investigate the impact of Monitoring and Evaluation (M&E) practices on the effectiveness of teaching and learning in public secondary schools in the Meru District. The research had three specific objectives: first, to assess how lesson preparation contributes to improving the teaching and learning process; second, to evaluate how monitoring of teacher and student attendance influences teaching and learning; and third, to examine the influence of evaluation processes in schools on the overall effectiveness of teaching and learning. The study employed a descriptive research design with a mixed approach. Data was collected from a total of 88 participants, including teachers, academic masters, school principals, the District Education Officer, and the District Education Quality Assurer, using a combination of random and purposive sampling techniques. Data collection methods included interviews, focus group discussions, and document reviews. The research findings revealed a significant discrepancy in the supervision of teaching and learning activities between low-performing and high-performing schools. High-performing schools consistently supervised both teachers' and students' academic work, leading to better academic outcomes. This highlights the crucial link between effective academic supervision and academic performance. To improve academic performance, it is essential to prioritize and enhance the supervision and monitoring of academic activities for both students and teachers, alongside promoting good school practices like student discipline. Establishing and implementing effective supervisory mechanisms for daily academic activities is crucial in this regard.

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LIST OF ABBREVIATIONS AND ACRONYMS

QTP   Quality Teacher Programme

USA   United States of America

C.S.E.E   Certificate of Secondary Education Examination

M&E   Monitoring and Evaluation

EFA   Education for All

HODs   Head of Schools

KCSE   Kenya Certificate of Secondary Education

SABER   Systems Approach for Better Education Results

DQAF   Data Quality Assessment Framework

UIS   UNESCO Institute for Statistics)

CHAPTER ONE

INTRODUCTION

1.1 Background information

Monitoring entails an activity which is mainly concerned with systematic and continuous observing and checking of a project or program. In contrast, evaluation entails judging and appraising the quality and value of a given program. It aims at making comparison of the present situation with the past so as to find out to what extent the predetermined objectives have been well attained (Kinyua, 2013).

In the education sector, monitoring and evaluation is conducted in order to monitor programs such as quality of education provided. While conducting M&E in the education context, dual activities are involved, these are learning done by students and teaching by the teachers. Additionally, teachers who teach in secondary school must have a diploma or bachelor degree in education. This calls for the need for teachers to undergo training through various methodologies of teaching so as to be well conversant with worthy teaching practices (Harvey, 2002). Furthermore, the headmaster plays a great role at school level as far as M&E is concerned so as to ensure that actual teaching and learning take place as planned (Kinyua, 2013). The effective teaching is leads to effective learning for students and thus reflecting better performance in exams.

The need for monitoring and evaluation emerged some years back in Australia. In the early 1950's, there was no relatively known teachers' professional development. However, in the 1970's, there was expansion of teachers' professional development

which manifested an era of rationalization in early 1980s. Although it aimed at achieving transformation inform of practices, the classroom level was regarded as the hallmark as far as effective professional development for teachers is concerned. Meanwhile, there was an introduction of teachers' registration and standards, proficiency frame works and efforts to renovate schools from being industrial organizations to learning organizations (Quist, 2000).

Also, in year 2000 – 2004, there was intensive educations reforms in Australia with the major changes in curriculum improvement which was a principal approach of the department of education. The Curriculum Improvement Program (CIP) involved the curriculum outline, assessment as well as reporting policy (Piper, 2007). Williams (2000) added that the excellence teacher programme was likely to improve standards of teaching and learning in Australian government schools and update teachers, teaching skills in the area of literacy, mathematics, numeracy, information technology and vocational education. The functional principles of excellence teachers' progarmme were initiated on the ground that teachers, professional development concentrated on improving teachers' professional skills (Kinyua, 2013). The education in the United States of America (USA) is under the government. Several schools have consumed enough resources gathering and evaluating data that aim at annual and biennial success testing and collection of required demographic data. In other cases, information concerning polices, discipline and parental involvement is also collected. In this context, monitoring is organized to collect information how teachers in a specified authority and training is compared to other authorities. It also assess whether the learning outcomes has been achieved in these

jurisdiction is changing over time and to determine whether there exist inequalities in achievements of learners from different social economic backgrounds (Harvey, 2002).

The M&E information in USA is valuable to school, districts and government administrators for easy decision making in allocating resources, to determine the efficiency of a certain program and identifying the strengths and weaknesses of programmes. Likewise, In Chile teachers' evaluation system is meant to improve teaching and subsequently focusing on education results. This is planned to motivate teachers for their own improvement by learning their strengths and weaknesses. It becomes a compulsory practice and it is done out the school level and follows both internal and external approach. The evaluation process is achieved by assessing aspects like teaching preparation, creating positive classroom environment, effective classroom teaching and other professional duties assigned. In this regard, teachers are in a position to assess their own performance while the principals perform their own evaluation (Piper, 2007).

In Kenya, the quality assurers and standards officers, assume the roles of M&E on the standards of education based on different aspects. The standard performance indicators from various aspects, include among others sports and games, music, science clubs, academic performance, environmental education, pupils' welfare and pupils' provision and optimal use of the available resources. Wawira (2012) contends that educationists have revealed that behaviors are shaped and they became rooted at premature stage of a learner. Therefore, classrooms must be learner sensitive and

centered. The learning process need to be made enjoyable simply because if learners enjoy learning, they will go on to become lifelong learners. It is further contended that schools with huge populations, heads of departments assume the role of M&E of the teaching and learning process. Furthermore, the learner's comeback is used to define if the students enjoyed the lesson and therefore leading to decision as to whether learning has taken place (Wairimu (2011).

In the Tanzanian context, the education system centered is examinations whereby the quality of education is measured in terms of the number of students who pass national examinations. Nevertheless, the academic performance in form four national examinations in secondary schools has continuously remained poor for many years. In this view, supervision as a part and parcel of monitoring and evaluation has been ignored area of education management for a longtime. In the early 1970s, the word 'inspection' was attributed to an offensive term in some countries. It was seen as an old fashioned non-democratic institution and a few countries got rid not only of the terminology, but also the supervision service itself. Until today, most countries do not issue any statistics concerning supervision activities. And in some other countries these informations are totally not available at all (UNESCO, 2007).

However, in 2013 during the yearly regional heads meeting it was unveiled that among of the factors leading to poor performance in Tanzania's public secondary schools is lack of proper time management. This is because the 40 minutes intended for a single lesson are habitually not completely utilized in the teaching and learning process. It is obvious that teachers go to class late and leave early. In this forum,

approaches for effective teaching and appropriate time management were placed down. This call for teachers to be effective planners and organizers of the teaching and learning processes (HakiElimu Report, 2013).

1.2 Problem statement

Most secondary schools in Tanzania have qualified teachers. Many of them are either diploma or bachelor degree holders. It has been the government plans to ensure that even when if there are shortage of teachers in schools, it is the responsibility school management to recruit teachers who have reached minimum requirements for that level. On the other hand, the Ministry of Education has well stipulated down M&E processes that acts as guides to head of schools on the daily running of the schools. It is therefore believed that if all the students who are admitted to secondary have attended classes as scheduled timetable and there is effective teaching and learning, then all the students should prove better results in their final examination performance. However, Meru District like other districts is faced with several challenges in education sector. Among of these challenges include low pass rate, low morale among teachers, consistent student dropout and inadequate school infrastructure (URT, 2017). The prevailing situation possess doughty on the extent to which monitoring and evaluation is likely to achieve effective teaching and learning in the context of challenges prior identified.

Earlier studies concerning factors influencing academic performance have principally concentrated on those associated to limitations on financial and physical resources. Very insufficient studies have envisioned to examine the effect of school

management styles (Fullan, 2010). In this context, monitoring evaluation is an integral part of good teaching and learning, and that teacher regardless of how good or poor they are, they have to be constantly monitored and evaluated.

Mgani (2006) proposes that there are five elementary sources of information that can be used by teachers to evaluate their teaching. These sources includes teachers self-monitoring while teaching, teachers audio taping themselves, getting information from students on the lesson taught by using of questionnaires. They can also give regular tests that give feedback on learners' understanding and lastly the outside observers like fellow teachers to monitor them by siting in their classes as the lesson is in progress.

Indeed, for any educational organization to continue surviving the vital aim should be the delivery of quality education which interpreted in schools' academic achievement in national examinations. To achieve this goal there must be well established and effective monitoring and evaluation machinery. Therefore, the current study aims to examine the influence of monitoring and evaluation practices on effective teaching and learning among public secondary schools in Tanzania, specifically in Meru District.

1.3 General Objective of the Study

This study was meant to examine how monitoring and evaluation practices influence effective teaching and learning in public secondary schools.

1.4 Specific Objectives

Specifically, the current study was guided by the following objectives:

i. To examine the contribution of lesson preparation on the effectiveness of teaching and learning process.

ii. To assess the influence of monitoring of teachers and students school attendance on teaching and learning.

iii. To examine the influence of evaluation process used in schools on effective of teaching and learning.

1.5 Research Questions

i) What are the contributions of lesson preparation on the effectiveness of the teaching and learning?

ii) What are the influence of monitoring of teachers and students school attendance school attendance on teaching and learning?

iii) What are the influence of evaluation process used in schools on effective teaching and learning?

1.6 Significance of the Study

The results of this study highlight how heads of schools' effectiveness in supervising teaching and learning activities result to school performance. Additionally, the findings offer greater understanding to the managers on some factors that that lead to high academic performance in schools. Also, the findings of this study exposes to heads of schools on some techniques on how to address recurrent challenges that weaken the improvement of students' achievement in their national examinations.

To the policy makers, this study may be used to scrutinize the areas which require attention when providing directives and trainings to academicians and education managers. Furthermore, the knowledge obtained from this study may contribute greater successes as far as education sector is concerned. Indeed, the study becomes useful in knowledge construction and being reliable reference to be used by junior researchers in the related field of study.

1.7 Scope of the Study

The scope of the study is used to mean how widespread the study is (Leedy & Ormrod, 2010). Therefore, the scope for this study is confined within the boundaries of contingent theory that have effect on human resource management. Furthermore, the geographical area of the study was narrowed down to Meru District because the area has sufficient population to draw the required sample for the study. This area has few or no research done to dig up the contribution of M&E on effective teaching and learning among public secondary schools in the district.

1.8 Limitations of the Study

In carrying out this study, the researchers come upon numerous challenges. The main challenges met were as follows; the researcher's budget was not enough to cover the study cost. Therefore, the researcher had to borrow some amount of money so as to cover the research activities. Also, the employee's timetable was very limited in such a way that the researcher had to conduct the research while working. In this context, few respondents were able to fill questionnaires provided on time. However, to solve

this problem, the researcher had to plan the meeting with respondents on their convenient time.

1.9 Organization of the Study

The study is structured into five chapters. The first chapter presents the background of the study, problem statement, objectives of the study and research questions. It further presents the significance of the study, scope of the study, limitations of the study and the organisation of the study. The second chapter presents the reviews of various related literatures on how monitoring and evaluation is conducted in schools while the third chapter highlights the research methodology covering the research design, research approach, the area of the study, the population of the study, the sample size and sampling strategies and data collection instrument. Finally, it provides an explanation on data collection methods, instruments validation, means for data analysis and ethical considerations. The fourth chapter presents findings and discussion while the fifth chapter gives conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter covers conceptual definitions of various terms as applied in the study, empirical literature review, and theoretical reviews. It further provides analytical details on the research gap. In this chapter, it has been noted that scholars have done a number of studies on the relevance of monitoring and evaluation in the education system but a lot is still desired to cover parts of the areas in the remote secondary schools in Tanzania.

2.2 Conceptual Definition

2.2.1 Monitoring

The concept monitoring is used to mean a continuous assessment process which alter early indications of progress in fulfilling the predetermined objectives. Monitoring assist timely decision making, provide a base for evaluation and ensure accountability (Sarker, 2016). Monitoring aims at gathering information that enable to acquire feedback of any threat which likely to hinder ongoing intervention. It is therefore an ongoing process that offers management with a needed information that can hamper program activities to produce desired outcomes. It can therefore be said that monitoring in the education system is done so as to ensure that students achieve what they expected to achieve at the final of the program.

2.2.2 Evaluation

Evaluation entails a systematic measurement of performance of an ongoing program at certain interval or a completed project or program. It intends to determine the relevance of the set objectives, effectiveness, efficiency, impact and sustainability of the program (Mtaki, 2017). It is therefore an assesment as to whether the resources were properly used to attain the expected outcomes of a certain program. It is therefore basically used as a learning platform once the program is at the mid accomplished (Mutuse, 2016).

2.3 Theoretical Framework

This study was guided by two theories namely the Contingency Leadership Theory and the System Theory. These theories are further explained as follows:

2.3.1 Contingency Leadership Theory

The Contingency leadership theory is a part of the overall contingent approach to organizational management advocated by Fielder, et al. (2002). It shoulders that there is no single leadership style that can fit in diverse types of organization. Achunine (1998) contends that the contingency leadership style is a type of leadership where the manager takes into account the varied environment of an organization so as to determine which leadership style to be applied under a given situation. Likewise, Levine and Hogg (2012) postulate that the contingency approach to management is based on the idea that there is no one best way to manage and that to be effective; organizing, planning leading and controlling must reflect the particular circumstances faced by an organization. Furthermore, Gupta (2009) adds

that contingency leadership theory put much emphasize on leadership effectiveness which relays on matching a leadership style to appropriate situation. The theory, he observes was originally developed by Fiedler after studying various leaders in different contexts.

In the context organizational theory, the contingency theory has as its central notion that the efficiency of organizations rest on certain contextual circumstances. This is frequently expressed by saying that there exist no universal best way to organize. In this view, success depends on a good fit between internal organizational characteristics, and between internal arrangements and environmental conditions (Lawrence, 1967).

The contingency theory may be looked as an extension of rational planning and structuring, since the ideal of optimizing remains on contextual conditions which complicates the analysis considerably (Kicket, 1979). The internal arrangement of organizational circumstances in contingency leadership theory is well-known as the configuration hypotheses. The applications of contingency leadership theory in educational effectiveness are comprehensive school development plans (Brown, 2004). Such programs combine rational planning approach to implementation with harmonized set of levers for improvement such as teaching approaches, emphasizing curricular, leadership and collaboration.

A school like any other organization, constitutes people, tasks and situation. In this context, school heads who undertake the duties to lead the school, are occupied with

the responsibilities of coordinating, harmonizing, controlling and supervising the non-teaching staffs and the teaching activities for the successful accomplishment of the pre-determined goals. However, schools have different situations due to differences manifested in the school set standards, the members themselves, the setting within which the school is situated and the objectives the school set to attain. In other words, school encompasses dissimilar groups of people having diverse levels of intelligence, understanding, exposure, experience and preferences (Bello, 2001).

It is further argued by Ajila, Akanni and Ekundayo (2012) that schools are dissimilar in nature, have divergent standard and differentiated objectives. The categorization of schools include public, private, day, boarding, boys, girls, mixed and religious and several other categories. The dissimilarities suggest that managing such diversified types of schools, cannot be successful by strict adherence to single leadership approach. For example, a leadership style such as democratic that suit a rural school may not necessarily suit an urban school and vice versa.

Likewise, the leadership style that fits a boys' school may not be in congruence with that of a girls' school and vice versa (Brown, 2004). Tanzania being a country with diversities and the school being a reflection of the society implies that a different style is unavoidable if productivity and effectiveness are to be recognized in administering different schools. Nevertheless, the National Education Policy has clearly stated that the school organizations and subsequently their management and

daily administration shall grow out of the life and social ethos of the community in which they are entitled to serve (URT, 2014).

2.3.2 A System Theory

The system theory refers to the group of related parts to form some whole. It originated from the perception that organizations are formed by parts which have specific function but depending on each other (Cole, 2004). He adds that, the major characteristics of the system are inputs from their environment they convert this into inputs and discharge their outputs in their environments. A school is described as a system in a sense that they interact and they have the certain exchange with their environment. School as a system should be adoptive to environment, for this reason the system theory is relevant to the current study on the role of monitoring and evaluation on effective teaching and learning among public secondary schools.

The system theory was developed by Von Ludwig Bertlanfy. According to Bertalanffy (1968), a system theory is a set of interrelated parts where each part has an impact of the functioning of the whole and proper function of one part is influenced by at least one another constituent in the system. The school is a system of which different stakeholders influence the attainment of the education goal. It is only through the collective efforts of an individual in the large society and in the institutional setting that educational goal of teaching students to perform well can be achieved.

The implication of the system theory in education, especially to this study is that, it emphasizes on collective responsibility, cooperation among the workers in the education organization for better achievement. Each organ in the school setting should work with the other organ in a collegial manner, the management in public schools is committed to the working of each part in order to attain its goal by ensuring that all the needed resources are available, learning environments are favorable, all facilitators are well organized, all departments are interacting wisely and this probably leads to high academic performance and this is what actually means Monitoring and Evaluation.

Therefore, the system theory is relevant to this study since a school as an institution operates under association of many factors in other way schools operates in chain of dependable variables such as efforts, cooperation, enabling environment, good payment, respect, learning facilities etc that facilitates achievement of good performance. The system theory helps to justify that there is no single variable in any entity capable of transforming itself without association. This contention is very applicable in school Monitoring and evaluation as good academic performance is merely a product of interdependence and cooperation among students and teachers.

2.4 Empirical Literature Review

2.4.1 Influence of lesson preparation process on the effectiveness of the teaching and learning process.

The importance of lesson planning is emphasized in the education process of many countries. In China, for example Su, Qin and Huang (2005) and Shen, Poppink, Cui

and Fan (2007) point out that lesson plans allow teachers to explore multiple aspects of pedagogical content knowledge and makes them have opportunities to think deeply about the subject matter, including the way the subject matter is presented in particular textbooks or in such aspects of the curriculum as standards and benchmarks.

Empirical Literature shows that lesson planning is a professional practice that is at the heart of effective teaching (Dorgu, 2016; Lika, 2017; Nesari & Heidari, 2014). For example, Dorgu (2016) contended that lesson planning enhances more learning as it enables the teacher to reflect on what needs to be done to bring about desired changes in the learners. According to Nesari and Heidari (2014), teachers should not go to class without a lesson plan since it is a pre-requisite and roadmap for effective teaching. Lika (2017) observes that lesson planning helps in aligning teaching with curriculum goals and objectives, ensuring that every learner's needs are met with maximum confidence.

Stella (2012) conducted a study in Mosocho Division of Kisii District, Kenya which aimed to investigate the attitudes of chemistry teachers towards the use of lesson plan in the teaching process. The study revealed that the majority of teachers had positive attitude towards lesson planning in the teaching process. The study revealed that some chemistry teachers had prepared and used the lesson plans and that while most teachers understood the importance of the lesson plans; some were completely unable to use the lesson plan. It could be argued that having positive attitude towards lesson planning was good but insufficient by itself if at all the positive attitude did

not culminate into the preparation and effective use of the prepared lesson plans in the classrooms.

Furthermore, the study by Heidari, Azizifar, Gowhary and Abbasi (2015) aimed at investigating teachers' views towards lesson planning based on their gender and revealed that female teachers were more likely to use lesson plans as compared to male teachers. The reason for female teachers preference of using lesson plans was based on their belief that lesson planning positively affects the quality of their classes. The variation and discrepancy on preparing and using lesson plans in the classrooms could suggest the fact that females were more likely to comply with rules and regulation than males.

Moreover, a study conducted in Shiraz-Iran by Bazrafkan and Shokrpour (2005) showed that teachers were very positive with lesson plan preparation though their activeness in implementing the lesson plans was very minimal. It could be argued that teachers prepared lesson plans but failed to use them in the classroom. Failure to use lesson plans in the classrooms could suggest that teachers had not yet understood the rationales for using the lesson plans in actual teaching or other reasons may be at play such as class size, extra work load, laziness and so forth.

Tanzania, like other countries in the world, embraces quality education for her people. For this regard, teachers' preparation, both pre and in service training is given priority. Among other issues emphasized in teacher training are the skills in lesson plan preparation due to its importance in presenting instructional objectives,

classroom management and pupils' academic evaluation. However, a study conducted in Mwanza and Morogoro regions of Tanzania by Mabagala and Shukia (2019) found that 60 percent of the teachers did not prepare lesson plans. Furthermore, despite some teachers having lesson plans, evidence on whether they followed their plans for every lesson with fidelity is largely lacking. In contrast, Pambas (2021) investigated the perspectives of grade one and two teachers on the essential lesson preparation made and its usefulness in the teaching and learning process with a focus to Mufindi District Council and Mafinga Town Council in Iringa region and found that teachers prepared lesson plans to guide and boost efficiency in terms of achieving lesson competency. It can be argued that some teachers prepare lesson plans while others do not, implying the need for continued emphasis on this important practice.

2.4.2 Influence of monitoring of school attendance for teachers and students on teaching and learning process.

Tinab (2014) noted that both absenteeism and lateness are symptomatic of education systems that have weak teacher management structures, and are unable to provide incentives to motivate teachers to improve their attitudes toward work. Certain Penalties and punishment for lateness and absenteeism have been prescribed by the Ghana Education Service (GES) but head teachers seem unable to enforce them because the professional culture does not promote the necessary authority for enforcement (Akyeampong & Asante, 2006; Tinab 2014). This problem of supervision complicates issues because it affects teachers' commitment to work, observable attendance patterns and quality of service delivery in the classrooms and

the school as a whole Tinab (2014). I think this issue was solely based on the way in which punishment is meted out to students. In this case, the only means which was mostly applied was by the use of corporal punishment which has been abolished by GhanaEducation Service (GES). I believe that there are ways of administering punishments. Some of these include; writing useful sentences which is beneficial to students and denying them of certain privileges. Some students could also be taken through guidance and counseling services for behavioral change. Issues of absenteeism are not the fault of only the student but irresponsible parenthood or poverty may bring about it.

Farrell (2009) asserts that for some last decades, monitoring has been an important part of the education process in many countries of the world. For instance, school level practices, such as school attendance, school registration and staff registration were established so as to monitor the school performance at the local level. Furthermore, elementary education statistics such as the geographic location of schools, the number of schools, number of teachers and student enrolment were also regularly collected as part of nationwide education statistics. Countries, such as Sri Lanka, Bangladesh, Uganda and Kenya to mention few, all had simple monitoring tools in the early of 1990s. Other countries in the sub-Saharan Africa are still in use of simple monitoring tools mostly due to their unstable political and socio-economic situations.

Ndungu et al., (2015) suggested 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 location of a school from teachers' home of residence may affect their attendance to school; however, the commitment of the teacher may compel him to get to the workplace on time. Students and teachers attendance can be monitored but if sanction is not attached to it, the effectiveness will be lost. In my opinion, the way out is that, there should be proper monitoring mechanisms supported by appropriate rules and corresponding sanctions to be able to resolve all issues concerning attendance and absenteeism.

2.4.3 Influence of evaluation process used in schools on the effectiveness of teaching and learning.

Evaluation process used in schools has a great influence on the effectiveness of teaching and learning. A study conducted by D'souza (2006) in Australia revealed that evaluation is a very useful means of determining whether an individual has performed out his given task or is helping to achieve the set objectives and to determine when a specific individual with his unique abilities and specific talents provide the best service. By assuming that no one is perfect and thus everybody has a chance for making improvement. In this context, evaluation is the means which teachers use to recognize which aspect of their teaching is good and which one necessities improvement (Fullan, 2001). The study further contends that evaluation is an integral part as far as good teaching is concerned and that each teacher no matter how good or poor he or she is has opportunity to continuously improve.

Morris (2010) in his observations on the role of school managers' monitoring and evaluation for improving academic performance in Ghana proclaims that mutual

mental facts like temperature, sound, physical arrangement and lighting can have a substantial influence on student's ability to learn. Students varies and thus learning will be enjoyable under different environments, but consideration should be paid to environment factors and establishing an environment conducive for learning. However, these results point out that the head of departments do not evaluate the work of the teachers and they rarely monitor their exam setting as well as the process of evaluation. Therefore, teachers and students hold the main responsibility of improving teaching and learning in schools.

Afolakemi and David (2007) in their study on how supervision and quality of teaching impacts secondary school students' academic performance unveiled that there is substantial effect of supervision on students' academic achievement. It entails that the supervision level of teaching staffs in schools affects students' academic performance. Likewise, the study exposed that supervision forecasts academic performance. Finally, the finding indicates that teaching staff need proper supervision by the school management.

Musungu and Nasongo (2008) carried out a survey to investigate the instructional role of the school heads in academic achievement in Kenya Certificate of Secondary Education (KCSE) examinations. The study disclosed that head of schools' instructional roles involved regular inspection of teachers' professional records, regular class supervision, and management plan for carrying out curriculum goals. However, this study focused on final students' academic performance thus failing to show how M&E is done to achieve effective teaching and learning.

2.5 Conceptual Framework

Orodho (2004) defines conceptual framework as a model representing the relationship between variables in the study. M&E in the education system is quite different from the more traditional M&E approach. The traditional approach is designed to address compliance, simply addressing the "did they do it" question. It looks more at questions of mobilization of inputs in time, completion of planned activities and deliverance of intended outputs at the end of the programme. All concerns raised within the context of M&E are the result of various global, regional and national level discussions and debates of the post-Dakar Education forum in 2000.

The drive to achieve global targets in education has introduced new key concepts, such as the expanded vision of basic education, access to equitable and quality education for all, lifelong learning to youth and adults etc. All of these have affected the way M&E systems have been designed and implemented in many countries around the world. The paradigm shifts in M&E towards performance-based and results-oriented outcomes in the development context, along with current education reform trends paying attention to quality in education, has greatly influenced the current approaches and practices of M&E in the education sector.

One of the main purposes of M&E in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective

management practices), and outputs and outcomes (the learning outcomes and quality of results) (IIEP: 2007).

The conceptual framework become vital to this study in a number of ways. Initially, the current study is based on the proposition that M & E plays important role as far as on effective teaching and learning is concerned in Public Secondary Schools. Also, leadership involves a diversity of task which enables the attainment of basic inputs which positively affect academic achievement. Finally, the heads of schools regular supervision leads to effective in teaching resulting into good academic performance. Heads of schools supervision involves regular inspection of teachers' records and classroom attendance supervision. The figure below illustrates the conceptual framework for the current study as illustrated in Figure 2.1.
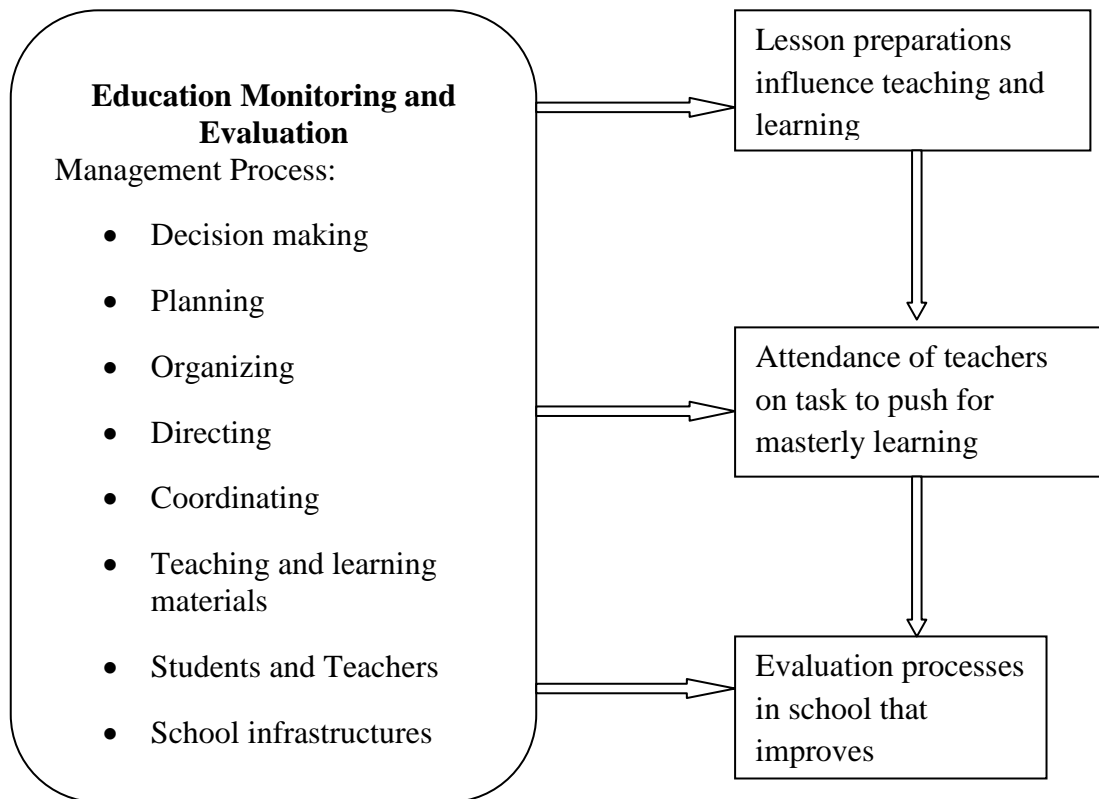
Figure 2.1: Conceptual framework

2.6 Research Gap

In response to the growing need for better M &E system in education, various
research and studies have been carried out particularly by the international
development agencies. A World Bank initiative, SABER "the Systems Approach for
Better Education Results", attempts to evaluate different aspects of education based
on each country's needs, such as the quality of education policies against
evidence-based global standards, using new diagnostic tools and detailed policy data
collected for the initiative. The domains of interest include the EMIS system, which
provides data and information necessary for effective system management.

Additionally, the UIS (UNESCO Institute for Statistics) developed, in collaboration with the World Bank, the Data Quality Assessment Framework (DQAF) for education statistics, conducted qualitative assessments of education statistics in a number of countries. The main purpose of this framework is to describe the quality of the statistics produced by the education information systems. It has been found that many of the available reviews and studies focus on particular aspects of M&E systems in education. The UNESCO comparative review (2012) provides findings and analysis along with policy advice on what the important considerations and criteria are for designing effective, efficient and sustainable M&E systems with a holistic view of the education sector. Moreover, it will aim at highlighting the best practices at the regional and national levels, as well as providing key learning points for stakeholders. Despite all these studies little has been covered on the Influence of Monitoring and Evaluation on Effective Teaching and Learning in Public Secondary Schools in Tanzania, particularly in Meru District. Likewise, the closely related studies were mostly carried outside Tanzania and did not envision to deal with this topic. It is against this background that the current study envision to fill the existing gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter introduces the methodology of the study. It constitute the research design, approaches, sample size and sampling strategies, the area of the study, data collection methods as well as reliability and validity of the tools.

3.2 Research Approach

The study deployed both qualitative and quantitative approaches so as to gather diverse information. Ihuah (2015) argued that mixed research offers strengths which counterbalance the weaknesses of both qualitative and quantitative research (Creswell, 2009). The mixed approach allowed the researcher to gather, analyze and incorporate quantitative information obtained through questionnaires as well as qualitative information collected through interviews and underwent content analysis. The qualitative and quantitative methods were employed in order to address weaknesses that would arise by using one method. These are among reasons which call for use of mixed approaches in carrying out this study.

3.3 Research Design

A research design refers to a plan showing an organized procedure and approaches of exploration adopted by a researcher so as order to collect information needed to address detailed research objectives and questions (Hitleman & Simon, 2002). The current study adopted a descriptive research design. This design was mainly influenced by the nature and drive of the study that intended to give facts related to

the Influence of Monitoring and Evaluation on Effective Teaching and Learning among Public Secondary Schools in Meru District.

A descriptive research design is explained by Frankel and Wallen (1993)   as the method of research that envision to ask a questions to a large group of people on a specific issue. The information is collected from a given sample instead of the whole population which may take one day or some weeks. Nevertheless, Best and Kahn (1992) contends that a descriptive design generally concern with relationship among two variables. It is also argued that the descriptive research design does not intend to manipulate the variables. But, it includes some events already in place thus it may be correlated to a present state. The central purpose of using this design is that it develop generalizable conclusions.

3.4   The Area of the Study

The current study was carried out among of the selected secondary schools in Meru District located in Arusha Region, Tanzania. The selection of this research area was based on different reasons. The area was thought convenient to the researcher as the researcher was conducting this study while working as a fulfillment of the term from a release letter from the employer. Also, to the best effort of the researcher through various reviewed literature, there was little similar empirical study conducted on the same area that intended to explore the topic under study. Furthermore, Meru is the leading District in the region with 57 secondary schools, 28 being private owned and 29 are public secondary schools and thus the area holds a rich sample of respondents required by the researcher and above all, the schools were accessible using public

transports to ease data collection. Thus, the researcher's previous knowledge and experience serve as the base for selecting Meru District to carry out the current study.

3.5 The Targeted Population

The targeted population was well defined by Creswell (2008) as a group of individuals with some common characteristics. Hittleman and Simon (2002) adds that a targeted population entails a huge group of units with some characteristics in common that can enable the researcher to come up with some generalizations. The target population in this study involved all teachers, academic masters, head of selected schools, District Quality Assurers and District Educational Officer from Meru District. These five groups constituted the research because of their potential to give vital information on the Influence of Monitoring and Evaluation on Effective Teaching and Learning in Public Secondary Schools in Meru District.

3.6 Sample and sample size

There are many ways of determining the sample size such as the rule of 40% proposed by Huysamen (1991) and the 10% proposed by Roscoe (1975), the rule of 20% and 10% proposed by Gay and Delhi (1992) and the rule of 5% proposed by Maganga (2009). Maganga (2009) proposed the rule of 5% of the population as a reasonable sample size to collect valid data. This general rule is simple and gives a large sample size for the classroom teachers, hence a higher degree of reliability in generalizing the findings. The current study involved only 10 government secondary schools, 10 heads of school, 1 District Quality Assurer, 1 District Educational Officer, 10 academic masters and 60 teachers. Therefore, all sampled individuals

from Meru District constituted the population as the sample was large enough for research purposes. The sample of the teachers, Academic teachers, Heads of school, District Educational Officer and District Quality Assurer was determined by the use of the rule of 20% by Gay and Delhi (1992) as follows;

Table 3.1: The Sample Size of the Study

S/Categories of Respondents	Total Population	Selected Sample	Sampling technique
1 Head of the School	29	10	Purposive sampling
2 District Quality Assurer	1	1	Purposive sampling
3. District Education officer	1	1	Purposive sampling
3 Teachers	1,316	66	Random sampling
4 Academic masters	29	10	Purposive sampling
Total	**1376**	**88**	

3.7   Sampling Techniques

3.7.1   Simple Random Sampling

It is contended by Levy and Lemeshow (2013) that simple random sampling entails the elementary sampling technique where the participants to constitute the study are drawn from a larger population. Each participant is chosen from a larger group by and each member of the population has an equal opportunity to participate in the study. In this study, teachers were obtained through simple random sampling. In this context, every teacher had an equal opportunity of being selected by picking the papers provided. The random selection was done until the required sample get

obtained. This study deployed simple random sampling techniques for it helped a researcher to remove bias while obtaining samples.

3.7.2 Purposive sampling

Purposive sampling involves deliberate or purposive selection of particular units of the universe for constituting a sample which represents the universe (Ary, Jacobs &Sorensen, 2010). Purposive sampling was employed to get District Educational Officer, District Quality Assurer and academic masters as office bearers from their respective offices. Purposive sampling was used to select these participants because of their strategic placement, their positions they hold and their virtue of powers in giving information concerning the Influence of Monitoring and Evaluation on Effective Teaching and Learning in Public Secondary Schools in Meru District.

3.8 Methods for Data Collection

3.8.1   Questionnaires

A questionnaire contains a list of some questions to which an individual has to respond by choosing his/her best appropriate answers from the options provided (Ogunniyi, 1992). Structured questionnaires about the influence of Monitoring and Evaluation on effective teaching and learning in public secondary schools in Meru District were in a definite order in a form. The researcher used both open and close ended type of questions. This instrument made it possible for the researcher to reach a large number of respondents who were able to read and write independently. Close ended questions were used for the purpose of getting specific information by providing the respondents with all possible alternatives from which the respondents

select the answer that best describes their situation. The open ended items enabled respondents to have a chance to think beyond the researcher's scope and by so doing the researcher would get more useful information. The reason behind using questionnaire as mentioned by Ogunniyi, (1992) was to give the respondents enough time to pass through the questions and respond to them accordingly. Structured questionnaires are useful in a large sample where the results become more reliable and dependable. Questionnaires also served time and avoided the bias which might be associated with interviewing respondents. Though questionnaires are useful where respondents are knowledgeable and willing to answer the questions, they ensure reliability of the collected findings. Questionnaires were distributed to the management of the sampled schools alongside top education officials at the District office.

3.8.2 Interviews

Interview guide questions was used to collect in-depth information from educational officials (District Education Quality Assurer and District Education officer) on the influence of monitoring and evaluation practices used in schools on the effectiveness of teaching and learning. Structured interview guide was prepared to guide the researcher during the interview. The collected via interviews were used to supplement information from questionnaires.

3.8.3 Documentary reviews.

Documents such as lesson notes, lesson plans, and scheme of works, log books and students' exercise books were reviewed so as to have a wide range of data source that facilitated data analysis and trustworthiness of the findings.

3.9 Data Analysis Procedures

The data analysis processes was based on both quantitative and qualitative approaches. The quantitative data was gathered from teachers and education administrators. Questionnaires were analyzed descriptively and statistically with the help of Statistical Package for Social Science (SPSS) and Microsoft excels and presented in the frequency tables and percentage for easy interpretation. Jaggi (2009) observes that, descriptive statistics gives numerical and graphical procedures to summarize and simplify gathering of large information in a clear and understandable manner. The Likert scale data, on the other hand, were analyzed at the interval measurement scale. Likert scale items were created by calculating a composite score (sum or mean) from five items; therefore, the composite score for Likert scales were analyzed at the interval measurement scale. Finally, the qualitative data obtained through the oral interview from the heads of schools, academic teachers, District Educational Officer and District Education Quality Assurer, were recorded in the prepared form for coding and analysis.

3.10 Validity and Reliability of Instruments

3.10.1 Validity

Validity refers to the degree to which the sample of the test represents the context or content that the test is designed to measure (Orodho, 2009). The study adopted the content validity. According to Kothari (2004) content validity is the extent to which a measuring instrument provides adequate coverage of the topic of the study. If the instrument contains the representative sample of the universe, the content validity is good. Its determination is primarily judgmental and intuitive. It can also be

determined by using a panel of persons who shall judge how well the measuring instrument meets the standard. In validating the research instruments before the actual data collection, the researcher prepared instruments, such as: questionnaires, interview and interview guide which were to be approved by the supervisors to enable improvement of the instruments through correction and checking the feasibility of the sample size for better success.

3.10.2 Reliability

Reliability refers to the consistency of measurement when observing the same condition. A reliable measure returns the same observational value. It is the degree of correspondence between the repeated measures (Anderson, 1987). Questionnaires were tested to check if they provide data consistency. The study adopted test-retest method of measuring reliability. The test-retest is the method of assessing reliability of data that involves administering the same instrument twice to the same group of subjects. There is usually a time lapse between the first test and the second test (Mugenda & Mugenda, 2003). For this study, one secondary school was used, whereby for the first test, the questionnaires were administered to teachers. After two weeks, the second test was conducted to the same subjects using the same instrument with the same items. The scores of two measures were processed on the SPSS program to measure the reliability efficiency by using the Karl Pearson's product moment coefficient of correlation formula (r).

3.11 Ethical Consideration

Bush and Glover (2003) argue that, the researcher had a moral obligation to strictly consider very importantly establishing trust and respect to participants so as to enable

them to make sound decisions. The study adhered to all important research ethical issues like respondents' informed consent, observation of their rights to privacy and protection from psychological harassment through researchers' questions and report findings. All procedures for conducting research were followed, from getting research permits to formalize the study and introduce the researcher to the respondents. Clearance was secured from various concerned offices, including the Dean's office in the faculty of education at "The Open University of Tanzania" Arusha Zone. All respondents were kindly informed beforehand on the purpose of this think-piece and asked to participate in providing information related to this study willingly. All participants were assured of confidentiality on the information given in relation to the study. Likewise, the data collected were also treated with utmost confidentiality.

CHAPTER FOUR

RESEARCH FINDING AND DISCUSSIONS

4.1 Chapter Overview

The aim of the study was to examine the role of monitoring and evaluation practice on the effectiveness of teaching and learning among public secondary school in Meru District Tanzania.

This chapter presents the data which have been collected and analyzed using tables and charts for its interpretation in relation to the research questions, interview conducted and documentary reviews.

The analysis and presentation of findings revolved around three specific objectives as presented bellows.

4.1.1 Demographic Information of the Respondents

Most researches dealing with individuals, understanding the nature and characteristics of participants becomes more important and it performs an important role for the researcher to be aware of the type of people he/she is dealing with. Furthermore, a set of individual characteristics such as age, occupation and education level were examined. The age of the respondents becomes one of the very important characteristics as far as understanding respondent's views about the particular problem is concerned. Elder people are said to have high level of maturity which necessitate the need to examine their responses. It is further argued that education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular family economic phenomena (Abera, 2003). In this view, an individual's response is expected to be determined by

his or her educational status and thus it becomes imperious to understand the educational background of the research participants.

4.1.1.1 Respondents' gender

Gender was determined in this study as indicated in the Table 4.1 below in which 59.1% constituted male and 40.9% were female. It can be stated that both sexes were proportionally involved in data collection according to the proposed sample. In the teaching cadre, both male and female are given access to leadership positions and education.

Table 4.1: Gender of the Respondents

Respondents	Frequency	Percent
Male	52	59.1
Female	36	40.9
Total	88	100

Source: Field data, 2020.

Respondents' level of education was determined in the study. Level of education of respondents enriches the quality of the data collected. The data validity and reliability mostly depend of the nature of the population involved in the study. The more the educated the higher the quality of the data collected and vice versa. In this study as Table 4.2 shows, a good number of respondents, (55.7%) were university graduates, 40.9%) had secondary education, and very few (3.4%) had primary education.

Table 4.2: Education Level of the Respondents

Respondents	Frequency	Percent
Primary education	3	3.4
Secondary education	36	40.9
University	49	55.7
Total	88	100.0

Source: Field data 2020

The study was concerned with age groups of respondents in which a good number of teachers as Table 4:4 indicates (73.9%) were aged between 26-40 years, 11.4% were aged between 18-25 years and 13.6% were aged between 41-60 years. This means that, the education sector is largely having youth who can spur development and changes in the teaching and learning process.

Table 4.3: Age range of the Respondents

Age	Frequency	Percent
18-25	10	12.5
26-40	65	73.9
41-60	12	13.6
Total	88	100.0

Source: Field data 2020

4.1.1.2 Respondents' teaching experience

High-quality teachers are one of the key components in successful classrooms. However, there is widespread disagreement among many in the educational community about exactly what constitutes a high-quality teacher. Is it experience? Is it degree-level? Can it even be measured by a test, survey, or questionnaire? In this context, there is little disagreement that high-quality teachers make a major impact on student achievement. "The world's top-performing school systems and those

coming up fast have a lesson to teach the others: Put high quality teaching for every child at the heart of school improvement" (1). Her conclusion was based on a 2003 report sponsored by the 30-nation Organization for Economic Cooperation and Development. "School system success," the report contends, "hinges on getting the right people to become teachers, helping them learn to teach, and crafting a system that ensures every child will get access to the teaching he needs" (Keller 1). Because high-quality teaching is so crucial to school system success, how do superintendents, boards of education, and school administrators ensure they are getting high-quality teachers in their schools? In this study, the experience an individual teacher has in the teaching profession had been proved to be one of the criteria that can easily influence effective monitoring and evaluation of curriculum implementation. Study findings had it that, the majority of teachers according to Table 4:4, (44.3%) had over 5-7 years in the job, 36.4% had almost 1-4 years of teaching, 17% had over 8 years in the teaching profession while very few (2.3%) had only 2 years.

Table 4:4: Respondents' teaching experience

Experiences	Frequency	Percent
1-4years	32	36.4
5-7years	39	44.3
7-10years	15	17.0
11 and above	2	2.3
Total	88	100.0

Source: Field data 2020

4.2. Discussions of Findings

4.2.1 The Contribution of Lesson Preparations on teaching and learning process

The researcher aimed to examine the frequency and efficiency of the heads of schools in supervising teachers' work for academic improvement. This was mirrored

via the research questions posed in chapter one through questionnaires, interviews and documentary analysis. To get evidence for this, the respondents were asked to designate whether or not the school heads have a regular tendency of assessing teachers, work performance. The findings with regard to the effectiveness of heads of schools in supervising teachers' work are presented in Figure 4.1. From the findings, it was noted that the heads of schools in better performing schools exhibit regular checking of teachers' lesson notes, lesson plans, subjects' logbook, students' continuous assessment and classroom teaching. For instance, they recorded 96% on inspection teachers' lesson notes, followed by classroom teaching, lesson plan and subject logbook 78%, scheme of work, class journals and students' continuous assessment 76 percent. Contrary, the heads of poor performing schools did not mostly concentrated on checking lesson plan and scheme of work as compared to high performing schools. On the other hand, while investigating whether the frequency of internal supervision of school heads influence teaching and learning process, the findings unveiled that 90% of teachers' responses in high performing schools said that it was helpful compared with 78% in low performing schools.

Furthermore, during the interviews with district education officer, heads of schools and quality assurance officer concerning the regular tendency of supervision of teachers, the findings indicated that all heads of the high performing schools regularly looked at the teachers' lesson plans, classroom teaching, records of students' continuous assessment subject logbook, teachers' lesson notes and scheme of work. They also looked at the students' exercise books weekly with the assistance from the second masters or mistress. However, this was contrary to low performing schools were the interviewed two heads of schools checked teachers' work only

occasionally. However, in reviewing the documents such as lesson plans, students'

continuous assessment, students' exercise books, subject logbooks, teachers' lesson

notes and scheme of work to see if there are available and heads of schools supervise

them or not and looking for recommendations. The findings unveil that heads in the

high performing schools were regularly engaging in recommending teachers' records

than low performing schools.

However, when asked whether effective supervision leads to improvement of

students' academic performance alongside implementation of the set curriculum, the

majority of respondents (52.3%) agreed to have seen significant academic changes

demonstrated over good supervision while a few (47.7%). Indeed, a study conducted

by HakiElimu (2010) claimed that lesson plans, signing log books and preparing of

schemes of work is merely done to impress supervisors rather than influencing

effective learning among students. This is indicated in figure 4.1
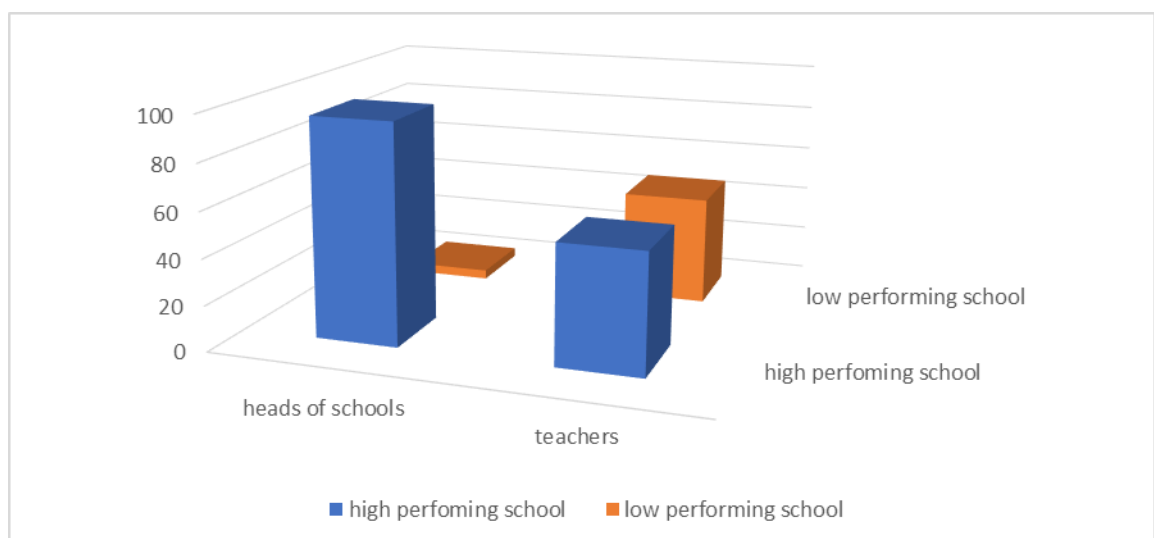
Figure 4.1 How effective supervision influences monitoring and evaluation
Source: Field data 2020

4.2.2: The head of school's ability in executing their duties to effect performance

Respondents were asked whether the head of school execute their duties to enhance school performance through effective monitoring and evaluation in which purchasing enough teaching and learning materials, organizing in-service training , assessing teachers in classroom sessions, evaluating students' academic performance, motivating teachers, organizing extra-curricular activities, ensuring subordinates' preparation of lessons plans and schemes of works alongside discussing with students on the contents covered by their instructors together with ensuring the fact that the school performance is regularly evaluated internally and externally. All these were the rates to be used in determining the effective monitoring and evaluation of academic performance. The Likert scale study findings indicated that the majority of respondents as per Figure 4.2 (87%) agreed to have seen the head of school executing their duties in line with the set criteria, 10% had undecided responses, while very few 3% disagreed to have experienced the head of school adhering to all tenets that would in the long run promote monitoring and evaluation as shown in figure 4.2
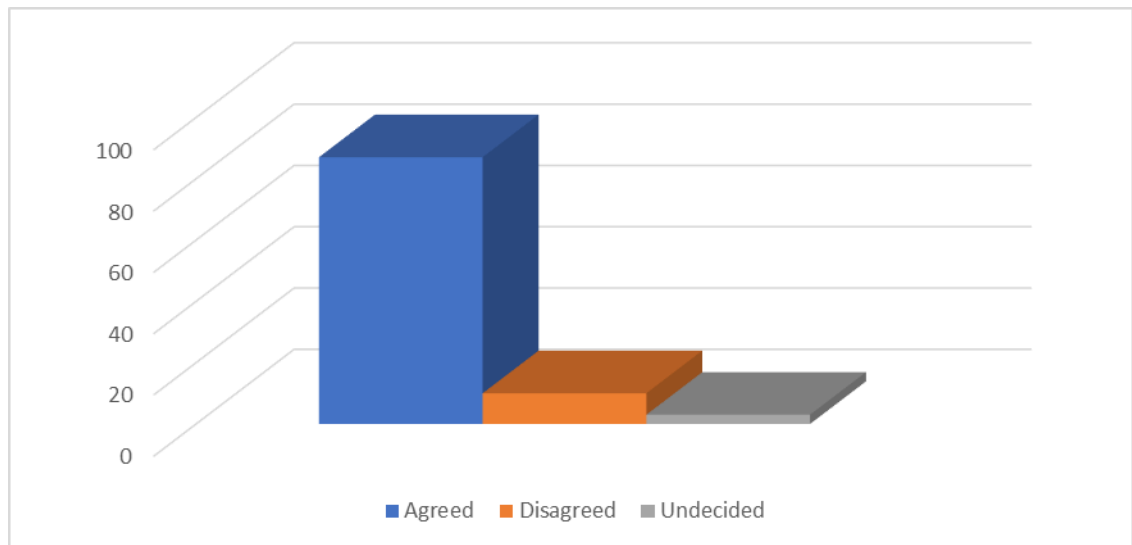
Figure 4.2: The head of school's ability in executing their duties to effect performance

Source: Field Data, 2020

When asked whether the above criteria influence effective teaching and learning processes, the majority of respondents, 86% were of the view that school heads who are active in accomplishing these activities their schools have better performance, but for those schools whose heads step out from these activities perform poorly. In this context, Heck (1992) argued that learning –centered leadership assumes a number of activities to monitor and evaluate the quality of instruction such as ongoing classroom observations. It is further contended that the school heads who were moving around in the class to observe what is taking place stimulate teachers to be much careful and organized in teaching and learning process. This also enable early syllabus coverage resulting to high performance. Though, 14% of participants claimed to have not seen any observable changes regardless of seeing the head of school hectic in ensuring effective M&E of the teaching and learning process.

4.2.3 What are the teaching and learning methods employed by teacher in the classroom?

The researcher was also more concerned about the methods used in promoting masterly learning. Study findings in Figure 4.3 reveled that, 45.6% of the teachers used Socratic Method, 32% used discussions, and 11.4% used demonstration while very few (11%) used experiment. The findings mean that questions and answer methods were frequently applied because they are less costly compared to experimentation (11%) that require the purchase of resources. The findings suggest that for schools to perform better, teachers should engage in the use of teaching and learning methods which aim to stimulate students for more learning like discussions, questions-answers and demonstration among others (Lyamtane, 2004; Mgani, 2006). The application of teachers' teaching methods need special environment. This aims to create an enabling learning atmosphere in getting a good student's achievement. At school or at home, students will be able to learn well if the environment is conducive. Conducive learning environment is an atmosphere that is comfortable and pleasure. Pleasure in this case is far from sound and noise that can disturbances learning concentration. Pleasure means learning atmosphere is joyful and enthusiastic. Learning atmosphere is far away from the stresses and specific targets to students who are learning (Uda, 2013). The learning process can run effectively if learning environment supports the learning process. To create an effective and conducive and also fun learning environment, teachers must be smart to manage the classroom with empowering the potency of classroom and facilities that are available

actively and efficiently with using appropriate methods to the material and the characteristics of students. This is show in figure 4.3
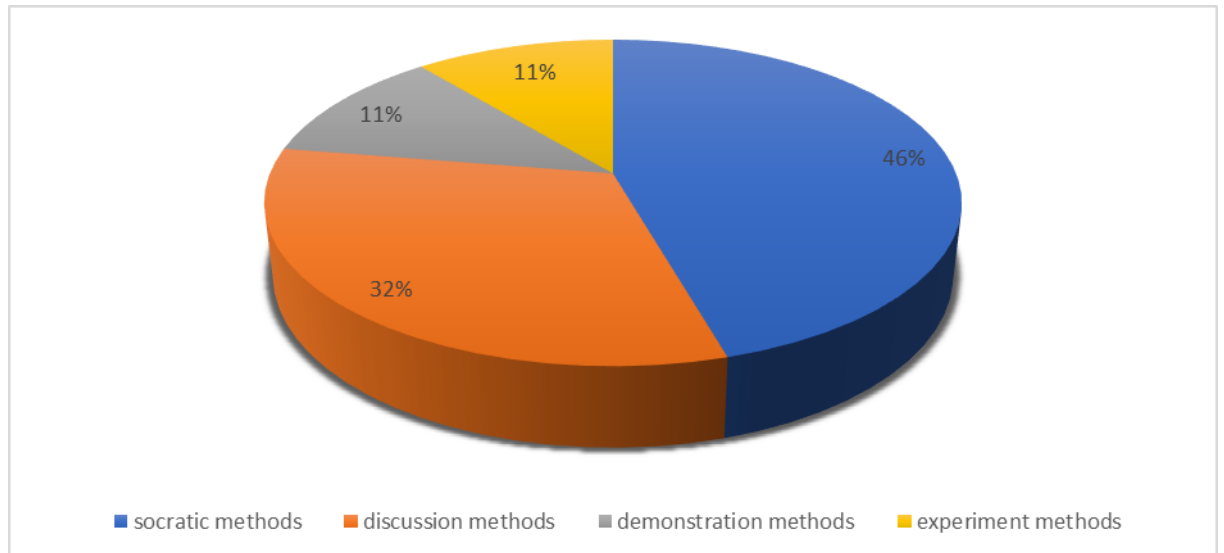
Figure 4.3:   Teaching and learning methods employed by teacher in the classroom

Source: Data from the Field 2020

The researcher was concerned to know whether the teachers' regular assessing of students' academic achievement matter. The findings revealed that in schools whose teachers had a regular tendency of assessing students' academic achievement perform better compared to those with low frequency in student's continuous assessment. These ideas are supported by Furtwangler (1995) who argued that schools that promotes a culture of continuous assessment offer the capacity to enhance student achievement and the teachers' professional development. Proper supervision by the teaching personnel becomes a critical instrument in professional development efforts and it improve teaching and learning process in schools

(Afolakemi & David, 2006). This proposes that students' continuous assessment by teachers has positive effect on students' academic performance.

The findings further exposed that in schools where heads of schools were regularly supervising teaching and learning activities had a positive effect on schools' academic performance in their final examinations. There has been a close relationship between supervision and schools' academic performance. These findings are supported by Glanz et al. (2007) and Masungu (2008) who suggested that supervision has positive outcome as far as school academic performance is concerned. It generally be argued that though there is a significant relationship between supervision and school academic performance, it should not be the major reliance to predict high students' academic performance for a hundred percent. This can further be confirmed by the combined weight of the predictor variables. In this view, there is likelihood that there are other variables which possibly are beyond the examined variables.

4.2.4. The Influence of Monitoring of school attendance for teachers and students on teaching and learning process.

The researcher wanted to know whether factors like: teacher's daily attendance at school, lesson attendance-time on task, students' attendance, students' notes, assignments and home works checked regularly, adequacy of school resources and facilities alongside frequent supervision of continuous assessment push the school academic performance in form of ensuring effective monitoring and evaluation. The study results have it that teachers' daily attendance was highly influencing

performance by 47.9% but lesson attendance was somewhat influencing by 37.5%. Indeed, 11.4% of the respondents claimed to have not been sure in their responses, 2.2% claimed that they did not find the factors influencing the school academic performance.
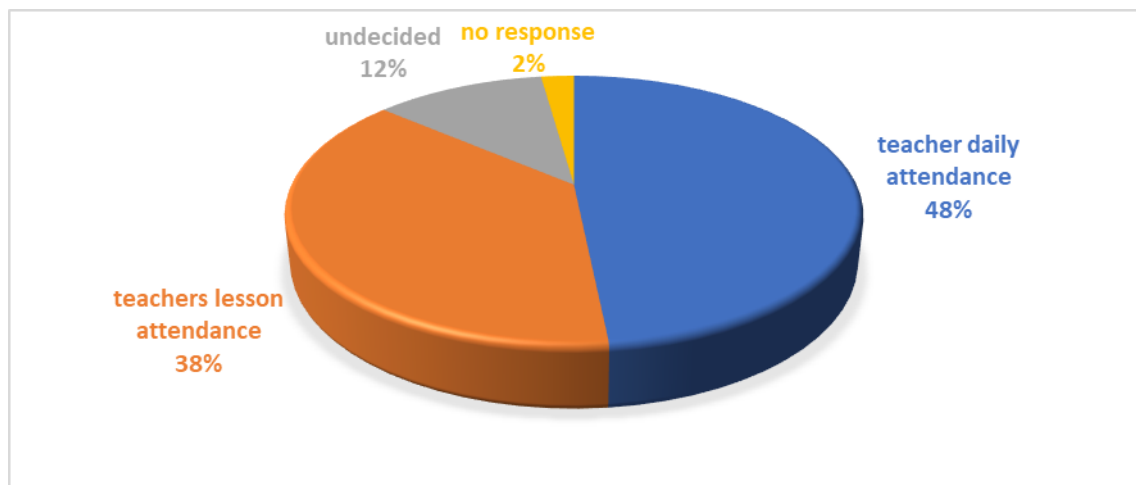
Figure 4.4: The influence of monitoring attendance in enhancing performance

Source: Field data, 2020

A similar study conducted in Bunda District (2019) revealed that 15.8 percent of teachers agreed on student completion of academic assignments as the most significant attribute of learner related factor contributing to high academic performance in secondary schools. This implies that students are active and they do their work attentively, submit them on time to enable teachers mark timely and bring feedback for corrections and other proceedings. In addition to that, the data of this study indicate that 15.0 percent of teachers agreed that good students' teacher relationship was the significant attribute contributing to learners' high academic

performance. Another attribute with similar frequency that appeared to be perceived by teachers positively was students' engagement in extra studies in which 15.0 percent of teachers believed that extra studies was helpful in syllabus coverage before time that provided ample time for students and teachers to revise the previous topics. Apart from that, the field gathered data also showed that, good student-student relationship was least selected by 13.6 percent of students. This indicates that student-student relationship was given attention among students themselves as a significant element or attribute of their high academic performance in their examinations. Students-students' relationship in the learning reveal an adequate level of cooperation in the studied secondary schools which help learners to influence, familiarize, motivate and encourage themselves. These findings about students' cooperation with peers in academic matters are also supported by Buotes (2001) and Umansiky (2005) who argued that, there is a positive correlation between performance and peer relationship. According to them, students failing in school are those most rejected by their peers. Students whose peers have higher educational aspirations tend to have more positive concepts themselves. They are more engaged in school and have more hopes for their lifelong education than students whose peers have low aspirations. This means that, when students are instructed to engage in activities which encourage cooperation, collaboration and interaction among them in order to associate with peer groups, then that help others to adopt learning habit. Also observation from the data gathered revealed that, learner related factors were closely related to the nature of teachers. This is to say that students' achievement of high academic performance in examination resulted from amalgam of factors including the nature of teachers and their hardworking in entire learning process.

This explanation concurs with the system theory which emphasize on the cooperation of each unit in the educational organisation in order to accomplish the predetermined goal. It implies that one variable depend on the other, that is good academic achievement is the product of collective efforts of teachers, students and school management.

Likewise, the findings of this study show that students' responses on learner related factors contributing to their high academic performance was also equally distributed implying that students' attributes affecting academic performance have entirely balanced with the slight difference in the researched elements or attributes. This study finding concerning students desire for high academic performance also concur with those of Gonzalez (200) who observed that, successful students are active, goal-directed, self-regulating and assumes personal responsibility for contributing to their own learning. They participate actively in class, do their work diligently and submit them on time; they do tasks with some objectives or goal in mind. In the school context, students' level of commitment is mostly determined by his or her personal attitude about studies and the influence of their teachers since students' readiness to comply with whatever they are asked to do in the learning process resulted from positive attitudes and teachers' encouragement. However, the findings further revealed that students' compliance to complete their assignments was determined by the seriousness of teachers and regular crosschecking as indicated in tables 4.5 and 4.6 respectively.

Table 4.5: Teachers' Responses on Learner's Related-Factors on Academic

Performance in Secondary Schools

Category	Frequency	Percent
Students' regular classroom attendance contributes to high academic performance	20	15.0
Student desire for high academic performance contributes to high academic performance	19	14.3
Student engaging in extra time studies contributes to high academic performance	16	12.0
Student readiness to attend test regularly contributes to high academic performance	19	14.3
Students completion of academic assignment contributes to high academic performance	21	15.8
Good student discipline contributes to high academic performance	18	13.5
Good student-teacher relationship contributes to high academic performance	20	15.0

Source: Field data, 2020

Table 4.6: Students'' Responses on Learner's Related-Factors on Academic

Performance in Secondary Schools

Category	Frequency	Percent
Students are hardworking in their studies contributes to high academic performance	41	14.3
Students extra time study contributes to high academic performance	41	14.3
Excellent student regular classroom attendance contributes to high academic performance	41	14.3
Good student cooperation with peers contributes to high academic performance	41	14.3
Students are aspired for high academic performance contributes to high academic performance	40	13.9
Good student discipline contributes to high academic performance	41	14.3

Source: Field data, 2020

4.2.5 Frequency of teachers' assessment of students' academic works

The other element assessed was related to teachers' effectiveness in supervising students' academic work. Teachers were provided with five items that are commonly used to assess student academic work in secondary schools, namely exercises; home works, quizzes; tests; and examinations. They were asked to indicate the frequency at which they used these methods. From the findings it was unveiled that home works and exercises were the most frequently used methods of assessment in both high and low performing schools through different proportions. For example, 87% of teachers in high performing schools indicated that they used exercises and home works weekly compared to 60% exercises and 55% home works of teachers who used those methods in low performing schools.

The researcher determined the role played by the head teacher to their subordinates in ensuring effective monitoring and evaluation. It was noted that classroom observation was one of the basic techniques that could influence the school's academic performance. Study results according to Figure 4.6 below indicate that when teachers were required to provide responses whether the head of school makes follow-ups on their jobs, the majority (68.2%) strongly agreed, 27.3%) agreed, 3.4% disagreed, and very few (1.1%) strongly disagreed to have seen the head of school playing a vital role in effective monitoring and evaluation of the facility's academic performance. In addition, the findings relate with those of Msungu and Nasongo (2008) who cemented that effective principals are those who are involved in appropriate revision thorough supervision of teachers' and students' works, syllabus coverage, proper testing policy, teacher induction courses and team building as well as communicating the school vision effectively, providing resources for instruction.

This suggests that the effectiveness of heads of schools in supervising teaching and learning activities has a reflection of the presence of better schools' academic performance in final examinations. This also informs that any school aiming to improve their academic performance, should ensure effective supervision of teachers' works as indicated in figure 4.7
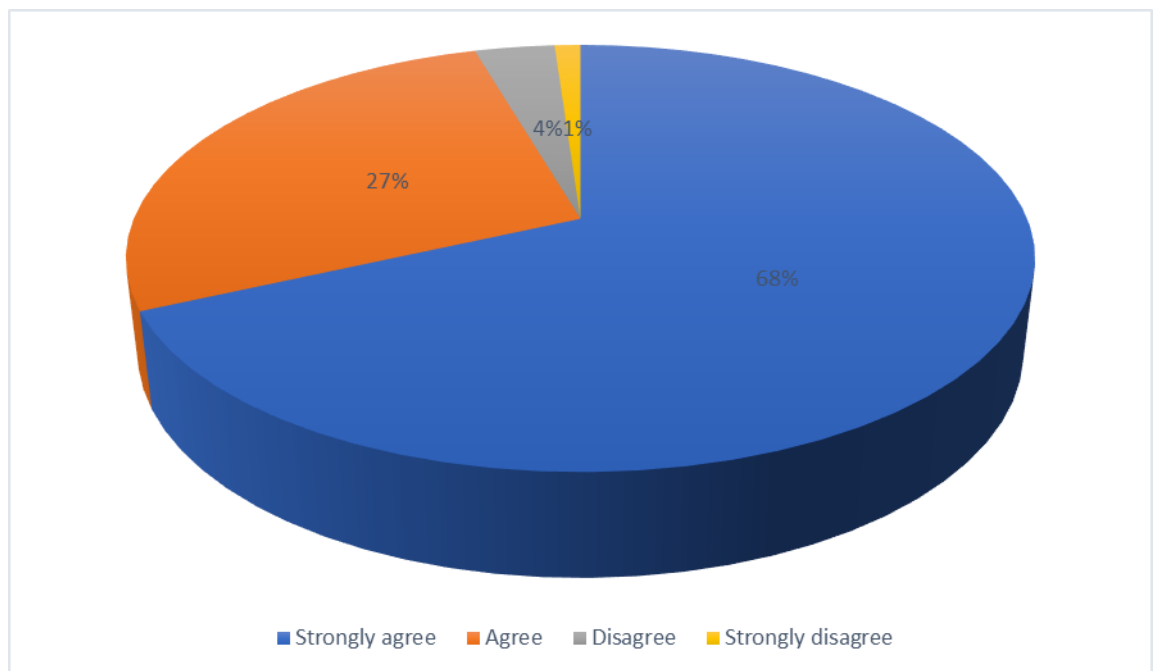
Figure 4.5: Head teacher's role in classroom observation

Source: Field data, 2020

In an interview with the Meru District school quality assurance officer, it was noted that monitoring and evaluation is normally done to unsure curriculum implementation in teaching and learning processes. He noted that in a classroom setting they monitor teaching objectives and how the syllabi are accomplished. About the administration the officer claimed that the mission and mission of the

education facility are monitored to determinate whether the school is run alongside that trajectory.

Furthermore, it was unveiled that an enabling environment and sufficiency of the learning environment and facilities push the school academic performance. The study findings regarding learning and teaching facilities showed that, many of students' responses on the availability of learning facilities such as books, laboratories, classrooms, libraries and desks was sufficient and therefore helped to enhance the entire process teaching in the sampled schools. These resources encourage learners to participate in the learning process, motivate them, and cater for their individual differences. Also findings of the study revealed that the school –based factors which affected performance was inadequate modern instructional materials like modern computers, photocopy machines, projectors and other related resources such as references and guide books for teachers. Evidence from literatures and researches depicts the importance of school facilities in relation to quality education. Also the study conducted by Nghambi (2014) in his study observed that unavailability of libraries made students to depend entirely on teachers' notes which led to inadequate teaching and learning materials in community secondary schools. Her study also found that teaching and learning environment was not conducive to encourage teachers and students to learn effectively.

Nevertheless, the findings in relation to learning environment of the current study are also supported by the study of Najike (2002) who contended that, school environment plays an important role in the academic achievement of the school

children. The success or failure of school students greatly depend on the quality of classroom environment and the social climate.

The study findings are also in line with those of Ajao (2001), Kitonyi (2013, p.3) who contends that, classroom environment is of great significance as learning is the outcomes of this environment; conducive environment is an important factor in strengthening the child level of education. The findings concur with those of Bosque and Dore (1998), Lezzio, Wilson and Simons (2002) who agree that, academic achievement of students is most often associated with a lot of components of learning that ought to implement six functions, inform, communicate, collaborate, produce, scaffold and manage. Learning environment takes into account several variables that have direct or indirect effect on students. The school environment enriched with modern facilities make the students feel comfortable in their studies that results to high academic performance.

When asked how monitoring and evaluation is conducted in schools, the quality assurance officer noted that, the two methods are used in this regard, arguing that, documentary review is one of the ways in which all materials documented to enhance masterly learning.

> *"We normally monitor the school progress to determine the weaknesses observed and find out the solutions according. The challenge I face in this regard is that some teachers bestowed with leadership posts lack enough skills in preparing the action plan, the work schedule, and are almost unsystematic. I call upon the relevant authorities to push for induction course and in-service training for newly appointed school leaders," says the quality assurance office curtly.*

When asked about the influence of monitoring and evaluation to teachers, school and students in a learning facility, the officer said all curriculum implementers are duty-bound to ensure the syllabus is accomplished in time and masterly learning take place all the way round, noting that he is charged to visit every school at least twice in a year, the move that could help to diagnose challenges and act accordingly.

> *"Regular visiting is of utmost important for low performing schools. We can normally organize for even five to six visits in a year so as to arrest the pending challenges and push for good academic results before things get out of hands," he says.*

Responding to the role of head of schools in supervising academic performance, the QA noted that, the head of school is a focal person that should be duty-bound to ensure the school run smoothly by supporting the teaching staff.

> *"Hence, the school heads ought to put more emphasis on supervision of teachers' works for betterment of their schools' performance. Also, supervision is helpful because it enables the heads of schools to know the problems teachers and students incurs during teaching and learning process and make it easier to solve them, hence improvement of students' performance, "he noted.*

Generally, heads of schools who were effective in fulfilling these activities are better in schools' performance, but for heads who step out from these activities their schools' performance are poor. Learning –centered leadership also undertakes an array of activities to monitor the quality of instruction, such as ongoing classroom observations (Heck, 1992).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter is divided into three sections, namely, summary of findings, discussion of findings, conclusion and recommendations. The discussions, by research objectives, provide findings of other researchers compared with findings in this study. Any knowledge gap is discussed and concurrence of findings is acknowledged.

5.2 Summary of Findings

The study aimed to investigate the influence of Monitoring and Evaluation practices on effective teaching and learning in public secondary schools in Meru District. Four questions from four research objectives were drawn up to guide collection and analysis of data. They investigated the frequency and effectiveness with which the heads of schools supervise teachers' work to examine processes and activities carried out by heads of schools that relate to students and teachers' management in improving their performance, to assess how teaching and learning processes take place at school level, and to assess how different roles undertaken by the heads of schools improve students and teachers' performance.

The study findings provided valuable information that advanced the current knowledge on the effectiveness of supervision of teaching and learning activities on academic performance. They provided useful information and data which would be

useful by heads of schools and teachers to improve supervision of teaching and learning activities.

Furthermore, the study posed some unanswered questions that might form the basis for further research on effective supervision of teaching and learning processes. The study used a variety of data collection techniques, which were questionnaires, interview, and documentary review. The study was done in 10 public owned secondary schools, 1 heads from each school with 1 District Educational Officer, 1 District Quality Assurer, and 60 teachers and 10 academic masters as key informants. Therefore, all sampled individuals from Meru District constituted the population, since it is large, only used for research purposes. The sample of the teachers, Academic teachers, Heads of school, District Educational Officer and District Quality Assurer was determined by the use of the rule of 20% by Gay and Delhi (1992). The data collected were presented and analyzed on the basis of the research questions that were derived from the purpose and objectives of the study.

The results of the study revealed a great variation in the supervision of teaching and learning activities between high and low performing schools. Heads of high performing schools have a more regular tendency of supervising teachers' and students' academic works than those in low performing schools.

Consequently, schools with effective supervision of academic activities tended to have better academic performance than with relatively poor supervision. It is, therefore, clear that effective supervision of academic activities is positively

associated with better academic performance. In the light of the results of this study, there is a need to pay attention on the supervision of academic activities for both teachers and students as an important attribute for improving academic activities. Alongside enforcing good schools' practices such as students' discipline, there is also a great need to institute and enforce supervisory mechanisms on teachers' and students' academic activities.

5.2.1 Influence of lesson preparation process on the effectiveness of the teaching and learning process.

 In interviews with the quality assurance officer concerning frequency of supervision, the findings show that almost all head of the high performing schools regularly looked at the teachers' lesson plans, records of students' continuous assessment, classroom teaching, subject logbook, teachers' lesson notes, and scheme of work. They also securitized the students' exercise books weekly with the help of second masters or mistresses. This was contrary to the Low Performing Schools where the interviewed two heads of schools checked teachers' work only occasionally. However, in reviewing the documents i.e. lesson plans, students' continuous assessment, students' exercise books, subject logbook, teachers' lesson notes and scheme of work to see if there are available and heads of schools supervise them or not, and looking if there are any recommendations. The findings show that heads in high performing schools were more regularly recommended the records than low performing schools. The objective is in line with the study done in Chile teacher where evaluation system is aimed at the improvement of teaching and consequently also of education results. It is designed to stimulate teachers to further their own

improvement through learning about their strengths and weaknesses. It is a mandatory process and it is carried out the school level and follows a mixed internal and external approach. In the evaluation aspects such as preparation for teaching, creation of positive classroom environment, effective teaching for all the students and professional responsibilities are assessed. The teachers assess their own performance and the principals also do their own evaluation (Piper, 2007).

5.2.2 Influence of monitoring of school attendance for teachers and students on teaching and learning process.

An explanation was further sought on the effectiveness of monitoring and evaluation in schools and the following responses realized: monitoring and evaluation has helped the school make very informed decisions relating to teaching and learning, help identify pupils" weaknesses that are dealt with during remedial lessons, it enhances syllabus coverage, teachers get acquainted with pupils" progress, teachers receive necessary advise that build them professionally, it keeps all parties alert of their work, helps teachers gauge their performance and identify areas that need immediate attention, makes teachers more responsible in their work, it encourages competition among teachers and pupils, it helps in proper placement of learners in the classrooms and promotion to the next class, it improves teachers" teaching skills, use of instructional materials and evaluation techniques and monitoring of pupils" work make them more interested in the subject and hence leads to a good academic performance. Respondents who indicated that there has not been effective monitoring and evaluation of teaching and learning in schools gave the following reasons: monitoring and evaluation at times seems to be reactive rather than advisory. Quality

and assurance and standards officers are only involved when there are issues to be addressed such as poor academic performance, teachers also felt that teaching is more of a calling and self-drive should be the motivating factor, the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt, harassment of teachers occur at times especially when a wrong approach is used and teachers seem to view monitoring and evaluation negatively and as a means of spying on them. The study results have it that teachers' daily attendance was highly influencing performance by 48.9% but lesson attendance was somewhat influencing by 37.5%. Indeed, 11.4% of the respondents claimed to have not been sure in their responses, 2.3% claimed that they did not find the factors influencing the school academic performance. The study by Quist (2000) suggests that every teacher needs to evaluate their performance from time to time in order to identify their strengths and weaknesses and work towards improving their teaching. The teacher uses information obtained through measurement as the basis for preparation and presentation of learning experiences. The study objective is akin to the findings by Fullan (2001) who asserts that evaluation is a task which has its purpose in identification of merits and deficiencies and it is an integrative part of the control task. The quality functionality of tasks is measured by means of evaluation.

5.2.3 Influence of evaluation process used in schools on effective teaching and learning.

About the teaching methods used, the teachers preferred Socratic Method, 42% used discussions to 11.4% that espoused demonstration and very few (11%) deployed experiment. The findings mean that questions and answer methods were frequently

applied because they are less costly compared to experimentation (11%) that require the purchase of resources. From the findings it seems that for schools to perform better teachers should use teaching methods which are activating and stimulating students for more learning such as discussions, questions-answers and demonstration were the most dominant performance facilitator In the study was noted that activities for teachers which push for effective performance through monitoring and evaluation were: in-service teachers training, creating conducive working environment, maintaining harmonious interpersonal relationship, extra – curricular activities and motivating teachers. Activities for students were: evaluation of student academic performance, having enough teachers, purchasing of enough teaching and learning materials, creating enabling learning environment to students, solving students' problem and maintaining students' harmonious interpersonal relationship. This objective is related with the study by Cotton (1988) which states that homework confers the most beneficial results when assignments are: closely tied to the subject matter currently being studied in the classroom; given frequently as a means of extending student practice time with new material; appropriate to the ability and maturity levels of students; clearly understood by students and parents; monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion; quickly checked and returned to students; graded and commented on. Research indicates that homework which meets these criteria is positively related to student attitudes. Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or

no homework. When attitudes toward testing are studied, students who are tested frequently and given feedback are found to have positive attitudes toward tests. They are generally found to regard tests as facilitating learning and studying, and as providing effective feedback and outcome which has surprised some researchers, who had anticipated finding more negative student attitudes toward testing (Cotton, 1988).

5.3 Conclusion

The following conclusions were made based on the findings of the study: monitoring and evaluation in public secondary schools is carried out internally by head teachers, deputy head teachers, senior teachers and subject academic masters. External monitoring and evaluation is minimal. Teachers hardly sign in registers when they report or leave work. Monitoring and evaluation leads to effective teaching and learning in all schools. It helps improve and diagnose weak areas in the curriculum, it enhances curriculum delivery, improves performance and teaching techniques adopted by teachers. To some teachers, monitoring and evaluation carried out externally by QAOs seems to be reactive rather than advisory. These officers are only involved when there are issues to be addressed in schools such as poor academic performance, which push them to visit the school frequently otherwise the average range of visit per school is twice a year. Most of the challenges experienced by various stakeholders involved in monitoring and evaluation were categorized in three folds: stakeholders personal level, school level and at the Ministry or government level and in order to mitigate against these challenges there is need to address the attitude of various stakeholders towards monitoring and evaluation,

address monitoring and evaluation at school by preparing teachers in advance and by providing adequate teaching and learning materials and at government level by ensuring there is adequate funding for officers involved in monitoring and evaluation exercise.

5.4. Recommendation

In order to improve monitoring and evaluation for effective teaching and learning in schools, there is need to implement the following:

5.4.1 Personal level

There is a need to address the negative attitude that is attached to monitoring and evaluation in schools. Various stakeholders need to change their attitude towards the exercise so that it is viewed as an act aiding teaching and learning in schools rather than a fact finding mission of whether there is any teaching and learning going on in school. This can be achieved by sensitizing various stakeholders in schools and especially teachers on the importance of monitoring and evaluation exercise. Various stakeholders in schools should be alerted in advance when will the exercise be carried out to ensure they adequately prepare and the intention or motive behind the exercise.

5.4.2 School level

Panel heads should be involved in monitoring and appointing subject heads who will help head teachers in monitoring school activities; seminars, in-service courses and workshops should be organized to equip teachers, head teachers, deputy head

teachers on effective teaching and learning techniques; teachers should be prepared in advance to avoid last minute rush; parents should be sensitized on the need to monitor pupils" academic progress and discipline to substantiate the role played by teachers; head teachers, deputy head teachers and subjects panel heads work load should be lessen in order for them to effectively monitor and evaluate teaching and learning activities in school; schools should adopt policies that encourage frequent testing in order to gauge pupils adequately; monitoring and evaluation reports in schools should be made public once conducted in order to update all stakeholders on areas of concern; head teachers should ensure recommendations made from previous reports are implemented; teachers should be motivated adequately due to the instrumental role they play in schools by being remunerated appropriately, monitoring and evaluation activities should be clearly spelt out in school term dates in order to ensure teachers are present during the exercise and schools should be well equipped with appropriate facilities to ensure teaching and learning takes place smoothly.

5.4.3 Government policy

Quality assurance standards officers from the Ministry of Education should adopt supervisory techniques that are clinical in nature, friendly and appropriate in order to avoid antagonizing teachers and head teachers; the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt of teachers or head teachers in schools and to ensure the exercise is carried out in an organized manner, the government should provide adequate funding to the Ministry of Education officials involved in the monitoring and evaluation exercise; QAOs

should increase the number of field trips they make to school in order to advise teachers on a regular basis; the government through Teachers Service Commission should recruit more teachers to ensure effective teaching and learning takes place in schools, teachers should be trained on techniques of handling large classes of pupils and monitoring and evaluating teaching and learning in schools.

5.5 Suggestions for further Research

i. A study on the influence of monitoring and evaluation on diploma colleges

ii. A comparative study on the influence of monitoring and evaluation in public 100 secondary schools in urban and rural Arusha

iii. A study on mode of monitoring and evaluation should be conducted in Tanzanian universities that churn out graduates to implement the curriculum.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS, ACADEMIC

MASTERS AND HEAD TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the influence of monitoring and evaluation practices on effective teaching and learning among Public Secondary Schools in Tanzania: A Case of Meru District. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.
Answer all questions as indicated by either filling in the blank or ticking the option that applies.

PART 1: BACKGROUND INFORMATION- (**You can circle the number or put a tick**)

1. Gender of respondent (i) Male………………. (ii) Female………………………

2. Level of education (i) Primary………(ii) Secondary………(iii) College/University…….

3. Ages (Years) (i)18-25………. (ii)26-40………(iii)41-60……(iv)Above 61…………..

4. Years of Service/experience (i)1-4 years………(ii)5-7 years………(iii)8 and above….

5. How long have you been teaching in this school? (i)Less than 2 years……. (ii)2-5 years…. (iii)6-10 years………. (iv) More than 10 years……………………….

CODE: -……………………………………

Date…………………………………….

PART 2 A. THE INFLUENCE OF LESSON PREPARATION PROCESS ON

TEACHING AND LEARNING PROCESS

1 (a). Does the head of school have a tendency of assessing your work performance?

   YES [ ] ii. NO [ ] iii. I DON'T KNOW [ ]

   (b). If YES, how many times does the head of school supervise the following items

preterm

 i. Lesson plans..

 ii. Scheme of work………………………………………………………………

.iii. Class journals…………………………………………………………….

iv. Lesson notes…………………………………………………………………

v. Subject logbooks……………………………………………………………

vi. Classroom teaching.…………………………………………………………

vii. Students continuous assessment……………………………………………

   (c). Does supervision of the above items lead to effectiveness in teaching and

learning? i. YES [ ] ii. NO [ ] iii. I DON'T KNOW [ ]

Put a tick [√] in the column containing the response which you think best describes

the heads of school ability in performing the activities in the school.

SN		Responses				
	Activities	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
d	Purchasing enough teaching and learning materials					
e	Ensuring Teachers" preparation of lesson plans and schemes of work					

f	Creating conducive learning environment					
g	The head regularly discusses with pupils about the content taught in class					
h	There is an assessment of teachers teaching in classrooms					
i	Teachers" performance is regularly evaluated within or outside the school					

j. Do these activities lead to effectiveness in teaching and learning? Please explain.

……………………………………………………………………………………………

……………………………………………………………………………………………

PART 2. B: THE INFLUENCE OF MONITORING OF SCHOOL

ATTENDANCE FOR TEACHERS AND STUDENTS ON TEACHING AND

LEARNING PROCESS

	Indicate by ticking to which extent the monitoring of the following influence teaching and learning.<use scale 1-4 with 1=highly influencing,2= somehow influencing,3-Not sure 4=Not influencing	1	2	3	4
1	Teachers" daily attendance at school				
2	Lesson attendance by teachers in the class				
3	Pupils" school attendance				
4	Pupils" notes, assignments and home works regularly checked				
6	Adequacy of school resources and facilities				
7	Supervision of continuous assessment tests and examinations				
8	Making follow up of students absentees				
9	Teachers sign in registers when they report to work and when leaving				

PART 2: C THE INFLUENCE OF EVALUATION PROCESS USED IN

SCHOOLS ON THE EFFECTIVENESS OF TEACHING AND LEARNING

	(You can put SD = strongly disagree, D = disagree, N = neutral, A = agree, and SA = strongly agree.					
NO		**SD**	**D**	**N**	**A**	**SA**
1	Head teachers" classroom observations addresses problems encountered by teachers in class and thus improve teaching and learning.					
2	Evaluation alerts teachers on their instructional pace and hence syllabus coverage					
3	Instructional leadership by school heads provides a good path to effective teaching and learning.					
4	Frequent testing of pupils and feedback given make pupils have positive attitudes towards tests and improve teaching and learning process.					
5	Assignments given by teachers help pupils develop a positive attitude towards the subject and school.					
6	Evaluation processes help to diagnose the problems and short comings in implementation of the curriculum.					
7	Matches evidence against a criteria, arrive at judgments and make those judgments known to all stakeholders.					
8	Monitoring and evaluation aims at creating an overview of the quality of education in the school					
9	Supervision and marking of pupils" assignments help pupils to complete assignments on time.					
10	Evaluation has a positive relationship with the schools" overall mean score.					

PART 3

11. In your view, does evaluation processes used in schools lead to effectiveness of

teaching and learning? If yes, please

explain…………………………………………………………………………………

12. In your opinion, what are challenges that deter effective monitoring and

evaluation of teaching and learning by various stakeholders in your school?

……………………………………………………………………………………

……………………………………………………………………………………

13.In your view how can monitoring and evaluation in your school be improved

……………………………………………………………………………………

……………………………………………………………………………………

If you have any additional comments, you may attach.

I THANK YOU FOR YOUR TIME AND COOPERATION

Researcher

APPENDIX 2: INTERVIEW GUIDE FOR EDUCATION

OFFICIALS/DISTRICT EDUCATION OFFICER/QUALITY ASSURANCE

OFFICERS

The following questions will guide the researcher during the interview sessions with the key respondents.

1. What are the areas that require monitoring and evaluation in schools?

   ……………………………………………………………………………

   ……………………………………………………………………………

2. How is monitoring conducted in schools?

   ……………………………………………………………………………

   ……………………………………………………………………………

3. What is the influence of monitoring and evaluation to teachers, head teachers and pupils in schools?

   ……………………………………………………………………………

   ……………………………………………………………………………

4. What challenges do you face when carrying out monitoring and evaluation in Meru District?

   ……………………………………………………………………………

   ……………………………………………………………………………

5. How often do you visit the schools in Meru District to carry out monitoring and evaluation?

   ……………………………………………………………………………

   ……………………………………………………………………………

6. How do you describe head of school's effectiveness in monitoring and
   evaluation of teaching and learning in school in your district?

   …………………………………………………………………………………

   …………………………………………………………………………………

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX C: RESEARCH CLEARANCE

THE OPEN UNIVERSITY OF TANZANIA

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To whom it may concern   13/09/2020

RE: RESEARCH CLEARENCE

The Open University of Tanzania was established by an Act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Ms. Annah Marco, PG201800102 who is a Masters student at the Open University of Tanzania. By this letter, Ms. Annah Marco, has been granted clearance letter to conduct research in the country. The title of her research is "Challenges faced by primary school pupils in learning English as a foreign language: A case of primary schools in Meru district council". The research will be conducted in Meru district. The period which this permission has been granted is from 15/09/2020 to 20 /09/2020.

In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820 We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA