

**THE IMPACT OF MONITORING AND EVALUATION ON
THE PERFORMANCE OF UPPER PRIMARY SCHOOL
TEACHERS IN MBALA DISTRICT OF THE NORTHERN
PROVINCE IN ZAMBIA**

By

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A Dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Administration and Management.

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DECLARATION

I Isabel Namfukwe solemnly declare that this dissertation is my own work and that it has never been previously submitted for a degree at this or any other University except where acknowledgements have been made in text.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Isabel Namfukwe is approved as fulfilling part of the requirements of the award of the degree of Master of Education in Educational Administration and Management by the University of Zambia.

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ABSTRACT

This study main focus was on the establishment of the extent to which monitoring and evaluation influences the performance of upper primary school teachers in selected schools in Mbala District of the Northern Province in Zambia. The objectives of the study were to: assess whether teachers at upper primary school level in Mbala District understand monitoring and evaluation, to ascertain whether monitoring and evaluation is well coordinated in Mbala District, ascertain the extent to which Monitoring and Evaluation has improved teacher performance, establish challenges faced by school administrators and Standards Officers in carrying out monitoring and evaluation, suggest measures to improve how monitoring and evaluation can influence school performance.

The mixed method approach using an embedded mixed design was used. It combined quantitative and qualitative techniques of data collection and analysis. The sample comprised teachers and head teachers of selected schools, Education Standards Officers at District and Provincial Education Offices. Data was collected through questionnaires and interview guides. Qualitative data was analysed thematically. The statistical package for social sciences (SPSS version 20) was used to generate descriptive statistics such as frequencies, percentages, means and standard deviations.

The findings of the study revealed that monitoring and evaluation influences the performance of upper primary school teachers towards improving teaching and learning. Teachers understood monitoring and evaluation as evidenced through acceptance of advice for making improvements in their work performance. Monitoring and Evaluation was well coordinated in the district through upward and downward reporting system. Challenges faced were inadequate teaching/learning materials, poor staffing, lack of transport, poor funding. Measures to improve monitoring and evaluation include provision of teaching/learning materials, improve staffing, availing transport, and improve funding.

In conclusion, monitoring and evaluation influences the performance of upper primary school teachers towards improving teaching and learning. Teachers understood monitoring and evaluation. Coordination was through the upward and downward reporting system. Administrators faced challenges such as inadequate teaching/learning materials, poor staffing levels, lack of transport and poor funding. Measures include provision of teaching/learning materials, improve staffing, availing transport, improve funding. The study recommends that government should commit its resources towards the Directorate of Standards and Curriculum for effective monitoring and evaluation of education. Further research in the entire country is suggested to establish the impact of Monitoring and Evaluation on the performance of upper primary school teachers so as to have more conclusive and reliable evidence of the extent to which Monitoring and Evaluation influences the performance of upper primary school teachers.

DEDICATION

This study is dedicated to my late mother, Seliva Nambela Namonje, my Grandfather, Kenani Sichone Manolo, my Grandmother, Jane Namovwe Namwinga Sichone and my father Webster Simfukwe for motivating and seeing me through formal education and helping me to realise my full potential in life.

ACRONYMS

DEB	District Education Board
DEBS	District Education Board Secretary
ESO	Education Standards Officer
HMI	Her Majesty's Inspectorate
LGEA	Local Government Education Authority
MOE	Ministry of Education
MoGE	Ministry of General Education
M & E	Monitoring and Evaluation
OFSTED	Office of Standards in Education
PISA	International Student Assessment
SPSS	Statistical Package for Social Sciences
SUBEB	State Universal Basic Education Board
UK	United Kingdom

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TABLE OF CONTENTS

COPYRIGHT DECLARATION.....	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
ABSTRACT.....	iv
DEDICATION	v
ACRONYMS	vi
ACKNOWLEDGEMENT.....	vii
CHAPTER ONE	1
INTRODUCTION.....	1
Pre-ambule.....	1
Back ground of the study	1
1.2. Statement of the Problem	2
1.3. Purpose of the study	3
1.4. Objectives of the study	3
1.5. Research questions	3
1.6. Significance of the study	4
1.7. Scope of the study	4
1.8. Theoretical Framework.....	4
1.9. Operational definitions	5
CHAPTER TWO	7
LITERATURE REVIEW	7
2.1. Overview	7
2.2. Literature on inspection services pertaining to the Global scene.	7
2.3. Literature on inspection services pertaining to the African perspective.....	11
2.4. Literature on inspection services in the Zambian perspective	14
Chapter Summary	15
CHAPTER THREE	16
METHODOLOGY	16
Overview	16
3.1. Research Design.....	16
3.2. Study population.....	16

3.3. Sample Size and Sampling Techniques	17
3.4. Instruments for Data Collection.....	19
3.5. Procedure for Data Collection	19
3.6. Data Analysis.....	20
3.7. Ethical Consideration	21
3.8. Chapter Summary.....	21
CHAPTER FOUR	22
PRESENTATION OF FINDINGS	22
Overview	22
Table 4.1a: Descriptive statistics.....	23
4.2 Levels of Teachers’ understanding of monitoring and evaluation	25
4.3 Ascertaining whether monitoring and evaluation is well coordinated in Mbala District.....	29
4.4 Ascertaining the extent to which Monitoring and Evaluation has improved teacher performance	31
4.5 Problems faced with regard to Monitoring and Evaluation	32
Table 4.1b: Challenges by teachers and head teachers.....	32
4.6. Suggested future actions as interventions	33
4.7. Findings from interviews with Education Standards Officers.....	34
4.8 Chapter Summary	38
CHAPTER FIVE	40
DISCUSSION OF FINDINGS.....	40
Overview	40
5.1. Respondents understanding of Monitoring and Evaluation.....	40
5.2. Whether Monitoring and Evaluation was well coordinated in Mbala District	43
5.3. Extent to which Monitoring and Evaluation had improved teacher performance.....	44
5.4. Challenges faced by school administrators and Education Standards Officers in carrying out Monitoring and Evaluation	44
5.5. Measures to put in place to improve school performance through monitoring and evaluation	45
Chapter Summary	46
CHAPTER SIX.....	47
CONCLUSION AND RECOMMENDATIONS.....	47
Overview	47
6.1. Conclusion.....	47
6.2. Recommendations	48

6.3. Proposed area for future research	49
REFERENCES.....	50
APPENDICES	54
APPENDIX A.....	54
QUESTIONNAIRE FOR UPPER PRIMARY SCHOOL TEACHERS AND HEAD TEACHERS	54
APPENDIX B.....	58
INTERVIEW GUIDE QUESTIONS FOR HEAD TEACHERS.....	58
APPENDIX C.....	60
INTERVIEW GUIDE QUESTIONS FOR STANDARDS OFFICERS	60
APPENDIX D.....	61
Research budget	61
APPENDIX E	62
Research Work plan.....	62

CHAPTER ONE

INTRODUCTION

Pre-amble

This chapter outlines the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, scope of the study, theoretical framework and operational definitions.

Back ground of the study

The Ministry of General Education (MoGE) as the main provider of education in Zambia is tasked to monitor and evaluate standards of education. To carry out the task of monitoring and evaluating standards, standards officers have been appointed to execute this duty (MOE, 1996:156).

According to MOE (1996:155), the inspectorate is an important sub-sector within the Ministry of Education for ensuring the quality of education in primary and secondary schools. Inspectors have a variety of professional responsibilities that relate quite clearly to the quality and effectiveness of school education. This means that inspections assist in providing professional leadership to teachers and other educational workers with the view of improving their work performance and thereby give them the correct direction. Sidhu (2005:289) argued that inspections of learning institutions “offer technical service to teachers in the form of teaching techniques, instructional aids, diagnostic techniques and remedial measures”. Thus, the inspector should be a person with inspirational leadership qualities and who has to counsel teachers over their short comings and lapses and encourage them where they do well. From the view above, the role of inspectors was to monitor and evaluate the performance of all teachers.

An inspection of either a school or its teachers in the classroom should therefore be advisory and not only fault-finding. This called for the appointment of an experienced, trained and well-qualified person as an inspector (or Standards Officer as they were called now in Zambia). Moreover, MOE (1997:6) indicates that, “the core-business of the Standards and Evaluation Directorate is to ensure that quality learning and teaching come first in all educational institutions. This refers to subject content, methodology, instructional materials, and quality in the management of human, material and financial resources”. The MOE (1997:6) document further guides the Standards and Evaluation Officers that “they have to,

from time to time, conduct inspections of institutions and teaching departments in schools and colleges” to ascertain quality assurance in terms of “learning and teaching processes” in classrooms. The Commonwealth Secretariat (1998) outlines some of the aims and purposes of inspection. These include the following: providing the basis for construction and corrective measures in the teaching and learning processes, creating a basis for action, monitoring and evaluation of performance of work in learning institutions, provision of management support to the relevant authorities, and covering of all matters related to curriculum policy. In addition, Kelly, in Nongola (2011:5) states that “quality education is about achievement of pupils, about student success when they leave school for further education, in getting jobs, and for productive work”. Hence, it can be emphasised that, the basic aim of school visits was to provide necessary assistance, guidance and facilitation to the teaching and learning processes in schools. However, Mbala District experienced a number of challenges with regard to monitoring and evaluating the performance of teachers in schools. For example, inadequate teaching and learning materials, poor staffing levels, inadequate transport and financial resources for teacher and school monitoring, and impassable roads to some remote schools especially during the rainy season. According to MOE (1996:157), inspectors’ contacts with schools are curtailed by lack of transport and shortage of funds for the necessary visits. A recent survey established that on average, more than three years may elapse between visits of inspectors to primary schools. This entailed that little of sustainable value can be accomplished with such irregular visits to schools. This study was therefore carried out to evaluate the impact of monitoring and evaluation on the performance of upper primary school teachers.

1.2. Statement of the Problem

Monitoring and evaluating classroom teaching and learning regularly ensures high quality at all levels of education delivery. The basic aim of school visits were to provide necessary assistance, guidance and facilitation to the teaching and learning processes in schools. Despite lots of effort by MOE to carry out monitoring and evaluation in primary and secondary schools, it was not clear whether this exercise achieved its intended purpose. This was viewed with reference to the continuous poor results in Zambian Schools, both at primary and secondary schools. The National Assessment Survey Report carried out in Zambia in 2012 revealed that, as in earlier surveys, the learning achievement levels in Grade 5 were quite low, the national mean performances were 35.4% in reading in English, 38.3%

in Mathematics, 38.6% in life skills, and an average of 36.8% in the Zambian Languages of Icibembe, Cinyanja, Chitonga and Silozi. No study has been conducted to evaluate the impact of Monitoring and Evaluation on the performance of upper primary school teachers in the country despite the government spending resources on Monitoring and Evaluation in schools, hence this study was conducted.

1.3. Purpose of the study

The aim of the study was to establish the extent to which Monitoring and Evaluation influences the performance of upper primary school teachers.

1.4. Objectives of the study

General objective

To ascertain the impact of monitoring and evaluation on the performance of upper primary school teachers.

Specific objectives

The research was guided by the following objectives:

- (a) To assess whether teachers at upper primary school level in Mbala District understand Monitoring and Evaluation.
- (b) To ascertain whether Monitoring and Evaluation is well coordinated in Mbala District.
- (c) To ascertain the extent to which Monitoring and Evaluation has improved teacher performance.
- (d) To establish challenges faced by school administrators and Standards Officers in carrying out Monitoring and Evaluation.
- (e) To suggest measures to improve how Monitoring and Evaluation can influence school performance.

1.5. Research questions

In order to meet the research objectives, the research questions set were:

- (a) Do teachers at upper primary school level in Mbala District understand Monitoring and Evaluation?
- (b) How well is Monitoring and Evaluation coordinated in Mbala District?

(c) How has Monitoring and Evaluation improved teacher performance?

(d) What challenges are faced by school administrators and Standards Officers in carrying out Monitoring and Evaluation?

(d) What measures should be put in place in order to improve teacher performance through Monitoring and Evaluation?

1.6. Significance of the study

This study was important in that it provided information on the impact of Monitoring and Evaluation on the performance of upper primary school teachers in Mbala District of Zambia. This information may be useful to policy makers in the Ministry of General Education as appropriate advice would be offered. The research findings can also add more to the body of knowledge for other people to use in future.

1.7. Scope of the study

The study was conducted in Mbala District of the Northern Province, in Zambia, as one of the districts which was partially rural, or peri urban. The site was chosen because it has trained primary school teachers who handle upper primary grades hence making it more suitable for this study.

1.8. Theoretical Framework

This study was informed by the Scientific Management Theory. This Theory rests on the assumption of managing work and organisations more efficiently. In the education sector, the Scientific Management Theory is concerned with school inspection. School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18th Century in European Countries (Grauwe, 2007).

School inspection is best described with reference to the Scientific Management Theory which was developed by Fredrick Taylor an American Engineer. This is a Theory of Management that analyses and synthesises work flow process in improving labour productivity (Wertheim, 2007). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that, human beings by their nature, and in this, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can (Wertheim, 2007). Taylor felt

that the secret of scientific management was the compliance of workers and that they did not need autonomy or freedom of thought but their role was simply to follow the direction of their superior (Hoyle and Wallace, 2005). In this regard, managers were to plan and control the work process whereby workers were to do as they were expected. The scientific management theory can also be used in connection with school inspection as it underlies school inspection as an external evaluation in education, and where teachers were viewed as key implementers of the school curriculum.

Moreover, classroom supervision and observation were introduced as approaches for teacher's evaluation together with performance appraisal scheme based on specific targets (Hoyle & Wallace, 2005). The idea behind introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to and they carefully followed the approved teaching protocol and guidelines (Sergiovanni & Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of work. Teachers had to follow the pre-determined objectives and goals of education stated in the national curriculum. Thus, school inspectors were to make sure that teachers followed these arrangements for effective teaching and learning. According to Sergiovanni & Starratt, control, accountability and efficiency with the clear cut manager – subordinate relationships are the watchwords of Scientific Management.

1.9. Operational definitions

In the current study, the following terms were defined as follows:

Monitoring: Regular checking of the performance of teachers.

Evaluation: Determining the value or worth of something based on the available data. It provides managers with what they need to make sound decisions.

Impact: The outcome of activities over time such as change in learning achievement and quality of education.

Performance: The changes that are achieved as a result of implementing

activities (effectiveness/doing the right thing).

1.10. Organisation of the dissertation

The dissertation is organised in six chapters. The first chapter covers the introduction; chapter two consists of literature review, while chapter three contains the methodology. The research findings are presented in chapter four. Chapter five discusses the findings of the study and chapter six presents the conclusion and recommendations, and a proposed future research.

1.11. Chapter Summary

This chapter presented the background to the study on Monitoring and Evaluation of standards of education, statement of the problem, purpose of the study, research objectives and questions. The chapter also presented the significance of the study, scope of the study, theoretical framework, operational definitions and organisation of the study. The next chapter will reveal related literature on the impact of Monitoring and Evaluation on the performance of upper primary schools, from the global and African perspectives.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview

Chapter one presented the introduction to the study. This chapter reviews literature on Monitoring and Evaluation from the global and African perspectives. The global perspective covers Monitoring and Evaluation experiences in countries outside Africa while the African one covers those in Africa, Zambia inclusive. School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18th Century in European countries (Grauwe, 2007). The Commonwealth Secretariat (1998:15) defines inspection as “a specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement”.

2.2. Literature on inspection services pertaining to the Global scene.

In the United Kingdom (UK), the first inspection services were carried out by Her Majesty’s Inspectorate (HMI) in 1839 (Learmonth, 2000). The idea of school inspection is conceived as one of the forms of accountability in education (Neave, 1987). Thus, the main aim of accountability in education is to make the providers of education accountable to the people who pay for the education of their children (Neave, 1987). This entailed that providers of education should show a sense of responsibility in the course of their duties, upon which their success would be built. Thus, the Office of Standards in Education (OFSTED) makes follow up visits and employs systematised inspections and ensures that teachers prepare and follow the action plans in teaching and learning (Ehren & Visscher, 2008).

In England and Wales, school inspection were introduced in the Education (School) Act of 1992, which set up OFSTED (Learmonth, 2000). In executing their duties, school inspectors carried out the systematised and time table classroom observation and that the inspection findings were published in the internet for public consumption (Lee, 1997). By publishing inspection findings, the public was able to learn of schools which performed poorly, initially termed as failing schools, later termed as schools that require special measures or schools with serious weaknesses (Sammons, 2006).

Therefore, the identification of weaker schools and publications of performance tables lead to considerable pressure to improve the weaker schools. Basically, parents would opt to

enrol their children in schools that were offering quality education in terms of achievement of pupils. Thus, the government of the time believed that Standards in schools would be raised by parents using their choices in an open market system (Learmonth, 2000). In addition, in the inspection system of England and Wales, the preparation of action plans were obligatory and schools were encouraged to plan for an appropriate range of measures to improve teaching and learning (Ehren & Visscher, 2008). It was hoped that this trend may help to raise the quality of teaching and learning in schools and could help drive the education system to greater heights of success which were the ultimate expectation of every government. In this vein, it has been argued that the practice has helped to narrow the gap between the school at the top and bottom of the achievement distribution (Sammons, 2006). It has also been indicated that OFSTED transparency of school inspection procedures exemplifies the experience, and that the school inspection manual has been widely distributed among schools to be used for self-evaluation (Wilcox, 2000).

In the Netherlands, the legal basis to take action when a school is deemed to be under performing, and, if the school does not comply with the legal regulations is vested in the hands of school inspectors (Ehren & Visscher, 2008). However, this is contrary to what is practiced in England and Wales where the responsibility is left in the hands of the education authority. The situation in England and Wales is similar to what obtains in Zambia. It can be emphasised that, the Dutch system of inspection indicates a special experience, as literature indicates that School Inspectors in many countries of the world have no direct control over the teacher (Wilcox, 2000). Thus, their role is limited on the supervision and provision of the advice both for the schools and for the educational authorities. Moreover, it is noted that just as school inspection reports for England were published on the internet and so were they for the Netherlands and also that weaker schools were to be visited more intensively and more frequently than other schools like was the case in England (Leeuw, 2002).

Moreover, as indicated by Ehren and Visscher (2008), school inspectors should draw written agreement with the schools about the improvement required and the school may also be requested to describe how it will attempt to implement the school improvement action plan, and these plans were to be monitored by school inspectors. This implied that, in the Netherlands, action plans were optional unlike in England where they are obligatory. Hence,

it is hoped that the approach in England will enable the schools to learn about their strengths and weaknesses, and if underperforming, to improve (Ehren & Visscher, 2008).

As for Finland, while many countries in the world were moving towards more tight school accountability through school inspection, it was moving towards a different direction. Thus, Finland has no national system of primary school inspection and teachers were not inspected, and the previous system of school inspection were transferred to a province – based system in the 1970s and it was discontinued in 1991 (Webb et al. 1998). It is well established that the Finnish education system is internationally regarded as being amongst the best education system in the world with students achieving high results in internationally acclaimed literacy, numeracy and science assessment tests provided by organisations like Programme for International Student Assessment (PISA).

Therefore, as a result of the high level of the Finish teacher education system, teachers' proficiency and capacity to fulfil curriculum goals is trusted. Hence, inspection guidance and control visits have been almost abandoned (Webb et al., 1998). Thus, much of the power and trust have been pressed upon the teacher, and the functions of inspectorate have been replaced by regional and local support (Gaynor,1998).

Nevertheless, school monitoring processes in Finland illustrate a tension in management culture as to involve some external evaluation in education. It is said that Finland faces pressures on the accountability and how effectively financial resources provided to schools are spent and how the desired national reforms are being implemented (Webb et al., 1998).

In general terms, in all parts of the world and in Zambia in particular, school inspectors have no direct control over the entire process of school improvements (Ehren & Visscher, 2006). They are external agents and instruments of accountability (Wilcox, 2000). But, they provide the feedback to the school and to the government. They also induce some of the interventions through the publication of school reports that are expected to lead into school improvements in teaching and learning (Ehren & Visscher, 2006). The appealing question is, to what extent this assumption on school inspection in Zambia is correct. Some studies mainly carried out in England (Learmonth, 2000) indicate that there is improved quality especially among the weakest schools when school inspection is conducted. Head teachers

and staff tend to see the recommendations from the school inspectors as a great support for the existing ideas and desire to change.

However, Ehren and Visscher (2006) and Nkinyangi (2006) in their views see that school inspection sometimes lead into unintended negative effects. Thus, to them, it can lead to stress and to higher workload for school staff, window dressing and being afraid to innovate because they fear that it will conflict with the school inspectors' criteria. Therefore, schools are much more likely to anticipate the inspection visits and behave in different ways from the usual. For instance, it has been argued that teachers tend to prepare and structure their lessons better when school inspectors visit the schools (Hargreaves, 1995). Wiebes (1998) as cited by Ehren and Visscher (2006) sees school inspection as the means in which teachers tend to manipulate data so as to be evaluated positively. According to Hargreaves (1995:120), "only the naive do nothing in the run-up to the inspection and adopt a take – us – as – you – find –us approach". As for Hargreaves, no school actively draws its weaknesses to the attention of school inspectors, and this scenario was typical of schools in Zambia.

Webb, et al., (1998) conducted a comparative study by analysing the policy and practice based on external inspection and self-evaluation. They investigated the process of curriculum change in primary schools in England and Finland during the period 1994 – 1997. In England, it was found that, the impact of OFSTED inspections has been mainly on policies and procedures, rather than on classroom practice, and the effects on teacher morale had been weakening. It was also noted that during inspection, the teachers were under considerable stress and much of their work was related towards implementation of action plans to address the criticism given by school inspectors. This entailed that teachers concentrated their efforts mostly towards making positive impressions on their work to school inspectors other than on enhancing effective teaching and learning. This could have impacted negatively on the provision of quality education to the learners.

Also, Webb and Vulliamy (1996) conducted a study on the impact of OFSTED inspection that involved 50 primary schools in England and Wales. The study revealed that, preparation for school inspections largely took the form of reviewing and updating documentations and producing policies deemed necessary for the school inspectors. It was said that this constituted a great deal of additional work which was immensely demanding on staff time and energy and those teachers felt happy after inspection week and relaxed

waiting for the next inspection. Teachers in Zambia also observed that school inspectors concentrated much on the number of lesson plans prepared by individual teachers other than on what pupils gained in class. This equally entailed that teachers would not put in a lot of effort in their work in class, as they concentrated on ensuring that their working documents were in the required quantities and adequately prepared, being their main focus, in order to impress their supervisors even if teaching and learning was not being effectively conducted in class.

Daresh and Playko, (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Results obtained revealed that supervision done in areas of checking on lesson plans, schemes of work, register and other administrative documents had a positive impact in academic performance of pupils. This meant that effective teaching and learning started with effective preparation of all necessary documents used in teaching in a school.

2.3. Literature on inspection services pertaining to the African perspective.

A study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia revealed that qualification of inspectors had positive correlation with their performance. Qualified supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties. He found out that supervisors and head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. In this study, respondents admitted that the workshops they had attended had a positive impact on governance and management of their schools. This entailed that the performance of teachers and learners also improved and which was the ultimate expectation for conducting monitoring and evaluation.

Similarly, Chivore in Kambunga (2013) found that effective schools were by and large a result of an effective administration, which implies close monitoring and supervision. An effective administration looks after in-school factors which affect both teacher effectiveness and student achievement. Thus, monitoring and evaluation is said to help teachers perform better there by affecting student performance positively.

Furthermore, Walter and Yallow (1996) conducted a study on how inspection and supervision impacted on quality of services given by school managers. Results revealed that supervision improved the quality of education and that Supervision also made schools to take pride in their activity programmes which provided a wide range of cultural, intellectual, practical services and sporting opportunities. Thus, a greater level of staff involvement, despite the long and busy school day, further enhanced quality of education.

Wanga (1998) conducted case studies on supervision to see how supervision had improved quality of education. Findings indicated that since inspection was done in sampled schools, the school had seen many changes in the area of teachings. Previous inspection included recommendations about excessively didactic teaching, need for a more formalised management style and the rationalisation of staff responsibilities. Data showed that styles of teaching had improved although more variety was still required, new programmes had successively been introduced, the management structure was in the process of re-organisation and there was a new tutor system. The study also noted that the rationalisation of staff responsibilities required further thought and action.

Mohammed (2014) made a study on effects of educational supervision on students' academic performance in Nadowli District in the Upper West Region of Ghana. Results obtained revealed that educational supervision helped to improve quality of education. It was also revealed that the role of supervisors was providing assistance to teachers, providing feedback, guidance and counselling services, thus, being the rationale for educational supervision of schools.

Nevertheless, scholars have noted that studies that have been carried out in relation to school inspection and school improvements mostly in England, Wales, the Netherlands and in some African countries, however, portray conflict thinking, as some studies have argued that school inspectors simply find faults. Thus, there have been many inspection visits in schools but, with little or no impact on teaching and learning. (Earley, 1998, Nkinyangi, 2006). While others contend that school inspection is a mechanism that press unnecessary additional burden upon the teachers while, teachers themselves know what to do in their career and that emphasis has been on accountability at the expense of professional growth (Chapman, 2001b).

Furthermore, some studies have argued that school inspection brings about tension and fear to teachers and it diverts their concentration from teaching as their core role to record keeping in order to impress their supervisors (Ormston, Shaw, 1995).

A similar study on school inspection was conducted in Tanzania. The research findings on the impact of primary school inspection on teaching and learning in Tanzania (Matete, 2009) revealed the following on whether school inspection had an impact on teaching and learning in Tanzania:

“90% of the teachers said that school inspection helped them improve in teaching and learning and 92% admitted that school inspection provided professional support. In addition, teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in the teaching and learning process” (Matete, 2009:59).

Most teachers appreciated the contribution that school inspection made towards teaching and learning.

The study also showed that inspection reports were considered important by teachers for informing the authority on a number of problems that may hinder effective teaching and learning such as inadequate teachers, lack of teaching and learning resources and the shortage of classrooms.

Also, the study indicated that School Inspectors had poor working conditions. It was said that School Inspectors did not have a means of transport and that they did not have allowances to facilitate their visits in schools. Thus, this was perceived to be a problem and that school inspectors became too dependent to the schools they visited, which was said to affect the inspection findings and their reputation before the teachers. This means that the school inspectors in Tanzania may have insufficient allocation of resources to enable them carry out their responsibilities effectively.

In Nigeria, inspectors are Education Officers who have been trained in the field of education. They abound in the Inspectorate Department of the Federal and States Ministries of Education and also in the Teaching Service Commission, Area Education Offices, Local

Government Education Authority (LGEA), State Universal Basic Education Board (SUBEB), and other education inclined government parastatals.

Although due to dearth of qualified personnel, many staff of these parastatals, are usually co-opted as inspectors, to visit schools. They are concerned with curriculum development, effective utilisation of grants and materials allocated to schools, stimulation of teachers, and ensuring that schools adhere strictly to educational objectives, standards, and policies of government (Badare, 2007).

In Botswana, it is noted that school inspectors were members of committees and panels in charge of curriculum development, teacher training and examinations. School inspectors visit schools and collect information relevant to pedagogical improvement (Grauwe, 2001). School inspection reports, were disseminated and acted upon by the different recipients (MOEC, 2005). In addition, schools were provided with information regarding their visits so that they were aware, before the actual visits. The main aim is to encourage transparency so that teachers should consider school inspectors as their co-workers and not people who go about in school for criticisms (Grauwe, 2001). Furthermore, staff development committees were established in schools to carry out needs assessment and draw up programmes for school based training using expertise from within or outside the school (Grauwe, 2007). Moreover, every promotional post in educational leadership including school inspection post is advertised (Gaynor, 1998). This is equally the case in the Zambian educational system.

2.4. Literature on inspection services in the Zambian perspective

In Zambia, the Ministry of General Education (MoGE) as the main provider of education is tasked to monitor and evaluate standards of education. The Standards Officers, as officers tasked with the responsibility, were expected to follow acceptable and professional conduct in discharging their duties to ensure maximum control of educational provision (MOE, 1996:156).

Monitoring and evaluation is carried out in primary schools in such a way that Standards Officers at the district, first sat and made a plan on how they would carry out monitoring and evaluation in schools. Once they made a plan of action, they wrote to schools informing

them of their visits though, in most cases they were not informed of their school visits (Field data, 2015).

As Standards Officers moved in schools, they carried with them monitoring instruments, which served as guides during their monitoring and evaluation. These instruments contained details of what they were to look for in schools in their Monitoring and Evaluation and on which reports were to be made. (Standards and Evaluation Guidelines of 1997).

Chapter Summary

This chapter reviewed literature on Monitoring and Evaluation from the global and African perspectives. The global perspective covered Monitoring and Evaluation experiences in countries outside Africa while the African one covered those in Africa, Zambia inclusive. From the reviewed literature, it was concluded that school inspection played a potential role in improving of teaching and learning. Since the studies reviewed were conducted outside Zambia, it was important that a similar study was conducted in Mbala District of Zambia. The extent to which Monitoring and Evaluation impacted on the performance of upper primary school teachers were not known and it was therefore necessary that this study was conducted. The next chapter will therefore outline the methodology and methods used in the study.

CHAPTER THREE

METHODOLOGY

Overview

Chapter two reviewed literature on Monitoring and Evaluation from the global and African perspectives. The global perspective covered monitoring experiences in countries outside Africa while the African one covered those in Africa, Zambia inclusive. From the reviewed literature, it was concluded that school inspection played a potential role in improving of teaching and learning. This chapter discusses the general methodology that was used in the study. It presents a research design, study population, sample size and sampling techniques, instruments for data collection, procedure for data collection and data analysis.

3.1. Research Design

This study employed Mixed Method approach and in a more precise way using an embedded mixed design. According to Creswell (2012), a mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies (triangulation) to understand a research problem. Hence, in this design both quantitative and qualitative data were sequentially collected, but one form of data played a supportive role to the other form of data. The rationale for this was to obtain statistical, quantitative results from a sample and then follow up with a few individuals to probe or explore those results in more depth. As Creswell (2012) observes, the basic assumption is that, the use of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and questions than either method by itself. That being the case, a set of questionnaires was used in form of closed ended statements that subjected teachers and head teachers to weighing their thoughts about their level of agreement and disagreement on each statement using a five-point Likert scale.

3.2. Study population

The target population comprised all primary schools in Mbala District and these were 114 of which 21 were urban while 93 were rural. The total number of teachers was 833, including Head teachers, Deputy Head teachers and Senior teachers. The study also targeted 3

Education Standards Officers at the district (Mbala) and 11 Education Standards Officers at the Provincial Education Office in Kasama, Northern Province, totalling 14.

3.3. Sample Size and Sampling Techniques

30 schools, out of 114, were purposefully selected for this study, 6 urban and 24 rural schools. A sample of 200 respondents was purposefully selected, which included Teachers, Head teachers and Education Standards Officers, broken down as follows: 164 teachers, 30 head teachers and 6 Education Standards Officers (3 from the District and 3 from the Provincial Education Office). This group of people were believed to be reliable for the study. Thus, purposive sampling enabled the selection of information-rich individuals whose experiences amply illuminated the questions being studied. According to Patton (2002), information rich informants produce insights and in-depth understanding and not empirical generalisations. It is further emphasised that purposive sampling does not aim to achieve population validity but a deep understanding of views of selected participants.

Table 1: Response rate and demographic characteristics

Parameter	Number	Percentage	
Response rate			
Response	120	62	
Non response	74	38	
Position of Respondents			
Head Teacher	30	25	
Class Teacher	90	75	
Gender			
Male	75	62.5	
Female	45	37.5	
Age (Years)			
20-30	16	13.3	
31-40	60	50	
41-50	30	25	
51+	14	11.7	
Period as a teacher/ head teacher			
1-5 years	20	16.7	
6-10 years	66	55	
11-20 years	27	22.5	
20+ years	7	5.8	
Professional qualification			
College Certificate	59	49.2	
College Diploma	43	35.8	
Advanced Diploma	5	4.2	
University Degree	13	10.8	
Class taught			
	5	35	29.2
	6	30	25
	7	35	29.2
Don't teach	20	16.7	
Total for each section	120	120	

For In-depth interviews, nine head teachers (included in 120 teachers who completed the questionnaires), and six standards officers, three from the district and three from the provincial education offices were interviewed. The response rate for standards officers interviewed was 100%. Therefore, the researcher proceeded with data analysis.

Limitation

The sample was purposefully selected and therefore would not accurately represent the population. Therefore, the extent to which the findings of the study can be generalised would be limited.

Inclusion and Exclusion Criteria

The following criteria were used to select teachers:

- Only teachers handling Grades 5 to 7 classes were included
- Only teachers who have served at the school for 3 years and more were included

3.4. Instruments for Data Collection

One structured questionnaire containing closed ended questions, in order to collect quantitative data, was used to collect data from Head teachers and teachers. The interview guides consisted questions which guided the researcher to collect qualitative data from Head teachers and Education Standards Officers. Structured interview guides for Head teachers and Education Standards Officers were used in order to have uniformity of questions to ensure the reliability of the information gathered. The researcher employed this method because it allows one to get more in-depth information of an issue under investigation from the key informants (Kombo and Tromp, 2006). The data collected in this type of instrument was easy to analyse and it was also time saving because respondents only answered what was asked by the researcher, However, the interviewer was free to formulate other questions as judged appropriate for a given situation. While a questionnaire was used because many respondents were involved.

3.5. Procedure for Data Collection

A pilot testing of the questionnaire and interview guides was done before the main study was conducted, in order to ensure the validity of the instruments. Pilot testing of the instrument provides the researcher the chance to check the respondents' understanding of the meaning of the items and determine the reliability of the instruments to be used.

Therefore, during the first term of the 2015/2016 academic year, an introductory letter was obtained from the Directorate of Research and Graduate Studies of the University of Zambia to evaluate the impact of Monitoring and Evaluation on the performance of upper primary school teachers, and it was presented to the District Education Board Secretary in Mbala District. Then, the researcher visited Education Standards Officers, and schools and got again permission from the Head teacher before making appointments with them and the teachers. After permission was granted, a pilot study was carried out on 6 teachers, 2 head teachers and 1 Education Standards Officer. (4 from each school, 1 from the District

Office). This group of teachers, head teachers and the Education Standards Officer was part of the target population of this study. However, they were not allowed to take part in the final survey. Nunnally (1994) argues that a pilot study should be conducted on the sample of subjects similar to the group with which the final study is to be conducted. In the same vein, the pilot sample should be chosen in exactly the same fashion as is intended for the final survey (Babbie, 1973).

The data collection exercise was undertaken in the first term of the 2015/2016 academic year, over a period of eight weeks in selected schools as well as at the district and provincial offices. Data were collected from Education Standards Officers (ESOs), Head teachers and teachers using a questionnaire and interviews. The researcher distributed questionnaires to Head teachers and teachers who showed willingness to fill in responses for the questionnaire. The questionnaires were self-administered and as such, the researcher had left them with the participants, and which they sent back to the researcher after they had answered the questions. The return rate for the instruments was 62%. Thus, quantitative data were collected through the administration of the structured questionnaire to Head teachers and teachers.

The researcher also carried out face to face interviews with Head teachers and Standards Officers who were willing to take part in the study. The interview guides were used to collect qualitative data from Head teachers and Education Standards Officers. In this case, the researcher asked the questions by reading them out and took notes of the responses given during the interviews, on the answer sheet she created for each participant. During this process, the researcher also probed further so as to counter check some of the major and interesting issues which arose from the responses. Therefore, data triangulation technique was applied to collect data from various categories of sources of information. This would enhance validity and reliability of data.

3.6. Data Analysis

Signh (2006) describes data analysis as a process of studying the tabulated materials so as to determine meaning. Therefore, it involves breaking down complex factors into simpler ones and putting the parts together in new arrangement for the purpose of interpretation. Since the study followed mixed methods approach, both qualitative and quantitative methods were employed to analyse data.

For qualitative part, data was analysed thematically by coding and grouping emerging themes into categories using the content analysis technique. This entailed identifying major themes that emerged from the coded data. The coded themes were then grouped to correspond with specific research objectives. The qualitative analysis gave a detailed account of what the interviewees actually said.

At the same time all quantitative data was coded and entered into Statistical Package for Social Sciences (SPSS) version 20 and descriptive statistic was used to analyse it in order to generate frequencies, percentages, means and standard deviations. SPSS was used because it had capability to generate the required data sets, bar charts, tables, frequencies, percentages, means, standard deviations and many others depending on the researchers' requirements. For this study the analysis was done in line with research objectives and questions.

3.7. Ethical Consideration

This research recognised the rights of the respondents and respected their privacy in that they only revealed what was intended. Respondents remained anonymous as their identities were not known, consent was obtained from them before they participated in the study, and they had the right to understand what the researcher was doing. Clearance was obtained from the University of Zambia Ethics Committee and permission from the District Education Board Office (DEB).

3.8. Chapter Summary

This chapter presented the methodology and methods that were used in the study. The research design, study population, sample size and sampling techniques, as well as instruments for data collection, procedure for data collection, data analysis and ethical consideration were presented. Qualitative data was analysed thematically through identification of themes that emerged from data. The Statistical package for Social Sciences (SPSS version 20) was used to obtain frequencies, percentages, means and standard deviations. The next chapter will therefore present the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

Chapter three presented the methodology and methods that were used in the study. The research design, study population, sample size and sampling techniques, as well as instruments for data collection, procedure for data collection, data analysis and ethical consideration were presented. This chapter presents the research findings on the impact of monitoring and evaluation on the performance of upper primary school teachers in Mbala District of the Northern Province in Zambia. In presenting the findings the researcher used pictorial graphs such as tables and bar charts. The research questions were:

- (a) Do teachers at upper primary school level in Mbala District understand monitoring and evaluation?
- (b) How well is Monitoring and Evaluation coordinated in Mbala District?
- (c) How has Monitoring and Evaluation improved teacher performance?
- (d) What challenges are faced by school administrators and Standards officers in carrying out Monitoring and Evaluation?
- (e) What measures can be suggested in order to improve school performance through Monitoring and Evaluation?

4.1. Looking at the impact of monitoring and evaluation on the performance of upper primary school teachers in Mbala District of the Northern Province in Zambia, the respondents were asked to rate the statements by indicating their extent of agreement or disagreement. Based on five scalar likert of 1-5 in which **1** represented- Strongly Disagree, **2** = Disagree, **3** = Moderate, **4** = Agree, **5** = Strongly Agree, was developed. Therefore, the researcher decided to generate means and standard deviation for each statement based on the responses by the target population. Since a scale of 1-5 was used as standard mean reference $X=2.5$ was adopted to be a benchmark for identifying the extent of agreement or disagreement on each statement. It follows therefore that all the means that were found to be less than 2.5 implied disagreement by respondents to the statement while any mean more

than 2.5, was taken as agreement to the statement by the respondents. As shown in table 4.1a.

Table 4.1a: Descriptive statistics

QN	STATEMENTS	Mean	SD	Majority	Frequency	percent %	N
7	Teaching & Learning resources are available and adequate in school	3.11	0.89	Moderate	64	53	120
8	Checking of Teachers' working documents is helpful	4.73	0.59	Agreement	118	98	120
9	Monitoring and Evaluation affects pupil's performance	4.16	1.05	Agreement	105	88	120
10	M&E improves teaching and learning process	4.57	0.64	Agreement	110	92	120
11	I understand Monitoring and Evaluation	4.58	0.78	Agreement	109	91	120
12	Standards Officers helps me after Monitoring and Evaluating my work	4.00	0.88	Agreement	89	74	120
13	Monitored and Evaluated by your head teacher	3.28	2.06	Agreement	79	66	120
14	Monitored & Evaluated in teaching by Standards Officers	2.77	1.79	Agreement	79	66	120
15	Helped by the Head teacher after M&E	3.29	2.03	Agreement	52	43	120
16	Monitoring and Evaluation helps me in teaching in class	3.47	2.07	Agreement	81	68	120
17	I check teachers' working documents effectively and adequately	4.50	0.53	Agreement	28	93	30 NA/90
18	You monitor and evaluate teachers at your school	4.14	1.03	Agreement	25	83	30 N/A 90
19	Standards officers monitor and evaluate teachers at your school	2.56	1.58	Moderate	17	56	30 N/A 90
20	Monitoring should be conducted by various	4.29	0.87	Agreement	26	87	30 N/A90

	stakeholders							
21	Regular Monitoring and Evaluation influence pupils' performance	4.29	0.87	Agreement	26	87	30	N/A90
22	You help your teachers after Monitoring and Evaluating their teaching	4.89	0.23	Agreement	29	97	30	N/A90
23	Standards officers help your teachers after Monitoring and Evaluating their teaching	3.25	1.38	Agreement	20	67	30	N/A90
24	Teachers at upper primary understand M&E	3.36	1.68	Agreement	21	70	30	N/A90
25	You are helped by standards officers with regard to Monitoring and Evaluation	3.92	1.12	Agreement	23	77	30	N/A90
26	Monitoring and Evaluation is well coordinated in the district	3.35	1.75	Agreement	19	63	30	N/A90
27	Monitoring and Evaluation serve their intended purpose in this district	4.08	1.23	Agreement	24	80	30	N/A90
28	Inadequate teaching and learning materials	2.90	1.90	Agreement	57	48	90	N/A30
29	Over enrolment	2.78	2.01	Agreement	54	45	90	N/A30
30	Poor staffing levels	3.06	1.99	Agreement	61	51	90	N/A30
31	Challenges in my work as an upper primary school teacher with regard to M&E	2.20	1.69	Disagreement	41	34	120	
32	Inadequate teaching and learning materials	3.31	1.79	Agreement	22	73	30	N/A90
33	Poor staffing levels	4.29	0.87	Agreement	26	87	30	
34	I face challenges in carrying out Monitoring and Evaluation at upper school section	1.89	2.38	Disagreement	11	37	30	
35	Improving Staffing levels	4.68	0.72	Agreement	114	95	120	
36	Awarding hard working teachers	4.63	0.62	Agreement	115	96	120	
37	Distribution of teaching and learning materials to schools	4.76	0.53	Agreement	116	97	120	
38	Allowances to be paid to deserving teachers	4.53	0.91	Agreement	109	91	120	

Standard Reference Mean X=2.5

4.2 Levels of Teachers' understanding of monitoring and evaluation

The main aim of this part was to assess teachers' understanding of monitoring and evaluation. Therefore, when teachers were asked to rate the statement '*teaching and learning resources are available and adequate in school (text books, pupils' books, black board, chalk, computers)*' it was found that, majority 64 respondents of 120 accounting for 53% indicated agreement to the statement, based on the established mean of 3.11 with Standard deviation of 0.89, it can therefore be safely argued that teachers were in agreement that teaching and learning resources were available and adequate in schools based on our standard reference mean of 2.5.

It was also found that respondents were in agreement that, the checking of teachers' working documents is helpful to teaching and learning (syllabus, schemes, weekly forecasts, lesson plans, time table, class register, pupil's assessment record, internal monitoring schedule), with mean of 4.73 and standard deviation of 0.59 implying that the mean is significantly much higher than our standard reference mean of 2.5 hence teachers' being in agreement to the statement.

Still on teachers' understanding of monitoring and evaluation, the study found that majority 105 of the 120 representing 88% with mean of 4.16 agreed that monitoring and evaluation affects pupil's performance when it is not conducted regularly. Therefore, it can be safely argued that respondents understood that monitoring and evaluation can affect pupil's performance when it is not conducted regularly. Therefore respondents in majority 110 (92%) of 120 were quick to agree that teaching and learning improves when monitoring and evaluation is conducted regularly at mean 4.56 and standard deviation of 0.64.

The researcher went further to ask respondents whether they understood monitoring and evaluation, the study reports that 109 respondents accounting for 91% with mean of 4.58 were in agreement that they understood monitoring and evaluation since the mean value was higher than the standard reference mean of 2.5.

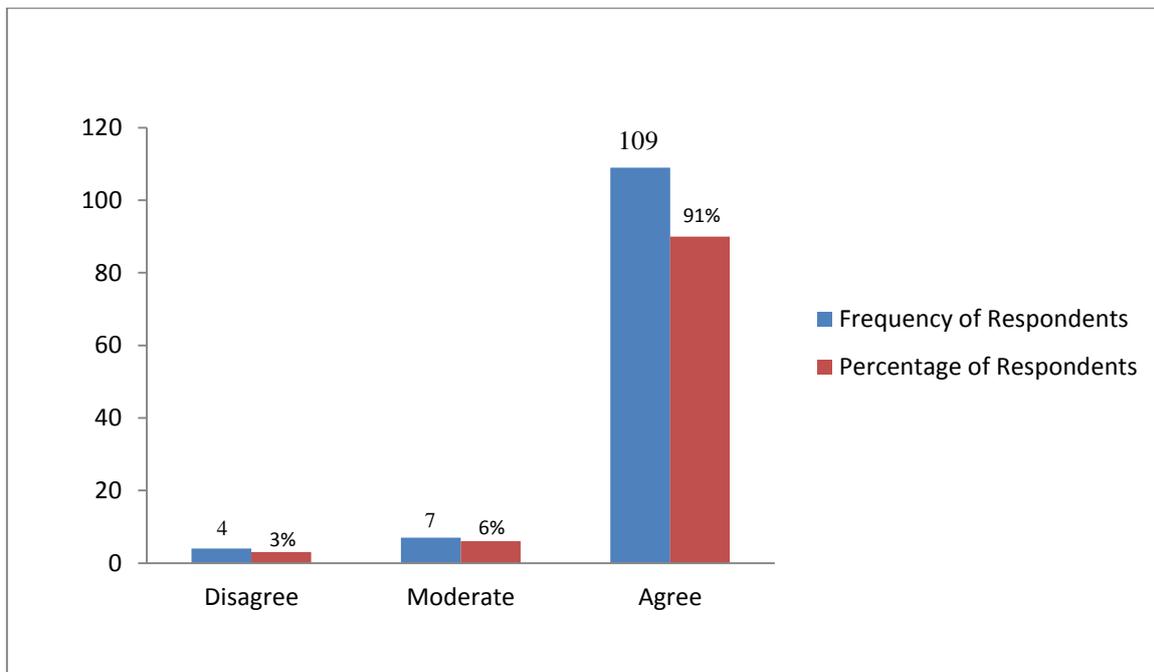


Figure 1 shows that 109 (91%) of respondents agreed that they understood monitoring and evaluation while 7 (6%) of the respondents indicated moderate. Only 4 (3%) of respondents disagreed that they understood monitoring and evaluation.

While respondents understood monitoring and evaluation, they were also in agreement that they were helped by Standards Officers after monitoring and evaluating their work. This statement represents 89 respondents of 120 accounting for 74%.

Exclusively, teachers were asked to determine if they were monitored and evaluated by their head teacher, based on the standard reference mean of 2.5 it can be safely argued that teachers were monitored by their head teachers since the mean (3.29) is higher than standard reference mean.

As observed in table 4.1a above that when the teachers were asked to indicate whether they were monitored and evaluated in teaching by Standards Officers, a mean of 2.77 and standard deviation of 1.79 was established implying that, teachers although in agreement but their extent of agreement was not strong (moderate) since 2.77 was slightly higher than 2.5 standard mean reference adopted as a benchmark for identifying the extent of agreement or disagreement on each statement.

At mean 3.29 our study also confidently accepts that teachers were in agreement to being helped by their Head teacher after monitoring and evaluation based on the standard reference mean of 2.5 as indicated in table 4.1a above.

Respondents were also in agreement that monitoring and evaluation helped teachers to teach in class based on the mean of 3.47.

With a view to explore the impact of Monitoring and Evaluation on the performance of upper primary school teachers in Mbala District of the Northern Province in Zambia further, the researcher conducted in-depth interviews with selected school administrators. It was noted that, all nine head teachers interviewed indicated that teachers at upper primary school level understood monitoring and evaluation. Head teachers explained that, after monitoring, they held meetings with teachers where their weaknesses and strengths were pointed out and that on the weaknesses, teachers accepted and adhered to the advice which was offered such as inadequate preparation or none use of learner centered methods in lesson delivery, so that they could improve in their performance. They also said that teachers were encouraged where they performed well and that when praised on their strengths, they were happy. They also mentioned that teachers equally wanted to have a positive output, and that; due to understanding of monitoring and evaluation, at least, there was a positive impact on their work, as they felt encouraged when they were monitored and evaluated in their work.

They further said that, teachers were able to prepare and submit their files to the school administrators freely and willingly and that in that way, it equally showed that teachers at upper primary school level understood monitoring and evaluation. One of the respondents however added that *“others think it’s a thorn in the flesh, where you have to push them to prepare, you know, some are lazy to prepare”*.

Furthermore, the head teachers said that they checked and marked preparations for teachers before lesson presentation because they wanted effectiveness in teaching by ascertaining readiness of teachers to deliver. They also said that, they wanted to ensure that what was presented in class by teachers was in the syllabus so as not to waste time on what was irrelevant for pupils to learn. They explained that if they relaxed in marking and checking, teachers stopped preparing their work. They added that, without teachers preparing lesson

plans, they may miss the direction as the lesson plan guided the teacher to give the right content and which was up to the standard, to the learner.

One of the respondents added that,

“Preparation is one thing and teaching is another, after verifying the preparation, then you assess the learning of pupils. Some teachers will prepare but will not teach. What is the most important part is where you assess the pupils, have they learnt. You are also helping the teacher to keep record of what pupils have learnt and on which an assessment test will be based such as termly tests and will not prepare outside what pupils have learnt”.

The other respondent said that, checking and marking lesson plans helped in the time of evaluation as they would be able to tell whether the intended objectives in lesson delivery were met.

Further, all the nine head teachers reported that they monitored and evaluated teachers. They said that they formulated a monitoring programme which was on going and that in their monitoring; they looked at the way teachers were working. They also said that they looked at the end of term or year results, and that during staff meetings, they distributed all exam results, and looked at weaknesses and strengths and that all teachers were asked to debate and to see how they could improve on the weaker areas.

However, one respondent stated that, although they monitored, it was difficult to organise formal professional meetings to discuss on weaknesses identified to the process of teaching and learning due to inadequate teachers in schools. The respondent added that next term (January, 2016) the situation might change due to teacher deployment.

As regards monitoring and evaluation of teachers in schools by Standards Officers, majority (eight) of head teachers said that monitoring and evaluation was not conducted regularly, however, one respondent said that the District Education Office (DEB) had a challenge with transport and that the office had only one broken vehicle which could not move out of the tarmac. The respondent also said that the office should be given a land cruiser and not a Nissan as the catchment area for DEB Office was the largest and that, lack of transport was hampering reaching of most schools, and added that Masamba school was visited because it was along the road.

On the other hand, one respondent said that Standards Officers monitored and evaluated teachers in schools. The respondent added that in a year the school (his) was visited four times because it was close to the office.

In addition, all the nine head teachers reported that regular monitoring and evaluation influenced pupils' performance as it helped teachers being monitored to remain focused as they always expected monitors to see what they were doing and that this enhanced quality teaching and learning. Head teachers further said that, they knew what was going on in class and that it made them understand how teaching and learning was being conducted in school.

Looking at the responses on teachers' understanding for Monitoring and Evaluation, it is self-evident that teachers indicated agreement to all the statements on monitoring and evaluation understanding and all the head teachers (9) interviewed agreed that teachers understood monitoring and evaluation.

4.3 Ascertaining whether monitoring and evaluation is well coordinated in Mbala District

The main aim of this aspect was to determine whether or not monitoring and evaluation was well coordinated. Therefore, the focus was on 30 Head teachers upon which the mean and standard deviation were established for each statement easy explanations.

Therefore, the study found that almost all the Head Teachers 28 of 30 accounting for 93% were in agreement that they checked teachers' working documents effectively and adequately. Therefore based on the mean of 4.50 it is safe to say that monitoring and evaluation was well conducted by the head teachers. It was also indicated in agreement by the head teachers that they also monitored and evaluated teachers at their schools as the mean was 4.11 significantly higher than our standard reference of mean of 2.5. Based on the findings, head teachers did not only check teachers' working documents effectively and adequately but they undertook monitoring and evaluation in their respective schools.

However, when the head teachers were required to rate the statement that *standards officers monitor and evaluate teachers at your school*, the study found that 17 respondents accounting for 56% moderately agreed that Standards Officers monitor and evaluate teachers at their schools, as the mean was 2.56 slightly higher than standard reference mean

of 2.5. Therefore a considerable number of respondents were not in agreement to the statement that Standards Officers monitor and evaluate teachers at their schools.

Therefore 87% of the respondents with mean of 4.29 were in agreement that monitoring should be conducted by various stakeholders as was the case with the number of respondents who were in agreement that regular Monitoring and Evaluation influence pupils' performance. Therefore, head teachers further agreed that they helped their teachers after monitoring and evaluating their teaching process with mean of 4.97 and 29 (97%) of 30 head teachers while the statement that *standards officers help your teachers after Monitoring and Evaluating their teaching* had attracted a mean of 3.25 in which both statements indicated agreement of head teachers to the statements.

With regard to teachers at upper primary school level, at a mean of 3.36 the head teachers were therefore quick to mention that, teachers at upper primary school level understood Monitoring and Evaluation. Therefore, we can safely argue that teachers at upper primary school level understood Monitoring and Evaluation.

Further, study findings indicated the head teachers were in agreement that they are helped by standards officers with regard to Monitoring and Evaluation, monitoring and evaluation was well coordinated in the district and that monitoring and evaluation serve their intended purpose in this district with mean 3.92, 3.35 and 4.08 respectively. Therefore, it can be argued that head teachers although they understood Monitoring and Evaluation, they were still helped by Standards Officers, and monitoring and evaluation was well coordinated in the district. Additionally, the head teachers also revealed that monitoring and evaluation serve its intended purpose in the district as evidenced by improved performance of teachers in teaching and learning.

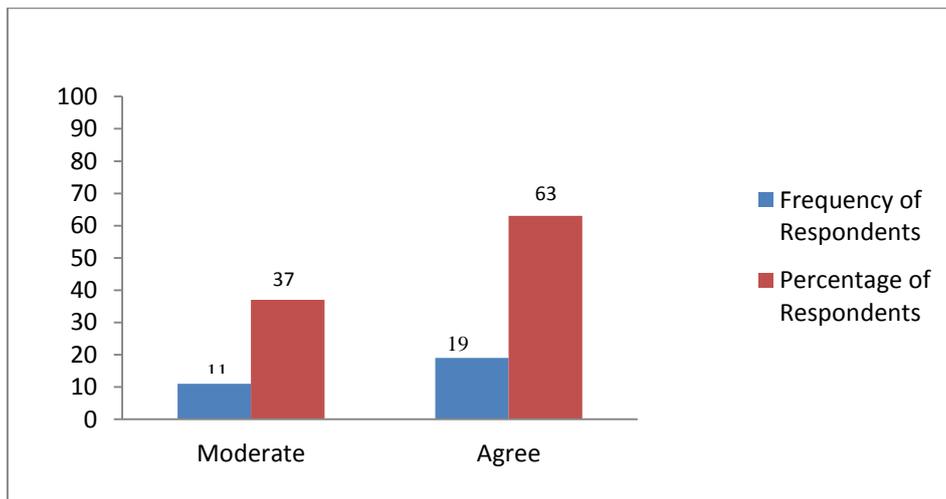


Figure 2 shows that 19 (63%) of respondents agreed that monitoring and evaluation was well coordinated in the district and 11 (37%) of respondents indicated moderate.

During in-depth interviews, all the nine head teachers said that monitoring and evaluation was well coordinated in the district through the upward and downward reporting system. They said that, this was done for example, through submission of staff returns and pupil monthly returns or assessment records to the District Education Board Office (DEB). They reported that these reports gave a picture of how work was being conducted in schools.

One respondent also said that the relationship came in when they looked at the roles to which an example on the supply of materials was given. It was explained that, even if it was the mandate of the District office to supply teaching and learning materials to schools, the schools also bought text books if they saw that there were hick ups on supply of materials by the district and that in that way, they supplemented each other and made sure that the curriculum was effectively implemented in schools. Even though all the respondents were in agreement that monitoring and evaluation was well coordinated in the district, they also observed that there was no effective feedback (written reports) given to teachers hence; it was not taken seriously by majority of teachers in the district.

4.4 Ascertaining the extent to which Monitoring and Evaluation has improved teacher performance

Based on the research findings, six (6) head teachers reported that monitoring and evaluation had improved teacher performance. It was explained that this was so because of a number of reasons.

For example, monitoring and evaluation brought out teachers' weaknesses, which were later worked on by the teachers and that in that way, performance was enhanced. Head teachers also reported that if teachers' weakness involved proper use of methodologies; trainings were held to help sharpen the teachers' skills in order to improve teacher performance.

However, three (3) head teachers reported that monitoring and evaluation had improved teacher performance to some extent. They explained that results did not come out the way they should because at times monitoring and evaluation was not conducted to the extent it should be done. They said that, there should be frequent monitoring and timely feedback so as to know whether schools were progressing well or not in teaching and learning. One respondent added that *"unlike the current scenario were some schools were visited once in a year or after two years especially schools in rural areas"*.

4.5 Problems faced with regard to Monitoring and Evaluation

Based on the research findings, the following were the problems that teachers at upper primary school faced regarding Monitoring and Evaluation. The study found that the main problems were inadequate teaching and learning materials, over enrolment and poor staffing levels with mean 2.90, 2.78 and 3.20 respectively. Therefore, it can be safely stated that the primary school teachers faced challenges such as inadequate teaching and learning materials, over enrolment and poor staffing levels. However, primary school teachers were in disagreement that they faced challenges in their work as upper primary school teachers with regard to Monitoring and Evaluation as shown by table 4.1b below:

Table 4.1b: Challenges by teachers and head teachers

Challenges by teachers and head teachers	Means	
	Teachers	H/teachers
Inadequate teaching and learning materials	2.90	3.31
Overcrowding	2.78	
Poor staffing levels	3.20	4.29
I face challenges in my work as an upper primary school teacher with regard to Monitoring and Evaluation	2.20	

Source: Author (2016)

standard mean reference **X=2.5**

From the Head teachers' point of view, it was found that inadequacy of teaching and learning materials, poor staffing levels were found to be problems in primary schools with mean 3.31 and 4.29 respectively. However, Most Head teachers disagreed that they faced challenges in carrying out monitoring and evaluation at upper primary school section as the mean was 1.89 lower than the standard mean reference of 2.5.

In an attempt to appreciate challenges that school administrators faced in carrying out monitoring and evaluation, the researcher still took time to interview some school managers. During the interview, all the head teachers submitted the following as some of the key challenges faced in carrying out monitoring and evaluation:

- Dual roles (administration and teaching)
- Under staffing in some schools
- Inadequate teaching and learning resources
- Inadequate infrastructure
- Teachers on distance learning.

4.6. Suggested future actions as interventions

When the respondents were asked to make suggestions towards improving school performance through monitoring and evaluation, the following were identified as possible solutions. The study found that 114 respondents of 120 accounting for 95% were in agreement that one of the measures was by improving staffing levels with mean of 4.63.

It was also found that 115 of 120 respondents representing a mean of 4.68 were in agreement that awarding hard working teachers would improve performance of teachers at upper primary section.

Another measure suggestion to which respondents were in strong agreement was the distribution of teaching and learning materials to schools being supported by 116 of 120 accounting for 97% with mean of 4.76.

It was also found that in order to improve performance at upper primary schools through monitoring, 109 respondents with mean of 4.53 were in agreement that allowances are to be paid to deserving teachers. Therefore, this simply means that teachers were not satisfied with their salaries and that some people were paid more than they deserved.

Furthermore, it was noted that all the respondents (nine) interviewed said that there should be frequent monitoring and evaluation so as to improve school performance. Also majority (eight) of the respondents were of the view that there was need to procure adequate and suitable teaching and learning materials for effective teaching and learning in schools. While six of the respondents said that staffing levels should be improved in schools. Furthermore, one of the respondents had this to say: *“there must be record keeping on what has been monitored and evaluated for future reference and giving feedback to the person concerned at whatever level”*.

Another respondent had this to say: *“there should be training workshops for monitoring and evaluation so that teachers can see monitors as partners in seeing that children achieve”*.

In addition, five of the respondents said that hard working teachers should be awarded and that government should construct additional classrooms in schools to address the shortage of classroom accommodation.

4.7. Findings from interviews with Education Standards Officers

The researcher further took time to interview Education Standards Officers (ESOs) (three from the district and three from the province) who brought out important views about monitoring and evaluation in their respective upper primary schools in Mbala District in Northern Province of Zambia. They all informed the researcher that their duty was to maintain standards of education in schools.

During the interviews, four of the respondents said that teachers at upper primary school level understood Monitoring and Evaluation. They said that, when teachers were advised on the effective use of methodology and lesson delivery, they accepted. One of the respondents further said that, it was only those who were lazy and who sometimes run away when Education Standards Officers visited their schools, who thought that the monitors just went there to find faults in them, yet they wanted to build them up.

One of the respondents, however, said that, very few teachers understood monitoring and evaluation because after some of them were monitored and evaluated, they took offence when their lessons were discussed and that, they were only defensive. However, the respondent added that, it also depended on how the Standards Officers handled them and that if they went with an attitude of give and take, thus, having an open mind and letting

teachers explain what they did in class, and only came in at the end by way of advising, for instance “*if you did this*”, the respondent said that in this way, teachers tended to relax and took advise positively.

The other respondent said that, “*stakeholders should not have been talking about poor results inherent in the teachers and teachers waiting for the monitor outside if they understood and appreciated monitoring and evaluation, even if your goal was to improve things, those people are not receptive. The impact of teachers in general has not been positive*”.

The majority of respondents said that teachers understood monitoring and evaluation based on their responses.

When asked whether head teachers effectively carried out monitoring and evaluation at upper primary section in Mbala District, four of the respondents said that head teachers were not effectively conducting monitoring and evaluation. Their responses varied. These included: teachers were not preparing their work adequately hence, did not complete the syllabus due to limited supervision, head teachers delegated monitoring and evaluation to their Deputy heads and Senior teachers, follow-ups were not done in most cases and that teachers were rarely found in schools. Thus, the above aspects were attributed to limited supervision by head teachers. However, two of the respondents said that few head teachers effectively carried out monitoring and evaluation at upper primary section in Mbala District, as evidenced by the good performance of teachers in teaching and learning. For example, good performance of learners in grade 7 national examinations at Mulungushi and Mbala Primary Schools.

In addition, all the six respondents said that they rarely visited schools and especially rural schools. They, however, added that local schools were visited regularly while schools in the outskirts were rarely visited due to inadequate transport. They further said that, visits to schools in the outskirts depended on the availability of transport and they emphasised that if transport was not available, they never moved.

However, five of the respondents observed that teachers improved in their work performance when they monitored and evaluated them regularly. One respondent, however, said that teachers’ performance was just average.

The study further revealed that all the Education Standards Officers said that monitoring and evaluation had improved the performance of pupils in the sense that when head teachers and teachers were monitored, they improved in the manner they executed their duties in terms of effective teaching. One respondent said that, “*in some schools were we regularly went, the school managers would even say, it’s good that you come often.*” Thus, head teachers’ efforts towards monitoring and evaluation were supplemented and hence, effective teaching and learning was enhanced.

Another respondent stated that “*Generally, Mbala District has been doing a bit fine in terms of grade 7 results, just on average. When you monitor, you shake the teachers and also because of your presence, they try to put in more in their teaching and performance of pupils improves.*”

From the responses, the researcher deduced that monitoring and evaluation improved the performance of teachers and ultimately, that of learners in Grade 7 National Examinations as indicated in table 4.1c.

Table 4.1c showing Learners’ Academic Performance from 2010 - 2015

S.No.	SCHOOL	2010	2011	2012	2013	2014	2015
1	Mulungushi	97%	100%	100%	100%	100%	100%
2	Mbala	100%	100%	99%	99%	83%	100%
3	Mbulu	94.2%	99%	97%	97%	98%	100%
4	Chila	96.5%	98%	97.3%	95%	98%	100%
5	Uningi	75%	88%	77%	39%	65%	96%
6	Kawimbe	79%	63%	50%	86%	89%	56%
7	Lunzuwa	100%	100%	100%	100%	100%	95%
8	Penza	100%	95%	100%	90%	100%	100%
9	Nondo	86.1%	93.3%	72.7%	92%	100%	100%
10	Zombe	86%	100%	85%	83%	100%	100%
11	Senga hill	92%	97%	94%	75%	99%	89%
12	Musipazi	87.9%	84%	85%	80%	82.5%	81.9%
13	Mwiluzi	87.5%	77%	86%	74%	61%	100%
14	Lumi	100%	98%	92%	89%	90%	100%
15	Chilipula	57%	65%	72%	92%	100%	100%
16	Chomba	62,5%	69%	66%	74%	100%	100%
17	Chileshya	91.5%	88.5%	91%	85.5%	91.5%	100%
18	Nsangu	89%	100%	71.5%	100%	97%	97%
19	Chimula	100%	56%	81%	81%	65%	96.1%
20	Mfwambo	63%	75%	86%	90%	95%	92%

21	Pumpa	68.7%	72.6%	62%	63%	66.3%	78%
22	Chipoka	60%	52%	51%	59%	80%	100%
23	Mwambala	67%	62%	64%	70%	94%	77%
24	Chisenga	60%	66%	72%	57%	57%	89%
25	Kamuzwazi	71%	75%	70%	49%	73%	86%
26	Sikalembe	75%	78%	68%	60%	65%	71%
27	Kakozya	46%	51%	56%	67%	75%	82%
28	Mambwe	46%	58%	45%	55%	57%	88%
29	Senka	47%	49%	49%	49.5%	51.5%	57%
30	Landula	47%	56%	49%	59%	62%	54%

Source: Field data (2015)

The table above shows variations in performance of learners in schools. Reasons advanced by school administrators varied. These included: poor staffing, low literacy levels, transfers and absenteeism.

As regards how well monitoring and evaluation was coordinated in the district, all the ESOs said that it was well coordinated and that they gave comprehensive reports as feedback to schools on their findings apart from verbal communication which they communicated to them immediately after monitoring. The respondents further said that, through the monthly returns submitted to the District Education Board Secretary, as another system of reporting, these were interpreted and that if there were irregularities, they were noticed and addressed, and that feedback was equally given to schools. They also said that, they checked on the internal monitoring which was conducted by school management.

The study also revealed that ESOs developed guidelines which were a translation of those given by either the education policy or education act and that these local policies were to help the respondents to regulate activities in schools so that teachers would operate within the required standards.

Asked on challenges faced by teachers in their attempt to enhance effective performance, all the ESOs said that teachers faced various challenges. They gave varied responses. These included: inadequate teaching and learning materials such as text books, poor staffing levels in some schools especially rural schools, inadequate classroom accommodation, divided attention over teachers' professional development and concentration on teaching and lack of facilities such as electricity, running water and poor classrooms especially in rural areas. Others were pupil absenteeism due to caterpillar harvesting and the farming period, negative attitude towards school by some communities for example, unable to collect school report

forms for their children, witch craft practice especially in rural areas and teachers taught all subjects at upper section hence, more work load.

On the other hand, ESOs faced challenges such as inadequate teaching and learning materials, poor staffing levels, inadequate infrastructure (classroom accommodation, lodges), inadequate and erratic funding, poor and inaccessible road network especially in rural areas, inadequate number of ESOs and lack of cooperation by some teachers and head teachers in some schools.

Finally, the Standards Officers were asked to indicate measures on how monitoring and evaluation could be improved in order to improve school performance. Their responses varied. The following were suggested: improved and timely funding, improve road network especially in rural areas, improve teaching staff, provision of teaching and learning materials to enhance effective teaching and learning, availing transport for ESOs, increase number of ESOs, Government should construct additional classrooms in schools, Education Standards Officers to be reskilled, thus, formal training to enable them effectively carry out monitoring and evaluation, the district office should work on the perceptions and attitudes of some school managers and teachers towards the value of monitoring and evaluation by holding awareness meetings, there should be further decentralisation of the inspectorate to Zonal level and the Standards and Curriculum Directorate should be autonomous in order to enhance effectiveness in Monitoring and Evaluation.

4.8 Chapter Summary

This chapter presented the findings of the study in line with the research questions. The study found out that monitoring and evaluation influenced the performance of upper primary school teachers. Teachers at upper primary school level in Mbala District understood monitoring and evaluation as they accepted advice from school inspectors for making improvements in their work performance. In addition, teachers prepared and submitted their working documents for checking and marking to school administrators freely and willingly. As regards how well monitoring and evaluation was coordinated in Mbala District, it was through the upward and down ward reporting system respectively.

The challenges faced by school administrators and Standards Officers in carrying out Monitoring and Evaluation included inadequate teaching and learning materials, poor staffing levels, lack of transport, poor road networks especially in rural areas, inadequate and erratic funding, inadequate infrastructure, inadequate number of ESOs, teachers on distance learning, dual roles of head teachers and lack of cooperation by some head teachers and teachers with regard to monitoring and evaluation.

Measures to put in place in order to improve school performance through monitoring and evaluation included, provision of teaching and learning materials, improving staffing, awarding better performing teachers, availing transport for the ESOs, improvement on the road networks, improve funding, government should construct additional classrooms in schools, increase number of ESOs, to work on the perceptions and attitudes of some school managers and teachers towards monitoring and evaluation by holding awareness meetings, monitoring regularly, ESOs to be reskilled, further decentralisation of the inspectorate to Zonal level and Standards and Curriculum Directorate should be autonomous.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

Chapter four presented the findings of the study on the impact of Monitoring and Evaluation on the performance of upper primary school teachers in Mbala District of the Northern Province in Zambia. This chapter discusses the findings of the study in line with the objectives. The purpose of this study was to establish the extent to which Monitoring and Evaluation influences the performance of upper primary school teachers. The objectives of the study were as follows:

- (a) To assess whether teachers at upper primary school level in Mbala District understand Monitoring and Evaluation.
- (b) To ascertain whether Monitoring and Evaluation is well coordinated in the district.
- (c) To ascertain the extent to which Monitoring and Evaluation has improved teacher performance.
- (d) To establish challenges faced by school administrators and Standards Officers in carrying out Monitoring and Evaluation.
- (e) To suggest measures to improve how monitoring and evaluation can influence school performance.

5.1. Respondents understanding of Monitoring and Evaluation

The study established that 109 (91%) of respondents with mean of 4.58 (teachers and head teachers) indicated that teachers understood monitoring and evaluation. The findings clearly shows that majority of teachers understood monitoring and evaluation since the mean value was higher than the standard reference mean of 2.5. During in-depth interviews, all head teachers (9) and four of the Education Standards Officers indicated that teachers understood monitoring and evaluation since they accepted advice and feedback given through inspection reports for making improvements in their work performance. This finding is in line with Wanga (1998) who stated that supervision had improved quality of education as styles of teaching had improved although more variety was still required.

Furthermore, the respondents indicated that they held meetings with teachers where teachers' strengths and weaknesses were pointed out and advice was given accordingly. This finding is also in line with the suggestion given by Wilcox (2000) that school inspection should develop pedagogical skills.

In addition, it was reported that teachers prepared and submitted their files to school administrators freely and willingly and this was equally viewed as a sign of understanding of monitoring and evaluation by teachers. Teachers were required by management to submit their working documents for checking and marking.

However, two ESOs said that very few teachers understood monitoring and evaluation in the sense that poor results should not have been inherent in them and always waiting for monitors before they could effectively discharge their duties. It was however, observed that it was only teachers who were lazy who could not perform their duties effectively and that it also depended on how Standards Officers handled them that they either took their advice positively or negatively. Therefore, since the majority of respondents indicated that teachers understood monitoring and evaluation, their assertion could be taken to be factual.

In view of the above, Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument by Taylor was that, human beings by their nature, and in this, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can (Wertheim, 2007). Taylor felt that the secret of scientific management was the compliance of workers and that they did not need autonomy or freedom of thought but their role was simply to follow the direction of their superior (Hoyle and Wallace, 2005). Therefore, managers are to plan and control the work process whereby workers are to do as they are expected. The scientific management theory could also be used in connection with school inspection where teachers are viewed as key implementers of the school curriculum and as such, they were required to execute their duties effectively, for which they were paid.

The study also found that head teachers monitored and evaluated teachers as evidenced by the teachers' responses that they were inspected since the mean (3.29) was higher than standard reference mean of 2.5. Moreover, head teachers also indicated that they monitored

and evaluated teachers at their schools considering the mean (4.11) which was significantly higher than the standard reference mean of 2.5, and all the head teachers (9) interviewed agreed. This finding is in line with Chivore in Kambunga (2013) who stated that effective schools were by and large a result of an effective administration, which implies close monitoring and supervision. The revelations by the study also confirm the works of other scholars, for example, Learmonth (2006) show that there is improved quality especially among the weakest schools when school inspection is conducted. Matete (2009) also indicate that teachers (90%) said that school inspection helped them improve in teaching and learning while 92% admitted that school inspection provided professional support. Therefore, based on the findings, it could be argued that teachers were monitored and evaluated in their work by head teachers. However, despite the good picture, majority of ESOs (four) out of the six interviewed observed that most head teachers were not conducting monitoring and evaluation in their schools. They were of the view that all head teachers needed to monitor teachers effectively.

In addition to supervision by school administrators, teachers were also inspected by Standards Officers. The results of the study indicated that (56%) of head teachers with mean of 2.56 indicated that Standards Officers monitored and evaluated teachers. Considering the percentage and the mean shown, it could be observed that quite a good number of respondents were not in agreement, thus the responses were moderate. Therefore, the respondents felt that the frequency at which they were monitored and evaluated by Standards Officers was not adequate. Furthermore, of the nine head teachers interviewed, majority of them (eight) said that monitoring by Standards Officers was not conducted regularly. This assertion confirms the responses of all ESOs (six) interviewed who indicated that they visited schools irregularly due to logistical problems. This is an area of concern which requires Standards Officers to visit schools frequently if any meaningful standards pertaining to provision of quality education were to be realised. Thus, a period of more than three years is too long a period to keep teachers awake and abreast with recent trends that are meant to improve on their profession.

As regards to regular monitoring and evaluation influencing learners performance, the study revealed that most respondents 88% (teachers and head teachers) indicated that monitoring

and evaluation influenced learners' performance. This finding was also confirmed by all six Standards Officers themselves.

5.2. Whether Monitoring and Evaluation was well coordinated in Mbala District

As regards whether monitoring and evaluation was well coordinated in the district, the majority of head teachers 24 (80%) were of the view that monitoring and evaluation was well coordinated in the district. Only a few of head teachers were naïve about it as they lacked experience or judgement. During in-depth interviews, all the head teachers (9) and all ESOs (6) indicated that it was well coordinated. The reporting system was two way, from school to province and from province to schools. While feedback mechanism was from province to schools. Thus, it was reported that coordination was through the upward and down ward reporting system. The overwhelming response by head teachers and Standards Officers is an indication that monitoring and evaluation was well organised and conducted effectively to the satisfaction of all teachers. This was well done and a positive move which should be commended. Among the benefits of monitoring and evaluation being well coordinated were: Standards Officers gave comprehensive reports as feedback to teachers on their findings after monitoring, reports submitted by schools also gave a picture of how work was being conducted in schools and that in certain situations, follow-ups were made by Standards Officers to verify reports, and through head teachers' and Standards Officers' roles, they supplemented their efforts and ensured that the curriculum was well implemented.

Most head teachers said that monitoring and evaluation was well coordinated in the district, it was also observed that written feedback (reports) after monitoring and evaluation was rarely given to teachers. This made teachers not to take monitoring and evaluation seriously. Therefore, Standards Officers were to reflect on their performance and ensure that they effectively provide feedback to teachers in order for monitoring and evaluation to be viewed to be important by teachers.

5.3. Extent to which Monitoring and Evaluation had improved teacher performance

The study revealed that all Education Standards Officers (6) and six of the nine head teachers indicated that monitoring and evaluation had improved teacher performance. Monitoring and Evaluation helped teachers improve in teaching and learning as it brought out their areas of weakness, which they worked on based on the advice given to them. The study also found the methodology benefits gained by teachers through Monitoring and Evaluation. Advice on how to teach various subjects was offered so that teachers improve in their performance. Similarly, Chivore in Kambunga (2013) found that effective schools were by and large a result of an effective administration, which implies close Monitoring and Evaluation.

However, despite the good picture above, the study found that three (3) head teachers reported that Monitoring and Evaluation had improved teacher performance to some extent. They said that results did not come out the way they should because Monitoring and Evaluation was not conducted regularly. They felt that the frequency at which the Standards Officers inspected schools was not adequate. Head teachers were of the view that it would help them much if the Standards Officers visited them at regular intervals, so as to know whether schools were progressing or not. Frequent Monitoring and Evaluation would assist in maintaining educational standards by teachers at all times. Thus, Head teachers and teachers tend to see the recommendations from the School Inspectors as a great support for the existing ideas and desire to change.

5.4. Challenges faced by school administrators and Education Standards Officers in carrying out Monitoring and Evaluation

As regards challenges faced by school administrators and Education Standards Officers in carrying out monitoring and evaluation, several were identified. Majority of head teachers (73%) with mean of 3.31 were of the view that teaching and learning materials were inadequate, while, 87% reported of poor staffing levels in schools with mean of 4.29 and since the mean value was higher than the standard reference mean of 2.5 in both cases, it could be argued that there was a shortage of teaching and learning materials and teaching staff in schools. During interviews, Education Standards Officers also confirmed that teaching and learning materials and staff were inadequate in schools.

Other challenges were dual roles of head teachers thus, administration and teaching, inadequate classroom accommodation or lodges where Standards Officers could lodge during school visits especially in rural areas, teachers on distance learning (divided attention between teaching and professional development, negative attitude towards school by some communities for example, they rarely collected report forms for their children, inadequate and erratic funding to enable Standards officers effectively carry out monitoring and evaluation, poor and inaccessible road network especially in rural areas, inadequate number of ESOs and lack of cooperation by some teachers and head teachers in some schools. The challenges do not portray chance for effectively monitoring and evaluating the performance of upper primary school teachers in schools in the district.

This is probably why Matete (2009) argued that school inspectors had poor working conditions which affected the inspection findings for teachers. The authorities responsible should aim at addressing these challenges if monitoring and evaluation were to be appreciated by teachers.

5.5. Measures to put in place to improve school performance through monitoring and evaluation

As regards this aspect, the study showed that most of the head teachers and teachers (95%) with a mean of 4.68 were of the view that staffing levels should be improved and that 96% with a mean of 4.63 indicated that hard working teachers should be awarded. Furthermore, the respondents (97%) with a mean of 4.76 indicated that teaching and learning materials should be distributed to schools while they also said (91%) that allowances should be paid to deserving teachers. These findings are very significant as indicated in table, 4.1a above and required immediate attention. Furthermore, some of the above findings were in agreement with the revelation from the Standards Officers, who upon being asked to say the measures to be put in place to improve school performance through monitoring and evaluation positively stated that staffing levels should be improved (100%) and teaching and learning materials should be procured and distributed to schools (100%).

In addition, the respondents gave varying responses on the suggested measures and these included improved and timely funding to enable Standards Officers effectively carry out monitoring and evaluation, improve road network especially in rural areas for ease mobility, availing transport for Standards Officers since they only relied on the DEBS' vehicle which

was usually busy, increase number of Standards Officers as they were few in the district for the wider catchment area and many schools they were expected to cover, government should construct additional classrooms in schools to cater for the growing population, the district office should work on the perceptions and attitudes of some school managers and teachers towards monitoring and evaluation by holding awareness meetings, Education Standards officers to be reskilled through provision of formal training, further decentralisation of the inspectorate to Zonal level in order to increase efficiency and Standards and Curriculum Directorate should be autonomous in order to operate effectively and efficiently. Therefore, it would be strongly argued that the measures suggested needed to be seriously considered by responsible authorities given their great significance if performance of teachers and ultimately that of learners were to be meaningfully improved through monitoring and evaluation.

Chapter Summary

This chapter discussed the findings of the study according to the research objectives and the themes that emerged from the data. The next chapter will present a summary of the findings of the study and conclusions drawn from the results, recommendations made based on the findings of the study and a proposed future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Overview

Chapter five discussed the findings of the study according to the research objectives and the themes that emerged from the data. In this chapter, a summary of the findings of the study and conclusions drawn from the results are presented. It also presents the recommendations made based on the findings of the study and proposed future research.

6.1. Conclusion

The study has shown that Monitoring and Evaluation influences the performance of upper primary school teachers towards improving teaching and learning. Teachers understood Monitoring and Evaluation as they accepted advice and feedback given through inspection reports for making improvements in their work performance and that when praised they appreciated, as evidenced by the results of this study. The study also found that teachers have developed a sense of responsibility as they freely and willingly prepared and submitted their teaching files for checking and marking to school administrators an indication that they understood Monitoring and Evaluation.

Monitoring and Evaluation was well coordinated in the district, through the upward and downward reporting system. Reports gave a picture on performance of schools and brought out pertinent issues which required immediate attention for improvement of teaching and learning.

School administrators and Standards Officers faced a number of challenges in carrying out monitoring and evaluation ranging from:

- Inadequate teaching and learning materials.
- Poor staffing levels.
- Inadequate infrastructure.
- Inadequate and erratic funding.
- Poor and inaccessible road networks.
- Head teachers and teachers work load.
- Negative attitude towards school in some communities.
- Lack of cooperation by head teachers and teachers in some schools.

The suggested measures to improve how monitoring and evaluation can influence school performance included:

- Adequate and timely release of funds.
- Adequate provision of teaching/learning materials.
- Improve staffing levels.
- Improve road network especially in rural areas.
- Provision of transport to Standards Officers.
- Increase number of Education Standards Officers.
- Regular Monitoring and Evaluation.
- Availing written reports to teachers.
- Work on the perception and attitudes of some school managers and teachers towards monitoring and evaluation.
- Education Standards Officers to be reskilled.
- Further decentralisation of the inspectorate to Zonal level.
- Directorate of Standards and Curriculum should be autonomous.

6.2. Recommendations

In the light of the findings of this study, the following recommendations have been made to MoGE stakeholders and policy makers in Zambia.

- The government through MoGE should release adequate funds to enable districts implement the planned activities.
- The government through MoGE should deploy more teachers especially to rural areas to address the shortage of staff.
- The government through MoGE should procure adequate and appropriate teaching and learning materials for effectiveness in teaching and learning.
- The government through MoGE should procure strong vehicles for standards section in order to improve the frequency and effectiveness of the monitoring and inspection activities.
- The government through MoGE should construct adequate classroom accommodation in schools in order to improve accessibility of education by pupils.

- MoGE should hold reskilling workshops for Standards Officers.
- The government should improve road networks especially in rural areas to easy mobility of Education Standards Officers.
- The Government through MoGE should increase the number of Standards Officers in districts to enhance effectiveness and efficiency.
- The government should further decentralise the inspectorate to Zonal level to enhance efficiency.
- Education Standards Officers and schools should conduct training workshops for teachers on the preparation of teaching and learning materials using locally available materials to supplement on government effort.
- Education Standards Officers should work on the perceptions and attitudes of some teachers and school managers towards monitoring and evaluation by holding awareness meetings.
- Education Standards Officers should help in sensitising members of the community on having a positive attitude towards school.
- District officials should avail written reports to schools.

6.3. Proposed area for future research

Since this study was an academic research conducted on a few selected schools in the district, the impact of monitoring and evaluation on the performance of upper primary school teachers can be studied in the entire country so as to have more conclusive and reliable evidence of the extent to which Monitoring and Evaluation influences the performance of upper primary school teachers.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR UPPER PRIMARY SCHOOL TEACHERS AND HEAD TEACHERS

Section one: Socio-demographic characteristics

(Tick appropriate answer or fill in the spaces provided)

Position of Respondent.....

School..... District.....

1. Sex (a) Male [], (b) Female []
2. Age (a) 20 -30 years []
(b) 31-40 years []
(c) 41-50 years []
(d) 51 and above []
3. Professional Qualifications
(a) College Certificate []
(b) College Diploma []
(c) Advanced Diploma []
(d) University Degree []
4. Period as a teacher/head teacher
(a) One to five years []
(b) Six to ten years []
(c) Eleven to 20 years []
(d) More than 20 years []
5. Class taught 5 [], 6 [], 7 []
6. How many pupils do you have in your class?...../not applicable

Section two: Impact of monitoring and evaluation on the performance of teachers

The Ministry of General Education (MoGE), as the main provider of education in Zambia, is tasked to monitor and evaluate standards of education. This research seeks to discuss the impact of monitoring and evaluation on the performance of upper primary school teachers in Mbala District. Below are statements regarding what you think about Monitoring and Evaluation. Please, read each statement carefully and circle one appropriate number that suits your opinion. Use the following five point scale of the agreement and disagreement with the statement, **1** = Strongly Disagree, **2** = Disagree, **3** = Moderate, **4** = Agree, **5** = Strongly Agree

	Teachers at upper primary school level understanding monitoring and evaluation	Five Point Scale				
7	Teaching and learning resources are available and adequate in school	1	2	3	4	5
8	Checking of teachers' working documents is helpful	1	2	3	4	5
9	Monitoring and Evaluation affects pupil's performance	1	2	3	4	5
10	Monitoring and Evaluation improves teaching and learning process	1	2	3	4	5
11	I understand Monitoring and Evaluation	1	2	3	4	5
12	Standards Officers helps me after Monitoring and Evaluating my work	1	2	3	4	5
13	Monitored and Evaluated by your head teacher (<i>Not Applicable to Head teachers</i>)	1	2	3	4	5
14	Monitored and Evaluated in teaching by Standards Officers (<i>Not Applicable to Head teachers</i>)	1	2	3	4	5
15	Helped by the Head teacher after Monitoring and Evaluation (<i>Not Applicable to Head teachers</i>)	1	2	3	4	5
16	Monitoring and Evaluation helps me in teaching in class (<i>Not Applicable to Head teachers</i>)	1	2	3	4	5

	Ascertaining whether monitoring and evaluation is well coordinated in Mbala District (<i>Not applicable to teachers</i>)					
17	I check teachers' working documents effectively and adequately	1	2	3	4	5
18	You monitor and evaluate teachers at your school	1	2	3	4	5
19	Standards officers monitor and evaluate teachers at your school	1	2	3	4	5
20	Monitoring should be conducted by various stakeholders	1	2	3	4	5
21	Regular Monitoring and Evaluation influence pupils' performance	1	2	3	4	5
22	You help your teachers after Monitoring and Evaluating their teaching	1	2	3	4	5
23	Standards officers help your teachers after Monitoring and Evaluating their teaching	1	2	3	4	5
24	Teachers at upper primary school level understand Monitoring and Evaluation	1	2	3	4	5
25	You are helped by standards officers with regard to Monitoring and Evaluation	1	2	3	4	5
26	Monitoring and Evaluation is well coordinated in the district	1	2	3	4	5
27	Monitoring and Evaluation serve their intended purpose in this district	1	2	3	4	5
	Challenges faced by upper primary school teachers with regard to Monitoring and Evaluation (<i>Not applicable to head teachers</i>)					
28	Inadequate teaching and learning materials	1	2	3	4	5
29	Over enrolment	1	2	3	4	5
30	Poor staffing levels	1	2	3	4	5
31	I face challenges in my work as an upper primary school teacher with regard to Monitoring and Evaluation	1	2	3	4	5
	Challenges faced by Head teachers in carrying out Monitoring and Evaluation (<i>Not applicable to teachers</i>)					
32	Inadequate teaching and learning materials	1	2	3	4	5
33	Poor staffing levels	1	2	3	4	5
34	I face challenges in carrying out Monitoring and Evaluation at upper school section	1	2	3	4	5

	Measures to put in place to improve school performance through Monitoring and Evaluation					
35	Improving Staffing levels	1	2	3	4	5
36	Awarding hard working teachers	1	2	3	4	5
37	Distribution of teaching and learning materials to schools	1	2	3	4	5
38	Allowances to be paid to deserving teachers	1	2	3	4	5

THANK YOU FOR PARTICIPATING

APPENDIX B

INTERVIEW GUIDE QUESTIONS FOR HEAD TEACHERS

Position of Respondent.....

School..... District.....

1. Do you have adequate teaching and learning resources?
2. Do your teachers prepare their work adequately?
3. Why should preparations for teachers be checked and marked before lesson presentation?
4. Do you monitor and evaluate teachers?
5. Do standards officers monitor and evaluate teachers at your school?
6. Why should monitoring be conducted by various stakeholders?
7. How is monitoring and evaluation conducted at school?
8. How does regular Monitoring and Evaluation influence pupil's performance?
9. Do you think teachers at upper primary school level understand Monitoring and Evaluation?
10. In what ways do you help your teachers after Monitoring and Evaluating their teaching?
11. In which ways are you helped by standards officers with regard to Monitoring and Evaluation?
12. Do you think Monitoring and Evaluation is well coordinated in the district.
13. Do you think Monitoring and Evaluation serve their intended purpose in this district?

14. What challenges do you face in carrying out Monitoring and Evaluation at upper primary school section?
15. How do you solve some of the challenges regarding Monitoring and Evaluation so as to enable upper primary school teachers effectively facilitate teaching and learning?
16. List some of the achievements that Monitoring and Evaluation have scored from 2012 to 2015?
17. What measures should be put in place in improving school performance through Monitoring and Evaluation?

THANK YOU FOR PARTICIPATING

APPENDIX C

INTERVIEW GUIDE QUESTIONS FOR STANDARDS OFFICERS

1. Are teaching and learning materials adequate in schools in the district?
2. Do head teachers effectively carry out Monitoring and Evaluation at upper primary section in Mbala District?
3. How often do you visit the schools for Monitoring and Evaluation?
4. How many times did you monitor and evaluate upper primary school teachers in 2012, 2013, 2014 and 2015?
5. How would you describe the performance of upper primary school teachers when you monitor and evaluate their work?
6. How has Monitoring and Evaluation improved the performance of pupils?
7. Do you think teachers at upper primary school level understand Monitoring and Evaluation?
8. Why do you think the Zambian Government decided to incorporate the inspectorate as a sub-sector within Ministry of Education? The incorporation of the inspectorate, was it a valuable idea for teachers?
9. What assistance does your office give to schools to enhance school performance at upper primary section?
10. What challenges do teachers face in their attempt to enhance effective performance?
11. How well is Monitoring and Evaluation conducted in the district?
12. What Challenges do you face in carrying out Monitoring and Evaluation?
13. How can Monitoring and Evaluation be improved in order to improve school performance?

THANK YOU FOR PARTICIPATING

APPENDIX D

Research budget

S/No.	ITEM	QTY	UNIT COST (K)	TOTAL COST
1	Ream of paper	4	45.00	180.00
2	Typing and printing:			
	Proposal	Lump sum	200	200
	Dissertation	Lump sum	500	500
3	Photocopying	Lump sum	200	200
4	Box file	5	20	100
5	Refreshments	-	200	200
6	Transport costs	-	-	1,500
7	Binding dissertation	4	20	100
8	Contingency	-	-	100
	GRAND TOTAL			2,080

APPENDIX E

Research Work plan

Activity Number	Activity	Dates	Duration
1	Writing proposal and preparing research instruments	August-October, 2015	Three months
2	Piloting and re-casting of data collection instruments	November, 2015	One month
3	Data collection	December-January, 2015	Two months
4	Data Processing and Analysis	January-February, 2016	Two months
5	Report drafting and submission	March - April, 2016	Two months
6	Final report writing and submission	May - June, 2016	Two months



CONSENT FORM
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES

Dear Respondent,

I am Isabel Namfukwe, a postgraduate student at the University of Zambia studying Educational Administration and Management. The purpose of this note to you is to request you to provide information on the questions contained in this questionnaire/interview guide. The questionnaire/interview guide has nothing to do with personalities of individuals or positions in their schools. It is only trying to find out if monitoring and evaluation is providing the required services in the teaching and learning process. Hence, the exercise is purely for academic purposes. Remember, Participation in this study is voluntary and you have the right to discontinue if you decide otherwise, but out of courtesy, communicate your non-participation in good time because I am counting on your contribution for this project to be successful.

Please, do not indicate your name on the questionnaire for purposes of confidentiality.

I would appreciate if you could give the answers to the questions, reflecting the true picture of your experiences. Please, answer all the questions as required and give me feedback as soon as possible.

In advance, I thank you for your assistance and cooperation.

Yours Sincerely,

Isabel Namfukwe

Student (UNZA).
